

ALLENVALE SPECIAL SCHOOL & RES. CENTRE



FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

School Address:	14 a Aorangi Road, Bryndwr, Christchurch
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Ministry Number:	3275

ALLENVALE SPECIAL SCHOOL & RES. CENTRE

Financial Statements - For the year ended 31 December 2016

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Allenvale Special School & Res. Centre

Statement of Responsibility

For the year ended 31 December 2016

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 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

Graham Wood

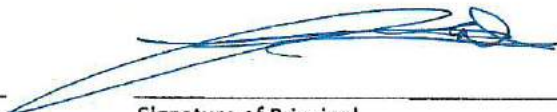
Full Name of Board Chairperson

RAEME H. DANIEL

Full Name of Principal

G.A. Wood

Signature of Board Chairperson



Signature of Principal

4/5/2017

Date

04.05.2017

Date

Allenvale Special School & Res. Centre

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue				
Government Grants	2	4,844,085	4,389,000	4,495,939
Locally Raised Funds	3	55,666	44,250	171,299
Interest Earned		26,241	15,000	34,867
		4,925,992	4,448,250	4,702,104
Expenses				
Locally Raised Funds	3	33,272	37,400	46,611
Learning Resources	4	4,023,089	3,834,900	3,828,085
Administration	5	185,692	174,100	180,305
Finance Costs		1,716	-	2,048
Property	6	519,292	380,000	400,644
Depreciation	7	83,321	75,000	70,229
Loss on Disposal of Property, Plant and Equipment		31,441	-	-
		4,877,821	4,501,400	4,527,922
Net Surplus / (Deficit)		48,171	(53,150)	174,182
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		48,171	(53,150)	174,182

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

Allenvale Special School & Res. Centre

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Balance at 1 January	1,629,467	1,629,467	1,455,285
Total comprehensive revenue and expense for the year	48,171	(53,150)	174,182
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	42,072	-	-
Equity at 31 December	1,719,710	1,576,317	1,629,467
Retained Earnings	1,719,710	1,576,317	1,629,467
Equity at 31 December	1,719,710	1,576,317	1,629,467

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

Allenvale Special School & Res. Centre
Statement of Financial Position
As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Assets				
Cash and Cash Equivalents	8	118,431	86,824	64,974
Accounts Receivable	9	326,623	408,559	408,559
GST Receivable		18,096	4,668	4,668
Prepayments		12,171	34,895	34,895
Investments	10	591,933	620,358	620,358
		<u>1,067,256</u>	<u>1,155,305</u>	<u>1,133,455</u>
Current Liabilities				
Accounts Payable	12	197,069	266,680	266,680
Revenue Received in Advance	13	1,631	1,181	1,181
Finance Lease Liability - Current Portion	14	9,223	6,593	6,593
Funds held on behalf of Cluster	16	-	29,266	29,266
		<u>207,923</u>	<u>303,720</u>	<u>303,720</u>
Working Capital Surplus/(Deficit)		859,332	851,585	829,735
Non-current Assets				
Property, Plant and Equipment	11	864,422	733,031	808,031
		<u>864,422</u>	<u>733,031</u>	<u>808,031</u>
Non-current Liabilities				
Finance Lease Liability	14	4,044	8,299	8,299
		<u>4,044</u>	<u>8,299</u>	<u>8,299</u>
Net Assets		<u>1,719,710</u>	<u>1,576,317</u>	<u>1,629,467</u>
Equity		<u>1,719,710</u>	<u>1,576,317</u>	<u>1,629,467</u>

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

Allenvale Special School & Res. Centre
Statement of Cash Flows
For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash flows from Operating Activities				
Government Grants		2,205,021	2,079,000	1,983,821
Locally Raised Funds		172,463	44,250	46,749
Goods and Services Tax (net)		(7,940)	-	8,934
Payments to Employees		(1,780,452)	(1,670,000)	(1,501,263)
Payments to Suppliers		(423,845)	(223,916)	(487,689)
Interest Paid		-	-	(2,048)
Interest Received		26,959	15,000	34,552
Net cash from/(to) the Operating Activities		192,206	244,334	83,056
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(11,634)	-	-
Purchase of PPE (and Intangibles)		(153,910)	(208,500)	(175,707)
Purchase of Investments		28,425	-	(23,828)
Net cash from/(to) the Investing Activities		(137,119)	(208,500)	(199,535)
Cash flows from Financing Activities				
Furniture and Equipment Grant		36,584	-	-
Finance Lease Payments		(8,948)	(3,984)	14,892
Funds Administered on Behalf of Third Parties		(29,266)	(10,000)	(11,972)
Net cash from/(to) the Financing Activities		(1,630)	(13,984)	2,920
Net increase/(decrease) in cash and cash equivalents		53,457	21,850	(113,559)
Cash and cash equivalents at the beginning of the year	8	64,974	64,974	178,533
Cash and cash equivalents at the end of the year	8	118,431	86,824	64,974

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

1. Statement of Accounting Policies

For the year ended 31 December 2016

Statement of Accounting Policies

1.1 Reporting Entity

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

1.2 Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates and Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 14.

Recognition of grants

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

1.3 Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4 Use of Land and Buildings Expense

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

1.5 Operating Lease Payments

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

1.6 Finance Lease Payments

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

1.7 Cash and Cash Equivalents

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

1.8 Accounts Receivable

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

1.9 Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

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

1.10 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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Furniture and Equipment	5-15 years
Information and Communication Technology	3-5 years
Motor Vehicles	8 years
Leased Assets	3 years
Library Resources	12.5 % Diminishing value

1.11 Impairment of property, plant, and equipment and intangible assets

1.12 Accounts Payable

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

1.13 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.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

1.14 Revenue Received in Advance

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

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

1.15 Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.16 Financial Assets and Liabilities

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

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

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

1.17 Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST Inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

1.18 Budget Figures

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

1.19 Services received in-kind

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

2. Government Grants

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Operational grants	487,555	470,000	460,261
Teachers' salaries grants	2,406,700	2,100,000	2,283,660
Use of Land and Buildings Grants	335,269	210,000	217,534
Other MoE Grants	48,049	77,000	114,536
Other government grants	1,566,511	1,532,000	1,419,948
	4,844,085	4,389,000	4,495,939

3. Locally Raised Funds

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

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Revenue			
Donations	12,040	6,000	11,018
Fundraising	6,801	5,000	5,723
Other revenue	15,306	12,000	130,088
Trading	6,419	5,000	7,355
Activities	15,100	16,250	17,114
	55,666	44,250	171,299
Expenses			
Activities	23,852	28,900	27,260
Trading	4,564	5,000	8,874
Fundraising (costs of raising funds)	4,855	3,500	2,413
Other Locally Raised Funds Expenditure	-	-	8,064
	33,272	37,400	46,611
Surplus for the year Locally Raised Funds	22,394	6,850	124,687

4. Learning Resources

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Curricular	138,875	168,150	141,228
Equipment repairs	3,171	5,500	4,403
Information and communication technology	44,724	37,000	44,947
Employee benefits - salaries	3,776,067	3,582,000	3,568,904
Resource/attached teacher costs	10,591	12,000	12,655
Staff development	49,660	30,250	55,948
	4,023,089	3,834,900	3,828,085

5 Administration

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fee	3,410	3,000	3,458
Board of Trustees Fees	-	3,000	-
Board of Trustees Expenses	16,781	14,000	13,495
Communication	9,293	5,500	6,711
Consumables	24,960	26,050	26,947
Operating Lease	6,070	9,000	4,605
Other	10,035	6,050	9,496
Employee Benefits - Salaries	101,684	96,000	102,971
Insurance	10,708	8,500	9,472
Service Providers, Contractors and Consultancy	2,750	3,000	3,150
	<u>185,692</u>	<u>174,100</u>	<u>180,305</u>

6 Property

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	6,055	4,000	4,638
Consultancy and Contract Services	9,125	8,500	11,350
Cyclical Maintenance Provision	-	10,000	-
Grounds	9,398	5,500	9,242
Heat, Light and Water	32,941	30,000	33,837
Rates	4,824	4,500	4,383
Repairs and Maintenance	17,975	13,500	16,634
Use of Land and Buildings	335,269	210,000	217,534
Security	3,692	2,000	2,765
Employee Benefits - Salaries	100,013	92,000	100,263
	<u>519,292</u>	<u>380,000</u>	<u>400,644</u>

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

7 Depreciation of Property, Plant and Equipment

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Building Improvements - Crown	15,708	15,000	16,001
Furniture and Equipment	20,333	22,000	22,140
Information and Communication Technology	20,035	15,000	15,043
Motor Vehicles	19,807	18,000	11,435
Leased Assets	7,438	5,000	5,610
	<u>83,321</u>	<u>75,000</u>	<u>70,229</u>

8 Cash and Cash Equivalents

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Current Account	118,431	-	64,974
	<u>118,431</u>	<u>-</u>	<u>64,974</u>

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

9 Accounts Receivable

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	1,033	-	117,381
Receivables from the Ministry of Education	184,443	-	102,905
Interest Receivable	4,419	-	5,137
Teacher Salaries Grant Receivable	136,728	-	183,136
	<u>326,623</u>	<u>-</u>	<u>408,559</u>
Receivables from Exchange Transactions	5,452	-	122,518
Receivables from Non-Exchange Transactions	321,171	-	286,041
	<u>326,623</u>	<u>-</u>	<u>408,559</u>

10 Investments

The School's investment activities are classified as follows:

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Assets			
Short-term Bank Deposits	591,933	-	620,358
	<u>591,933</u>	<u>-</u>	<u>620,358</u>

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2016.

11 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building improvements	537,100	94,318	(27,020)	-	(15,708)	588,690
Furniture and equipment	115,000	21,765	(2,990)	-	(20,333)	113,442
Information and communication	56,800	11,459	-	-	(20,035)	48,224
Motor vehicles	83,005	38,001	-	-	(19,807)	101,199
Leased assets	14,697	5,608	-	-	(7,438)	12,867
Library resources	1,430	-	(1,430)	-	-	-
Balance at 31 December 2016	808,032	171,151	(31,440)	-	(83,321)	864,422

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building improvements	840,084	(251,394)	588,690
Furniture and equipment	395,126	(281,684)	113,442
Information and communication	155,432	(107,208)	48,224
Motor vehicles	270,711	(169,511)	101,199
Leased assets	25,915	(13,049)	12,867
Library resources	-	-	-
Balance at 31 December 2016	1,687,268	(822,846)	864,422

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2015	\$	\$	\$	\$	\$	\$
Building improvements	518,682	34,420	-	-	(16,001)	537,101
Furniture and equipment	119,351	17,788	-	-	(22,140)	114,999
Information and communication	43,299	28,545	-	-	(15,043)	56,801
Motor vehicles	14,951	79,488	-	-	(11,435)	83,004
Leased assets	-	20,307	-	-	(5,610)	14,697
Library resources	1,430	-	-	-	-	1,430
Work in Progress	4,841	(4,841)	-	-	-	-
Balance at 31 December 2015	702,553	175,707	-	-	(70,229)	808,031

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2015	\$	\$	\$
Building improvements	812,593	(275,493)	537,101
Furniture and equipment	457,616	(342,617)	114,999
Information and communication	196,888	(140,087)	56,801
Motor vehicles	232,709	(149,705)	83,004
Leased assets	20,307	(5,610)	14,697
Library resources	1,430	-	1,430
Work in Progress	-	-	-
Balance at 31 December 2015	1,721,543	(913,512)	808,031

12 Accounts Payable

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
Operating creditors	\$ 10,783	\$ 4,861	\$ 9,040
Employee Entitlements - salaries	156,270	-	227,623
Employee Entitlements - leave accrual	30,017	-	30,017
	<u>197,069</u>	<u>4,861</u>	<u>266,680</u>
Payables for Exchange Transactions	197,069	4,861	266,680
	<u>197,069</u>	<u>4,861</u>	<u>266,680</u>

The carrying value of payables approximates their fair value.

13 Revenue Received in Advance

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
Other	\$ 1,631	\$ -	\$ 1,181
	<u>1,631</u>	<u>-</u>	<u>1,181</u>

14 Finance Lease Liability

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

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
No later than one year	\$ 10,281	\$ -	\$ 6,593
Later than one year and no later than five years	4,372	-	8,299
	<u>14,653</u>	<u>-</u>	<u>14,892</u>

15 Funds Held for Capital Works Projects

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

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to RM)	Closing Balances
Entrance Canopy	2015 Completed	\$ 23,944	\$ 3,656	\$ 27,600	\$ -	\$ -
Totals		<u>23,944</u>	<u>3,656</u>	<u>27,600</u>	<u>-</u>	<u>-</u>

16. Funds Held on Behalf of Cluster

Allenvale Special School & Res. Centre is the lead school and held funds on behalf of the Transition cluster, a group of schools funded by the Ministry of Education to share Professional support.

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	29,266	-	29,266
Funds Spent on Behalf of the Cluster	(29,266)	-	-
	-	-	29,266
Funds Held at Year End	-	-	29,266

17. Related Party Transactions

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

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

18 Remuneration*Key management personnel compensation*

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Assistant Principals and Executive Officer.

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	-	-
Full-time equivalent members	0.05	-
<i>Leadership Team</i>		
Remuneration	496,954	240,264
Full-time equivalent members	4.00	2.00
Total key management personnel remuneration	496,954	240,264
Total full-time equivalent personnel	4.05	2.00

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

Principal

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

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2016 FTE Number	2015 FTE Number
110-120	-	-
100-110	1.00	-
	1.00	-

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

19 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:

	2016 Actual \$	2015 Actual \$
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2016 (Contingent liabilities and assets at 31 December 2015: nil).

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings that are not replaced.

21. Commitments

Capital Commitments

As at 31 December 2016 the Board has not entered into contract agreements for capital works:

(Capital commitments at 31 December 2015: \$80,000)

Operating Commitments

As at 31 December 2016 the Board has entered into the following contracts:

(a) operating lease of a photocopier and computer laptops.

	2016 Actual	2015 Actual
	\$	\$
No later than One Year	13,718	23,078
Later than One Year and No Later than Five Years	10,359	24,077
	<u>24,077</u>	<u>47,155</u>

22. Managing Capital

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

23. Financial Instruments

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

Loans and Receivables

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Cash and Cash Equivalents	118,431	-	64,974
Receivables	326,623	-	408,559
Investments - Term Deposits	591,933	-	620,358
Total Loans and Receivables	<u>1,036,988</u>	<u>-</u>	<u>1,093,892</u>

Financial Liabilities Measured at Amortised Cost

Payables	197,069	4,861	266,680
Finance Leases	13,268	(3,984)	14,892
Total Financial Liabilities Measured at Amortised Cost	<u>210,337</u>	<u>877</u>	<u>281,572</u>

24 Events After Balance Date

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



7/3/2017

Kiwisport Funding 2016

Kiwisport is a government funding initiative to support students' participation in organised sport.

During 2016 the school received total Kiwisport funding of \$2546.92 (excluding GST).

The funding was used to fund coaching, facility hire and transport to venues.



Members of the Board of Trustees 2016

Name	Position	Held Until
<i>Annette Burnett</i>	<i>Elected Member</i>	<i>May 2019</i>
<i>Peter Coker</i>	<i>Chairperson</i>	<i>May 2019</i>
<i>Mark Dawson</i>	<i>Elected Member</i>	<i>May 2019</i>
<i>Michelle Palmer</i>	<i>Elected Member</i>	<i>May 2019</i>
<i>Graham Wood</i>	<i>Elected Member</i>	<i>May 2019</i>
<i>Graeme H Daniel</i>	<i>Principal</i>	
<i>Megan Gare</i>	<i>Staff Representative</i>	<i>May 2019</i>

Michael Rondel
BDO Christchurch
PO Box 246
CHRISTCHURCH

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2016

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Allenvale Special School and Residential Centre (the School) for the year ended 31 December 2016 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
 - the financial position as at 31 December 2016; and
 - the 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 Benefit Entity (PBE) Standards Reduced Disclosure Regime.

We understand that your audit was carried out in accordance with the Auditing Standards Issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand).

General representations

To the best of our knowledge and belief:

- the resources and activities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud.

Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87(3) of the Education Act 1989 and, in particular, that the financial statements:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2016; and
 - the 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 Benefit Entity (PBE) Standards Reduced Disclosure Regime.
- we believe the significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter.
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
 - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
 - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - management;
 - employees who have significant roles in internal control; or
 - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements; and
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware.

- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with one another, and the other information does not contain any material misstatements.

Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board of Trustees continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2018. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, surrounding the adoption of the going concern basis of accounting by the School.

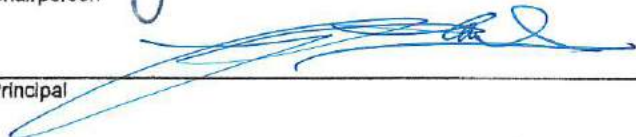
The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

Chairperson

G. A. Wood

Principal



Date

4/5/2017

APPENDIX ONE – UNADJUSTED ERRORS

Details	<u>Statement of Comprehensive Income effect</u>		<u>Statement of Financial Position Effect</u>	
	DR	CR	DR	CR
Dr Donation		2,500.00		
Cr estimate of BOT fees	2,500.00			
<i>Being estimate of donated BoT fees</i>				
Dr Wages	10,221.00			
Cr Annual Leave accrual				10,221.00
<i>Being understated accrual for annual leave</i>				
Dr TSG revenue	9,953.00			
Cr TSG expenditure		9,953.00		
<i>Being TSG overpayment errors 2012 - 2016</i>				
Total	22,674.00	12,453.00	-	10,221.00



ALLENVALE SCHOOL

TOWARD COMMUNITY INCLUSION
ko te kura, ko te hāpori, ko tātou!

Analysis of Variance

2016

Table 1: Mathematics by Ethnicity and Gender (2016)

	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
Girls	x	x	x	x	x	x	x	x	15
Boys	x	x	x	x	x	x	x	x	55
Māori	x	x	x	x	x	x	x	x	4
Pasifika	x	x	x	x	x	x	x	x	4
Asian	x	x	x	x	x	x	x	x	7
European	x	x	x	x	x	x	x	x	52
All students	p	p	p	p	p	p	p	p	70

Notes:

1. 'x' = a category, for example, Boys, has less than 5 students, or the school has masked the data, or if left unmasked the data may easily lead to deducing other masked values.
2. 'p' = less than 4 students in this category, for example Boys, are performing at or above.
3. Ethnicity is prioritised.

