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# OTUMOETAI COLLEGE

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## ANNUAL REPORT 2018

He akonga te oranga  
LET LEARNING ENLIGHTEN LIFE

## Contact us

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# INTRODUCTION



He akonga te oranga  
LET LEARNING ENLIGHTEN LIFE

# Principal's Report



2018 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, Saskia Brinkman, Rebecca Dougherty, Thomas Chaney, Redemption Te Wiki, and Shelford Perry 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.

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 Emma Copeman 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, Stephen Tische 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.

**R Gordon**  
*Principal*

## Chairman's Report

2018 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.

2018 began the tenure of our new Principal, Mr. Russell Gordon. He has quickly come to grips with our school setup and has developed a strong relationship with the Board. Together we are focussing on a review of the Junior curriculum, a stock take on student results tracking and the ongoing development of cultural relationships for a more responsive pedagogy.

In early August the Board was informed that the business case for a major redevelopment project at our school was approved by cabinet. This announcement was made public when we hosted the Prime Minister in late August and she announced that the government would be allocating \$47 million to the school's building project.

This building programme affords the school an exciting opportunity to develop our pedagogical approach alongside the development of a new school environment. We recognise that the buildings we are designing for today are intended to be there for perhaps fifty to sixty years before replacement. Our goal as a board is to ensure that the learning and the soon to be constructed learning spaces will remain relevant, engaging and challenging for the students of today, and, just as importantly, for the students of tomorrow.

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



# FINANCIAL REPORT 2018



# OTUMOETAI COLLEGE

## GROUP ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

<b>Ministry Number:</b>	120
<b>Principal:</b>	Russell Gordon
<b>School Address:</b>	105 Warsaw Road, Bellevue, Tauranga 3116
<b>School Postal Address:</b>	PO Box 8633, Cherrywood, Tauranga 3146
<b>School Phone:</b>	07 576 2316
<b>School Email:</b>	Office@otc.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained		
	Chair Person	Huss Brown	Appointed	June 2018
	Principal - ex Officio	Russell Gordon	Appointed	
	Parent Rep	Julia Palmer-Hollins	Appointed	June 2018
	Parent Rep	Gavin Frost	Co-opted	June 2018
	Parent Rep	Sharon De Luca	Appointed	June 2018
	Parent Rep	Mark Murray	Co-opted	June 2018
	Student Rep	Kenzi Mason	Appointed	September 2018
	Staff Rep	Eklie Stephen	Appointed	June 2018

**Accountant / Service Provider:** Pip Palmer



# OTUMOETAI COLLEGE

Group Annual Report - For the year ended 31 December 2018

## Index

<b>Page</b>	<b>Statement</b>
	<b>Financial Statement</b>
<u>1</u>	Consolidated Statement of Responsibility
<u>2</u>	Consolidated Statement of Comprehensive Revenue and Expense
<u>3</u>	Consolidated Statement of Changes In Net Assets/Equity
<u>4</u>	Consolidated Statement of Financial Position
<u>5</u>	Consolidated Statement of Cash Flows
<u>6 - 17</u>	<b>Notes to the Consolidated Financial Statements</b>
<u>18</u>	Audit Report
	<b>Other Information</b>
	Analysis of Variance
	Kiwisport



# Otumoetai College

## Statement of Responsibility

For the year ended 31 December 2018

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 2018 fairly reflects the financial position and operations of the group.


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

Peter Russ Browne.  
Full Name of Board Chairperson

  
Signature of Board Chairperson

27/5/2019  
Date:

Russell John Gordon  
Full Name of Principal

  
Signature of Principal

27/5/19  
Date:

**Ojumaetai College**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

	Notes	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2018 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>							
Government Grants	2	17,124,585	15,305,301	16,708,895	17,124,585	15,305,301	16,708,895
Locally Raised Funds	3	1,968,254	1,417,570	1,664,746	1,827,734	1,441,570	1,664,746
Fees, Fines, Tuition, etc.		142,828	107,690	163,522	152,043	117,804	179,488
International Students	4	1,554,054	1,258,620	1,100,423	1,354,684	1,258,620	1,100,423
		<b>20,550,641</b>	<b>18,129,391</b>	<b>19,681,591</b>	<b>20,548,956</b>	<b>18,129,391</b>	<b>19,681,591</b>
<b>Expenses</b>							
Locally Raised Funds	3	928,899	728,825	800,317	928,899	728,825	800,317
International Students	4	774,335	736,662	570,522	724,335	736,662	570,522
Learning Resources	5	10,654,173	12,796,617	12,751,560	10,464,170	12,796,617	12,754,566
Administration	6	1,262,334	1,200,685	1,240,756	1,262,334	1,200,685	1,240,507
Tuition		26,985	-	30,198	26,985	-	30,198
Property	7	3,472,575	1,900,157	3,850,056	3,472,575	1,900,157	3,850,056
Capitalization	8	811,877	780,000	668,610	811,877	780,000	668,610
Less on Disposal of Property, Plant and Equipment		10,617	-	9,395	10,617	-	9,395
		<b>20,751,963</b>	<b>18,304,936</b>	<b>20,233,439</b>	<b>20,751,963</b>	<b>18,304,936</b>	<b>20,233,439</b>
<b>Net Surplus (Deficit) for the year</b>		<b>(201,322)</b>	<b>(180,635)</b>	<b>(571,843)</b>	<b>(202,707)</b>	<b>(180,535)</b>	<b>(571,835)</b>
Other Comprehensive Revenue and Expenses		863	-	735	863	-	735
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(200,462)</b>	<b>(180,635)</b>	<b>(568,113)</b>	<b>(201,847)</b>	<b>(180,535)</b>	<b>(568,500)</b>
<b>Attributable to:</b>							
Board of the School		(200,462)	(180,635)	(568,113)	(201,847)	(180,535)	(568,500)
		<b>(200,462)</b>	<b>(180,635)</b>	<b>(568,113)</b>	<b>(201,847)</b>	<b>(180,535)</b>	<b>(568,500)</b>

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

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

For the year ended 31 December 2018

	Actual 2018 \$	School Budget (Unaudited) 2018 \$	Actual 2017 \$	Actual 2018 \$	Group Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	6,742,973	6,742,973	7,311,366	7,052,098	7,052,067	7,620,569
Total comprehensive revenue and expense for the year	(200,462)	(160,635)	(558,413)	(701,847)	(190,835)	(568,500)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	37,000	37,000	-	37,000	37,000	-
Capital Introduced Otumoetai Education Trusts				10,000		
Equity at 31 December	6,579,510	6,559,338	6,742,873	6,897,221	6,906,432	7,052,068
Retained Earnings	6,579,510	6,559,338	6,742,873	6,897,221	6,906,432	7,052,068
Prior Period Adjustment						
Equity at 31 December	6,579,510	6,559,338	6,742,873	6,897,221	6,906,432	7,052,068

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

**Otumoetai College**  
**Statement of Financial Position**

As at 31 December 2018

	Notes	2018	School	2017	2018	Gross	2017
		Actual	2018	Actual	Actual	2018	Actual
		\$	Budget	\$	\$	(Unaudited)	\$
			(Unaudited)				
			\$				\$
<b>Current Assets</b>							
Cash and Cash Equivalents	9	1,217,356	1,424,267	1,562,849	1,534,676	1,732,804	1,871,388
Accounts Receivable	13	805,826	792,000	704,007	805,999	792,547	705,348
Funds due for Capital Works Projects	23	94,687	-	-	94,687	-	-
GST Receivable		(26,713)	139,000	143,297	(26,713)	139,000	143,297
Prepayments		110,952	55,000	94,899	110,952	55,000	94,899
Inventories	11	4,366	1,200	1,248	4,366	1,200	1,248
Short Term Deposits	9	3,700,000	3,000,000	3,650,000	3,700,000	3,000,000	3,500,000
Investments	12	47,060	47,100	47,700	47,560	47,100	47,100
		<u>5,954,118</u>	<u>5,458,567</u>	<u>8,224,755</u>	<u>6,272,130</u>	<u>5,767,651</u>	<u>6,513,245</u>
<b>Current Liabilities</b>							
Accounts Payable	14	1,240,119	1,794,321	1,767,917	1,240,119	1,794,321	1,707,917
Revenue Received In Advance	15	341,535	625,000	766,606	341,335	625,000	766,606
Provision for Cyclical Maintenance	16	292,449	150,000	-	292,449	150,000	-
Painting Contract Liability - Current Portion	17	55,217	61,000	61,627	55,217	61,000	61,627
Finance Lease Liability - Current Portion	13	116,245	90,000	94,819	116,242	90,000	94,619
Funds held in Trust	19	765,332	626,047	764,357	765,332	626,047	764,357
Funds for Year Parenting Unit	21	49,733	58,186	56,163	49,733	58,186	56,163
		<u>2,360,820</u>	<u>3,204,554</u>	<u>3,453,269</u>	<u>2,360,820</u>	<u>3,204,554</u>	<u>3,453,269</u>
<b>Working Capital Surplus(Deficit)</b>		<b>2,593,298</b>	<b>2,453,993</b>	<b>2,780,346</b>	<b>2,911,309</b>	<b>2,763,097</b>	<b>3,060,041</b>
<b>Non-current Assets</b>							
Property Plant and Equipment	13	4,285,913	4,415,345	4,579,147	4,285,913	4,415,345	4,579,147
		<u>4,285,913</u>	<u>4,415,345</u>	<u>4,579,147</u>	<u>4,285,913</u>	<u>4,415,345</u>	<u>4,579,147</u>
<b>Non-current Liabilities</b>							
Provision for Cyclical Maintenance	16	119,855	-	336,203	119,855	-	336,203
Painting Contract Liability	17	14,847	50,000	63,450	14,847	50,000	63,450
Finance Lease Liability	16	155,299	220,000	217,407	155,299	220,000	217,407
		<u>330,001</u>	<u>270,000</u>	<u>617,121</u>	<u>330,001</u>	<u>270,000</u>	<u>617,123</u>
<b>Net Assets</b>		<b>6,579,510</b>	<b>6,599,336</b>	<b>6,742,973</b>	<b>6,897,221</b>	<b>6,308,432</b>	<b>7,052,069</b>
<b>Attributable to:</b>							
<b>Board of the School</b>		<b>6,579,510</b>	<b>6,599,336</b>	<b>6,742,973</b>	<b>6,897,221</b>	<b>6,308,432</b>	<b>7,052,069</b>
<b>Total equity</b>		<b>6,579,510</b>	<b>6,599,336</b>	<b>6,742,973</b>	<b>6,897,221</b>	<b>6,308,432</b>	<b>7,052,069</b>

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

Otumoetai College  
**Statement of Cash Flows**  
For the year ended 31 December 2018

	Notes	2018	School 2018 Budget	2017	2018	Group 2018 Budget	2017
		Actual \$	(Unaudited) \$	Actual \$	Actual \$	(Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>							
Government Grants		4,551,522	4,305,301	4,548,743	4,551,522	4,305,301	4,249,743
Locality Related Funds		1,525,293	1,414,908	1,602,168	1,524,293	1,404,006	1,591,168
International Students		1,447,298	1,347,331	1,268,124	1,447,298	1,247,901	1,263,124
Goods and Services Tax (net)		170,010	3,297	(129,648)	170,010	3,297	113,648
Favourable Exchange		(3,212,665)	(2,976,275)	(2,615,251)	(3,212,665)	(2,676,275)	(2,615,251)
Payments to Suppliers		(4,418,530)	(4,020,242)	(4,946,112)	(4,418,689)	(4,020,242)	(4,445,112)
Cyclical Maintenance Payments in the year		-	(186,262)	-	-	(106,262)	-
Interest Paid		(28,585)	-	(30,158)	(26,585)	-	(33,158)
Interest Received		178,534	107,354	179,223	185,605	117,258	189,461
<b>Net cash from / (to) the Operating Activities</b>		<b>524,520</b>	<b>(5,385)</b>	<b>558,049</b>	<b>542,301</b>	<b>(5,085)</b>	<b>658,230</b>
<b>Cash flows from Investing Activities</b>							
Proceeds from Sale of PPE (and Intangibles)		0	-	31,304	0	-	31,304
Purchase of PPE (and Intangibles)		(554,652)	(616,198)	(1,417,651)	(554,652)	(616,198)	(1,417,651)
Purchase of Investments		(100,000)	-	-	(100,000)	-	-
Proceeds from Sale of Investments		-	600,000	650,000	-	600,000	650,000
<b>Net cash from / (to) the Investing Activities</b>		<b>(554,652)</b>	<b>(16,198)</b>	<b>(736,347)</b>	<b>(554,652)</b>	<b>(16,198)</b>	<b>(736,347)</b>
<b>Cash flows from Financing Activities</b>							
Finance and Equipment Grant		37,000	37,000	-	37,000	37,000	-
Finance Lease Payments		(104,851)	(2,248)	(80,243)	(104,851)	(2,248)	(80,243)
Leasing contract payments		(56,213)	(14,277)	116,241	(56,213)	(14,277)	116,241
Funds Acctd. raised on Behalf of Third Parties		17,180	(138,008)	76,168	17,180	(138,003)	75,168
Funds for Capital Works Projects	20	(54,687)	-	19,258	(54,687)	-	19,258
<b>Net cash from Financing Activities</b>		<b>(226,171)</b>	<b>(117,307)</b>	<b>102,350</b>	<b>(226,171)</b>	<b>(117,307)</b>	<b>102,350</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(346,452)</b>	<b>(126,590)</b>	<b>(66,908)</b>	<b>(336,721)</b>	<b>(130,590)</b>	<b>(63,721)</b>
Cash and cash equivalents at the beginning of the year	4	1,552,540	1,569,810	1,632,757	1,374,559	1,571,309	1,541,120
<b>Cash and cash equivalents at the end of the year</b>	5	<b>1,206,088</b>	<b>1,443,220</b>	<b>1,565,849</b>	<b>1,037,838</b>	<b>1,440,719</b>	<b>1,477,399</b>

The Consolidated Statement of Cash Flows reconciles only those cash flows directly with the records of the Branch. This means centrally funded teachers' salaries and the use of land and buildings grant, 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

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### 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 2018 to 31 December 2018 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 13.

##### *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 accrue 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 receipts are 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) 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.

#### **f) 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.

#### **g) 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.

#### **h) Inventories**

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

#### **i) 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 of Schedule 6 para 26 of the Education Act 1989 in relation to the acquisition of investment securities.

#### **j) 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 properly 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 their fair value and the present value

of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the 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 - 6 years
Textbooks	3 years
Leased assets held under a Finance lease	4 years
Library resources	12.5% Diminishing value

#### **j) 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.

#### **k) 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.

#### **l) 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.

#### **m) 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 those 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.

#### **n) 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).

**o) 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.

**p) 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.

**q) Budget Figures**

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

**r) 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.

2. Government Grants

	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2018 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
Operation grants	3,472,526	3,315,226	3,472,301	3,326,356	3,315,226	3,472,301
Teachers' salaries grants	10,454,055	10,000,000	10,179,530	10,454,069	10,000,000	10,179,630
Use of Land and Buildings grants	2,108,930	1,000,000	2,201,215	2,102,530	1,000,000	2,201,215
Resource teachers - learning and behavior grants	54,000	20,000	71,300	54,000	20,000	71,300
Other MOE Grants	548,544	756,075	612,318	662,544	756,075	612,318
Transport grants	988	5,000	4,481	988	5,000	4,481
Other government grants	51,430	0	17,300	31,430	-	17,300
	<b>17,184,585</b>	<b>15,026,321</b>	<b>18,758,875</b>	<b>17,184,586</b>	<b>15,106,201</b>	<b>16,794,856</b>

3. Locally Raised Funds

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

	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2018 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>						
Donations	115,451	100,000	141,146	104,867	99,000	131,146
Activities	463,847	240,000	428,472	481,942	240,000	438,472
Trading	203,540	126,600	259,795	201,540	126,600	259,795
Other Revenue	965,316	627,000	875,351	649,216	471,000	826,325
	<b>1,748,154</b>	<b>1,193,600</b>	<b>1,694,764</b>	<b>1,437,565</b>	<b>1,141,600</b>	<b>1,655,738</b>
<b>Expenses</b>						
Activities	658,118	420,000	632,106	654,118	420,000	638,106
Trading	274,820	250,000	249,211	274,820	250,000	249,211
	<b>932,938</b>	<b>670,000</b>	<b>881,317</b>	<b>928,938</b>	<b>670,000</b>	<b>887,317</b>
	<b>815,216</b>	<b>523,600</b>	<b>813,447</b>	<b>508,627</b>	<b>471,600</b>	<b>768,421</b>

Surplus for the year locally raised funds

4. International Student Revenue and Expenses

	2018 Actual Number 05	School 2018 Budget (Unaudited) Number 05	2017 Actual Number 74	2018 Actual Number 88	Group 2018 Budget (Unaudited) Number 05	2017 Actual Number 74
<b>International Student Roll</b>						
<b>Revenue</b>						
International student fees	1,254,864	1,250,000	1,138,428	1,254,864	1,250,000	1,138,428
<b>Expenses</b>						
Advertising	56,174	50,000	53,773	56,174	50,000	53,773
Commissions	151,453	144,000	134,200	151,453	144,000	134,200
International student fees	33,020	36,465	26,610	33,020	36,465	26,610
Employee Costs - Salaries	386,240	353,950	247,108	202,340	383,050	247,108
Other Expenses	57,521	51,055	46,164	67,321	61,055	66,164
	<b>724,408</b>	<b>715,465</b>	<b>507,855</b>	<b>514,308</b>	<b>718,560</b>	<b>527,855</b>
	<b>530,456</b>	<b>534,535</b>	<b>630,573</b>	<b>738,556</b>	<b>531,440</b>	<b>610,573</b>

