EDGEWATER COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	79
School Address:	32 Edgewater Drive, Pakuranga, Auckland, 2010
School Phone:	09 576 9039
School Fax:	09 576 9037
School Email:	enquiries@edgewater.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Jennie Valgre	Parent Trustee/ Chairperson	Re-elected June 2019		June 2022
Russell Grainger	Parent Trustee/ Chairperson	Re-elected June 2016		June 2019
Louise Addison	Principal			
Trudy Bennett	Parent Trustee	Elected June 2019		June 2022
Kerryn Dawson	Staff Trustee	Re-elected July 2019		June 2022
John Fale	Parent Trustee	Re-elected July 2019		June 2022
Sharon Gerber	Parent Trustee	Elected June 2019		June 2022
John Scanlan	Parent Trustee	Elected June 2019		June 2022
Elizabeth Watene	Parent Trustee	Re-elected July 2019		June 2022
Macauley Cunningham	Student Trustee	October 2018		September 2019
George Gray	Student Trustee	Elected October 2019		September 2020

Accountant / Service Provider:	Sheryl McGregor

EDGEWATER COLLEGE

Annual Report

for the year ending 31 December 2019

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Annual Aims

ANNUAL IMPLEMENTATION PLAN 2019

School wide goals 2019			
Vision and values	**Restorative and relational practice**	**Junior Curriculum review**	**E-learning strategy**
To review our vision and values with our school community to reflect its aspirations for our ākonga.	To support a community of restorative and culturally responsive practice that supports equity and excellence in student achievement.	To review our junior curriculum to ensure it supports meaningful, future focused learning and student agency.	To formulate an effective e-learning strategy and the infrastructure to support it.

Goal 1: To promote shared leadership for equity and excellence				
Focus Area	**Objective:** What we want to achieve	**Actions:** How will we achieve these objectives		**Success Indicators:** How we will evaluate this focus area
Vision and Values	Clarify and collaborate with community, staff and students about our vision and what we value. Link vision and values to student expectations and opportunities.	• Communication through range of avenues / events. • Use of P25, reports and student leadership to support communication. • Regular review through SLT leadership meetings.	PL	• School wide survey T3
School wide leadership	*Senior Leadership:* Implement new structure for Senior Leadership Team. Incorporate Educational Leadership Capability Framework into professional learning and practice.	• Share structure across learning community. • Framework will form part of PLD / SLT meetings.	PL	• Staff / students / parents will know who to go to within the structure • Review T4
	Staff Leadership: Build HOD and Deans teams as PLGs linked to new SLT structure. Develop leadership capabilities of support staff.	• PLD will form key aspect of updated meeting structure. • PLD for support staff will be a key part of staff training.	DPC / APP	• Review of meeting agenda's and minutes • Appraisal of deans and HODs

	Student Leadership: Implement new Student Leadership based around Academic, Pastoral and Community committees, and Whānau leadership roles.	• Fortnightly meetings of different leadership committees. • Formulation of job descriptions • Introduction of key events.	PL	• Student leadership meeting agenda and minutes • Review T4
Community	Vision and Values Focus for review Opportunities for engagement and consultation with Māori community are strengthened. Strengthening meaningful collaboration and partnership with Te Tahawai Marae. Opportunities for engagement and consultation with Pasifika community are strengthened.	• Work with TTM Komiti and MOE to resolve License to occupy / lease. • Hui and fono will be opportunities to strengthen engagement and consultation. • Co-opt TTM komiti member to BOT.	PL / APP	• License to occupy / lease will be resolved. • Community survey T3
Pakuranga West Kahui Ako	Edgewater College will be an integral part of the Pakuranga West COL. Collect baseline data at junior level, with regard to Student Agency and Endorsement levels. Appoint staff to WSL and ASL leadership positions.	• Principal will be key liaison to COL leadership group. • New reports will support collection of meaningful data. • Staff will be appointed and supported to fulfil their role within with COL.	PL / DPC	• Stocktakes as part of the reporting process • Appointment process for COL leaders
Evaluation / Self Review	The conditions for effective evaluation and self-review for improvement are established.	• New structure for reporting to BOT and to SLT will be implemented.	PL / SLT	• Review of reports and from BOT

Goal 2: To inspire a high quality teaching and learning community

Junior Curriculum	Review Year 9 and 10 curriculum with a focus on meaningful learning and development of student agency.	• Led by APP – will look at Diploma, Unit Planning, Student Voice and link to Academic Committee.	APP	• Improvements as part of the review will be implemented during 2019 and 2020.
Junior Achievement	Introduce new reporting system and collect base line data across all learning areas linked to N1 to E8 scale and meaningful feedback and feedforward on learning outcomes.	• APS in consultation with Data Manager will lead introduction of new reporting system.	APS	• All reports and summaries of reports will be completed via new system.
Senior Curriculum	Introduce 6 subject model at Years 11 and 12. Introduce Edge one hour per week at Years 11 to 13 to further support careers, mentor, innovation and wellbeing.	• All students in years 11 and 12 will study 6 subjects. • P25 / Edge hour will be used.	DPC	• Review of timetable by curriculum / timetabling team. • Review of P25 by Deans team.
Senior Assessment	Targets – at or better than national in all areas. Academic tracking / mentoring. Review of assessment practice in senior school. SARONA – ILPs for Students at Risk of Not Achieving.	• Introduce changes to senior courses / 6 subjects. • Assessment Practice a focus of PLD.	SLT	• NCEA data. • HOD Learning Area reports.
Teaching Practice	Develop an effective teaching and learning profile in conjunction with staff.	• HODs and DP Curriculum to collaborate on development.	DPC	• Profile is developed and shared with staff.
Feedback and feedforward	Introduce walkthroughs by senior and middle leadership teams to support feedback and feedforward to staff.	• Walkthroughs linked to aspects of appraisal document.	PL / SLT	• Review T1 2020 • Summary spreadsheet.
Professional Learning	Collective inquiry is a key feature of Professional Learning. Restorative practice and links to culturally responsive practice. Student Agency. E-learning understanding and SAMR model.	• Professional Learning will take place every Friday in three week cycle of whole school, cross curricular PLGs and department based.	DPC	• Annual review of Professional Learning by DPC.

Staff wellbeing and support	Create a staff wellbeing team to further ensure all staff feel supported and their wellbeing is enhanced.	• Team is established and develops a plan for staff wellbeing.	SLT	• Review T1 2020.
Support Staff	Further develop appraisal structure and professional learning opportunities for support staff.	• Process is co-constructed with support staff and implemented.	PL	• All support staff are appraised under the updated system.
Appraisal / PMS	Continue with appraisal structure to ensure meaningful appraisal of all staff members. Ensure all roles in the school have co-constructed job descriptions.	• Appraisal is completed for all staff. • All roles in the school have co-constructed and signed job descriptions.	DPC	• Appraisal is completed for all teaching staff in line with structure.

Goal 3: To ensure all students are supported to be passionate and successful learners through a safe and inclusive environment

Pastoral at risk	Strengthen early identification of students at risk at all levels and ensure that appropriate interventions occur in a timely manner. Review and streamline attendance systems. Continue with PEHA as ways of support at risk students. Continue to strengthen connections with outside agencies.	• APP and Deans team will collaborate with staff on clarifying intervention systems. • Review of attendance systems to ensure timely intervention. • Create a map of available pastoral services through Pastoral Handbook.	APP	• Pastoral Handbook is updated and reflects best practice. • Review T4.
Restorative practice / PB4L	Connect professional learning around restorative practice (RP) and culturally responsive and relational pedagogy (CRP) to ways of working within the Pastoral team. Ensure that systems of consequences are linked in to the schoolwide restorative practice goal.	• Professional Learning ensures all staff have meaningful understanding of RP and CRP and what this means in practice.	DPC / APP	• Review T4.
Pastoral care via Mentor and Dean network	Implement Associate Mentors programme to support further student leadership opportunities. Professional learning for Deans via AP Pastoral that establishes them as a PLG. Development of Pastoral Care systems handbook to support work of all members of pastoral team.	• Associate Mentors are appointed, and their roles have been defined. • Use of new Meeting structure to support PL for Deans. • Deans and AP Pastoral to collaborate on developing handbook.	APP	• Pastoral Care systems Handbook is developed and reflects best practice.
Health and Guidance	Succession planning – review counselling support. Professional learning as a team – focus on meaningful and timely interventions.	• Review is undertaken in consultation with Counsellors. • Regular meetings of Health and Guidance team are led by APP.	APP / PL	• Plan for counselling support is developed. • Meeting minutes reflect meaningful and timely interventions.
Safe physical / emotional environment	Restorative conflict resolution processes focus for review	• Review is carried out on how restorative practice supports conflict resolutions.	APP	• Review T3
Transition and student pathways	Review current systems of transition into and out of EC, in conjunction with Pakuranga West COL schools and other feeder schools.	• Survey of Y9 and parents used to assess transition. • Liaison with COL schools.	APS	• Review T1 / 4.
Learning Support	Strengthen connections with outside agencies. Learning Support team is able to assess and provide individualised support to all identified. Professional learning for Learning Support team is appropriate and effective in continuing to grow best practice.	• All learning support students have appropriate IEPs • PLD as part of cycle.	APS	• Meeting minutes • IEPs • Review T4

Student Agency	Review and develop meaningful measures of student agency in consultation with junior curriculum review and COL practice.	• Decision on measures of student agency. • Analysis of new reporting information.	SLT	• Summary of reporting information.