Table 2: Mathematics by Year Level (2016)

	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
After 1 Year	x	x	x	x	x	x	x	x	9
After 2 Years	x	x	x	x	x	x	x	x	5
After 3 Years	x	x	x	x	x	x	x	x	9
End of Year 4	x	x	x	x	x	x	x	x	9
End of Year 5	x	x	x	x	x	x	x	x	9
End of Year 6	x	x	x	x	x	x	x	x	9
End of Year 7	x	x	x	x	x	x	x	x	9
End of Year 8	x	x	x	x	x	x	x	x	11

Notes:

1. 'x' = a year level has less than 5 students, or the school has masked the data, or if left unmasked the data may easily lead to deducing other masked values.
2. 'p' = less than 4 students in this category, for example Boys, are performing at or above.

Table 3: Mathematics time series, 'At' or 'Above'

	2014		2015		2016	
	Number	Percentage	Number	Percentage	Number	Percentage
Girls	x	x	x	x	x	x
Boys	x	x	x	x	x	x
Māori	x	x	x	x	x	x
Pasifika	x	x	x	x	x	x
Asian	x	x	x	x	x	x
European	x	x	x	x	x	x
After 1 Year	x	x	x	x	x	x
After 2 Years	x	x	x	x	x	x
After 3 Years	x	x	x	x	x	x
End of Year 4	x	x	x	x	x	x
End of Year 5	x	x	x	x	x	x
End of Year 6	x	x	x	x	x	x
End of Year 7	x	x	x	x	x	x
End of Year 8	x	x	x	x	x	x
All students	p	p	p	p	p	p

Notes:

1. Where there are fewer than 5 students in the 'Total' for a Student Type or Year Level, all OTJs are masked with a 'x'. If left unmasked the data may easily lead to deducing other masked values.
2. 'p' = less than 4 students in this category, for example Boys, are performing at or above.
3. Ethnicity is prioritised.

Table 4: Reading by Ethnicity and Gender (2016)

	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
Girls	x	x	x	x	x	x	x	x	15
Boys	x	x	x	x	x	x	x	x	55
Māori	x	x	x	x	x	x	x	x	4
Pasifika	x	x	x	x	x	x	x	x	4
Asian	x	x	x	x	x	x	x	x	7
European	x	x	x	x	x	x	x	x	52
All students	p	p	p	p	p	p	p	p	70

Notes:

1. 'x' = a category, for example, Boys, has less than 5 students, or the school has masked the data, or if left unmasked the data may easily lead to deducing other masked values.
2. 'p' = less than 4 students in this category, for example Boys, are performing at or above.
3. Ethnicity is prioritised.

Table 5: Reading by Year Level (2016)

	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
After 1 Year	x	x	x	x	x	x	x	x	9
After 2 Years	x	x	x	x	x	x	x	x	5
After 3 Years	x	x	x	x	x	x	x	x	9
End of Year 4	x	x	x	x	x	x	x	x	9
End of Year 5	x	x	x	x	x	x	x	x	9
End of Year 6	x	x	x	x	x	x	x	x	9
End of Year 7	x	x	x	x	x	x	x	x	9
End of Year 8	x	x	x	x	x	x	x	x	11

Notes:

1. 'x' = a year level has less than 5 students, or the school has masked the data, or if left unmasked the data may easily lead to deducing other masked values.
2. 'p' = less than 4 students in this category, for example Boys, are performing at or above.

Table 6: Reading time series, 'At' or 'Above'

	2014		2015		2016	
	Number	Percentage	Number	Percentage	Number	Percentage
Girls	x	x	x	x	x	x
Boys	x	x	x	x	x	x
Māori	x	x	x	x	x	x
Pasifika	x	x	x	x	x	x
Asian	x	x	x	x	x	x
European	x	x	x	x	x	x
After 1 Year	x	x	x	x	x	x
After 2 Years	x	x	x	x	x	x
After 3 Years	x	x	x	x	x	x
End of Year 4	x	x	x	x	x	x
End of Year 5	x	x	x	x	x	x
End of Year 6	x	x	x	x	x	x
End of Year 7	x	x	x	x	x	x
End of Year 8	x	x	x	x	x	x
All students	p	p	p	p	p	p

Notes:

1. Where there are fewer than 5 students in the 'Total' for a Student Type or Year Level, all OTJs are masked with a 'x'. If left unmasked the data may easily lead to deducing other masked values.
2. 'p' = less than 4 students in this category, for example Boys, are performing at or above.
3. Ethnicity is prioritised.

Table 7: Writing by Ethnicity and Gender (2016)

	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
Girls	x	x	x	x	x	x	x	x	15
Boys	x	x	x	x	x	x	x	x	55
Māori	x	x	x	x	x	x	x	x	4
Pasifika	x	x	x	x	x	x	x	x	4
Asian	x	x	x	x	x	x	x	x	7
European	x	x	x	x	x	x	x	x	52
All students	p	p	p	p	p	p	p	p	70

Notes:

1. 'x' = a category, for example, Boys, has less than 5 students, or the school has masked the data, or if left unmasked the data may easily lead to deducing other masked values.
2. 'p' = less than 4 students in this category, for example Boys, are performing at or above.
3. Ethnicity is prioritised.

Table 8: Writing by Year Level (2016)

	Well below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
After 1 Year	x	x	x	x	x	x	x	x	9
After 2 Years	x	x	x	x	x	x	x	x	5
After 3 Years	x	x	x	x	x	x	x	x	9
End of Year 4	x	x	x	x	x	x	x	x	9
End of Year 5	x	x	x	x	x	x	x	x	9
End of Year 6	x	x	x	x	x	x	x	x	9
End of Year 7	x	x	x	x	x	x	x	x	9
End of Year 8	x	x	x	x	x	x	x	x	11

Notes:

1. 'x' = a year level has less than 5 students, or the school has masked the data, or if left unmasked the data may easily lead to deducing other masked values.
2. 'p' = less than 4 students in this category, for example Boys, are performing at or above.

Table 9: Writing time series, 'At' or 'Above'

	2014		2015		2016	
	Number	Percentage	Number	Percentage	Number	Percentage
Girls	x	x	x	x	x	x
Boys	x	x	x	x	x	x
Māori	x	x	x	x	x	x
Pasifika	x	x	x	x	x	x
Asian	x	x	x	x	x	x
European	x	x	x	x	x	x
After 1 Year	x	x	x	x	x	x
After 2 Years	x	x	x	x	x	x
After 3 Years	x	x	x	x	x	x
End of Year 4	x	x	x	x	x	x
End of Year 5	x	x	x	x	x	x
End of Year 6	x	x	x	x	x	x
End of Year 7	x	x	x	x	x	x
End of Year 8	x	x	x	x	x	x
All students	p	p	p	p	p	p

Notes:

1. Where there are fewer than 5 students in the 'Total' for a Student Type or Year Level, all OTJs are masked with a 'x'. If left unmasked the data may easily lead to deducing other masked values.
2. 'p' = less than 4 students in this category, for example Boys, are performing at or above.
3. Ethnicity is prioritised.



National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

Important please note: Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	10/02/2017
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School Name:	Allenvale	School Number:	3275
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NAG2A (b)(i) Areas of Strength
National Standard area(s): Reading, Writing & Mathematics
Discussion: It is not possible to identify strengths in relation to National Standards. National Standards are irrelevant for our population. Due to the nature of our student population, i.e. cognitive impairment, our students in Years 1 – 8 are all working at the extended level one of the New Zealand Curriculum.
NAG2A (b)(i) Areas for Improvement
National Standard area(s): Reading, Writing & Mathematics
Discussion: In the past we have extrapolated some goals based on the National Standards however none were at the chronological age level commensurate with the National Standards expected. This year it was decided that all key learning goals would be set in literacy from assessments undertaken, to meet the student's needs. Small steps in our student's learning are quantum leaps. The targets set for the 2017 are designed to lift our students achievement and include a target for our profoundly disabled students.



NAG2A (b)(ii) Basis for Identifying Areas for Improvement

Discussion: We are aware that there is work being undertaken at National Level to ensure that progress and achievement of our student population is meaningful and relevant. This work will ensure that ORS verified students learning and achievement is acknowledged.

NAG2A (b)(iii) Planned Actions for Lifting Achievement

Discussion: Allenvale sets student achievement targets with the expectation that all our students are learners and we expect them to make progress. Individual Learning Plans for all students under the age of fifteen were introduced this year. . There are four domains to the plan and each domain has key learning goals for each student. The domains are: Cognitive Skills – Literacy and Mathematics, Language and Communication, Physical and Emotional Skills and Daily Living Skills. These plans are a collaboration between the teacher, specialists and the student's whanau and where appropriate the student. All learning goals are included in this plan.

NAG2A (b) (iv) Progress Statement

Discussion: Our student population all have significant cognitive impairment and significant learning needs. Our students do not progress in line with expected learning progressions outlined in the National Standards. All students in Years 1 – 8 fall well below the National Standards compared to their chronological age. Each Individual Learning Plan sets the learning priorities for each student. We set high expectations for our students and this is reflected in our student achievement targets.

Annual Planning 2016/Student Achievement 1



Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.					
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.			Annual Target: At least 75% of all students will achieve 70% or more of their Individual Learning Plan (ILP) key learning goals in the domain of Language and Communication .		
Baseline Data/ Historical Position: 2014 IEP Goal Achievement = 75% 2015 ILP Key Goals = 39% IEP (1- 4 primary goals) has been superseded by the Individual Learning Plan that encompasses all the student's learning. Students will have a minimum of four key learning goals with many having in excess of ten goals. The results from 2015 reflect the transition period from IEP to ILP and the shorter period from which the data was analysed.					
Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The ILP domain of Language and Communication 2. All four domains for schoolwide reporting Support for teachers will be targeted through PLD and SLT input where identified Augmentative communication devices for individual students will be accessed by SLT's Resources to support learning and teaching will be identified at team and ASG level. Purchases will be made through the curriculum budget	deputy principal curriculum ASG facilitator	 curriculum	over the 2016 year	<ul style="list-style-type: none">the annual target will be metresources identified to support learning & teaching will be accesseddata and accompanying comments will be lodged by teachers on a google spreadsheet as each KLG is achieved. This is located on the staff portal.data will be synthesized against the number of KLG's set up for each studentoverall data across all four domains will reflect a final percentageexit data results to be reported to staff, students, board and parents whanaunext steps will be identified for consideration in the 2017 SATs	<ul style="list-style-type: none">interim data will be collected July/Augustinterim data and results of progress will be reported to staff, students, board,parents and whanauinterim data to inform next steps for the remainder of the year

STUDENT ACHIEVEMENT TARGET 1 : EXIT DATA 2016
INDIVIDUAL LEARNING PLAN (ILP) GOAL ACHIEVEMENT

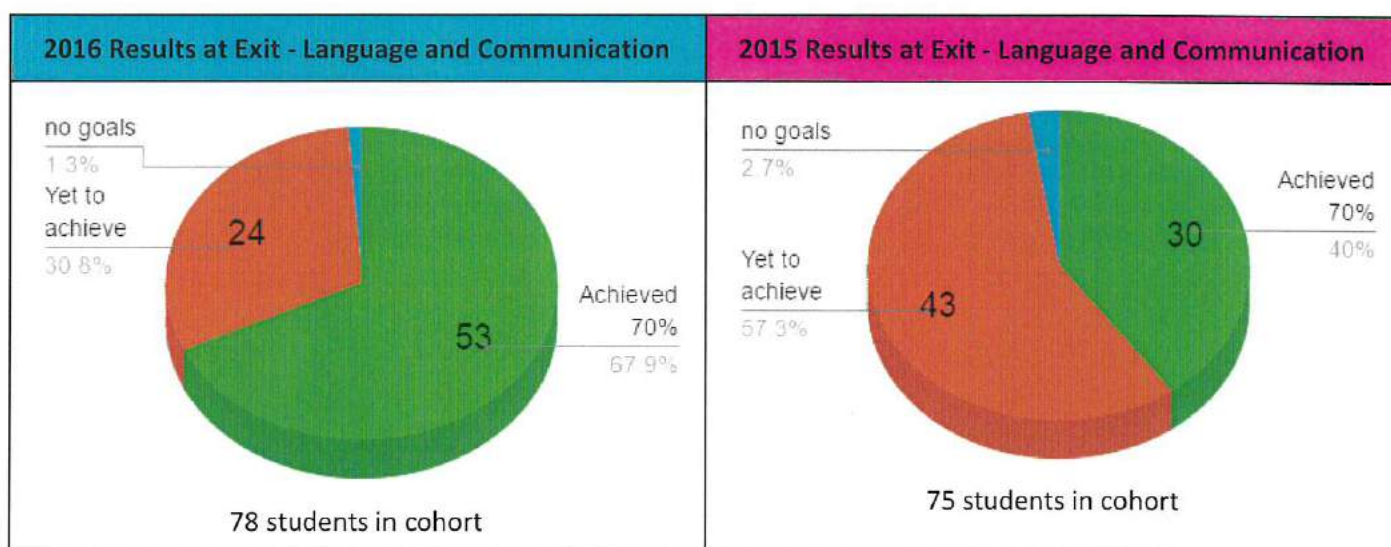
COHORT: All students

ANNUAL TARGET: **At least 75% of all students** will achieve 70% or more of their Individual Learning Plan (ILP) key learning goals in the domain of Language and Communication.

We did not quite meet the target with **68% of students** achieving 70% or more of their Key Learning Goals in Language and Communication. There has however been significant progress from the **2015** results where only **40% of students** met 70% or more of their Key Learning Goals in Language and Communication.

Notable statistics:

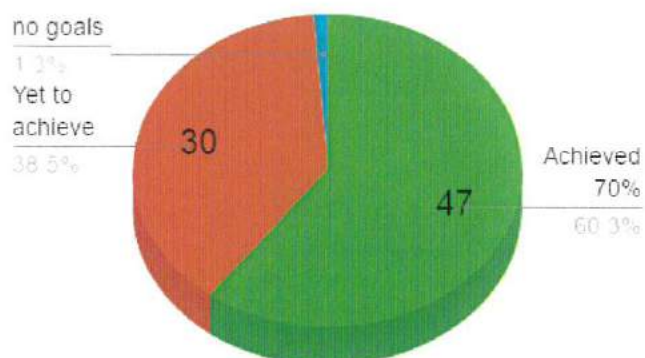
- 23 more students met the SAT this year (around ⅓ of the cohort).
- In 2016, 8 of the 24 students who did not meet the 70% threshold achieved 60% or more of their goals.
- If the SAT threshold had been 60% of their goals, 61 students (78%) would have achieved the SAT.



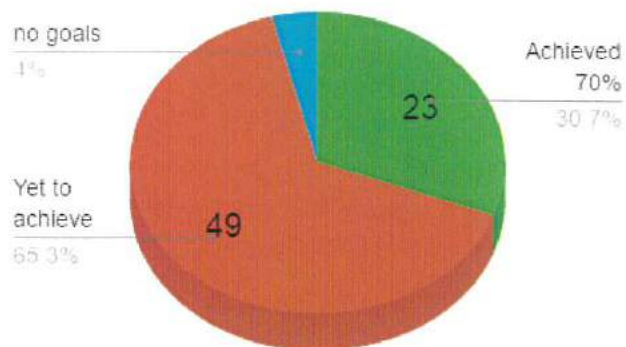
Further (see charts on next page):

- When all domains were combined, 54 students (69% of the cohort) achieved over 70% or more of their Key Learning Goals.
- This rate of achievement for all domains combined is 30% higher than the same statistic in 2015.
- Language and Communication was the second strongest domain with the following rates for students achieving 70% or more of their Key Learning Goals:
 - Physical and Social Emotional (71%); Language and Communication (68%); Daily Living Skills (62%) and Cognitive Skills (60%).
- In comparison to 2015, rates of success improved across all domains:
 - Cognitive Skills up 29% (31% to 60%);
 - Daily Living Skills up 6% (56% to 62%);
 - Physical and Social/Emotional up 32% (39% to 71%);
 - All Key Learning goals combined up 30% (39% to 69%).

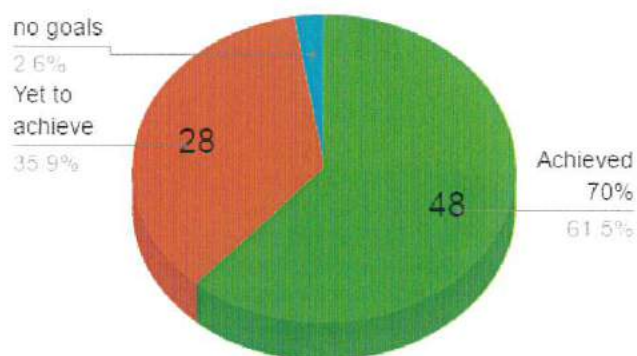
2016 Results for Cognitive Skills



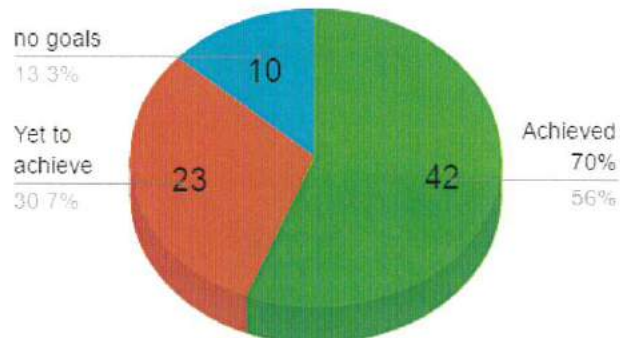
2015 Results for Cognitive Skills



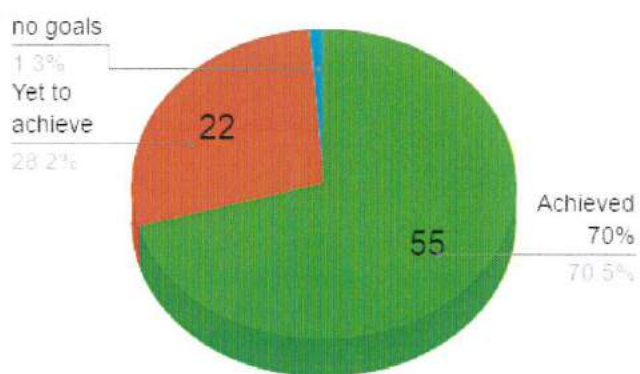
2016 Results for Daily Living Skills



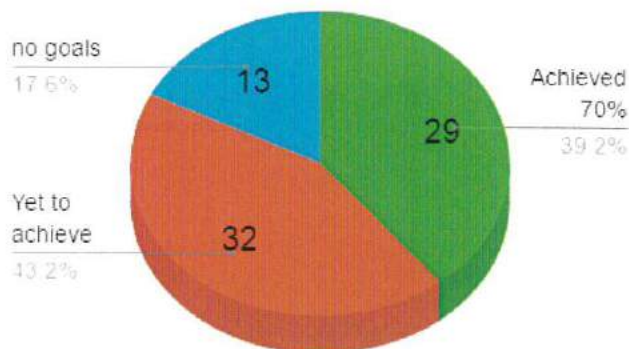
2015 Results for Daily Living Skills



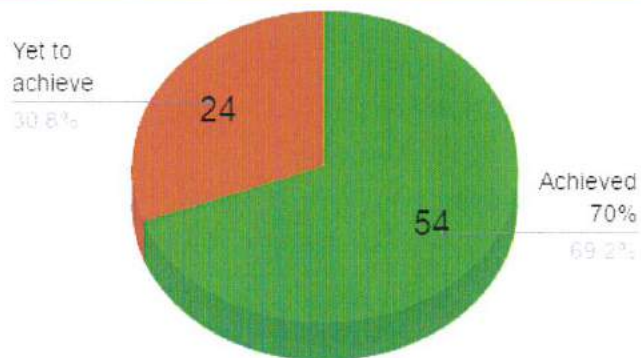
2016 Results for Physical and Social/Emotional



2015 Results for Physical and Social/Emotional

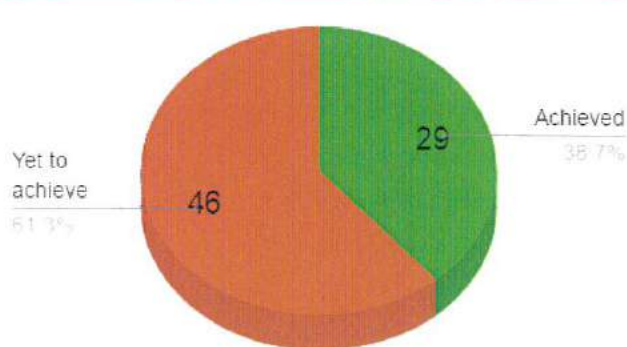


2016 Results for ALL DOMAINS COMBINED



78 students in this cohort

2015 Results for ALL DOMAINS COMBINED



75 students in this cohort

Annual Planning 2016/Student Achievement 2



Strategic Goal:

All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP). Additional cohorts will be targeted in other specified learning areas.

Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.

Annual Target: **Māori & Pasifika** students' achievement of their key learning goals from the ILP domain of Language and Communication and overall goal achievement will be equal to or greater than their non-Māori/Pasifika peers.

Baseline Data/ Historical Position: 2014 IEP Achievement = 77% 2015 ILP Achievement = 40%

The IEP (1- 4 primary goals) has been superseded by the Individual Learning Plan that encompasses all the student's learning. Students will have a minimum of four key learning goals with many having in excess of ten goals. The results from 2015 reflect the transition period from IEP to ILP and the shorter period from which the data was analysed.

Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
<p>Data gathering will focus on:</p> <ol style="list-style-type: none"> 1. The ILP domain of Language and Communication 2. All four domains for schoolwide reporting. <p>Support for teachers will be targeted through PLD and SLT input where identified</p> <p>Augmentative communication devices for individual students will be accessed by SLT's</p> <p>Resources to support learning and teaching will be identified at team and ASG level, including the Maori and Pasifika ASG. Purchases will be made through the curriculum budget</p>	<p>deputy principal</p> <p>Specialist Services</p> <p>curriculum ASG facilitator</p>	<p>curriculum</p>	<p>over the 2016 year</p>	<ul style="list-style-type: none"> the annual target will be met for students identifying as Maori & Pasifika data in the domain of Language and Communication will be analysed on an individual basis teachers will lodge results on a spreadsheet as KLG's are achieved. This is located on the staff portal data across all four domains will be synthesized for comparison over-all data will reflect a final percentage final data and analysis will be reported to staff, students board, parents and whanau next steps will be identified for consideration in the 2017 SATs 	<ul style="list-style-type: none"> interim data will be collected in July/August interim data analysis results will be reported to staff, students board, parents and whanau interim data to inform next steps for the remainder of the year

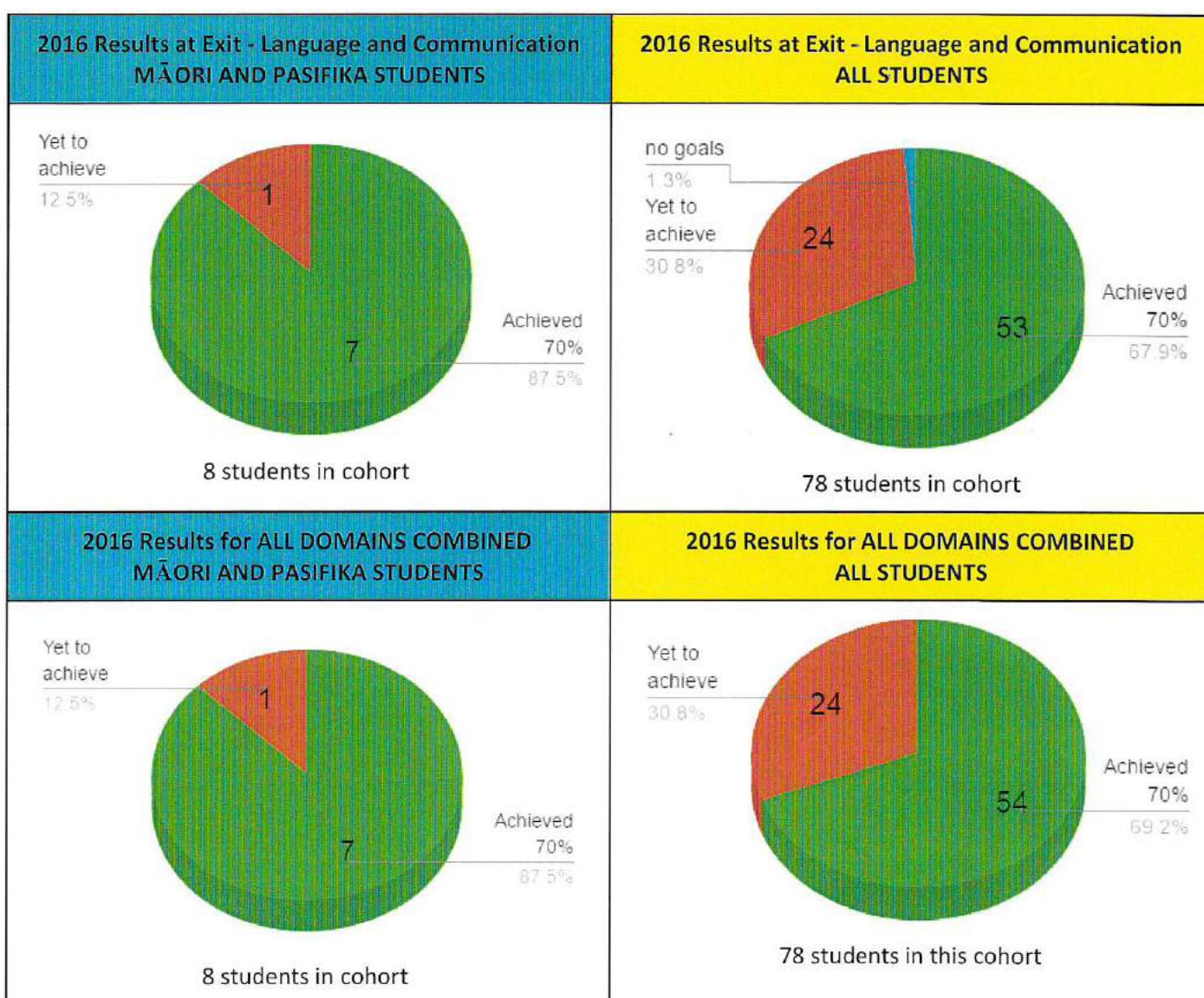
STUDENT ACHIEVEMENT TARGET 2 : EXIT DATA 2016
INDIVIDUAL LEARNING PLAN (ILP) GOAL ACHIEVEMENT FOR MĀORI AND PASIFIKA STUDENTS

COHORT: Māori and Pasifika

ANNUAL TARGET: Māori and Pasifika achievement of their key learning goals from the ILP domain of Language and Communication **and** overall goal achievement will be equal to or greater than their non Māori / Pasifika peers.

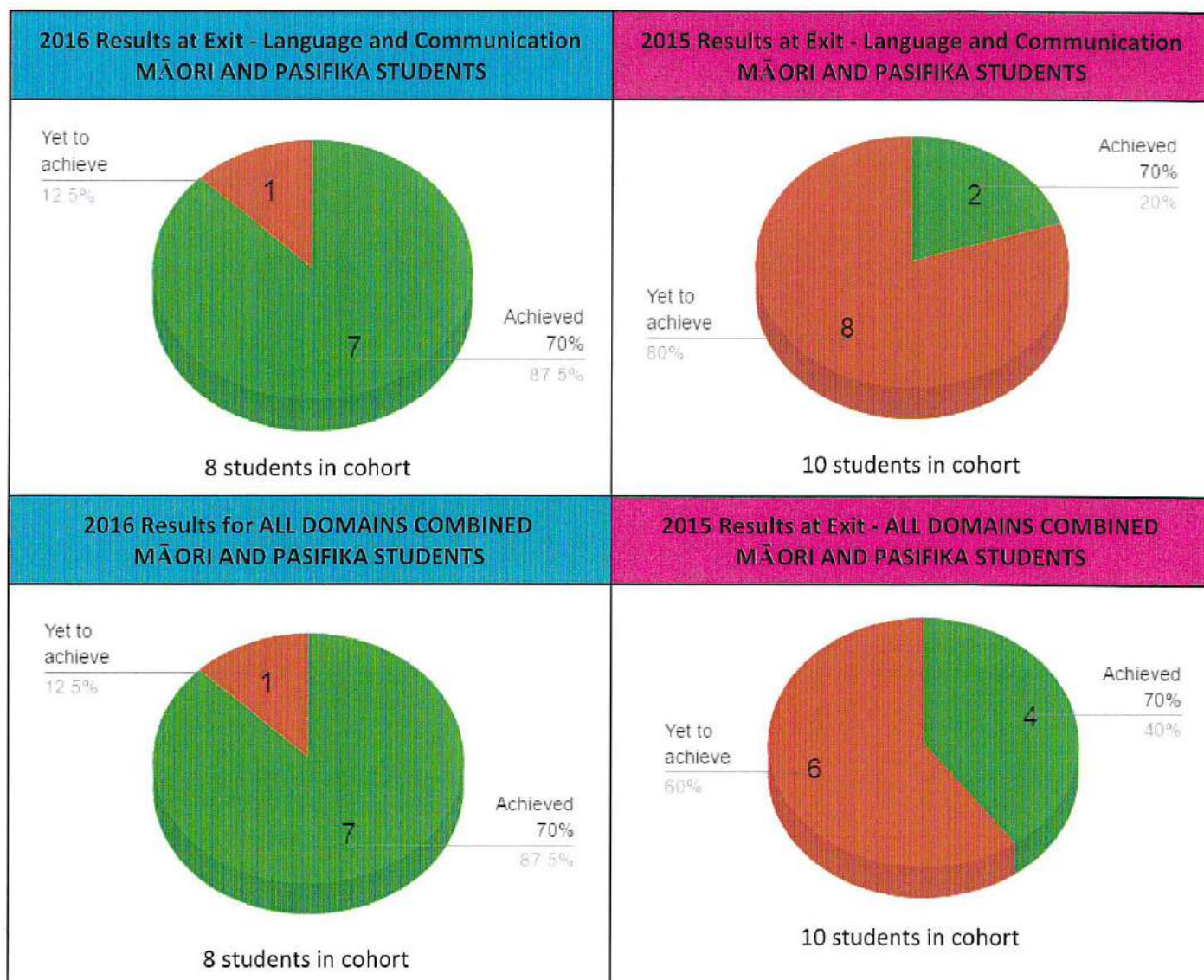
This first part of this target was met with 88% of students achieving 70% or more of their Key Learning Goals in Language and Communication. This figure is 20% higher than the cohort of all students combined.

The second part of this target was met with 7 of the 8 students (88% of the cohort) achieving 70% or more of their Key Learning Goals across all domains. This rate of achievement is 19% higher than the cohort of all students combined.



Other notable statistics:

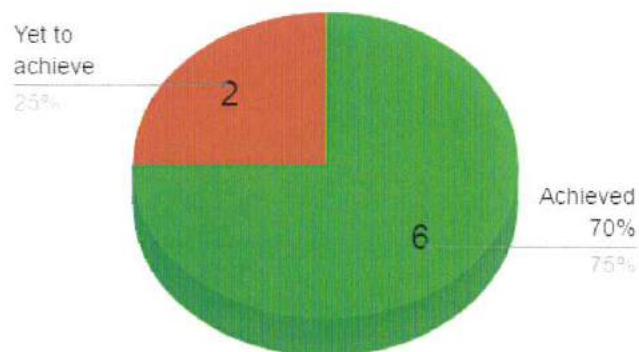
- The success rate for Language and Communication for Māori and Pasifika students is 68% higher than 2015.
- The success rate for All Domains Combined for Māori and Pasifika students is 48% higher than 2015.



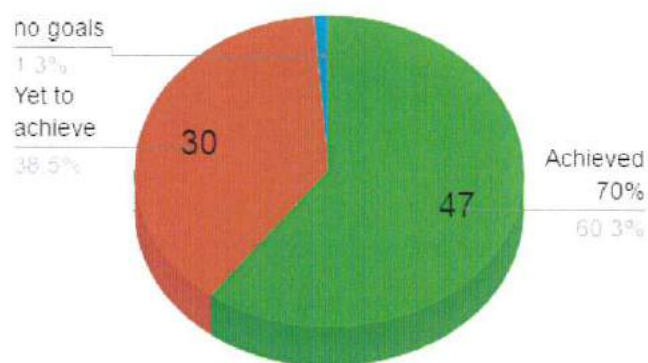
Further comparisons:

- Language and Communication equally the strongest domain with the following rates for students achieving 70% or more of their Key Learning Goals:
 - Language and Communication and Daily Living Skills (88%) and Cognitive Skills (75%); Physical and Social Emotional (50%)
- In comparison to the success rates for 'all students' in 2016, Māori and Pasifika rates were higher than 3 of the 4 domains.
 - Language and Communication 19% higher (88% vs 69%)
 - Cognitive Skills 15% higher (75% vs 60%);
 - Daily Living Skills 25% higher (87% vs 62%);
 - Physical and Social/Emotional 10% **lower** (50% vs 60%);
 - All Key Learning goals combined 19% higher (88% vs 69%).
- In comparison to 2015, rates of success improved in 3 of 4 domains:
 - Language and Communication 19% higher (88% vs 69%)
 - Cognitive Skills up 35% (40% to 75%);
 - Daily Living Skills up 28% (60% to 88%);
 - All Key Learning goals combined up 48% (40% to 88%).
 - Physical and Social/Emotional **down** 10% (60 to 50);

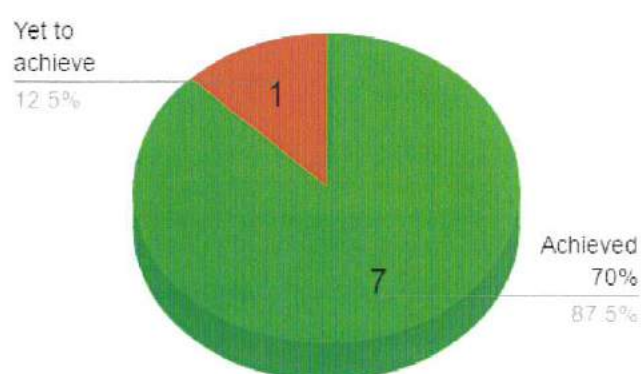
2016 Cognitive Skills - Māori & Pasifika



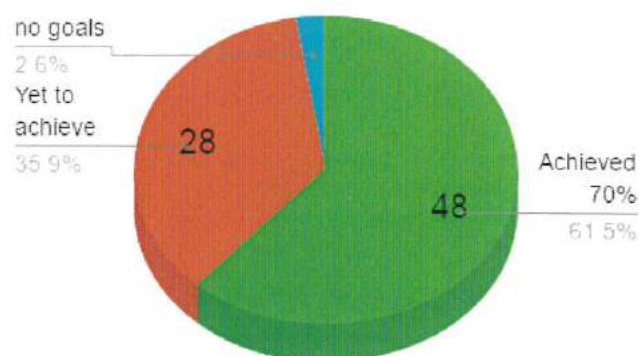
2016 Cognitive Skills - All Students



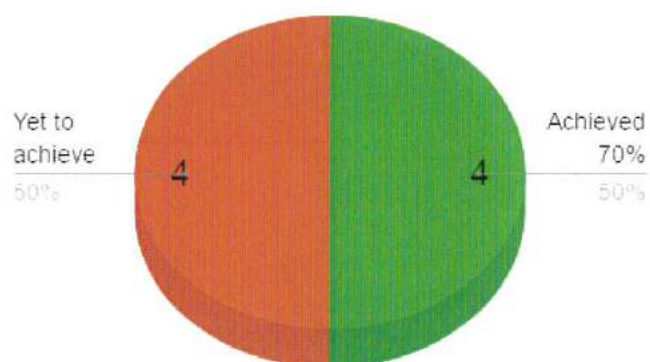
2016 Daily Living Skills - Māori & Pasifika



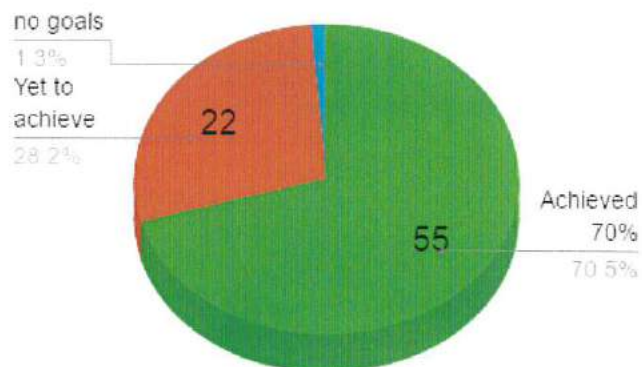
2016 Daily Living Skills - All Students



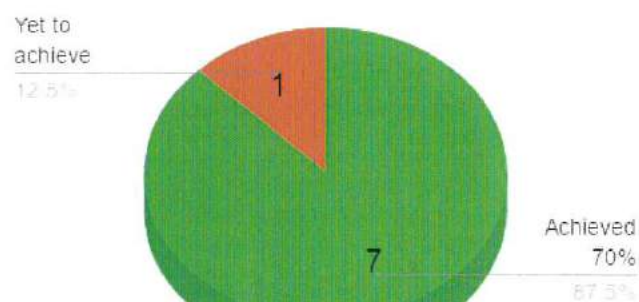
2016 Physical & Social/Emotional - Māori & Pasifika