Surplus/Deficit for the year international students

5. Learning Resources

	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2018 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
Computer	1,051,759	1,221,000	1,041,243	1,051,759	1,221,000	1,041,243
Equipment repairs	11,758	15,000	3,469	11,758	15,000	9,463
Information and communication technology	103,863	45,134	65,703	103,863	45,134	76,373
Library materials and activities	57,349	25,000	21,247	57,349	25,000	29,247
Library resources	5,791	5,300	3,480	5,791	6,000	3,478
Employee benefits - salaries	12,154,668	11,291,300	11,825,876	12,154,668	11,291,300	11,825,876
Skill development	76,181	41,100	61,514	76,181	41,100	71,314
	<b>13,464,170</b>	<b>12,798,834</b>	<b>12,794,886</b>	<b>13,464,170</b>	<b>12,798,634</b>	<b>12,794,386</b>

6. Administration

	2018	School 2018 Budget (Unaudited)	2017	2018	Group 2018 Budget (Unaudited)	2017
	Actual \$		Actual \$	Actual \$		Actual \$
Audit Fee	10,403	10,350	10,700	10,428	10,650	10,100
Board of Trustees Fees	3,530	3,600	2,875	3,535	3,600	2,800
Communication	31,764	29,920	32,678	31,754	29,000	33,678
Operating Lease	92,154	255,970	12,000	30,151	398,870	112,050
Other	367,261	155,025	300,773	357,231	135,000	305,824
Employee Benefits - Salaries Insurance	743,312	737,321	750,877	743,312	731,331	750,677
	22,874	24,753	18,308	23,876	24,153	25,306
	<u>1,262,304</u>	<u>1,203,645</u>	<u>1,240,758</u>	<u>1,258,824</u>	<u>1,255,645</u>	<u>1,246,607</u>

7. Property

	2018	School 2018 Budget (Unaudited)	2017	2018	Group 2018 Budget (Unaudited)	2017
	Actual \$		Actual \$	Actual \$		Actual \$
Revolving and Cleaning Committees	47,563	63,410	44,824	47,548	53,418	44,864
Capital Maintenance Expense	26,891	-	(40,551)	40,820	-	(40,567)
Revolving	44,447	34,000	34,214	44,140	34,000	34,214
Heat, Light and Water	164,634	187,920	168,881	155,838	181,500	168,881
Rates	31,366	30,000	29,070	31,355	30,000	29,070
Recess and Meetings	418,671	144,945	95,798	416,631	144,845	95,156
Use of Land and Buildings	2,168,590	1,000,000	2,207,219	2,158,550	1,000,000	2,231,210
Security	6,301	9,500	3,510	6,321	8,500	8,510
Employee Benefits - Salaries	521,593	512,700	480,762	521,526	512,700	486,182
	<u>3,422,518</u>	<u>1,998,575</u>	<u>3,590,028</u>	<u>3,422,578</u>	<u>1,998,133</u>	<u>3,296,050</u>

The use of land and buildings figure represents 67% 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 valuation evaluation process, completed every 10 June for the Ministry of Education's annual reporting purposes.

8. Depreciation

	2018	School 2018 Budget (Unaudited)	2017	2018	Group 2018 Budget (Unaudited)	2017
	Actual \$		Actual \$	Actual \$		Actual \$
Buildings	4,878	5,000	7,051	4,878	5,000	7,051
Building Improvements	10,268	2,000	2,648	10,255	2,000	2,648
Furniture and Equipment	69,290	85,000	62,001	59,250	85,000	55,591
Information and Communication Technology	106,370	245,000	297,713	176,273	245,000	297,713
Motor Vehicles	21,786	20,000	24,078	23,755	20,000	24,078
Teletype	26,187	25,000	55,005	26,187	25,000	55,005
Leased Assets	109,638	100,000	101,322	106,838	100,000	96,332
Library Resources	5,473	5,000	2,870	5,473	5,000	6,070
Learning Admin & Facility Resources	352,906	320,000	374,822	352,826	320,000	324,502
	<u>917,877</u>	<u>780,000</u>	<u>942,010</u>	<u>917,877</u>	<u>780,000</u>	<u>888,000</u>

9. Cash and Cash Equivalents

	2018	School 2018 Budget (Unaudited)	2017	2018	Group 2018 Budget (Unaudited)	2017
	Actual \$		Actual \$	Actual \$		Actual \$
Cash on Hand	200	200	200	200	200	200
Bank Current Account	1,217,761	1,426,000	1,360,840	1,217,158	1,426,000	1,352,840
Bank Call Account	-	-	-	217,320	128,647	326,550
Short-term Bank Deposits	3,700,000	3,600,000	3,500,000	3,720,000	3,600,000	3,850,000
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	<u>4,917,961</u>	<u>4,926,200</u>	<u>5,162,840</u>	<u>5,234,678</u>	<u>4,926,200</u>	<u>5,479,590</u>

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

Of the \$4,917,756 Cash and Cash Equivalents, \$49,703 is held by the Group on behalf of the Tech Planning Unit and \$24,549 on behalf of the MOE.

10. Accounts Receivable

	2018	School 2018 Budget (Unaudited)	2017	2018	Group 2018 Budget (Unaudited)	2017
	Actual \$		Actual \$	Actual \$		Actual \$
Receivables	21,028	15,315	8,557	21,028	15,315	6,567
Other Receivables	56,953	30,000	69,653	36,344	30,647	40,106

Teacher Salaries - Grant Revenue	777,421	774,575	691,401	771,370	692,405	650,612
	<u>605,403</u>	<u>597,706</u>	<u>734,701</u>	<u>615,944</u>	<u>705,547</u>	<u>750,946</u>
Revenues - Non-Exchange Transactions	26,981	310,115	48,117	77,112	110,827	48,634
Residuals - Non-Exchange Transactions	126,628	688,561	136,685	728,528	582,685	658,692
	<u>615,412</u>	<u>740,016</u>	<u>734,701</u>	<u>615,944</u>	<u>705,547</u>	<u>750,946</u>

### 11. Inventories

	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2018 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
Inventory	1,271	-	-	1,271	-	-
School uniforms	1,560	-	-	1,560	-	-
Linens	1,537	1,200	1,248	1,267	1,200	1,248
	<u>4,368</u>	<u>1,200</u>	<u>1,248</u>	<u>4,168</u>	<u>1,200</u>	<u>1,248</u>

### 12. Investments

The Group and School's investments are classified as follows:

	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2018 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset Long-term Bank Deposits Stocks	47,662	47,100	47,100	47,260	47,100	47,100
Non-current Asset Long-term Bank Deposits	-	-	-	-	-	-

### 13. Property, Plant, and Equipment

#### SCHOOL & GROUP

	Opening Balance (NBV) \$	Additions \$	Depreciate \$	Impairment \$	Dispositions \$	Total (NBV) \$
Land	-	-	-	-	-	-
Buildings	321,571	-	-	-	(4,578)	296,683
Building Improvements	38,461	4,729	-	-	(10,565)	32,625
Furniture and Equipment	358,071	131,671	-	-	(63,200)	426,542
Information and Communication	952,027	202,618	(566)	-	(205,273)	948,806
Motor Vehicles	105,751	32,170	-	-	(23,705)	114,116
Textbooks	16,791	15,095	-	-	(25,487)	6,399
Leased Assets	292,093	74,207	-	-	(105,532)	260,768
Library Resources	67,259	14,162	(6,152)	-	(8,475)	66,794
Learning Admin. Property Resources	2,732,214	151,475	(415)	-	(332,905)	2,950,879
<b>Balance at 31 December 2018</b>	<u>4,579,157</u>	<u>629,599</u>	<u>(11,113)</u>	<u>-</u>	<u>(187,265)</u>	<u>4,990,478</u>

#### SCHOOL & GROUP

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	-	-	-
Buildings	321,444	(14,797)	306,647
Building Improvements	110,704	(25,077)	85,627
Furniture and Equipment	728,880	(177,562)	551,318
Information and Communication	2,012,561	(1,065,028)	947,533
Motor Vehicles	138,650	(17,559)	121,091
Textbooks	565,320	(871,158)	(305,838)
Leased Assets	515,586	(258,371)	257,215
Library Resources	170,587	(107,361)	63,226
Learning Admin. Property Resources	6,538,241	(4,015,177)	2,523,064
<b>Balance at 31 December 2018</b>	<u>11,127,233</u>	<u>(7,261,512)</u>	<u>3,865,721</u>

The net carrying value of equipment held under a financing lease is \$257,255 (2017: \$292,196)

#### SCHOOL & GROUP

	Opening Balance (NBV) \$	Additions \$	Depreciate \$	Impairment \$	Dispositions \$	Total (NBV) \$
Land	-	-	-	-	-	-
Buildings	307,212	-	-	-	(7,651)	299,561

Building Improvements	37,878	89,431	-	-	15,840	101,403
Furniture and Equipment	757,275	154,848	-	-	(32,001)	380,011
Information and Communication	657,007	252,731	-	-	(257,772)	562,027
Motor Vehicles	176,103	48,940	(40,244)	-	(24,078)	109,753
Technology	56,225	34,633	-	-	(55,000)	45,793
Leased Assets	317,580	45,046	-	-	(50,334)	292,096
Library Resources	83,904	12,805	-	-	(5,870)	67,259
Learning Admin. Property Resources	2,140,773	820,030	(401)	-	(324,344)	2,722,219
<b>Balance at 31 December 2017</b>	<b>4,039,258</b>	<b>1,358,931</b>	<b>(401)</b>	<b>-</b>	<b>(1,020,078)</b>	<b>4,675,147</b>

**SCHOOL & GROUP**

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land			-
Buildings	701,444	(40,813)	301,231
Building Improvements	125,075	(17,512)	88,463
Furniture and Equipment	337,013	(227,002)	301,011
Information and Communication	1,312,051	(1,250,364)	561,827
Motor Vehicles	150,620	(30,774)	109,753
Technology	850,721	(844,328)	45,793
Leased Assets	341,470	(140,380)	292,096
Library Resources	100,823	(125,374)	67,259
Learning Admin. Property Resources	2,198,850	(1,973,465)	2,722,219
<b>Balance at 31 December 2017</b>	<b>7,722,627</b>	<b>(1,643,475)</b>	<b>4,675,147</b>

The net carrying value of equipment held under a finance lease is \$257,035 (2017: \$232,096)

**14 Accounts Payable**

	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2016 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
Operating liabilities	111,019	250,258	344,045	171,019	225,460	141,249
Accounts	143,425	150,000	117,172	143,425	163,000	117,172
Banking charges expense	151,030	-	-	111,208	-	-
Employee entitlements - salaries	228,878	681,000	908,000	728,625	688,605	608,505
Employee entitlements - leave accrual	66,310	-	50,011	50,310	-	52,217
	<b>1,240,419</b>	<b>1,131,317</b>	<b>1,407,917</b>	<b>1,240,419</b>	<b>1,154,331</b>	<b>1,207,917</b>
Payables for exchange transactions	1,740,418	1,104,411	1,407,917	1,240,419	1,154,331	1,207,917
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-	-	-	-
	<b>1,740,418</b>	<b>1,104,411</b>	<b>1,407,917</b>	<b>1,240,419</b>	<b>1,154,331</b>	<b>1,207,917</b>

The carrying value of payables approximates their fair value.

**15 Revenue Received in Advance**

	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2016 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
Informational Student Fees	674,520	775,000	770,000	670,015	675,000	716,605
Other	12,400	-	29,007	12,400	-	29,907
	<b>687,396</b>	<b>775,000</b>	<b>799,007</b>	<b>682,415</b>	<b>675,000</b>	<b>746,512</b>

**16 Provision for Cyclical Maintenance**

	2018 Actual \$	School and Group 2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the start of the Year	536,762	158,262	400,070
Provision added to the Provision During the Year	16,023	-	(110,000)
Use of the Provision During the Year	-	(109,262)	-
<b>Provision at the End of the Year</b>	<b>412,785</b>	<b>159,000</b>	<b>290,070</b>
Cyclical Maintenance - Current	252,000	150,000	-
Cyclical Maintenance - Term	116,825	-	290,070
	<b>412,785</b>	<b>159,000</b>	<b>290,070</b>



17. Pending Contract Liability

	2016 Actual \$	School 2016 Budget (Unaudited) \$	2017 Actual \$	2018 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	55,217	51,000	61,827	65,217	61,000	51,827
Non-Current Liability	14,647	10,200	42,451	14,547	12,000	63,450
	<u>70,065</u>	<u>61,200</u>	<u>104,277</u>	<u>79,065</u>	<u>73,000</u>	<u>115,277</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 initial and extensive report of the building owned buildings with regular maintenance in subsequent years. The agreement has an annual commitment of \$63,410. 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 due to the effect of the time value of money.

18. Finance Lease Liability

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

	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2018 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
No Later Than One Year	116,513	-	91,845	115,340	-	64,615
Later than One Year and no Later than Two Years	155,257	-	277,408	185,307	-	217,408
	<u>271,640</u>	<u>-</u>	<u>370,253</u>	<u>300,647</u>	<u>-</u>	<u>282,023</u>

19. Funds Held in Trust

	2018 Actual \$	School 2018 Budget (Unaudited) \$	2017 Actual \$	2018 Actual \$	Group 2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust for Special Trustees - Current	766,503	826,054	764,057	766,130	806,054	764,057
	<u>766,503</u>	<u>826,054</u>	<u>764,057</u>	<u>766,130</u>	<u>806,054</u>	<u>764,057</u>

These funds relate to arrangements where the school is acting as agent and therefore these are not included in the Group's consolidated statement of Comprehensive Revenue and Expense.

20. Funds Held for Capital Works Projects

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

School and GRDP

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BCT Contributions	Closing Balances \$
Specialist Block 7 Block	in progress	-	916,040	(1,153,016)	226,535	61,559
Major Redevelopment	in progress	-	37,300	(22,407)	-	14,893
Totals		-	<u>953,340</u>	<u>(1,175,423)</u>	<u>226,535</u>	<u>76,452</u>

Reappropriated by:

Funds from the Ministry of Education  
Funds from the Ministry of Education

176,457  
124,540  
301,007

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BCT Contributions	Closing Balances \$
Major Special & John Cochrane	completed	11,740	1,354	(17,744)	-	-
Upgrade High School in PHU	completed	(2,444)	4,444	-	-	-
Major Special - P.O. & Cochrane	completed	-	12,467	(10,467)	-	-
Specialist, Specialist & P.O. Block	in progress	-	271,120	(1,042,143)	624,320	-
Totals		<u>9,296</u>	<u>289,385</u>	<u>(1,170,354)</u>	<u>624,320</u>	<u>74,361</u>

21. Funds Held for Teen Parent Unit

The school's Teen Parent Unit is a separate but still part of the school's jurisdiction and works with the government into 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 and the purchase of fixed assets. The balance of the funds relate to revenue received in advance, which is carried forward to be spent by the Teen Parenting Unit in the next years.

22. Related Party Transactions

The Group is a controlled entity of the Group, and the Group provides the major source of revenue 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 Group would have adopted if dealing with that entity at arm's length.

Financial party disclosure has not been made for transactions with related parties, but on written acknowledgment of the Group would have adopted if 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 it does not vary transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such arrangements.

David Hunt has, in view 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 Glasgow Main and Fife and a Sports Ground Faculty. The total value of that contract for the year was \$28,575 (2017: \$202,124) and the amount outstanding as at balance date was \$1,325 (2017: \$8,000).

The school related to the Clonmel College Education Trust by virtue of a committee of members of each of the Board of Trustees. During the year the school received \$12,500 (2017: \$10,000) from the Trust for the purpose of providing prizes to students and teachers of the school.

## 23. Remuneration

Key management personnel compensation (School and Group)

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

	2018 Actual €	2017 Actual €
<b>Board Members - School</b>		
Remuneration	1,550	2,069
Full-time equivalent members	0.14	0.08
<b>Executive Team</b>		
Remuneration	661,212	642,434
Full-time equivalent members	6.00	5.00
<b>Total Key management personnel remuneration</b>	<b>662,762</b>	<b>644,503</b>
<b>Total full-time equivalent personnel</b>	<b>6.14</b>	<b>5.08</b>

The full term remuneration for Board members has been determined based on the structure of Board meetings, Committee meetings and the other obligations of the Board, such as Board terms and responsibilities, plus the estimated time for Board members to prepare for meetings.

## Principals

The full value of remuneration paid or payable to the Principals was in the following terms:

	2018 Actual €000	2017 Actual €000
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments	180,700	150,700
Benefits and Other Elements	5.6	5.6
Terminal Benefits	-	-

## Other Employees

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

Remuneration €000	2018 FTE Number	2017 FTE Number
110 - 120	1.00	4.00
120 - 130	1.00	1.00
	<b>4.00</b>	<b>5.00</b>

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

## 24. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefit paid or payable to persons who ceased to be trustees, committee members, or employees during the financial year in relation to that cessation and number of persons to whom or on behalf of that total was payable was as follows:

	2018 Actual	2017 Actual
<b>School and GMCUP</b>		
Total	-	-
Number of People	-	-

## 25. Contingencies

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

## Holidays Act Compliance – arrears payment

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

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

It is believed that any potential claim of non-compliance by the number of 17 December 2018 is a compliance query for the school may exist.

