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# OTUMOETAI COLLEGE

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## ANNUAL REPORT 2017

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LET LEARNING ENLIGHTEN LIFE

## Contact us

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# INTRODUCTION



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# Principal's Report



2017 has been another successful year for Otumoetai College as we continue to go from strength to strength. We have acknowledged and applauded our sporting and cultural achievements, and celebrated the academic success of our Year 11, Year 12 and year 13 students. Congratulations to all of our students who received awards for their dedication and hard work in striving for excellence.

This year has seen our students achieve many successes in sporting and cultural activities, achieving recognition at regional and national levels. I am proud that this college is able to produce such well rounded students who are able to foot it with the best.

I am also proud of the talent that our students bring to the student leadership team. This year's head students, Hayden Christie, Stefan Browne, Gemma Tims, Bethany Hay, and Nick Tinholt have shown excellent leadership skills in developing supportive and active committees who have created a full range of activities for our student body. They are fiercely loyal to the college and have been extremely supportive of senior management and our teaching staff. Our student leaders have worked hard to develop a strong sense of community in the college by involving everyone in the wider community through a range of charitable fundraising events, demonstrating pride and commitment, showing respect and support for each other, and at the same time, having a lot of fun.

We are pleased with the results of our students as they achieve above national averages in NCEA , however, we feel that there is a lot of untapped potential in our students, and some can still do better. We want to lift the bar and ensure that each individual is working to his or her potential. In 2017, creating more positive attitudes to academic success has been a major focus in our college's planning, reporting and professional development.

I would like to thank all of those who contribute to making Otumoetai College a place we can be proud of. Thank you to all of our staff, for their commitment to the education of our young people. We have a very talented and dedicated staff who work tirelessly to lift the achievement of our students, and appreciation of their efforts has been evident in the very positive comments made by many of our Year 13 students to their teachers and at assemblies in the last weeks of their school year.

To the Board of Trustees, ably lead by Chairman Russ Browne. Thank you for your wholehearted support of the college, for your very positive and constructive efforts to ensure that we go from strength to strength. I would personally like to thank Russ for his leadership of the Board and for the strong support he gives to the senior management and myself. I appreciate his wise counsel and one hundred percent commitment to the college. His support is truly valued.

To Kath Browne and your enthusiastic PTA team, many thanks for your wonderful support. A considerable amount of money is raised by the PTA for projects in the college, but they also provide a very important link between the college and the broader community through the fund raising events that they organise.

A special thanks to the senior management team, Bruce Farthing, Jude Brown, Ricky Feutz and Pip Woodward. I am extremely fortunate to have such a very capable team whose skills aptly complement each other to form a remarkable leadership team. Their support for myself and the staff of this college is tremendous.

To our school leavers, I wish you all a very rewarding and successful future. We have the confidence in you to succeed.

**DG Randell**  
*Principal*

# Chairman's Report

2017 was a year which saw very encouraging consolidation and improvement in academic achievement of our college. Our college is continuing to lift its academic performance and is outperforming many other schools within the region. This is something which we should be very proud of. However, there is still work to be done. The need to improve the academic performance of our Maori students continues to be a priority.

The Board of Trustees is in the very fortunate position to see what all of this means to our teachers, and I can assure our parent community and our students that that improvement in our academic performance means a huge amount. It cannot, and does not however, come without enormous effort on the part of our teaching staff. I am continually amazed at the efforts of our teachers in supporting our students to achieve their potential, efforts which include, for many, a very significant number of hours after school and during weekends. On behalf of the Board I would like to take this opportunity to thank our teachers for their enormous contribution towards the continuing increase of the reputation profile of the college within our community and within educational circles generally. Academically we must now ensure that achieving in merits and excellence pass rates improves.

2017 saw the end of an era with the retirement of our Principal, Dave Randell. As someone who has been on the Board since 2013, it has been an absolute privilege to work with Dave. As a person, and a Principal, he has my deepest respect and admiration. At Dave's formal farewell in November I referred to his qualities of courage, vision, integrity, and communication. The Board wished Dave and his wife Jude, who had

been a hugely supportive figure for Dave in his time at the college, the very best for the years to come.

It was with pleasure that we were able to appoint Russell Gordon as the new Principal at Otumoetai College. I have no doubt that Russell's appointment is an extremely positive step for the school and one which will ensure the school's continuing success in the future.

**Russ Browne**  
*Chairman – Board of Trustees*



# FINANCIAL REPORT 2017



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# **OTUMOETAI COLLEGE**

## **GROUP FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2017**

School Address: 105 Windsor Road, Bellevue , Tauranga , 3110

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Ministry Number: 120

# OTUMOETAI COLLEGE

Group Financial Statements - For the year ended 31 December 2017

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# Otumoetai College

## Statement of Responsibility

For the year ended 31 December 2017

The Board of Trustees accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the group.

The School's 2017 consolidated financial statements are authorised for issue by the Board.

Peter Russ Browne

Full Name of Board Chairperson



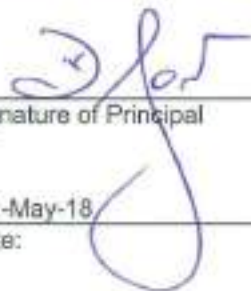
Signature of Board Chairperson

31-May-18

Date:

Russell John Gordon

Full Name of Principal



Signature of Principal

31-May-18

Date:

Otumoeta College

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2017

	Notes	2017 Actual \$	School 2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	Group 2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>							
Government Grants	2	15,708,834	14,900,322	15,341,367	15,708,834	14,900,322	15,341,357
Locally Raised Funds	1	1,264,746	1,110,818	1,415,186	1,554,745	1,100,818	1,405,153
Interest Earned		169,522	151,000	184,984	179,495	161,000	196,019
International Students	4	1,138,428	1,104,898	1,082,377	1,138,428	1,108,666	1,082,377
		<u>18,281,530</u>	<u>17,270,838</u>	<u>18,024,895</u>	<u>18,581,554</u>	<u>17,270,838</u>	<u>18,025,495</u>
<b>Expenses</b>							
Locally Raised Funds	3	888,317	673,811	745,157	888,317	473,511	743,157
International Students	4	570,522	592,274	525,577	570,522	592,274	525,577
Learning Resources	5	12,754,555	12,276,800	12,503,771	12,754,585	12,276,800	12,503,771
Administration	6	1,240,716	1,399,104	1,135,229	1,240,801	1,388,156	1,133,271
Finance		30,168	-	24,558	30,199	-	24,558
Property	7	3,690,000	1,810,820	2,157,400	3,940,056	1,810,820	2,187,200
Depreciation	8	469,510	636,000	735,341	559,610	686,000	735,341
Loss on Disposal of Property, Plant and Equipment		9,325	-	34,781	9,395	-	34,781
		<u>20,253,438</u>	<u>17,338,835</u>	<u>17,993,605</u>	<u>20,253,490</u>	<u>17,338,835</u>	<u>17,899,658</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>(571,848)</b>	<b>(68,075)</b>	<b>(134,491)</b>	<b>(571,935)</b>	<b>(68,075)</b>	<b>(135,835)</b>
<b>Other Comprehensive Revenue and Expenses</b>		<b>3,435</b>	<b>-</b>	<b>(5,415)</b>	<b>3,435</b>	<b>-</b>	<b>(5,415)</b>
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(568,413)</b>	<b>(68,075)</b>	<b>(139,906)</b>	<b>(568,500)</b>	<b>(68,075)</b>	<b>(139,420)</b>
<b>Attributable to:</b>							
Board of the School		<b>(568,413)</b>	<b>(68,075)</b>	<b>(139,906)</b>	<b>(568,500)</b>	<b>(68,075)</b>	<b>(139,420)</b>
		<u><b>(568,413)</b></u>	<u><b>(68,075)</b></u>	<u><b>(139,906)</b></u>	<u><b>(568,500)</b></u>	<u><b>(68,075)</b></u>	<u><b>(139,420)</b></u>

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

**Otumoeta College****Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2017

	Actual 2017 \$	School Budget (Unaudited) 2017 \$	Actual 2016 \$	Actual 2017 \$	Group Budget (Unaudited) 2017 \$	Actual 2016 \$
<b>Balance at 1 January</b>	<u>7,311,396</u>	<u>7,311,396</u>	<u>7,182,310</u>	<u>7,620,569</u>	<u>7,620,570</u>	<u>7,430,148</u>
Total comprehensive revenue and expense for the year	(589,413)	(589,075)	129,078	(569,500)	(589,075)	130,420
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	-	-	-	-
<b>Equity at 31 December</b>	<u>6,742,973</u>	<u>7,243,311</u>	<u>7,311,396</u>	<u>7,052,368</u>	<u>7,552,495</u>	<u>7,620,569</u>
<b>Retained Earnings Reserves</b>	<u>6,742,973</u>	<u>7,243,311</u>	<u>7,311,396</u>	<u>7,052,368</u>	<u>7,552,495</u>	<u>7,620,569</u>
<b>Equity at 31 December</b>	<u>6,742,973</u>	<u>7,243,311</u>	<u>7,311,396</u>	<u>7,052,368</u>	<u>7,552,495</u>	<u>7,620,569</u>

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

**Ottumocai College**  
**Statement of Financial Position**  
As at 31 December 2017

	Notes	2017 Actual \$	School 2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	Group 2017 Budget (Unaudited) \$	2016 Actual \$
<b>Current Assets</b>							
Cash and Cash Equivalents	8	1,552,849	858,584	1,632,758	1,871,388	1,188,947	1,241,121
Accounts Receivable	10	764,801	900,000	764,097	765,348	901,821	764,817
GST Receivable		140,297	-	0,849	143,297	-	3,648
Prepayments		94,850	-	15,648	94,850	-	15,649
Inventories	11	1,248	1,200	4,354	1,248	1,200	4,354
Short Term Deposits	9	3,200,000	4,250,000	4,250,000	3,200,000	4,250,000	4,250,000
Investments	12	47,100	43,665	43,665	47,100	43,665	43,665
		<u>6,234,155</u>	<u>6,053,449</u>	<u>6,714,172</u>	<u>6,543,249</u>	<u>6,383,633</u>	<u>7,025,356</u>
<b>Current Liabilities</b>							
Accounts Payable	14	1,707,917	1,275,261	1,115,545	1,707,917	1,275,261	1,115,545
Revenue Received in Advance	15	768,606	619,171	735,644	768,606	619,171	735,644
Provision for Cyclical Maintenance	16	-	310,060	227,750	-	310,060	227,750
Painting Contract Liability - Current Portion	17	61,827	50,000	8,162	61,827	50,000	8,162
Finance Lease Liability - Current Portion	18	94,639	-	73,408	94,639	-	73,408
Funds held in Trust	19	764,057	473,135	589,868	764,057	473,135	697,869
Funds held for Capital Works Projects	20	-	-	5,296	-	-	9,258
Funds for Teen Parenting Jnc.	21	56,183	37,501	37,561	56,183	37,501	37,501
		<u>3,463,209</u>	<u>2,765,228</u>	<u>2,895,035</u>	<u>3,463,208</u>	<u>2,765,228</u>	<u>2,695,035</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>2,760,947</u>	<u>3,288,221</u>	<u>3,819,138</u>	<u>3,080,041</u>	<u>3,618,405</u>	<u>4,328,321</u>
<b>Non-current Assets</b>							
Property, Plant and Equipment	13	4,579,147	3,955,090	4,032,755	4,579,147	3,955,090	4,032,755
		<u>4,579,147</u>	<u>3,955,090</u>	<u>4,032,755</u>	<u>4,579,147</u>	<u>3,955,090</u>	<u>4,032,755</u>
<b>Non-current Liabilities</b>							
Provision for Cyclical Maintenance	16	336,262	-	265,330	336,262	-	255,320
Painting Contract Liability	17	62,450	-	874	62,450	-	874
Finance Lease Liability	18	217,407	-	274,313	217,407	-	274,313
		<u>616,120</u>	<u>-</u>	<u>540,517</u>	<u>616,119</u>	<u>-</u>	<u>540,507</u>
<b>Net Assets</b>		<u>6,742,973</u>	<u>7,243,311</u>	<u>7,311,386</u>	<u>7,052,068</u>	<u>7,572,495</u>	<u>7,620,569</u>
<b>Attributable to:</b>							
Board of the School		6,742,973	7,243,311	7,311,386	7,052,068	7,572,495	7,620,569
<b>Total equity</b>		<u>6,742,973</u>	<u>7,243,311</u>	<u>7,311,386</u>	<u>7,052,068</u>	<u>7,572,495</u>	<u>7,620,569</u>

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

**Otumoeta College**  
**Statement of Cash Flows**  
For the year ended 31 December 2017

	Notes	2017	School	2016	2017	Group	2016
		Actual	2017	Actual	Actual	2017	Actual
		\$	Budget	\$	\$	Budget	\$
			(Unaudited)			(Unaudited)	
<b>Cash flows from Operating Activities</b>							
Government Grants		4,348,743	4,201,397	1,439,643	4,348,743	4,230,397	4,400,843
Locally Raised Funds		1,501,168	975,288	1,425,843	1,501,168	117,527	1,415,848
Homestay Students		1,080,124	1,112,865	1,134,311	1,080,124	1,112,565	1,104,311
Goods and Services Tax (net)		(139,548)	3,649	(5,712)	(139,548)	3,549	(5,712)
Payments to Employees		(2,515,261)	(2,555,216)	(2,631,723)	(2,615,251)	(2,550,216)	(2,381,723)
Payments to Suppliers		(4,046,112)	(3,845,818)	(3,062,231)	(4,046,103)	(2,582,953)	(3,062,331)
Cyclical Maintenance Payments in the year		-	(102,990)	-	-	(152,360)	-
Interest Paid		(70,158)	-	(24,555)	(30,198)	-	(24,555)
Interest Received		179,323	150,250	201,205	155,461	250,310	210,375
<b>Net cash from / (to) the Operating Activities</b>		<b>500,348</b>	<b>73,635</b>	<b>1,455,203</b>	<b>558,236</b>	<b>374,850</b>	<b>1,457,535</b>
<b>Cash flows from Investing Activities</b>							
Proceeds from Sale of PPE (and Intangibles)		37,304	21,007	-	31,304	21,007	-
Purchase of PPE (and Intangibles)		(1,414,551)	(639,336)	(739,677)	(1,414,551)	(639,336)	(739,677)
Final Sale of Investments		-	-	(50,000)	-	-	(50,000)
Proceeds from Sale of Investments		550,000	-	-	550,000	-	-
<b>Net cash from / (to) the Investing Activities</b>		<b>(710,347)</b>	<b>(618,330)</b>	<b>(789,677)</b>	<b>(733,347)</b>	<b>(618,330)</b>	<b>(789,677)</b>
<b>Cash flows from Financing Activities</b>							
Furniture and Equipment Grant		-	-	-	-	-	-
Finance Lease Payments		(20,743)	(45,108)	(49,713)	(20,743)	(24,721)	(45,713)
Parting control payments		118,241	(10,904)	(22,214)	116,241	40,954	(22,314)
Loans Received/ Repayment of Loans		-	-	-	-	-	-
Funds Administered on Behalf of Third Parties		76,128	(214,734)	183,034	76,188	(214,736)	183,034
Funds Held for Capital Works Projects	20	(8,255)	(8,296)	-	(8,296)	(3,256)	-
<b>Net cash from Financing Activities</b>		<b>102,350</b>	<b>(226,474)</b>	<b>112,010</b>	<b>102,389</b>	<b>(102,758)</b>	<b>112,010</b>
<b>Net Increase/(decrease) in cash and cash equivalents</b>		<b>(10,649)</b>	<b>(774,170)</b>	<b>770,686</b>	<b>(89,720)</b>	<b>(174,193)</b>	<b>780,858</b>
<b>Cash and cash equivalents at the beginning of the year</b>	2	<b>1,612,757</b>	<b>1,612,757</b>	<b>853,141</b>	<b>1,941,120</b>	<b>1,541,120</b>	<b>1,161,264</b>
<b>Cash and cash equivalents at the end of the year</b>	2	<b>1,502,108</b>	<b>838,587</b>	<b>1,623,827</b>	<b>1,851,400</b>	<b>1,366,927</b>	<b>1,941,123</b>

The Consolidated Statement of Cash Flows records only those cash flows directly within the control of the School. This means credit-fund educational activities and financial loss due to negligence and expenses have been omitted.

The above Consolidated Statement of Cash Flows should be read in conjunction with the accompanying notes.

# Otumoetai College

## Notes to the Group Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2017

#### a) Reporting Entity

Otumoetai College is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Otumoetai College Group (the "Group") consists of Otumoetai College and its subsidiary Otumoetai College Education Trust. The subsidiary is a Charitable Trust ("Trust") which supports the school by establishing, supporting or administering bursaries, scholarships, sponsorships, funds, prizes, awards, trophies or memorials that may benefit the students of Otumoetai College.

#### b) Basis of Preparation

##### *Reporting Period*

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

##### *Basis of Preparation*

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

##### *Basis of Consolidation*

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Details of investment in subsidiaries are set out in Note 30.

##### *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 consolidated 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 Group 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 Group qualifies for Tier 2 as the group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

##### *Presentation Currency*

These consolidated 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 consolidated financial statements are set out below.

##### *Critical Accounting Estimates And Assumptions*

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

#### ***Critical Judgements in applying accounting policies***

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

##### *Classification of leases*

The Group reviews the details of lease agreements at the end of each reporting date. The Group 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 18.

##### *Consolidation of entities*

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 30.

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

##### ***Government Grants***

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group 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 Group uses the land and buildings. These are not received in cash by the Group 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 Group 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 Group.

##### ***Interest Revenue***

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

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

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

Accounts Receivable represents items that the Group 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 Group realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the Group will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

**i) Inventories**

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

**j) Investments**

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

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

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

The Group has met the requirements under clause 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of investment securities.

**k) Property, Plant and Equipment**

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

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

#### **Leased Assets**

Leases where the Group 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 the 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 Consolidated Statement of Financial Position and leased assets are depreciated over the period the Group 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10-75 years
Furniture and equipment	10-15 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

#### **l) Accounts Payable**

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

#### **m) Employee Entitlements**

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

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

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

##### *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.

#### **n) Revenue Received in Advance**

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

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

#### **o) Funds Held in Trust**

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Revenue and Expense. The Group holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**p) Provision for Cyclical Maintenance**

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

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

**q) Financial Assets and Liabilities**

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

**r) Goods and Services Tax (GST)**

The consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**s) Budget Figures**

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

**t) Services received in-kind**

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

## B. Government Grants

	2017 Actual \$	School 2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	Group 2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	3,472,921	3,447,070	3,405,783	3,472,301	3,447,379	3,425,785
Teachers' salaries grants	10,173,030	9,700,000	9,905,222	10,178,590	9,700,000	9,905,222
Use of Land and Buildings grants	2,201,219	1,000,000	1,007,600	2,201,219	1,000,000	1,007,600
Resource teachers' learning and behaviour grants	21,076	20,460	20,400	21,296	20,450	20,500
Other Non-Grants	612,916	737,463	261,032	312,115	727,453	501,032
Transfer* grants	4,451	5,000	5,303	4,451	5,000	5,393
Other government grants	17,030	0	0,003	17,330	-	0,003
	<b>16,708,634</b>	<b>14,910,922</b>	<b>15,545,343</b>	<b>16,702,594</b>	<b>14,900,222</b>	<b>15,941,566</b>

## B. Locally Raised Funds

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

	2017 Actual \$	School 2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	Group 2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>						
Donations	141,146	124,000	119,117	151,146	124,000	103,117
Other income	264,884	22,453	225,867	264,684	22,453	225,817
Fees	230,755	220,000	235,287	235,755	220,000	203,237
Admission	438,472	220,000	278,136	438,472	220,000	279,126
Curriculum Recoveries	750,648	500,000	500,787	500,648	500,000	500,752
	<b>1,665,944</b>	<b>1,106,453</b>	<b>1,415,165</b>	<b>1,554,745</b>	<b>1,106,453</b>	<b>1,405,159</b>
<b>Expenditure</b>						
Activities	639,106	395,334	427,700	594,106	395,334	461,258
Training	240,211	70,275	247,371	242,211	70,275	237,871
	<b>688,317</b>	<b>473,611</b>	<b>745,157</b>	<b>585,317</b>	<b>473,611</b>	<b>745,157</b>
<b>Surplus for the year Locally raised funds</b>	<b>776,428</b>	<b>632,842</b>	<b>672,011</b>	<b>768,428</b>	<b>632,842</b>	<b>660,011</b>

## B. International Student Fees

	2017 Actual Number 74	School 2017 Budget (Unaudited) Number 50	2016 Actual Number 68	2017 Actual Number 71	Group 2017 Budget (Unaudited) Number 80	2016 Actual Number 65
<b>Revenue</b>						
International student fees	1,118,428	1,100,506	1,052,377	1,118,428	1,100,000	1,052,377
<b>Expenditure</b>						
Advertising	50,775	90,700	40,000	49,716	50,000	50,603
Commissions	124,768	140,376	110,034	134,768	140,000	110,091
International student fees	28,810	55,000	27,683	29,610	55,000	27,613
Employee benefit - Salaries	247,185	261,208	239,413	247,185	261,000	239,413
Other Expenses	66,164	65,100	57,784	56,164	65,100	57,784
	<b>516,597</b>	<b>512,274</b>	<b>525,577</b>	<b>516,597</b>	<b>512,274</b>	<b>525,577</b>
<b>Surplus for the year International Students'</b>	<b>597,966</b>	<b>588,232</b>	<b>526,799</b>	<b>597,966</b>	<b>587,726</b>	<b>526,799</b>

## B. Capital Expenditure

	2017 Actual \$	School 2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	Group 2017 Budget (Unaudited) \$	2016 Actual \$
Capital	1,041,343	1,125,525	1,032,359	1,041,343	1,125,225	1,032,359
Equipment repairs	9,463	13,550	14,200	9,463	13,550	14,506
Information and communication technology	16,703	107,450	68,106	76,703	107,450	84,168
Extra curricular activities	26,247	27,000	29,142	26,247	27,000	22,142
Library resources	2,439	4,400	3,444	2,435	4,400	3,445
Employee benefits - salaries	11,208,768	10,683,902	11,023,581	11,208,768	10,683,902	11,023,051
Resource related teacher costs	237,088	242,000	233,558	237,088	242,000	233,058
Staff development	10,514	87,355	69,214	10,514	87,355	89,215

12,754,585	12,276,820	12,501,771	12,764,585	12,270,302	12,501,771
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#### A. Administration

	2017	School 2017 Budget (Unaudited)	2016	2017	Group 2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Audit Fee	10,103	10,050	10,050	10,103	10,050	10,050
Board of Trustees Fees	2,065	4,000	5,725	2,065	1,000	3,725
Communication	32,675	31,200	29,050	32,076	31,200	29,050
Operating Lease	112,055	336,207	114,520	112,026	336,507	114,950
Legal Fees	-	-	1,270	-	-	1,270
Other	104,173	201,509	145,578	50,824	201,350	136,877
Employee Benefits - Salaries	750,677	712,974	746,829	750,677	712,974	750,830
Insurance	25,308	28,353	27,640	28,908	28,990	27,640
	1,240,756	1,359,194	1,334,220	1,245,607	1,381,195	1,138,871

#### B. Property

	2017	School 2017 Budget (Unaudited)	2016	2017	Group 2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Contracting and Cleaning Consumables	44,864	50,793	41,723	44,864	50,793	41,723
Cybersecurity Maintenance Expense	(10,567)	-	297,065	(10,567)	-	297,065
Grounds	34,214	32,713	35,066	34,214	32,713	35,066
Heat, Light and Water	169,681	184,500	160,885	169,681	184,500	132,030
Rates	25,073	20,000	27,152	25,070	20,000	27,152
Repairs and Maintenance	305,158	126,153	103,140	376,158	125,000	130,140
Use of Land and Buildings	2,201,219	1,200,100	1,707,000	2,201,219	1,100,000	1,057,820
Security	4,515	5,000	6,500	4,515	5,000	6,450
Employee Benefits - Salaries	486,182	475,461	487,212	486,182	475,461	487,212
	3,593,036	1,940,620	2,182,620	3,650,050	1,410,753	2,162,230

\*The use of land and buildings figure represents 8% of the Group's total property value. This is used as a proxy for the market value of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 31 June for the Ministry of Education's year-end reporting purposes.

#### C. Development

	2017	School 2017 Budget (Unaudited)	2016	2017	Group 2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Bolivia	1,651	5,000	1,651	1,651	5,000	1,081
Building Improvements	5,649	2,000	2,278	0,040	2,000	2,270
Furniture and Equipment	62,051	45,000	42,129	52,021	42,000	42,129
Information and Communication Technology	247,113	250,000	212,113	247,113	233,000	252,313
Motor Vehicles	24,019	17,000	16,805	24,018	17,000	16,323
Textbooks	35,065	38,000	38,916	35,065	38,000	33,916
Leased Assets	93,532	20,000	39,054	50,032	50,000	50,051
Library Resources	5,870	9,000	8,810	6,870	8,000	3,815
Learning, Admin & Property Resources	374,972	140,000	377,172	374,952	100,000	367,171
	865,610	696,000	735,341	865,610	693,000	715,341

#### D. Cash and Cash Equivalents

	2017	School 2017 Budget (Unaudited)	2016	2017	Group 2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Cash on Hand	300	-	200	250	-	300
Bank Current Account	1,562,640	158,584	1,822,558	1,562,640	938,584	1,437,153
Trust Account	-	-	-	308,547	308,363	100,000
Short-term Bank Deposits	1,500,000	4,250,000	4,250,000	1,000,000	4,250,000	4,250,000
	3,162,940	5,108,584	5,872,758	2,571,397	5,416,947	6,197,453

The carrying value of short-term deposits with maturity dates of 30 days or less approximates their fair value.