2016 Physical and Social/Emotional - All Students

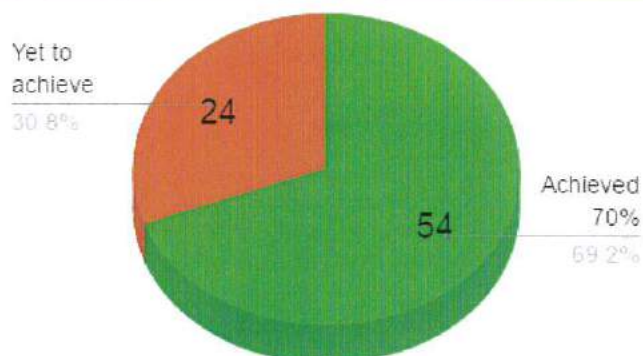


2016 ALL DOMAINS COMBINED - Māori & Pasifika



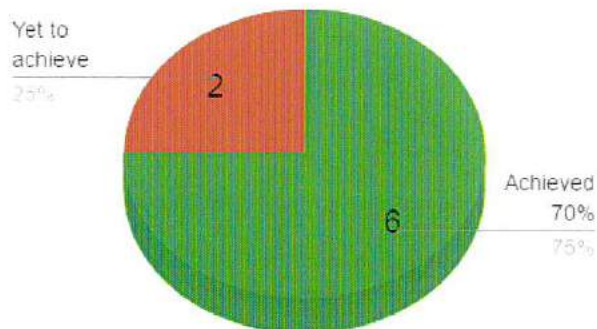
8 students in this cohort

2016 ALL DOMAINS COMBINED - All Students

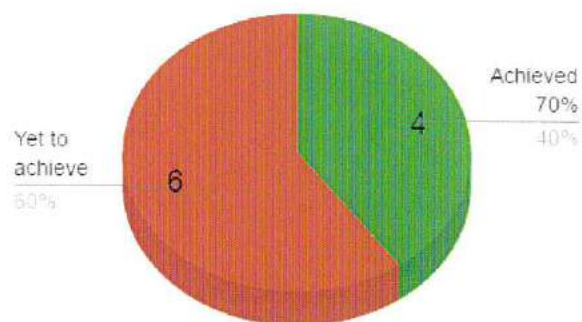


78 students in this cohort

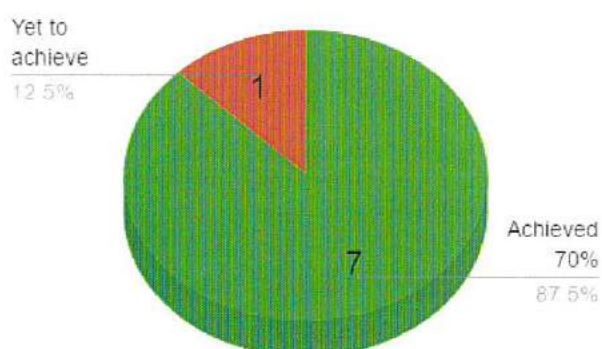
2016 Cognitive Skills - Māori & Pasifika



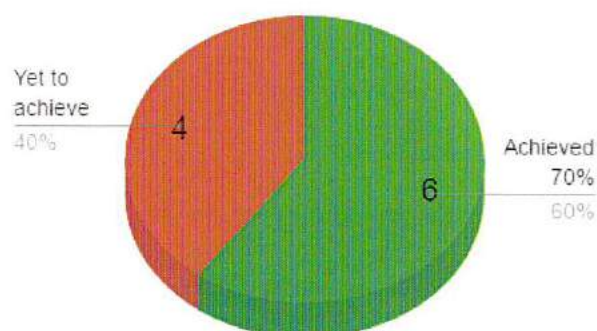
2015 Cognitive Skills - Māori & Pasifika



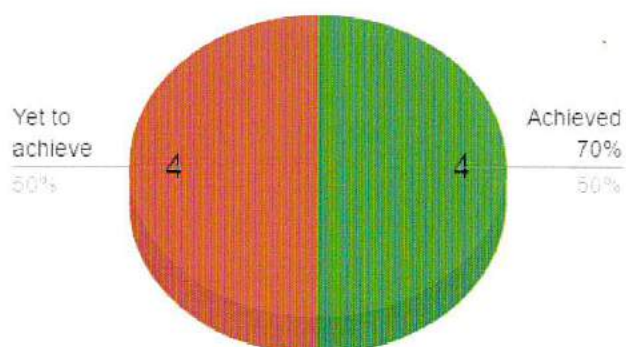
2016 Daily Living Skills - Māori & Pasifika



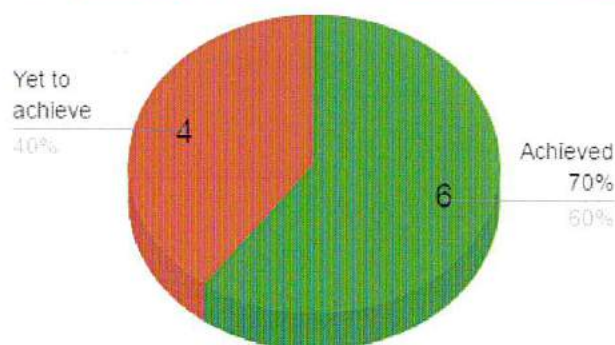
2015 Daily Living Skills - Māori & Pasifika



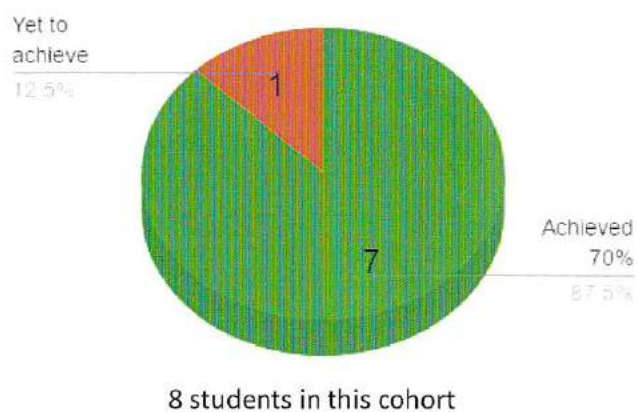
2016 Physical & Social/Emotional - Māori & Pasifika



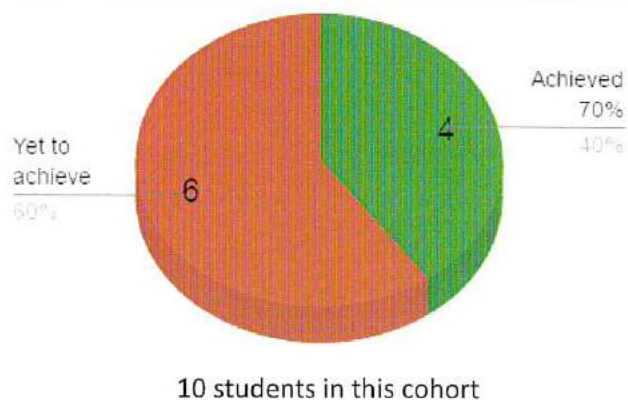
2015 Daily Living Skills - Māori & Pasifika



2016 ALL DOMAINS COMBINED - Māori & Pasifika



2015 ALL DOMAINS COMBINED - Māori & Pasifika



Annual Planning 2016/Student Achievement 3



Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.					
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement involving those students who did not achieve as expected in 2015.			Annual Target: All students who did not achieve their key learning goals in the domain of Language and Communication in 2015 will achieve these goals in 2016		
Baseline Data/ Historical Position: 2014 IEP Not Achieved = 25% (cohort 75) 2015 ILP Language & Communication 57% The 2015 year end data reflects the review of the IPL and the introduction of the ILP. The key learning goals were set from term two during the transition from the IEP. Data was gathered and analysed from May to September.					
Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The ILP domain of Language and Communication (goals not previously achieved) 2. All four domains for schoolwide reporting Teachers will target non-achieving students for intensive input Support for teachers will be targeted through PLD and SLT input Augmentative communication devices for individual students will be accessed by SLT's	deputy principal PLD ASG facilitator specialist services	PLD	over the 2016 year	<ul style="list-style-type: none">the target will be metthe cohort will involve only those non-achieversteachers will develop knowledge and skills to raise achievementPLD has been effectiveteachers will lodge data on a google spreadsheet as each KLG is achieved. This is located on the staff portalindividual data will be synthesized for analysisoverall data will reflect a final percentagefinal data to collected for analysis in Nov/Decfinal data will be reported to staff, students, board, parents and whanau	<ul style="list-style-type: none">interim data to be collected July/Augustinterim data to be analysed and reported to staff, students, board, parents and whanauinterim data to inform next steps for the remainder of the year
Resources to support learning and teaching will be identified at team and ASG level. Purchases will be made through the curriculum budget	curriculum ASG facilitator	curriculum			

STUDENT ACHIEVEMENT TARGET 3 : EXIT DATA 2016
INDIVIDUAL LEARNING PLAN (ILP) GOAL ACHIEVEMENT FOR THE 'SPECIAL COHORT'

COHORT: Special Cohort

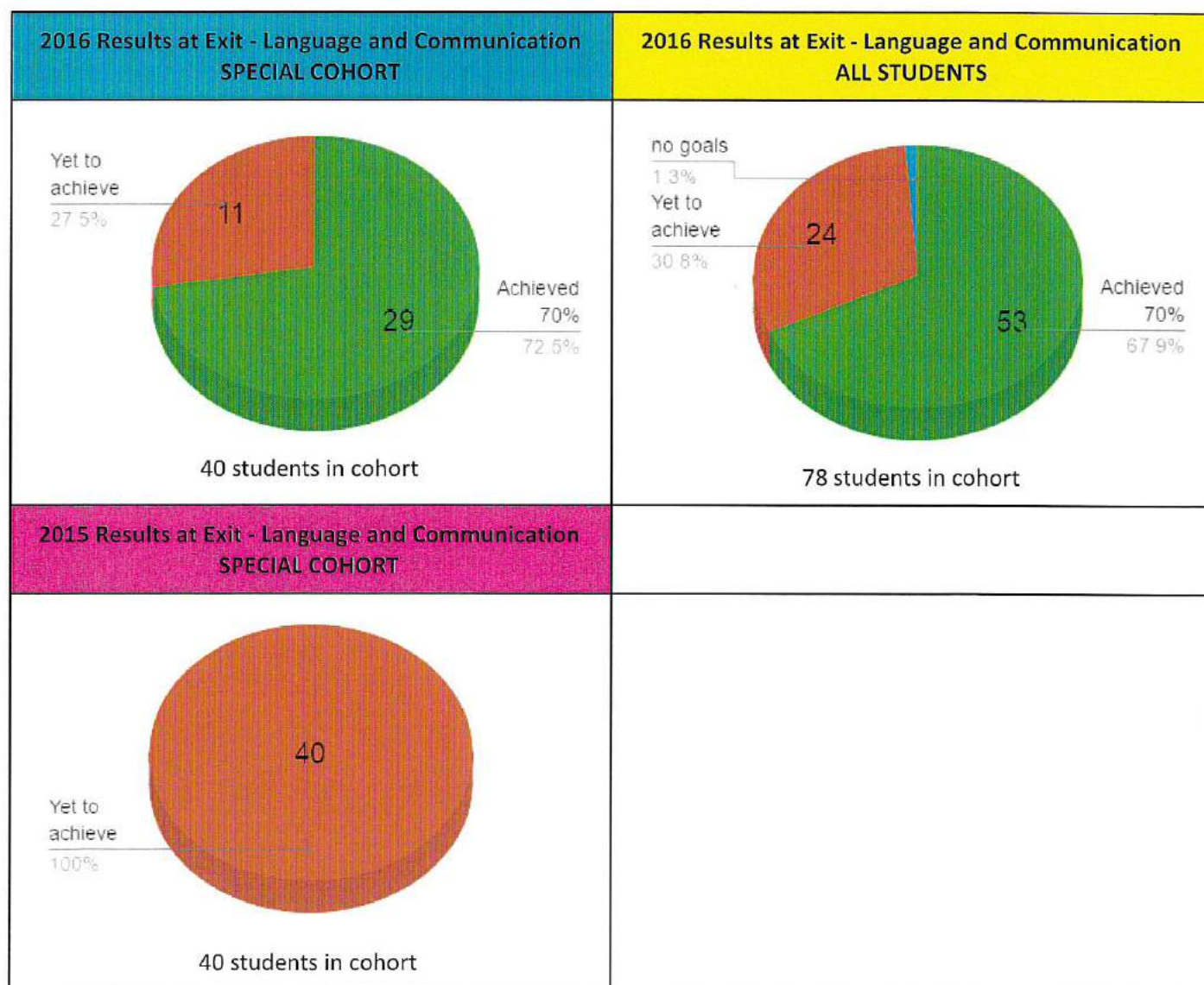
ANNUAL TARGET: All students who did not achieve their key learning goals in the domain of **Language and communication** will achieve these goals in 2016.

At the start of the year we created a 'special cohort' of students from those that did not achieve 70% or more of their Key Learning Goals in Language and Communication in 2015. 40 students were identified to be a part of this cohort. This cohort includes 8 students (20% of the group) that identify as Māori or Pasifika and 32 students that do not.

This target was not met with 73% of students in the special cohort achieving 70% or more of their Key Learning Goals in Language and Communication.

Notable statistics:

- 0% of students in this cohort achieved the target in 2015. The leap from 0% to 73% is massive.
- 29 students in the cohort of 40 achieved the target. This is 29 more than the 0 of 2015.



Further comparisons:

- Language and Communication (73%) was the strongest domain followed by Cognitive Skills and Physical and Social/Emotional (both 68%) and Daily Living Skills (65%).
- In comparison to the success rates for 'all students' in 2016, this cohort was higher in 3 of the 4 domains.

2016 Cognitive Skills - Special Cohort	2016 Cognitive Skills - All Students
<p>Yet to achieve 32.5%</p> <p>Achieved 70% 67.5%</p> <p>27</p> <p>13</p>	<p>no goals 1.3%</p> <p>Yet to achieve 38.5%</p> <p>Achieved 70% 60.3%</p> <p>47</p> <p>30</p>
2016 Daily Living Skills - Special Cohort	2016 Daily Living Skills - All Students
<p>Yet to achieve 35%</p> <p>Achieved 70% 65%</p> <p>26</p> <p>14</p>	<p>no goals 2.6%</p> <p>Yet to achieve 35.9%</p> <p>Achieved 70% 61.5%</p> <p>48</p> <p>28</p>
2016 Physical & Social/Emotional - Special Cohort	2016 Physical and Social/Emotional - All Students
<p>Yet to achieve 32.5%</p> <p>Achieved 70% 67.5%</p> <p>27</p> <p>13</p>	<p>no goals 1.3%</p> <p>Yet to achieve 28.2%</p> <p>Achieved 70% 70.5%</p> <p>55</p> <p>22</p>
2016 ALL DOMAINS COMBINED - Special Cohort	2016 ALL DOMAINS COMBINED - All Students
<p>Yet to achieve 25%</p> <p>Achieved 70% 75%</p> <p>30</p> <p>10</p> <p>40 students in this cohort</p>	<p>Yet to achieve 30.8%</p> <p>Achieved 70% 69.2%</p> <p>54</p> <p>24</p> <p>78 students in this cohort</p>

Annual Planning 2016/Student Achievement 4



Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.					
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.			Annual Target: At least 75% of all students will achieve their key learning goals in their Individual Transition Plan from the domain Communication and Relationships .		
Baseline Data/ Historical Position: 2014 ITP Goal Achievement = 80% 2015 ITP Goal Achievement = 87%					
In 2014 the analysed data included all long term goals from the four domains in the ITP. In 2015 the communication and relationships domain achievement was extrapolated from the whole ITP data. Communication and Relationships achievement = 78%.					
Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The ITP domain of Communication and Relationships 2. All four domains for schoolwide reporting	deputy principal		over the 2016 year	<ul style="list-style-type: none">the annual target will be metresources identified to support learning & teaching will be accesseddata will be lodged by teachers on a google spreadsheet as each KLG is achieved. This is located on the staff portal.	<ul style="list-style-type: none">interim data will be collected in July/August
Support for teachers will be targeted through PLD and SLT input where identified	transition teacher	PLD		<ul style="list-style-type: none">data will be synthesized for the KLGs in the domainoverall data across all four domains will reflect a final percentage	<ul style="list-style-type: none">interim data analysis results will be reported to staff, students board, parents and whanau
Augmentative communication devices for individual students will be accessed by SLT's	specialist services	therapy		<ul style="list-style-type: none">exit data results to be reported to staff, students, board and parents whanaunext steps will be identified for consideration in the 2017 SATs	<ul style="list-style-type: none">interim data to inform next steps for the remainder of the year
Resources to support learning and teaching will be identified at team and ASG level. Purchases will be made through the curriculum budget	curriculum ASG facilitator	curriculum			

STUDENT ACHIEVEMENT TARGET 4 : EXIT DATA 2016
INDIVIDUAL TRANSITION PLAN (ITP) GOAL ACHIEVEMENT

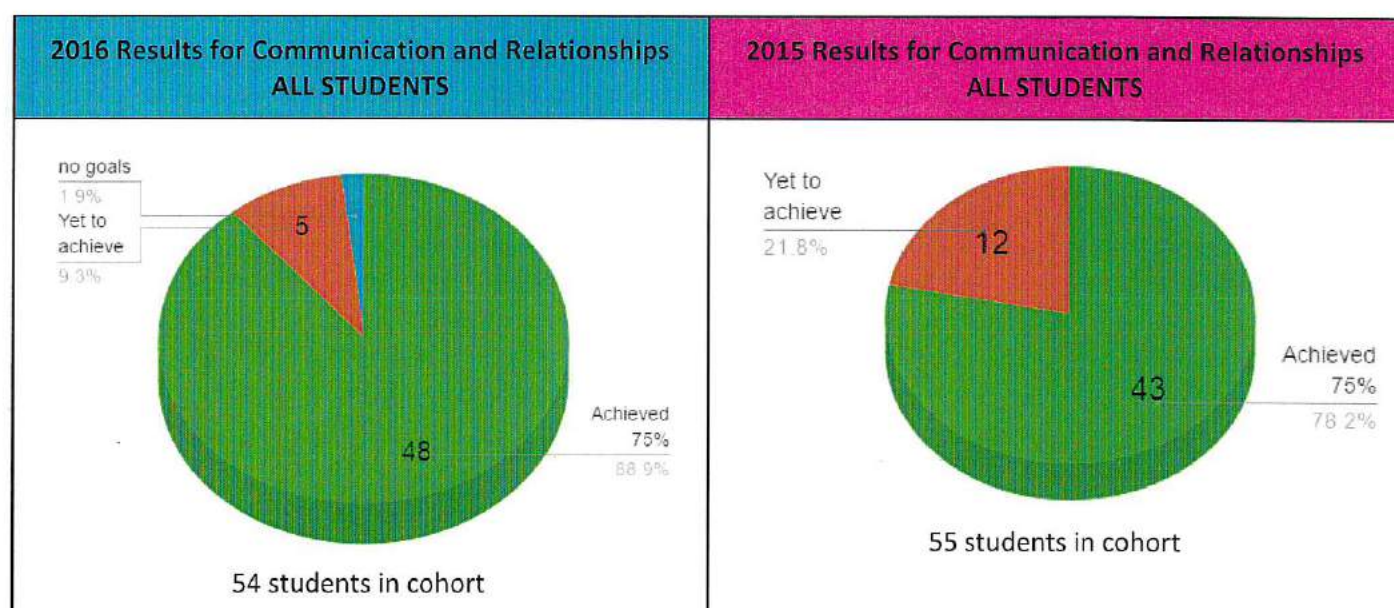
COHORT: All students

ANNUAL TARGET: At least 75% of all students will achieve their key learning goals in their Individual Transition Plan from the domain **Communication and Relationships**.