## 26. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) The Block 1 & 2 Block was substantially completed in 2018. The total cost of the contract was \$2,937,757. The Ministry of Education funded \$1,707,487 and the balance was contributed by the Board of Trustees. As at the 31 December 2018 \$1,194,217 was owing by the Ministry of Education and a further \$59,260 payable by the Board of Trustees. Where applicable it is Assessed Payable Actuals.

(b) The Major Redevelopment of Otago Central College. This project is in the initial planning stages and to assist the college in research for the project the Ministry of Education paid to the college \$50,000. As at the 31st December 2018 \$76,751 had been spent and \$24,249 has been received in credit in 2018.

(Capital commitments at 31 December 2018: \$19,082)

## 27. Managing Capital

The Group's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and non-related surpluses and deficits. The Group does not actively manage capital but attempts to ensure there is sufficient liquidity in each year. Although deficits can arise in particular years, they are offset by previous years or existing assets.

## 28. Financial Instruments

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

### Loans and receivables

	2018	School 2018 Budget	2017	2018	Group 2018 Budget	2017
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	(Unaudited) \$	Actual \$
Cash and Cash Equivalents	4,517,356	4,424,227	5,162,845	5,234,670	4,732,824	3,471,395
Receivables	305,620	762,000	784,001	602,589	702,347	765,344
Investments - Term Deposits	-	-	-	-	-	-
<b>Total Cash and Receivables</b>	<b>4,822,976</b>	<b>5,186,227</b>	<b>5,946,846</b>	<b>5,837,259</b>	<b>5,435,171</b>	<b>4,236,739</b>

### Financial liabilities measured at amortised cost:

Payables	1,240,478	1,164,391	1,707,917	1,240,419	1,194,221	1,757,917
Borrowings - Loans	-	-	-	-	-	-
Financial Leases	261,647	310,000	312,396	281,842	210,000	312,022
Provision Contract Liability	10,056	11,000	125,217	70,266	11,000	125,217
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>1,512,181</b>	<b>1,485,391</b>	<b>2,145,520</b>	<b>1,592,527</b>	<b>1,415,221</b>	<b>2,195,156</b>

## 29. Events After Balance Date

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

## 30. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows:

Name of Subsidiary	Principal Activity	Type of incorporation and operation*	Proportion of ownership interest held		Value of investment \$000	
			2018	2017	2018	2017
Otago Central College Education Trust	Provider for Students	Company, New Zealand	100%	100%	5317	5309

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and operated in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust, its risks, returns, and benefits from the Trust's underlying activities.

## Independent Auditor's Report

# To the Readers of Otumoetai College and Group's Financial Statements

## For the Year Ended 31 December 2018

The Auditor-General is the auditor of Otumoetai College and its controlled entities (collectively referred to as 'the Group'). 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 Group on his behalf.

### Opinion

We have audited the financial statements of the Group on pages 2 to 17, that comprise the statement of financial position as at 31 December 2018, 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 Group:

- present fairly, in all material respects:
  - its financial position as at 31 December 2018; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 29 May 2019. This is the date at which our opinion is expressed.

The basis for 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.

### Basis for our 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.

CHARTERED ACCOUNTANTS  
& ADVISORS

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Tauranga 3144, New Zealand  
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William Buck Audit (NZ) Limited

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 Group 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 Group for assessing the Group'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 Group, 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 Group'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 Group'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 Group'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 Group to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and on pages 21 to 27, 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 Group 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 Group.

A handwritten signature in blue ink, appearing to read "Richard Dey".

**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 2018

<b>Name</b>	<b>Position</b>	<b>How appointed</b>	<b>Term Expires / Expired</b>
Russ Browne	Parent Representative/Chairperson	Re-elected	May - 2019
Russell Gordon	Principal	Appointed	
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
Shelford Perry	Student Representative	Elected	September - 2018
Kenzi Mason	Student Representative	Elected	September - 2019

## Kiwisport Note

For the year ended 31 December 2018

Kiwisport is a Government initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$44,221 (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 2018 with the number of students participating in organised sport being 42% of the school role.



# ANALYSIS OF VARIANCE 2018



## ANALYSIS OF VARIANCE

It was our college's goal to increase NCEA Level 1, 2 and 3 as well as University Entrance achievement by 10%, over the next three years. This goal was not achieved, as evidenced by our 2018 NCEA results. We are making progress towards creating a consistent and coherent standard of pedagogy across the whole school. We are confident that this systemic approach will have a significant impact on student outcomes across the next five years.

<b>Goal One: Learning and Achievement</b>			
Empowering all learners to reach their potential			
<b>Strategies</b> (What did we do?)	<b>Outcomes</b> (What happened?)	<b>Reason for Variance</b> (Why did it happen?)	<b>Evaluation</b> (Where to next?)
<p><b>Teaching and learning demonstrated through cultural relationships for responsive pedagogies.</b></p> <p>This means developing a clear understanding within each department about effective and culturally responsive pedagogy.</p>	<p><b>Reflect, Review and Act Hui</b></p> <p>Reflecting on actions since Sept 2017 and throughout 2018, measuring, using evidence to inform next steps. This process guides ongoing Action Plan for 'Maori Experiencing Success as Maori'</p> <p>Te Wero members have been observing and shadow coaching in departments using the culturally relational for responsive pedagogy observational tool.</p>	There was no variance.	<p>Continue to offer Observation to Shadow Coaching PLD</p> <p>These workshops now redesigned to respond to staff feedback, greater depth in providing foundation knowledge PLD will now be in three parts</p>
	<p>One hundred and twenty seven observations were registered during the observations weeks throughout the year. These weeks provided external cover for staff to complete observations and learning conversation. Other class</p>	<p>Designated observation weeks took place, and staff used the registration template provided, not all staff took up the offer of</p>	<p>Engaging further support from HOD's to ensure the Observation weeks are utilised</p> <p>Deliberate space created for staff to take up coaching support</p>

	<p>observations took place in addition to this as part of the annual appraisal process.</p>	<p>having internal release time. Lots of good will demonstrated.</p>	
	<p>There has been professional Learning around 'Observation to Shadow Coaching' – new staff and refresher have been offered. Workshops offered May, July September &amp; November. Te Wero members facilitated the PL workshops throughout the year, with other members of Te Wero shadowing these facilitators. There is evidence of growing depth and expertise within this group to lead professional learning relating to CR4RP.</p> <p>To date 73 staff have completed this professional learning.</p> <p>2018 May, July &amp; September, November - 23 staff.</p> <p>Te Wero members have each been assigned to groups that have completed the Observation to Shadow Coaching. The aim is to provide support in the observation and learning conversation and to also gather feedback on possible ongoing support needed</p>	<p>Refreshers courses offered to staff, small number attended this.</p>	<p>Clear professional learning plan with a range of options to support ongoing growth of skills and knowledge.</p> <p>Ongoing alignment and connection made to Annual Plan and focus on pedagogical non negotiables.</p> <p>Reshaping of the Observation to Shadow Coaching workshops with an additional workshop focusing on providing greater depth and understanding of cultural relationships for relational pedagogy.</p>

	<p>A survey has been completed to provide feedback on the observation and shadow coaching process. There were 39 responses. Key points:</p> <p>Confidence in the tool;</p> <p>On a scale of 1-5 (1 not confident - 5 being very confident)</p> <p>Rating: 1 - 2.6% (1), 2- 10.3% (4), 3- 28.2% (11), 4-38.5% (15), 5- 20.5% (8).</p> <p>Impact on practice;</p> <p>On a scale of 1-5 ( 1 - no Impact on practice - 5 significant impact)</p> <p>Rating: 1 - 2.6% (1), 2- 10.3%(4), 3 - 28.2% (11) 4- 38.5% (15) 5- 20.5% (8)</p> <p>Comments made identified importance of reflection and being more reflective, greater awareness of interactions, being more present, increased knowledge of student's cultural toolkit.</p> <p>Respondents were also asked what support they required and what support they were willing to offer and this has provided the Te Wero team with valuable insights.</p>	<p>Staff surveyed indicated interest in further PLD to deepen knowledge and skills in the observation tool but need to think of other ways to engage staff</p> <p>Future actions shaped by the feedback from the survey conducted in September 2019</p> <p>All planned activities took place.</p>	<p>Provide targeted PLD on:</p> <ul style="list-style-type: none"> <li>• Deepening understanding of student's cultural tool kit.</li> <li>• Observation tool kit</li> <li>• Learning conversations</li> <li>• Questioning for understanding adult to adult</li> <li>• Giving feedback</li> <li>• Te Tiriti o Waitangi</li> </ul> <p>Collective Inquiry - how are we supporting those Maori students that are not part of Poutama:</p> <p>Questions include;</p> <p>What's is school like?</p> <p>Where do you go when you need help?</p> <p>Where/who do you go to for learning/pathway support?</p> <p>What would you like to see that would support you?</p> <p>Leadership Development programme ongoing in 2019 - 4 workshops planned</p>
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	<p>CR4RP Leadership Development programme has run this year for Te Wero team members. These have been facilitated by members of the Pounamu Team, University of Waikato</p>		<p>Increased participation across learning areas and providing opportunities for collaboration within learning areas.</p> <p>Engagement of wider community, using the expertise and knowledge of our Iwi.</p> <p>Student led activities.</p>
<p><b>Poutama</b></p> <p>Poutama has the goal of having Maori students experience a learning environment that embraces, understands, and respects their uniqueness.</p>	<p>Changes implemented in Poutama over the past two years have been a direct result of Kāhui Ako collaboration between schools.</p> <p>All Maori students who belong to the Poutama classes meet as one once a week in the Whare during a form time. This time is used to explicitly teach, live and celebrate the school and Poutama values.</p> <p>As a result, students understand our school's tikanga and values, and also our Poutama values that break school values down to how they are lived every day. They understand the structure of tautoko</p>	<p>We will be conducting a survey in Term 3 of all of our Poutama students to garner their opinions of Poutama.</p> <p>There are still many opportunities that will continue to be developed eg. Our Tātāriki programme, our Ruamano Programme, our year 8 transition process of selection for Poutama, inter Poutama Tuākana-Teina.</p>	<p>Poutama now holds a huge amount of value for the majority of our Maori students, and attracts others into our environment of inclusive, whanau support.</p> <p><b>Positives about Poutama include:</b> Good company and a sense of whanau, learning more about our culture, the whakawhanaungatanga, being involved in cultural activities.</p> <p><b>What are your learnings:</b></p> <p>School and Poutama values, leadership skills, Maori culture, how to be confident in</p>

	<p>that occurs among Poutama staff and how Tātāriki lead with mana practicing everything that they preach. They understand the standard that has been made by them for them; and they engage with the whanau connectedness that we have and how we approach maintaining our values.</p> <p>The survey will have been completed by the end of this term and the data will be shared with students, staff and the Board early next term.</p>	<p>We are working with the Intermediate to utilise the skills of an outside researcher to a) identify the obstacles that our Maori whanau and students see compromise their academic achievement; and b) how we can implement strategies to overcome these obstacles.</p>	<p>front of others, Maori language, respect and aroha.</p>
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Strategies / Outcomes (What did we do?)	Progress to Date (What happened?)	Reason for Variance (Why did it happen?)	Evaluation (Where to next?)
<p>Appraisal system that is aligned to new 'Professional Standards' introduced Jan 2018</p>	<p>Targeted professional development for HOD's, SLT and teaching staff to further build their understanding of;</p> <ul style="list-style-type: none"> <li>• the inquiry process and its alignment to the 'Standards for the Teaching Profession' and school wide appraisal system</li> <li>• new 'Professional Standards for the Teaching Profession' and the 'Code of Professional Responsibility'</li> <li>• Appraisal process and the newly mandated expectations of the Teaching Council</li> <li>• Documentation requirements</li> <li>• Coaching skills</li> <li>• Learning Conversation</li> <li>• Observations</li> </ul> <p>HODs have been taking the lead to establish the parameters for our inquiry process and how we can use our inquiry to blend seamlessly into our annual teacher's appraisal. This has been through supporting their department members in further deepening their understanding of inquiry and its potential to improve outcomes for learners. This includes</p>	<p>No Variance</p>	<p>Review to be completed early 2019 focusing on the implementation process and documentation</p> <p>As a result of this review refinements to be made and PLD plan developed.</p> <p>It is through the support and growing depth of understanding within senior and middle leadership that will bring about shifts. It is envisaged that HOD's will be the agents of change within their own departments.</p> <p>PLD needs identified so far include;</p> <ul style="list-style-type: none"> <li>• Observation tools best practice</li> <li>• Learning Conversations &amp; questioning techniques</li> <li>• Coaching model development</li> <li>• Appraisal conversations (the difficult ones too)</li> <li>• Inquiry for depth</li> <li>• Digital appraisal models - keeping a track</li> <li>• Documentation requirements</li> <li>• Deepening understanding of the standards and evidence</li> </ul>

	<p>Through consultation process with staff and further refinement with HOD's the development of the school wide 'must do's' for the 'Standards for the Teaching Profession'. These 'must do's' are the expectations for all teachers, but do not require evidence to be provided, as evidence should be 'naturally occurring' in the everyday practice of teachers.</p> <p>Development and introduction of new appraisal documentation for SLT, HOD's and Classroom Teachers. This was developed by an HOD working party and SLT, and through consultation with all HOD's.</p> <p>Review of 2018 documentation taken place and key areas for further development identified. And are outlined in the evaluation (Next steps section)</p>		
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Strategies / Outcomes (What did we do?)	Progress to Date (What happened?)	Reason for Variance (Why did it happen?)	Evaluation (Where to next?)
<p><b>Areas of Investigation:</b></p> <p>Investigate <b>Learning Progression Rubrics</b> that incorporate SOLO Taxonomy language. This will allow the school / students / parents / whanau to be able to:</p> <ol style="list-style-type: none"> <li>1) see where the student is in their learning</li> <li>2) see their next steps with regards to their learning</li> <li>3) be able to better monitor a student's progress.</li> </ol>	<p>A sub-group of our teachers who are working through the Community of Learning initiative have been developing an across school writing framework rubric. This rubric can be used as a template by departments to explore how they can isolate the skills and knowledge students require in order that we see the progress students are making.</p> <p>Teachers from our school have met with teachers from the Intermediate to begin discussions for how we can take a four year perspective (Years 7 – 10) to closing the gaps and preparing students to become sound writers as they approach their Level 1 NCEA studies.</p>	<p>Teachers found that it was difficult to define and assess course content in a rubric format. Rubrics were seen to be prescriptive, not holistic, difficult to represent higher order thinking, and it was felt that rubrics did not set the bar to inspire continual progress. Another problem highlighted was that rubrics don't allow for diversity unless multiple contextualized schedules are used.</p>	<p>Some teachers feel that pre and post tests for every topic is too much assessment. Some students and teachers getting weary over constant testing, and the technology issues.</p> <p>Given this feedback from staff, we have decided to start from the beginning and develop a college definition of learning as well as milestones that we expect our students to reach at the end of each academic year. This will in turn inform our teaching process, unit design and ultimately our assessment practices so that we can highlight student progress and their achievement in relation to these academic milestones.</p>

Strategies / Outcomes (What did we do?)	Progress to Date (What happened?)	Reason for Variance (Why did it happen?)	Evaluation (Where to next?)
<p><b>Cross Department Project Based learning</b> (in preparation for possible NCEA Level 1 changes beginning in 2020).</p>	<p>A cross curricular local 'real world problem' is being investigated between the English and Social Science departments. Students are looking at the issue of waste and are investigating:</p> <ul style="list-style-type: none"> <li>i. What is the size of the problem?</li> <li>i. What are the various solutions to this problem?</li> <li>i. Choose and implement a solution</li> </ul> <p>This project has the very real potential to be replicated and shared throughout the school.</p>	<p>A significant number of students were in both the Advanced Learner (AL) Social Studies class and the AL English class. This enabled a cross-curricular approach to their curriculum. The Social Studies teacher focussed on research skills and the English teacher focussed on developing their presentation skills. In Year 10, a Project Based Learning (PBL) approach was used with one AL class across the Social Studies and Science Learning Areas. A PBL approach was also used with a mainstream class. The students were challenged to work as a group on a project that had action (e.g. lobbying external agencies and businesses) which then culminated in a presentation of their findings to parents. All 30 AL students came and presently confidently on the evening of Tues 3rd July. Unfortunately only 9 of 28 Mainstream students attended on Weds 4th July.</p>	<p>For both approaches (Cross-Curricular and PBL) to impact learning for as many students as possible requires similar class composition between learning areas. This is a challenge with our current timetable construction.</p> <p>For staff to collaborate their planning it is challenging to find common non-contact times.</p> <p>The students need time to do a dress rehearsal of their presentation. Also completing a social action later in the year might work better and allow time to develop the necessary range of skills that would be needed later such as writing a formal letter/email, understanding the process, summarising documentation and presenting material effectively.</p>