#### E. Accounts Payable

	2017	School 2017 Budget (Unaudited)	2016	2017	Group 2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$



**GROUP**

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Transfers \$	Depreciation \$	Total (NBV) \$
2016							
Land	-	-	-	-	-	-	-
Buildings	318,043	-	-	-	(1,180)	(17,601)	309,212
Building improvements	21,344	18,807	-	-	-	(2,278)	37,878
Furniture and Equipment	200,329	169,076	-	-	-	(42,125)	287,276
Information and Communication	572,025	371,336	(29,530)	-	(5,392)	(252,372)	687,007
Motor Vehicles	142,028	-	-	-	-	(16,505)	125,793
Textbooks	68,378	35,803	-	-	-	(38,916)	65,225
Leased Assets	-	305,431	-	-	-	(58,361)	337,330
Library Resources	63,304	13,127	(3,471)	-	-	(8,315)	63,304
Learning Admin Property Resources	2,261,613	183,510	(1,719)	-	6,542	(337,173)	2,148,773
Balance at 31 December 2016	3,567,769	1,185,110	(34,799)	-	-	(735,341)	4,092,759

**GROUP**

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Land	-	-	-
Buildings	351,444	(13,739)	104,212
Building improvements	48,542	(8,864)	37,878
Furniture and Equipment	442,467	(156,171)	287,276
Information and Communication	-	-	-
Technology	1,602,566	(552,651)	657,007
Motor Vehicles	153,101	(32,408)	125,793
Textbooks	655,090	(189,873)	65,225
Leased Assets	305,431	(58,051)	337,330
Library Resources	567,666	(129,454)	63,304
Learning Admin Property Resources	5,493,541	(3,340,768)	2,148,773
Balance at 31 December 2016	6,717,620	(3,656,362)	4,092,759

The net carrying value of equipment held under a finance lease is \$252,086 (2016: \$237,279)

**SCHOOL**

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Land	-	-	-	-	-	-
Buildings	309,212	-	-	-	(7,501)	301,631
Building improvements	37,878	59,433	-	-	(8,344)	88,467
Furniture and Equipment	287,276	146,476	-	-	(52,301)	380,451
Information and Communication	567,007	202,733	-	-	(286,712)	582,027
Motor Vehicles	125,793	48,256	(40,236)	-	(21,578)	109,753
Textbooks	65,225	14,633	-	-	(15,005)	46,753
Leased Assets	337,330	45,048	-	-	(192,332)	290,046
Library Resources	63,304	12,825	-	-	(8,305)	67,258
Learning Admin Property Resources	2,148,773	658,436	(481)	-	(324,382)	2,722,215
Balance at 31 December 2017	4,092,759	1,456,637	(40,500)	-	(569,510)	4,679,147

**SCHOOL**

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Land	-	-	-
Buildings	351,444	(49,813)	301,631
Building improvements	105,976	(17,509)	88,467
Furniture and Equipment	567,815	(207,401)	380,411
Information and Communication Technology	1,612,336	(1,030,309)	582,027
Motor Vehicles	155,626	(45,873)	109,753
Textbooks	690,731	(244,036)	46,792
Leased Assets	441,479	(149,303)	292,086
Library Resources	373,560	(207,324)	67,258
Learning Admin Resources	6,755,881	(3,073,485)	2,722,215
Balance at 31 December 2017	11,122,621	(4,043,470)	4,679,147

**SCHOOL**

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Transfers \$	Depreciation \$	Total (NBV) \$
2018							
Land	-	-	-	-	-	-	-
Buildings	318,043	-	-	-	(1,180)	(17,601)	309,212
Building Improvements	21,344	10,837	-	-	-	(2,218)	37,878
Furniture and Equipment	200,329	169,076	-	-	-	(42,125)	287,276
Information and Communication	572,025	371,336	(29,530)	-	(5,392)	(252,372)	687,007
Motor Vehicles	142,028	-	-	-	-	(16,505)	125,793
Textbooks	68,378	16,833	-	-	-	(18,916)	66,225

Leased Assets		366,431	-	-	(40,051)	326,380
Library Resources	62,463	13,127	(1,471)	-	(8,815)	63,304
Learning Admin & Library Resources	2,201,613	119,510	(17,191)	-	6,542	2,148,773
<b>Balance at 31 December 2016</b>	<b>5,667,710</b>	<b>1,139,110</b>	<b>(34,785)</b>	<b>-</b>	<b>(175,345)</b>	<b>4,032,750</b>

#### Accumulated Depreciation

SCHOOL	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Land			-
Buildings	351,451	142,202	209,249
Building Improvements	46,542	(8,684)	37,858
Furniture and Equipment	444,587	(155,711)	288,876
Information and Communication Technology	1,605,663	(952,621)	653,042
Motor Vehicles	158,161	(32,458)	125,703
Toolboxes	826,088	(179,173)	646,915
Leased Assets	348,451	(39,161)	309,290
Library Resources	357,758	(694,454)	(336,696)
Learning Admin & Library Resources	5,428,541	(2,342,768)	3,085,773
<b>Balance at 31 December 2016</b>	<b>9,717,630</b>	<b>(3,581,603)</b>	<b>6,136,027</b>

The net carrying value of equipment held under a finance lease is \$292,786 (2016: \$137,379).

#### 15. Accruals Payable

	2017 Actual \$	School 2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	Group 2017 Budget (Unaudited) \$	2016 Actual \$
Operating expenses	244,640	1,064,028	292,782	244,640	1,064,028	292,782
Accruals	117,172	213,345	171,825	117,172	213,345	121,596
Banking relating expenses	-	-	-	-	-	-
Employee Entitlements - Salaries	668,683	-	621,040	668,683	-	631,645
Employee Entitlements - other accrued	58,011	-	69,883	58,011	-	68,881
	<b>1,707,517</b>	<b>1,277,373</b>	<b>1,116,345</b>	<b>1,707,517</b>	<b>1,277,373</b>	<b>1,119,345</b>
Payables for Exchange Transactions	1,707,517	1,277,373	1,116,345	1,707,517	1,277,373	1,119,345
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-	-	-	-
	<b>1,707,517</b>	<b>1,277,373</b>	<b>1,116,345</b>	<b>1,707,517</b>	<b>1,277,373</b>	<b>1,119,345</b>

The carrying value of payables approximates their fair value.

#### 16. Revenue Received in Advance

	2017 Actual \$	School 2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	Group 2017 Budget (Unaudited) \$	2016 Actual \$
Interest on Student Fees	136,684	619,171	615,007	136,684	619,171	615,007
Other	25,007	-	10,642	25,007	-	10,642
	<b>166,691</b>	<b>619,171</b>	<b>625,649</b>	<b>166,691</b>	<b>619,171</b>	<b>625,649</b>

#### 17. Provision for Cyclical Maintenance

	2017 Actual \$	School 2017 Budget (Unaudited) \$	2016 Actual \$	2017 Actual \$	Group 2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	493,070	493,070	171,671	493,070	493,070	171,671
Increase to the Provision During the Year	(114,810)	-	(27,294)	(114,810)	-	(27,294)
Adjustment to the Provision at the Year	-	-	-	-	-	-
Payments made During the Year	-	-	-	-	-	-
Provision at the End of the Year	<b>378,260</b>	<b>493,070</b>	<b>144,377</b>	<b>378,260</b>	<b>493,070</b>	<b>144,377</b>
Cyclical Maintenance - Current	-	513,050	227,750	-	513,050	227,750
Cyclical Maintenance - Term	378,260	-	265,320	378,260	-	255,320
	<b>378,260</b>	<b>513,050</b>	<b>493,070</b>	<b>378,260</b>	<b>513,050</b>	<b>483,070</b>

#### 18. Payables Controlling Liability

	2017	School 2017 Budget (Unaudited)	2016	2017	Group 2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Current Liability	51,827	50,000	8,162	51,827	50,000	8,152
Non Current Liability	53,452	-	374	53,452	-	374
	<u>105,279</u>	<u>50,000</u>	<u>8,536</u>	<u>105,279</u>	<u>50,000</u>	<u>8,526</u>

In 2016, the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an annual and seasonal report of the Ministry owned building, with regular maintenance in subsequent years. The agreement has an agreed commitment of \$66,413. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

#### 14. Finance Leases

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

	2017	School 2017 Budget (Unaudited)	2016	2017	Group 2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
No Later than One Year	94,819		73,408	94,819		73,408
Later than One Year and no Later than Five Years	277,405		274,343	277,405		274,343
Later than Five Years						
	<u>372,224</u>	<u>-</u>	<u>347,751</u>	<u>372,224</u>	<u>-</u>	<u>347,751</u>

#### 15. Funds Held in Trust

	2017	School 2017 Budget (Unaudited)	2016	2017	Group 2017 Budget (Unaudited)	2016
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	764,057	473,135	657,809	764,057	473,135	657,809
	<u>764,057</u>	<u>473,135</u>	<u>657,809</u>	<u>764,057</u>	<u>473,135</u>	<u>657,809</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Consolidated statement of Comprehensive Revenue & Expense.

#### 20. Fixed Assets and Capital Works

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

##### School and GROUP

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BDT Contribution/ (Write-off to RBM)	Closing Balances \$
Key Swaps & Data Cables	completed	11,740	1,304	12,044	-	-
Change Light Fittings to LED	completed	(5,444)	2,414	-	-	-
Key Swaps - Action Centre	completed		12,457	12,457	-	-
Spots in Block & F Block	in progress		271,120	17,295,143	854,023	-
Totals		6,296	285,325	17,415,644	854,023	-

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BDT Contribution/ (Write-off to RBM)	Closing Balances \$
Audio Cables, Action Centre	completed		5,534	5,534	-	-
Replace Doors Action Centre	completed		13,235	13,235	-	-
Key Swaps & Data Cables	in progress		11,740	-	-	11,740
Change Light Fittings in F Block	in progress		21,992	124,435	-	(2,443)
Replace Poles in Main Entrance Area	completed		3,951	(5,501)	-	-
Electrical Upgrade of Gym	completed		25,250	125,250	-	-
3 Bay Car Garage	completed	6,465	2,000	18,559	-	-
Totals		6,465	92,825	150,255	-	9,296

#### 21. Funds Held in Trust for Other Purposes

The school's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the school's Statement of Revenue and Expense. During the year the funds were spent on employee benefit expenses, administration and property management expenses. The balance of funds



reverts to revenue received in advance, which is carried forward to be spent by the Teen Parenting Unit in the next year.

## 23. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provided the major source of funding to the Group. The Group 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 Crown would have selected if dealing with the entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or service provider relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the Group 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 conducted with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

Gavin Frost is a trustee of the Board and is also employed by BECA Limited. During the year the Group contracted BECA Limited to design and manage the refurbishment for Classroom Blocks M and F and a Sports Change Facility. The total value of all transactions for the year was \$102,173 (2016: \$111,611) and the amount of non-executive share was \$5,000 (2016: nil).

The school is related to the Chancery Lane College Education Trust by virtue of an inequality of members of each of the Board of Trustees. During the Year, the school received \$10,000 (2016: \$10,000) from the trust for the purpose of providing prizes and scholarships to students and teachers of the school.

## 24. Management Personnel Compensation

Key management personnel compensation (Group and School)

Key management personnel of the Group include all School officers of the Board, Principal, Deputy Principals and Heads of Department.

	2017 Actual \$	2016 Actual \$
<b>Board Members - School</b>		
Remuneration	2,056	3,736
Full-time equivalent members	0.09	0.16
<b>Leadership Team</b>		
Remuneration	658,496	652,901
Full-time equivalent members	3.01	3.00
Total key management personnel remuneration	658,496	656,637
Full-time equivalent personnel	3.10	3.16

The full-time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other completed at the Board, such as stand alone and ad-hoc stand alone 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:

	2017 Actual	2016 Actual
<b>Salaries and Other Significant Employee Benefits:</b>		
Salary and Other Payments	\$500	\$500
Pension and Other Employment	150 - 200	180 - 200
Termination Benefits	5 - 6	5 - 6

### Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
1.0 - 1.20	4.00	4.00
1.20 - 1.40	1.00	
	5.00	4.00

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

## 25. Compensation and Other Benefits Upon Termination

The total value of compensation and other benefits paid or payable to persons who ceased to be officers, staff or employees during the financial year in relation to their cessation and number of persons to whom all or part of that total was payable was as follows:

	2017 Actual	2016 Actual
<b>School and GROUP</b>		
Total	-	-
Number of People	-	-

## 26. Contingent Liabilities

There are no contingent liabilities (except as noted below) and no contingent receivables as at 31 December 2017 (Contingent liabilities and receivables at 31 December 2016: Nil).

## 27. Commitments

## Independent Auditor's Report To The Readers of Otumoetai College's Financial Statements For The Year Ended 31 December 2017

The Auditor-General is the auditor of Otumoetai College and Group (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2017; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2018. This is the date at which our opinion is expressed.

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

**CHARTERED ACCOUNTANTS  
& ADVISORS**

Level 2, 60 Durham Street  
Tauranga 3110, New Zealand  
PO Box 222  
Tauranga 3140, New Zealand  
Telephone: +64 7 927 1234  
[williambuck.co.nz](http://williambuck.co.nz)

William Buck Audit (NZ) Limited

## **Basis of opinion**

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

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

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

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

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

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

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

## **Responsibilities of the Auditor for the audit of the financial statements**

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and pages 23 to 31, but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

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

A handwritten signature in blue ink, appearing to read "R. Dey", with a stylized flourish at the end.

Richard Dey  
William Buck Audit (NZ) Limited  
On behalf of the Auditor-General  
Tauranga, New Zealand

# Members of the Board of Trustees

For the year ended 31 December 2017

Name	Position	How appointed	Term Expires / Expired
Russ Browne	Parent Representative/Chairperson	Re-elected	May - 2019
Russell Gordon	Principal	Appointed	
Ken Patterson	Parent Representative	Re-elected	May - 2019
Sharon De Luca	Parent Representative	Elected	May - 2019
Julia Palmer-Hofland	Parent Representative	Elected	May - 2019
Gavin Frost	Parent Representative	Co-opted	May - 2019
Mark Murray	Iwi Representative	Co-opted	May - 2019
Eloise Stephen	Staff Representative	Re-elected	May - 2019
Nick Tinholt	Student Representative	Elected	September - 2018
Shelford Perry	Student Representative	Elected	September - 2019

## Kiwisport Note

For the year ended 31 December 2017

Kiwisport is a Government initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of \$44,571 (excluding GST). The funding is spent on providing a wide range of sporting opportunities for all students at all levels. Funds have been put towards a dedicated sports office manned by three staff organising teams, coaches, equipment and uniforms. Thirty one sports were offered in 2017 with the number of students participating in organised sport being 42% of the school role.

# ANALYSIS OF VARIANCE 2017





# Strategic Intent

## Goal 1: Empowering all learners to reach their potential

Strategies	Outcome	Reasons for Variance
<p>Te Wero team continuing to monitor and support school wide focus on addressing inequity for Maori learners.</p> <p>Developing clear understandings within each faculty about effective and culturally responsive pedagogy.</p> <p>Increase number of staff engaged in 'Observation to Shadow Coaching' model.</p>	<p>Teaching and learning demonstrated through culturally responsive and relational pedagogies.</p>	<p>Evidence Accelerate Hui completed - team are now researching into the schoolwide systems and structures that enable and create barriers to Maori experiencing success as Maori – initial focus is on how student learning is communicated to whanau - Whanau conferencing being investigated.</p> <p>Matariki school wide focus supported by Te Wero team</p> <p>Google plus Community Hub developed for staff to access regarding Te Wero resources and up to date actions &amp; research.</p> <p>Four Observation to Shadow Coaching workshops completed – 22 attended this PLD.</p> <p>Two revision workshops have been completed for Observation to Shadow Coaching</p> <p>Two revision workshops for Learning Conversations</p> <p>Observation weeks built into calendar term 1, 2 &amp; 3</p> <p>Stronger link with Appraisal through appraisal review process.</p> <p>Rongohia te Hau Evaluation completed term3</p> <p>Learning Conversation PLD for those 52 staff completed to further build knowledge and skills of this model.</p>



<p>Targeted focus/mentoring of NCEA Level 1 &amp; 2 students re achievement with a particular focus on Maori male learners.</p>	<p>Meaningful, adaptive and responsive curriculum pedagogies</p>	<p>Taiohi Taumata Ra engagement – 2016 &amp; 2017 cohort in collaboration with Ngati Ranginui</p> <p>ARTS Final meeting held &amp; ARONA will meet before end of 2017.</p> <p>Tracker programme updated regularly and made available to all staff to track student progress.</p> <p>SCT facilitating lunchtime workshops for students on study skills</p> <p>GROW interviews continued. Traffic Lights monitoring used by Year 11 FT. Staff feel it was worthwhile. Year 10 Traffic Lights summaries currently being collated.</p> <p>Through annual plan development at Learning Area level, internal standards have been selected to monitor and review.</p> <p>English and Social Science have begun the process of unpacking the Learning Progression Framework (LPF). English Literacy progressions considered a more effective tool Accessible online to all staff.</p> <p>A range of scholarship generic tutorials took place as well as subject specific ones.</p> <p>Completed by end of 2017</p> <p>PLD offered via CoL staff and Ian Hunter.</p> <p>Links within Learning Area Annual Plans. For junior social studies this included creating assessment tasks linked to academic writing, trialing and reporting to parents/whanau. In English work is still progressing.</p> <p>Evaluation completed.</p>
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<p>Targeted professional learning on analyzing and using data that considers; perception data, system data, demographic data &amp; achievement, data.</p> <p>Targeted supported from Learning Centre staff to visit depts and run instructional sessions on PAT/easTTle analysis</p> <p>The development of a generic curriculum 'self-review' framework - designed in consultation with HOD for HODs- informed by culturally responsive and relational principles.</p> <p>Curriculum review at junior school level, to include planning, delivery, assessment and reporting.</p> <p>Regular review, reflect, and act meetings held between Te Wero Team Community of Learners Lead Team, Heads of Department and Senior Leadership Team.</p>	<p>Decision making based on critical cycles of review</p>	<p>Attendance data robustly reviewed termly. Member of staff has MA for this work.</p> <p>Weekly at deans meetings attendance is also reviewed.</p> <p>Restorative Lead team regularly review data, completed student voice on Restorative schoolwide</p> <p>Evidence to accelerate Hui completed twice (June &amp; Sept).</p> <p>Rongohia te Hau evaluation completed Sept.</p> <p>Reflect/review/Act hui held 4 times in year.</p> <p>Targets established with Deans/SLT linking to attendance and behavior –set at Deans Day in June. Attendance initiative term 2.</p> <p>Framework in development</p> <p>Responsive / Takes into account prior knowledge / Linked to CR/PR / Student centred / Future focused / NZC principles &amp; KC's</p> <p>Still to happen. This is yet to take place, is seen as priority.</p> <p>Still to happen. This is yet to take place, is seen as priority</p> <p>Recommendation from Pastoral Leaders is to have once in 2018 a student/ whanau/ FT conference as a approach to communicate about learning with whanau. An action plan considering communication of this, staff PL and growing student understanding is to be created and shared early 2018. This will include systemic things e.g. time of year and where, etc.</p> <p>Full day Reflect, Review, Act Hui held Wednesday 8<sup>th</sup> November which involved HOD, HOF, SLT, CoL, Te Wero, Restorative Practice Team members. Meeting facilitated by Carol Ngawata MOE. Follow up on 22 November</p>
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<p>Trialing of three literacy programmes in Year 9 literacy classes (as above)</p> <p>Continue to identify and effectively respond to Maori students whose progress needs accelerating and applying strategies to raise their achievement</p> <p>For the Year 10 students a targeted focus on growing strengths and building replacement behaviours</p> <p>A Learning Conversation framework (Traffic Lights) was developed for form teachers at year 11</p>	<p>Learning experiences that respond to diverse needs, focusing on those at risk of not achieving.</p>	<p>Review completed. Dropping Fast for Word. Going to use Avail over all 3 Lit classes in yr9 2018. Threads of Ian Hunter programme through AL classes</p> <p>Regular meetings regarding students with MoE</p> <p>RTLB service/MoE Special Education/Iwi – engaged in supporting staff and students.</p> <p>TA for Yr 10 at risk. Use of “Steamers” as role models in Yr 10 &amp; other adult mentors.</p> <p>In Class Support (ICS) applications completed with MoE, accessed MoE Crisis Consult, RTLB working with students on Key Competencies.</p> <p>PATH – RTLB initiative</p> <p>ARONA project with MoE to be reviewed.</p> <p>The Traffic Light system was used by Year 11 Form teachers. Three times a year.</p> <p>Reflection task completed by students as part of Learning Conversation. Conversations focused on attendance, achievement and learning behaviours. Year 11 staff feedback was positive and they will continue with this tool in 2018.</p>
<p>Increasing teacher knowledge and skills in the appraisal process, underpinned by the principles of culturally responsive and relational pedagogy (CRRP).</p> <p>Increasing teacher knowledge and skills in the appraisal process, underpinned by the principles of CRRP.</p>	<p>Strong professional learning culture</p>	<p>Extensive PLD facilitated by HOF, along with additional school wide PLD focusing on Shadow Coaching, Observations &amp; Learning Conversation.</p> <p>Appraisal review ongoing with HOF &amp; SLT. Key planning sessions taken place, outcomes shared with staff through consultation process.</p> <p>Schoolwide PLD workshops offered across school facilitated by members of Restorative Team, CoL, Te Wero</p>

## Goal 2: Leadership

Strategies	Outcome	Reasons for Variance
<p>A responsive professional learning plan developed in consultation with middle leaders.</p> <p>Responsive leadership plan developed and implemented within the relevant forums.</p> <p>Regular meetings &amp; a leadership course for all CoL members.</p> <p>Culturally responsive and relational leadership modelled</p> <p>Coaching growth model demonstrated in leadership practices.</p>	Promote the skills and capabilities of 21 <sup>st</sup> Century leadership.	<p>Professional Learning plan still being developed through consultation with middle leaders.</p> <p>Progress slow, consultation still underway regarding role definitions</p> <p>Te Wero and Restorative Teams model culturally responsive and relational leadership. Completed Critical Continuum for Leadership review.</p> <p>Increased number of staff developed skill and capabilities to engage in growth model through learning conversations.</p> <p>Expertise being developed within Te Wero team and Restorative Coaches team</p>
Building capability around the annual self – review process, including appraisal.	Culture of shared inquiry and effective practice.	HOF/SLT planning targeted PLD on Inquiry completed facilitated school wide. This work is ongoing. 360 degrees have been trialed by some leaders.
Commitment to building the leadership capabilities of those involved in change leadership initiatives across school.	Shared leadership across the school.	Change Leadership model in -acted through Te Wero, CoL and Restorative Teams

### Goal 3: Hauora - Wellbeing

Strategies	Outcome	Reasons for Variance
Continued growth and development of the Cyber Society.	Staff & students actively involved and contributing to the school and wider community	<p>Cyber group completed work term 3. Plans underway for 2018 with focus on 'Internet Health &amp; Safety' education workshop with staff, students &amp; community</p> <p>Year 12 Wellbeing Team, SADD Year 12 are actively involved in activities targeting Year 12.</p> <p>Senior Health Education students involved in Health Promotion Initiatives.</p> <p>NCEA Information evening held at Huria Marae</p> <p>"Support Staff" morning tea</p> <p>NZCER 'Wellbeing survey' completed and analysed school wide and through CoL community wide. Action Plans to follow.</p> <p>NZCER 'Inclusiveness Survey' planned for term 1 for OTC only.</p> <p>School involved in a Wellbeing pilot with AUT based on Healthy Relationships, based on a phone app. Begins in 2018</p>
Implementation and review of STAR and Poutama initiatives	Fostering an environment where all members feel valued, connected and secure	<p>STARS 'Reflect Review Act' hui took place term 4.</p> <p>Community Challenge and STARS 'Opoly' completed, excellent feedback on their success.</p> <p>Poutama developed a structured format for leadership. A presentation delivered to SLT on a proposal for Year 9 Poutama. Was approved. The selection criteria and process created. Due to demand two Poutama form classes at year 9 will be created in 2018</p>

<p>Continue to strengthen restorative principles and practices school wide through a culturally responsive and relational approach.</p> <p>PL plan created targeting staff new to school and those who have not been to Restorative Essentials training.</p>	<p>Culture that reflects restorative principles</p>	<p>PLD sessions run Wed morning in Term 1 &amp; Term 2 &amp; 4- these focused on Restorative Essential and Mini Chats</p> <p>Commendation PLD delivered Term 1 and review in Term 4.</p> <p>Comprehensive Action plan developed and ongoing review</p> <p>Google plus Community Hub developed for staff to access regarding Restorative resources and up to date actions &amp; research</p> <p>Shadow Coach observation tool developed to use with mini chats and restorative conversations with staff</p> <p>Student consultation completed on Restorative Practice this informed the Extended form time lesson focus</p> <p>Lead Coaches meet every Monday Period 3</p> <p>Restorative Coaches meet every two weeks Tuesday morning</p> <p>Restorative Leadership Coaches PLD took place in September.</p> <p>Staff restorative video clips still to be completed.</p> <p>Communication strategy in development with key stakeholders.</p> <p>Deans reviewed the Behaviour Monitoring booklets to reflect strength based approach</p> <p>Out of school PLD attended by number of staff; Circles Training</p> <p>Restorative Essentials. 17 staff attended Circles Training on 15 November.</p> <p>Resilience workshops offered for staff 8am Wednesday mornings in term 3.</p>
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#### Goal 4: Responsive Resourcing for Change

Strategies	Outcome	Reasons for Variance
<p>Review framework and timeline that identifies future needs to accurately inform budget allocation.</p> <p>Development of a mechanism to review policies and procedures that will engage key stakeholders</p>	Informed collaborative decision making that considers systems, structures and strategy	<p>Realigned the calendar at the end of year so that all planning meetings are ahead of all budget planning meetings for 2018. These begin week 7 term 4.</p> <p>Further development needed in this area</p>
<p>ICT scoping of BYOD and teaching pedagogies associated with these</p> <p>Alignment of the 5YA &amp; 10 YPP plan to address future focused learning environment.</p> <p>Facilities include;</p> <p>Learning Centre</p> <p>Maori Dept</p> <p>Math Dept</p> <p>HPE Dept &amp; Sport</p>	Future focused adaptable and flexible learning environments	<p>BYOD Policies developed and passed by BOT.</p> <p>Regular meetings with MOE / BECA (note \$1.74M)</p> <p>Design compete (3)</p> <p>Tenders sought – signed procurement document</p> <p>Concept Design</p> <p>Astro Turf and Basketball development completed.</p> <p>Learning Centre and Math Dept redevelopment Term 4. Major issues have been uncovered in all 3 areas. This has created a need for more MOE meetings and delays.</p>