This goal was met with 89% of students achieving 75% or more of their Key Learning Goals in Language and Communication. This an 11% improvement on the success rate of 2015.

Notable statistics:

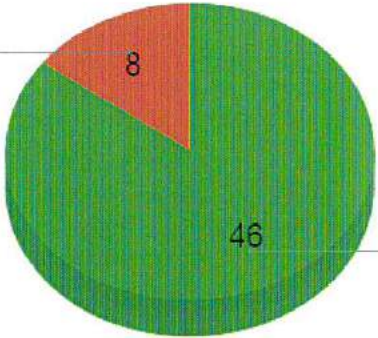
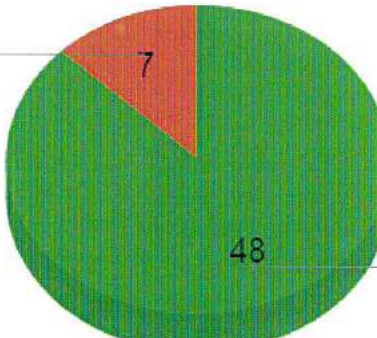
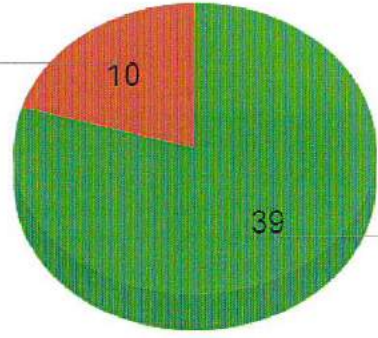
- 48 students met the SAT this year. This is 5 more than 2015.
- When comparing students at ITP levels and ILP levels, ITP student's success rate in Language and Communication is 20% higher (88% vs 68%). In addition, the ITP success threshold is set 5% higher.



Further (see charts on next page):

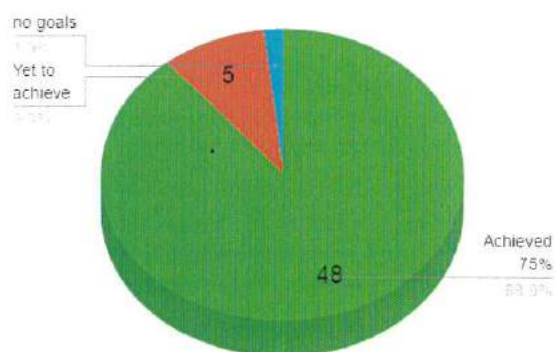
- When all domains were combined, 46 students (85% of the cohort) achieved over 75% or more of their Key Learning Goals.
 - This figure is 2% lower than 2015 (87% vs 85%).
 - This figure is 5% higher than 2014 (85% vs 80%).
- Communication and Relationships was the strongest domain with the following rates for students achieving 75% or more of their Key Learning Goals:
 - Communication and Relationships (88%); Hauora (83%); Keeping Busy and Being Productive (80%); and Living and Independence Skills (80%).
- In comparison to 2015, rates of success improved in two domains:
 - Communication and Relationships **up** 11% (78% to 89%);
 - Living and Independence Skills **up** 11% (69% to 80%).
 - Hauora **down** 10% (93% to 83%);
 - Keeping Busy and Being Productive **down** 4% (84% to 80%).

ITP GOAL ACHIEVEMENT COMPARED OVER TIME - COMBINED DOMAINS - 2014-2016

2016 Results for ALL DOMAINS COMBINED	2015 Results for ALL DOMAINS COMBINED
<p>Yet to achieve 14.8%</p>  <p>Achieved 75% 85.2%</p> <p>54 students in the cohort</p>	<p>Yet to achieve 12.7%</p>  <p>Achieved 75% 87.3%</p> <p>55 students in the cohort</p>
2014 Results for ALL DOMAINS COMBINED	
<p>Yet to achieve 20.4%</p>  <p>Achieved 75% 79.6%</p> <p>49 students in the cohort</p>	

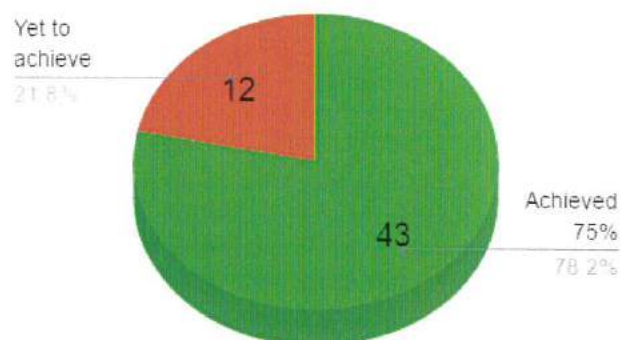
ITP GOAL ACHIEVEMENT COMPARED OVER TIME - ALL DOMAINS - 2015-2016

2016 Results for Communication and Relationships



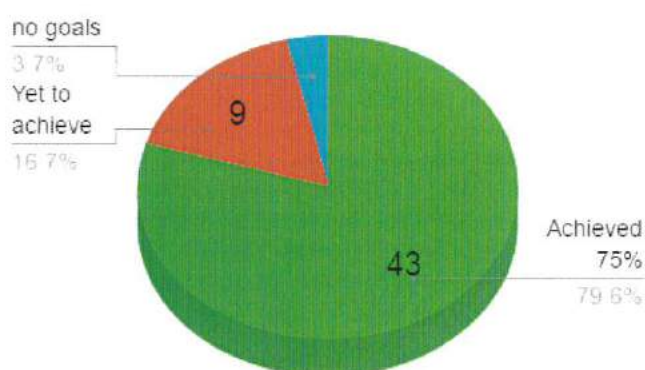
54 students in cohort

2015 Results for Communication and Relationships

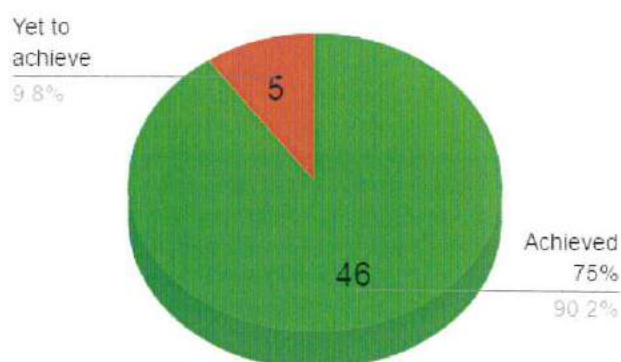


55 students in cohort

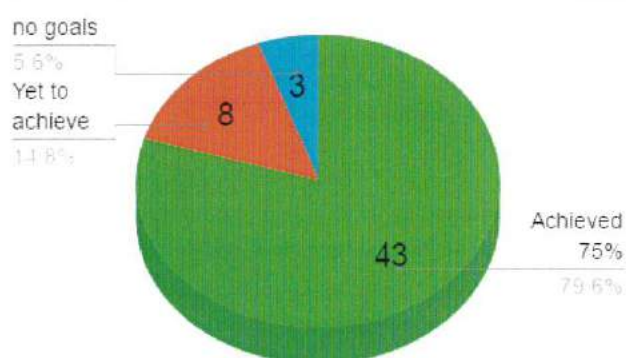
2016 Results for Keeping Busy and Being Productive



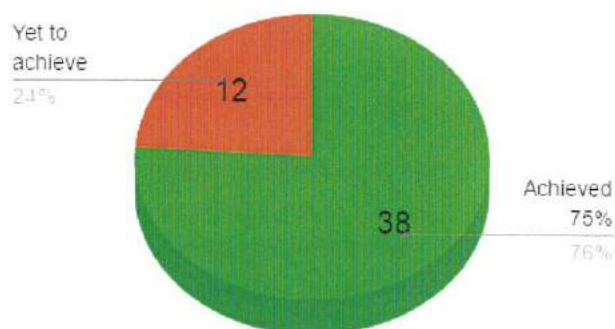
2015 Results for Keeping Busy and Being Productive



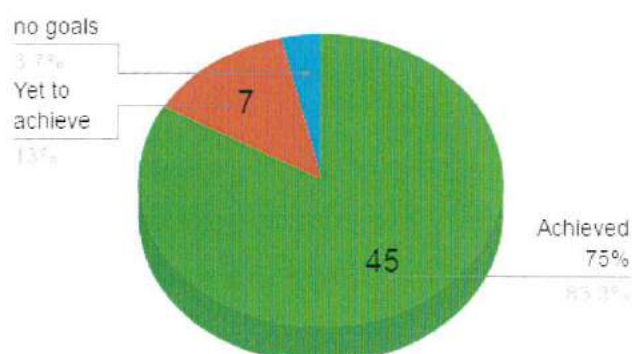
2016 Results for Living and Independence Skills



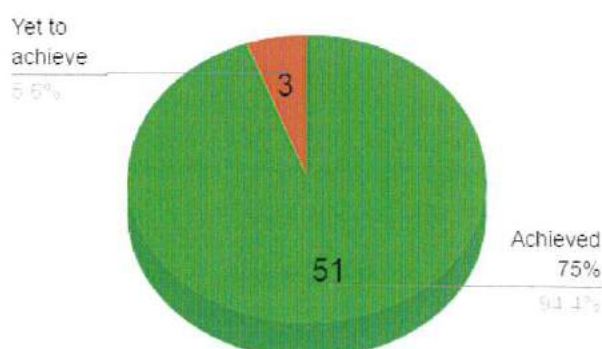
2015 Results for Living and Independence Skills



2016 Results for Hauora (Health and Wellbeing)



2015 Results for Hauora (Health and Wellbeing)



Annual Planning 2016/Student Achievement 5



Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.					
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.			Annual Target: Māori & Pasifika student's goal achievement in the domain of Communication and Relationships and overall goal achievement of the ITP will be equal to or greater than their non-Māori/Pasifika peers.		
Baseline Data/ Historical Position: 2014 ITP Goal Achievement = 80% 2015 ITP Goal Achievement = 70% In 2014 the analysed data included all long term goals from the four domains in the ITP. In 2015 the Communication and Relationships domain achievement was extrapolated from the whole ITP data. Communication and Relationships achievement = 78.2%.					
Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The ITP domain of Communication and Relationships 2. All four domains for schoolwide reporting Support for teachers will be targeted through PLD and SLT input where identified	deputy principal transition teacher	PLD	over the 2016 year	<ul style="list-style-type: none">the annual target will be metresources identified to support learning & teaching will be accesseddata will be lodged by teachers on a google spreadsheet as each KLG is achieved. Data will be synthesised for the KLGs in the domainoverall data across all four domains will reflect a final percentageexit data results to be reported to staff, students, board and parents whanaunext steps will be identified for consideration in the 2017 SATs	<ul style="list-style-type: none">interim data will be collected in July/Augustinterim data analysis results will be reported to staff, students board, parents and whanauinterim data to inform next steps for the remainder of the year
Augmentative communication devices for individual students will be accessed by SLT's Resources to support learning and teaching will be identified at team and ASG level including the Maori and Pasifika ASG. Purchases will be made through the curriculum budget	specialist services curriculum ASG facilitator	therapy curriculum			

STUDENT ACHIEVEMENT TARGET 5 : EXIT DATA 2016
INDIVIDUAL TRANSITION PLAN (ITP) GOAL ACHIEVEMENT

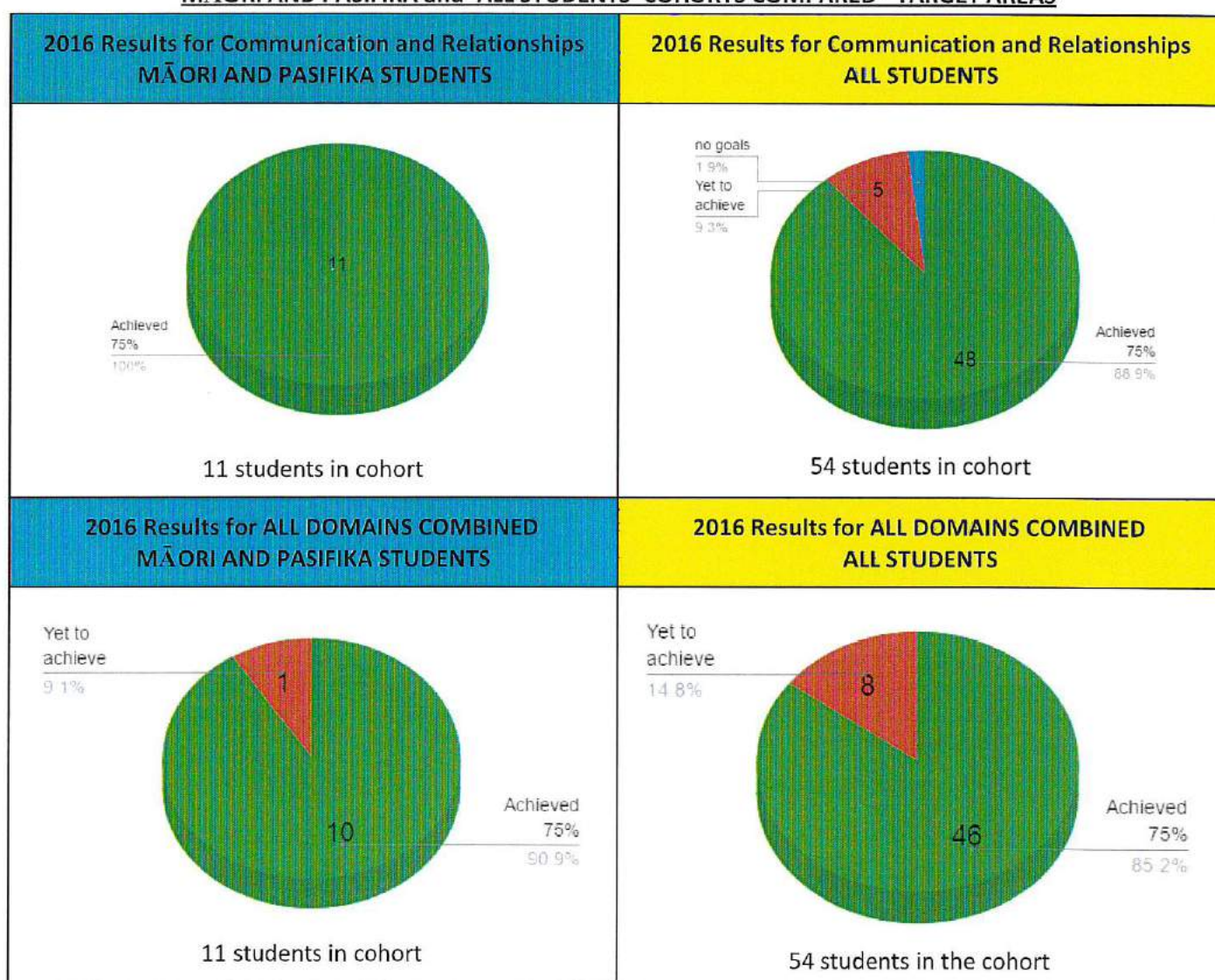
COHORT: Māori and Pasifika

ANNUAL TARGET: **Māori & Pasifika** student's goal achievement in the domain of Communication and Relationships **and** overall goal achievement of the ITP will be equal to or greater than their non-Māori/Pasifika peers.

This first part of this target was met with 100% of Māori and Pasifika students achieving 75% or more of their Key Learning Goals in Language and Communication. This is 11% more than the cohort of all students combined.

The second part of this target was met with 10 of the 11 students (91% of the cohort) achieving 75% or more of their Key Learning Goals across all domains. This rate of achievement is 6% higher than the cohort of all students combined.

MĀORI AND PASIFIKA and 'ALL STUDENTS' COHORTS COMPARED - TARGET AREAS



Further:

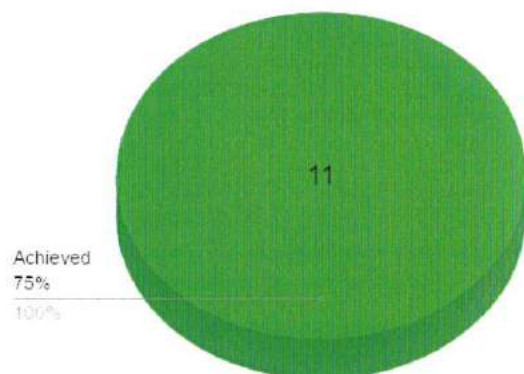
- When all domains were combined, 10 students (91% of the cohort) achieved over 75% or more of their Key Learning Goals.
 - This figure is 1% higher than 2015 (91% vs 90%).
 - This figure is 31% higher than 2014 (91% vs 60%).
- Communication and Relationships was the strongest domain with the following rates for students achieving 75% or more of their Key Learning Goals:
 - Communication and Relationships (100%); Hauora (91%); Keeping Busy and Being Productive (73%); **and** Living and Independence Skills (73%).
- In comparison to the cohort of 'all students', Māori and Pasifika students had higher success rates in 2 domains and were lower in two others.
 - Communication and Relationships (100% vs 88%); Hauora (91% vs 83%); Keeping Busy and Being Productive (73% vs 80%); and Living and Independence Skills (73% vs 80%).