Strategies / Outcomes (What did we do?)	Progress to Date (What happened?)	Reason for Variance (Why did it happen?)	Evaluation (Where to next?)
<p><b>Tracking of student's academic progress.</b></p> <p>If teachers have a minimum expectation that every senior student in their class will gain a minimum of 14 credits, what will be the impact of this on student outcomes?</p> <p>We will establish a tracking protocol to identify students who are:</p> <ul style="list-style-type: none"> <li>1 going to achieve this goal</li> <li>2 may achieve this goal</li> <li>3 will not achieve this goal</li> </ul>	<p>This will allow us to clearly identify groups of students who need to improve. We will then consider those interventions needed to make the necessary shifts in student achievement.</p> <p>Consideration will be given to making this a goal for all senior teachers in 2019.</p> <p>The SLT has met with the Year 11, 12 and 13 deans and have identified students who have a) not yet gained their literacy and numeracy requirements and b) may not gain their requisite level of certificate (L1, 2 or 3). We are running specific classes to address the shortfall in a) during Term 3 and we will then put together purposeful assessment opportunities in Term 4 for students who fall into category b).</p>	<p>A small number of students who were in danger of not gaining their particular NCEA did as a result of this attention. Unfortunately some still did not.</p> <p>L1 Numeracy will need particular attention as there were too many students who were relying on a high stakes external exam to complete their requirements.</p>	<p>There is a need to have a clearer picture of students likely NCEA trajectory at an earlier time e.g. end of Term 2 and start of Term 3. In 2019 we'll aim for two iterations of subject teachers estimating the number of credits they think students will get in their learning area. The Academic Deans can then compose a list of likely total credits which will highlight those who may need extra support and implement those plans.</p> <p>Use of Assay by Kahui Ako staff to build expected profiles will also assist the Deans.</p> <p>The appointment of a Literacy Co-ordinator and Numeracy Co-ordinator in 2019 will enable us to more readily identify those who will need extra support to gain NCEA L1 Literacy and Numeracy within that year.</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

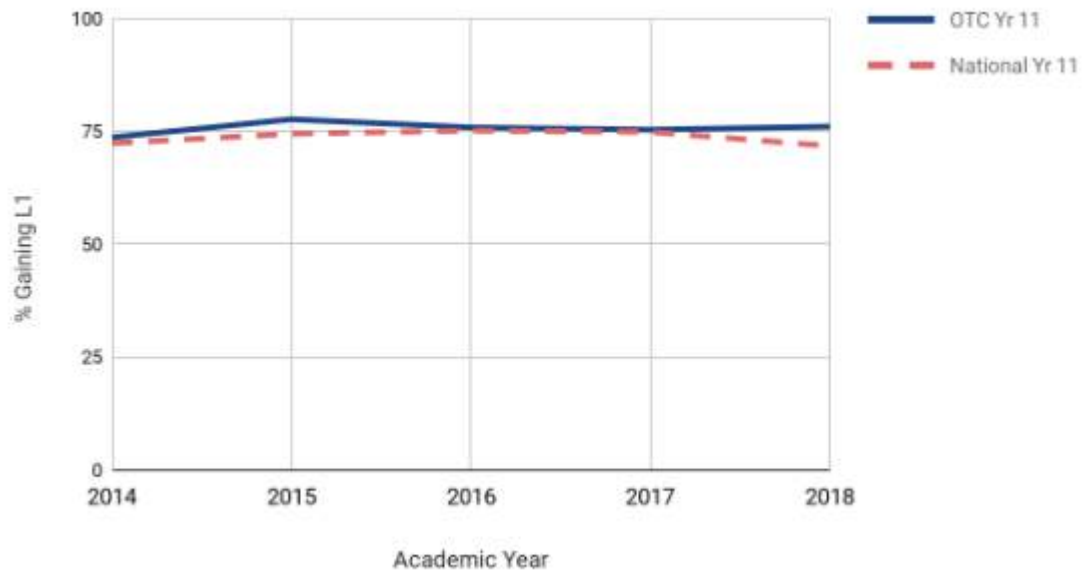


# Otumoetai College's Students

## End of Term One School Roll excluding Foreign Fee Paying Students

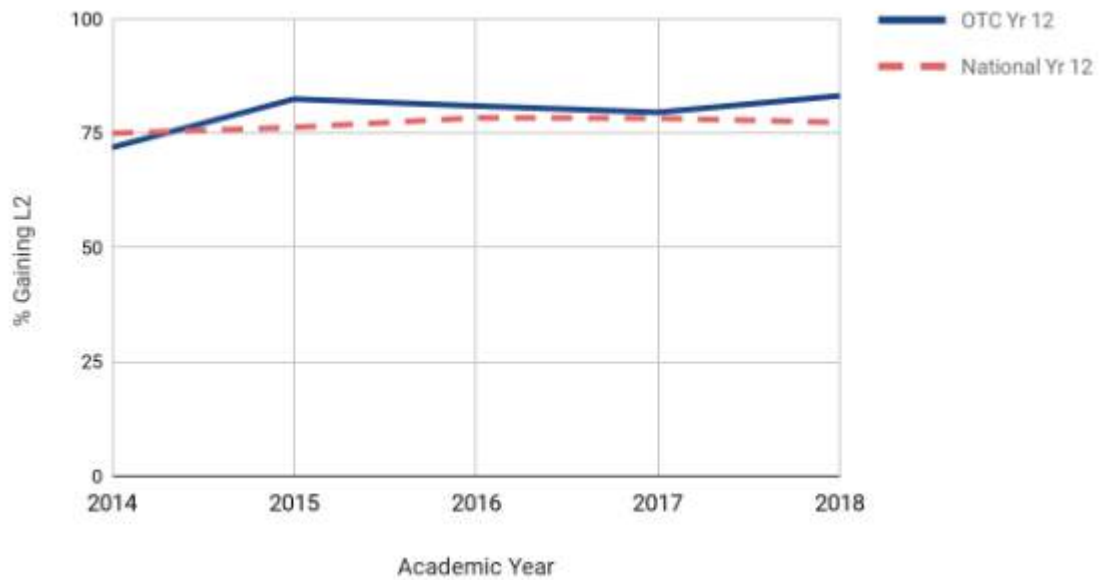
	2014	2015	2016	2017	2018	2019
YEAR 9	397	381	397	389	425	404
YEAR 10	469	389	392	413	389	444
YEAR 11	409	468	390	391	418	395
YEAR 12	378	367	418	369	361	366
YEAR 13	291	320	290	334	285	291
Totals	1944	1925	1887	1896	1878	1900

# Academic Achievement Level 1 2018



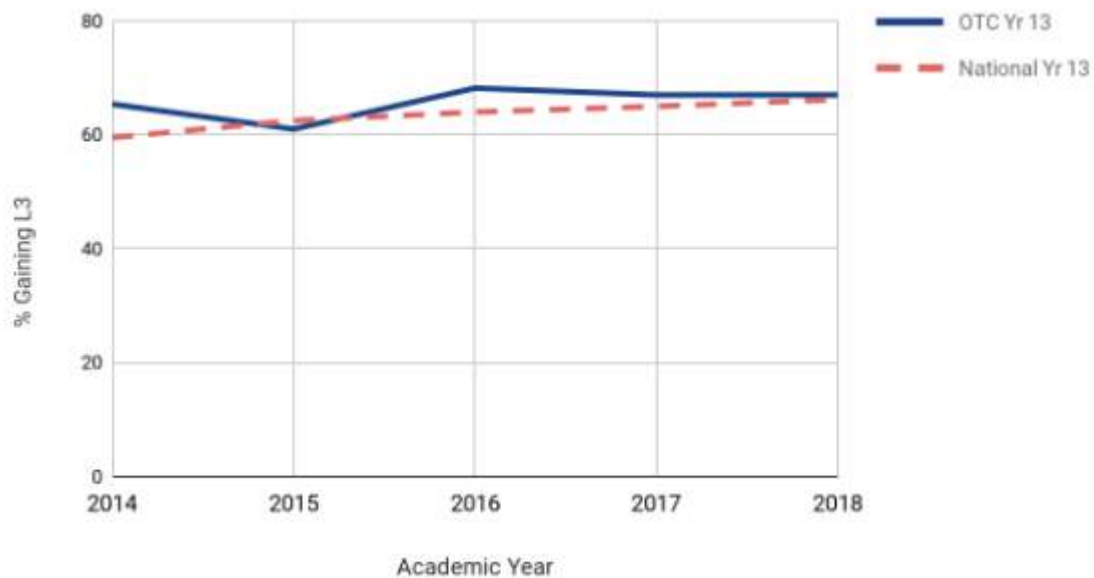
Year	OTC Year 11 NCEA L1	National Year 11	National Decile 4-7
2014	73.7	72.4	74.5
2015	77.7	74.5	77.1
2016	75.9	75.2	78.0
2017	75.4	74.9	78.0
<b>2018</b>	<b>76.1</b>	<b>71.8</b>	<b>74.5</b>

## Academic Achievement Level 2 2018



Year	OTC Year 12 NCEA L2	National Year 12	National Decile 4-7
2014	71.9	75.0	77.5
2015	82.5	76.3	79.7
2016	81.0	78.4	81.4
2017	79.6	78.3	81.3
<b>2018</b>	<b>83.2</b>	<b>77.4</b>	<b>79.9</b>

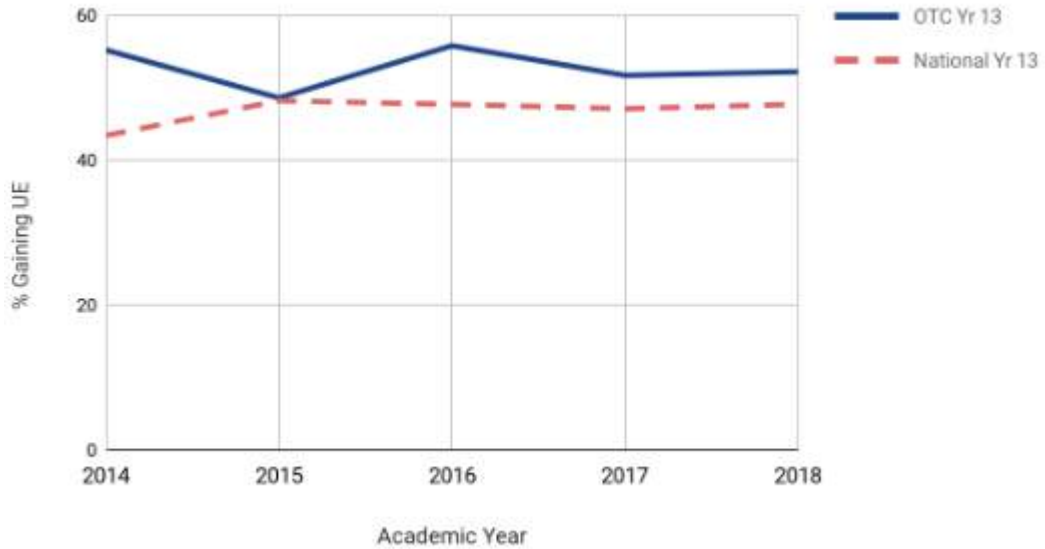
## Achievement Level 3 2018



Year	OTC Year 13 NCEA L3	National Year 13	National Decile 4-7
2014	65.4	59.5	59.6
2015	61.0	62.5	64.3
2016	68.2	64.0	65.1
2017	67.0	65.0	66.0
<b>2018</b>	<b>67.0</b>	<b>66.2</b>	<b>66.6</b>



# Academic Achievement UE 2018



Year	OTC Year 13 UE	National Year 13	National Decile 4-7
2014	55.2	45.7	43.4
2015	48.6	48.0	48.2
2016	55.8	48.7	47.7
2017	51.7	48.5	47.1
<b>2018</b>	<b>52.2</b>	<b>49.1</b>	<b>47.7</b>

# Otumoetai College Staff 2018

216 staff were employed in either a full time or part time capacity. There were four Year Two teachers and five Year one teachers who received a programme of advice and guidance throughout the year.

Five teachers resigned at the end of the year, with two 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 2018. 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 2018



*Student Leaders from left to right*

Shelford Perry .....BOT Student Rep  
Thomas Chaney .....Head Boy  
Saskia Brinkmann .....Head Girl  
Becky Dougherty .....Head Girl  
Redemption Te Wiki .....Head Boy

In 2018 student leaders at the college attended the 20<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

### Department Goals

*To improve student learning and develop the interest of yr 10 boys in Practical Art*

#### Action

Junior Art Curriculum:

- Development of co-constructed units (animation/design/photography/sculpture)
- Gathering student voice which is responsive to student needs
- The number of boys going through to year 11 Art in the following Year

#### Outcome

The department team took part in a STEAM Visual Arts workshop at the end of last year with the aim of integrating this concept into our Junior curriculum area at level 5. This may form the basis of our collaborative inquiry for 2019, and is targeted specifically at boys engagement. We will engage in further PL this year which will look at creating a unit based on STEAM concepts for our dept and our students needs. This is multi-disciplinary and could potentially, with time, form the basis of collaborative learning across multiple departments.

Student voice was gathered using google forms from all of the year 10 Art classes in 2018 regarding co-constructing a year 11 programme of study and to inform dept planning for the 2019 Level 1 NCEA curriculum. The students were surveyed with regards to their understanding of a theme and given choices of themes they would prefer to see. The Level 1 programme is operating digitally through google classroom and sites, across 4 classes, to increase student agency and foster independent learning and self management.

#### Variance

The dept was hoping to implement digital components to year 10 courses to enable



students to experience the different disciplines of Design and Photography that are open to them as pathways in Art and to implement a combined digital course at year 11 for 2019. Due to multiple restrictions of timetabling, rooming, computer access and lack of specialist staff I have been unable to do this. The best case scenario this year is that some yr 10 classes will have the opportunity to experience a digital art unit and the hope is that the STEAM unit will be implemented during term 2 or early in term 3 this year.

*Grow shadow coaching model within the dept (DDH/CLM)*

*To continue to build capacity in our senior students.*

*“How can we teach analysis in such a way that then deepens their understanding of their own art making practice?”*

#### Action

- Tracking of internal standards and encouraging resubmission through specific, targeted student feedback
- Student profile sheets, self/peer review/assessment, mentoring of selected students
- Student voice that is responsive to needs
- Collaborative Department inquiry that focus' on deepening students' understanding of their practice.



### *Outcome*

Inquiries were successful in that we implemented strategies to facilitate students thinking critically about their work, focussing on questioning techniques, student voice and peer learning. Scaffolded and modelling were used dependant on which yr level the inquiry was targeting dependent on staff selection. The inquiries were robust and thorough and the learning continues to be embedded into our practice. The single summative assessment point for Internals is successful and is allowing students to progress at their own pace, providing opportunities for assessment when they are most ready. (half a years learning has taken place before a final grade is awarded.)

### *Variance*

DDH completed the shadow coaching and is refining his understanding of this approach. Biggest area that challenges progress is resistance to change - why do we need to adapt what we are doing and how we are doing it.



## **Junior School:**

### *Successes*

We get a very high rate of success and completion and student achievement in the Junior school. The skills are taught in a step by step process, meaning the students see themselves improve. It is not about getting it right or wrong, but building up their skills over a period of time.

Collaboratively planning units and sharing ideas for Junior school and creating a sense of cohesion across the classes, in order for students to see what they will be doing is also a great strength.

### *Challenges*

One area of challenges that we face is students being placed in our Year 10 programme even if they do not really want to take an Arts subject. Completing sculptural artworks can sometimes help these sorts of students. The digital component may also help with this, particularly for boys.

## **NCEA:**

### *Successes – Level 1*

The biggest success is definitely that 100% of our students attempting the external assessment achieved. We have increased our merits and excellences at this level and are in line with national results for merit and slightly below for excellence.

### *Challenges – level 1*

Certainly our boys are underperforming compared to national stats and our Maori students with Maori girls performing only slightly better than our Maori boys. We need to focus on tracking our boys, (earlier intervention) both Maori and Pakeha, achievement and involve whanau, form teachers to support and encourage them to do homework/attend studio practice and lunchtime sessions.

### *Successes- Level 2*

2 out of 3 disciplines had 100% achievement for the external assessment. Our students perform well for external assessment, with results in line with National results in most cases. The results for merit are proportionately higher in some disciplines and slightly below national for excellences.

### *Challenges – level 2*

We remain challenged to extend out students achievement to excellence level- they do less well comparably to national at internal level. Perhaps our marking is too hard, but also timing of assessments- we may well assess too early in their learning. This year we are concentrating much more on FB/FF at formative assessments with a grade not being issued until the end of term 2.

### *Successes- level 3*

Painting has the biggest success compared to national stats, I believe this is because the learning is consolidated over the 3 years that students are able to study practical art at senior level. This is not the case for Design and Photography and has a detrimental effect on students results.

### *Challenges - Level 3*

There is significant difference to national stats at excellence level (externally) for design and photography to be particularly concerning. This is not a new issue and is something we have been working to address over some years. Generally our results are well below national average in these subjects. The general feeling in the wider art community is that teachers nationally are facing similar issues in these disciplines. Although assessment is standards based, each year there appears to be a bell curve with the standard becoming higher and higher. Whilst this in itself is not a bad thing, it begs for more consolidation from NZQA regarding feedback that is specific to schools about their programmes of study in order for us to better serve our students and improve their achievement. Notably our students are all accepted into universities of their choice for creative pursuits, so it would appear their grades are insignificant and that what universities value is their process and learning within the discipline.