## Vision

Otumoetai College, here we stand, creating resilient learners where culture, diversity, education and social responsibility are valued and all learners achieve



## Strategic Focus

Otumoetai College, as a community, will:

- Empower learners
- Grow strong leadership
- Grow hauora

## Values

- Strive for excellence – Kimihia tōu ake maunga teitei
- Working together – Whakakotahitanga
- Respect one and all – Whakakoha tētahi ki tētahi
- Standing strong – Tū pakari i te ao

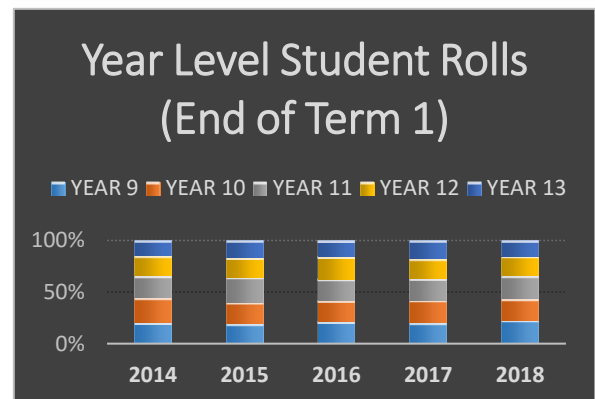




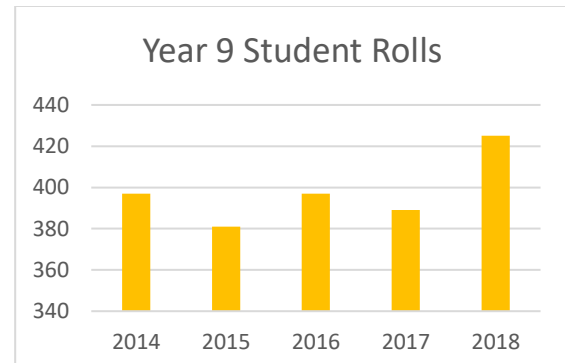
# Otumoetai College's Students

End of Term One School Roll excluding  
Foreign Fee Paying Students

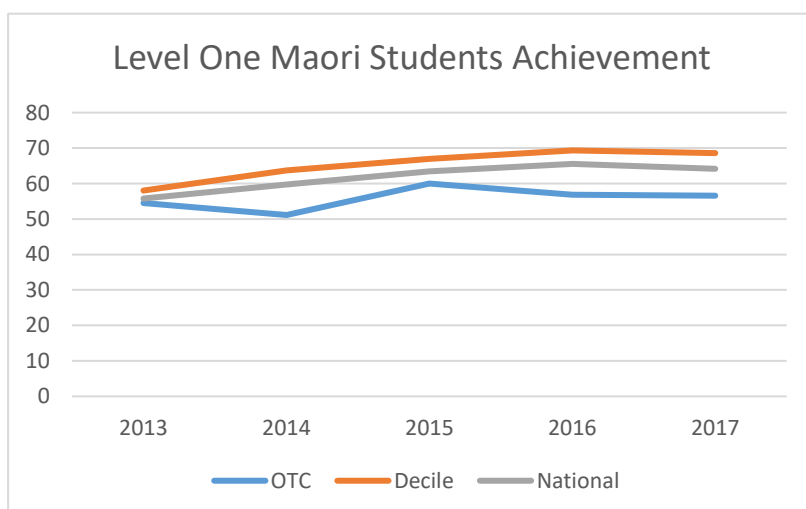
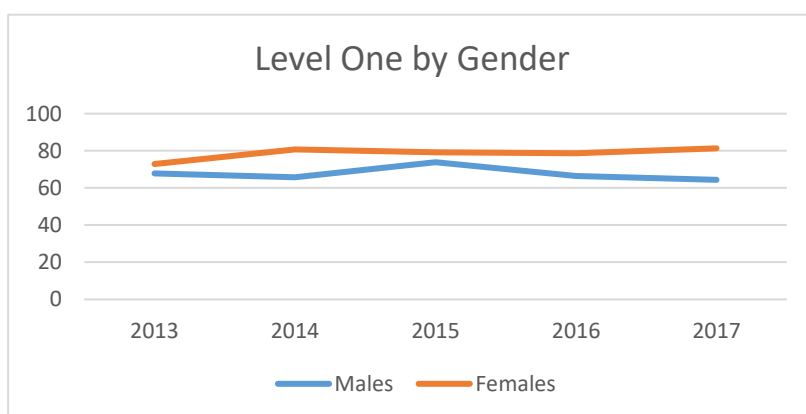
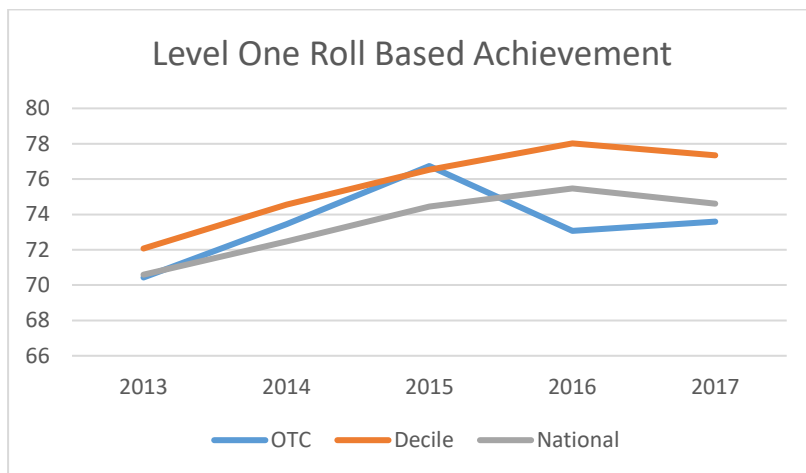
	2014	2015	2016	2017	2018
YEAR 9	397	381	397	389	425
YEAR 10	469	389	392	413	389
YEAR 11	409	468	390	391	418
YEAR 12	378	367	418	369	361
YEAR 13	291	320	290	334	285
Totals	1944	1925	1887	1896	1878



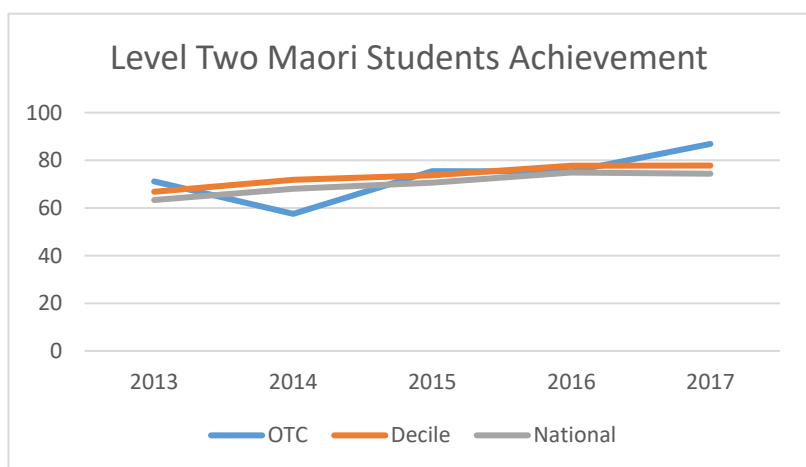
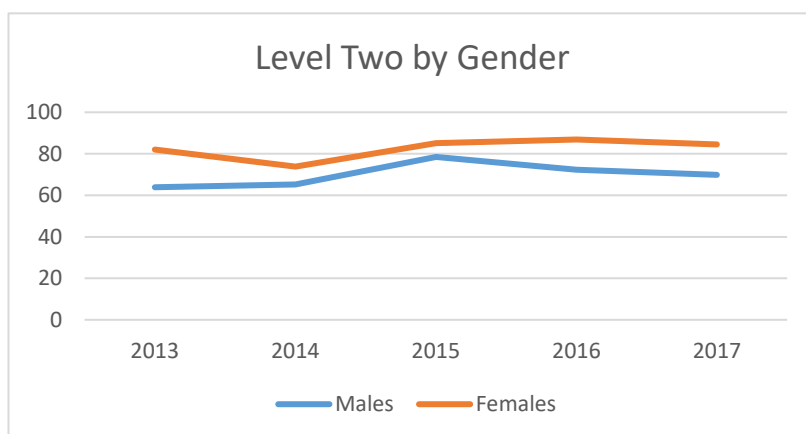
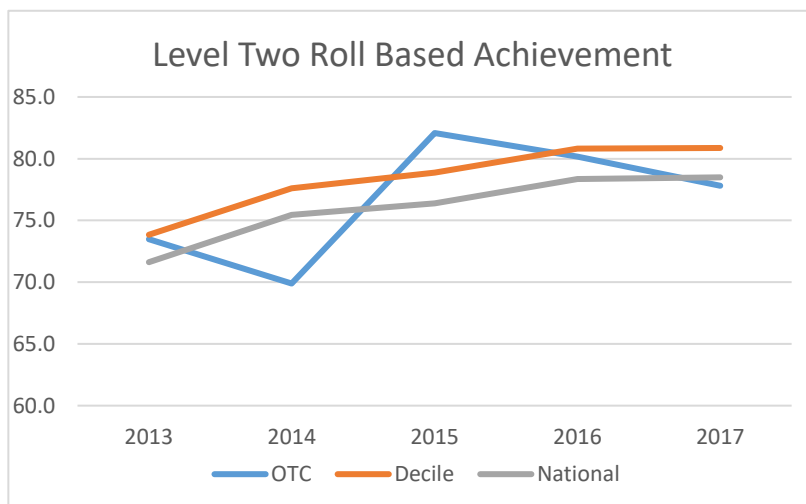
	2014	2015	2016	2017	2018
YEAR 9	397	381	397	389	425



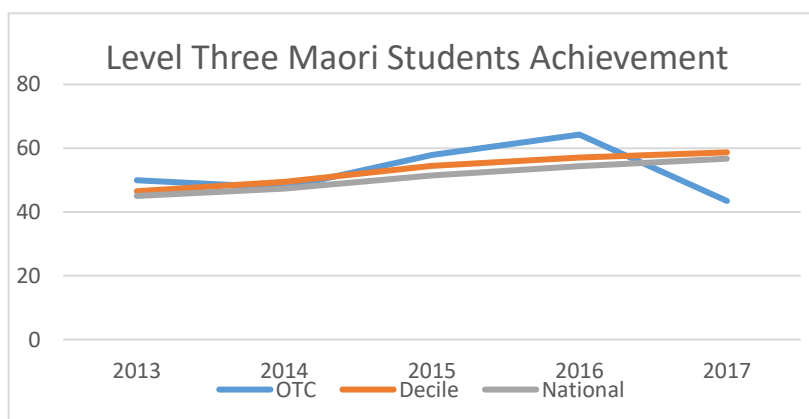
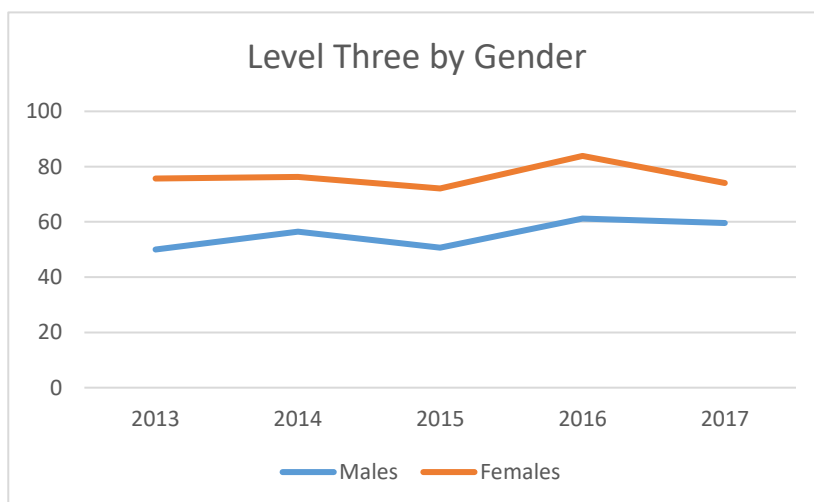
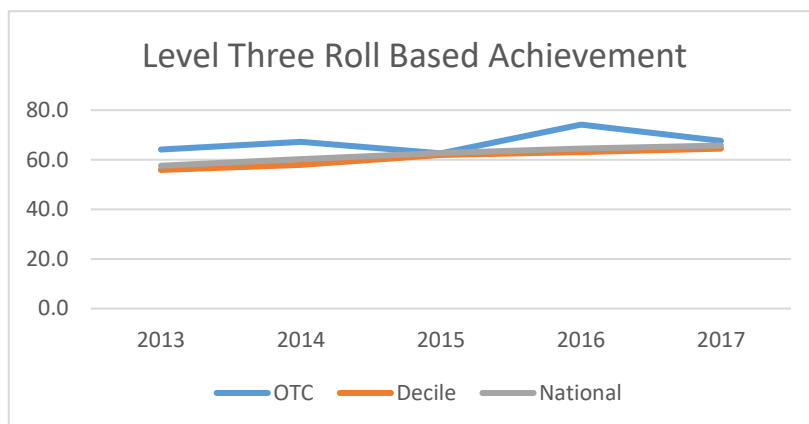
# Academic Achievement Level 1 2017



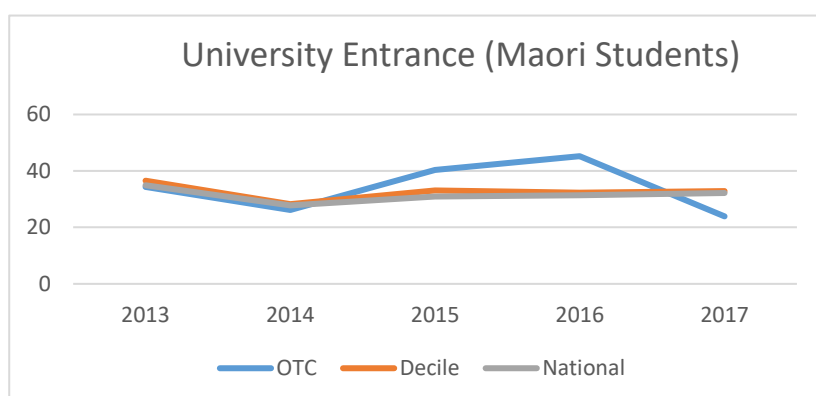
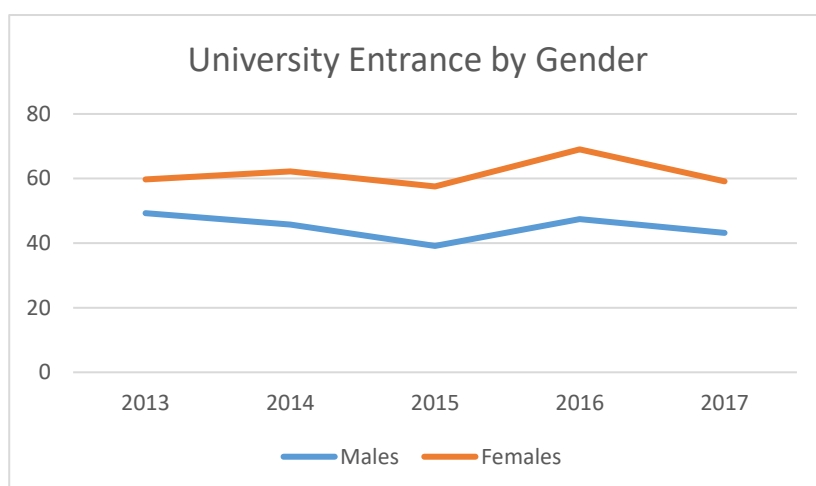
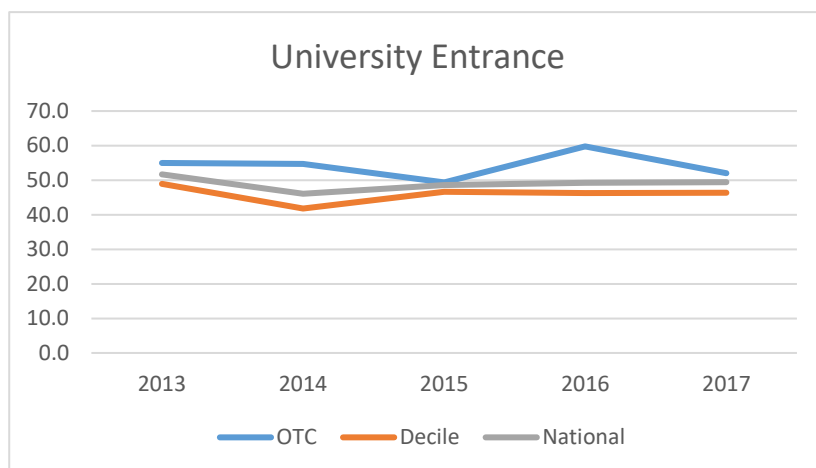
# Academic Achievement Level 2 2017



## Achievement Level 3 2017



# Academic Achievement UE 2017



# Otumoetai College Staff 2017

136 staff were employed in either a full time or part time capacity. There was three Year Two teachers and two Year one teachers who received a programme of advice and guidance throughout the year.

Six teachers resigned at the end of the year, with three teachers moving to other schools and the remaining three members retiring from the teaching profession.

There was a wide range of professional development and learning opportunities offered to staff in 2017. This learning was strategically aligned to the school's strategic goals and provided scope and opportunity to respond to the learning needs of staff. Of particular focus was the continued work on Culturally Responsive and Relational

Pedagogy, using the Observation to Shadow Coaching model emphasizing the importance of teachers practice to support our Maori learners to experience success as Maori. Linking to this professional learning focus was ongoing workshops offered to staff on Literacy and Restorative Practices (in particular Circles training). All staff were also involved in the review of the appraisal system and familiarisation of the new '*Standards for the Teaching Profession*'.

## Compliance with the Personnel Policy

The Board complies with the Personnel Policy on being a good employer including the equal employment opportunities programme.



# Student Leadership 2017



*Student Leaders from left to right*

Nicholas Tinholt .....BOT Student Rep  
Gemma Tims .....Head Girl  
Hayden Christie .....Head Boy  
Bethany Hay .....Head Girl  
Stefan Browne .....Head Boy

In 2017 student leaders at the college attended the 19<sup>th</sup> Chuo International Education Forum in Morioka, Japan. Which is unique in that representatives from 18 schools throughout Asian rim countries (including Canada / USA) and Europe meet.

# Head of Department Reports

## Art Department

### Future focus/Direction

I believe the direction of the department lies in increasing the teachers' knowledge of technology and how this can be used as a tool in our classrooms. Students more and more want access to moving image, digital painting and image making, animation and illustration. Currently we have a strong base in fine, practical arts and require the flexibility to grow the department in this direction. We have had consistent growth of students for a number of years now and it is, I believe, system constraints that hamper this. Not only timetabling and staffing, but rooming and access to apple computers for junior classes and alternate courses at level 1 into the separate pathways in Visual Arts at Level 2. There are exciting opportunities for mixed media and L1 NCEA offers the flexibility to "mix and match" standards, often from multiple levels. Teachers are using google classroom with success; gathering effective student voice, resources and giving formative feedback on work.

### Growing Leadership and responsibility

Currently we are teaching to assessment- this is a significant "fixed" mindset and has become the traditional approach to NCEA. It is difficult to change staff opinion on how we should approach teaching our courses. There is a growing trend in Art Education to mix Levels and to offer a mix of short and long courses, perhaps split into semesters. This is being trialled in a number of schools and I believe we could offer something similar here. Incremental changes are happening through teachers' enquiries into their own practice which aligns with current thinking and research around student led pedagogy. I would like to see staff take more risks and not follow the tried and tested 'safe' pathway. This is my biggest challenge as a leader- to model this and inspire them to achieve it by demonstrating how we could do this as a department. We



have developed a strong relational trust model in the Art department and we are working towards our shared vision through establishing common goals.

### Contextual Learning- Meeting the needs of our students (progress on 2017 goals to date)

Staff have a good rapport with our students and work hard to establish a welcoming, inclusive environment where all students feel valued. Restorative practices are embedded in the culture of the department and we operate a relaxed studio feel, particularly for our senior students. There are high expectations that all students can achieve to their potential. We encourage students to seek more than their teachers' opinion on their work; artists and designers in real world contexts will work collaboratively, not independently and it is valuable for students to work with their peers through mentoring groups and to discuss their work with other teachers. We encourage staff to visit other classrooms and lessons as part of their daily teaching life.

Senior Art courses are now well scaffolded to enable all students to achieve their potential; thematic, independent inquiry approach at Level 3, use of internals for external at all levels, deepening of understanding built through Levels 1, 2, into 3. Key skills and literacy are built into programmes of study and students are encouraged to take control of their own learning and success.

The Level 1 course continues to strengthen in approach to encompass student engagement



and appropriate youth culture, through inquiry cycles identifying student needs and areas for improvement- student voice. This year group has been our focus for inquiry over the past few years, strengthening classroom activities, (think, pair, share) and teaching strategies (group work) to provide our students with a platform that focusses on Visual literacy and increasing their understanding of subject specific terminology in order to articulate what they are doing. All Art disciplines and particularly scholarship expect students to have and apply wider contextual knowledge of the subject.

We continue to develop our junior programmes, particularly at year 10 to foster and encourage enjoyment and to equip students with the skills they require for Level 1. We have good numbers of boys at year 10 and we need to continue this through to year 11. I

believe with the addition of a computer based art course at level 1 we could increase the number of boys coming through Art. We see a bigger influx of boys wanting to come through to Design at Level 2 as it is directly linked to their areas of interest. The current course structure at year 11 does not best support how boys learn. This is our biggest area of challenge- to prioritise the learning of boys in Art disciplines and to grow the understanding of staff in order to do this.

Art education seeks to enable students to think creatively and holistically, to celebrate diversity, to problem solve and work with change, that there is more than one solution, that the limits of our language do not define the limits of our cognition, to make good judgements. All skills relevant and required for the changing world.

#### Department Annual Plan 2017 for: ART

- Empowering all learners to reach their potential.
- Strong adaptive leadership for all.
- Grow and sustain a culture of hauora that builds resilient global citizens.
- Responsive resourcing that prioritises learner needs.

School Focus	Department Focus Area	Target(s)	Implementation Plan / Action(s) (evidence to be gathered)
Empowering all learners to reach their potential	Meaningful and adaptive and responsive curriculum pedagogies	To improve student learning and develop the interest of yr 10 boys in Practical Art.	Junior Art Curriculum: <ul style="list-style-type: none"> <li>• Development of co- constructed units (animation/design/photography/sculpture)</li> <li>• Gathering student voice which is responsive to student needs</li> <li>• The number of boys going through to year 11 Art in the following Year</li> <li>• Tracking of internal standards and encouraging resubmission through specific, targeted student feedback</li> <li>• Student profile sheets, self/peer review/assessment, mentoring of selected students</li> <li>• Student voice</li> <li>• Collaborative Department inquiry that focus' on raising achievement through building student's capacity to think critically about their own work and analyse their outcomes.</li> </ul>
Strong adaptive leadership for all	Culture of shared inquiry and effective practice.	To increase the number of endorsements at each senior level	
		To build capacity in our senior students.	

## Business Department

This report contains information pertaining to three subject areas; Accounting, Business Management and Digital Technologies which includes Digital Media, Digital Science and Computing.

**School Wide Goal:** Empowering all learners to reach their potential

**Department Goal:** Improving growth in NCEA results.

### Targets:

Increase the number of students that achieve 14 credits or more from the previous year in each subject area in the department, with a focus on priority learners (Maori males and females)

### Action:

Continued to rewrite Digital Media/Digital Technology student assessment material to increase understanding of the required tasks and assessment language.

Worked with students on "Write that Essay" for all Business Management classes and L2 Digital Science to develop better literacy and writing skills through paragraph writer and keyword lists.



Implemented and tracked student achievement profiles of those at risk of not gaining a minimum of 14 credits. Interventions included emails home to whanau, provided reassessment opportunities, extra study classes were offered throughout the year, and co-constructed a differentiated course with students in Digital Science to ensure achievable standards -for example, offered unit standards instead of Achievement standards as needed.

### Outcome:

% of students with 14 credits or more:

	Level One		Level Two		Level Three	
Subject	2016	2017	2016	2017	2016	2017
Accounting	70%	78%	88%	57%	100%	71.4%
Business	52.5%	63%	84.6%	87%	63.6%	69%
Digital Media	85.7%	52.6%	46.2%	66.6%	21.4%	40%
Digital Science	45.8%	25%	52.4%	25%	100%	0%
Computing	36.8%	37.5%	50%	22.2%	27.7%	-

### Variance:

We had different degrees of success in meeting this goal. Overall Business saw an increase in students gaining 14 credits or more over all three levels with an additional 15% of L1 students on 13 credits. (An area that will need addressing in 2018). This increase could be accredited to the use of "Write that Essay" and a focus on literacy. In Accounting, the composite class at L1 and L2 would contribute to the lower achievement at these levels, with students only receiving half the teaching time compared to that of the previous year. Digital Media saw an increase in L2 and L3 which could be accredited to the rewriting of the assessment material. A year of shifting focus within the Digital Technology curriculum area was reflected in Digital Science's results. A new teacher developing courses to reflect these new requirements meant that student's learning curve was steeper in order for them to be in a position to attempt the assessments; learning time increased resulting in less assessment opportunities available during the year coupled with a stronger emphasis on computational thinking and computer programming. It should also be noted that class

sizes have made some figures meaningless, as in Digital Science for 2016 there was only one student compared to the 19 students at level 3 in 2017. In the Computing course, the low percentage of students gaining more than 14 credits is due to the high number of international students with English being their second language and also students joining this class throughout the year and therefore completing only some of the standards offered.