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Initiatives	Introduce Edge Innovation programme at year 9. Parents as partners in learning: Parents will be informed and involved in supporting meaningful learning and achievement. Our Māori community will engage as partners in supporting Māori learners achieving success as Māori. Our Pasifika community will engage as partners in Pasifika student success. Support increasing opportunities for feedback and feedforward across our learning community through reporting and walkthrough systems.	• Edge programme is introduced and TLIF funding is applied for to continue to support this innovation. • Use of Tapasa and Ka Hikitia to inform best practice. • Introduction of walkthrough system.	SLT	• Annual review of Edge. • Hui and Fono • Summary of walkthrough spreadsheet is created and analysed.
Student Voice	Our new student leadership structure will work to ensure that student voice is collected and acted on to support ongoing improvements in teaching and learning.	• Fortnightly meetings of committees are held and ideas implemented.	PL	• Student Leadership meeting minutes.
Systems	Day to day organisation systems and processes are transparent and fit for purpose.	• Updating of processes through SLT meetings throughout the year.	APS	• Minutes of SLT meetings. • Staff handbook.
Health and Safety	Strengthen use of Assay across school community to ensure it is being used to full capacity.	• Review Assay as reporting tool. • Ensure reporting meets all legal requirements and incidents are responded to appropriates.	APS	• Reporting to BOT through Principal Report.
Procedures	Review of all school wide procedures in line with updated Policies (School Docs).	• Ongoing as School Docs policies are introduced – in conjunction with systems review.	SLT	• Procedures are updated as appropriate.
Career Education / Guidance	Develop careers strategic plan with focus on both education and guidance. Use 'P25' lessons to further enhance careers education.	• Plan is developed. • P25 plan regularly includes career guidance opportunities.	APS	• Term summaries.
E-learning, Technology and ICT	Develop a comprehensive e-learning and technology insfrastructure plan for implementation in 2020 and beyond. Implement new website. Improve communication via Kamar and the portal.	• Plan is developed. • Website is fit for purpose and provides relevant and meaningful information to our community. • PLD for all staff re Kamar and portal.	APS	• Review T3.
PN and Assessment	Review Assessment practice – link to ongoing professional learning. Ensure that best practice continues to guide all assessment and moderation practices.	• Ongoing review.	APS	• Reporting to Principal and BOT.
Self-Review / Evaluation	Review evaluation and self-review structure. Incorporate self-review of day to day systems and processes via weekly management meetings.	• Overview is created and shared with school community. • Review is key feature of meeting processes.	PL	• Overview • Meeting minutes.

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Effective board operation and stewardship	Smooth transition to new Board in May 2019 and induction of new Board members to ensure: All Board members are well informed regarding their role & responsibilities. All Board members undergo appropriate training / professional development. Process of annual review of performance is established.	• Induction takes place. • PLD plan for BOT is co-constructed with Principal. • Annual review process for board is established with new Board.	BOT	• Meeting minutes.
Charter, vision and values	Charter – review structure and implement new self-review and reporting guidelines.	• New structure is introduced and approved by BOT.	PL / BOT	• Charter documents.
Communication / Collaboration / reporting	Reporting from Principal to BOT is aligned to new Annual Implementation Plan structure. Investigate use of digital collaboration / communication tools.	• Annual Implementation Plan is evident in Principal's report to BOT and supports effective communication and collaboration.	BOT / PL	• Meeting minutes. • Review T2.
Principal Appraisal	Consult with Principal on review of Appraisal process and implement appropriate appraisal process.	• Process is established and meaningful appraisal of Principal takes place.	Chair	• Reporting to BOT.
Physical Environment / Property	The physical learning environment inspires and supports effective teaching and learning. 5YA: Block E ILE Conversion, S Block Chemistry area refurbishment, C Block Computer Room conversion.	• E block conversion is completed. • External painting continues. • Other areas are converted as per plan.	BOT	• Meeting minutes – property report.
Employment	The Board will provide attractive employment conditions and opportunities for staff. All obligations with regard to employment will be understood and met.	• Edgewater will be fulling staff and all employment obligations will be met.	BOT / PL	• Meeting minutes – HR report.
Health and Safety	All obligations with regard to Health and Safety are met.	• Move to new system of reporting. • Focus on near misses and prompt action.		• Reporting to BOT shows obligations are met.
Te Tahawai Marae	The Principal and BOT representative will actively engage with the Te Tahawai Komiti by attending and participating in Komiti meetings. The BOT will consider co-opting a member of the Komiti onto the BOT at the next elections. A MOU will be established and used to support ongoing collaboration and connection.	• License to occupy / lease will be resolved. • PL and BOT will actively represent the school in collaborating with TTK. • New BOT will consider co-option in second half of year.	BOT / PL	• Lease / license documentation.
Budget	Budget forecasts each year are met. The budget process is driven by student needs. Resources are managed effectively so opportunities for student learning are optimised. Positive working capital is maintained.	• Budgeting process is reviewed and updated as required.	EO / PL / BOT	• Meeting minutes – financial report.
Policy review	Move to School Docs to support evaluation and review of school policies. Policies are effective in setting direction and providing clarity.	• Drafts from School docs are reviewed by SLT and BOT and then approved and adopted by BOT.	SLT / BOT	• All policies are updated and approved as per school docs.

Responsibilities	SLT – Senior Leadership Team				BOT
	PL – Principal	DPC – Deputy Principal Curriculum, Teaching & Learning	APP – Assistant Principal Student Welfare & Pathways	APS – Assistant Principal Systems & Innovation	Board of Trustees

Goal 1: To promote shared leadership for equity and excellence

Focus Areas	2019		May	June	July	August	Beg September	End September	October	November	2020
Vision and Values	Clarify and collaborate with community, staff and students about our vision and what we value.	✓	Staff PLD linking values to events in Christchurch and classroom teaching practice (1a) Development of certificates for Deans to issue (1a)	School wide expectations linked to values have been developed in consultation with staff and student leaders. These are in the process of being rolled out via Mentor times and assemblies. (1a)	Further roll out of EC Expectations which align to School wide values (1a)	Roll out of EC Expectations continues, diaries issued to all students as part of "Being organised, on time and ready to learn" week (1a)	Curiosity week has been run by the Academic Council in the library at lunchtimes (1a)			Incorporation of school values at prizegiving through deans and Tristan Bolton award were very well received. (1a)	Vision and values are understood and demonstrated in practice.
	Link vision and values to student expectations and opportunities.	✓									
School wide leadership	*Senior Leadership:* Implement new structure for Senior Leadership Team. Incorporate Educational Leadership Capability Framework into professional learning and practice.	✓ ✗	Plan for P25 to incorporate Values through Student Leadership Committees (1a,b) Senior Leadership – reporting in Management Meetings is linked to Annual goals and areas of responsibility (1b) Student Leadership – Pastoral Committee have planned "EC Cares" day on Wednesday 10 May (1b)	Welcome to Leitu who has joined the SLT team while Moira is on sick leave (1b)	Updated PLD plan for HODs work in progress (1b) Sincere thanks to Leitu Samasei'a for his contribution to our Senior Leadership Team while Moira Macpherson was on leave (1b) Student leaders have been working with wider East Auckland school group to support a number of initiatives and events that support Auckland City Mission and I am hope charities (1b)	Discussion of how Educational Leadership Capability Framework might be built into updates of Appraisal process (1b) Student leaders did a fantastic job of running tours of E-Block (1b)	Open Expo for prospective students very well attended (1b)	Preparation has begun for selecting student leaders for 2020. This process includes students applying for the positions and then review by staff and senior leaders before final decisions are made (1b)	Student Leadership roles are currently being assigned - a revamp of how whanau leadership is better incorporated into the model is being done. Also, a representation of our Maori students will also be appointed each year and become part of the leadership committee. As with last year the four Head student roles will be announced at prize giving - the remainder of students will know they have a leadership role but what this is will be announced at our leadership and excellence evening in 2020. (1b)	Deputy Principal and Assistant Principal positions have been appointed for 2020. The Deputy Principal role will become a Student Welfare role and the Assistant Principal will lead curriculum, teaching and learning. (1b) Head students have been appointed and other leadership roles will be announced at leadership and excellence evening in 2020. (1b)	Review and refine structure for Senior Leadership team and professional learning around Educational Leadership Capability Framework
	Staff Leadership: Build HOD and Deans teams as PLGs linked to new SLT structure. Develop leadership capabilities of support staff.	~ ~									Professional learning around Educational Leadership Capability Framework.
	Student Leadership: Implement new Student Leadership based around Academic, Pastoral and Community committees, and Whanau leadership roles.	✓									Review and refine Student Leadership structure.
Community	Vision and Values Focus	✓									Curriculum Focus
	Opportunities for engagement and consultation with Māori community are strengthened. Strengthening meaningful collaboration and partnership with Te Tahawai Marae.	~ ✓									Embedding meaningful opportunities for effective engagement and consultation with Māori community. Embedding meaningful collaboration with Te Tahawai Marae.
	Opportunities for engagement and consultation with Pasifika community are strengthened.	~			Co-opt TTM komiti member to BOT, Trudy Bennett has been nominated by the komiti to take up this role. Welcome Trudy! (1c) Good progress on lease to TTM - discussion around additional space in front	Principal has received annotated lease from Marae Komiti and is working through this currently (1c)	Community survey has been sent out to all parents / caregivers (1c) Lease to occupy is back with the Marae Komiti for	Our very talented music performers presented 'Shine' on the 11 of September. This included a wide variety of performances and included original compositions by some students and was a fantastic evening showcasing their talents			Sustaining meaningful opportunities for effective engagement and consultation with Pasifika community.
Pakuranga West Kahui Ako	Edgewater College will be an integral part of the Pakuranga West COL. Collect baseline data at junior level, with regard to Student Agency and Endorsement levels. Appoint staff to WSL and ASL leadership positions.	✓ ✓ ✓ ✓	License to occupy / lease still at MOE (1c)								Evaluate first year of COL participation and contribution. Evaluate student agency data. COL links are strengthened to support student achievement targets.

Evaluation / Self Review	2019		May	June	July	August	eg September	nd September	October	November	2020
	The conditions for effective evaluation and self-review for improvement are established.	~	Appointment of Sarah Allen to Kahui Ako Leader, documentation sent to Ministry for final approval (1d) New Learning Area reports to Board created and shared, first presentation evening with HODS to occur 7 May (1e) Preparation for ERO review with SLT and Student Leaders (1e)	Overview of Data across the EC community document being prepared by Principal (1e)	of marae atea (1c) Meeting to be held Thursday 4 July to discuss Kahui Ako and where to from here (1d) Overview of Evaluation and Self-Review in process of being written and shared with staff (1e) Meeting with ERO to be held last Friday of school holidays - Board Chair and Louise (1e)	Data review of "What we know about engagement, progress and achievement of students at Edgewater College" completed by Principal (1e)	consideration (1c) Kahui Ako planning under way for a launch at Edgewater College (1d) Wellbeing review completed (1e)	and efforts. (1c) An outstanding concert concluded Te wiki o te reo Maori on the 13 of September. Our Te tahawai roopu performed incredibly well and it was lovely to have many from the Marae Komiti present. (1c) Kahui Ako launch to be held 23 September at Edgewater College. (1d)	Kahui ako appointments for Across School and Within School leaders are currently taking place, will be finalised by end of month. (1d)	Heads of Departments and teachers are working on course reviews as part of the overall review process for 2019. (1e)	The conditions for effective evaluation and self-review are understood and embedded in practice.