### *Successes - Level 3 Art History*

Students are selective at external assessments and results demonstrate this for 1 paper which exceeds national average.

### *Challenges - Level 3 Art History*

To extend students at merit and excellence level for internals. Art history is only offered in yr 13 and this has an impact on the learning. It may be pertinent to offer less standards but more in depth.

Male achievement across level 2 and 3 is lower than national average and is our biggest area of challenge across all disciplines. How to motivate, engage and encourage our boys to do better?

### *Highlights of the Year*

Our highlights must include the success of our students academically and the continued good work of the Art dept staff. The commitment to the extra and wider curricular life of the Arts which included the facilitation of 3 major exhibitions- Matariki, Senior Art Exhibition and Creative Arts exhibitions would not come about or be as successful without the continued dedication of students and staff.

### *Barriers to Learning – What do you believe hindered student success in your department (if any)?*

The lack of good time management can be a big barrier to students progress as can extended and regular periods of intermittent absence. It is really difficult for students to catch up once they have fallen so far behind. It often means they need to forfeit an internal assessment and as our course structure means that we use work from internals for their external it has a big knock on effect.



# Business Department

This report contains information pertaining to three subject areas; Accounting (AccM), Business Management (BusM) and Digital Technologies (DT/HM) which includes Digital Media (DiMe), Digital Science (DiSc) and Computing (Comp).

## **School wide Goal:**

Culturally responsive and Relational Pedagogies

## **Department Goal:**

Improving growth in NCEA results

## **Target:**

- 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)
- Raise endorsement levels in AccM, BusM and DiSc (L1) compared to last year.

## **Action:**

Implemented and tracked student achievement profiles of those at risk of not gaining 14+ credits - contact was made with whanau to facilitate support. Co-constructed differentiated courses to enable achievement. Study sessions and one-on-one sessions offered. Reassessment opportunities offered. Increased feedforward and feedback academic to improve academic writing. Introduced OneNote in Busm (L2/L3) for student self management and to provide timely feedback through the class notebook tool. Focus on literacy and structuring written responses. PL attended.

## **Outcome:**

- The number of maori students taking subjects offered in the business department is very low - which makes statistics misleading. (See Table 2.) There was, however, a noticeable increase in BusM in the number of maori students gaining 14+ credits.



- BusM and AccM generally saw a significant increase in students gaining 14 credits or more over the three levels (excluding L1 accounting), with the greatest increase of 32%. (See table 1.)
- Endorsement percentages were generally maintained or increased in BusM and AccM.
- DiSc showed an increase in students gaining 14+ credits, notably at L1 (a 43% increase) and L3 (a 19% increase), however merit and excellence endorsement were very low.
- DiMe had disappointing results and goals were not obtained.

## **Variance:**

We were able to achieve our goals through the implementation of our Annual Plan. Where we have not attained our goals has been partially due to changes in the DT/HM curriculum. New achievement standards for L1 were introduced this year and there has been a future focus in the classroom in DiSc where the students have had to build on their limited coding experience, knowledge and concepts to get up to speed with the content of the new standards and the standards offered. This has been a large learning curve which has meant that the students focused on fewer assessment opportunities.

L1's average of total credits was 15 cr (see Table 3) compared to 7cr at L2 and L3 which can be attributed to the exposure these students have had in the previous years with the revised curriculum delivery. The Comp classes consisted of a large number of ESOL and SEN students which necessitated more time on less standards. Also new unit standards and the opportunity to gain a *NZ Certificate in Computing (L2)* had meant a restructuring of the course. The variance in DiMe can be attributed to the nature of the course which is project based. Many students gain credits in the first project but then lose motivation when they believe that they have enough credits from other subjects for the year. Also many students struggle with the paperwork associated with the standards which is not the creative hands-on computer work they perceive the subject to be. This subject also sees many students join throughout the year (many of which have been removed from other classes) which means less time to achieve the credits available.

#### School wide Goal:

Curriculum review of the junior school

#### Department Goal:

1. Evaluate course content at Y9 to include coding, computational thinking and Bi-cultural strategies from Tataiako. Evaluate Y10 course content to backwards profile for senior years and to increase engagement.

#### Action:

1. Continued refinement of the Y9 DiBu course to include the above. Increase of formative and summative assessments to show value-added.
2. Observations/Shadow coaching in Y10 class's. Some units revised.

#### Outcome:

1. Students have been exposed to aspects of the new DT/HM curriculum at Y9. This course has developed into a more proportionate foundation course into the three subjects offered at Y10.

2. Steps towards this are in progress however this is long term development to fit the new 2020 vision.

#### Variance:

1. Time and guidance needed to ensure that this meets the 2020 school-wide goals.



### Junior School:

#### Successes:

DT/HM- improvement in the year 9 and 10 curriculum course planning and delivery. This will see students having better skills to build upon in level 1 and onwards.

Improved integration of the department subjects.

Market days are always a highlight and develop students 21st century skills.

#### Challenges:

**DT/HM:** Retention of students into year 11 DiSc. Increasing numbers, especially females and Maori students.

Showcasing the potential pathways available when studying DT/HM subjects in the Junior School.

Ensuring that learning code fits the Y9 context of Digital Business rather than just being a 'tack on.'

**BusM/AccM:** Challenges attracting boys and Maori students to courses and showcasing the potential pathways. (See Table 2 for actual numbers of Maori students continuing into the L1 subject areas).



**All subjects:** It is difficult to get meaningful statistical data in these subject areas, however there is slight disparity between Maori vs European achievement across the department at Y10 level. Maori student engagement will be a focus in 2019.

## NCEA:

### Successes:

**DiSc:** The new L1 Digi standards were at or above the national average for all standards. L1 is the first group that has had exposure and scaffolding of the design process and coding since Y9.

**BusM:** Pleasing External results over the three levels gaining above the National Averages at Merit and Excellence and generally an improvement on the previous years over the three levels.

**AccM:** Overall, the External results were at or above the National averages in Merits.

### Challenges:

**DT/HM:** Improving outcomes at Merit and Excellence in achievement standards across all demographic groupings and cohorts.

2018 was last year for L2/L3 DT/HM standards - challenge will be course development for these levels.

**AccM:** Attracting student numbers in AccM. Multi-level classes directly impact student learning and results (account for the low number of Excellences in Externals).

## All subjects:

Maintaining motivation throughout the year. Students are choosing which standards they attempt and many are only attempting one external paper, limiting their chances of endorsement. (These decisions by the students are made too late to meet the deadline to remove them from the external standard.) Encouraging Maori students to see the Department subject areas of viable career paths, attracting more boys into BusM/AccM and more females into DT/HM - challenge will be identifying some misconceptions. Possible

trial of the Rangatahi Business Challenge for Y9-Y11 Maori students.

## Highlights of the Year

**Young Enterprise:** The BusM classes entered six Young Enterprise companies to compete in YES. Five OTC's companies made it to the six regional finalist spots. OTC students won the BoP Supreme Award (*Tilks* for their Salted Caramel Coconut Spread) and The Runner up to the BoP Supreme Award (*Wider Horizons* for their Tou Mohio Number Knowledge card set). Awards were also won for 1st place for Financial Management and runner up for the Market stall award, the Financial Management award and the Innovation Award. *Tilks* represented OTC at the National Awards alongside 20 regional winners from around NZ.

Young Enterprise students attended the Seriously Good Food Show, Tauranga Home Show and The Big Little Markets to market and sell their products.

**Enterprise in Action** - Y13 Student, Paige Taylor, was selected to attend this event and received a \$1000 Massey Scholarship. She was also sponsored by Bethlehem Health and Tea Shop to attend the Brave Thinkers Programme and gained an additional \$1000 Massey Scholarship.

**MashUp:** OTC students were the Overall Winner for the Best Mash Up. (*Little Koko* for the coconut based fruit snack).



**Start-Up Weekend:** OTC student, Louise Bremner and her team won 1st place in the Tauranga StartUp weekend (a 54 hour enterprise challenge).

**KPMG:** Katya Blake secured an internship with KPMG (being one of the four selected of over 65 applicants).

**Community Involvement:** The Business Department is continually grateful for the community involvement in supporting our young students. Trips included Skyline, Ogo, McDonalds, BlueLab, Flipout and Sanford. Speakers into the College included Lisa Dodge (New World), Brendan Good (New World Brookfield) Antony Bax (McDonalds), David Farquar (HP), Duncan Catanach (NZTE), Sam Watherston (Just Blend), Nigel Tutt, (CEO of Priority One), Chantelle Laurent (Formula One Marketing) and Chloe Wickman (Zeenya). Ten Y10 students had the opportunity to attend the GrownZ Challenge. We are fortunate to have a strong relationship with Priority One, - their networks and experience enable students and businesses in the region to connect. They also coordinate the E.A.T Breakfasts where a selection of students can attend. Pascale Hybound-Peron from Venture Centre Tauranga provides numerous opportunities for our enterprising students. We also have support from a variety of business mentors who mentor students in the YES journey and many sponsors who also contribute to their success. All these experiences give the students contextual learning.

**Staff** - Commitment of staff in extracurricular activities has built on relationships with students. SML - U14 Rugby Manager, Share Market Club and lunchtime tennis. KMS - Senior Green Netball Coach, 2 x Dance troupes and Technical Assistant for School Show. GNA - Junior A Basketball Coach. GNA also involved with the Trek Magazine and producing the Production Programme. NYP - Young Enterprise Scheme and also a Materials Criteria for NZQA.

#### *Barriers to Learning –*

1. Ensuring that students are in the classes that best fit their needs and offering and attracting

students to the courses where they can attain a minimum of 14 credits. For example, many students are moved into DiMe whereas they should be directed into Computing or another subject area that would see more student success. I see offering a Financial Literacy course at Y11 or a combination course of Computing and Financial Literacy would better meet the needs of some of these students. This is the same for BusM where the academic level of the course is too challenging and students would gain more success and benefits from Financial Literacy.

2. Another challenge is retaining the more capable students, (that get directed into the traditional subjects) and the five subjects at Y12 partially accounts for the drop in numbers at this level. In saying that student class sizes have remained consistent over the last 3 years.
3. DiSc- student motivation. Time required to get L2 and L3 students to a point where they are able to code confidently in order to meet the requirements of the standards.
4. BusM - the additional time that developing and maintaining relationships with the wider business community to provide these contextual learning opportunities. It would be great to use mailchimp to send out newsletter updates to increase communication with mentors that we rely heavily on them giving us their time. An OTC Alumni, if set up, would be a great source of connections, possibly willing to give back to the school.
5. Students not turning up to tutorial and study sessions offered. Many students do little in their own time to advance their learning.



# Drama Department

(Drama/Dance/Performing Arts Technology)

## DEPARTMENT GOALS

Growing peer relationships to encourage/increase achievement.

### Action

Within all year levels, we are always very conscious of the importance of this, in all subject areas, particularly Drama and Dance. Specifically this year we have focussed the goal as follows: JNH and MNR worked with Senior Dancers to experiment more with peers teaching choreography to groups of students. We then sought student voice and analysed achievement levels, in order to assess the effectiveness of this teaching strategy.

### Outcome

The results were overwhelmingly positive, with students enjoying this way of working and fulfilling their achievement potential.

### Variance

Due to a staff changeover mid-year and staff being on medical leave, we were only able to work on this goal in Dance.

*Growing staff relationships within the Department.*

### Action

MNR has been more consistent with agenda and minutes for Department meetings. She has also been more deliberate in her efforts to demonstrate support and seek feedback in the Department. All Department members have been working to re-build trust and create a positive team.

### Outcome

I believe that relationships are gradually repairing and that trust between colleagues is being re-established.

### Variance

Due to a staff changeover mid-year, we were only able to work on this goal with original staff members for part of the year. We then had to

adjust to a completely new dynamic, with new temporary staff. This had its challenges and complexities, due to the varying degrees of experience each staff member had. Overall, we adjusted well and a positive supportive environment was created within the Department. This positivity continued as staffing returned to normal in term 4.

## Junior School:

### Successes

Happy students, enjoying our subject. Increased confidence, understanding, co-operation and communication skills. Huge majority of students of ALL ethnicities fully engaged and learning in this subject. Many students involved in 'Annie' the College show at Bay Court Theatre, fully enjoying the experience.

### Challenges

To begin to explore how the Year 9 Drama programme will fit in with the College goals, specifically the junior school review.



## NCEA:

### Successes

Some great results in internal assessments in all three subject areas. Our Maori students and boys are largely surpassing expectations in terms of achievement, with extremely high pass rates at all levels. Performing Arts Technology is proving to be particularly successful for our boys and our Maori students with results as much as 85% above national statistics.

Externals have been interesting in Drama and Dance at all levels this year. We changed our policy regarding externals and made them optional. This had varied results. Achievement at all levels was close to national statistics. Small numbers of boys and Maori students made statistics in these areas relatively pointless. Level one students generally chose to complete externals, whilst many chose not to at Levels two and three, as they did not need the credits to pass the year.

### *Challenges*

In Dance, we experimented with the timing of the internals. This had a negative impact on the results for 1.4 and 2.6, as they were later in the year and those students who had already passed the year were less motivated. This year we will be re-structuring the course again in an attempt to rectify this issue. Our lack of space is also an ongoing issue for both Drama and Dance. Boys' achievement is also very strong in our area.

### *Highlights of the Year*

An improvement in relationships within the Department. Continued high level of achievement at NCEA for ALL students. Successful College show involving approx. 100 students from all year levels. Continued growth of Dance students participating in competition work. Continued growth of Performing Arts Technologies.

### *Barriers to Learning*

Timing of Dance assessments (as previously mentioned), lack of space, being re-roomed out of our teaching spaces, loss of the PAC as a breakout space. No changing facilities.



# English Department

## Department Goals

To trial AS91107 *Analyse aspects of visual and / or oral text(s) through close viewing and / or listening, supported by evidence*, with targeted Level Two NCEA courses to help students gain early credits in this subject and build their confidence in English for the rest of the year.

Outcome: 74% of students attempting this standard received an A-E grade, including 62% / 64% of Maori / Male learners.

Variance: the inclusion of this standard was semi-successful. To provide further opportunities for success, an alternative method of assessment is being considered for 2019.

**Goal:** to boost the reading comprehension capabilities of Year Nine students through E-AsTTle testing, improving understanding of text a minimum of one sub-level, within, or across a reading level.

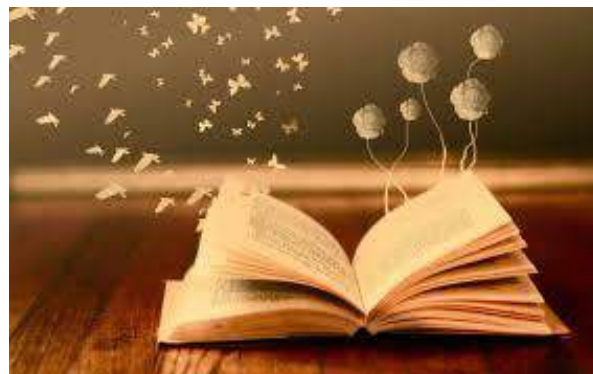
**Outcome:** 61% of students improved their score (71% Maori, 49% Male), 25% had no change (28% Maori, 31% Male); 14% reported a loss (1% Maori, 19% Male).

**Variance:** to continue improvements, teaching reading comprehension must be a yearlong activity, not an ad hoc event, to balance the dominant focus on writing across the school. Also, re-visiting of professional learning – via staff led-workshops and outside providers - needs to occur, especially for new staff.

## Junior School:

**Successes – What were your department highlights in the junior school?**

- 75% of Year Nine students (including 72% of males), and 80% of year Ten learners (including 75% Maori and 78% of males) could write a passable essay by the end of the year.



- 83% of Year Ten learners presented a passable oral presentation for the NCEA Level One Internal Achievement Standard.
- 25 students Achieved with Excellence in the Kiwi English Competition (University of Canterbury).
- Involvement in Future Problem Solving.
- National finalist, New Zealand Spelling Bee.
- Junior debating competitions.

**Challenges – what are your areas of challenge to target in the coming year?**

- To ensure that an apparent drop off in reading comprehension capabilities within the 2018 Year Ten cohort is redressed in Level One courses.
- To improve the reading comprehension capabilities of Maori / male learners in Year Nine and Ten.
- To improve the essay writing capabilities of Maori learners. In 2018, one in three students could not write a passable essay by the end of Year Nine.

## NCEA:

**Successes – What were your department highlights in L1, L2 and 3?**

- **L1:** 44% of students attained a Merit, or Excellence mark for the external achievement standard AS90849 (1.1). 89% of students gained a Merit, or Excellence grade for the internal achievement standard AS90854 (1.10). 42% of students secured a Merit, or Excellence result for the internal achievement standard



AS90855 (1.7). 94% of students earned Unit Standard Literacy in the L1ENLA course. Overall, 88 students received a Merit, or Excellence endorsed certificate in English.