**School Wide Goal:** Strong Adaptive leadership for all

**Department Goal:** Promote the skills and capabilities of 21st century leadership and to create a culture of shared inquiry and effective practise

**Action:**

Commitment to department PL to enhance curriculum delivery was upheld throughout the year. Best Practice workshops were attended by all teachers for their subject areas. "Write That Essay" PL was attended by CGW and SML. Digital Technologies curriculum presentation was attended by CGW and GNA on the new draft Digital Technologies curriculum. CGW attended the DigiTech roadshow to gain knowledge of the digital tools available to help teaching and learning. "It's Business Time" conference was attended by NYP, KMS and SML looking at 21st Century learning. SML and NYP attended a workshop on eportfolios and NYP attended PL on the new teaching standards and Code of Practice. Through collaboration and reflection, learnt knowledge was shared at department meetings. Observations/Shadow coaching buddies were put in place and each teacher was observed a minimum of two classes.

Students also had opportunities throughout the year to grow their leadership skills and capabilities. This was through the running of their Young Enterprise Companies and other leadership experiences such as Business Boot Camp, Enterprise in Action, Mash Up and E.A.T breakfasts.

**Outcome:**

Enhanced knowledge gained and shared in the department. This has enabled the department to backward profile the senior classes and evaluate the junior programmes offered in the department. Each teacher now fully utilises the Google applications and Google Classrooms in their classes, which has enabled a collaborative workspace for both teachers and students. All teachers have an eportfolio set up and Blog for the collection of evidence towards the standards moving forward into 2018.

Students gained a number of successes through the opportunities mentioned above. These will be outlined in the Department successes later in this report.

**Variance:**

It has been a year of change in the business department with three long standing staff members retiring at the end of 2016. CGW was newly appointed as Assistant HOD and SML was appointed as a first year teacher the beginning of 2017. The Business department has managed to create an environment of congeniality where shared learning and friendships have developed over the year with effective practises introduced and trialled that has helped develop the department pedagogically.



**Successes**

**Young Enterprise** - 21 teams from six schools in the region competed in the Young Enterprise Scheme. Otumoetai College had seven teams entered and successes at the Regional Awards included:

**Bay of Plenty Supreme Award:** Wider Horizons (with their product "Tou Mohio Number Knowledge" a multipurpose number set in Te

Reo Maori). This is the third time Otumoetai College has won the regional awards and gone on to compete in the National Awards in Wellington.

*Winners of the Market Stall Award, Financial Management Award and Best Annual Report Award: Eco-Grow (with their product "GrowYourGarden" a conventional seed-raising kit)*

Young Enterprise students also attended the Tauranga Home Show, the Seriously Good Food Show, Zee Markets and the Big Little Markets selling their product. A highlight was having stalls at the Papamoa Plaza attended by Bill English and the media cover gained from this experience.

**Enterprise in Action:** Melissa Foppen was selected to participate in the Enterprise in Action challenge in Auckland. Melissa's team won the "Today's Challenge" and received a \$3000 Massey scholarship each.

**Mash Up** - a weekend event to introduce entrepreneurial and technical skills to solve problems in our community. Out of 12 schools, OTC Business students were awarded for "Best Executed Mash Up" winning \$250.

### Junior Successes

The Y10 Business Studies Market Days are always a highlight where students develop skills in teamwork, decision making and planning to bring a product to market at school.

There has been an evaluation of the Y9 DigiBus which has led to the redevelopment of this course in 2018. This has included a more even representation of the integrated learning areas over the three subject areas to give students knowledge of these subjects moving into Y10.

We have seen an increase in numbers at Y10 for Digital Media and Y10 Digital Science going into 2018 and also an increase at Y11 across all subject areas- a flow on effect from the Junior courses.

The Junior Digital Science courses are more reflective of the perceived 21st century computer science skills learning which will have a positive impact on student outcomes in senior Digital Science in coming years. The step up in skills and knowledge will be less pronounced.

### Junior Challenges

Trying to make the curriculum/content meet our priority learners

Trying to raise literacy skills. Time in class. Building the profile of the Y10 department subjects so that they are viewed as viable career paths and skills needed in the future.

### NCEA Successes

In Business Management, generally, a higher endorsement rate was gained over all three levels compared to that of the previous year. OTC students were in line with, or above National averages in the external examination. An example of this is at level 2, where OTC students received 9.1% NA, 38.6% A, 31.8% M and 20.5% E, compared to the National averages of 38.8%, 40.7%, 17.7% and 9.0% respectively.

The same could be said for Accounting, where OTC students are achieving in-line with or higher than the National Average. In both of these subjects there was a significant higher achievement level in the external examinations compared to National Averages. Pleasing results were no NA in an external at L1 and L2 Accounting. Digital Media saw a significant higher Achievement rate than that of the National Average.



### NCEA Challenges

In Accounting, the significant number of SNA results in the external examinations and also students choosing not to submit all internals offered, is a challenge that we face.

In Business, the high number of SNA's for one internal taught across all levels in term three. The challenge will be ensuring students understand the importance of these in regards to meeting subject endorsement and not relying on external credits to get these.

More Excellence endorsements across all subject areas.

The new Achievement Standards for Digital Technologies being introduced from 2018 and subsequent years.

The new Unit Standards being introduced in Computing at level two and the changes at the NZ Certificate of Computing L2

Increasing the number of students gaining 14 credits or more over all subject areas in particular, Digital Science.

There is a gender difference in the students taking subjects in the department. For Digital Technologies there are more males taking the courses however with Accounting and Business, there is a significant higher number of females taking the courses. We also have very few Maori students choosing to do our subjects. A challenge will be promoting these subject areas so that they are viewed as viable career options for the future.

### Barriers to Learning

Time to cover content

Composite classes of mixed levels

In Digital Science complexity of the course compared to prior knowledge, especially with the introduction of coding.

Students level of perseverance in completing supporting documentation for their practical ideas in Digital Media and Digital Science. A number of students create good digital

technological outcomes but do not complete the design and development paperwork. Students not turning up to tutorials and study sessions. Students belief that they do not need the credits towards the end of the year.

### Male Achievement

L1 Accounting - (20:10) 10 males - 70% gained 14 credits or more - 40% gained Merit Endorsement or higher

L2 Accounting - (5:9) 9 males - 56% gained 14 credits or more - 11% gained Merit Endorsement

L3 Accounting - (10:5) 5 males - 60% gained 14 credits or more - 20% gained Merit Endorsement

L1 Business - (44:15) 15 males - 60% gained 14 credits or more - 13% gained Merit Endorsement

L2 Business - (11:12) 12 males - 83% gained 14 credits or more - 25% gained Merit Endorsement

L3 Business -(22:7) 7 males - 57% gained 14 credits or more - 0% gained Endorsement

L1 Digital Media - (7:16) 16 males 43% gained 14 credits or more

L2 Digital Media - (3:15) 15 males - 60% gained 14 credits or more

L3 Digital Media - (5:13) 13 males - 46% gained 14 credits or more

L1 Digital Science - (4:18) 18 males - 22% gained 14 credits or more. Top student was male with 23cr

L2 Digital Science - (0:13) 13 males- 23% gained 14 credits or more.

L3 Digital Science - (3:14) 14 males- 7% gained 14 credits

L1/L2 Computing - (6:16) 16 males - 31% gained 14 credits or more. (a Unit Standard course)

### Maori Achievement

L1 Accounting - 4 Maori students - 50% students gained more than 14 credits, 1 Merit Endorsement

L2 Accounting - 2 Maori students - both gained 14 credits or more

L3 Accounting - 0 maori students

L1 Business - 12 Maori students over two classes - 75% gained 14 credits or more



L2 Business - 1 Maori student in class - gained merit endorsement

L3 Business - 1 Maori student in class - gained less than 14 credits

L1 Digital Media - 2 Maori students in class - both gained less than 14 credits.

L2 Digital Media - 1 Maori student - gained 14 credits

L3 Digital Media - 1 Maori student - did not gain 14 credits

L1 Digital Science - 2 Maori students - 50% gained 14 credits or more

L2 Digital Science - 1 Maori student - gained less than 14 credits

L3 Digital Science - 1 Maori students - gained less than 14 credits

L1/L2 Computing - 4 Maori students - 5% gained 14 credits or more

### Staffing

Nyssa Poffley (HOF/HOD) - *Business Management/Accounting* - Y10 Business, L1, L2, L3 Business Management

Craig Walker (Assist HOD) - *Digital Technologies* - Y9 Digital Business, Y10 Digital Science, L1, L2, L3 Digital Science

Guntis Atvars - *Digital Media* - Y9 Digital Business, Y10 Digital Media, L1, L2, L3 Digital Media

Kim Schumacker - *Accounting* - Y9 Digital Business, Y10 Business, L1, L2, L3 Accounting

Sam Loudon (First Year Teacher) - *Business* - Y9 Digital Business, Y10 Business, L1 Business Management

Tony Lawrence - *Computing* - Y9 Digital Business, L1/L2 Computing

Diana McNarama -Auxiliary staff

### Summary

The Business Faculty looks forward to a bright future with Digital Technologies and Business being subjects of the future. This is where the jobs are and also the subjects that we believe strongly support the Ministry of Education vision for young people, "that young people are creative, energetic and enterprising...who seek opportunities to secure a sustainable social, cultural, economic and environmental future... who will be confident and connected", Ministry of Education, The NZ Curriculum pg 8.

The Business Faculty were particularly active and involved with the community in 2017. A wide variety of trips took place to show the students how the real Business World operates but more importantly it gave the students information that was essential to give them a context for the external examinations in Business Management at all levels. Trips included Skyline, Ogo, McDonalds, BlueLab, Flipout and Sanford. Speakers into the College included Lisa Dodge (New World), Antony Bax (McDonalds), David Farquar (HP), Duncan Catanach (NZTE), David Macaskill (IP Lawyer - JAWS), Sam Watherston (Just Blend), Nigel Tutt, (CEO of Priority One), Chantelle Laurent (Formula One Marketing). Y13 Business students attended the Cultivate your Career Day, ten Y10 students had the opportunity to attend the GrowNZ Challenge and a number of Y11 Digital Science students attended a course at Avonmore doing a practical PC building workshop gaining a 100% pass rate. We are fortunate to have a strong relationship with Priority One, that with their networks and experience enable students and businesses in the region connect. We also have support from a variety of business mentors who mentor students in the Young Enterprise Scheme.

We also have the commitment of staff in extracurricular activities. KMS worked with the PACANZ (Performing Arts Competition Association of New Zealand) Dance Group and also coached the Senior Green Netball Team. SML coached the School Tennis team, Senior Blue Football and run the ASX Sharemarket club. GNA coached the Junior A Girls Basketball team and was also the Teacher in Charge of the School's Trek magazine. All these extracurricular activities as well as working with the Young Enterprise teams helps build relationships with the students.

The Business department have recently renovated G8 from a computer suite to a more modern learning environment where there is now the ability to support group work and meet the needs of the students.

## Drama Department

(Drama/Dance/Performing Arts Technology)

**DEPARTMENT GOALS** – please see separate document “Annual plan”

### **SUCCESSES**

Happy students, enjoying our subjects at Junior and Senior level. Junior play, Senior play, Stage Challenge, Trip to Los Angeles, 2 Dance showcase evenings, 3 Drama performance evenings, Dance competitions. Development of P.Arts Tech. course.

### **JUNIOR SUCCESSES**

Happy students, enjoying our subject. Increased confidence, understanding, co-operation and communication skills. Junior play performed over 2 nights involving approx. 35 students.

### **JUNIOR CHALLENGES**

We have made changes to the schemes of work for Junior Drama this year. We will need to implement these changes and evaluate. We are not currently able to offer Dance at year 9, which I think is a great shame and does not allow students to pursue their interest and development in this area. (I would love to discuss this with you.) Currently a quarter of our year 9 students only experience Drama briefly in T4 before making their choices for year 10 subjects. We often have students who change their feelings about Drama as the course unravels, but feel it is too late to change their options. This is a shame for them and obviously impacts our numbers.

### **NCEA SUCCESSES**

Great results in both internal and external assessments in Senior Drama, P.Arts Tech. and Level 1 and 2 Dance. Great results in Level 3 Dance internals. Large majority of students achieving at predicted level or above based on PAT results.

### **NCEA CHALLENGES**

We had a strange anomaly in the year 13 Dance external at L3. Our weakest candidate

Achieved and the remaining students (all more academically able) did not achieve. We intend to investigate this. Our ongoing challenge is space. Our Drama and Dance rooms are far too small for the numbers we teach. We use the PAC as an overflow space, but often lose it for non-curriculum purposes. We have no other break out spaces. Students often resort to rehearsing in the car park.

### **BARRIERS TO LEARNING**

Lack of space. Small rooms.

### **MALE ACHIEVEMENT**

Compared with national statistics our results were generally either the same or slightly better than other schools. The following statistics therefore relate to BOYS and MAORI achievement compared with female and non-Maori in this school. In all instances the differences are minimal.



#### **L1 DANCE**

0 males

4 Maori gained 20.5 CR each on average, compared with the class average of 18.3

#### **L2 DANCE**

3 males gained 16 CR each on average, compared with the class average of 25.5

1 student left after Term 1, hence the results are skewed. (The average amongst the remaining 2 students is 22 credits.)

3 Maori gained 22 CR each on average, compared with the class average of 25.5

#### **L3 DANCE**

2 males gained 20 CR each on average, compared with the class average of 17.5

2 Maori gained 26 CR each on average, compared with the class average of 17.5

#### **L1 DRAMA**

20 males gained 21.3 CR each on average, compared with the class average of 21.1

8 Maori gained 22.4 CR each on average, compared with the class average of 21.1

#### **L2 DRAMA**

12 males gained 20.1 CR each on average, compared with the class average of 22.3

2 Maori gained 19.5 CR each on average, compared with the class average of 22.3

#### **L3 DRAMA**

5 males gained 21.6 CR each on average, compared with the class average of 24.3

2 Maori gained 27 CR each on average, compared with the class average of 24.3

#### **L1 PART**

1 male gained 4 CR then left school, so no comparison possible

0 Maori

#### **L2PART**

3 males gained 10.7 CR each on average, compared with the class average of 11.4

1 Maori gained 12 CR, compared with the class average of 11.4

#### **L3PART**

5 males gained 15.6 CR each on average, compared with the class average of 14.3

0 Maori

### **STAFFING**

MNR – Curriculum focus – Senior Performing Arts Technologies, Drama and Dance Classes taught - L1/2/3 combined PART, L1 Dance, Yr 10 Drama, L3 Drama

PTT – Curriculum focus Junior and Senior Drama Classes taught – Yr 9 Drama, L1 Drama and L2 Drama

JNH – Curriculum focus Dance - Classes taught – Yr9 Drama, Yr 10 Dance, L2 Dance, L3 Dance

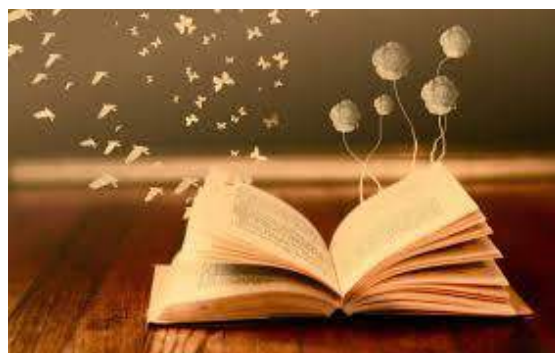
ANF – Curriculum focus Drama - Classes taught – 9 Dram and 11 Dram (also teaches English)

### **SUMMARY**

The Department had a tough year in 2017 due to some differences of opinion. These issues have been resolved, with much learning taking place by all concerned and we are looking forward to a positive 2018. We are very happy

with student Achievement in all areas, both curricular and extra-curricular. The only exception is the L3 Dance external, which we will be investigating. We are ever hopeful of more space!

## **English Department**



### **Department Goals**

To improve the teaching of AS90855 (Create a Visual Text) at NCEA Level One. Target: to lift the percentage of Merit grades for this standard above 25%.

- **Action:** (a) Professional learning. (b) Investigation and creation of new tasks. (c) Review of tasks and mark schedules in the junior school.
- **Outcome:** In 2017, 29.68% of students received a Merit grade. 38% of males and 19% of Maori received this mark.
- **Variance:** While the increase in Merit grades is encouraging, this needs evaluating long term to determine the success of last year's actions. Also, additional approaches for this standard need investigation to better suit student abilities.

To improve the teaching of Unfamiliar Text to Year Ten students, in preparation for assessment at NCEA Level One. Target: to improve student results from beginning to end of year assessments.

- **Action:** (a) Base line data from E-AsTTle and PAT tests, plus a mid-year Unfamiliar Text assessment. (b) Teaching of text conventions and language features (c) Repeat Unfamiliar Text assessments.



- **Outcome:** Not Achieved grades reduced from 25% - 15% at year's end. Achieved results decreased by 60% - 40%, Merit grades increased by 15% - 35% as did Excellence marks by 0-10%. No discernible difference between male and female improvements. Passing grades (A-E) for Maori students decreased from 70% - 60%, compared to European students who improved from 77% - 90%.
- **Variance:** There is a significant gap (30%) in pass rates between Maori and European learners. Identifying and addressing this difference is complex, and may involve student literacy levels in engaging with texts, teacher pedagogy, course structure etc.



To improve the teaching of reading comprehension to Year Nine students. Target: to improve literacy scores in beginning and end of year E-AsTTle tests, lifting marks one sub-level, within, or across a reading level.

- **Action:** (a) Trialling of Fast For Word, and AVAILL with Year Nine literacy classes. (b) Collection of base line data. (c) Repeat E-AsTTle test at the end of the year.
- **Outcome:** Overall, 56% of students improved their score, 26% had no change, and 16% reported a loss. 50% of Maori learners improved their reading level compared to 57% of European students, 27% of Maori and European learners achieved to a similar level, while 22% of Maori did not improve their score, compared to 15% European students. For males, 55% lifted their score, 27% performed to the same level, and 16% received a lower score, the latter two scores similar for females.

- **Variance:** fewer Maori learners improved their score. In future, it is clear that the teaching of reading comprehension must remain a yearlong activity. Also, re-visiting of professional learning needs to occur and that this is used. Further, the trialling of the Renaissance Reading Programme with some Year Nine students may help engage reluctant readers, leading to improved reading comprehension. To improve the teaching of Formal Writing to Year Nine students. Target: To improve writing marks in beginning / end of year unassisted writing tasks.
- **Action:** (a) trial of 'Craft the Writer' course with a Year Nine literacy class. (b) Collect base line data. (c) Modification of Year Nine mark schedules. (d) Investigation and implementation of resources from the Learning Progressions framework. (e) Repeat Formal Writing assessment.
- **Outcome:** For those who were present and attempted the unassisted writing tasks, Not Achieved grades decreased from 32 - 14%, Achieved marks lowered by 34 - 30%, Merit scores improved by 9 - 17% and Excellence grades lifted from 5 - 10%. For Maori, Not Achieved grades reduced from 48 - 20% (39 - 21% for European learners), Achieved marks improved from 37 - 46%, (43 - 40% for the European cohort), Merit scores lifted from 5 - 22%, (12 - 24% for European students), while Excellence marks for Maori improved by one percent, (4 - 13% shift for European students). Regarding gender, both males and females improved their marks. In the November examination, both genders received a similar percentage of Not Achieved (35%), Achieved (34%), and Merit grades (21%), with the only difference being in Excellence marks, where females students received more of these grades (12%), compared to males (7%).
- **Variance:** The increase in Merit / Excellence grades is welcome, but these percentages can still be higher. While no difference is evident between Maori and New Zealand European students for some

grades, a challenge remains to move the former out of the Achieved band to the higher scores.



### Successes

**Junior Successes:** See above – Department Goals.

### NCEA Successes:

- Level One: (1) 70% of students received a passing grade (A-E) for all internal achievement standards. 85% passed two out of three internal achievement standards. (2) 84% passed 1.4 Produce Creative Writing. (3) 66% of students in L1ENLA achieved Unit Standard Literacy. (5) 77% passed the external achievement standard 1.3 'Show understanding...unfamiliar written text(s)'. (4) 77% passed the external achievement standard 1.2 'Show understanding...[of] studied visual...text(s)'.
- Level Two: (1) 85% passed the internal achievement standard 2.4 – 'Produce a selection of crafted and controlled writing.' (2) 80% passed the internal achievement standard 2.9 'Wide Reading.'
- Level Three: (1) 75% passed the internal achievement standard 3.7 – 'Respond critically to significant connections...'

### Challenges

#### Junior Challenges:

See above – Department Goals.

#### NCEA Challenges:

- Level One: (1) 43% of students did not attempt, or received a Not Achieved

grade for 1.2 – 'Show understanding...[of] studied visual...text(s)'.

- Level Two: (1) the students absent, not attempting, or receiving a Not Achieved grade for the external achievement standards 2.1 (56%), 2.2 (53%), and 2.3 (64%).
- Level Three: (1) 40% did not receive a passing grade for the internal achievement standard 3.5 – 'Create and deliver a fluent oral text...' (2) The students absent, not attempting, or receiving a Not Achieved grade for the external achievement standards 3.1 (50%), 3.2 (42%), and 3.3 (52%).
- No Scholarships in 2017.

### Male Achievement:

#### Successes:

See comments above regarding achievement in the junior school.

- NCEA Level One: 86% of males passed the internal achievement standard 1.4 - 'Creative Writing'.
- NCEA Level Two: 86% of males passed 2.4 – 'Produce a selection of crafted and controlled writing'; 83% passed 2.9 'Form developed personal responses to...texts...', for the two standards offered that count for Level Two University Entrance Literacy.
- NCEA Level Three: (1) 80% of males passed the external achievement standard 3.2 – 'Respond critical to...visual...text(s)'. (2) 77% of males passed the internal achievement standard 3.7 - 'Respond critically to significant connections...'

### Challenges

See comments above regarding achievement in the junior school.

- NCEA Level One: (1) For the internal achievement standards 1.4 (Creative Writing) and 1.5 (Formal Writing), 40% of male students received an Achieved grade. (2) Across all external achievement standards, males received less Merit and Excellence marks, by an average of seven percent. (2) 75% of students in L1ENLA are males; in L1ENGA males make up 19%.

- NCEA Level Two: (1) 40% / 55% of males received a Not Achieved grade for the external achievement standards 2.1 (Written Text) and 2.3 (Unfamiliar Text). Across most external achievement standards, males attained less Achieved, Merit, and Excellence marks. (2) 75% of students in L2ENLB are males; in L2ENGA classes males make up 30%.
- NCEA Level Three: (1) The number of male students taking Level Three English are low – 35% overall, and 19% in L3ENGA. (2) For the internal achievement standards 3.4 and 3.5, plus the external achievement standards 3.1 and 3.3, passing grades average 62%, which is perplexing, given better performances in 3.2 / 3.7.

### Maori Achievement

#### Successes:

See comments above regarding achievement in the junior school.

- NCEA Level One: 80% of Maori students passed the internal achievement standards 1.4, 1.5, and 1.7, plus the external achievement standard, 1.3.
- NCEA Level Two: (1) 84% of Maori students passed the external achievement standards 2.2, and 2.3. (2) 79% of Maori students achieved Level Two UE Literacy through English.
- NCEA Level Three: 71% of Maori students passed the external achievement standards 3.1 and 3.2, plus the internal achievement standard, 3.7.

### Challenges

See comments above regarding achievement in the junior school.

- NCEA Level One: (1) For the external achievement standards 1.1 and 1.2, 69% and 58% of Maori students respectively, received a passing grade. (2) The 34% of Maori students in L1ENLA.
- NCEA Level Two: the 28% of Maori students in L2ENLB.
- NCEA Level Three: (1) 49% of Maori students passed the internal achievement standards 3.4 and 3.5, plus the external achievement standard, 3.3.
- The level of Maori students in L1ENGA (10%), L2ENGA (11%), and L3ENGA (7%).

### Barriers to Learning

- Student inability to make the transition from Level One – Two. Includes depth of writing, written accuracy, and critical thinking.
- Course design.
- Students selecting which external achievement standards to attempt.
- Student engagement and motivation.
- Importance placed on achieving University Entrance Literacy.
- Lack of subject specific professional learning.
- Work commitments unrelated to teaching and learning.
- Devaluing of the Scholarship examination.
- Staffing.

Anna Foley	Year Ten English, Level One English,
Andrea Ward	Year Nine English (Advanced Learner), Year Ten English, Level Two English A, Level Three English.
Ashleigh Lack	Year Nine English (Advanced Learner), Year Nine English (Literacy), Level Two English.
Bruce Farthing	Level Two / Three English Studies.
Cheryl Christie	Year Nine English, Year Ten English,
Chris Pearson	Level One English (Literacy)
Carolyn Dwight	Year Ten English, Level One English
Debbie Denney	Year Nine English
Dave Shefferd	Year Nine English (Advanced Learner), Year Nine English (Literacy), Level One English A, Level Three English A.
Ed Weston	Year Nine English, Level Two English, Level Three English.
Eleanor Clark	Year Nine English, Level One English
Eloise Stephen	Level One English (Literacy), Level Two English (Literacy)
Iain McGregor	Year Ten English, Level One English,
Julie Secker	Year Ten English (Advanced Learner), Year Ten English (Literacy), Level Two English, Level Three English
Josh Buxton	Year Nine English, Year Ten English, Level One English,
Kay Gatfield	Year Nine English, Year Ten English, Level One English,
Melissa Nicholson	Year Ten English, Level Two English A, Level Two English (Literacy)
Sarah Holford	Year Nine English (Literacy), Year Ten English, Level One English A, Level Two English.
Suzanne Kirk	Year Ten English (Advanced Learner), Level Two English A, Level Two English, Level Three English A

## **Guidance Department**

The school guidance team plays a key role in the pastoral care of students and staff within the school. We work closely with the New Zealand Curriculum key competencies. We also work to Section 77 of the Education Act 1989 that requires the principal to ensure students get good guidance and counselling. We are continually working hard to provide a safe emotional and physical environment for students. We also strive to remove wherever possible barriers to achievement for our students.

We work and meet the needs of students experiencing a whole range of issues. Examples of which are as follows:-

Trauma  
Grief  
Mental Health Issues  
Family and relationship conflict / issues  
Self-harm  
Drugs and alcohol  
Suicidal thoughts  
Friend and relationship issues  
LGBTB Lesbian, Gay, Transgender and Bi-Sexual issues  
Sexual assault, sex or sexual issues  
Body image / anorexia  
Psychological abuse  
Anxiety  
Gender confusion

The intensity, crisis management, working with self-harm and suicidal ideation and the many reasons our students present to guidance give a clear picture of the nature of our work. There is an ongoing increase in the complex needs of the mental health and wellbeing of our students. Therefore, it is vital for regular supervision and ongoing Professional learning. Safety and confidentiality are an integral component of this practice which is guided by the New Zealand Association of Counsellor's code of ethics.