Goal 2: To inspire a high quality teaching and learning community

Focus Areas	2019		May	June	July	August	eg September	nd September	October	November	2020
Junior Curriculum	Review Year 9 and 10 curriculum with a focus on meaningful learning and development of student agency.	~	Annual Plan for Junior Curriculum Review has been completed (2a)		Meetings with HODs as part of the Junior Curriculum review will begin early Term 3 (2a)		HODs have continued to engage in Junior Curriculum review process with some very productive discussions yielding positive plans for 2020 (2a) Option booklet in progress and option choices pending (2a, 2c)	Junior Curriculum review continues with HODs completing overview documents to inform progress and planning steps (2a)	Suggestion of Excellence Academies to be introduced in junior school from 2020. (2a)	All levels are in exam mode now. Some senior students are coming into complete credits. (2a)	Implement changes as result of junior review.
Junior Achievement	Introduce new reporting system and collect base line data across all learning areas linked to N1 to E8 scale and meaningful feedback and feedforward on learning outcomes.	✓	Report comments giving feedback and feedforward are being written in learning areas in preparation for issuing of new "Achievement Report" in term 2 (2b, d, f)	New reporting regime is being completed by Staff with the reports being sent to families in Week 9 (2b, 2d, 2f)					Enterprise group prize for L2 students gained prize for Best Overall Product design in the Young Enterprise Scheme. (2c)		Review and refine changes to reporting system.
Senior Curriculum	Introduce 6 subject model at Years 11 and 12. Introduce Edge one hour per week at Years 11 to 13 to further support careers, mentor, innovation and wellbeing.	✓ ✓ ✓		Senior tracking of student attainment is ongoing. (2c)			Progress reports for whole school completed (2b, 2d)		Significant number of students completing placements via Gateway during holidays - great experience and credit yields. (2c, 2d) Several in-school courses run during holidays to		Review and refine senior teaching model.
Senior Achievement	Targets – at or better than national in all areas. Academic tracking / mentoring. Review of assessment	tb c ✓ ~	Review of senior courses, credits available and	NCEA level academic tracking process underway		Senior examination dates confirmed,	Pathways maps for all learning areas have been designed and put up			Credits summary for end of senior year indicated good numbers	Targets – at or better than national in all areas. Continue to refine academic tracking and

Category	Goal	Status									Next Steps / Review
	practice in senior school. SARONA – ILPs for Students at Risk of Not Achieving.	✓	number of standards (2d)	via Deans and AP, with Mentor involvement alongside mentor groups (2d, 2f)		Term 3, Week 9 (2d) Assessments for Dance performance completed and credits awarded - over 150 students (Y10-13), for performances in cultural groups (incl Polyfest), events (Wearable Art) and Chicago (2d)	around school (2c) Senior Dean and Mentor have been proactive in identifying an assessment opportunity for a specific student that can help facilitate their UE pathway (L3 Spanish) (2d, 2e)	Professional learning continues to be focussed on Culturally responsive pedagogy (2g)	assist students who needed credit boosts etc. (2c, 2d) Tracking of results across year levels shows we are at or above where we were last year, with very good indications for improvements in endorsement levels. (2d)	of students completing NCEA levels and endorsements prior to externals, and first group of Y13s to have completed UE requirements. (2d)	mentoring processes.
Teaching Practice	Develop an effective teaching and learning profile in conjunction with staff.	✗									Review and refine teaching and learning profile.
Feedback and feedforward	Introduce walkthroughs by senior and middle leadership teams to support feedback and feedforward to staff.	✗	Informal walkthroughs by SLT have started as a way to facilitate introducing a more formal system in Term 3 (2f) PLD on high expectations, restorative practice and excellence thinking (2g)								Review and refine walkthrough practice.
Professional Learning	Collective inquiry is a key feature of Professional Learning.	✓		Teacher Only Day – Focus: Teacher obligation to Te Tiriti o Waitangi. (2g) Principal attended SPANZ annual conference in Wellington. Principal also met with Ministry of Education to raise concerns about the suggested changes to NCEA (2g) AP attended PLD on Wellness and Wellbeing, with intention to provide PLD for whole staff going forward (2h)	School wide PLD on Te Tiriti o Waitangi held at Te Tahawai marae on 10 June - very well received and has formed part of ongoing series of PLD (2g) Principal attended Future Ready conference 26 June with Auckland business leaders to look at future of work (2g) PLD for staff to support Appraisal process 28 June (2g, j)	"Putting faces on the data" PLD run by Principal 2 August (2d, 2g) Work with staff on Strengths Focus in Education, with applications in both classroom and mentor settings (2e, 2g, 2h) Senior class Mentors are creating Learning Plan "Road Maps" for mentees, tracking progress towards NCEA targets as well as Endorsement and UE requirements (2f, 2g) Updated PL plan for rest of 2019. Tapasā introduced to Staff. (2g)	Two consecutive PLD sessions on Digital Curriculum (2g) Dr Aiono Manu Semeatu, co-author of Tapasā booklet leading a session on Friday 30 August (2g) Two staff have been out on extended leave - great support from colleagues during their absence (2h)		Professional learning sessions this term so far have included appraisal with the focus on carrying out lesson observations. The second session will be on Universal Design for Learning which is linked to restorative practice. (2g)	Staff have had PLD time to work on appraisal. Follow-up email to ensure this is completed. Now working on course reviews. (2g) Staff have had a session on UDL as a way of focussing on high standards and restorative practice. (2g) All Deans have attended training in Restorative practice. More work is planned with staff overall. (2g)	Collective inquiry is embedded is a key feature of Professional Learning.
Links to annual goals: Restorative practice and links to culturally responsive practice.		~									Embedding restorative and culturally responsive practice.
Student Agency.		~									Strengthening opportunities to develop Student Agency.
E-learning understanding and SAMR model.		~									Implementing e-learning strategic plan.
Staff wellbeing and support	Create a staff wellbeing team to further ensure all staff feel supported and their wellbeing is enhanced.	✗									Review and refine staff wellbeing and support system.
Support Staff	Further develop appraisal structure and professional learning opportunities for support staff.	~									Review and refine appraisal structure and school wide professional learning opportunities.
	Continue with appraisal structure to ensure meaningful appraisal of all staff members.	~									Refine and embed meaningful appraisal practice.
Appraisal / PMS	Ensure all roles in the school have co-constructed job descriptions.	~	Appraisals for 2018 in final stages of being completed (2j) First draft of support staff appraisal shared with Principal and EO (2i)	Resignation of Sisilia Ahio (TA), have extended contract of Heather Linnow (TA). Thanks extended to Sisilia. (2i)		New procedures for applying for funding for Teacher Aide hours from 2020 (2i) Appraisal for 2018 is being finalised. 2019 initial appraisal interviews have been completed (2j) SLT to trial new Appraisal process in expectation of new expectations coming from Teaching Council (2j)	Appraisal has been updated with staff to remove the inquiry requirement in keeping with changes and information from the Teaching Council (2j)				Review and refine job descriptions and use to inform appraisal and professional learning.

Goal 3: To ensure all students are supported to be caring, courageous and curious learners in a safe and inclusive environment

Focus Areas	2019		May	June	July	August	Beg September	End September	October	November	2020
Pastoral at risk	Strengthen early identification of students at risk at all levels and ensure that appropriate interventions occur in a timely manner. Review and streamline attendance systems. Continue with PEHA as ways of support at risk students. Continue to strengthen connections with outside agencies.	~ ✓ ✓ ✓	PEHA and SARONA agreements continue to be completed (3a) IRF funding received for at risk Y9 students – extra youth worker to be employed to work with this group (3a) IRF funding for at risk Y10 student used for Y13 Mentor / Tutoring (3a) One note is being used very effectively as a collaboration tool within the Deans / Pastoral team and the Health Guidance team (3a,c,d) Development of Restorative Practice / PB4L protocols via APP and Deans – currently being reviewed and then will be shared with all staff (3b) Regular meeting cycle set for Health and Guidance teams and Pastoral team – working very well (3c) Pastoral team PLD focus: at risk management, case load management, effective communication across the team (3c) Travellers survey completed and programmes being implemented this term (3c,d) Deans referral system has connected the Pastoral and Health and Guidance teams very well (3c,d) PLD planned for Deans in further developing their restorative practices /	At Risk Register continually maintained, monitored and amended - several recent cases involving OT (2a) Referral system between Pastoral and Health teams operating well (2a, 2c) Review and renewal of EC Cares programme and process rolled out for whole staff, including PLD and reference/resource material (2b) Rose did an excellent job covering the Guidance portfolio during Mike's medical absence (2d) Travellers programme underway for Year 9 (2a, 2d, 2e, 2f) New Youth worker has commenced, with focus on high need students in Ys9-10 (2a, 2d, 2e, 2f)	PLD by AP Pastoral for Mentors in Individual Assessment Plans and working with students on next steps (3a) Referral system between Pastoral and Health teams operating well (2a, 2c) Planning underway for additional staff Professional Learning in Restorative Practice - one Staff Only Day in Term 3 and follow up for experts (3b) Student Agency - data is being collected from the recent report round to share with BOT at next meeting (3h)	New Youth Worker started (3a) Deans and Mentors are meeting with all senior students as part of the IAP process (3a) DP met with Sheridan Gray (RP coordinator) to discuss training opportunities (3b) Dean of year 9 undertaking Restorative training. Planning in place for whole Staff training in Term 4 (3b) Year 11 and 12 assembly on strategies for approaching wellbeing, learning and assessment in Terms 3-4, supported through Deans and Mentors (3c, 2d) Travellers programme in full swing and having positive impacts (3e, 2f)	Health/Guidance team have made massive efforts in supporting three different students (and their families) who are encountering significant mental health issues (3a, 3d) Deans completed significant work during Mentor day in meeting the whānau of several students who are not meeting expectations and/or need supports - very positive feedback from carers/families in attendance as to the care shown (3c, 3e) Youth Workers continue to support and engage with several at risk students, with positive progress, as well as continuing the Travellers programme (3c, 3e) Nurses have worked very hard in meeting DHB directives (multiple) around the Measles outbreak, and are juggling ongoing training with their core roles (3d) Nurses have continued Y9 assessments, yielding significant pastoral information which has been critical in supporting the needs of different students (3d) Guidance have facilitated the arrival and			Counsellors, youth workers and nurses have collectively done excellent work with two recent sensitive cases involving external agencies (3a)	Embed systems of response to students at pastoral risk. Review PEHA to align with updated reporting system.
Restorative practice / PB4L	Connect professional learning around restorative practice and culturally responsive and relational pedagogy to ways of working within the Pastoral team. Ensure that systems of consequences are linked in to the schoolwide restorative practice goal.	✓ ~						Y9 Dean has recently attended the PB4L Conference and is distributing material/ideas via Year 9 mentors initially (3b)	All Deans have now undergone training in restorative practice with three of them now able to lead restorative meetings with students. (3b)		Embed restorative practice and culturally responsive and relational pedagogy.
Pastoral care via Mentor and Dean network	Implement Associate Mentors programme to support further student leadership opportunities. Professional learning for Deans via AP Pastoral that establishes them as a PLG. Development of Pastoral Care systems handbook to support work of all members of pastoral team.	~ ✓ ~						Deans have done sterling work in recent weeks helping new students transition into life at Edgewater and settle into their new environment (3c)	Selected Deans are undertaking a Mental Health First Aid course in support of their role requirements (3c) Our trainee counsellor EBM has given birth to a healthy boy :)		Review and refine Associate Mentors programme.
Health and Guidance	Succession planning – review counselling support. Professional learning as a team – focus on meaningful and timely interventions.	~ ✓						School nurses have completed DHB-directed requirements to check immunisation status of entire student body - huge task that was completed with speed and professionalism (3d)	All Year 9 HEADDSS assessments now complete. (3d, 3f) Pavers around school mentioned at H&S meeting. (3e) (4d)		Embed meaningful and timely interventions as part of Health and Guidance team with robust systems of self review.
Safe physical and emotional environment	Restorative conflict resolution processes focus	~									Cyber Safety focus
Transition and student pathways	Review current systems of transition into and out of EC, in conjunction with Pakuranga West COL schools and other feeder schools.	x								Learning Support working well in 2019, review of processes being completed to ensure that students receive every opportunity of support. (3g) Challenging student received from nearby College has settled in well with full	Introduce a transition programme at Year 9 based on the findings of the review. Review transition from Years 11 to 13 into employment / education.
Learning Support	Strengthen connections with outside agencies. Learning Support team is able to assess and provide individualised support to all identified. Professional learning for Learning Support team is appropriate and effective in continuing to grow best practice.	~ ✓ ✓							Two new students started in Y9 with significant support required, many meetings prior to		Embed effective and appropriate learning support systems.