- **L2:** 37% / 35% of students obtained a Merit, or Excellence mark for the external achievement standard AS91098 (2.1) and /or AS91099 (2.2). 92% of students gained a Merit, or Excellence grade for the internal achievement standard AS91102 (2.5). 83% of students acquired a Merit, or Excellence grade for the internal achievement standard AS91104 (2.7). 80% of students earned an Achieved – Excellence mark for the internal achievement standard AS91106 (2.10). Overall, 69 students gained a Merit, or Excellence endorsed certificate in English.
- **L3:** 47% of students attained a Merit, or Excellence mark for the external achievement standard AS91472 (3.1).
- **Other:** (1) Four Scholarship results awarded, the most for any subject in the school. (2) National representative in the New Zealand Secondary Schools Debating Competition.



### Challenges

- **L1:** to lift the percentage of students receiving a Merit, or Excellence grade for the external achievement standard AS90851 (1.3) from 27-33%. To lift – by a minimum of five percent – the percentage of students receiving at least 14 credits in English, from 64% - 70%. To increase the number of Maori students in achievement standard courses, then improve the number attaining 14 credits or more from 53% to a minimum of 65%. To shift the number of male students receiving 14 credits or more in achievement standard courses from 46% - 60%.
- **L2:** to reduce the percentage of students receiving an Achieved mark for the external achievement standard AS91100 (2.3) from 58% - 45%, increasing the number of learners receiving a Merit grade by at least five percent. To inflate the amount of students earning a Merit, or Excellence mark for the internal achievement standard AS91101 (2.4) by five percent. To lower the percentage of students receiving an Achieved mark for the internal achievement standard AS91106 (2.10) from 58% - 45% and to increase the number of learners procuring an Excellence grade by five percent. To lift – by a minimum of five percent – the percentage of students receiving at least 14 credits in English, from 65% - 70%. To increase the number of Maori students in achievement standard courses, then improve the number attaining 14 credits or more from 54% to a minimum of 65%. To shift the number of male students receiving 14 credits or more in achievement standard courses from 57% - 65%.
- **L3:** to lift – by a minimum of five percent – the number of students acquiring an Excellence grade for AS91474 (3.3), AS91475 (3.4), and AS91476 (3.6). To increase – by a minimum of five percent – the percentage of students receiving at least 14 credits in English, from 72% - 77%.

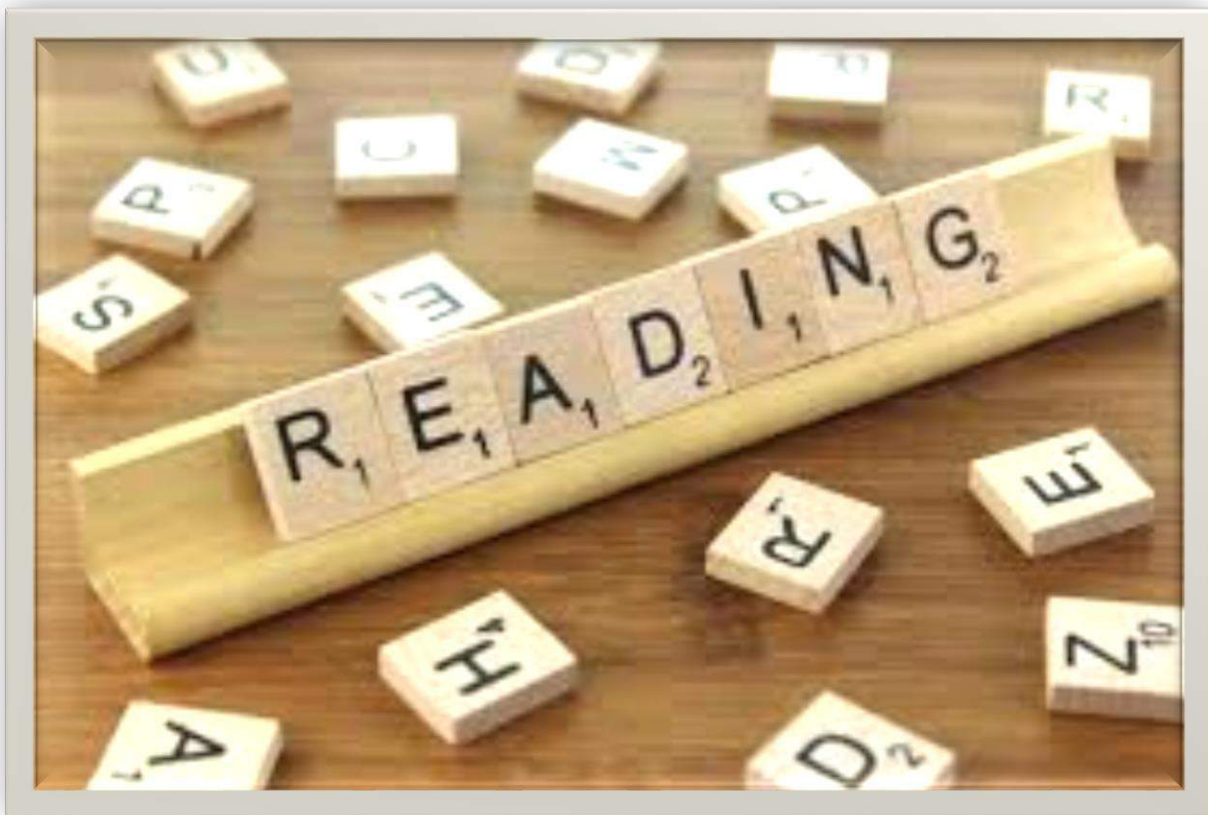
To increase the number of Maori students attaining 14 credits or more from 63% to a minimum of 75%. To shift the number of male students receiving 14 credits or more from 50% - 65%.

#### Other:

- To reduce the number of students either absent, or not attempting at least one standard in the external examination (29% at Level One, 43% Level Two, 50% Level Three).
- To increase the number of Maori students in mainstream senior courses. In 2018, 44% of learners in L1ENLA identified as Maori, with 34% in L2ENLB.

#### *Barriers to Learning*

- The composition of the L2ENGB course, which provides significant writing challenges for learners. To alleviate this issue, different ways to submit material for assessment should be offered, plus frequent opportunities for learners to utilise written work from within and outside English provided that link to a number of achievement standards.
- An absence of cross curricular connections with other learning areas.
- Students that are unable to link their learning to 'real world' contexts.
- The lack of accuracy in student writing.
- The inability of students to transition successfully from NCEA Level One – Two.
- The importance placed on achieving University Entrance Literacy within English.



# ESOL Department

## Department Goals

### Goal 1:

Encourage ESOL students (IFFS & Migrant) to engage more frequently with reading materials so that they improve their - reading rate, comprehension levels, engagement and ability to access the wider school curriculum (Learning Strategies). *Linked to school value "strive for excellence (Kimihiā tou ake maunga teitei)"*

### Action:

"Reading in a second language is a complex activity and it underlies much of the teaching and learning in ESOL. Using a wide range of reading activities and tasks to encourage students with a broad range of abilities and learning styles is essential" (inquiry JNC). We continued to research reading tools, started in 2017, for an on-line digital reading platform which could be accessed from school/home to equally engage boys/girls with variable high interest materials allowing monitoring and task setting by teachers. (this provided an inquiry focus for both ESOL teachers)

### Outcome:

Reading Plus (RP) and StepsWeb were both trialled in Terms 1 & 2. The latter provided a tool for those working initially under 2A Easttle (Foundation/Level 1 ELLP). Reading Plus was rolled out to all students in term 2 for IELD/IEOC/IEAP/IEUE. Students were encouraged to use it as often as they could at school and for homework. Results are easily accessible by teachers and could be fed back to students. 74 students (IFFS/migrant) were enrolled over the year/part year. 80% of users were aware of its positive impact on their learning and clearly articulated this in a survey.

An average 0.9 year improvement in reading age and 50wpm increase in speed resulted over a 7 month period.

### Variance:

Not all students readily embraced the on-line technology to improve their reading comprehension. Not all ESOL students are "focussed" language learners (need to read regularly) and are prepared to put in the extra time and effort in all four modes of the English Language – speaking, listening, reading and writing – to progress faster in their ability to communicate and access the NZ curriculum. Some students were introduced too early to Reading Plus, RP has now lowered the entry level, which will benefit students in 2019. A document called "Successful Language Learners" has been drafted and circulated to both students, agents, parents which details strategies that language learners are recommended to adopt for maximum success, including the use of RP type tools. Overall, both these on-line tools have provided another tool for students to engage with. We will continue to use it in 2019 in the IELD/IEOC/IEAP/IEUE curriculum classes and further appraise a full year of data accrued and results attained at the end of the year.





**Goal 2:**

Teaching global understanding through interaction with and learning about NZ culture. (Building resilient global citizens)  
*Linked to school value "working together (whakakotahitanga)".*

**Action:**

This goal has been pulled forward from 2017, as a number of suggested initiatives were not introduced. Generally as stated in 2017 ako is based on CRRP principles. All ESOL students are encouraged to understand the bicultural nature of NZ and the importance of Te Reo and Tikanga in all aspects of the curriculum and NZ life through explicit teaching. All four modes of language, speaking, listening, reading and writing are used to promote this understanding in class. Two cultural visits were planned and timetabled for 2018 in addition to a first day powhiri and Tauranga tour. A trip in Term 1 to Rotorua and in Term 2 to Waitomo. These trips provided an excellent introduction to NZ's Maori Culture, its agricultural heritage, sustainable approach to tourism, wildlife and adventure – key tenets of NZ's way of life.

**Outcome:**

30 students and 4 staff went to Rotorua (Agrodome, Te Puia & Skyline/luge) and 31 students to Waitomo (Glowworm, Ruakuri/Otorohanga Kiwi House). Both trips were very successful, enjoyed by all and provided an invaluable EOTC experience for students and staff and a platform for teaching and learning sequences. Feedback from students (agents/host families as well) was extremely positive. It provided students personal experiences to share confidently across the language modes in all ESOL classes. Subsidised places for 2 migrant students were made available and the impact on these individuals was profound. They also provided students with a real context to identify with in the

teaching and learning sequence on Cultural Diversity in term 3/4.

**Variance:**

Students were initially slow to take up the trip opportunity in spite of the cost being subsidised by their OTC account. In Term 1 many students are still struggling with basic language so lots of encouragement to sign up has to be given. The trips were welcomed by agents/parents as it offers experience and not at the host-family's expense. Agents and families we will be given early notification of the trips in 2019. We aim to expand these experiences in 2019 with a Noho Marae and a visit to Fielddays.

**IFFS/MIGRANT ESOL Challenges for 2018**

We started the year with the shock news that HOD Margaret Waaka had a cancer diagnosis. Jane Cox stepped up as acting HOD, Cheryl Christie kindly agreed to teach ESOL and Luke Williams to take the Curriculum Support Class. It was a very tricky start to the year. Unfortunately Luke was later moved full-time to Special Needs and two English teachers split the responsibility for IECS. An additional Teacher Aide, with a focus on migrant ESOL students - Hayley de Rijk, was successfully recruited in term 1.

Wholesale changes to ESOL English Language (EL) Unit Standards were rolled out in April/May with 18 months to adjust to very different versions and the need to purchase a number of new standards (or rewrite them).

It was the first year that the administration, class allocation and TA support for all ESOL students was combined and done by HOD ESOL as well as twice yearly student reviews and funding applications to MOE ESOL.

Dave Randel agreed in 2017 to have a Confucian Institute Chinese teacher. Shasha Wu, joined the ESOL/International team in mid Term 1 for two days a week. She taught extra-curricular Mandarin language, shared Chinese cultural knowledge with both junior and senior Social Science students and prepared students to take part in a Mandarin speech competition as well as supporting some Chinese ESOL students in their study.

Due to personal issues JNC spent 9 weeks in the UK between April and July and a number of relievers kindly filled the gaps.

### **IFFS/ESOL success for junior and senior students**

ESOL classes (IELD/IEOC/IEAP/IEUE/IECS) are all combined across the junior & senior levels as students are grouped according to their ability in English and requirement for ESOL support, not their seniority. This provides vertical integration and invaluable support for students in common language groups. It provides an opportunity for those students arriving at OTC as migrants or IFFS at an ELLP Foundation/Levels 1-3 to receive English Language tuition in small classes in a safe and supported language learning environment, including those needing help to gain NCEA credits across the 3 levels for English Language (EL) and for university/polytechnic entrance as well as IELTS guidance. Over 75 ESOL students were supported across these classes in 2018.

2018 was the first full year that the administration of migrant funded ESOL students was carried out by HOD ESOL, this centralised the ability to match need with support. It ensured that all students needing ESOL support could access it, whether in an ESOL class or with a TA in-class support in the mainstream. Timetabling across the 3 TAs was more efficient. MOE ESOL migrant funding was accessed for 17 students (\$7,550) from

February to July 2018 and 18 (\$8,525) from July 2018 to February 2019.

International Student 2018 prizes were awarded to Lucy Kim Year 10 (junior prize winner) and Beier Lu Year 13 (senior prize winner) for not only their academic success but their contribution to the International Department, the wider school environment and a solid commitment to language learning.

### **NCEA SUCCESSES – School wide for both IFFS and migrant ESOL students**

L1 – 10 attained (4 girls/6 boys) – Endorsements 1 x Ex, 1 x M

L2 – 11 attained (5 girls/6 boys) - Endorsements 5 x Ex, 2 x M

L3 – 7 attained (4 girls/3 boys) - Endorsements 1 x Ex, 3 x M

### **L1/2/3 English Language (EL) NCEA Internal Unit Standard results**

English Language can only be taken by students who are using English as a second language. The ethnicity of students taking these standards at OTC was Korean, Japanese, Chinese, Thai, Indian, Ethiopian, Filipino, and Argentinian. No Maori or NZ European students sat these standards.

### **Strengths**

See first bullet point for IFFS/ESOL junior & senior students

The caring and dedicated staff of both the International and ESOL departments together continue to provide an affective teaching and learning environment to meet the needs of a broad spectrum of IFFS learning needs and pastoral requirements. From short-stay groups to those completing their education in NZ and intending to go onto tertiary. Weekly cross-

department meetings allow the sharing of information on all IFFS students to ensure curriculum needs are being met and there is a pastoral wrap-around both within the school environment and in their homes/homestays.

PL opportunities through the ESOL BOP cluster group and wider ESOL community in NZ continues to provide invaluable support to ESOL teaching staff at OTC.

### **Challenges/Barriers to Learning/Opportunities for 2019**

“Unidentified” ESOL students (migrant) in the mainstream school are still not being recognised as struggling due to second language issues. More information needs to be put out to teachers to help them recognise these issues. Conversations have been had with those enrolling students to look carefully for any students who identifies as using English as a second language and pass this information onto HOD ESOL. Better relations have been established with Otumoetai Intermediate regards sharing information on ESOL students.

Unpacking the 2018 changes to the English Language (EL) standards, purchasing new standards, adapting teaching materials and getting prepared for the expiry of most of the current standards/versions by December 2019.

Unreal expectations of students / parents / agents for the time it takes to achieve NCEA Levels 1, 2 & 3 and UE for second language learners. Documents have been prepared and circulated to identify the likely path through OTC for students arriving at Year 9/10/11 and expected outcomes if they are “successful” language learners. Working more closely with the English and Careers Department to facilitate the teaching and learning requirements for ESOL students including getting L1 literacy/numeracy and entrance to tertiary education.

More intensive and consistent use of IECS classes, Karyn Winters will join the ESOL staff in 2019 to take an IECS class. She has a background in language teaching.



# Food and Soft Materials Technology

## Department Goal 1

### 14 CREDITS FOR EACH SENIOR STUDENT

#### *Action*

The aim to have every senior student gain a minimum of 14 credits by the end of the academic year was applied to every senior class in Food Technology, Soft Materials Technology and Hospitality. While there were definite areas of strength within the more academic courses (Food and Soft Materials), the Hospitality students also performed considerably well.

Teachers have focussed on more flexible assessment conditions to suit students' readiness - rather than timetable restrictions, where possible. There has also been a greater focus on enriching students learning though not only repetition, but through enhancing engagement and buy-in through more student led content development. Encouraging students to work within a self-selected context where they can represent as much or as little of their own personal culture and values as they feel comfortable.

#### *Outcome*

Across the 3 main curriculum areas of the department there were 155 senior students that completed the academic year, and of them 145 gained a minimum of 14 credits in their respective subject courses. That is a 94% success rate which we are particularly proud of.

#### *Variance*

While the 94% may not be a perfect finish there are certain factors that can be taken into account. Throughout the year as students gather credits, they become quite selective about the areas they choose to focus on. This is particularly apparent at Levels 2 and 3. Sadly, students pick and choose the standards for which they will be assessed based on their needs – ie. Their credit count in particular subjects based on their needs for the following year. This is an on-going battle for a number of students each year, and particularly in Term 4.

We will continue to encourage students to participate in all assessments and focus on the quality of their assessment outcomes.

## Department Goal 2

### EFFECTIVE IMPLEMENTATION OF INQUIRY CYCLE

#### *Action*

The goal was to foster complete engagement in the Inquiry Cycle within both the Department and the wider Technology Faculty for 2018. In the past this has been an area of complaint within our faculty and it was decided to take a different approach this year.

A new set of paperwork was developed for staff to work through in developing their inquiry question, planning their interventions and evaluating at the end. It followed the school-wide paperwork idea but was very closely aligned to the Technological Development process which is second nature to our staff.