### **Outside agencies**

The Guidance teams works very closely and collaboratively along outside agencies to make sure that students with-in our care have their specialised individual needs catered for and as

much wrap-around support as possible. Agencies we work alongside, MICAHMS, SORTED, Oranga Tamariki, Youth Horizons, Te Puna Hauora, Te Manu Toroa to name a few. Examples of working with Agencies, MICAHMS case workers coming in to school to work alongside students. We are constantly researching and building relationships with other agencies in the community to enable wrap-around supports for our students and their Whanau where needed.

### **Other Relationships**

We work hard to build other relationships within our school team. Closely working alongside Learning support, Deans, Teachers and all aspects of the school. These relationships are also invaluable for being able to work collaboratively in our support of students.

### **STAFFING- 2017**

Alison Crawford (Acting HOD) Term 1 & 2 (4 days)

Raewyn Higgins Terms 1-4 (5 days)

Caleb Johnstone Terms 1-3 (3 days) Term 4 (4 days)

Julie Sutton (HOD) Terms 3-4 (4 days)

The changes and fluctuation in staffing in 2017 and volume of referral numbers was an unsettling time within the Guidance department- the intensity of workload was very high. Clinical review is used once a term to ensure best practice for our students. Clinical review also enables a time for peer supervision and the management both clinically and practicability of safe caseloads which is an ongoing issue for all counsellors within the Guidance team.

### **GROUP WORK**

The introduction of a specialised group to target Deliberate Self Harm was introduced in term 4 This allowed the Guidance team to have a funded group by PHO with a school counsellor and Phycologist to run the group and work with a larger target area of students. This was very successful and will be continued into 2017.

## STATISTICS

At the beginning of each school year, each counsellor holds an existing caseload that is carried over from the previous year- on average this fluctuates from between 50-60 students.

The following tables show number of new referrals per term split into male and female students that are accessing the service.

### New referrals (male/female) Term 4 2017 – 39 in total



### New referrals (male/female) Term 3 2017 – 100 in total



### New referrals (male/female) Term 2 2017 – 90 in total



### New referrals (male/female) Term 1 2017 – 99 in total



## DEPARTMENTAL GOALS FOR 2018

From the statistics taken from 2017 a new way of recording more in-depth data will be put in place to be able to pin-point direct issues and follow trends that are being seen within the department. This will enable us to work more proactively in being able to target certain areas with group work and being able to source other potential ways of being more proactive. From the statistics a clear indication is that we are not reaching as many of our male students as well as our Maori students. These groups are not accessing our service as much as female our students. This is an area of concern and we would like to actively look at ways to engage and allow easy access to more of this target group of students.

Groups have been identified and put in place for 2017 to reach a wider cohort of students. Groups will be run each term starting from Term 2. We have in place 3 different groups via Western BOP Primary Health organisation funded counselling groups. Each targeting different issues – ranging from Anxiety groups to Deliberate self-harm. Also in January 2018 the Guidance Team undertook training for Smashed and Stoned facilitation group work training to be able to put prevention group-work in place around Drug and alcohol issues.

Increase to staffing- to enable us to work in line with NZCA school counsellor guidelines which is 400 students per full time counsellor. This would enable best practice and more proactive intervention with our students rather than constantly being re-active.

Continuing to build valuable relationships with outside agencies as well as within our school team.

Continue to increase our Whanau contact and collaborative relationships to work in partnership where possible for the ongoing support of our students.



## Health & PE Department

### Department Goals

**Goal:** OTC H/PE NCEA achievement remains above National / Decile 7 NCEA achievement for priority learners (Male and Maori)

**Actions:** Staff engaged in PL (schoolwide) that focused on Maori achievement however specific male PL was not provided

**Outcome:** Broadly there was evidence that this goal was attained in Level 1 HEPE, OEPE, SPSC, as well as Level 2 SPSC and at Level 3 SPSC, OE

**Variance:** Level 2 OE had fluctuations with difference between standards for both Maori and Males. Level 3 HEPE was mainly female.

**Goal:** Trial new units to see if they improve Year 9 engagement and enjoyment

**Actions:** Year 9 selected between 10 topics and top 4 new topics were chosen as new units.(Sports Education, Outdoor Education, Movement and Aquatics)

**Outcome:** Two new topics (OE, Movement) improved engagement / enjoyment and with two other topics the engagement and enjoyment remained the same.

**Variance:** The topics that were new and different made the biggest improvements. Two topics were not challenging enough or weren't seen as different.

**Goal:** Develop a staff leadership programme which provides "observations" as the key mechanism to improve teachers reflection on their performance.

**Actions:** All Staff completed two peer observations on members of the department.

**Outcome:** The observations formed the basis of good quality conversations about teaching practice.

**Variance:** the goal was achieved however the full potential of the system is not yet reached.

### Successes

Scholarship awarded to 13 SPSC student. The Junior Elective programme provided a boost to staff to engage in a new programme and teach something new and to a wider range of students. The observation system was a positive step to develop more structure to the Performance Management system we are using. The building programme adding two covered areas has been extremely well received. A major positive is the highly motivated and positive team of people who are good educators within this department.

### Junior Challenges

There is a disproportionate number of boys and girls in the Junior School. We need to foster the boys development. The development of "total wellbeing" – Hauora is also being placed on our initiatives list for 2018.

### NCEA successes

In most NCEA level 1 H/PE standards offered in the following courses (OEPE, SPSC, HEPE) OTC results outperform other Decile 7 schools. Our results tend to help boost the results across the college at Level 1. The Level 2 results are very similar to Level 1 however the girls are outperforming boys. Level 3 results show that results improved in 2018. Overall boys were able to improve their NCEA results when compared to 2017 in 13 OE.

### NCEA challenges

The biggest challenge is closing the gap between girls and boys with all NCEA results. In H/PE courses girls significantly outperform the boys. Personally, I believe that we need to find

ways to challenge this and not accept this as the status quo.

### Barriers to Learning

A lack of our own teaching classroom space. We have 90 periods of NCEA courses and currently on 50 periods of classroom space in H/PE area.

### Male Achievement

Male are lagging behind Female achievement at OTC however they are still above Nationally Decile 7 schools. This example highlights the issue AS3.5 - Boys grades (10 = A, 3 =M, 4 =E) Girls grades (1 = A, 8 = E). This gap between the Girls high levels of achievement compared to the Boys is the area that I believe needs targeting.

### Maori Achievement

There are some positive signs from the NCEA analysis that Maori achievement is above the National average although there is a gap that shows non Maori achievement is higher than Maori achievement Levels.

### Summary

The success of our programme is shown in the high number of Merit/Excellence grades and with our scholarship success. Students have significant levels of choice with our courses which is positive. The H/PE department staff dove tail a high number of activities both co-curricular (camps, field trips) and extra curricula (volleyball, athletics, swimming sports, basketball etc) – given all of these high demands in Term 1, the staff do their very best to manage their workloads and proactively support each other. The high number of OE events creates a significant amount of relief requirements and that does create some extra levels of coordination and management for all staff. It is the belief of this department that the co-curricular activities are essential to create significant learning experiences and so are highly valued, however, we need to balance this against the number of times a H/PE teacher is not present. Health related curriculum is an area that is also developing and we are completing a Sexuality Education and Health curriculum consultation which will create new initiatives.

### Staffing

Jamie Davis	Junior PE, 13 Outdoor Education, 13 Sports Ed.
Shane Blake	Junior PE, 11 Sport Science, 13 Outdoor Education
Sandra Boubbee	Junior PE, 12 Outdoor Education, 12 Sport Science
Adam Braddock	Junior PE, 12 Practical PE
Mary Ann Braddock	Junior PE, 13 Health, 11 Sport Science
Shane Dwight	Junior PE, 12 Outdoor Education
Lara Richardson	Junior PE, 13 Health
Juliet McGrath	Junior PE, 11 Sports Science, 13 Sport Science
Tony Gadsbey	Junior PE, 11 OEPE, 12 Outdoor Education
Irene Lewis	Junior PE, 11 Health&PE, 12 Sport Science
Tapene Mika	Junior PE, 11 OEPE, 12 Outdoor Education
Sam Loudon	Junior PE

## IFFS / ESOL Department

### GOALS

<b>School Focus:</b> 3. "Grow and sustain a culture of hauora that builds resilient global citizens <b>Dept Focus:</b> Teaching global understanding through integration with and learning about NZ culture <b>Target Group:</b> New arrivals to NZ (generally the students in IELD, IEOC & IEAP classes)		
Action	Outcome	Variance
<ul style="list-style-type: none"> <li>• Ako based on CRRP principals</li> <li>• Promote early access to 4 modes of English language (listening, speaking, reading, writing) in IELD/IEOC/IEAP.</li> <li>• Powhiri on arrival T1 &amp; late arrivals partake through the year to gain valuable insight into Te Reo &amp; Te Kanga.</li> <li>• Tauranga trip – orientation to the local environment for new arrivals term 1.</li> <li>• Early topics related to building understanding and responding to cultural norms in NZ – meet/greet; cultural norms Pakeha &amp; Maori; language of school; family; houses; sports &amp; leisure activities; food &amp; health; food &amp; cooking.</li> <li>• T3/4 explicit teaching of NZ bicultural heritage, multicultural environment through country, festival and language teaching. Te Reo &amp; Te Kanga.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage participation in any extramural activities - school trips, sport, music, International Food Festival, assemblies, Kiwi friendships/leadership activities.</li> <li>• Participation is regularly monitored from a pastoral perspective by the IFFS office, through student voice and by teaching staff through speaking and writing tasks.</li> <li>• In 2017 a good number of IFFS students involved in extra mural activities/field trips including food festival, football, basketball, music, Geography trips, OE trips, TREK, DOE.</li> <li>• Inaugural awards for "a junior &amp; a senior IFFS student of the year" who has shown dedication to academic work, extra mural activities and some leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>• A proposed NZ cultural trip to Rotorua could not be timetabled in 2017, it has been for 2018.</li> <li>• For the target group, often their confidence and ability across the 4 modes of language, mean they are less confident to pursue extra mural activities initially. This may develop terms 2-4. Often participation is not seen until second or later years at OTC. Eg student who did Duke of Ed and leadership roles in 2<sup>nd</sup> &amp; 3<sup>rd</sup> years.</li> <li>• Does provide encouragement for year only students and baseline for those who continue their education in NZ (becoming more regular).</li> <li>• A number of students who live with own country homestays live between two worlds in terms of language &amp; culture. They tend to be less pro-active in communicating with Kiwi students and getting involved in the broader school environment.</li> </ul>



**School Focus:** 1. “Empowering learners to reach their potential”

**Dept Focus:** To improve the learning strategies students use as language learners

**Target Group:** All students, focus on boys Years 11 & 12 in particular

Action	Outcome	Variance
<ul style="list-style-type: none"> <li>• Explicit teaching of strategies to help with vocab learning, differences in text types &amp; key features &amp; NCEA demands. Strategies - direct/indirect strategies – cognitive, metacognitive, mnemonic, compensatory, affective &amp; social.</li> <li>• Ongoing support for both ESOL and curriculum subjects in ESOL classes and IECS.</li> <li>• Using regular retrieval tasks to test and embed learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing NCEA support in IEUE classes and encouragement for individual to reach goals, including those doing IELTS and TOIEC extra-murally &amp; own country entrance exams.</li> <li>• Assessment to ELLP throughout the year showed varying degrees of improvement across all 4 modes of English for students.</li> <li>• NCEA success (see below) Yr 11/12 boys.</li> </ul>	<ul style="list-style-type: none"> <li>• Success in English language learning and gaining NCEA related to strategy, focus and attitude. The 2017 intake included students who arrived well below foundation level English. They did not achieve L1 EL credits &amp; showed minimal progression against ELLP/PROBE.</li> <li>• Reason &amp; motivation for being in NZ shown to compromise achievement.</li> </ul>

#### IFFS/ESOL SUCCESSES for junior & senior students

- Most IFFS/ESOL classes are combined across the junior and senior level for IELD/IEOC & IEAP – students are grouped according to ability in English not seniority. NCEA credits, L1/2/3 EL US and L1/2 English AS are offered across the classes – see below for results.
- Most students from arrival to exit testing of QPT/Nation 1000 & 2000 level, PROBE results and assessment to ELLP showed considerable improvement across the four language modes.

But inconsistencies in improvement were apparent for those arriving with below foundation level on ELLP.

- Inaugural awards for a junior & senior IFFS student as detailed above.

#### NCEA SUCCESSES – School wide

L1 – 14 students attained (6 girls/8 boys)

L2 – 10 students attained (5 girls/5 boys – 1/1 with UE literacy)

L3 – 3 students attained (2 girls/1 boy)

Senior students gained entries to university and tertiary institutions in NZ and university in their home countries.

#### NCEA SUCCESSES - IEUE/IEAP courses

Courses included:	Total papers sat	No. male students	No. Female students	Male achieve	Male not achieve	Female achieve	Female not achieve
L1/2/3 US EL English Language	148	17	15	84.5%	15.5%	75%	25%
L1/2 AS English							

## NCEA SUCCESSES - IELD/IEOC courses

Courses included:	Total papers sat	No. male students	No. Female students	Male achieve	Male not achieve	Female achieve	Female not achieve
L1 US EL English Language	52	14	6	68%	32%	72%	28%

**BARRIERS TO LEARNING** (see Challenges/barriers below)

**MAORI ACHIEVEMENT** (not relevant to 2017 ESOL cohort)

**MALE ACHIEVEMENT** (aspects of male achievement are mentioned across the report)

NCEA results for senior students for males are marginally better than females, at junior level females out perform males but the number of female students was lower, so statistics probably not significant.

## STAFFING 2017

Margaret Waaka – HOD ESOL	Jane Cox (ESOL & Social Science)
IELD – International English Language Development (13) IEOC – International English for Oral Communication (12) IEAP – International English for Academic Purposes (15) IEUE – International English for University Entrance (19) IECS – International English for Curriculum Study (24)  19 teaching periods (average ESOL class sizes in brackets)	IELD – International English Language Development (13) IEOC – International English for Oral Communication (12) IECS – International English for Curriculum Study (24) (L1 Geography x 5 periods) (L2 Geography x 5 periods)  20 teaching periods (10 ESOL & 10 Social Science) (average ESOL class sizes in brackets)

## SUMMARY

### Strengths

- An average of 83 IFFS students across the year from a range of countries, with 5 short stay groups. IFFS/ESOL continues to provide an affective teaching and learning programme to meet the needs of a broad spectrum of IFFS learning needs and expectations in conjunction with an excellent International pastoral support team who contact host families, agents, parents with any concerns noted in the teaching environment.
- An additional class for both IELD/IEOC in 2017 allowed an average class size of 12-16, which enabled better outcomes than 2016, where class sizes reached 26.

- PL opportunities and attendance at the termly BOP ESOL cluster provided valuable opportunities to share issues and solutions with ESOL colleagues in particular around resources and moderation.
- Course approval was received for both IEUE and IEST (short stay programmes).

### Challenges/barriers for 2018

- IFFS students both long-term and short-term arriving with minimal English – does the current programme enable success for these students? Transitioning students from the Grammar Translation method of language learning to Communicative Language Learning more effectively and develop ELLP assessment so that students

can see and take responsibility for their progression.

- Loss of some students to Bethlehem College, in 2018 to look at what levels/credits/ qualifications – particularly L1 and UE literacy (and extra mural opportunities) are offered at OTC to ensure retention of students.
- Successful language learning requires regular reading and comprehending activities, boys in particular are not regular “readers”. Opportunities for more digital

tools to be sought and trialled in 2018 to encourage reading activities.

- Encouraging IFFS students to take part in an early fieldtrip to Rotorua in term 1 to enable better and earlier understanding of NZ bicultural heritage and Kiwi culture.
- Increasing number of students arrive on a one year programme, then extend and decide to complete their education in NZ. This can challenge decision making around which ESOL/curriculum classes to place students in around whether students require NCEA credits or not for the future.

## Languages

### GOALS:

#### (1) Improving external assessment results to better mirror national averages

<b>Actions:</b>	<ul style="list-style-type: none"> <li>• Increasing the amount of spoken Spanish heard in the classroom.</li> <li>• Increasing the frequency of receptive tasks at senior levels.</li> <li>• Creating new assessments at junior levels that reflect the way in which external assessments at Levels 1-3 are assessed.</li> <li>• Developing resources that aid students in adding justification and inference to their answers in receptive assessments.</li> <li>• Creating examination revision booklets for Levels 1-3 with audio files on Google Classroom.</li> </ul>
<b>Outcome:</b>	<p><u>Level 1:</u> Still somewhat below the national average. However, there was a significant improvement when compared with the 2016 results. In particular, 70% of students passed the listening (90908) examination in 2017, compared with only 45% in 2016</p> <p><u>Level 2:</u> Above the national average.</p> <p><u>Level 3:</u> Slightly below the national average. However, there was a great increase in the numbers of Merits and Excellences compared with the 2016 statistics.</p>
<b>Variance:</b>	<p>Firstly, this is an ongoing goal. It will be interesting to do the same comparisons over the next two to three years to observe the performance of students who have had greater exposure to the aforementioned actions.</p> <p>Secondly, it can be difficult to gauge accurately the impact of such actions due to traditionally smaller cohort groups in languages. Thus, it can be more useful to track individual student progress over their years of senior study and throughout the year. For example, in 2017 the majority of Level 2 students either maintained or bettered their external grades compared with their results in the 2016 Level 1 examinations.</p>

**(2) Increasing the number of students taking Spanish at Years 10-13, with a particular focus on improving the numbers of male students.**

<b>Actions:</b>	<ul style="list-style-type: none"> <li>• Organising a trip to Spain, for which only students of Spanish are eligible.</li> <li>• Beginning to redesign the Year 9 programme so that it has a greater focus on oral communication.</li> </ul>
<b>Outcome:</b>	There are nine more students in the Year 11 class in 2017 than there were in 2016. Unfortunately, the number of students taking Spanish at Year 10 has dropped from 48 to 35. Nevertheless, at Year 10 there are 5% more boys studying Spanish in 2017, compared to 2016.
<b>Variance:</b>	<p>Again, this is an ongoing goal. It is expected that the increased number of boys studying Spanish at Year 10 will feed through into senior years in future, as six Year 10 boys are going on the Spain trip.</p> <p>A potential explanation for the lower numbers of students at Year 10 is the retention rate of different teachers. DVH taught around 150 Year 9 students throughout the year, of which only 8% choose Spanish at Year 10. LOW taught about 100 students over the course of the year, of which 17% chose to continue with Spanish in 2018. With the addition of ROS, a more enthusiastic practitioner, it is hoped that the overall retention rate of Year 9 students into Year 10 will be at least around the 15% mark.</p>

**JUNIOR SUCCESSES:**

- A greater focus given to oral communication.
- Integrating Hispanic international students into the Year 10 course. This helped the language really come alive for both Year 10 classes.
- A greater percentage of boys studying Spanish at Year 10 in 2018.

**JUNIOR CHALLENGES:**

- The retention rate of Year 9 students into Year 10. Because Spanish is neither an Arts nor a Technology subject it is automatically at a disadvantage when students choose their Year 10 options.
- Continuing to work towards a junior programme with a greater focus on oral communication.

**NCEA SUCCESSES:**

- See the outcome of the first department goal regarding performance in external assessments.

**NCEA CHALLENGES:**

- Increasing the overall performance of senior students in the internal interaction standard. This is the standard the students in 2017 found the most difficult.
- Continuing to improve the external assessment results to better mirror national averages.
- Lifting Maori and Male achievement so that more of these students gain Merit instead of Achieved.

**BARRIERS TO LEARNING:**

- Motivation to learn outside of class. It is essential when learning a language that students engage with it more than the three to five hours a week of class time.

**MAORI ACHIEVEMENT & MALE ACHIEVEMENT:**

**Level 1:**

There were only three Maori students. Of those three, one student was from the Special Needs Unit and only attempted one standard, and another left at the start of Term 3. Hence, no worthwhile comparisons can be made.

There are no great discrepancies between male and female achievement. There are a considerable amount more Achieved grades and fewer Merit grades for males compared to national statistics: OTC, A = 50%, M = 7% vs NAT, A = 29%, M = 26%. However, it must be noted that there were only three male students.



#### Level 2:

Maori students gained half as many Merit grades as other students.

Again, there were only three male students, two of which missed a considerable amount of class.

#### STAFFING:

Staff Member	Curriculum Focus	Spanish Classes Taught
LOW (Leo Wilson)	HOD, in charge of Y10-13	Y9, Y10, Y11, Y12-13 combined
ROS (Rocío Serrati)	TIC Y9 program	Y9 x2, Y10

#### SUMMARY:

2017 was a year of transition. It was a year to observe what was working in the languages department and what was not. Consequently, the department now has clearly defined vision and direction. In the coming years we seek to have a greater proportion of male students studying Spanish at Years 10-13, ideally one that mirrors the ratio of male to female students at the College. Also, we aim to address the disparity of achievement between Maori learners and male learners compared

There are almost twice as many Not Achieved grades compared with females. Furthermore, males have half as many Merit grades as females.

#### Level 3:

There were only two male students. Both of whom had spent time living in Spanish speaking countries. Hence, the data for male achievement far surpasses that of female achievement. There was only one Maori student.

#### The Big Picture:

With smaller class sizes in 2017 it is difficult to undertake meaningful analysis of individual cohorts. Despite this, if we combine all the data for Levels 1-3 and compare Maori and Male students (MMS) to non-Maori female students (NFS), it can be seen that MMS tend to gain the same amount of Excellence grades as NFS, yet gain double the number of Achieved grades and half the amount of Merit grades as NFS. Thus, the challenge lies in lifting more MMS from Achieved to Merit.

with non-Maori female learners. We want Otumoetai College to have the best results in Spanish within the Bay of Plenty region. All of this can be achieved by creating programs and environments that promote organic, student driven learning, where there is a focus on oral communication.



## Learning Centre

The Learning Centre caters for those students who require a personalised, differentiated programme. In 2017, we met the needs of students who were involved in:

- Correspondence
- ESOL – Migrant (resident in our zone)
- NHS – Northern Health Hospital School
- MiCAMHS
- Individualised programmes – Literacy and Numeracy
- SAC – Special Assessment Conditions. (Reader/Writer)
- RTLB Year 9/10 and Interim Response Funding
- RTLB senior funding grant.

The Learning Centre is also responsible for the administration, collating and disseminating of a range of standardised testing, PAT's, STAR and CEM. A considerable amount of time is spent ensuring that each student is placed in the most appropriate learning environment to meet their individual needs. Placement is made in Supported Learning classes, Literacy classes and Advanced Learner classes based on extensive academic and social data. Students are monitored throughout the year and identified for further support or extension on a regular basis.

In-coming year 9 students are thoroughly identified through our rigorous system of testing and interviews with our feeder schools. This process involves comprehensive testing using the Canterbury Entrance Test (CEM) referenced with the student's Year 7 and 8 PAT data and other standardised testing they have completed at Primary level. The positive learning relationship that has developed with the Intermediate has enabled this process to be smooth and in many cases accurate for the majority of our in-coming students. Our smaller feeder schools are also more involved with transitioning of their students and regular meetings are held with their SENCO and incoming families. The Learning Centre also plays a significant role in collating the information from outside agencies and parent



comments around the needs of individual students. Where an in-coming student has a diagnostic educational report, previous RTLB or or have had NHS involvement, parents are contacted and frequently met with to ensure that a programme is put in place to best cater to the individual needs of that child. Teaching staff may be carefully selected where possible, to allow a comfortable transition into secondary school.

### **Northern Health Hospital School (NHS)**

The NHS cater for students with high medical, social or psychological needs. They work alongside the school with the aim of re-integrating them back into the class environment or supporting them through a Te Kura Correspondence programme. Students generally work within the Learning Centre, where the Centre's role is to enable them to feel safe and comfortable with their environment. There is consistent monitoring of their programme and close liaison with their care-giver, NHS teacher and other outside agencies supporting the student. In 2017, the Learning Centre worked with over 40 students enrolled in NHS.

### **Special Assessment Conditions (SAC)**

SAC is a constant growth area. In 2017, we had 60 students between Year 9 and 13 either eligible for a reader/writer or were being trialled. This number fluctuates throughout the year, particularly in the junior school where teachers are becoming better equip at identifying student learning needs.



### RTLБ

The Learning Centre worked closely with Raewyn Douglas (RTLБ) with regards to the junior RTLБ service. Individual students or whole class referrals are sent through to the Learning Centre and an application for assistance is lodged.

Senior RTLБ funding, Year 11-13 was implemented in 2014 with funding going towards a senior teacher aide. Mary Thoroughgood continued in this role and worked closely with a selected group of targeted priority learners. Mary resigned at the end of 2017 to move down South.

### Individualised Programmes

The Learning Centre caters for numerous students throughout the year who for one reason or another cannot be in their timetabled class. Many of these students are able to work independently but there are also those that require guidance and assistance. Due to the constraints of staff in the Learning Centre, this is not always possible and at times this can become an issue.

In 2017, the Learning Centre had a number of students who were involved with Learning Support and required one on one assistance. While there is some support through Behaviour Specialists, the majority of the time and programme is placed in the hands of the Learning Centre. Staffing and a lack of resources can make this very challenging.

### Correspondence (Te Kura)

Correspondence is offered within the LNCN to students who are taking a subject that is not offered by the school. The majority of these students are taking a foreign language but there are also students who undertake the remedial correspondence course in literacy and numeracy. This course is offered to students that are at least 3 years behind their chronological age in either reading or mathematics.

Te Kura began the transition of completing the work on-line in 2014 and has continued with

this. The goal is for each student to be able to submit their course on line taking away the need for postage of booklets and excessive photocopying. This is working successfully and allows the student greater responsibility in ensuring that their work is submitted by the due date.