Focus Areas	2019		May	June	July	August	Beg September	End September	October	November	2020
Student Agency	Review and develop meaningful measures of student agency in consultation with junior curriculum review and COL practice.	~	mediation skills (3e) All SAC interviews and testing have been completed (3g) Interim head of learning support appointed (3g)				integration of a student with diagnosed anxiety - very positive signs for her future here after battling at her previous school (3d, 3e, 3f) Huge amount of work being completed by Gateway Co-ordinator to ensure that there are the maximum number of opportunities for students to experience work experience placements (3f) Careers working with students to ensure a pathway for them for some students for whom school is not working out (3f) Government initiative of Learning Support Co-ordinators announced, Edgewater College possibly included in second tranche (3g) New system for RTLB support for 2020 announced. Applications required by end of Term 3. These are being collated (3g) NCEA SAC applications for student support during examinations being completed at the moment (3g)		their arrival. Both students have started successfully with full TA support. (3g) Applications for 2020 may require additional TA Staff. (3g)	Teacher Aide support. (3g)	Introduce school wide student agency and wellbeing programme.

Goal 4: To develop systems and processes that support innovation and change

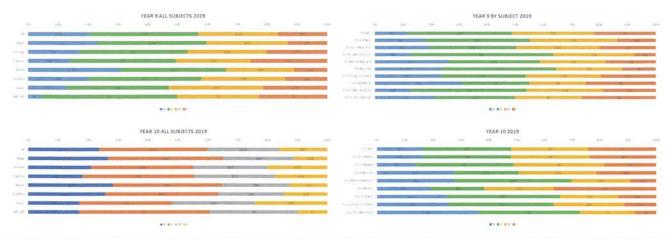| Focus Areas	2019		May	June	July	August	Beg September	End September	October	November	2020
Initiatives	Introduce Edge Innovation programme at year 9.	✓	Successful funding application for EDGE programme – this is a joint inquiry with Te Tahawai Marae looking at future focused bicultural capabilities (4a) Tapasa – staff interviewed for online resource about how we cater for Pasifika learners (4a)	Edge parent meeting to be held 14 June (4a)	Meeting of critical friend with EDGE programme leaders to finalise TLIF project and funding (4a)		E block opened for students (4a) Discussions to initiate block devices plan rather than Department devices (4a) Mentor Day 22 August - new initiative of whanau being able to book appointments with subject teachers as well as Mentor Teachers - well received (4a, 4c)	Students (particularly) Level 3 have stated that study leave would have been beneficial. This is being considered for 2020 (4b)	EOTC procedures being reviewed for 2020. (4c) (4i)	Planning is underway for three potential academies in 2020 - Sports, Film Making and Problem Solving / Scholarship (4a)	Review Y9 Edge Innovation programme. Introduce Edge Innovation programme at year 10.
	Parents as partners in learning: Parents will be informed and involved in supporting meaningful learning and achievement. Our Māori community will engage as partners in supporting Māori learners achieving success as Māori. Our Pasifika community will engage as partners in Pasifika student success.	~ ~ ~		Discussion with Year 13 regarding access to devices during study periods. Extra devices now in library for this purpose. (4b)	Meetings between Principal and Committee Leaders and Student Leaders continue to provide excellent Student Voice to ongoing						Reporting to parents on progress of children will support our partnership in learning approach. Parents will have better access to student achievement information, feedback and feed forward. Appropriate school and teacher communication to parents will better assist parents to support their child.

Area	Goal	Status
Student Voice	Support increasing opportunities for feedback and feedforward across our learning community through reporting and walkthrough systems.	x
Student Voice	Our new student leadership structure will work to ensure that student voice is collected and acted on to support ongoing improvements in teaching and learning.	~
Systems	Day to day organisation systems and processes are transparent and fit for purpose.	✓
Health and Safety	Strengthen use of Assay across school community to ensure it is being used to full capacity.	n/a
Procedures	Review of all school wide procedures in line with updated Policies (School Docs).	~
Career Education and	Develop careers strategic plan with focus on both education and guidance. Use 'P25' lessons to further enhance careers education.	✓ / ✓
E-learning, Technology and ICT	Develop a comprehensive e-learning and technology insfrastructure plan for implementation in 2020 and beyond.	~
E-learning, Technology and ICT	Implement new website. Improve communication via Kamar and the portal.	✓ / ~
PN and Assessment	Review Assessment practice – link to ongoing professional learning.	~
PN and Assessment	Ensure that best practice continues to guide all assessment and moderation practices.	✓
Self-Review and Evaluation	Review evaluation and self-review structure.	~
Self-Review and Evaluation	Incorporate self-review of day to day systems and processes via weekly management meetings.	✓

Progress notes (column 1):

Student Leadership team discussing student voice systems and initiatives with Principal. HG, HB and Student Trustee are planning Junior and Senior Council meetings with Associate Mentors to further facilitate this (4b)

Health and Safety meeting 30/04 (4d) Trialing moving from assay to google forms for incidents and onenote for hazards / health and safety reporting (4d)

Career plan written – current review and collaboration taking place across the team. Successful Careers Day held and follow ups through P25 (4f)

Annual plan has been written for the technology goal (4g)

External Moderation is currently being prepared by HODs for submission (4h)

Review of Y11 results 2018 by Principal – to be shared with staff at future PLD session (4i)

Progress notes (column 2):

Boiler repair delayed due to E block. Heating provided for classrooms (4d) New electronic reporting system implemented for reporting incidents that better meets the needs of the College (4d)

Additional Macs leased to meet the needs of the Music Department. Installation involved new wiring and additional powerpoints and computer switches for this area. (4g)

NZQA Moderation deadline is 01 July. Material from Departments is being collated and prepared. (4h)

Progress notes (column 3):

(Re)appointment as Gateway co-ordinator (4f)

Planning continues regarding PLD for staff to upskill regarding the Digital Technology curriculum updates, as well as optional BYOD for students (4g)

Progress notes (column 4):

Gateway Co-ordinator settling in well (4f)

New computers for Music and E block have arrived and been installed, some work to be ensure that all E block connections work (4g)

Moderation tracking with reports being received (4h)

Progress notes (column 5):

decision making (4b)

Timetabling 2020 has begun, with student information pathways given to all classes and discussion begun with whanau at Mentor Day (4b, 4e, 4h) New Homestay and Admin Co-ordinator started. Settling in brilliantly and making a number of Homestay visits. (4c)

Two PLD sessions for Staff regarding Digital readiness and implementation for 2020 (4g) Considerations for 2020 budget - wireless access points. The current ones are over 7 years old, during this time there have been frequency changes (4g)

NZQA 01 September file (final date for entries) prepared, Staff have checked and sent to NZQA (4h) Edgewater College assessment week scheduled being finalised (4h) Students completing Level 3 Japanese by correspondence completed external examination set by correspondence school. (4h) Assemblies with Y12 students regarding expectations (4h) Careful watch of students' attainment

Progress notes (column 6):

Senior Assessments was determined to remain as previous years; however, APS will implement changes for 2020 (4c)

Health and safety meeting held, further work to be completed by MoE regarding some pathways (4d)

Industry pathways being offered to Level 1 and 2 in 2020 (4f) Collaborative approach by Careers, Gateway and APS to ensure that students are given the best pathway opportunities to meet their needs (4f)

Digital readiness PLD presented and discussed for 2020 implementation (4g)

NZQA Moderation returned, Teacher judgements 83% agreement and Standards agreed 74% - a increase from 2018 (4h)

Progress notes (column 7):

Industry Pathways programme for L1, L2 and L3 being planned for 2020. (4f)

Quote obtained for updating the wireless network in 2020. Current situation is many different and competing access points, making the network potentially less stable particularly as newer devices are added (4g)

Final planning being completed for NZQA NCEA exams, with SENCO allocating rooming for SAC students. (4h) (3g)

Progress notes (column 8):

Fire on 28 October in Library block girls' toilets. All students evacuated in a timely fashion. (4d) Review of fire some need for additional processes regarding personnel. i.e.: Resource centre manager will sub for Caretaker as Fire truck liaison person (4d)

Secured services of Gateway Co-ordinator for 2020 who will also teach 2 classes of Industry Pathways at Level 2 and 3. This will be linked to the Gateway placement programme. (4f)

Exam Centre Manager (ECM) became ill and had to resign the week before NCEA begun. Fortunately, we were able to secure the services of a colleague (Ian McKinnon) (4h) NCEA has started successfully with the Exam Centre Manager (ECM) stating that he is impressed with our students - courteous, respectful and focused. (4h) 2020 Calendar showing significant College events has been organised by APS (4e)

Next steps (final column):

Review and refine feedback and feedforward opportunities.

Processes of collecting and acting on student voice will be embedded in everyday practice.

Day to day organisation systems and well understood and review processes are embedded in everyday practice.