MĀORI AND PASIFIKA COHORTS COMPARED - 2014-2016

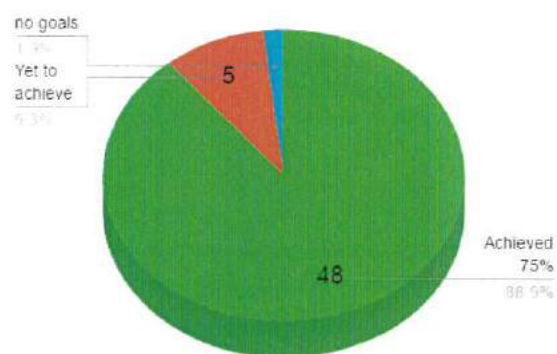
2016 Results for ALL DOMAINS COMBINED	2015 Results for ALL DOMAINS COMBINED
<p>Yet to achieve 9.1%</p> <p>Achieved 75% 90.9%</p> <p>11 students in cohort</p>	<p>Yet to achieve 10%</p> <p>Achieved 75% 90%</p> <p>10 students in the cohort</p>
2014 Results for ALL DOMAINS COMBINED	
<p>Yet to achieve 40%</p> <p>Achieved 75% 60%</p> <p>5 students in the cohort</p>	

MĀORI AND PASIFIKA and 'ALL STUDENTS' COHORTS COMPARED - ALL DOMAINS

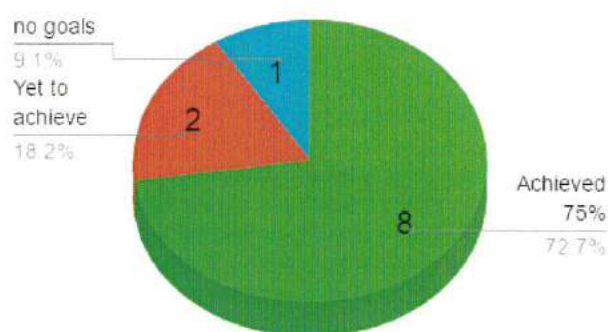
2016 Results for Communication and Relationships



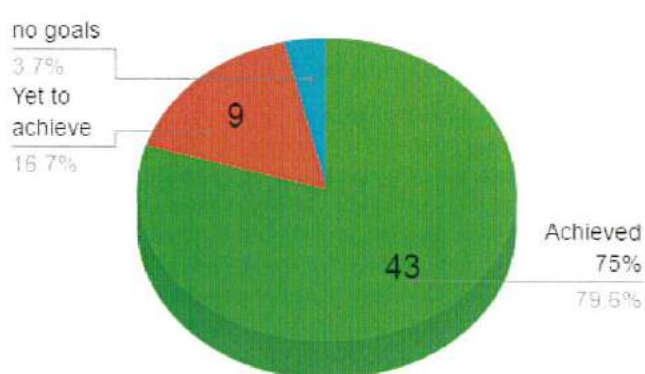
2016 Results for Communication and Relationships



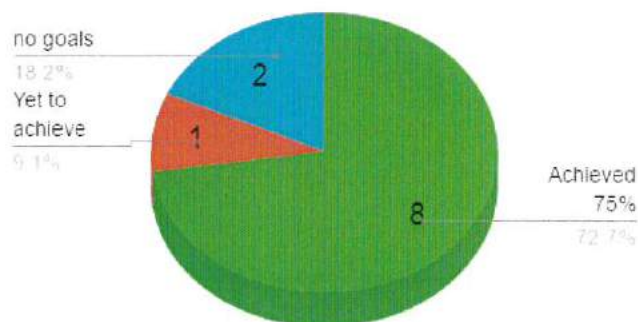
2016 Results for Keeping Busy and Being Productive



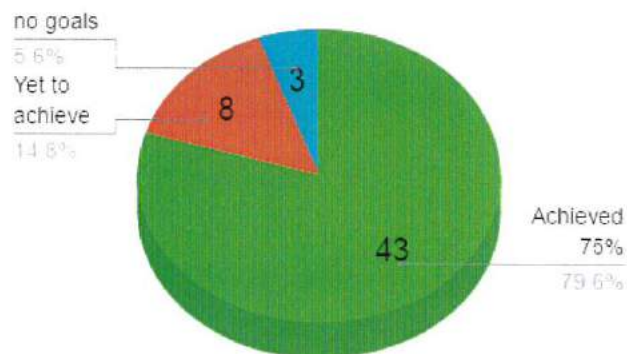
2016 Results for Keeping Busy and Being Productive



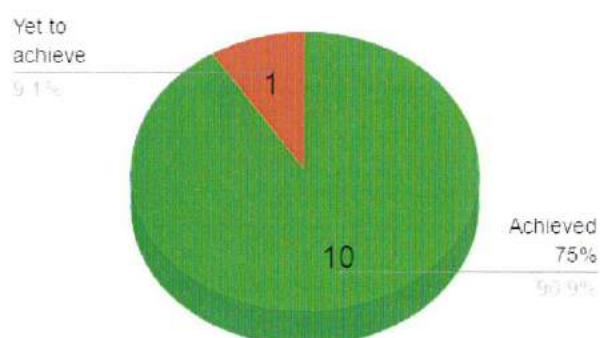
2016 Results for Living and Independence Skills



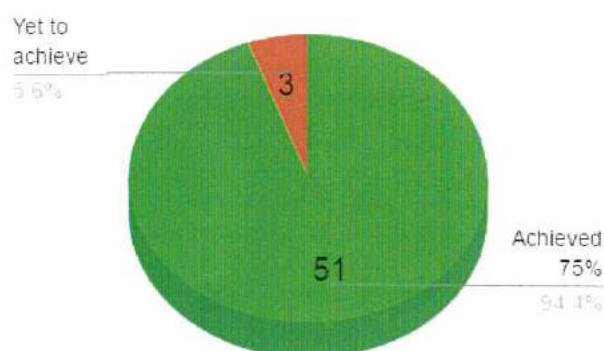
2016 Results for Living and Independence Skills



2016 Results for Hauora (Health and Wellbeing)



2016 Results for Hauora (Health and Wellbeing)



MĀORI AND PASIFIKA COHORTS COMPARED - 2016 VS 2015

2016 Results for Communication and Relationships	2015 Results for Communication and Relationships
<p>Achieved 75% 100%</p>	<p>Yet to achieve 30% Achieved 75% 70%</p>
2016 Results for Keeping Busy and Being Productive	2015 Results for Keeping Busy and Being Productive
<p>no goals 9.1% Yet to achieve 18.2% Achieved 75% 72.7%</p>	<p>no goals 10% Achieved 75% 90%</p>
2016 Results for Living and Independence Skills	2015 Results for Living and Independence Skills
<p>no goals 18.2% Yet to achieve 9.1% Achieved 75% 72.7%</p>	<p>no goals 20% Yet to achieve 10% Achieved 75% 70%</p>
2016 Results for Hauora (Health and Wellbeing)	2015 Results for Hauora (Health and Wellbeing)
<p>Yet to achieve 9.1% Achieved 75% 90.9%</p>	<p>Achieved 75% 100%</p>

Annual Planning 2016/Student Achievement 6



Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.					
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.			Annual Target: The identified cohort (7 students -) who did not achieve their key learning goals in the domain of Communication & Relationships in their Individual Transition Plan in 2015 will achieve these in 2016.		
Baseline Data/ Historical Position: 2014 Not Achieved (all goals) = 20%. 2015 Not Achieved (Communication /Relationships) = 22% The target for 2016 will specifically focus on those students who did not achieve their 2015 key learning goals in the domain of Communication and Relationships.					
Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: 1. The ITP domain of Communication and Relationships (goals not previously achieved) 2. All four domains for schoolwide reporting Teachers will target non-achieving students for intensive input Support for teachers will be targeted through PLD and SLT input Augmentative communication devices for individual students will be accessed by SLT's Resources to support learning and teaching will be identified at class, team and ASG level. Purchases will be made through the curriculum budget	deputy principal transition teacher specialist services curriculum ASG facilitator	 PLD therapy curriculum	over the 2016 year	<ul style="list-style-type: none">the annual target will be metresources identified to support targeted students will be accesseddata will be lodged by teachers on a google spreadsheet as each KLG is achieved. This is located on the staff portal.data will be synthesized for the KLGs in the domainoverall data across all four domains will reflect a final percentageexit data results to be reported to staff, students, board and parents whanaunext steps will be identified for consideration in the 2017 SATs	<ul style="list-style-type: none">interim data will be collected in July/Augustinterim data analysis results will be reported to staff, students board, parents and whanauinterim data to inform next steps for the remainder of the year

STUDENT ACHIEVEMENT TARGET 6 : EXIT DATA 2016
INDIVIDUAL TRANSITION PLAN (ITP) GOAL ACHIEVEMENT

COHORT: Special cohort

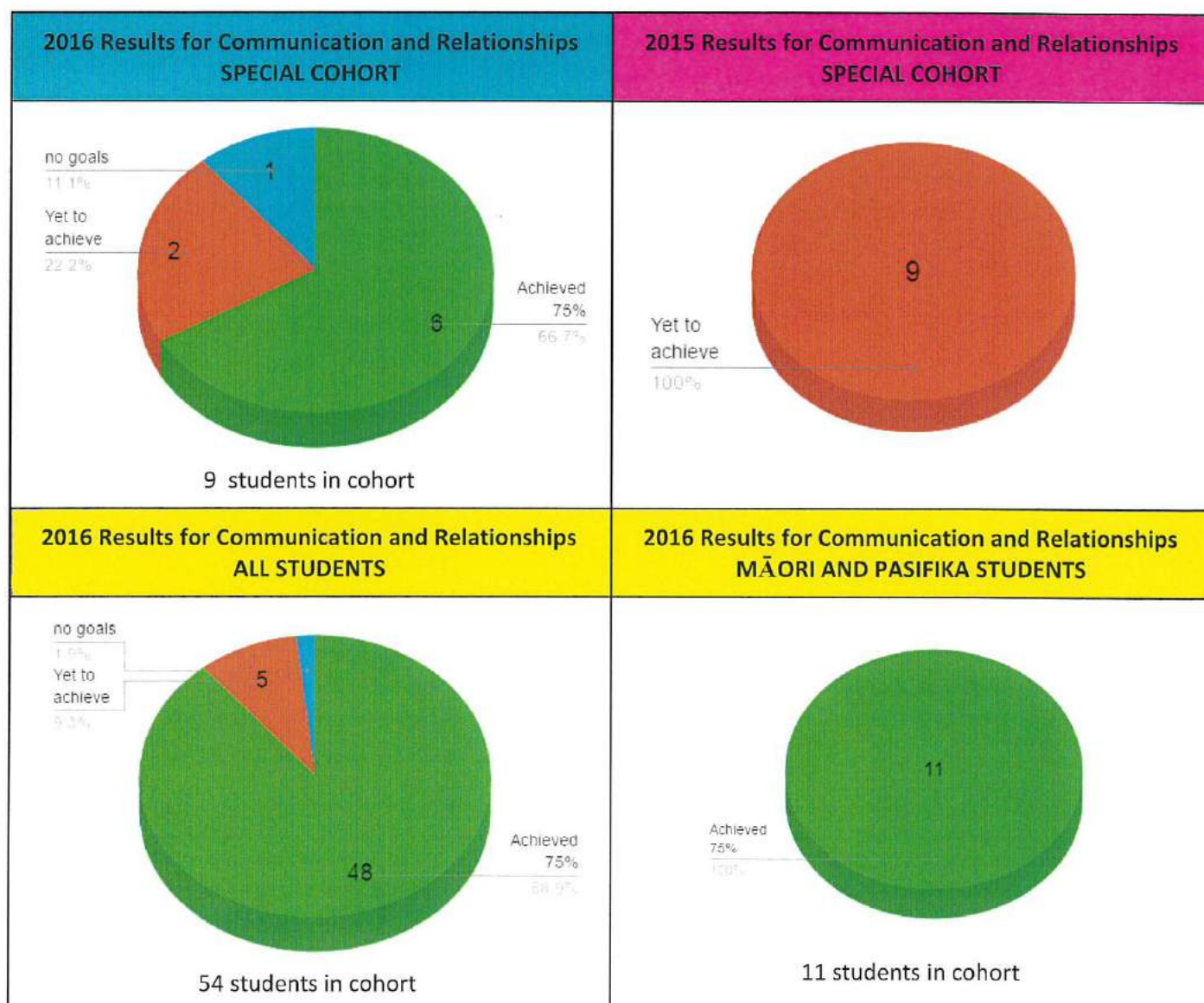
ANNUAL TARGET: The identified cohort (9 students) who did not achieve their key learning goals in the domain of **Communication & Relationships** in their Individual Transition Plan will achieve these in 2016.

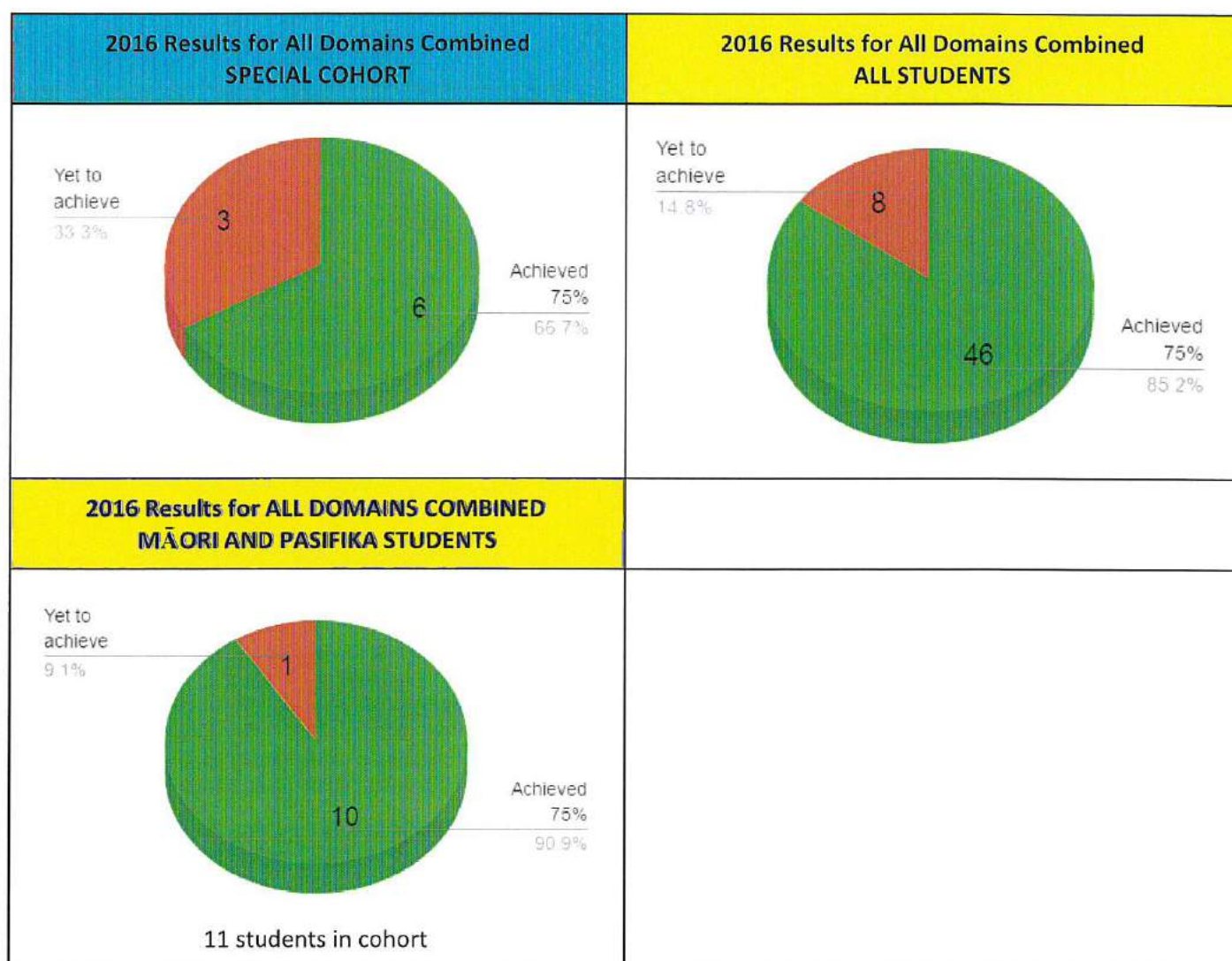
At the start of the year we created a 'special cohort' of students from those that did not achieve 75% or more of their Key Learning Goals in Communication and Relationships in 2015. 9 students were identified for this cohort. Two of these students (22%) were Māori and Pasifika.

This goal was not met students with only 67% of students achieving 75% or more of their Key Learning Goals in Language and Communication. This is 11% more than the cohort of 'all students'.

Notable statistics:

- This figure is 67% higher than the 0% of 2015.
- 6 of the 9 students in the special cohort met the goal this year.
- By comparison, this cohort scored lower than 'all students' and Māori and Pasifika students, with respective success rates of 100% and 89%.





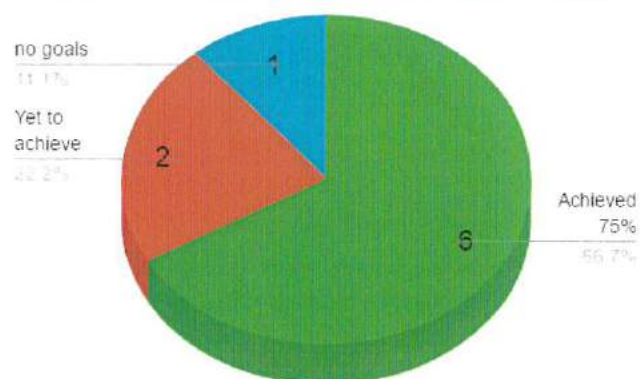
Further:

- When all domains were combined, 6 students (67% of the cohort) achieved over 75% or more of their Key Learning Goals.
 - This figure is 18% lower than rate for 'all students' (67% vs 85%).
 - This figure is 24% lower than rate for Māori and Pasifika students (67% vs 91%).
- Communication and Relationships and Living and Independence Skills were the strongest domains with the following rates for students achieving 75% or more of their Key Learning Goals:
 - Communication and Relationships **and** Living and Independence Skills (67%); Keeping Busy and Being Productive (56%); Hauora (44%).