### Outside Agencies

The Learning Centre works closely with a number of outside agencies to ensure that the students under their care have their individual needs met. Alongside staff from NHS, the Learning Centre meets regularly with clinicians from MiCAMHS, Clinical Psychologists, both through the hospital and private clinics, BLENZ (Sight impaired students) Kelston School for the Deaf, ACC and Learning Support. For each student involved with one or more of these agencies, there are termly ILP meetings and in many cases regular meetings throughout the year to ensure that the necessary resources are in place so that best learning practice for these students can take place. For many of these students their needs are complex and not easily met by the constraints of school timetables. Information from these meetings is then disseminated out to teaching staff and deans.

### Departmental Goals 2018

As a Department we are continuing to ensure that every student has a pathway to learning that caters for both their academic and social/emotional wellbeing. We are a collaborative department that works across the school, supporting both teachers and students.



# The Bradley Library and Information Centre

## **Mission Statement:**

The mission of the Library is to be a dynamic, high quality teaching library through participation in the instructional and service areas of the College. In fulfilling this mission, the Library will provide maximum on-site and remote access to a variety of information and services that promote information literacy, and encourage life-long learning.

Our main task is supporting and guiding students learning by:

- Collaborating with teachers in planning of literacy and information skills across the College
- Ensuring that the Library continues to be a place where students enjoy spending time in, whether as part of a class session or in their own time.
- The importance that the Library is collaboratively 'owned' by the whole College.

## **LIBRARY ICT**

A very successful year with all 25 PCs, 16 Laptops and 16 Notebooks performing to capacity with very few issues arising.

## **Y9 Orientation**

We trialled having our ICT Manager and Library staff assist our new students with Logons, Passwords and Google Docs. This combination gave Juniors more confidence in ICT and Library protocols.



## **LIBRARY USE**

A computer record is kept weekly of all class bookings, with details of Level, subject class, teacher and topics. The Library can accommodate three full classes and a number of small groups at any one time. Online booking of the Library is not available as a manual flexible approach allows us to maximise the use of space according to class sizes and resource required. The English Department have a fixed fortnightly timetable for Years 9 and 10 in the Fiction Room. This is primarily a reading development time. Science, English and Social Science make up 90% of Library usage. All three Departments use a mix of computers and hard copy resources.

## **FINANCE**

In 2017 we were again grateful to retain our previous budget. We continued to update our Senior Fiction and tried to acquire more resources for those with limited ability. Unfortunately, 2017 was not one of the better years in publishing for the titles we needed. Hence, we did not spend our allocated budget, as I will not spend for the sake of spending. I do hope this will not affect the 2018 budget.

## **COLLECTION DEVELOPMENT**

This is a planned process to continually meet the needs of new assessments. Resources are selected to foster information literacy skills and encourage them to develop as readers. Titles are relevant to user needs in content, level, themes and approach, and are available in a range of formats.

## **PROFESSIONAL DEVELOPMENT**

Library staff belong to the School Library Association of New Zealand and our local Bay of Plenty Library Association. We attend meetings on a regular basis and this keeps us up-to-date with what is happening locally and nationally. These meetings are generally after school hours and on weekends (and often out of town), thus participation is in our own time and at our own expense. We have connections with the National Library, local Libraries,



Waikato University Bio Hub, The Liggins Institute, Monash University and other agencies that help meet our student population.

### STAFF PD ROOM

Resources for the above are continually being added on recommendation from staff and Senior Management. Library staff email teachers as new resources are catalogued.

### GENERAL COMMENT

Our Lunch Duty Team have been chosen to allow Library staff to consult with the various Departments so we can support their curriculum needs. We also have time then to discuss pastoral care of some of our more needy students. This has proved very useful and we appreciate their input.

We are grateful for the ongoing support of our Principal, Senior Management and teaching staff. We hope the Library continues to make a positive contribution to the wider school, being proactive in support of staff and student needs. "Our Library is the 'Lounge' of the school – a place for students to connect, collaborate, journey and learn".

## Maori

### Goals

#### Planned Department Targets

- Improve Te Reo classroom results for all students at Level 1,2, and 3 by 10%
- Taiohi Taumata Rau students attendance to be monitored to 80% as a benchmark for future initiatives.
- TTR NCEA achievement to be recorded/monitored with the aim of 80%attaining Level 1 NCEA And 80% Level 2 NCEA.
- Establish Poutama as a vertical and Horizontal Form class.
- A strong focus towards literacy in both Māori and English towards vocabulary learning and the various written disciplines required

- Provide Teachers with forms of PD in 2017 to enhance their practice/delivery.
- To make what we teach in the classroom relevant to the students and their way of life.

#### Department Initiatives/ related Actions (evidence to be gathered)

- Analyse 2017 moderation report, attendance data, and NCEA results data.
- Students & whanau accessing Kamar Portal
- Department working with whanau and Ngāti Ranginui.
- NCEA hui for whanau and students
- Two tutorials weekly
- Iwi to fund two Teacher Aides for tutorials
- Monthly hui between iwi rep, staff reps, whanau, and students to update progress.
- All Poutama form classes to be joined as one. Located in Okohanga.
- Addition of Year 10 Poutama Form class.
- One teacher per year level (LNM, ASL, TNU, RHJ), over seeing/Supporting role from BBK
- students gained a greater understanding of language functions such as nouns, verbs, particles, personal pronouns, as a result of the literacy focus for SLA
- Te Ara reo Māori courses available through Te Wananga o Aotearoa.
- Whānau Hui
- Matariki
- Kapa Haka Whānau
- Poutama Noho Marae
- Māori Department Noho Mārae
- Networking with other Māori Departments in TGA.
- Manu Korero competitions.
- Regional Kapa Haka Competitions



- Pōwhiri held at Okohanga
- Utilisation of Okohanga by other Departments within OTC

### Outcomes

- Assessment proficiency aligned with all standards across L1,2 & 3.
- Ngāti Ranginui provided an engagement group to assist in literacy and decision making Wednesdays Period 5.
- Learning and successes celebrated throughout year.
- Collaboration with Te Wharekura o Mauao around creating a sustainable and meaningful environment in Poutama.
- Values focussed
- Creation of Tātāriki
- Incorporating Year 9 & 10 into Poutama.
- Transition programme of OIS.
- Promotion of speaking Māori I ngā wā katoa, ahakoa te iti, te rahi rānei.

### Successes:

Establishment of the new course Tikanga & Māori Performing Arts (TMPA) as an avenue to establish more contexts within Te Ao Māori through Field Māori qualifications. Students enrolled in this course also achieved success from their participation in Kapa Haka through performance assessment of various items, and whole bracket performance. Students also tutored OIS students in Kapa Haka with mana resulting in an esteemed performance at the Rā Whakangahau 2017 in December. A successful trip for Ngā Pikikōtuku ā Ranginui to Rarotonga in late July seen our students represent our school at Te Maevanui Celebrations of their countries constitution. Planning for a trip to Tāhiti will commence this year for 2019 upon approval. Students visibly hold themselves with mana with the developments made in Poutama. Noticeable improvements in attendance, behaviour and involvement also. Flag & Flagpole project underway for Okohanga.

### Junior Success:

Engagement in junior year especially year 9 students is visibly high during lessons and

during interval and lunch breaks where these students return to engage with their teacher Tania Urwin. The number of students who have progressed into the corresponding year level in 2018 is proportionate to those in 2017. 60% of these students also applied to engage with Poutama in 2018 as well.

### Junior Challenge:

Junior curriculum is in need of a review to align with school values, identity, and to provide a clear progress pathway through to Level 4 of the Reo Curriculum Level Clarifications. Looking to incorporate appropriate Unit Standards in Year 9 and 10 to accompany junior curriculum.

### NCEA successes:

Girls outperformed boys in 11MAO only. Males showed highest achievement levels in 12MAO and TMPA than girls.

### NCEA challenges:

Development of resources to improve learning of Te Reo across all year levels. Looking to incorporate 'Educations Perfect' as an effective online learning resource.



### Barriers to Learning:

Lack of attendance in areas throughout all year levels. Lack of air conditioning in J1,2,&3. 50minute learning period. Work-load spread over other subject areas. Students prioritising other subjects over te reo assessment work.

### Male Achievement:

Junior male students in year 9 Te Reo Māori showed average achievement levels in their end of year examination in the full year course.

Half year courses are not examined and conduct learning only.

8 Junior Year 10 male students, 5 of which had attendance of 82% or higher achieved up to Level 3 of the Reo Curriculum Level Clarifications. Overall higher written language achievement in Junior Te Reo that oral or comprehension.

Achievement levels in 11MAO showed 1 male student achieve merits and excellences across all written, oral, and comprehensive assessment portfolios. 2 other male students earned Achieved across all assessments, and 2 receiving NA for incomplete portfolios.

The two male students in 12MAO achieved at achieved and merit levels across written and oral portfolios especially. No male 13MAO students.

Male students in TMPA achieved well across all unit standards in Level 1 and 2 Mau Rakau units, as well as Moteatea, and Tikanga unit standards of karakia, powhiri, and whakapapa.

#### Maori Achievement:

96% of all students taking subjects within the department are Māori. The 4% of Non-Māori all achieved at an achieved level or higher. Māori students achievement showed positive levels of achievement proportionate to Non-Māori in these courses. Students engagement and growth of students choosing TMPA throughout the year showed evidence of engagement with their culture. Māori students showed significant improvements in attendance and engagement in TMPA and Te Reo subjects with said desires to learn other aspects of Te Ao Māori.



#### Staffing

2017	
Bobby Ketu	11MAO, 12MAO, 13MAO, TMPA
Tania Urwin	9MAO1, 9MAO2, 10MAO
2018	
Bobby Ketu	9MAO1, 9MAO2, 12 & 13 MAO, 9PE
Kuni Williams	10MAO, 11MAO, TMPA, 9ART
Debbie Blair	Teacher Aide in Junior Te Reo

#### Summary:

TMPA succeeded the perceived student benefits of offering another aspect of learning within a Māori context that students could engage with other than Te Reo Māori. Class numbers grew throughout the year and 92% of students achieved a minimum of 5 completed unit standards gaining 28 unit standard credits. 76% of 11MAO achieved all portfolios. 92% of 12MAO achieved all portfolios. Numbers declined in 13MAO due to school leavers. Of the remaining 4 student all achieved at an achieved level with one student achieving excellence with endorsement and received 1st in Year 13 Te Reo Māori for 2017.

## Mathematics and Statistics

#### Overview

The Mathematics department has been a stable and progressive environment for some time, 2017 showed further evidence of this. Responding to student needs, assessment data, changes signalled by NZQA and changes brought by emerging technologies brought challenges that have been well-addressed.

#### Juniors

In the junior school one of our main targets has been to implement changes to the way Mathematics is delivered/facilitated in order to make the subject more engaging and to ultimately improve outcomes for students. The goal has been to split our teaching programme, so that for every 4 weekly lessons, 2 may be a traditional teacher-led style and 2 lessons

should be a more student centred activity/investigation/maths game. We attempted to use larger classes such as A3 and B12 to pair up classes where timetable constraints allowed. This had varying levels of success due to various factors.

The approach relies on a change in teacher practice, many are used to 'gatekeeping' the information and this new approach requires staff to give the students to learn in a less controlled manner and under their own direction. It also created difficulties for student as it is not sensible to think that all have the capacity to self-direct.

There were also environmental difficulties, for example the trek from department to B12 and set up between classes took longer than the 5 minutes between periods and required staff to either collect resources hours before or leave resources in B12.

The resourcing of activities was an issue for staff not already using investigations and activities as part of their current pedagogy.

It is hoped that the new building arrangements created in F1/2 and F3/4 will now alleviate some of the environmental issues and it is now our goal to focus on developing staff capacity in order to fully bring the vision to reality.

#### Senior/NCEA

NZQA have been signalling changes to the emphasis given/required in certain standards and it has been our task to focus on these changes in the last year, particularly at Level 1 and 2 of NCEA. As a result of the work done by staff to adjust the balance of what is taught by staff and experienced by students, those who sat the NCEA MCAT and later external papers did not react as negatively as was reported in the media regarding students from other schools in 2017

#### Analysis of NCEA results Level 1

Otumoetai College-2017												
				# of	Not Achieved		Achieved		Merit		Excellence	
Subject	Std Type		Level	Results	#	%	#	%	#	%	#	%
	Ach - Internal		Level 1	1717	349	20	849	49	409	24	110	6
	Ach - External		Level 1	568	93	16	267	47	146	26	62	11
National - Decile 4-7 - 2017												
				# of	Not Achieved		Achieved		Merit		Excellence	
				Results	#	%	#	%	#	%	#	%
	Ach - Internal		Level 1	96611	15476	16	44587	46	24323	25	12225	13
	Ach - External		Level 1	40488	11651	29	15405	38	9820	24	3612	9

In 2017 our success rates at NCEA Level 1 were at or above Decile 4-7 national averages, with the exception of the percentage of Excellence grades awarded for internal assessments, which was slightly lower than the National average. Particularly pleasing is our success rate with

external assessments at this level, with 84% at Achieved or better, compared to 71% Nationally.

Our success rates for Maori students is comparable to National figures for internal standards but significantly better than National standards in the external assessments.

Otumoetai College-2017											
			# of	Not Achieved		Achieved		Merit		Excellence	
Std Type		Level	Results	#	%	#	%	#	%	#	%
Ach - Internal		Level 2	1503	247	16	522	35	464	31	270	18
Ach - External		Level 2	267	40	15	85	32	84	31	58	22
National											
			# of	Not Achieved		Achieved		Merit		Excellence	
			Results	#	%	#	%	#	%	#	%
Ach - Internal		Level 2	74255	14065	19	29453	40	19094	26	11643	16
Ach - External		Level 2	23117	6063	26	7523	33	6744	29	2787	12

At Level 2, our results show success rates above all National averages for decile 4-7 schools, with a particularly notable 10% difference in Excellence grades in Level 2 Externals, compared to National results.

The success rates of Maori students attempting Level 2 are higher than National statistics but the

numbers of Maori students that are able and are choosing to continue with Mathematics beyond Level 1 remains a concern. This concern, we are attempting to address via changing pedagogy (and new building configuration) focusing at junior level, in the hope that we can appeal to more Maori students to take Mathematics beyond Level 1 NCEA.

Otumoetai College-2017												
				# of	Not Achieved		Achieved		Merit		Excellence	
Statistics	Std Type		Level	Results	#	%	#	%	#	%	#	%
	Ach - Internal		Level 3	552	74	13	228	41	157	28	93	17
	Ach - External		Level 3	193	39	20	85	44	46	24	23	12
National												
				# of	Not Achieved		Achieved		Merit		Excellence	
				Results	#	%	#	%	#	%	#	%
	Ach - Internal		Level 3	21097	3377	16	8776	42	4944	23	4000	19
	Ach - External		Level 3	7820	2206	28	2998	38	1868	24	748	10
Otumoetai College-2017												
				# of	Not Achieved		Achieved		Merit		Excellence	
Calculus	Std Type		Level	Results	#	%	#	%	#	%	#	%
	Ach - Internal		Level 3	325	18	6	75	23	135	42	97	30
	Ach - External		Level 3	184	27	15	76	41	68	37	13	7
National												
				# of	Not Achieved		Achieved		Merit		Excellence	
				Results	#	%	#	%	#	%	#	%
	Ach - Internal		Level 3	19999	1620	8	6292	31	5988	30	6099	30
	Ach - External		Level 3	8769	1984	23	3114	36	2566	29	1105	13

Statistics continues to be a strength at Otumoetai College with all Achievement grade at or above National averages and this year we also had good numbers attempting Scholarship Examinations with 4 students gaining a Scholarship in Statistics.

Similarly in Calculus we compare favourably with national results for internal but our external results are more impressive, showing stronger percentages for Achieved and Merit level, though Excellence is slightly lower. For both Statistics and Calculus the success rates for Maori students better National figures for decile 4-7 schools

#### Use of technology and 'Prep' sheets

The last year has seen further change to the way in which we delivery and implement our courses with ever increasing use of technology in teaching and assessing. Staff have taken up a variety of learning opportunities to increase capacity in assimilating technological advancements into their repertoire in order to improve outcomes for students.

2017 also saw the implementation of 'prep' sheets which are handwritten formula sheets that the students may use to reference during an assessment. This style of 'prep' sheet is commonly used at university level and allows for the student



to choose what to have on their formula sheet and also ensures that some revision is completed prior to assessment. An improvement on results for 2016

to 2017 could be attributed in part to the use of these sheets.

## Numeracy

Otumoetai College						National		
		Gender	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
NZ Maori		Male	76.5	94.6	96.0	83.9	95.2	97.9
		Female	79.6	97.3	97.1	87.2	95.8	98.0
NZ European		Male	89.1	93.9	93.9	93.1	97.5	97.7
		Female	89.1	91.3	95.1	94.1	97.4	97.2
Pasifika Peoples		Male	100.0	50.0	100.0	86.3	94.4	96.2
		Female	100.0	100.0	100.0	92.5	96.2	97.2
Asian		Male	89.5	73.7	100.0	91.6	92.8	91.9
		Female	88.2	85.0	93.3	91.6	93.0	90.3
Other/Unspecified Ethnicity		Male	95.2	93.8	100.0	93.8	90.6	91.6
		Female	95.0	93.9	97.4	92.8	89.2	89.1
		#	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
NZ Maori		Male	26	35	24	2510	2586	1779
		Female	39	36	34	2598	2563	2049
NZ European		Male	98	93	93	6688	6546	5191
		Female	106	116	97	6325	6483	5525
Pasifika Peoples		Male	3	1	2	765	730	602
		Female	2	2	3	797	751	685
Asian		Male	17	14	8	1397	1571	1417
		Female	15	17	14	1267	1426	1378
Other/Unspecified Ethnicity		Male	20	30	22	304	309	262
		Female	38	31	38	284	282	302

Our numeracy levels are comparable to National statistics with little differences at most levels for all subgroups with the exception of Level 1 for

European and Maori students, where our figures dip below National averages. This requires further investigation and provides a focus for 2018.

## Media Studies

[illegible]

### Department Goal

Focus on raising the external results of all students in standard AS3.1

## Action

Change the behaviour of the learner toward the external exams by explicit teaching of skills and knowledge required for AS3.1 and engage male learners through more use of hands on practical application of concepts

## Outcome

100% of students attended the exam (often there are a number of students who choose to be absent as they 'don't need the credits'; however, 8 students who 'didn't need the credits' chose to SNA this standard.

## Variance

There still needs to be a shift in the mind set of students where they sit external exams regardless of their credit tally. This is an ongoing battle but one which is slowly improving.

## Successes

Engaging boys in this subject and as a result classes in 2018 finally have a 50/50 split of male/female.

25% of Level 1 students are now Māori students.

## Junior Successes

Media Studies begins in the senior school at Level 1. I would like the opportunity to discuss, with you, bringing the subject in as an option in Year 10.

## NCEA Successes

Students raised their performed in the externals from the practice exams.

Two Year 12 students gained Media Studies Scholarships – one of which was an Outstanding Scholarship.

## NCEA Challenges

Focus remains on the external exams for Level 3 students.

## Barriers to Learning

Barriers which hinder student success tend to be personal based; i.e. either family situation or physical disabilities. The physical disabilities are more manageable in finding solutions. Family situational barriers can be ongoing and thereby disrupting the learning process.





### Male Achievement

Male achievement is on a par with female achievement.

### Māori Achievement

Māori achievement matches or exceeds PAT data. The Outstanding Scholarship was from a Pasifika student.

### Staffing

At present, just myself.

### Summary

2017 was a good foundation year for developing male and Māori engagement in this subject for 2018.

## Music

### Goals:

**How can we grow student confidence in Year 9 Music through strategies and group performance, while developing musical literacy skills?**



### Action

Students are encouraged to express themselves musically and explore and experiment with sound in a nurturing, positive environment. This takes the shape of group work where performance and collaborative composition is the vehicle for most of the teaching and learning.

### Outcome

Positive results. Student enjoyment was extremely high as evidenced through questionnaires, and also shown through the high number of students who selected Music as a subject in 2018. Student success rates in written and practical tests were overwhelmingly positive.

### Variance

We were able to fully achieve this goal because there was no element of competition in the class. This has gone a step further with the disbandment of AL Music in 2018. Students brought skills to the class, developed these and new skills at a rate with which they were comfortable in the security of a group setting.

**Ensuring all students are reaching their potential in external standards Level 1 91094, and Level 2 91276, so endorsements can be gained in the course.**

### Action

Use of a flipped classroom resource which the students must work through at home with a review lesson once a week at school. A mentor has been allocated to the class who will guide them as they prepare for external assessment.

### Outcome

Positive results. Many students gained Merit grades in these examinations with a smaller number gaining Excellence at in both Year Levels. This demonstrated that student knowledge has been developed and established, as well as allowing many of our students to endorse the course.

### Variance

We were able to fully achieve this goal because there were no interruptions to the layout of the teaching. The lessons were weekly and this consistency allowed the students to apply necessary skills from the external standards to their wider musical lives and experiences.



## Successes

Our extra-curricular numbers continued to rise, and many of these groups enjoyed success on a local, regional, and national level. Our achievement rate at the senior level was high with a number of endorsements at all year levels, including a Scholarship at Year 13. Junior school enjoyment and success has increased and we aim to maintain and further this over the next 5 years.

## Junior Successes

The implementation of a new Year 9 program, and teaching approach, has been the biggest success in the junior school. This has seen an increase in the number of students taking the subject in Year 10, 2018, and it has forced us to change our program in Year 10 which will have a flow on effect in to senior classes in the years to come. This is a positive change which encourages creativity, the use of technology, expression of self, and exploration and experimentation of sound.

## Junior Challenges

The biggest challenge is ensuring that the type of musical education delivered in Year 9 is continued in to Year 10, while at the same time preparing students holistically so they may continue to grow as a musician in the senior school. It is hoped that an exposure to practical, group based activities in class may continue to boost extra-curricular numbers and satisfaction. 2018 will see the return of many Year 9 Te Reo Maori students to Music as they are now allowed to select Music as a technology option. Our challenge will be to cater for the skills and life experiences of these individual students.

## NCEA Successes

### Level 1

In addition to a high achievement rate in all internal standards, there was a high pass rate in both external standards, resulting in course endorsements for a large number of students. This was due to the use of carefully selected and crafted resources.

### Level 2

In addition to a high achievement rate in all internal standards, there was a high pass rate in both external standards, resulting in course endorsement for the majority of students. This was a massive improvement from the external work of these students the year before, with the same teacher.

### Level 3

A number of Merit endorsements and one Scholarship.



## Barriers to Learning

Year 13 were generally disappointing as the students chose to only work on standards they saw as being valuable in terms of credits. This saw some students miss the opportunity to learn a new set of musical skills and further develop as musicians.

Overall, student self-discipline and work ethic is admirable. Unfortunately, not all students apply this same level of preparation to their work and some students achieve below their potential and ability level.

## Male Achievement:

### Level 1

The average credits per student is lower than female, and female are gaining more M and E grades than male.

### Level 2

On average, male achieved a higher number of credits at a higher level than female.

### Level 3

Male are achieving less Excellence credits than female, but the overall male pass rate is higher.

## Maori Achievement:

### Level 1

There are less Maori 'not achieving' than European. Maori are gaining more credits on average than European students.

### Level 2

There were a very small number of Maori taking Year 12 Music. We are hoping to remedy this by the inclusion of Maori students in the Year 9 program. The small number of Maori in the course achieved more than European.

### Level 3

Maori are gaining more Excellence credits than European and the overall Maori achievement rate is higher.



## Staffing:

### Matt Bodman

Year 9 x8, Year 10, Year 11MUCN, Year 12/13 MUSC

### Kelly McNamara

Year 9 x 4, Year 10 x 4, Year 11 MUSC, Year 12/13MUMM

### Summary

A positive and community based mind-set is prevalent in the department, encouraged by senior leaders of extra-curricular groups. This is passed on to junior members of groups and it has made the Music department an incredibly enjoyable place to be for staff and students alike. Our extra-curricular involvement and enjoyment is high, and climbing, and this allows students to feel a sense of belonging and importance in the department. The achievement rate in all standards, especially

external, were high and the number of course endorsements at all level were pleasing. Our Maori numbers are very low and, given the high rate and level of achievement among these students, it is obvious they enjoy the subject and are committed learners. 2018 will mark the first year in nearly 2 decades that Year 9 Te Reo Maori students will be able to select Music as a Technology option. I expect to see a marked increase in the numbers of these students involved in Music as a subject and an extra-curricular pursuit.

## Pathways

2018 saw changes in staffing owing to the resigning of the two ancillary staff (new job and retirement). This was initially disruptive as the appointees learned their roles, especially as HOD, both required a great deal of mentoring. Both of these jobs are very reactionary and full on so they had to start running. Though we were lucky, that it was at a more settled time of the year when this happened. For the start of 2018, the impact of outside circumstances (Trades Academy) has made it a challenging start for both them and myself. The workload has been unnecessarily heightened owing to problems at Toi Ohomai. Both are gems and even with my disapproval are working well over their time allowances

SYB had a year's leave for study in 2018 thus required a new appointee Joc was able to work in both Careers and Directions, his quiet calming manner was appreciated, as was his working with students. The rest of the staffing was static for 2017 and maintained the status quo. Joc's involvement in another Dept and his teaching load in ours meant that owing to STS and my load in 2017 that the Yr 10 program was unable to be completed (usually completed by SYB), this needs to be addressed in 2018.

The challenges for the Pathways department is to walk a fine line between what is best for students in a changing face and broadening of education in and out of the classroom, alongside the confines of schools requirements and staffs expectations of students. Future learning of many students is not going to be restricted to a classroom 9/3. The model of Trades Academies 3/2 etc has major implications for both students and staff. While we can cope

using Direction for in schoolwork we are currently reliant on teachers to be prepared to have students in their rooms under different conditions e.g. working for full day on one subject, or clear differentiation within their programs. Some accept the challenge others are very negative towards this style of education.