#### *Outcome*

By implementing this system there was a vastly improved uptake and positive involvement around the inquiry cycle compared to other years. Feedback indicates this is due to a greater understanding of how the process works, how well the guideline/paperwork was followed, and the clarity of what was actually required of each person.

#### *Variance*

This goal was fully implemented and with great success. In 2019 this will be followed again using the Technology paperwork as an evidence gathering and record keeping tool as a guide and we are hoping to streamline operations even more moving forward.





## Junior School:

### *Successes and highlights*

Success in the Junior School for us has been gradual, but across a number of areas.

We have continued to plan for an upgrade to the junior programs that we offer. We are tweaking and coming up with ideas all the time which we are slowly trialling to determine their suitability for inclusion in the 2020 school vision.

We have maintained high interest in Food Technology at Year 10 with an extra half year class being needed to cater for the demand. There has also been an increase in demand for the Soft Materials course at Year 10 where sadly, we had to turn students away due to an inability to staff an extra half year class.

### *Challenges*

There will be a continued focus on developing student engagement and learning throughout our department with the aim of quality assessment outcomes for all students, rather than credit counting. This is particularly important for Male and Maori achievement across all courses within the Food, Soft Materials and Hospitality curriculum areas.

**INCREASING STUDENT ENGAGEMENT** - Continued development and refreshment of teaching resources, use of technology and student co-construction are all areas for our staff to focus on in 2019. Student voice is a key part of the evolution of our courses and will continue to be central to any decisions made moving forward. We are working with the aim to further develop contextualised briefs where students can bring their own culture, identity and interest to their work if they choose.

**SOFT MATERIALS TECHNOLOGY** – I am aware that the situation in the Soft Materials Technology classes is not ideal with Charlotte Armstrong being on Maternity leave and the shortage of skilled teachers available. However, we are confident that the hiring of a Textiles Specialist to compliment the curriculum delivery by the Hard Materials Technology staff will suffice in closing the gaps in technical knowledge and skills.



## **NCEA:**

### *Successes*

**L1 Soft Materials Technology External** – This was an area of outstanding success. Before an emergency exit for maternity leave, Charlotte had set up the resources required for the Level 1 Soft Materials class to work through on Google Classroom. These resources were well utilised as students worked through them autonomously, while supervised by a reliever. Not only did the results yield a 100% pass rate, but 67% of students gained Merit and 33% gained Excellence grades. This is a testament to Charlotte's pre-teaching and use of Google Classroom as an organisation and teaching tool - a real area of strength.

### **MAORI ACHIEVEMENT IN ACHIEVEMENT STANDARD COURSES**

Food and Soft Materials Technology subject areas are not generally heavily populated with many male students at senior levels. Maori students are also low in numbers in the senior school.

Of 16 Maori students to complete the year in the Food and Soft Materials Technology classes, all of them gained at least 14 credits in their respective courses. This is a total of 16 students across L1/2/3 TEFT and L1/2/3 TESM L2/3 FADN with a 100% success rate.

### *Challenges*

#### MAORI ACHIEVEMENT IN UNIT STANDARD COURSES

Of the 19 Maori students who finished the year in Level 1/2/3 Hospitality, 12 gained more than 14 credits. Two joined their class late in the year and therefore were not assessed against all standards and one was a special needs student. The remaining 4 students simply opted out. This will be an area of target for 2019 moving forward as students simply choosing to not sit internal assessment because they have enough credits is of concern. Our department goal will remain to have ALL senior students to gain a minimum of 14 credits before finishing the year.

### *Highlights of the Year*

Competition work in both Food and Soft Materials Technology has proven to be another area that is to be celebrated. Bay of Plenty Pin'd Fashion Showcase, Waikato Culinary Fare and the National Hospitality Championships saw many senior students gaining considerable recognition in their chosen field both locally and nationally.

In 2018 we welcomed Merwan Ghadiali into the Technology Faculty and he has settled

himself in, while gaining confidence in his own teaching practice. This has also been the most settled year for our Technology Faculty for a long time with a shift in the balance of personalities. The 'Technology Whanau' are stronger than ever.

### *Barriers to Learning*

**STUDENT ATTENDANCE** - Whether students are out of school for EOTC trips, Sporting commitments, work experience, Trades Academy, other unjustified incidents or truancy, this continues to be an area of challenge. Particularly when practical assessments are scheduled.

**CREDIT COUNTING** – This is an area where students are very obviously voting with their feet. If they believe they have achieved enough credits for the year, many are opting out of assessments, choosing to focus on subjects of necessity for the following years' pathway of study. This is a disappointing attitude but is somewhat backed up by the frustrating history of Technology externally assessed grades in our faculty – particularly in Technological Modelling.



## 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 receive good counselling and guidance. Because of the growing complex needs around the mental health of our students, we are very fortunate as a school to have a team of minimum, degree trained counsellors. Our teams counselling practice is also underpinned by of the New Zealand Counsellors Association code of ethics. We are continually working hard to provide a safe emotional and physical environment for students. We also strive to remove wherever we can possible barriers to achievement for our students.



We work to meet the needs of students experiencing a whole range of issues. Examples of which are as follows along with statistics and trends of what we are working with -

- Anxiety 207 Contacts
- Self-Harm 137 contacts
- Sexual Assault 223 contacts
- LGBT, Lesbian, Gay, Transgender and bi-sexual issues - 27
- Physical and Psychological Abuse 129
- Greif 112
- Bullying 37
- Family 264
- School 292
- Relationships 461
- Mental Health 512

- Trauma 152
- Drugs and Alcohol 78 (Figures collated in term 4)
- Suicidal Ideation 87 (Figures collated in term 4)
- Relating to Suicide 72 (Figures collated in term 4)
- Pregnancy 10
- These figures represent – first reason for coming to counsellor Totalling 2800 Contacts.
- Total contact figures for Students and Whanau = 4506.
- Outside Agency contacts = 496

Average number of students/caseload held on our books per counsellor at any one time can range can average anywhere between 70 – 100+ students. Which is an extremely high caseload.

We have refined our data list for 2019 to enable us to be able to produce even more detail and accuracy in our figures. Especially around the use of drugs and alcohol and the far-reaching impacts of social media on mental well-being for our students. Often, what a student presents with overlaps in with other mentioned areas. To ensure that as a team, we meet student needs and ever-changing complex mental health presenting issues extra training within the team has been identified, and gained and this continues on an ongoing basis. Training has included impacts of social-media and pornography, in-depth assessment training for suicidal ideation. We have also identified a need and sought Bi-cultural training, individually and as a team. Julie Sutton is completing Master's Degree in Mental Health and Addictions – which is being utilised and used to provide ongoing training within our counselling team.

## Staffing for 2018

Terms 1 & 2 2018

Julie Sutton 4 days and Raewyn Higgins 4 days

Term 3 & 4

Julie Sutton 4 days, Raewyn Higgins 4 days, Nicola Hensley 4 days. (Nicola resigned Term 4)

The changes and fluctuation of staffing in 2018 and volume of referral numbers and intensity of workload has been an unsettling time again for the guidance department. Going forward through 2019, great importance will be placed on ensuring that our new graduate practitioners are supported and guided to grow into their roles. From a clinical perspective, we will endeavour to ensure that the whole team are not overwhelmed with ongoing workloads. This will be carried out with regular Clinical reviews each term as a team to enable time for peer supervision. Along with regular team, meetings and external supervision will help to guide and support safe management to clinically ensure viability, best practice and safe caseloads. Unfortunately, due to the nature of our work within a school pastoral team this presents as an ongoing issue for all counsellors within the counselling team.

## Staffing for 2019

Term 1

Julie Sutton, Raewyn Higgins and Alison Crawford

Term 2

Julie Sutton, Raewyn Higgins, Adrian Smith (new graduate), Hannah Ross (new graduate) and Alison Crawford (3 days). Alison is working term 2 for the gradual introduction and transition of new graduate counsellors.

Term 3 & 4

Julie Sutton, Raewyn Higgins, Adrian Smith and Hannah Ross.

Our goal for 2019 has been for extra staffing to meet NZAC school counsellor guidelines, which is 400 students per full time counsellor. This would be best practice and offer more proactive intervention for our students. We are not reaching this figure, but have moved a long way forward for 2019 by being able to employ two graduate counsellors. We look forward to growing them within our team.



## Group Work

Throughout 2018 our team was stretched beyond capacity. Using our more indepth data collated in 2017 we were able to be target specific to student needs and to try and compensate lower staffing levels and meet the needs of as many students as possible we introduced several groups facilitate by both ourselves as a team and outside agencies. These consisted of Wahine Toa – growing strong young women, Chillax for anxiety, Steps for building self-esteem, DASH – Deliberate alternatives to self-harm. We also introduced a permeant on-site clinic with a Sorted/Drug and Alcohol clinician.

## Other Relationships

We work hard to build other relationships within our school team and this is very important to our role and work with students. We work closely alongside Learning support, Deans, Teachers and all aspects of the school. These relationships are also invaluable for



being able to work collaboratively to offer a wrap-around support for our students.

### Outside Agencies

The Counselling Team works very closely and collaboratively alongside agencies to make sure that students within our care have their specialised individual needs catered for. Agencies we work alongside consist of, MICHAMS, Sorted, Oranga Tamariki, Youth Horizons, Te Puna Hauora, Te Mana Toroa, Pirirakau Houora, to name a few. We continually strive to research and seek specialised community agencies to build relationships with to seek wrap-around help for our students and their Whanau where needed.

### Department Goals for 2018

Continue to refine our data to be enable us to identify and work with more effectively with

the ever-changing growing needs of the students that we see within our department. From our statistics, we are still not reaching as many male students as female. However, we have seen an increase of male students accessing our service. Therefore, a goal is to enhance this. An identified need from 2018 was to employ a male counsellor, which is what we have done. We have also seen an increase in our Maori students entering our service; however, this is also another goal for our department to increase this ratio.

Continue 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:

Developed new units at Year 9 Curriculum level.

### Actions:

Staff rewrote the Year 9 Curriculum into six following areas

- **Outdoor Education**
- **Mental health**
- **Sexuality Health**
- **Sport Studies**
- **Physical Activity**
- **Health Promotion**

### Outcome:

The new topics should improved engagement / enjoyment.

### Variance:

Some topics were partially trialled in 2018 others weren't.

### 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.

## Junior School:

*Successes* What were your department highlights in the junior school?

After much discussion, trial and reflection we create 5 new areas of learning for the Year 9 programme.

*Challenges* – what are your areas of challenge to target in the coming year?

This was a very time consuming process (consultation and getting buy in) and the lack of department time was a concern. It took several meetings during term 1,2 and 3 to build up a broader understanding of the new direction.

Many staff had a heavy workload and expecting them to rewrite the Year 9 units was met with some reluctance in some staff.

There is no specific data about Achievement in the Junior school with reference to Males and or Maori.



## NCEA:

*Successes* – What were your department highlights in L1, L2 and 3?

The following NCEA results highlight some the successes of this department

- Level 1 90967 Excellence Grades  
OTC 43% – National 20%
- Level 90969 Excellence Grades  
OTC 69% – National 23%
- Level 2 91327 Excellence Grades  
OTC 67% – National 21%
- Level 2 91332 Merit & Excellence Grades  
OTC 65% – National 49%
- Level 3 91502 Excellence Grades  
OTC 46% – National 22%

- Level 3 91505 Excellence Grades  
OTC 35% - National 16%
- Rosie Bremner – Scholarship

*Challenges – what are your areas of challenge to target in the coming year?*

Male achievement is well behind Female achievement. The issue predominantly lies in Males Literacy ability. All H/PE standards require written answers and this often is challenging for Males.

We have challenges getting some Maori and some Males to complete and/or achieve a few standards at Level 1 and Level 2 and Level 3.

We will discuss this issue and allow staff to have input to possible solutions.

*Highlights of the Year*

Scholarship awarded in H/PE.

Generally very high overall pass rates particularly the number of students getting Merit and Excellence grades compared to the National data.

*Barriers to Learning – What do you believe hindered student success in your department (if any)?*

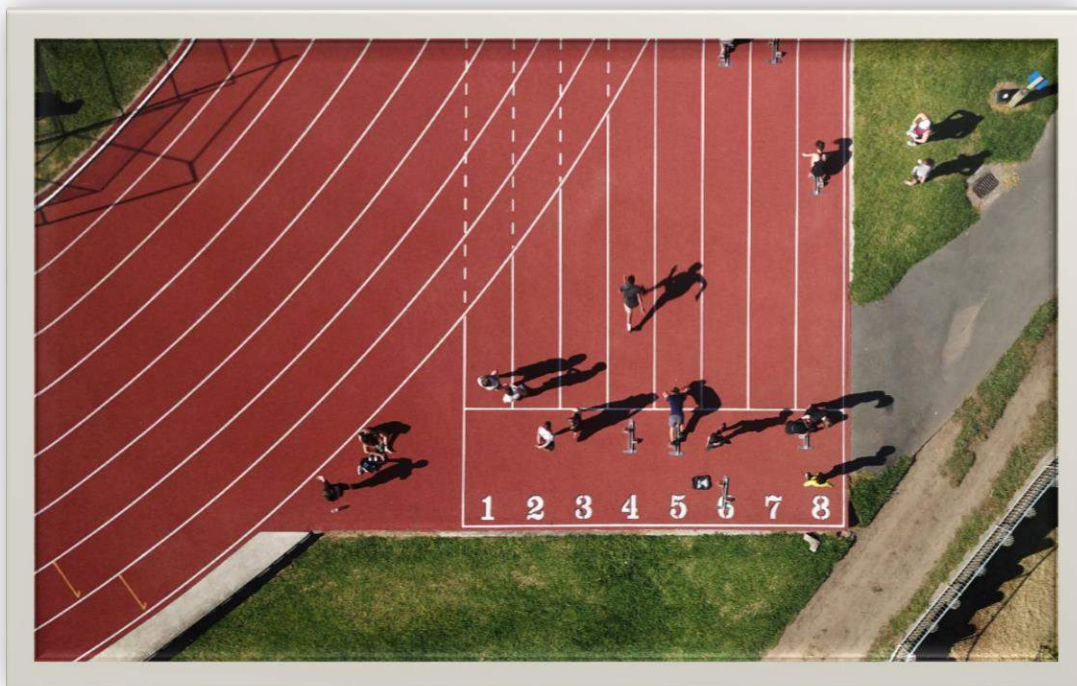
There aren't too many barriers to learning that hinder student success in this department.

The overall grades reflect the majority of the success we are experiencing.

At times, we are trying to do too much and in a busy school this is becoming increasingly complex to manage

In a few cases attendance has been a barrier to learning – there are too many students out of class and this creates a negative learning spiral. However for students that have good self management skills the ability to catch up or complete work is normally achieved, even if they have been absent from class.

For students with little self management skills absenteeism does impact on progress and success.



# Languages

## Department Goals

Improving external assessment results to better mirror national averages.

### Action

As well as ongoing actions that continue to evolve which were implemented in 2017 (see previous report) the following actions were undertaken in 2018:

- Acquisition of new textbooks that better reflect the level of reading comprehension at Level 1.
- Identifying capable Year 10 and giving them the option to sit external examinations.
- Giving less confident students the option to withdraw from one of the two external standards.

### Outcome:

**Level 1** – In both external standards the percentage for Achieved and Merit grades nearly mirrors the national average (NA). Also in both standards, the amount of Excellence grades is around 10% lower than the NA and the amount of Not Achieved grades is around 10% higher than the NA.

**Level 2** – Excellence and Not Achieved grades for 91148 (Listening) are double the NA and Achieved grades reflect the NA. There were no Merits gained.

Achieved and Not Achieved grades for 91151 (Reading) closely reflect the NA. There were no Excellence grades, instead Merit grades were much higher than the NA.

**Level 3** – A, M and E grades for 91568 (Listening) were all below NA.

There were no Excellence grades for 91571 (Reading), instead Merit grades were considerably higher than NA. Other grades reflected the NA.

### Variance

At Level 2 and 3 smaller cohort sizes meant that one individual grade could offset the percentage data by 8-10%.



At Level this goal was nearly achieved. The percentage of Not Achieved grades here automatically decreases the percentages of all other grades. Interestingly, the majority of students predicted to gain Not Achieved as a result of school examinations did just that!

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

### Action:

- Redevelopment of the Year 9 to offer less assessment, less writing and more exposure to spoken Spanish.
- Fast tracking Year 10 students so that they can attain Level 3 by the end of Year 12, as the biggest drop off in numbers occurs between Year 11 and Year 12.
- Beginning an exchange programme with Farmlands school in Chile only available to students of Spanish.
- Organising the first Biannual Spanish trip, which is only available to students of Spanish.

### Outcome

Year 10 numbers are up from 35 to 47, although only eight of these are male. There Year 11 class is up from 23 (excluding internationals) to 33 with 13 males.

### Variance

Again there was a significant drop off in the number of students who continued with Spanish from Year 11 into Year 12. The drop from five to six subjects alongside the introduction of many new courses is thought to be a major cause of this.



It is hoped that the aforementioned fast tracking of Year 10 students will ensure that a greater number continue with Spanish into Year 12 in 2020.

## Junior School:

### *Successes:*

- Fast tracking of Year 10 students into Level 1 external examinations. In the Level 1 examinations the most successful students were Year 10s.
- Redesigning the Year 9 programme (see goal 2)
- Greater retention rate of Year 9s going into Year 10.