Assay use is embedded as a way of supporting the highest levels of health and safety practices and procedures.

Embed procedures and ongoing annual processes of evaluation and review.

Review and refine careers strategic plan.

Roll out of e-learning and infrastructure plan.

Embed meaningful use of technology to support communication throughout school community.

Implement changes as result of review.

Embed best practice and process of ongoing review into assessment and moderation practices.

Embed systems of evaluation and self-review.

| | | | | | | | and entries to ensure that students are given the opportunity of 14 credits in all courses (4h) | | | | |

Goal 5: To ensure effective stewardship that supports our learning community

Focus Areas	2019		May	June	July	August	Beg September	End September	October	November	2020
Effective board operation and stewardship	Smooth transition to new Board in May 2019 and induction of new Board members to ensure: All Board members are well informed regarding their role & responsibilities. All Board members undergo appropriate training/professional development Process of annual review of performance is established.	✓ ~ ✗	Chair and Principal currently due to attend STA conference in July (5a) BOT Elections – Returning officer appointed. Staff roll finalised and Parent Election roll being finalised. Election notice and nomination form emailed to all Staff. Next step – Election notice and nomination form to be posted to parents. (5a) Charter and plans submitted to MOE and approved (5b)		Development of board packs to welcome new board members (5a,b)		Planning underway for SLT / BOT Strategic Planning day on 23 November (5a)	School Newsletter, Term 4, Week 1, Issue 6 distributed. (5c)	Supporting all schools to succeed document has been released by the MOE which does signal some changes to Board (5a) Great to have BOT at senior prizegiving and to share what BOT has been doing through Chair's speech (5a)	Complete NZSTA Governance Internal evaluation tool (IET) to assess Leadership, Representation, Employer role and Accountability and determine review cycle.
Charter, vision and values	Charter – review structure and implement new self-review and reporting guidelines.	✓	Annual Implementation plan is used to formulate this section of the Principal's report to the BOT (5c)								Implement new structure guidelines which establish consultation, reporting and review processes.
Communication / Collaboration / Reporting	Reporting from Principal to BOT is aligned to new Annual Implementation Plan structure.	✓	Principal's appraisal is currently being completed, G Thomson has been appointed as external appraiser, she interviewed Student Leaders and 10 staff on 1 May to formulate her report which will be presented at the June BOT meeting (5d) Property report (5e)								Strengthen meaningful review and reporting to BOT.
	Investigate use of digital collaboration / communication tools.	✗									Implement appropriate digital tools for supporting the work of the BOT.
Principal Appraisal	Consult with Principal on review of Appraisal process and implement appropriate appraisal process.	✓		Principal Appraisal in process of being finalised and presented to Board Chair before next meeting (5d) Excellent progress on E Block - opening due for early Term 3 (5e)							Review and refine appraisal process in consultation with Principal.
Physical Environment / Property	The physical learning environment inspires and supports effective teaching and learning. 5YA: Block E ILE Conversion, S Block Chemistry area refurbishment, C Block Computer Room conversion.	✓ ~	Chair and Principal attended Komiti Meeting. Minutes expressed thanks for the effective working relationship that has been established between the school and the marae which was very pleasing (5h)		Farewell and our sincere thanks to Tracey de Silva our Executive Officer (5i)	E-Block is preparing for opening to students in Week 5 - looks amazing as is going to work very well as an inspiring and future focused learning space going forward. Feedback from students, staff and guests has been very positive. (5e)	We have moved into E Block and are working through the snag list (5e) Komiti meeting 28 August (5h) Term 3 summary Reports emailed/sent and available on student portal (5c) New signage for Evacuations/Lockdowns in every room of the College (5g) Various items maintained			5YA: Planning for S Block ILE conversion.
Employment	The Board will provide attractive employment conditions and opportunities for staff. All obligations with regard to employment will be understood and met.	✓ ✓		Still waiting (despite numerous promises) for Ministry to complete draft of							The Board will provide attractive employment conditions and opportunities for staff. All obligations with regard to employment will be understood and met.

Category	Description	✓										Outcome
Health and Safety	All obligations with regard to Health and Safety are met.	✓		License for Te Tahawai (5h)				by property team. We are fortunate to have the team of Michael, Martin and GS (5g, 5e)				Health and Safety obligations are well understood, met, and reviewed as appropriate.
Relationship with Te Tahawai Marae	The Principal and BOT representative will actively engage with the Te Tahawai Komiti by attending and participating in Komiti meetings. The BOT will consider co-opting a member of the Komiti onto the BOT at the next elections. A MOU will be established and used to support ongoing collaboration and connection.	✓ ✓ ✓ ✘	Policy review due for completion and approval at June BOT meeting (5j)	School docs review by Board Sub-Committee and follow up by Principal. Once approved by board significant work will be done on roll out / communication with staff and community (5j)						Meeting with Te Tahawai Marae komiti and Courtney Bennett planned for 26 November to discuss lease (5h)	The MOU will be embedded in how the relationship between Te Tahawai and Edgewater College continues to work in partnership to support developing meaningful understanding of Te Ao Māori, Tikanga Māori and Te Reo Māori for all ākonga.
Budget	Budget forecasts each year are met. The budget process is driven by student needs. Resources are managed effectively so opportunities for student learning are optimised. Positive working capital is maintained.	✓ ✓ ✓ ✓									Draft budget presented this evening (5h)	Budget forecasts each year are met. The budget process is driven by student needs. Resources are managed effectively so opportunities for student learning are optimised. Positive working capital is maintained.
Policy review	Move to School Docs to support evaluation and review of school policies. Policies are effective in setting direction and providing clarity.	✓ ✓ ✓				School docs rollout has begun - PLD for all staff by Principal on 2 August (5j)						Establishment of four year review cycle for policies and procedures or sooner as required. Actual practice is reflected accurately in policy and procedure.

Junior Data 2019 and Targets 2020

YEAR 9 ALL SUBJECTS 2019

YEAR 9 BY SUBJECT 2019

YEAR 10 ALL SUBJECTS 2019

YEAR 10 2019

	Statistic	Groups	Subjects
TARGETS 2020:	Pass Rate (AME)	> 80%	> 80%
	High Pass Rate (ME)	>50%	>50%
	Excellence Rate (E)	> 20%	> 20%
Y9 FOCUS AREAS:	Pass Rate (AME)	Male , Maori	Maths, English, SOS, Japanese
	High Pass Rate (ME)	All, Male, Female, Maori, Pacific	PE, Maths, English
	Excellence Rate (E)	Male, Maori, Pacific	Science, PE, English
Y10 FOCUS AREAS:	Pass Rate (AME)	Male, Maori, Pacific	English, Maths, Science, SOS, Technology
	High Pass Rate (ME)	All, Male, Female, Maori, Pacific	Maths, Science, SOS, Technology
	Excellence Rate (E)	Male, Maori, Pacific, MELAA	Maths, Science, SOS, Technology

Senior Data 2019 and Targets 2020

Drop > 2%	Stayed with +/- 2%	Increase >2%

Targets		2017			2018			2019			2019	2020	2021
		1-3	EC	NZ	1-3	EC	NZ	1-3	EC	NZ			
All Learners	L1	63	68	75	54	58	70	55	62	69	70%+ ~	75%+	80%+
	L2	71	70	78	67	65	76	67	74	76	70%+ ✓	75%+	80%+
	L3	55	58	65	54	65	64	58	65	66	70%+ ~	75%+	80%+
	UE	27	33	49	25	37	46	28	41	47	40%+ ✓	45%+	50%+
	End	L1: 32	L1: 36	L1: 53	L1: 33	L1: 38	L1: 55	L1: 35	L1: 46	L1: 55	40%+ ✓	50%+	50%+
		L2: 21	L2: 16	L2: 40	L2: 23	L2: 21	L2: 42	L2: 22	L2: 20	L2: 43	30%+ ✗	30%+	40%+
		L3: 23	L3: 14	L3: 43	L3: 25	L3: 16	L3: 42	L3: 24	L3: 26	L3: 42	20%+ ✓	30%+	30%+

FOCUS AREA 2020:	L2 Endorsements

Targets		2017			2018			2019			2019	2020	2021
		1-3	EC	NZ	1-3	EC	NZ	1-3	EC	NZ			
Māori Learners	L1	55	48	62	47	45	55	48	50	55	70% + ~	75% +	80% +
	L2	66	63	70	61	39	66	62	61	67	70% + ~	75% +	80% +
	L3	49	30	52	47	54	51	50	64	53	70%+ ~	75%	80%
	UE	20	13	29	17	15	27	18	18	28	40%+ ✗	45%	50%
Pacific Learners	L1	62	70	66	53	51	59	54	55	58	70% + ✗	75% +	80% +
	L2	71	69	73	67	59	70	66	72	69	70% + ✓	75% +	80% +
	L3	58	59	58	56	66	56	59	54	58	70%+ ✗	75%	80%
	UE	24	30	29	21	39	26	24	32	27	40%+ ~	45%	50%

FOCUS AREAS 2020:	Pacific Learners: L3, UE

Targets		2017			2018			2019			2019	2020	2021
		1-3	EC	NZ	1-3	EC	NZ	1-3	EC	NZ			
Male	L1	60	67	71	54	59	68	54	60	66	70% +	75% +	80% +
	L2	68	78	76	66	63	74	67	77	75	70% +	75% +	80% +
	L3	50	46	60	53	57	61	55	57	62	70%+	75%	80%
	UE	22	23	42	22	22	42	23	32	42	40%+	45%	50%
Female	L1	67	70	79	63	61	77	63	64	75	70% +	75% +	80% +
	L2	74	70	82	73	85	81	72	71	80	70% +	75% +	80% +
	L3	61	68	71	60	72	71	63	73	72	70%+	75%	80%
	UE	33	42	55	32	50	55	36	51	56	40%+	45%	50%

FOCUS AREAS 2020: Male Learners

Related Targets		2017	2018	2019	2019	2020	2021
Attendance	Y9	89%	91%	89%	90%+ at all levels	92%+ at all levels	94%+ at all levels
	Y10	89%	88%	88%			
	Y11	90%	90%	90%			
	Y12	84%	86%	86%			
	Y13	79%	83%	82%			
	All	87%	88%	87%			

Related Targets		2017	2018	2019	2019	2020	2021
Engagement	Stand down	22	9	84	At or below expectations for similar schools. Monitor gender and ethnicity.	At or below expectations for similar schools. Monitor gender and ethnicity.	At or below expectations for similar schools. Monitor gender and ethnicity.