The Pathways Facility embodies the school focus of hauora. This year (2017) staff enquiries evolved round engagement and wellbeing of students. There is a fluidity within classes and throughout the year, students (disengaged/presenting in other classes with problems/not coping) moved to Directions. An "open door" policy aids students when they need help join programs (especially Directions). Staff have actively sort out Maori students to mentor (in class courses, work placements Careers work and employment). The involvement in the ART program at Yr 12 (KYF 2107) was beneficial for students (30) but disappointing that very quickly many of them left school, often without warning, thus not having gained their needed NCEA credits and further mentoring. Danielle (EmployNZ based) was very helpful in guiding students and helping them move to meaningful programs.) The mentoring of students through the Careers section of our work strongly embodies Hauora. KYF and STS used form periods to complete Careers work with both Yr 12/13. This time was often followed up by either group/parents student/student meetings. Often appointments can be backed up 4/5 weeks creating a feeling of pressure. Care needs to be taken with our percentage of time spent with senior students; we are continuing to have less students going to tertiary and more to work/apprenticeships. Our emphasis in assemblies/in class/Pathways Day/speakers/information evening's needs to be reflective of this.

Engagement of students is a continuing challenge and this was reflected in all staff enquiries, student's feedback universally stated that to be engaged they preferred to be "doing" and their schoolwork related to their futures that they could see as meaningful. Philosophically my goal is to continually find ways to meaningfully engage students and that means to look outside of the traditional box. This often challenges teachers in other areas of the school that students are not in their classes each day. In 2017 there was the continuation of outside programs Gateway, Directions, Red Shirts etc and the Trades Academy (Toi Ohomai) APAC. The addition of Taratahi

(farming) saw those students both gaining skills and direction. All programs gain credits and is often the difference of students gaining NCEA, especially L2. In 2017 we saw 40 plus apprenticeships and jobs gained directly through the Dept. A major barrier to work is students not holding a licence.

Watching students engage in meaningful programs (where attendance often was 100%, as opposed to a lower school attendance) propelled me to continue to look at other areas. Taratahi has now added an equine program for us and we are trialling (in BOP) a Driver's Ed program through Blue Light. This is geared towards students who otherwise would find gaining their licence financially difficult (this is paid for them), half of the 10 students are Maori. The students are completing driving standards as well. Hopefully we are able to extend this program further. The licence is also their pathway to work as having it is becoming an essential for employment. We have also added a Fulton Hogan and Page McCreae program as well.

An increasing problem is the lack of space available for the number of classes/students/meetings etc round us. The further students are away from the Dept hub the more it means staff are chasing further (e.g. Gateway Placement staff) Though the use of B12 for outside courses has been invaluable for us.

None of the above could be accomplished without a dedicated staff who all have one thing central to them and that is the students. The Department is highly collegial, and nothing is too much for them. Students continually show their gratitude to them and find the area as a safe and secure environment for themselves.



## Science

The Science Faculty theme for 2017: "Citizenship. Learning for Now and into the Future".

School Focus	Department Focus Area	Target(s)	Implementation Plan / Action(s)
<p>Empowering all learners to reach their potential.</p> <p>Strong adaptive leadership for all.</p> <p>Grow and sustain a culture of hauora that builds resilient global citizens</p>	<p>Key Competencies 2017:</p> <p>(1) Thinking,</p> <p>(2) Participating &amp; Contributing Literacy focus– key words and using evidence to justify an opinion.</p> <p>Issues – local, national and international - incorporated into lesson planning.</p> <p>Community participation.</p> <p>The intent is to provide opportunities for students to connect their learning with the real world, to make learning in science relevant and achievable for all students. High expectations are set for all students, with pathways open for all students to have success and participate regardless of background.</p> <p>Support of teachers to grow understanding of (1) pedagogy that provides opportunities for all learners to have success and (2) furthers understanding the department vision and policies.</p>	<p>Years 9 and 10 science - weekly</p> <p>Senior subjects – as relevant and time allows.</p> <p>Year 10s and 12</p> <p>Priority Learners/ reducing the gap.</p>	<p>Collaborative Inquiry – teacher involvement and support.</p> <p>Ongoing commitment for faculty focus through PL and teacher buddy groups to grow understanding of Teacher Inquiries.</p> <p>Evidence to be gathered: (1) Participation rates. (2) Thinking with evidence assessment results (3) Student voice (4) Motivation surveys (5) Engagement classroom observation data. (6) Shadow coaching /reflection conversations. (7) NCEA assessment results.</p> <p>Student Enviro Council established and supported. Student participation in Council Waste audit. Students actively involved in food, paper and container recycling. Young Innovators participation. Establishment and maintenance of school worm farms. Student participation in Keep NZ Beautiful (KNZB) - school environment. Class sponsorship of Kenyan orphan elephants.</p> <p>Weekly Tutorials to support student success, plus build staff and student relationships by providing more 1;1 time.</p> <p>Seek opportunities to discuss with senior management and share evidence collected in school alongside current education research that demonstrates the success of mixed ability classes for all learners in reducing the achievement gaps that we face.</p> <p>Review of year 10 term 3 programme to further reduce content.</p> <p>Review of junior assessments to more closely align with current programmes. Review of senior school assessments to identify barriers to success/support learning which is skill based and real eg Diabetes as context for NCEA Level 1 Report on a Biological Issue.</p>





The challenge for us as Science educators is to change student (and parent) expectations about learning in Science. Many still appear to view Science as lots of facts to be learned when the main (NZ) curriculum focus (since 2007) has been “Citizenship Science.” The faculty collaborative Teacher Inquiries aim to enthuse, engage and provide learning that requires students to use evidence, state and justify an opinion. This has also provided an excellent platform for improving literacy skills – in which we have a term focus such as key words, gathering evidence, questioning, summarising. Teachers have responded very positively to the collaborative approach, including peer classroom observations, which result in learning conversations with opportunity to challenge core beliefs and connect to appropriate professional learning opportunities including Kia Eke Panuku, restorative practices and within department workshops.



The “Issue of the Week” has been introduced in 2017 to encourage literacy development, key competencies and use of our “TLC” approach for success in assessments. This curriculum focus provides opportunities for students to explore today’s issues of sustainability, citizenship and globalisation (NZC) and has been backed by review of field studies such as for the level 3 marine reserves camp, year 10 Mangatautari/Waitomo Earth Science and sustainability camp.

There are many individual student success stories –of students who had no or little success in years 9 and 10 but very successful



outcomes in NCEA level 1 Science. This has been particularly noted when considering our priority learners, such as 75% of Maori students achieved (AME) in AS 90941 (Electricity) with 12% achieving Excellence, 70% of Maori students AME in AS90940 (Mechanics), 68% of Maori students AME in 90948 (Gene Variation). We do believe the positive trend in the results and student numbers is linked to the positive impact of the mixed ability class groupings. Of note is the Increased numbers of priority learners studying senior Sciences (such as Level 2 Biology 15/ 87 Maori, Level 2 Physics 13/93 Maori, Level 2 Chemistry 12/92 Maori) and we believe increased motivation of students and expectations of staff resulting in more positive learning environments and higher levels of achievement with more students noticeably owning their own learning and success.

Our faculty is very inclusive welcoming all students, so some students join classes with limited background knowledge and confidence. We believe that all students will benefit from the skills and key competencies (irrespective of NCEA success) – thinking that is at the core of the vision, values and principles of the NZC. Key competency development is not easily measured but vitally important. This does have an impact on the NCEA statistics, however positive trends are also evident such as the increased number of boys (13/87) studying Level 2 Biology, number and success of Maori boys studying level 2 Physics 13/92, level 2 chemistry (12/92). Earth and Space Science is a new option offered at both levels and proven popular, particularly at level 3 (14/31 males and 3/31 Maori).

Our approaches are not without challenges; Students' perception that senior Sciences are too hard; Ongoing teacher support needed to move from traditional teacher directed learning; Confusing information about pathways involving Science subjects; Absences from class affecting progress due to involvement in other subject school based activities and health or family issues. Large senior classes in some senior areas resulting in assessment challenges and workload issues for teachers. In addition, having 11 specialist rooms for a staff of 16 results in considerable movement of some teachers and classes out of the specialist rooms, although the provision of a partly converted specialist physics classroom this year has made a difference.

The Science Faculty functions highly effectively as a supportive team. The 2017 theme of Citizenship has provided a platform that is forward-looking and inclusive, for the team of specialist teachers to work together and grow their understanding of creating modern learning environments underpinned by student centred pedagogy. All students are provided with scaffolding and support to develop strong foundations in the core disciplines of reading, writing and scientific literacy while developing skills, key competencies and increased confidence in their understandings about the Nature of Science. Our aim is to provide all students with opportunities to view learning in Science as personally relevant and an area of study in which they can achieve to their potential and have success.



## Social Science

### Goals

**School Goal:** Empowering all learners to reach their potential.

### Dept Goal 1:

**Improve literacy levels and academic writing ability of all students.**

### Action(s):

The implementation of a two year teaching programme that focuses on academic writing; broken down with a term by term focus. The overall aim is to ensure students enter Year 11 well equipped with the academic writing skills needed for NCEA. Our target was to get 80% or more Year 9 and 10 students reaching 'Achieved' grade based on a qualitative rubric and 33% of students at 'Merit' level or better in the end-of-year Social Studies exam.

### Outcome:

Students producing well structured essays that demonstrate the development of an idea or argument with precision and clarity.

End of Year Social Science exam 2017

Year 9 Essay: 77% Achieved or higher, 44% at Merit or higher.

Year 10 Essay: 71% Achieved or higher, 33% at Merit or higher.

### Variance:

Very close to achieving goal for Year 9, surpassed our expectation at Year 9 for Merit or better. Year 10 – 9% short of Achievement goal, but we expect that this should rise in 2018 as this cohort will have had the benefit of the full two year program as intended.

### School Goal:

Empowering all learners to reach their potential, Responsive resourcing that prioritises learner needs.

## Goal 2:

**Continued improvement in NCEA results, particularly in standards that require longer written responses, including Scholarship examinations.**



## Action(s):

Use of “Write that Essay” programme by targeted classes at senior level and embedded a range of writing strategies into all junior units based on this programme as part of all students’ learning to lay foundation for future success when students enter the senior school. Weekly Tutorials to improve the academic writing of Year 13 students considering Scholarship Examinations in the Social Sciences. Increase number of students gaining Scholarship from 2016 and minimum of 1 per senior subject (where students elect to sit Scholarship).

**Outcome:** Generally, at least 1/3 of students in Social Science courses which have external examinations (which involve extended written answers (often essays)) are endorsing at Merit level or better (see Table 1 attached) demonstrating very good writing ability. Three students gained a Scholarship in the Social Sciences; 2 in Classics and 1 in History.

## Variance:

Higher levels of success at Level 2, but lower in Level 3. This is likely to reflect that the majority of students at Level 2 have followed on from Level 1 courses, but at Level 3 a significant number of students pick up a Social Science having not taken one before, or not since Yr 11, which can be a constraint to higher levels of success.

Our goal of one Scholarship in each Social Science subject was not fully met with Geography and Economics missing out in 2017. However, many students came close to success with 4 students in Geography missing out by 1 mark from gaining a Scholarship, for example.

## Successes

**What were the positives coming out of your department this year?**

- Collaborative Literacy focus throughout the Faculty working in conjunction with CoL staff members to improve junior literacy across the school.
- Integrating new staff members into the department - Nicola Wolken, Vanessa Hayes.
- History, Travel and Tourism, Classics and Sociology all reflected on and redeveloped aspect of their programmes to allow for improved student outcomes (ie assess fewer credits, targeting student needs)
- A group of students competed in the Reserve Bank Monetary Policy Challenge and gained confidence and greater interest in Economics.
- Sarah Hyne (Yr 13) represented NZ in Serbia at the International Geography Olympiad, while Taya Nicholson (Yr 12) was selected to join the 2018 NZ Geography Olympiad team. Nicole Cameron won the NZ Board of Geography Teachers Fieldwork Photographic competition.
- Scholarship tutorial programmes run on a regular basis by staff either before or after school.





### Junior Successes

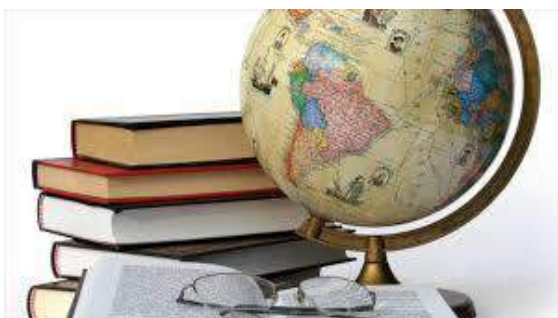
#### What were the department highlights in the junior school?

- Literacy/writing improvements - focus on literacy skills/essay writing (see comments under Goal 1 above).
- Targeted literacy activities added to existing junior units and new assessment schedules implemented to target specific literacy skills such as fluency and precision.
- AL programme - The integration of the Forty Hour Famine into the relevant curriculum segment resulted in an increased level of relevancy, enthusiasm, leadership skills and a 30 percent increase in funds raised, earning the school a World Vision Leadership Scholarship.
- Initial steps taken to explore cross-curricular integration in both Yr 9 and yr 10 AL programmes with the English and Science departments.

### Junior Challenges

#### What are your areas of challenge to target in the coming year?

- Develop research activities appropriate to the students' future NCEA needs.
- Continue to target improvement in literacy (writing) skills.
- Develop new ways to keep students engaged – investigating and trialing some integrated learning approaches with other departments eg. English and Science.
- Engaging Maori students – developing a more integrated approach through the Potama programme and investigating new contexts within our wider junior programme.



### NCEA Successes

#### What were your department highlights in L1, 2 and 3?

- Considerable percentage of students gained 14 or more credits within Social Science courses (see Table 1 attached)
- Significant percentages of students gained Endorsements within Social Science courses. In most instances around 1/3 or more of students are having their course endorsed with Merit or Excellence (see Table 1 attached)
- Three students gained a Scholarship in the Social Sciences; 2 in Classics and 1 in History.

### NCEA Challenges

#### What are your areas of challenge to target in the coming year?

- Low attendance rates are still a significant barrier to student success.
- "Cherry-picking" of internals over externals for Y12 and Y13s. Wasted time teaching Externals that few students sit in the exams, as they already have the "credits".
- Students extremely reluctant to write practice essays for externals in their own time. Students not trying/preparing for practice/mock exams.
- Some courses such as Travel and Tourism Level have a high proportion of students with English as a second language.

### Barriers to Learning

#### What do you believe hindered student success in your department (if any)?

- Low attendance
- For some students, lack of motivation or engagement

### Male Achievement

#### Statistics for Male achievement in your department?

- Variable results between gender across subjects and year levels with no clear, consistent trend. Smaller cohorts in some subjects and/or gender imbalance will distort figures. See Table 2 attached.

## Maori Achievement

### Statistics for Maori achievement in your department?

- There is a slight trend towards Maori students achieving less credits than European most notably at Level 1. However, at Levels 2 and 3 the trend is less consistent with Maori students in some cases outperforming others on average. Small numbers of Maori students in some subjects will distort figures. See Table 1 attached.



## Staffing

List staff member with curriculum focus and classes taught.

- Nick Page (HOF) - Geography (L3 and L1), Year 10 Social Studies
- Sarah Smythe (Asst HOF) - Sociology (L3 and L2), Classical Studies (L3), 9 Social Studies
- Margaret Keam (Asst to HOF) - Travel and Tourism (L3 and L2), Geography L2, Year 9 Social Studies
- Phil Newton (Asst to HOF/CoL) - History (L3 and L1), Yr 10 Social Studies
- Mark Williams (Yr 11 Dean) - Geography (L3 and L1), Social Science (L1), Year 9 Social Studies
- Lana Moore (CoL) - Classical Studies (L3 and L2), Year 10 Social Studies
- Kim Whyte (Yr 10 Dean) - History (L2 and L1), Yr 10 Social Studies
- Natasha Curd - Geography (L3), Sociology (L3), Year 9 and 10 Social Studies
- Kaine Hansen (Asst to HOF) - Economics (L3 and L1), Year 9 and 10 Social Studies
- Paul Ross - Economics (L2 and L1), Year 9 and 10 Social Studies
- Roy Ballantyne - Travel and Tourism (L3), Year 9 and 10 Social Studies
- Jane Cox - Geography (L2 and L1)
- Vanessa Hays - Sociology (L2), Year 9 and 10 Social Studies
- Nicola Wolken - History (L2 and L1), Yr 9 and 10 Social Studies
- Ricky Feutz - History (L3)
- Claire Lander - Yr 9 Social Studies
- Nick Page is a current board member of the NZ Board of Geography Teachers (subject association), and the Treasurer.
- Sarah Smythe is the Teachers' Representative on the national executive of the NZ Sociological Association (SAANZ) and secretary/chair of the Association of Sociology Teachers (AST).
- Phil Newton is an NCEA Level 2 Panel Leader. He is an NCEA Examination Materials developer and a published author (ESA Level 2 History Study Guide).
- Lana Moore is an NCEA Level 2 Panel Leader for Classics.
- Kim Whyte is an NCEA Level 2 History marker.
- Kaine Hansen is an NCEA Level 3 economics marker.

### Otumoetai College Social Science teachers have national responsibilities.

*Table 1. Summary of Key Social Science Indicators for NCEA 2017 (14 Credits, Endorsements and Maori students)*

Subjects	Level 1 (14+ credits) <sup>1</sup>	Average number of credits for Maori v. European <sup>1</sup>	Endorsed Merit or above <sup>2</sup>	Maori (endorsed) <sup>2</sup>	Level 2 (14+ credits) <sup>1</sup>	Average number of credits for Maori v. European <sup>1</sup>	Endorsed Merit or above <sup>2</sup>	Maori (endorsed) <sup>2</sup>	Level 3 (14+ credits) <sup>1</sup>	Average number of credits for Maori v. European <sup>1</sup>	Endorsed Merit or above <sup>2</sup>	Maori (endorsed) <sup>2</sup>
Geography	85%	14/18	34%	27%	74%	14/16	50%	43%	66%	14/14	22%	0%
History	66%	13/15	29%	13%	63%	15/12	62%	0%	79%	12/18	28%	43%
Classical Studies	NA	NA	NA	NA	62%	11/14	33%	14.3	50%	13/11	23%	50%
Social Science	48%	15/13	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sociology	NA	NA	NA	NA	64%	18/15	NA	NA	76%	8/19	NA	NA
Economics	60%	13/15	34%	30%	82%	13/14	43%	75%	78%	13/16	35%	0%
Tourism	NA	NA	NA	NA	68%	20/19	NA	NA	56%	14/14	NA	NA

1. For columns indicated with a 1 above, the data has come from Kamar. Note that this includes students who left during the year and International students who may have attempted some credits, but who left well before they had the opportunity to attempt most credits on offer.
2. For columns indicated with a 2 above, the data has come from NZQA. These percentages are based on the cohort who were present until the end of the year and enrolled to sit the external examinations.

Table 2. Summary of Male vs Female Average number of credits earned in Social Science NCEA 2017

Subjects	Level 1 Average number of credits for Male verses Female	Level 1 Average total credits	Level 2 Average number of credits for Male verses Female	Level 2 Average total credits	Level 3 Average number of credits for Male verses Female	Level 3 Average total credits
Geography	16/17	17	14/14	14	12/17	14
History	12/17	15	9/14	12	20/14	16
Classical Studies	NA	NA	12/14	14	10/12	12
Social Science	14/11	12	NA	NA	NA	NA
Sociology	NA	NA	16/16	16	17/17	17
Economics	15/17	16	15/13	14	14/17	15
Tourism	NA	NA	12/21	18	10/16	15

## Special Needs

### GOALS

**To identify areas of support in the community that will help with transitioning of students from college life to the wider world.**

### Actions:

The department HOD has been working with the Inclusive Employment task force (DPA, MSD, and Community Services Managers, whose vision is "Improving collaboratively across the employment sector to enhance employment opportunities for people with disabilities in the Bay of Plenty"). The intention of the HOD was to identifying links to youth forums, youth agencies or initiatives working with preparing disabled youth for transition from school. These meetings are held once a month.

### Outcomes:

Through the networks formed at these meetings several meetings were held by the HOD with regional managers of Supported Employment, Enriched, CCS and the MSD Vocational connector Tania Williams (new initiative with MSD). Discussions were also had with other youth employment providers, the outcome of these meetings was an increase in the number of transition providers for ORS students and two providers for transition of non-funded students were identified. An understanding of what is available to all students through the new MSD initiative was also gained. Overall, all the regional service managers gained a new understanding of the importance of Transition starting prior to the student leaving school and the importance of links with schools.

#### Variance:

The HOD was able to achieve this goal by establishing an understanding of the difficulties schools face in transitioning students, in particular those who are unfunded. Also by having a representative of Education at the table possible pathways could be discussed and explored. The networks established provided valuable outcomes for our students and whanau.

To identify effective Feedback tools that promote student and staff learning.

- A) For providing professional development to staff.
- B) To improve instructional feedback to students so as to increase engagement.

#### Actions:

**A)** After exploring other staff feedback tools the team decided to trial the 360 degrees feedback tool. In term two the HOD designed the first tool to trial with teacher aides based on their job description. This was carried out in term three and then in term four during the teacher aide appraisals it was discussed in conjunction with the Gaps model.

Due to insufficient time the teacher and HOD 360 degrees tool was held over until 2018.

#### Outcomes:

After much discussion the teacher aides felt it was a useful tool to use but not in isolation to other feedback tools.

**Variance:** This goal was achieved through a lot of department discussion and explanation of the benefits of feedback and how it can link to professional development. It was not an easy

process for the department teacher aides who were not used to such personal professional feedback.

#### Actions:

**B)** All three teachers within the department took part in a collaborative inquiry in 2017 based on the question "Is Feedback an effective tool in the assessment of special needs students?" Several tools were trialled in different classrooms and subjects. Student reaction to each tool was gathered and its usefulness to assessment discussed.

**Outcomes:** Several useful tools were identified. It was agreed that student voice as part of assessment was possible and that it did to a degree increase engagement.

**Variance:** The success of the tools was due to the skill of the special needs teachers in adapting existing feedback tools to the students within their classes. Knowledge of the different levels and students within their class was vital.

#### SUCCESSES 2017

The department successes in 2017 included successfully including our students in sporting activities and cultural activities provided by outside providers. For example Sailability (sailing for disabled people) and the Without Limits dance lessons. These provided opportunities to work with people who had expertise, involvement in the community and possible lifelong recreational opportunities. For the staff continuing to work on our "building the team" activities and PD produced a much closer team spirit and consequently better outcomes for students.

#### Junior successes:

As well as the above, two of our juniors took part for the first time in an adapted Maori program at year 9 developed in conjunction with the Maori teacher and special needs teacher aide. Also for our juniors the trialling of curriculum on line programs such as E Ako.



### NCEA successes:

The Special Needs unit only teaches NCEA English and Mathematics to level one. In 2017 four of our students achieved the 10 credits for NCEA English. Four of our students achieved their first standard for Mathematics continuing on into 2018.

### Male and Maori

Achievement in these areas exceeded female and Maori due to the numbers in each of these areas able to attempt NCEA.

### Barriers to learning:

Continued roll increase within the unit in relation to a decline in funding amounts/options per student. This has had impacts on class sizes, staffing and hence support and learning for students. It has greatly affected our ability to support transition of students at year 13/14, cater to the physiotherapy programs and additional needs of our students during their school day. A need for better pathways/systems and identification at year 9 into learning support areas in OTC is needed.

### Staffing 2017: 26 students

**Caly Pillay (HOD)** - Senior Science, Social Skills, Junior Mathematics, ASDAN, Art.

**Renee Woest (Teacher)** - Junior Science, English (NCEA plus 3 ability classes) ASDAN.

**Rhys James (Teacher)** – NCEA Mathematics, PE (Special Olympics Organisation + Teaching) Tool Shed Boys social skills, Social Studies.

**9 Teacher Aides** – 7 full time teacher aides (28 or 29 hours) and two part time teacher aides (10 hours and 17 hours).

### Overview:

The department struggled through 2017 and saw many staff off sick. Pressure on the HOD and teaching staff made for points of low moral during the year. Due to the commitment and dedication of staff and to the unity of the team student learning and support was not compromised. General consensus was that going into 2018 the team would not be able to maintain this without more staffing.

## Supported Learning

Otumoetai College Vision	SUPPORTED LEARNING VISION
Otumoetai College, here we stand, creating resilient learners where culture, diversity, education and social responsibility are valued and all learners achieve to their potential.	<i>To provide a supportive, nurturing and safe environment, where students can aspire to be socially, emotionally and educationally the best they can be.</i>

OTUMOETAI COLLEGE VALUES	SUPPORTED LEARNING VALUES
<ul style="list-style-type: none"><li>• Strive for excellence <i>Kimihia tou ake maunga teitei</i></li><li>• Working together Whakakotahitanga</li><li>• Respect one and all Whakakoha tetahi ki tetahi</li><li>• Standing strong Tu pakari I te ao</li></ul>	<ul style="list-style-type: none"><li>• Responsibility <i>Kawe-nga</i></li><li>• Cooperation <i>Mahi Tahi</i></li><li>• Integrity <i>Ngakau Tapatahi</i></li><li>• Courage <i>Hautoa</i></li><li>• Respect <i>Whaka - ute</i></li></ul>

OTUMOETAI COLLEGE FOCUS	SUPPORTED LEARNING FOCUS
<ul style="list-style-type: none"><li>• Empowering learners</li><li>• Strong leadership</li><li>• Growing hauora</li></ul>	<ul style="list-style-type: none"><li>• Supporting all our learners</li><li>• Developing resilience and thinking</li><li>• Fostering: <i>Kindness – Ngakau Atawhai</i> <i>Understanding – Mohio Pai</i> <i>Trust – Whaka-ae-tika</i> <i>Perseverance – U –tonu – tanga</i></li></ul>

TEACHING STAFF	TEACHER AIDES
Richard Brown Chris Pearson Vicky Jeffares Paula Purser	Christine McClymont Leonie Summerville Anita Bax



## GOAL 1

***Implement a scaffolding structure in an English Unit (Formal Writing), to improve student learning.***

### ACTION:

Staff developed a basic scaffolding model. The model was used in two Year 10, English classes.

### OUTCOME:

All, Year 10, Supported Learning students were able to use the model to successfully complete a piece of Formal Writing.

### VARIANCE:

The goal was achievable due to the basic concept of the model. In addition, to the use of technology (Chrome Books). The model was e-mailed to all students', therefore, the Formal Writing Unit was completed using Chrome Books. Importantly, teacher and teacher aide scaffolding was also pertinent in the success of the goal.