While this group has not been as successful as the other cohorts there is significant improvement. None of the students in this cohort achieved the 75% target for 2015. 6 students in that group did so this year. I hope that we continue to track these students in 2017 and continue to measure their success over time.

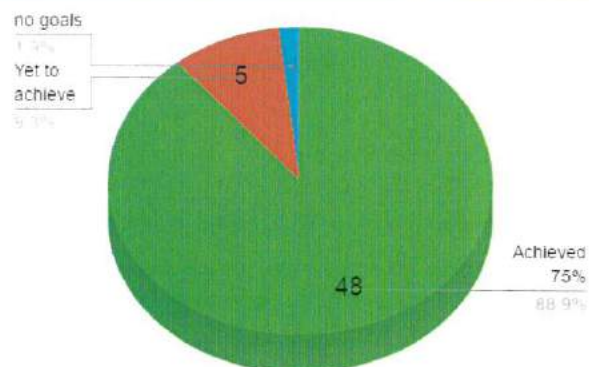
'SPECIAL COHORT' and 'ALL STUDENTS' COHORTS COMPARED - ALL DOMAINS

**2016 Results for Communication and Relationships
SPECIAL COHORT**



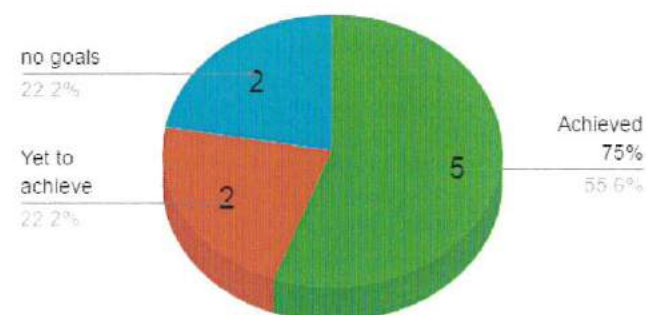
9 students in cohort

**2016 Results for Communication and Relationships
ALL STUDENTS**

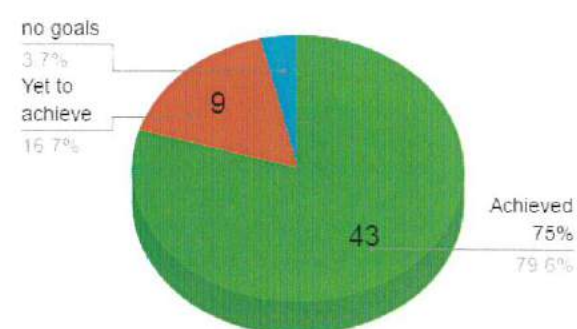


54 students in cohort

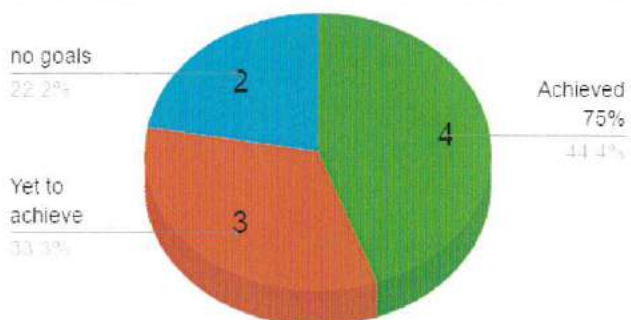
**2016 Results for Keeping Busy and Being Productive
SPECIAL COHORT**



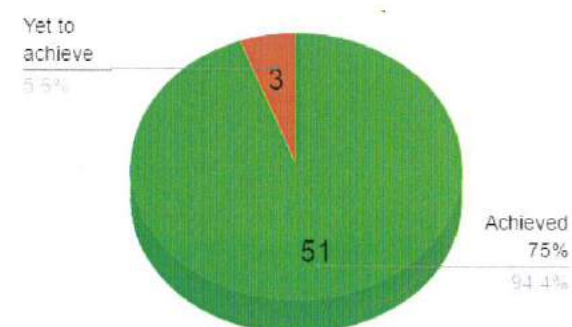
**2016 Results for Keeping Busy and Being Productive
ALL STUDENTS**



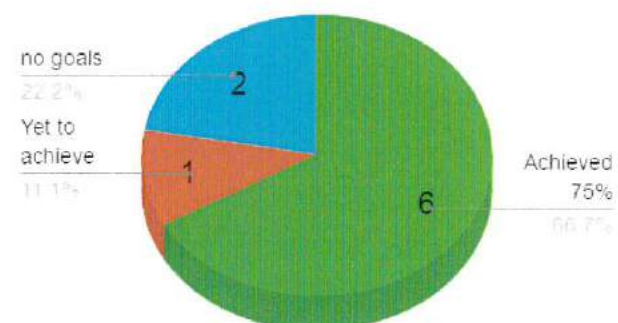
**2016 Results for Hauora (Health and Wellbeing)
SPECIAL COHORT**



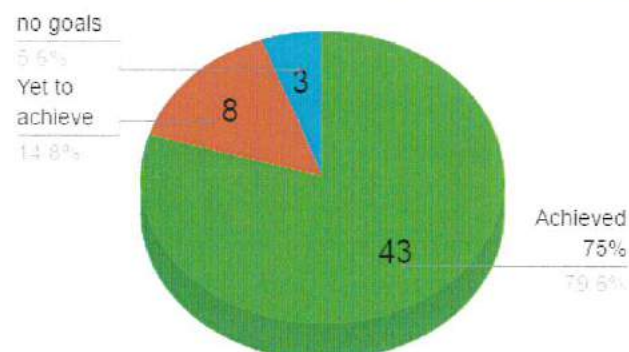
**2016 Results for Hauora (Health and Wellbeing)
ALL STUDENTS**



**2016 Results for Living and Independence Skills
SPECIAL COHORT**



**2016 Results for Living and Independence Skills
ALL STUDENTS**



Annual Planning 2016/Student Achievement 7



Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.					
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.			Annual Target: 80% of the identified PMLD cohort will increase their competency on the Switch Progression Road Map Assessment scale, build on their prior learning and where appropriate, progress one step on the continuum.		
Baseline Data/ Historical Position: 2104: 80% of the cohort progressed two steps 2015: 89% progressed 1,2 or 3 steps					
This target increases the level of participation, choice making and independence for profoundly learning disabled students.					
Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathering will focus on: <ul style="list-style-type: none">achievement within the Switch Progression Road Map Assessment Scale	PMLD teaching team		over the 2016 year	<ul style="list-style-type: none">the annual target will be metstudents will retain prior learning and skills and build upon themstudents will begin to learn to generalise skills to other settingsteachers will be supported to target studentsICT support demonstrated successnew and improved resources will be sourced and will be effectivenext steps will be identified for potential inclusion in the 2017 SAT's	<ul style="list-style-type: none">interim data will be collected in July/Augustinterim data analysis results will be reported to staff, students board, parents and whanauinterim data to inform next steps for the remainder of the year
Teachers will target students for intensive input to raise achievement, towards progressing one more step on the continuum					
ICT input will be accessed if required	ICT teacher	ICT			
Teachers will consolidate student's prior learning including generalisation					
Resources to support targeted learning a will be reviewed and improved or more suitable resources will be sourced	curriculum ASG facilitator	curriculum			

Student Achievement Target 7 (using Ian Bean's Switch Progression Road Map Assessment)

Cohort: PMLD - 8 students

Annual Target: 80% of the identified PMLD cohort will increase their competency on the Switch Progression Road Map Assessment scale, build on their prior learning and where appropriate, progress one step on the continuum.

Student Name (by class and chrono. age)	CLASS	Chrono. Age @ 1 Jan	Level at ENTRY 2016
Thomas Maguire	5	19	17
Nikki Donby	5	17	5
Te Aroha Wainaki	5	17	1
Abbie Edwson	5	16	8
Bradley Siven	6	14	8
Sally Nassar	6	13	7
Charlotte Story	6	11	13
Aarav Khanna	6	9	3

Level at INTERIM	MOVE Entry to Interim	Level at EXIT	MOVE Interim to Exit	MOVE Entry to Exit
18	1	18	0	1
5	0	5	0	0
1	0	2	1	1
9	1	9	0	1
9	1	9	0	1
7	0	8	1	1
13	0	14	1	1
3	0	3	0	0

Total students in cohort: 8

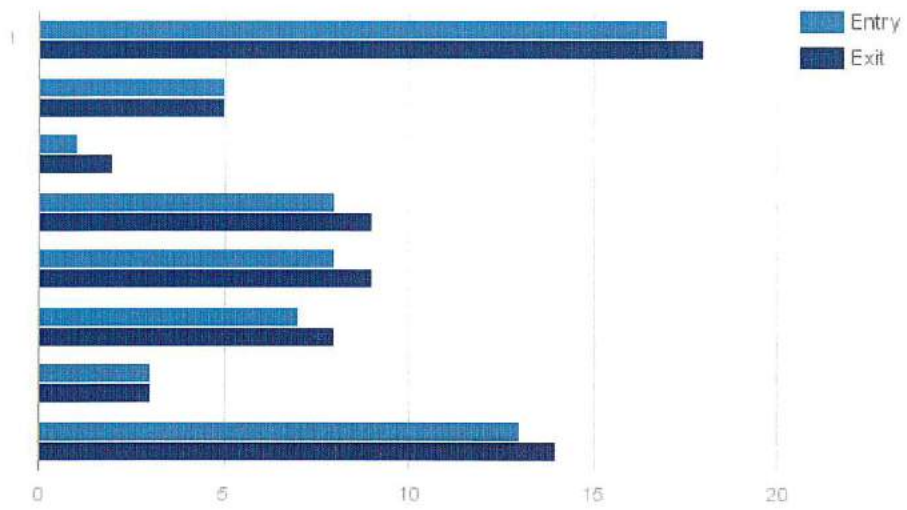
Interim results (July 2016)

Results show that 3 out of 8 students have improved their switching skills by one step on the assessment so far this year. Megan Brian (OT) has been working with class staff to increase our range of switching activities during the class programme, including making us switchable versions of our shared story each week and some individual switching games/activities for several students. This support has been very much appreciated and is helping our students make progress towards this goal.

Exit results (Nov 2016)

Final assessment results for this year show that the target almost has been achieved as 6 out of 8 (75%) students have had an increase in switching skills this year since the entry data was taken in March. The use of switches to adapt classroom equipment with the aim of increasing independent participation remains a focus for all staff in Rooms 5&6. There is plenty of equipment readily available, all staff have been shown how to use it, and there are reminders around the walls for staff to think of ways to incorporate switches into already established activities. The support from therapists, namely Megan Brian and Michelle, has been invaluable this year and has seen us include new activities such as computer games on our big tv and switch adapted versions of our shared reading books for students to 'read' independently, which have been engaging for our students.

Switch Progression Roadmap Level



Annual Planning 2016/Student Achievement 8



Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP). Additional cohorts will be targeted in other specified learning areas.					
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.			Annual Target: Reading- functional. (cohort 15 years+). 80% of the identified cohort will be able to identify the meaning of 10 specified social sight words/signs/symbols appropriate to their cognitive functioning level.		
Baseline Data/ Historical Position: Many of our students are unable to read or read with comprehension. In order that they can have greater confidence in the community, the acquisition of sight words or an understanding of signs and/or symbols is an important skill for our learners to attain.					
Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Data gathered will focus on: <ul style="list-style-type: none">student response to 10 specified social sight word/signs/symbols <p>The lead teacher will work with teachers to develop a prerequisite skill assessment according to the students’ cognitive level of functioning</p> <p>The lead teacher will oversee the selection of the 10 specified words/symbols/signs and resource kit</p> <p>Teachers will identify which students will be assessed against words, symbols or signs. Therapy input accessed if needed</p> <p>Resources required to support learning and teacher will be identified at a class, team and ASG level</p>	transition teacher		over the 2016 year	<ul style="list-style-type: none">the annual target will be metthe prerequisite skill assessment will be developed and available for teachers to use in the futurethe resource kit of 10 specified words/signs/symbols will be built upon in the futuretherapy input will support learningadditional resources will have been applied and successfulfinal data will be reported to staff, students, board, parents and whanaufinal data results will inform next steps to be potentially considered for the 2017 SATs	<ul style="list-style-type: none">interim data will be collected in July/Augustinterim data analysis results will be reported to staff, students board, parents and whanauinterim data to inform next steps for the remainder of the year

STUDENT ACHIEVEMENT TARGET 8: EXIT DATA

READING: FUNCTIONAL

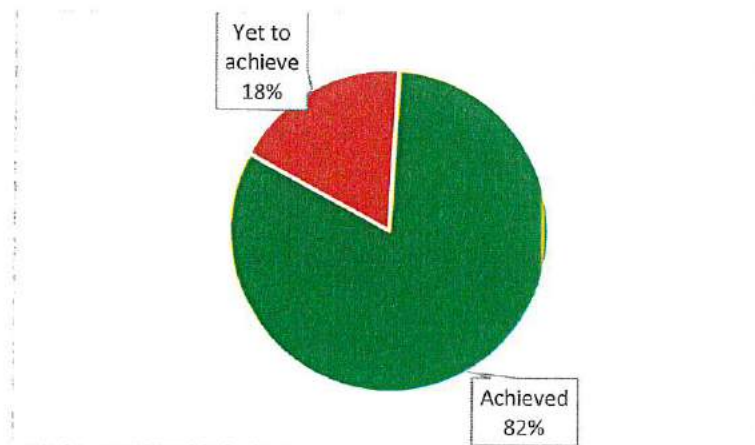
COHORT: students age fifteen years plus.

ANNUAL TARGET; 80% of the identified cohort will be able to identify the meaning of 10 specified social sight words/signs/symbols appropriate to their cognitive functioning level.

41 students 15 years plus from 6 classes took part in the assessment to identify the meaning of 10 social sight words/signs/symbols depicting signs regularly seen in the community including: entry, exit, male and female toilets and road safety. The students achieved 82% accuracy.

Class	Number of students	# correct responses	% correct responses achieved	Total % correct responses achieved.
TEC Whero - Ingrid	9	77/90	86%	
TEC Pango - Sonja	7	65/70	93%	
Room 14	6	58/60	97%	
Room 13	8	68 / 80	85%	
Room 10	5	37 / 50	74%	
Room 8	6	35/ 60	58%	
TOTAL	41			82%

SOCIAL SIGHT WORDS/SIGNS/SYMBOLS EXIT DATA



Annual Planning 2016/Student Achievement 9



Strategic Goal:

All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP). Additional cohorts will be targeted in other specified learning areas.

Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.

Annual Target: Fitness. 80% of the identified cohort – intermediate and senior students in rooms 9, 10, 13, 14 and TEC will improve their overall fitness.

Baseline Data/ Historical Position: 2014 Achievement = 79% (target 85%) 2015 Achievement = 88% (target 80%)

The intent of this target is to instil lifelong habits of fitness in our students that may lead to greater community participation in sporting activities during their schooling and post school.

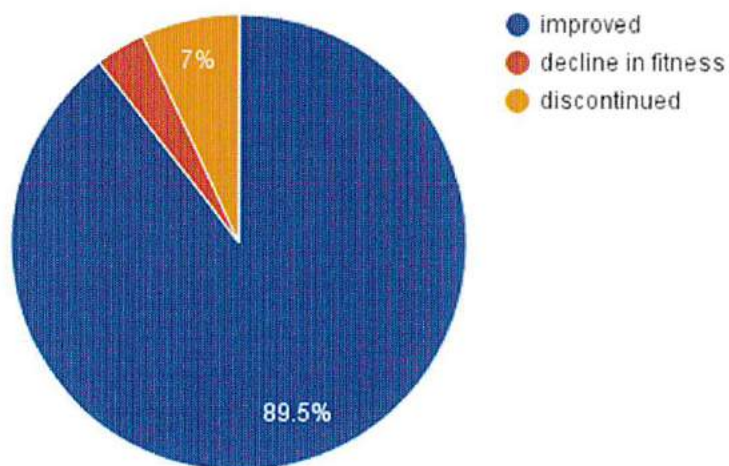
Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
<p>Data gathering will focus on:</p> <ul style="list-style-type: none"> time trials for walking set distances or an alternative physical activity 	lead teacher - sports		over the 2016 year	<ul style="list-style-type: none"> the annual target will be met teachers will have carried out a baseline assessment fitness intervention will lead to improved scores students will improve their physical fitness and will develop their key competency skills. They will be supported to take their learning into the community fitness resources and programmes will be improved final data will be reported to staff, students, board, parents and whanau final data will inform next steps regarding fitness for seniors at Allenvale 	<ul style="list-style-type: none"> interim data will be collected in July/August interim data analysis results will be reported to staff, students board, parents and whanau interim data to inform next steps for the remainder of the year
<p>The students will be assessed on their physical fitness as it applies to the target goal</p>	teachers				
<p>Teachers are expected to ensure that students engage in 20 minutes of exercise three times a week in addition to other sporting activities. Teachers must plan for all weather exercise</p>	teachers				
<p>Resources such as timers, stop watches, visuals to be sources on a needs basis</p>	lead teacher sports	sports			

STUDENT ACHIEVEMENT TARGET 9

Cohort: Intermediate & Senior Students. Classes: 9,10,13,14Tuis, 14 Keas and TEC
Number of students: 57
Annual Target: 80% of the identified cohort will improve their fitness

Improved fitness	51 students
Decline in fitness	2 students
Discontinued	4 students

Fitness Final Data



The annual target has been met. 89.5% of students have improved their fitness.

Some improvements in fitness have been significant. This demonstrates that with regular fitness sessions our students can improve in their personal fitness.

The long term intent of this target is to encourage our students to develop lifelong habits of fitness.