Planning for next year:

ANNUAL IMPLEMENTATION PLAN 2020

School wide goals 2020		
To foster learner agency		
Pastoral	Academic	Systems and Innovation
With a focus on student wellbeing and decision making	With a focus on universal design for learning and assessment for learning	With a focus on e-learning and assessment practice

Responsibilities	SLT – Senior Leadership Team				BOT
	PL – Principal	DPP – Deputy Principal Student Welfare & Pathways	APC – Assistant Principal Curriculum, Teaching & Learning	APS – Assistant Principal Systems & Innovation	Board of Trustees

Goal 1: To promote shared leadership for equity and excellence

Focus Area	Objective: What we want to achieve	Actions: How will we achieve these objectives		Success Indicators: How we will evaluate this focus area….
Vision and Values	Vision and values are understood and demonstrated in practice.	• Communication through range of avenues / events. • Use of P25, reports and student leadership to support communication. • Regular review through SLT leadership meetings.	PL	• Whole staff survey T3

School wide leadership	*Senior Leadership*: Implement new structure for SLT. Incorporate Educational Leadership Capability Framework (ELCF) into professional learning and practice.	• SLT roles will be clarified and support distributed leadership. • ELCF capabilities will form part of Appraisal and Professional Learning process for senior and middle leaders.	PL	• Review of SLT roles / responsibilities doc • Appraisal conversation Onenotes
	Staff Leadership: Build HOD and Deans teams as PLGs linked to new SLT structure. Develop leadership capabilities of support staff.	• PLD will be key aspect of HOD and Deans PLGs. • Equity and evidence based analysis focus for middle leaders.	DPP / APC	• Review as part of HOD / Deans meetings • Appraisal partner evidence
	Student Leadership Implement adapted Student Leadership structure based around Academic, Pastoral and Community committees and Whānau leadership roles.	• Fortnightly meetings of committees are held and ideas implemented. • Restructuring of committees to include whānau responsibilities.	PL	• Review T4
Community	We will have a Curriculum focus in our community consultation	• Student interviews of parents will form part of updated consultation process.	APC	• Consultation T2 • Survey T3
	Strengthening opportunities for consultation with Māori and Pasifika communities. Embedding meaningful collaboration with Te Tahawai Marae.	• Hui and fono will be opportunities to strengthen engagement and consultation. • Work with TTM Komiti regarding license and MOU.	PL / DPP	• Review T4
Pakuranga West COL	Evaluate first year of COL participation and contribution. Evaluate student agency data. COL links are strengthened to support student achievement targets.	• Collect baseline data at junior level, with regard to Student Agency and Endorsement levels. • Appoint staff to leadership positions and establish what these roles will entail.	APC	• Via common achievement challenges and COL review processes
Evaluation and Self Review	Embed systems of evaluation and self-review.	• Learning Area reports to BOT will be enhanced with disaggregated Junior Data. • A focus on equity through all aspects of evaluation and self-review.	SLT	• Review of reports and from BOT

Goal 2: To inspire a high quality teaching and learning community

Junior Curriculum and Achievement	Review Year 9 and 10 curricula with a focus on meaningful learning and development of learner agency and implement changes.	• Led by APC and HOD Team – focus on preparing for new NCEA Standards from 2021/2022.	APC	• Ongoing throughout year
	Review and refine changes to reporting system. Introduce systems of disaggregating data by gender and ethnicity to support equity focus.	• Explore reporting of capabilities / values as part of reporting system	APC	• Reporting process will reflect review decisions
Senior Curriculum and Achievement	Review and refine senior teaching model.	• Ensure all courses work together to support overall NCEA achievement.	APC / APS	• Model is developed
	Targets – at or better than national in all areas. Refine systems of disaggregating data by gender and ethnicity to support equity focus.	• Effective use of schoolpoint and Kamar data and sharing of this with staff. • Use of MyMahi by students and family.		• Data is available and used as part of inquiry processes.
Teaching practice	Develop an effective teaching and learning profile in conjunction with staff. Introduce walkthroughs by senior and middle leadership teams to support feedback and feedforward to staff.	• Improve teacher understanding and implements of universal design for learning and assessment for learning	APC	• Profile is developed • Review of walkthroughs

Professional Learning	Collective inquiry is embedded is a key feature of Professional Learning. To foster learner agency with a focus on: • student wellbeing and decision making • universal design for learning and assessment for learning • e-learning and assessment design	• Professional Learning reflects these priorities	SLT	• PLD Plan • Review in staff survey T3
Staff Wellbeing	Create a staff wellbeing team to further ensure all staff feel supported and their wellbeing is enhanced	• Opportunities to celebrate learning and success occur regularly • Staff Wellbeing is lead through this team.	APC	• Review in staff survey T3
Appraisal	Further develop appraisal structure and professional learning opportunities for support staff. Introduce appraisal partnership model to support meaningful appraisal of all staff members. Review and refine job descriptions and use to inform appraisal and professional learning.	• Appraisal partnerships are key features of our appraisal system. • Support staff are all appraised in 2020.	APC / BM	• Review T4

Goal 3: To ensure all students are supported to be passionate and successful learners through a safe and inclusive environment

Pastoral at risk	Review systems of response to students at pastoral risk, including PEHA. Introduce meaningful systems of tracking engagement. Introduce new systems of attendance and punctuality support.	• DPP and Deans team will collaborate with staff on clarifying intervention systems. • Review of attendance and punctuality systems to ensure timely intervention. • Pastoral Handbook is updated to reflect changes.	DPP	• Stand-down and suspension data will decline, recidivism will decrease. • Pastoral Handbook
Rest. Practice / PB4L	Ensure that systems of consequences are linked to schoolwide restorative and culturally relational pedagogy.	• Updating of Pastoral systems and handbook and communication through PLD. • Update of communication processes through Kamar.	DPP	• Pastoral Handbook • Analysis of Kamar data
Pastoral care Mentor and Dean network	Review and refine Associate Mentors programme and role of Mentors as part of Pastoral System. Ongoing support of Deans as a PLG. Review and refine Pastoral Care systems handbook to support work of all members of pastoral team.	• Clarification of Mentor and Associate Mentor roles as part of overall review. • Professional Learning supports all staff in developing their understanding of our systems and processes. • Deans work effectively as a PLG under leadership of DPP. • Introduction of My Mahi.	DPP	• Pastoral Handbook is updated and reflects best practice • Review T4
Health and Guidance	Embed meaningful and timely interventions as part of Health and Guidance team with robust systems of self review.	• Regular meetings of Health and Guidance are led by DPP and support ongoing self-review.	DPP	• Review is key feature of minutes of HAG meetings
Safe physical/ emotional environment	Restorative processes focus (T and L / Pastoral) Cyber Safety focus (T and L / Systems)	• These two focus areas are clearly seen through work of SLT. • Plans for both restorative and cyber safety foci are developed and implemented.	SLT	• Review T4
Transition and student	Review current systems of transition into and out of EC, in conjunction with Pakuranga West COL schools and other feeder schools.	• Survey of Y9 and parents used to assess transition. • Liaison with COL schools. • Collation of leavers data.	SLT	• Review T3
Learning Support	Embed effective and appropriate learning support systems.	• All LS students have appropriate IEPs. • PLD as part of cycle. • Effective use of Kamar to support systems.	APS	• Review T4 and via Kamar use / data

Goal 4: To develop systems and processes that support innovation and change

Initiatives	Review Y9 Edge Innovation programme. Introduce Edge Innovation programme at Y10. Introduce Edge rotating programme to all Year 9 students – Te ao / tikanga Maori, Community Action and Future Studies.	• Review is carried out and changes implemented. • Consideration of roll out of Edge for Y11.	APC	• Review ongoing throughout year • Edge Learning area report
Student Voice	Processes of collecting and acting on student voice will be embedded in everyday practice.	• Avenues for student voice will be expanded to include evidence from classrooms and use of student leadership structure.	SLT	• Student leadership minutes • Appraisal doc
Systems	Day to day organisation systems are well understood and review processes are embedded in everyday practice.	• Updating of processes through SLT meetings throughout the year.	APS	• Minutes of SLT meetings • Staff manual
Systems	Reporting to parents on progress of children will support partnership in learning approach. Appropriate school and teacher communication to parents will better assist parents to support their child.	• Reporting systems will continue to be refined. • Review of Mentor Days and how they effectively share learning information. • Use of schoolpoint is effective in supporting communication with parents.	APS	• Review T2 and 4
Health and Safety	Review and refine processes of reporting and supporting excellent Health and Safety standards.	• Ensure reporting meets all legal requirements and incidents are responded to appropriates. • Further develop pandemic planning.	APS	• Reporting to BOT through PL report
Procedures	Review of all school wide procedures in line with updated Policies (School Docs).	• Ongoing as School Docs policies are reviewed – in conjunction with systems review.	APS	• Procedures are updated as appropriate and available via staff handbook.
Careers	Review and refine careers strategic plan.	• Plan is developed. • P25 plan regularly includes career guidance opportunities.	APS	• Term summaries.
E-learning, Technology and ICT	Further development and roll out of e-learning and infrastructure plan. Embed meaningful use of technology to support communication throughout school community.	• Plan for both infrastructure and e-learning is formulated by end of T1 2020. • Further development of e-learning as teacher capacity increases.	APS	• ICT plan.
PN and Assessment	Implement changes as result of review of Assessment Practice. Embed best practice and process of ongoing review into assessment and moderation practices.	• Introduce new measures of review as part of assessment and moderation practices.	APS	• MNA

Goal 5: To ensure that effective stewardship supports our learning community

Operation / stewardship	Complete NZSTA Governance Internal evaluation tool (IET) to assess Leadership, Representation, Employer role and Accountability and determine review cycle.	• Evaluation tool is completed and next steps determined. • Review process is determined and followed.	BOT	• Meeting minutes
Charter, vision and values	Implement new structure guidelines which establish consultation, reporting and review processes.	• Charter, vision and values inform everyday practice and decision making within EC.	PL / BOT	• Meeting minutes
Comm. / Coll. / Reporting	Strengthen meaningful review and reporting to BOT. Implement appropriate digital tools for supporting the work of the BOT.	• Feedback is sought on PL report. • Technology is made available at meetings for BOT to use. All information is shared digitally with appropriate privacy considerations.	PL / BOT	• Meeting minutes
Principal Appraisal	Review and refine appraisal process in consultation with Principal.	• Process is established and meaningful appraisal of Principal takes place.	PL / BOT	• Appraisal takes place as per process

Property	5YA: Planning for S Block ILE conversion.	• Review of Property processes by PL and BM. • Planning for next SYA begins.	BM / PL	• Meeting minutes – property report
Employment	The Board will provide attractive employment conditions and opportunities for staff. All obligations with regard to employment will be understood and met.	• All employment obligations will be met	BM /PL /BOT	• Meeting minutes – PL report
Health and Safety	Health and Safety obligations are well understood, met, and reviewed as appropriate.	• Continued focus on near misses and prompt action.		• Reporting to BOT
TTM	A MOU will be established and used to support ongoing collaboration and connection.	• Hui with TTM and BOT sub committee will develop MOU.		• MOU
Budget	Budget forecasts each year are met. The budget process is driven by student needs and resources are managed effectively so opportunities for student learning are optimised. Positive working capital maintained.	• Budgeting process is reviewed and updated as required. • New system of financial reporting is introduced.	BM / PL / BOT	• Meeting minutes – financial report • Annual reporting
Policy review	Establishment of four year review cycle for policies and procedures or sooner as required. Actual practice is reflected accurately in policy and procedure.	• Ongoing through School Docs	SLT / BOT	• Via school docs review process

Edgewater College Annual Report 2019

Kiwi Sport Funding 2019

In 2019 Edgewater College received $13,185 (net) in Kiwi Sport funding.