## GOAL 2

***To provide a safe, caring environment where successful learning outcomes can be achieved and students regularly attend school.***

### ACTION:

Identify, emotionally, socially and vulnerable, 'at risk' students, in conjunction with the Learning Centre. Record names and discuss these students at regular departmental meetings. The key is to build trustworthy relationships.

All Supported Learning students are informed that we are a 'safe place, where food and support can be provided regularly.

Supported Learning Staff are vigilant on attendance and call home (if appropriate) , when semi-regular absences are trending. Staff work closely with Guidance, Outside Agencies and Mark (Truancy Officer). There is a correlation between attendance and academic success.

### OUTCOME:

Many of our students regularly approach, Supported Learning Staff, requesting food, a

little time out, general support and conversation. We make ourselves available throughout the day , therefore, lunch-time is often shared with students.

The attendance rates/percentages of Supported Learning Students in 2017 were pleasing.

### VARIANCE:

In 2017, we moved into the prefabs on the field. While difficult at the time, we successfully navigated this hurdle. However, we still made the Prefabs, also the Pavilion, a home base for our students, when food and support was required.

## Successes and Junior Successes – Supported Learning Staff!

**Paula Purser's** exceptional transition from Primary School Teacher to Secondary School Teacher. Paula was a new staff member in 2017. Her innovative and motivational pedagogy has been transformational and highly effective. The Supported Learning Department is fortunate to have her teaching in our area.

**Leonie Summerville**, retired as Deputy Principal of Tauranga Girls' College to work as a Teacher Aide in our Supported Learning Department. The reality is we have an incredibly gifted educator working in our department. In 2017, our Supported Learning students significantly benefitted from both Leonie and Paula. Simply, both are outstanding educators, more importantly, they care about our students and share our department's ethos.

**Vicky Jeffares** has also joined our team – how lucky are we...? Vicky is in charge of our new venture: Senior Supported Learning.

While it is in its infancy, it appears that real academic success has already taken root. 60% of the Senior Supported Learning, students received Level 1, after one year. Given, the complex needs of our Senior Supported Learning, students, we forecasted and set

goals for all students to have Level 1 after two years. We will continue to review this.

Chris Pearson's wisdom and experience has again proved invaluable to our department.

### **Success continued - Destigmatising - breaking down the stigma attached to Supported Learning.**

We are continuing to break down the stigma attached to being in 'M Block' - Supported Learning. Many of our students really enjoy the environment that has been created in Supported Learning. It is a learning area focussed on well-being, critical skills and being the best students can be with their learning. Importantly and pleasingly, we received, positive parental and whanau feedback.

Integration and inclusion into mainstream classes for Form Period, Physical Education and Options has been successful. The rebuild of M Block will also be significant. The word...Unit will be dropped and we will re-brand. The Centre of Excellence or The Learning Centre etc ( we need to consult and discuss to find the best name). The intention is to display, aspirational words and quotes, also creating an indoor and outdoor learning environment. Importantly, we would like the students to be a part of the creation.

New building - but same caring, kind and nurturing approach to be taken, while optimising educational outcomes and exploring innovative approaches to learning for our vulnerable students.

### **Junior Challenges:**

We will continue to set goals around the improvement of: well-being, reading, writing and mathematics. Nevertheless, we will also focus on making school fun, therefore, improving attendance and continually letting the students know – we care.

In summary, our challenges are to improve: Well-being, Reading, Writing, Mathematics, Attendance. Our challenges are also summarised in: Barriers to Learning.

### **NCEA Successes:**

Given, Toi Ohomai's greatest growth area is **Foundation Skills**, we are in the process of developing a similar, senior based programme, with the aim of by-passing the necessity for a tertiary, Foundation Skills Programme for these students. The aim, therefore, is that these students are prepared for a career pathway, when they leave Otumoetai College.

### **NCEA Challenges:**

Meeting the needs of Literacy and Numeracy and providing, option choices that cater for student strengths.

### **Barriers to Learning:**

At times, the method of assessment does not yield an accurate measure of what the students can achieve. A lack of emotional capacity and maturity in our students can be a real barrier. In addition, circumstances outside of school (poverty/hardship, abusive environments etc) can have negative impacts on learning and well-being.

### **Male Achievement:**

#### **Data summary on Kamar. PAT's, CEM'S, e astle, Common Assessment Tasks.**

Brief statement: Our male students are over represented, in being below their chronological age for: reading, writing and numeracy.

### **Maori Achievement:**

#### **Data summary on Kamar. PAT's, CEM'S, e astle, Common Assessment Tasks.**

Brief statement: Our Maori students are over represented, in being below their chronological age for: reading, writing and numeracy.

### **Data Consideration**

In 2018, we will discuss which summary data to incorporate, to see, value added. In other words, which data, measures our outcomes best and provides us with the best information. For example: Kamar attendance data, probe data, Schonell, Burt data, Writing Rubrics – levels. In addition, to the traditional, PAT's,



Cem's, Common Assessments Tasks, e asttle etc. Consideration to over assessment needs to be discussed.

### Summary:

The staff in Supported Learning live our vision ***(to provide a supportive, nurturing and safe environment where all students can aspire to be socially, emotionally and educationally the best they can be)***– this makes a difference to our vulnerable and complex learners. We care!

Importantly, we acknowledge the significance of providing educational opportunities that will be, achievable, advantageous and enjoyable to our learners. We have had a successful, academic 2017, however, understand that we need to continually evolve. Supported Learning will continue to implement and evaluate new initiatives (evidence based), eg Renaissance Accelerated Reader, Fast For Words and use technology to optimise learning.

Moving forward, Supported Learning staff will also discuss how we can use taxonomies to improve student outcomes, in addition to using diagnostic, formative and summative data effectively.

In conclusion, Supported Learning classes cater for a variety of vulnerable and complex students. Our staff are positive, unified and professional. They provide learning outcomes which are effective and consider the whole child.

## Technology Faculty

### WHOLE FACULTY OVERVIEW

Initiatives put in place in 2016 to raise levels of student success in the 2017 year yielded good results. It did require a whole faculty commitment and special thanks go to Lauren May for her considerable effort to access COL funding to finance the Curriculum expert. The application for COL support proved to be arduous.

The greatest strength of our colleges Technology faculty is its dedicated staff. They are all student focused and supportive of each other. Essentially, a tremendous team and work family.

One of our faculty's key foci in place every year is the promotion of literacy within the junior curriculum. This work continued as well as the creation of instructional guides for many of the Year 10 courses. Much of this work was carried out as part of Individual teaching Inquiries.

2017 began as quite a stable year for staffing, however, with the unexpected retirement of Dennis Robbins in term 3, staffing his classes became quite a trial for all concerned.

The college's changed policy regarding five subjects at Year 12, as opposed to allowing students to select six, continued to see a reduction in course selection numbers resulting in the cancellation of Level 2 courses in 2018. A decision which has had a huge impact upon students wishing to study a wide range of subject areas.

This is particularly relevant for those wishing to pursue University education in such Technology based courses as Engineering, Product design and Architecture, and Food Technology where our more academic courses such as Electronics, Graphics, Materials and Food Technology are a tremendous advantage to the student. These students especially, can be very restricted by having to select 2 Maths, 2 Sciences and English or a similar literacy rich, subject.

Our Unit standard courses of Mechanical Engineering, Automotive and Hospitality, which have phenomenal pass rates, are frequently the ones being cut. These students often then end up being placed into courses where they may not gain a single credit.

The lack of understanding by Senior Management, Deans and Careers staff about the various academic levels of Technology subjects is getting better each year, but unfortunately there are still too many cases

where existing students and new enrolments are placed incorrectly into courses.

### **HARD MATERIALS TECHNOLOGY/ GRAPHICS/ ELECTRONICS DEPARTMENT**

**The agreed Department goals as set down in 2017 were:**

**Create shared scaffolded templates to grow student understanding, learning and task completion.**

#### **Action:**

Collect student voice asking them which way they prefer to learn. EG: One could be "Observing good examples of student work from previous year's students."

In staff groups of approximately 3 teachers, both Junior and Senior resource posters/media presentations of the relevant complete student work process are displayed for students to see.

Upon implementing the created student learning tools, gather student voice asking them whether the new resources have made a gain on their understanding.

Have a faculty wide reflective discussion about the effectiveness of the entire exercise, both from the student and teacher perspectives. What worked well, what we might build upon in the future? A look at the big picture.

#### **Some background Information.**

For many years now we have tried different strategies to lift the Report writing ability of our Senior Academic Technology classes. These Externally assessed reports are limited to 10 pages and the assessment of them has often been a challenge to see consistency of the marking. In 2016, we worked at length with Literacy expert, Ian Hunter, to create writing frames, which disappointingly, were not successful. In the 2017 year, with funding support from the C.O.L, we brought in an Expert on the Technology curriculum, Neville Myers. With his assistance, we furthered our own knowledge greatly and were able to create our own writing frames for students

with more certainty about the curriculum expectations of the External case study reports at Levels 1, 2 and 3. A lot of these were submitted for student use online in Google classroom.

#### **Outcome:**

These actions had the desired effect, although to be honest we did anticipate having a larger amount of student's gain Merits and Excellences at all levels than actually occurred. A large number of students did gain passing grades; however, marker inconsistency did continue to be a factor as was the case in Electronics at level 3. (All students in this External received a N/A, but the check marker regraded the NZQA marker sampling as an Excellence. All of these students were encouraged to re submit their submissions for reconsideration).

#### **Variance:**

As the curriculum training for staff occurred late in the year, through funding delays via the C.O.L., just prior to the External submission date, there was insufficient time in some courses to prepare students. These modelling reports are about the students own Technological practice throughout the course, and in many cases they had missed opportunities in the design process that were essential for the evidence needed in their reports. We have resolved to introduce this guidance material much earlier in the school year in 2018.

**Scaffolding some Senior/Junior task, process guidance for low ability Priority learners.**

**Action:** Collect student voice asking them which way they prefer to learn. Work in small groups and feedback to the faculty.

**Outcome:** This goal was the prime focus for a lot of our staff Inquiry question work, and as a result, many extremely useful instructional student guides were created in a wide range of mediums.

Where some staff created resource videos of manufacturing processes for student use,

several others chose to create exemplars which the students could refer to. Other resources such as Writing frames and scaffolding practical activities were created and trialled with students.

#### **Variance:**

Such guidance notes, videos, project manufacturing sequences take considerable amounts of time to create and refining how they present to students will no doubt be continued in the coming year. Of course, creation of a teaching resource for students is no guarantee that students will adhere to the advice contained within them.

#### **DEPARTMENT SUCCESSES OF 2017**

For the last 2 years, we have put a lot of work into our Year 9 and 10 Graphics programmes to better enable students with interesting work of a Technical nature, which would lead to greater success at Level 1 NCEA. This has resulted in improved course enrolment numbers and senior work of a higher standard.

Our work with Curriculum expert, Neville Myers, did indeed empower staff to have the hard conversations with their colleagues about consistency of assessment and this in turn resulted in improved curriculum knowledge and lesson content. The Results of the External reports was a positive example of the gains in student success we can bring about through rigorous discussion and developing a shared understanding of solid, “teaching practice” techniques.

#### **NCEA SUCCESSES**

Without doubt, having developed an effective approach to delivering the External Written Reports.

An increase in the standard of written work in Technology, which has led to higher internal assessment grades. We are seeing an improved analytical depth in student writing. Critical thinking is on the rise.

#### **NCEA CHALLENGES**

Getting students motivated to work hard earlier in the year. As all our Achievement

standard courses are portfolio based, we regularly “inspect” student work, rather than “expect” it is done. We are taking steps in 2018 to get the students to put in a consistent effort in terms 1 and 2 rather than pressure themselves in terms 3 and 4.

Consistency of the NZQA markers of External standards. This system is currently failing our students and does not provide any feedback on the assessment decisions. Regardless of my efforts on a national level to influence this system, it seems beyond our control.

### **BARRIERS TO LEARNING**

Having surveyed the teachers within our faculty prior to writing this report, the common message is poor student attendance.

The demands upon students outside of education with work commitments and social media pressure seem to be considerable distractions for many as well.

Although we have very good equipment and access to computers. Student well-being is affected though, by two solvable issues.

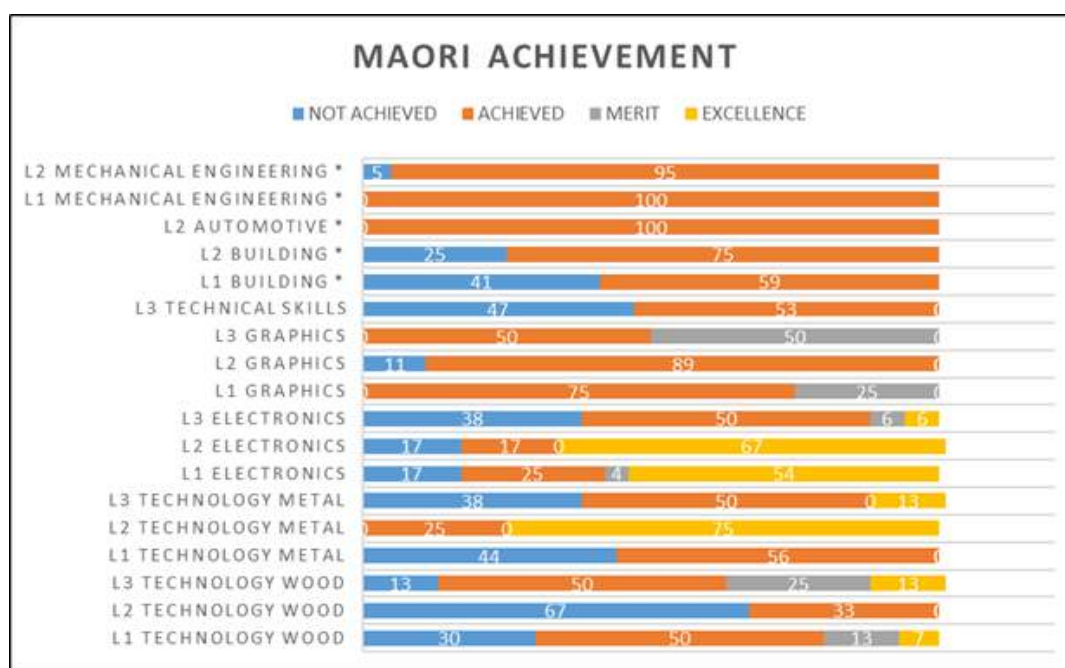
We need to get Air Conditioning in both C8 and C10 Graphics rooms. The students cannot be expected to produce their best work while suffering under such high summer temperatures.

Student well-being is affected in the workshops, not so much in regards to fighting or safety, but with theft of Assessable projects. Other local schools have seen this problem eliminated with the addition of security cameras in school workshops. We do have some currently; however, feel strongly that there needs to be 3 more installed under the same strict observation protocols that we currently adhere to.

## MAORI ACHIEVEMENT

Teachers have, where possible, continued to allow students the freedom to design/make projects which allow for students to be more invested emotionally in what they are making and designing. This opportunity for students is available in all of our Technology curriculum courses and to a lesser amount in our Unit Standard courses.

EG: The year 10 Wood based programme was altered to include more creativity and a focus on making personal taonga. Some Maori junior boys seemed to establish an attitude to be negative about learning, whilst there has been great success in some senior classes with Maori boys and girls achieving well.



## STAFFING IN THE 2017 YEAR

**Kevin Meyer** (HOF) Materials Technology and Graphics. Yr 9/10/L1/L2/L3 Technology, Yr 10 Graphics

**Ian Watson** (Assistant HOD) Materials Technology and Graphics. L1/L3 Technology, Yr 10/11 Graphics

**Brendon Jones** - Materials Technology, Graphics, Automotive studies. Yr 9/10/L2 Technology, L1 Graphics, L2 Automotive studies.

**Andrew Rapley** - Materials Technology and Graphics. Yr /10 Technology, L2/L3 Graphics.

**Deon Wessels** – Materials Technology, Graphics, Electronics, Robotics Coach. Yr 9 Technology, Yr 10/L1/L2/L3 Electronics.

**Tim Cosson** – Materials Technology, Graphics and Mechanical Engineering. Yr 9/10 Technology, L1/L2 Mechanical Engineering.

**Steve Gilvear** - Materials Technology, Graphics and Building. Yr 9/10 Technology, Yr 9 Graphics, L2 Building.

**Dennis Robbins** – Part time Yr 9/10 Graphics teacher, retired at the end of 2017.

## FOOD TECHNOLOGY/SOFT MATERIALS TECHNOLOGY/HOSPITALITY DEPARTMENT

### GOAL ONE

Create shared scaffolded templates to grow student understanding, learning and task completion. (EG - The whole process in a visual display of expected student work for the project/ portfolio)

### GOAL TWO

Scaffolding some Senior/ Junior task multiple process guidance for low ability Priority learners. (Create student friendly, visual task explanations, of steps in a student project)

### ACTIONS

1. Collect student voice asking them which way they prefer to learn. EG: One could be "Observing good examples of student work from previous year's students."
2. In staff groups of approximately 3 teachers, both Junior and Senior resource posters/media presentations of the relevant complete student work process are displayed for students to see
3. Upon implementing the created student learning tools, gather student voice asking them whether the new resources have made a gain on their understanding.
4. Have a faculty wide reflective discussion about the effectiveness of the entire exercise, both from the student and teacher perspectives. What worked well, what we might build upon in the future? A look at the big picture

### OUTCOMES - COMBINED

Student voice was gathered from across a range of classes and teaching contexts. Overwhelmingly the results showed 2 key areas of need

- Practical implementation of their learning through hands on activities
- Written guidance for students to look at and re-visit in a task when required.

Soft Materials Technology – 10TESM Students enjoyed the new online google classroom videos that were created for their Bag project. The big positive for this was the students who were more able could continue on with little/no teacher help. Students who were struggling had more support from the teacher.

Food Technology – With a focus on the external report for Level 1 Food Technology the development of guide-sheets and the use of Google Classroom was key. Implementing the lessons learned and strategies developed in conjunction with other Faculty members and Neville Meyers these assessment activities were developed and implemented with huge success. Student voice showed an overwhelmingly positive response which has prompted the use of Google Classroom to also assist in the delivery of L2/3 Food Technology in 2018. This was a huge success which will be rolled out with other classes.

Hospitality – Teachers established new multi-media resources that aligned with the units being taught through the use of technology such a video clips and research using Chrome Books. These units had both theory and practical elements to them with the use of video clips, text book explanations/notes and the production of various food products related to each unit.

Faculty wide discussion deemed the resources overall to be very successful. While there were some struggles with student behaviour and attendance, these are a side issue. What we did discover is that many students were more engaged, had positive reactions to the resources implemented and this had a direct influence in the external results in the senior school. Many of the resources have been tweaked and altered to better reflect the learning needs of our students and will continue to evolve as we grow along with them.

### VARIANCE

For the Hospitality teachers concerned this was not an area of strength. While the Multi-media resources were compiled to set up units, there was nothing new added into the mix. There is potential for a future focus on developing resources from scratch – perhaps with student involvement.

There was also potential scope to work in some additional professional learning around the use of technology in the classroom, however due to a change in staff this is no longer required.

## STAFFING

**Lauren May** - L1TEFT, L2TEFT, L3TEFT, L3HOSP

- Focus Food Tech and Hospitality

**Julie Leslie** - 9TEFT, 10 TF1, L1HOSP, L2HOSP -

Focus Jnr Food Tech and Hospitality

**Charlotte Armstrong** - 9GRAP, 10TF1, 10TS1,

L1 TESM, L2 TESM, L3 TESM, L2FADN, L3FADN

– Focus Soft Materials, Food Tech, Graphics.

**Lois Jelley** - 9 TEFT, 10TEF2, L1HOSP – Jnr Food Tech and Hospitality.

## SUCSESSES

2017 was another successful year for the 'Technology Whanau' with many positives to be celebrated, including:

Growth in numbers for 2017 and good retention of students into 2018 courses with some students choosing to take 2 or more courses in our subject area.

This was Charlotte Armstrong's first year at OTC and not only did she slot in seamlessly but she quickly gained the respect and admiration from both colleagues and students alike. She worked hard across 3 different teaching contexts and has begun to grow her subject area. Charlotte had great success with her external reports.

Level Three Food Technology worked with the Otumoetai Rotary Club to develop, plan and execute and outstanding Fundraising Dinner. This generated \$500 profit that was donated to the club to help support their sponsorship of Otumoetai College Youth in our community.

In Year 12 we had a student awarded with the 'Runner up Design Award' at the Pin'd Fashion Showcase. We also had a Year 13 awarded with 'Runner up' for her senior section at the Pin'd Competition. Great successes all round.

For the first time the students in the full year 10TF2 achieved 5 L1 NCEA credits by achieving 2 L1 Unit standards that had both practical and written assessments. Students and teachers were all very pleased.

An increase in Chromebook capacity for the faculty meaning greater access for students. This translates into greater use of technology within the classroom to which students reacted positively.

## NCEA RESULTS

The Technology Faculty as a whole was lucky enough to gain the services of Neville Meyers through the CoL. This allowed us to spend 3 days immersed in the content for the Technological Modelling external reports. We worked through from junior school to Level 3 with a particular focus on Level 1 & 2. While we had made inroads to boosting our external results for 2017, we are cautiously optimistic that this will become even more evident in the 2018 results. A side-product of the work around the externals was the in-depth discussions we had across all teaching contexts within Technology and the translation of that into our internal work as well. Now, more than ever, we are continuing to work together as a cohesive unit with a shared goal for our students in Senior Technology. It is also worth noting the inclusion of the Intermediate staff member who joined us for an afternoon from OTI – there is scope to possibly working more closely with them in the future.

Neville was also instrumental in helping Charlotte with the work for the TESM externals which was also hugely successful. All students handed in a written report for the External 1.10. Grades were very successful, 2 Achieved, 6 Merit, 9 Excellence. Outstanding for Charlotte as this was her first year ever doing an external.

Overall, a very good year with a definite increase in External Results. While there were still some N/A grades this number has definitely decreased from the previous year and we are continuing to work on reducing this more.

Internal results were of a good standard and external moderation backed this up. The standards that we faltered on are the ones that we have requested for this year. We have put a lot of work into adjusting the content of our courses to ensure that we are better meeting assessment requirements and are up to speed where necessary.



## NCEA CHALLENGES

SNA's – We have an on-going issue of students who have already achieved enough credits for the year opting out of the external report in Senior Technology. The majority of the students do not make this decision until Term 4 by which time it is too late to remove them from the standard. Collectively we are trialling a different approach where the report is written earlier in the year and then finalised for submission in Term 4 – hopefully this will help to reduce the number of SNA's. My concern is that students may be covering too many credits in their courses to allow them to get to this point. For a student who is doing 5 subjects do they really need to be assessed for 24 credits in a single course? Are we breeding a mind-set of mediocrity and credit counting? Should we do less and do it better and assess quality not quantity.

Time constraints – while we manage our time around the 1 hour periods, it would be good if we had the option of a long time slot sporadically. Especially in practical situations where we are required to assess students individually and they are all making different products. While we relish exam weeks with the option to have 2 or 3 hour time slots for assessments we would like to see the possibility of some more, longer periods to be investigated.

## BARRIERS TO LEARNING

Absenteeism – this continues to be an issue, particularly in Senior Hospitality classes, which disadvantages students – many who struggle to understand that achieving Hospitality credits requires both regular practical and written assessment for each Unit Standard. Once 'enough' credits are obtained some students attendance drops off and their work suffers.

Combined Classes - Teaching combined classes in Food Technology, Soft Materials Technology and Fashion and Design continues to be a real struggle. Having to manage large class sizes and teach multi-levelled work is an on-going issue for teacher workload and student engagement. This is particularly key at Year 12 / Level 2 where students are forced to drop a subject from Level 1, thus limiting their option choices. This then leads to small class numbers which have been deemed non-viable, unless they are multi-levelled (Less than 20). We believe that smaller class sizes with a more in-depth focus with the teacher would be of extreme benefit to the students and their understanding and achievement – particularly when the courses require that every student is making an individualised project and no two are the same.

Heat and Humidity – This is becoming increasingly unbearable in both theory and practical Food Technology rooms.





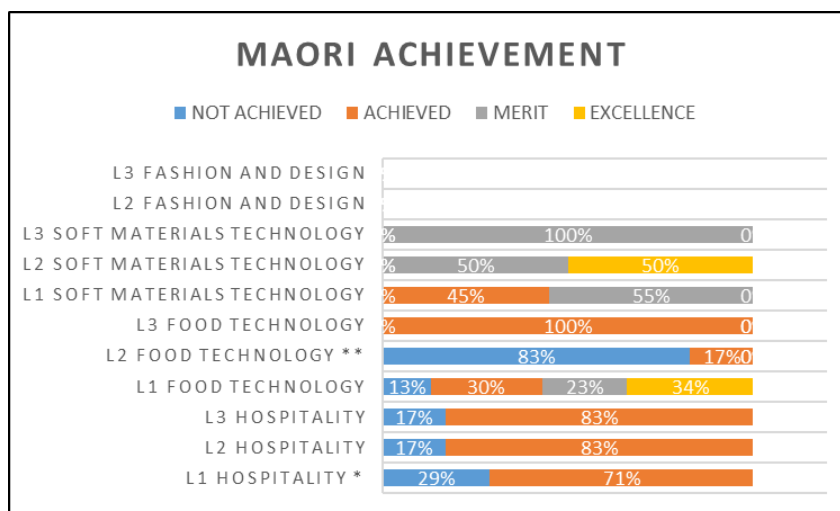
We have had a wide range of achievement from our Maori students in 2017. We use an 85% pass rate as our indicator.

All Hospitality courses are all assessed via Unit Standards which only allow students to gain a Not Achieved / Achieved grade.

Level 2 and Level 3 Fashion and Design did not have any Maori students in them.

\* Level 1 Hospitality had several Special Needs students, including some Maori students.

**\*\* One Maori student who was wrongly placed into this Standard course where he had been studying Home Economics/Hospitality at his previous school – only passed one standard. In 2018 he is thriving in L3 Hospitality.**





## Annual Report 2018