Annual Planning 2016/Student Achievement 10



Strategic Goal: All students achieve success in their learning evidenced by progressions in their Individual Learning Plan (ILP) or Individual Transition Plans (ITP) Additional cohorts will be targeted in other specified learning areas.					
Strategic Expectation: The annual target will be reported to the board through an interim analysis of achievement including those students who not achieving as expected.			Annual Target: Cycle Skills. 75% of the junior school cohort in rooms 1, 2, 11, 12 and 15 will progress at least one step on the cycle skills task progression continuum.		
Baseline Data/ Historical Position: Cycle skills are considered to be of benefit to all students including; increased physical fitness, motor skills, and coordination. It also raises the confidence and self-esteem of our students through a fun activity. It also provides for health and wellbeing outcomes for the pupils. Cycle riding provides an opportunity for students to self-manage risks in a supportive and safe learning environment.					
Action/s to Achieve Target	Led by	Budget	Timeframe	Success Indicators	Interim Progress
Task progression developed	O.T. Physio & Lead Tchcr Sport		over the 2016 year	<ul style="list-style-type: none">the annual target will be metteachers will be upskilled in teaching bike skillsstudents will make progress, develop and generalise skillsthe OT & physiotherapist will be available to support teachers and TA's with class based cycle programmes via referral.cycles, and associated resources will be improvedfinal data will be reported to staff, students, board, parents and whanaufinal data will inform next steps regarding the cycle programme for juniors at Allenvale	<ul style="list-style-type: none">interim data to be collected July/Augustinterim data to be analysed and reported to staff, students, board, parents and whanauinterim data to inform next steps for the remainder of the year
Data gathering :progress along the bike skills task progression continuum	Lead Teacher Sport				
Teachers will assess junior students on the bike skills continuum to identify baseline data					
Teachers will target students' specific needs when engaging them in the development of bike skills	occupational & physiotherapist.				
Guidance will be sourced from the OT and physiotherapist who will assist with techniques via a referral.	Cycle programme TA & lead teacher sport	school operation budget			
Resources to support learning and teaching will be identified at a class and team level. The OT, bike programme TA and Lead teacher for sports will liaise regarding equipment needed					

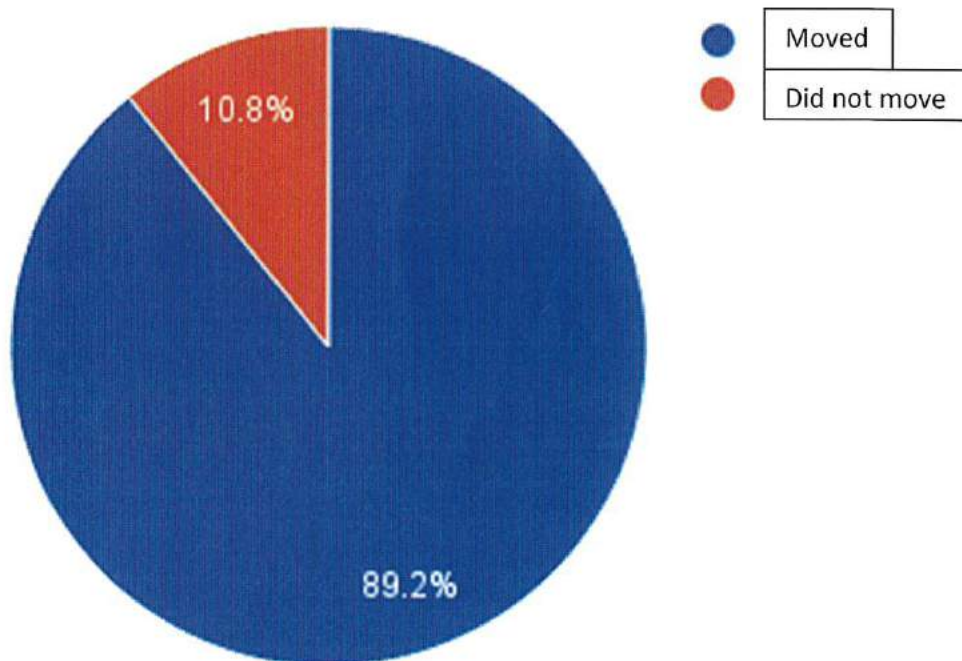
STUDENT ACHIEVEMENT TARGET 10

Cohort: Junior School Rooms 1,2,11,12 & 15

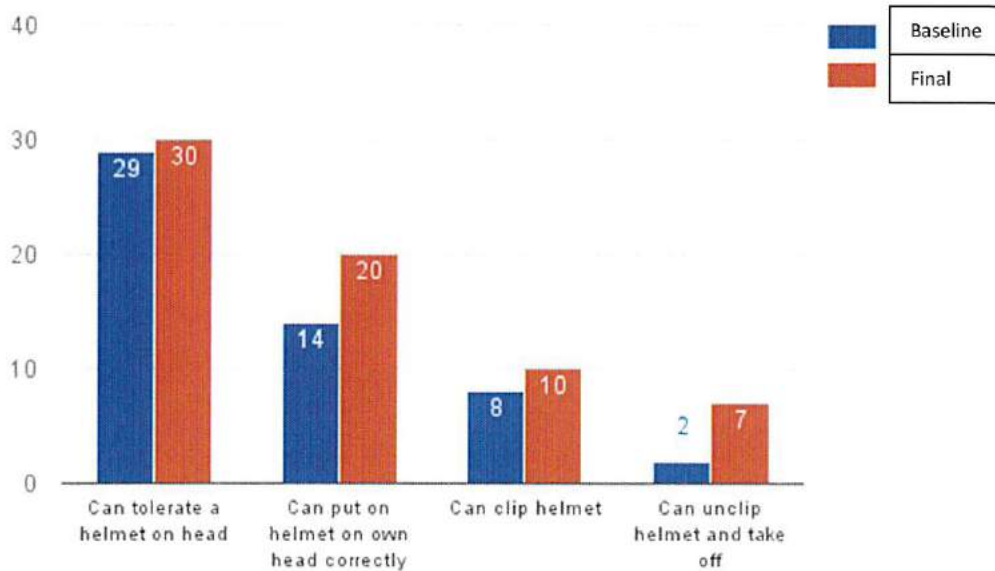
Total students involved: 33

Annual Target: 75% of the cohort will progress at least one step on the cycle skills task progression Continuum.

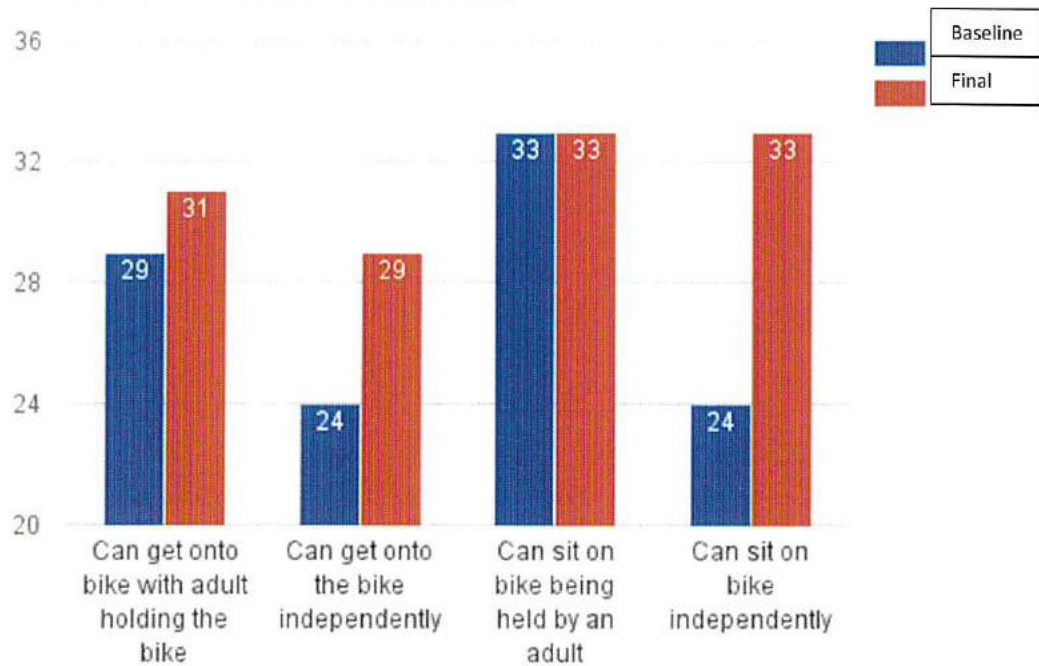
Move one step of bike skills



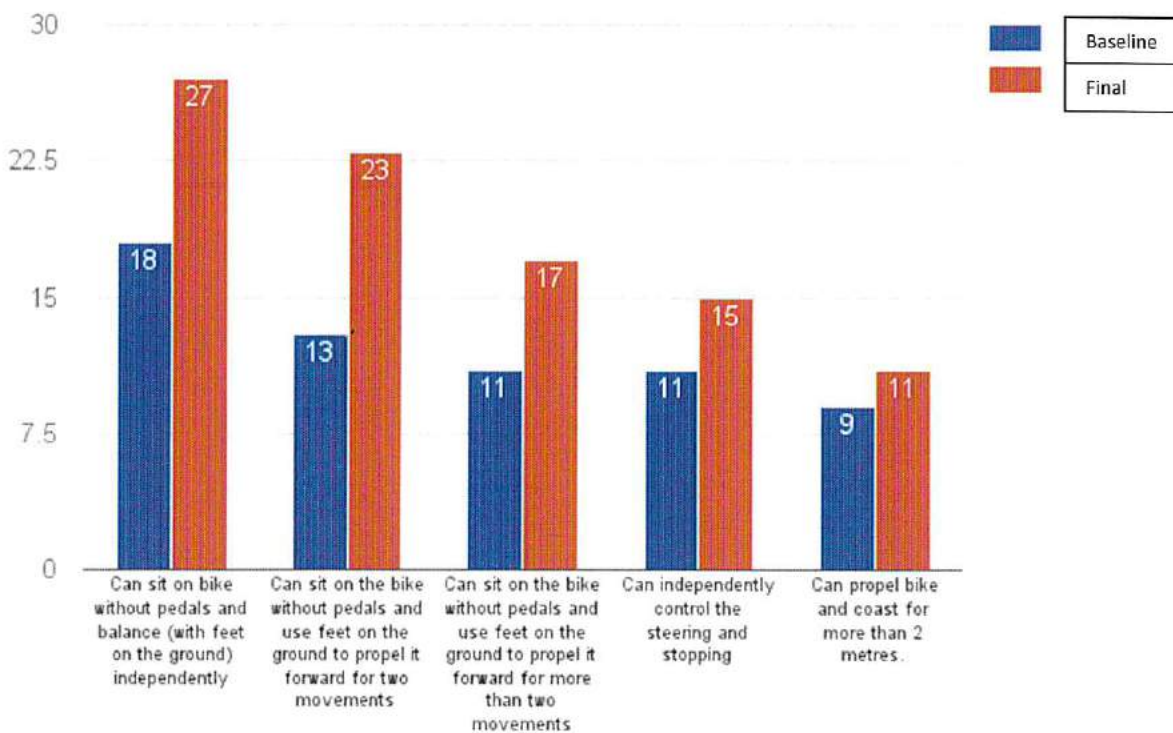
Helmet Skills



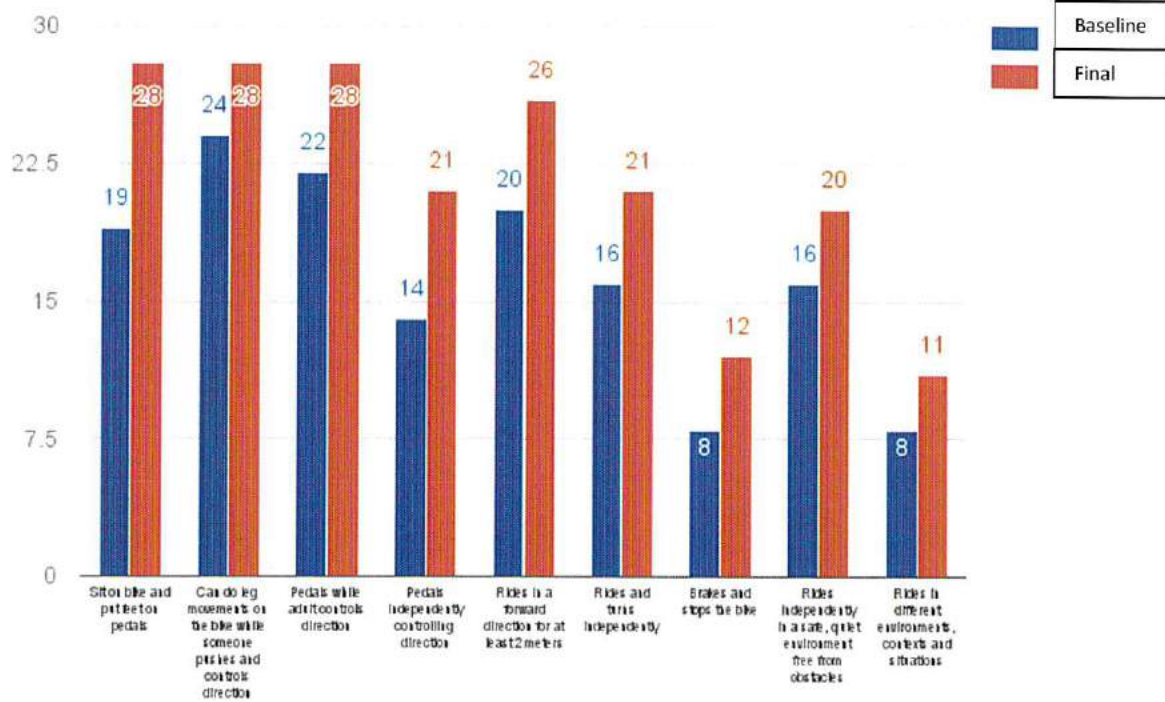
GETTING ON BIKE AND STAYING THERE



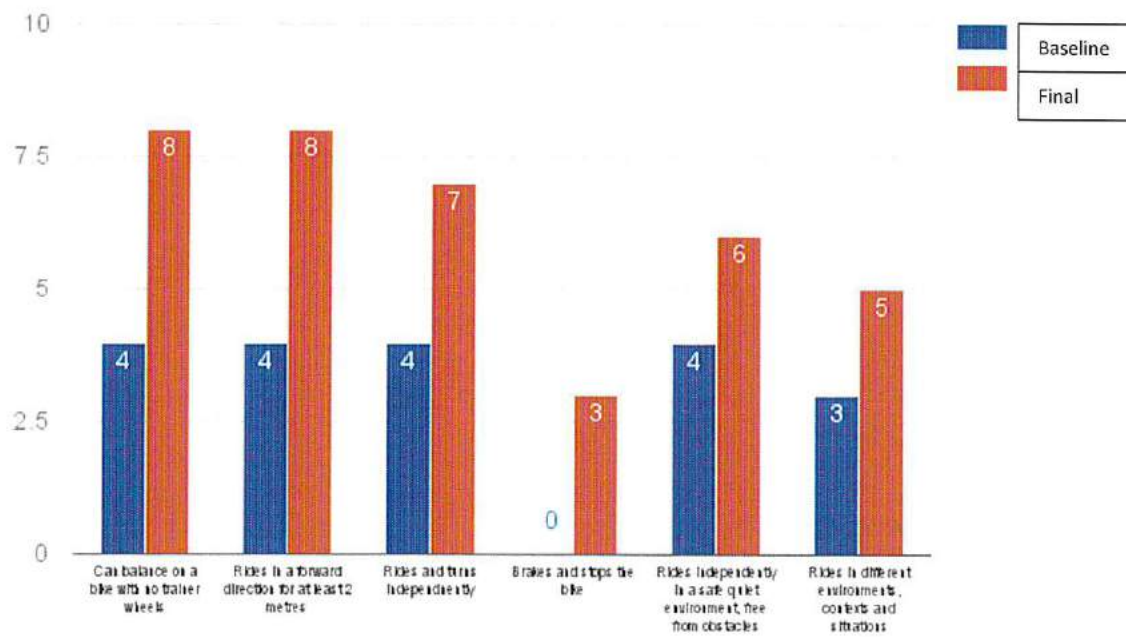
USING A BIKE WITH NO PEDALS

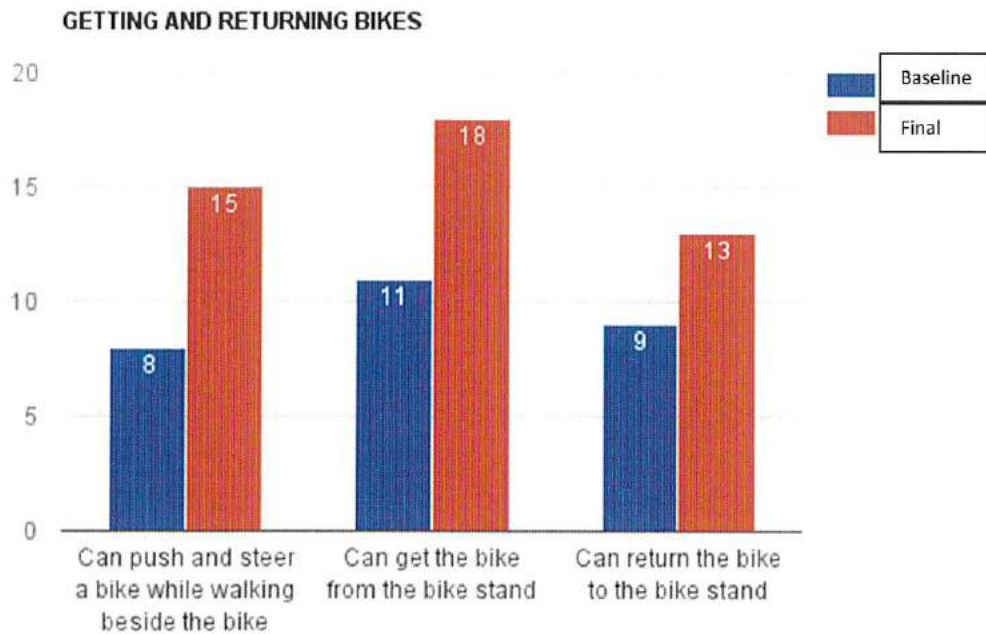


3 WHEELER / TRAINER WHEEL BIKES



2 WHEELER BIKES WITH NO TRAINER WHEELS





Bike Skills - Final Data

89% of the students have achieved the goal by moving at least one step on the bike skills task progression.

There has been pleasing progress in all areas of the task progressions and this has demonstrated the value of having bike skills as a focus this year.

While the progress has been in all tasks, there are tasks that students can take longer to achieve due to the difficulty e.g. from riding a two wheeler with the trainer wheels to riding without trainer wheels. There may not always be such an improvement once a number of students achieve these tasks. The improvement is likely slow down and may plateau.