This funding contributes to the employment of a Director of Sport who manages after school sports activities and competitions as well as organising lunchtime sport. Twelve after school competitive sports are played, with 42% students participating (40% female, 44% male). These students usually participate in three to four sports and are supported by 40% of staff as coaches and managers.

Edgewater College

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees (the Board) has pleasure in presenting the annual report of Edgewater College incorporating the financial statements and the auditor's report, 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 Chairperson and the principal.

J A Valgre
Full Name of Board Chairperson

J A Valgre
J A Valgre (Jul 20, 2020 10:52 GMT+12)
Signature of Board Chairperson

Jul 20, 2020
Date:

Louise Susan Addison
Full Name of Principal

L S addis
Signature of Principal

16 July 2020
Date:

Edgewater College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue				
Government Grants	2	7,641,702	6,119,168	7,745,096
Locally Raised Funds	3	226,303	113,200	278,558
Interest Earned		52,722	60,000	62,765
Gain on Sale of Property, Plant and Equipment		14,002	-	-
International Students	4	442,045	325,938	531,853
		8,376,774	6,618,306	8,618,272
Expenses				
Locally Raised Funds	3	105,518	-	102,621
International Students	4	183,629	158,535	162,377
Learning Resources	5	4,814,925	4,275,680	4,905,816
Administration	6	356,300	316,603	383,294
Property	7	2,808,154	1,631,084	2,797,891
Depreciation	8	276,698	204,200	256,675
Loss on Disposal of Property, Plant and Equipment		-	-	927
		8,545,224	6,586,102	8,609,602
Net Surplus / (Deficit)		(168,450)	32,204	8,670
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(168,450)	32,204	8,670

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

RSM

Edgewater College
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		2,496,132	2,496,133	2,487,462
Total comprehensive revenue and expense for the year		(168,450)	32,204	8,670
Owner transactions				
Contribution - Furniture and Equipment Grant		17,936	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	2,345,618	2,528,337	2,496,132
Retained Earnings		2,345,618	2,528,337	2,496,132
Equity at 31 December		2,345,618	2,528,337	2,496,132

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.

RSM

Edgewater College
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Current Assets				
Cash and Cash Equivalents	9	293,811	1,022,903	1,228,581
Accounts Receivable	10	311,255	631,747	656,881
Prepayments		2,510	4,459	4,459
Investments	11	1,400,000	600,000	600,000
Funds receivable for Capital Works Projects	16	19,746	-	-
		2,027,322	2,259,109	2,489,921
Current Liabilities				
GST Payable		6,193	30,543	30,543
Accounts Payable	13	387,488	338,578	363,713
Revenue Received in Advance	14	591,968	721,770	721,770
Provision for Cyclical Maintenance	15	160,554	44,138	177,948
Finance Lease Liability	17	82,747	3,506	21,929
Funds Held on Behalf of the Ministry of Education Capital Works Projects	16	-	-	274,868
		1,228,950	1,138,535	1,590,770
Working Capital Surplus or (Deficit)		798,372	1,120,574	899,150
Non-current Assets				
Property, Plant and Equipment	12	1,680,808	1,468,262	1,672,462
		1,680,808	1,468,262	1,672,462
Non-current Liabilities				
Provision for Cyclical Maintenance	15	37,434	44,323	52,133
Finance Lease Liability	17	96,128	16,176	23,347
		133,562	60,499	75,480
Net Assets		2,345,618	2,528,337	2,496,132
Equity		2,345,618	2,528,337	2,496,132

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

RSM

Edgewater College
Cash Flow Statement
For the year ended 31 December 2019

	Note	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash flows from Operating Activities				
Government Grants		2,359,765	1,825,079	1,898,977
Locally Raised Funds		264,314	100,447	22,107
International Students		285,794	373,055	94,397
Goods and Services Tax (net)		(24,350)	0	(36,980)
Payments to Employees		(1,514,949)	(1,159,803)	(1,353,092)
Payments to Suppliers		(1,023,827)	(891,681)	(1,168,307)
Cyclical maintenance payments in the year		(115,103)	(177,948)	(32,799)
Interest Paid		(11,927)	-	(4,521)
Interest Received		59,634	72,752	60,559
Net cash from / (to) the Operating Activities		279,352	94,784	(519,659)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		21,347	-	349
Purchase of PPE (and Intangibles)		(85,271)	(0)	(256,434)
Purchase of Investments		(800,000)	-	900,000
Net cash from / (to) the Investing Activities		(863,924)	(0)	643,915
Cash flows from Financing Activities				
Contribution by the Ministry of Education - Furniture and Equipment		17,936	-	-
Finance Lease Payments		(73,519)	(25,594)	(36,291)
Funds Administered on Behalf of Third Parties			-	-
Funds Held for Capital Works Projects		(294,614)	(274,868)	234,498
Net cash from Financing Activities		(350,198)	(300,462)	198,208
Net increase/(decrease) in cash and cash equivalents		(934,770)	(205,678)	322,463
Cash and cash equivalents at the beginning of the year	9	1,228,581	1,228,581	906,118
Cash and cash equivalents at the end of the year	9	293,811	1,022,903	1,228,581

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

The above Cash Flow Statement should be read in conjunction

with the accompanying notes which form part of these financial statements.

RSM

Edgewater College

Notes to the Financial Statements

1. Statement of Accounting Policies
For the year ended 31 December 2019

a) Reporting Entity
Edgewater College 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as *"having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders"*.

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

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

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

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

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

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Critical Accounting Estimates And Assumptions

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

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

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

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

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

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.

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

RSM

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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

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

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

i) Investments

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

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

RSM

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 Group at fair value plus transaction costs. At balance date the Group has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Consolidated 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 Group may incur on sale or other disposal.

j) 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 – Crown	50 years
Furniture and equipment	2-20 years
Information and communication technology	3-5 years
Motor vehicles	5-10 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing Value
Leasehold Improvements	10 years

RSM

k) 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.

l) 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.

m) 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.

n) Revenue Received in Advance

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

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

o) 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.

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.

RSM

p) 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).

q) 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 funds held on behalf of the Ministry of Education. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) 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.

s) Budget Figures

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

t) 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.

RSM

2. Government Grants

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Operational grants	1,471,344	1,442,031	1,467,088
Teachers' salaries grants	3,396,007	3,111,832	3,592,126
Use of Land and Buildings grants	2,231,069	1,207,392	2,202,555
Secondary tertiary alignment resource funding grant	104,500	54,150	78,217
Other MoE Grants	343,663	209,275	315,418
Other government grants	95,118	94,488	89,692
	7,641,702	6,119,168	7,745,096

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	38,791	19,000	36,646
Fundraising	17,554	21,000	23,223
Activities	74,074	7,000	97,643
Trading	28,513	35,000	32,033
Other Revenue	67,372	31,200	89,013
	226,303	113,200	278,558
Expenses			
Activities	105,518	-	102,621
Surplus for the year Locally raised funds	120,785	113,200	175,937

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Students Roll	25	40	50

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
International Student Fees	442,045	325,938	531,853
Expenses			
Advertising	66,526	50,263	59,139
Commissions	21,219	30,842	10,831
Recruitment	5,735	9,700	4,399
International Student Levy	9,750	10,405	13,544
Employee Benefit - Salaries	74,952	57,325	74,463
Overseas Travel	5,447	-	-
	183,629	158,535	162,377
Surplus for the year International students	258,416	167,403	369,476

During the year ended 31 December 2019 the Principal travelled to Europe at a cost of $5,447 (2018: nil) for marketing and liaison purposes. The travel was funded from International Students fees.

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5. Learning Resources

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Curricular	197,623	185,449	224,664
Equipment Repairs	17,919	12,878	13,156
Information and Communication Technology	48,552	77,238	68,461
Extra-curricular Activities	0	30,800	19,068
Library Resources	4,403	11,250	5,855
Other	17,271	40,022	43,944
Employee Benefits - Salaries	4,499,052	3,892,043	4,507,246
Staff Development	30,106	26,000	23,422
	4,814,925	4,275,680	4,905,816

6. Administration

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Audit Fee	10,590	10,590	10,230
Board of Trustees Fees	7,349	4,500	6,008
Board of Trustees Expenses	11,726	9,300	10,337
Intervention Costs & Expenses	-	-	-
Communications	13,055	16,700	20,136
Consumables	12,671	7,700	14,892
Legal Fees	10,436	2,000	4,953
Admin Other	16,705	20,400	50,022
Admin Employee Benefits - Salaries	242,135	224,813	239,223
Insurance	10,705	15,600	16,476
Service Providers, Contractors and Consultancy	9,001	5,000	6,498
Finance Costs	11,927	-	4,521
	356,300	316,603	383,294

7. Property

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Caretaking and Cleaning Consumables	158,634	111,100	134,102
Cyclical Maintenance Provision	83,010	36,328	38,362
Grounds	22,181	11,204	19,647
Heat, Light and Water	104,798	98,000	99,169
Rates	1,875	2,600	3,508
Repairs and Maintenance	98,338	75,789	202,952
Land & Buildings Rent MOE	2,231,069	1,207,488	2,202,555
Security	12,923	4,600	9,497
Property Employee Benefits - Salaries	95,324	83,975	88,100
	2,808,154	1,631,084	2,797,891

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

RSM

8. Depreciation of Property, Plant and Equipment

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Art Prints	-	-	-
Buildings	25,808	20,000	25,808
Furniture and Equipment	80,857	70,000	81,434
Information and Communication Technology	45,748	40,000	58,151
Motor Vehicles	19,163	20,000	17,582
Leasehold Improvements	30,256	25,000	40,268
Leased Assets	70,728	25,200	29,842
Library Resources	4,138	4,000	3,590
	276,698	204,200	256,675

9. Cash and Cash Equivalents

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash on Hand	293,811	1,022,903	151,132
Bank Current Account	-	-	21,304
Bank Call Account	-	-	6,145
Short-term Bank Deposits with a Maturity of Three Months or Less	-	-	1,050,000
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	293,811	1,022,903	1,228,581

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

Of the $1,228,581 Cash and Cash Equivalents, $21,045 is held by the School on behalf of the Ministry of Education for capital works projects.

10. Accounts Receivable

	2019 Actual $	2019 (Unaudited) $	2018 Actual $
Debtors	62,264	86,579	73,826
Receivables from Ministry of Education	15,159	316,985	316,985
Banking Staffing	-	-	25,135
Interest Accrued	5,840	-	12,752
Teacher Salaries Grant Receivable	227,992	228,183	228,183
	311,255	631,747	656,881
Receivables from Exchange Transactions	68,104	86,579	86,578
Receivables from Non-Exchange Transactions	243,151	545,168	570,303
	311,255	631,747	656,881

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11. Investments

The School's investment activities are classified as follows:

	2019 Actual $	2019 Budget $	2018 Actual $
Current Asset			
Short-term Bank Deposits	1,400,000	600,000	600,000

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2019.

12. Property, Plant and Equipment

2019	Balance $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Art Prints	23	-			-	23
Leasehold Improvements	338,677	5,693	-		(30,256)	314,114
Building Improvements	705,368	-	-		(25,808)	679,560
Furniture and Equipment	426,051	55,078	(5,173)		(80,857)	395,099
Information and Communication	68,791	16,609	-		(45,748)	39,652
Motor Vehicles	60,836	-			(19,163)	41,673
Textbooks	-				-	-
Leased Assets	44,093	207,118			(70,728)	180,483
Library Resources	28,622	7,892	(2,172)		(4,138)	30,204
Balance at 31 December 2019	1,672,462	292,390	(7,345)	-	(276,698)	1,680,808

2019	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Art Prints	43,874	(43,851)	23
Leasehold Improvements	1,592,858	(1,278,744)	314,114
Building Improvements	1,261,270	(425,476)	835,795
Furniture and Equipment	1,461,278	(1,222,414)	238,864
Information and Communication	559,143	(519,491)	39,652
Motor Vehicles	136,159	(94,486)	41,673
Textbooks	-	-	-
Leased Assets	262,918	(82,435)	180,483
Library Resources	88,931	(58,727)	30,204
Balance at 31 December 2019	5,406,431	(3,725,624)	1,680,808

RSM

2018	Opening $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Art Prints	23	0	0		-	23
Leasehold Improvements	323,074	55,871	-		(40,268)	338,677
Building Improvements	887,411	-	-		(25,808)	861,603
Furniture and Equipment	233,692	117,558	-		(81,434)	269,816
Information and Communication	94,388	32,555	-		(58,151)	68,792
Motor Vehicles	30,977	47,442			(17,582)	60,837
Leased Assets	27,622	46,313			(29,842)	44,093
Library Resources	25,843	7,644	(1,276)		(3,590)	28,621
Balance at 31 December 2018	**1,623,029**	**307,384**	**(1,276)**	**-**	**(256,675)**	**1,672,462**

Accumulated Depreciation

2018	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Art Prints	43,874	(43,851)	23
Leasehold Improvements	1,587,165	(1,248,488)	338,677
Building Improvements	1,261,270	(555,902)	705,368
Furniture and Equipment	1,417,337	(991,287)	426,051
Information and Communication	542,536	(473,744)	68,792
Motor Vehicles	136,159	(75,323)	60,837
Leased Assets	105,928	(61,835)	44,093
Library Resources	87,693	(59,072)	28,621
Balance at 31 December 2018	**5,181,964**	**(3,509,502)**	**1,672,462**

The net carrying value of equipment held under a finance lease is $180,483 (2018: $44,093)

13. Accounts Payable

	2019 Actual	2019 (Unaudited)	2018 Actual
Operating Creditors	80,465	89,224	78,440
Accruals	25,693	-	22,440
Creditors and Accruals for PPE Items	-	-	-
Banking Staffing Overuse	18,181	-	-
Employee Benefits Payable - Salaries	253,170	249,354	249,354
Employee Benefits Payable - Leave Accrual	9,979	-	13,478
	387,488	338,578	363,713
Payables for Exchange Transactions	387,488	338,578	363,713
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	387,488	338,578	363,713

The carrying value of payables approximates their fair value.

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14. Revenue Received in Advance

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Grants in Advance - Other	0	-	-
International Student Fees	181,196	315,305	268,188
Homestay Fees	337,207	359,348	406,465
Other	73,566	47,117	47,117
	591,968	721,770	721,770

15. Provision for Cyclical Maintenance

	2019 Actual $	2019 Budget $	2018 Actual $
Provision at the Start of the Year	230,081	230,081	224,518
Increase to the Provision During the Year	83,010	36,328	38,362
Use of the Provision During the Year	(115,103)	(177,948)	(32,799)
Provision at the End of the Year	197,988	88,461	230,081
Cyclical Maintenance - Current	160,554	44,138	177,948
Cyclical Maintenance - Term	37,434	44,323	52,133
	197,988	88,461	230,081

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2019. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

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16. 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:

2019		Opening Balances $	Receipts from MoE $	Payments $	Closing Balances $
L & N Blocks Additional Works	in progress	(1,932)	2,110	(192)	(14)
5YA Emergency Work	in progress	(17,736)	167,544	(167,545)	(17,737)
C Block Fire Reinstatement	in progress	270	-	-	270
E Block Redevelopment Stage 1	in progress	21,087	2,006,016	(2,046,043)	(18,940)
A and B Block Heater Replacement	completed	612	-	(612)	-
B Block Roof Replacement	in progress	(4,100)	-	-	(4,100)
E Block ILE Conversion Stage 1	in progress	250,000	-	(250,000)	-
Block C 9 &10 Rationalisation	in progress	(23,454)	31,036	-	7,582
S Block Chemistry Prep Area Refurbishment	completed	6,378	15,221	(21,599)	-
C Block convert Classroom to Computer Lab	completed	(255)	486	-	231
Summerville Demolition	in progress	43,998	-	(31,036)	12,962
Totals		274,868	2,222,413	(2,517,027)	(19,746)

Represented by:

Funds Held on Behalf of the Ministry of Education	21,045
Funds Due from the Ministry of Education	(40,790)
	(19,746)

2018		Opening Balances $	Receipts from MoE $	Payments $	Closing Balances $
L & N Blocks Additional Works	in progress	(1,932)	0	0	(1,932)
5YA Emergency Work	in progress	(43,246)	26,016	(506)	(17,736)
Security System Upgrade	completed	(980)	980	-	-
Heating Mains Stage 2	completed	(9,274)	9,274	-	-
Accessibility Project	in progress	(9,510)	9,510	-	-
C Block Fire Reinstatement	in progress	(2,140)	-	2,410	270
E Block Redevelopment Stage 1	in progress	112,439	90,392	(181,744)	21,087
A and B Block Heater Replacement	completed	512	99	-	612
B Block Roof Replacement	in progress	(3,114)	175,306	(176,292)	(4,100)
E and L Block Replacement	completed	(2,162)		2,162	-
E Block ILE Conversion Stage 1	in progress	(225)	250,000	225	250,000
Block C 9 &10 Rationalisation	in progress	-	110,250	(133,704)	(23,454)
S Block Chemistry Prep Area Refurbishment	completed	-	15,220	(8,842)	6,378
C Block convert Classroom to Computer Lab	completed	-	12,240	(12,495)	(255)
Summerville Demolition	in progress	-	44,100	(102)	43,998
Totals		40,370	743,387	(508,888)	274,868

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17. Finance Lease Liability

The School has entered into a finance lease agreements for a computer server and staff computers and photocopiers. Minimum lease payments payable:

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Current Liability	(82,747)	(3,506)	(21,929)
Non Current Liability	(96,128)	(16,176)	(23,347)
	(178,875)	(19,682)	(45,276)
Minimum lease payments payable:			
No Later than One Year	(82,747)	(3,506)	(21,929)
Later than One Year and no Later than Five Years	(96,128)	(16,176)	(23,347)
	(178,875)	(19,682)	(45,276)

18. 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 state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occurgovernment departments, on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted 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 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.

19. 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 $
Board Members		
Remuneration	7,349	6,008
Full-time equivalent members	0.10	0.28
Leadership Team		
Remuneration	533,670	585,948
Full-time equivalent members	4.74	5.41
Total key management personnel remuneration	541,019	591,956
Total full-time equivalent personnel	4.84	5.69

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.

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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:		
Principal 1		
Salary and Other Payments	140 - 150	50 - 60
Benefits and Other Emoluments	1 - 5	5 - 10
Termination Benefits	-	-
Principal 2		
Salary and Other Payments	-	100 - 110
Benefits and Other Emoluments	-	-
		-

Other Employees

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

Remuneration $000	2019 Number	2018 Number
110 - 120	2	1
	2	1

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

Other Related Parties
The following payments to related parties in the normal course of business, at normal commercial rates, were made during the year:

Michael MacPherson:	Property and Building Project Management Se	$45,660
Murphy Electrical:	Electrical Upgrades and Maintenance	$18,927

20. 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	$0
Number of People	0	0

21. 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.

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22. Commitments

As at 31 December 2019 the Board has entered into the following contract agreements for capital works.
Stan Ash - $38,163
(Capital commitments at 31 December 2018: $37,718)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any contracts:
(Operating commitments at 31 December 2018: Nil)

23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to generate a small surplus from year to year.

Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

24. Financial Instruments

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

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

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash and Cash Equivalents	293,811	1,022,903	1,228,581
Receivables	311,255	631,747	656,881
Investments - Term Deposits	1,400,000	600,000	600,000
Total Loans and Receivables	2,005,067	2,254,650	2,485,462

Financial liabilities measured at amortised cost

Payables	387,488	338,578	363,713
Finance Leases	178,875	19,682	45,276
Total Financial Liabilites Measured at Amortised Cost	566,363	358,260	408,989

23. Events After Balance Date

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

At 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.

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24. Comparatives

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

25. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:
• Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
• Note 9 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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

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

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

RSM

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

Independent Auditor's Report

To the readers of Edgewater College's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Edgewater College (the School). The Auditor-General has appointed me, Steve Hayes, 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 13 to 33, 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 28 July 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 23 on page 32 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, board member list, 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 Edgewater College.

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