### *Challenges:*

- Maintaining/increasing the retention rate of Year 9s into Year 10, and Year 10s into Year 11.
- Repeating the successes of Year 10s in the external examinations.

### **Maori Achievement**

It is hard to comment on this, as generally Maori and Spanish are mutually exclusive. I believe that giving Year 9 students the choice of both Maori and Spanish would be a positive move and eventually help boost Maori achievement overall.

### **Male Achievement**

Focussing on results, generally speaking males at Year 10 achieved to the same standard as females. Year 9 girls did better overall than Year 9 boys. This tends to be the case at Year 9 where the average girl is more academically diligent in terms of learning outside of class, which is of utmost importance when learning a language.

### **NCEA:**

#### *Successes:*

- Although goal 1 was not achieved, results in external examinations were better than in the 2016 and 2017. This goal will continue.
- At Levels 1 and 3 the amount of Excellences in internal assessments was better than the national average.

- Two Scholarships.

### *Challenges:*

Continuing to improve upon and consolidate the gains that have been made over the last two years.

### **Maori achievement**

Hard to comment on with only 5 Maori students at senior level.

### **Male achievement**

Hard to comment on at Levels 2 and 3 due to few male students. At level 1 male achievement mirrors the national average, although again this is difficult to measure with such small numbers.

### *Highlights of the Year:*

- *Organisation and confirmation of Spain trip.*
- *Success of Year 10s in Level 1 external examinations.*
- *Implementation of reciprocal exchange relationship with Farmlands school in Chile.*
- *Two Spanish Scholarships.*

### *Barriers to Learning*

Self efficacy, intrinsic motivation, resilience.



## Learning Centre

The Learning Centre caters for those students who require a personalised, differentiated programme. In 2018, 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, Te Kura programmes
- SAC – Special Assessment Conditions. (Reader/Writer)
- RTLB Year 9/10
- RTLB senior funding grant.

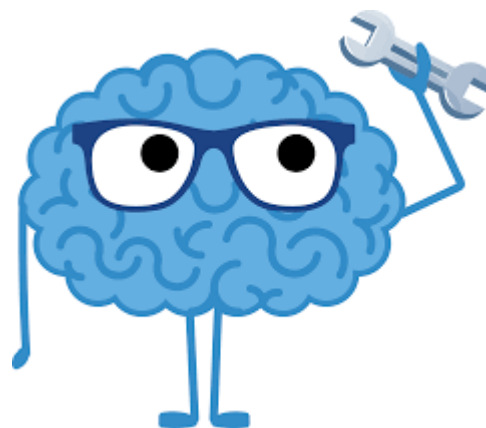
The Learning Centre is also responsible for the administration, collating and disseminating of standardised testing, PAT's and CEM. A considerable amount of time is spent ensuring that each student is placed in the most appropriate learning environment to meet their individual needs. Placement is made in Supported Learning classes, Literacy classes and Advanced Learner classes based on extensive academic, previous school information 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. The positive learning relationship that has been established with the Intermediate has enabled this process to be smooth and in many cases accurate for the majority of our incoming 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 incoming student has a diagnostic educational report, previous RTLB 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. At times, we have begun the transition in Term 4 and the student has come in twice a week to work alongside another adult in the Learning Centre. 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 2018, the Learning Centre worked with 43 students enrolled in NHS.



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

SAC is a constant growth area. In 2016, 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.

### **RTLB**

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

Senior RTLB funding. This funding is used to support senior students. Previously we have employed a TA who worked solely within the senior environment. Last year we used this funding across a number of staff to support literacy, numeracy and employment skill classes. This is a growing area that we struggle to cover with minimal funding.

### **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.

As in previous years, the Learning Centre accommodates an increased number of students who are involved with Learning Support and required one on one assistance. While there is some support through RTLB, 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.

### **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 all 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. Our department goal is to ensure that we look at all possible ways to accelerate student progress in the Learning Centre.



# 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**

We are fortunate to have a very successful WiFi connectivity in the building, allowing all 66 devices to be in use at any one time. When there has been an issue our ICT Department have always been prompt to resolve the problem. We thank them for the support.

## **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 2018 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, 2018 was not one of the better years in publishing for the titles we needed. Titles for our young males is of real concern and College Library staff from around the country have this year been in contact with Publishers to see what can be done about the situation. The market is flooded with some excellent titles for the girls. 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 2019 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

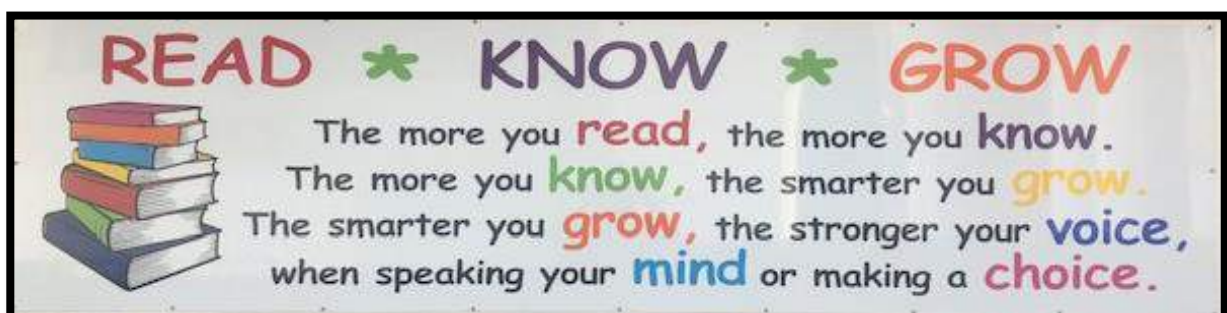
Resources for the above are continually being added on recommendation from staff and Senior Management. Library staff email teachers as new resources are catalogued.

### 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

## Te Whare Māori nā Bobby

### Ketu

#### Department Goals:

- Improve Te Reo classroom results for all students at Level 1,2, and 3 by 10%
- Establish new course programme Te Ao Māori in senior school and Year 10 in 2019
- Establish pathways through Te Whare Māori from Year 10 to 13

#### Action

1. Revise Junior Curriculum in Te Reo Māori and integrate Education Perfect to compliment learning and delivery.
2. TEAO course pushed through subject selection process, prospectus, and Poutama.
3. Aligning of topic standards across all levels to take pathway learning from introductory to profound learning.

#### Outcome

1. Revised Junior Curriculum initiated with relevant Unit standards incorporated including “Kei kōnei au, ko au tēnei”.
2. Full Year 10 class and one full multi-level Senior Te Ao Māori class established.
3. 2019 course outline established. Standards collated for delivery across Level 1, 2, & 3 specific to kaupapa. Kaupapa will rotate annually so new learning is explored each year in a multi year level class.

#### Variance

1. Level 1 Te Reo Māori achievement down from 76% in 2017 to 27% in 2018. *Goal not achieved.* Factors associated: low confidence in learning capability and in Te Reo Māori therefore engagement low, deadlines not met, partial completion of work only, low completed submission rate, a developing 1st year Teacher, a difficult cohort of behavioural issues.

Level 2 Te Reo Māori achievement from 92% in 2017 to 94% in 2018 with addition of

supporting Unit Standards in Manāki Marae Field.

One student only in Level 3 Te Reo Māori. 100% achievement in all Internal AS and US offered. Did not sit externals.

2. Students engaged well in Tāonga Pūoro course in 2018 which opened exposure and curiosity to other aspects of Te Ao Māori. TMPA saw sound achievement across year levels however only 7 choose this for 2019 during subject selection. As a result, TEAO AND TMPA courses combined for 2019 to cater for all.
3. Pathways through Te Whare Māori courses established and widened through senior year levels and Year 10. Further expansion to come in Year 9 courses available.

#### Junior School:

##### Successes

3 year 9 Te Reo Māori classes rolled over into 2 full Year 10 Te Reo Māori classes based on high level of engagement in revised Year 9 programme from 2018.

- 92 students across Year 9 & 10 achieving level 1, 2, & 3 Unit standard credits through Identity programme, ‘Kei kōnei au. Ko au tēnei’ (83% of 35 Males achieving, 70% of 47 Non-Māori achieving, 72% of 99 Māori achieving).
- 32 students across Year 9 and 10 achieving Level 1 credits in Tāonga Pūoro (33% Male achievement, 80% of 46 Maori achieving).
- A successful campaign for our Junior Kapa Haka performing at Te Rā Rēhia held at Otūmoetai Intermediate 2018.

##### Challenges

- Continue to develop high quality programmes in various realms of Te Ao Māori for students to explore and learn more of their heritage.
- Develop learning resources specific to revised Junior Curriculum.
- Develop introductory Te Reo programme for new students joining senior classes.
- Further develop content knowledge and resource base in Tāonga Pūoro.
- Establish Whanau Committee for Kapa Haka

- Kapa Haka to attend Mana Ariki, Regionals and Tour Raiatea, Tahiti in 2019

## NCEA:

### Successes

Level 3: (one male only)

One Level 3 Te Reo student achieved all internal AS and US offered (18 L3 AS credits, 20 L3 US credits, 17 L2 US credits).

Level 2: (all female)

83% achievement rate for Level 2 Te Reo Externals (all female)

100% achievement rate for Oral and Comprehension A.S portfolio's, and 98% achievement rate for Written A.S portfolio's.

100% achievement rate for all U.S offered across L2 and 3 Manāki Marae standards.

All 8 L1-3 students achieving Taonga Pūoro US offered.

Steps to continue momentum into 2019 and integrate Education Perfect resources to accompany and extend use of learnt reo.

52% achievement rate in Tikanga Māori Performing Arts (TMPA) course. All Māori students. 52% achievement for boys. 45% achievement rate for girls.

Steps to review programme and delivery to engage students. Steps also incorporate into Kapa Haka.

### Challenges

Achievement in Level 1 Te Reo Māori across internal and external assessments decreased from 76% to 27%.

More support given to KNW to increase capacity and understanding of Level 1 Te Reo Māori programme, assessment and delivery requirements as well as effective teaching of te reo up to but not limited to Level 3 & 4 of the Reo Clarifications.

2018 L1 cohort taking L2 Te Reo to be scaffolded through necessary reo requirements through reo U.S towards A.S achievement.

Developing Year 10 Te Reo classes to achieve L1 Written portfolio by end of 2019.

### Highlights of the Year

- Te Rā Rehia Kapa Haka Campaign
- High Achievement in L2 & 3 Te Reo
- Successful integration of Te Ao Māori courses.
- Successful trial and implementation of 'Kei kōnei au, ko au tēnei' Identity programme.
- Manāki Marae task standards written and implemented across L2 & 3 Māori courses as well as for responsive programme for seniors identified as requiring extra credit to achieve Year Level Certificates.
- Year 9 Poutama core class successfully integrated into school system in 2018, and 2019. (selection process under review for 2020 recruitment).
- Additional 19 Year 9 students applying to join Poutama in Term 4 2018 alone.
- Poutama role at 142 for 2018, and 146 for 2019
- 2 successful trips to Polyfest for poutama in 2018 and 2019.
- Cross department collaboration with Music to create Taonga Puoro programme, Tourism to create Ko au tenei, kei kōnei au.

### Barriers to Learning

2018 Level 1 cohort with high behavioral issues and low confidence in engaging in learning of new language skills in te reo. Low attendance rates. Low engagement resulted in low participation, high in-completion rate of work for assessment.

Student feedback from this cohort suggests they weren't prepared for the intensity of Level 1 NCEA coming from Year 10. Anxiety issues presented towards work load and effort required to learn enough to meet standard requirements

# Mathematics and Statistics

## Department Goals

***To implement collaborative teaching and learning in the junior school.***

### Action

Timetabling of all year 9 Maths and as many year 10 Maths classes as possible into newly renovated classroom suites, comprising of two rooms with a removable wall between them. Classes were paired to be as like as possible and teachers were asked to combine classes at least once a week. Significant changes have been made to the junior programme structure in support of this goal. Teachers were encouraged to experiment with different pedagogical possibilities in the new spaces to gain an appreciation of what worked for them and their classes.

### Outcome

Good progress was made with all staff involved collaborating with their partner teachers at least some of the time, if not with all classes. Natural synergies were realised between some staff and groups, often unexpectedly. Strategies and outcomes, successes and failures were shared at department meetings throughout the year. A strong platform was established to move on from in 2019.

### Variance

This degree of change in teaching and learning takes time. The Mathematics department has been trialling preliminary steps to full collaboration for two years previous to 2018. The journey will continue.

***To begin developing more resilient, self-directed learners in Mathematics.***

### Action

As part of the new junior programme, teachers were asked to include one 'self-directed' lesson a week. During this lesson, students were to, with the targeted guidance of their teachers, identify their strengths and weaknesses in Mathematics and work to strengthen their learning. Several department

teachers investigated this as part of their inquiries.

### Outcome

Again, this change is part of a gradual process. It has challenged staff thinking around what it is to learn Mathematics and begun to move some of the emphasis in classrooms from traditional teaching and content coverage toward student led learning and understanding.

### Variance

As for our first goal, this change will take time. Staff are now, in 2019, speaking to me about their apprehension in handing decisions about learning over to students but acknowledging that they see the power in it. Change is upon us.

## Junior School:

### Successes

The success of our new teaching spaces in engaging students and teachers alike. Staff positivity around change and engagement in meaningful inquiry.

### Challenges –

***Cementing changes to the junior programme as part of our everyday practice.*** Steps to make programme composition more visible are underway, including messages to parents, classroom visual displays and an upcoming website.

### ***Addressing the needs of our Ākonga Māori.***

This was difficult to gauge in 2018 as the Poutama class (where many of our year 9 Māori students sat) did not take part in the junior programme trial. In 2019, the teacher of the Poutama class has gone to great lengths to bring the group into the Mathematics department which should help give us a better understanding of how Ākonga Māori are adapting to the new learning programme. As outlined below, female Māori students are the lowest performing group in junior school Mathematics. This has come as a surprise.

### Achievement Data

The following analysis is based on the average of all of a student's final curriculum level scores



in the various topics covered in 2018. Male and female students were compared across Māori and Pasifika vs all other ethnic groups.

#### Year 9 2018

When Māori and Pasifika students are compared to their peers of other ethnicities, Māori and Pasifika Female students attained a significantly lower average curriculum level than any other group. The remaining three groupings (Māori and Pasifika Male, Other Ethnicities Male and Female) showed no statistically significant differences in average curriculum level attainment. This is certainly unexpected but positive for Māori Male students and highlights the need to focus equally on female Māori students.

#### Year 10 2018

In year 10 female students of other ethnicities attained a significantly higher level than the three comparison groups of students on average. There was no significant difference between the ethnicity groupings for male students.

All in all, continued focus on the achievement of Māori student and boys is warranted. It is hoped that the increased empowerment of students in managing their learning and a drive to contextualise Mathematics learning will help in both regards.

### NCEA 2018:

#### Successes

- Overall, NCEA L2 and L3 pass rates (incl higher grade rates) compared more favourably with Nationwide and Decile 7 schools than in 2017.
- L1 Algebra (MCAT) pass rates higher than in Nationwide and Decile 7 schools. Māori and Pasifika pass rates not significantly different to National rates and female Māori and Pasifika students had a significantly higher pass rate and Merit plus pass rate than their National and Decile 7 counterparts.
- In the majority of Achievement Standards, Otumoetai students perform similarly to the Nationwide and Decile 7 comparison groups. This includes comparisons within gender and ethnicity groupings.

#### Challenges

- Overall, NCEA L1 pass rates (incl higher grade rates) compared less favourably with Nationwide and Decile 7 schools than in 2017. This would seem to be symptomatic of the 2018 Y11 cohort, many of whom proved difficult to motivate in Mathematics.
- Four standards in particular in our L1 Statistics, L2 Statistics and L2 Maths and Stats courses highlighted a lack of higher grades being achieved by these students.
- In three of these standards our pass rate was below that of Nationwide and Decile 7 schools.
- The L1 Statistics course teaching order has been modified in 2019 in an attempt to address some of these issues
- Motivation of L2 Maths and Stats students remains an issue, particularly at the end of a year when students have often given up after achieving what they see as enough credits or not having achieved enough to bother trying any more.


#### Highlights of the Year

Significant progress has been made in the junior school. Staff are more open about their teaching and their students' learning. This is being capitalised on in 2019.

Increased student ownership of learning and more flexible learning spaces and styles should help Mathematics teachers to help their Ākonga Māori realise more success in the subject.

#### Barriers to Learning

We continue to see low participation rates of Māori students in senior Mathematics and Statistics courses. It is hoped that changes in the junior school will, in time, serve to better engage Ākonga Māori in the subject and encourage them to continue with the subject/s.

We   
Maths

# Media Studies

## Department Goal

Continuing to focus on raising external results of all students in Level 3 standards AS3.1 and AS3.4. As students have the mindset of already having the required number of credits prior to final NCEA exams, these are often not sat or only one is sat.

## Action

Change the behaviour of learners toward the external exams by explicit teaching of skills and knowledge required for AS3.1 and AS3.4. Engage male learners through more use of hands on practical application of concepts.

## Outcome

There has been an increase in both the number of candidates sitting these papers and in the number of Merits and Excellences gained.

## Variance

The placement, and study, of the external standards earlier on in the year was a key factor in gaining this increase in November.

## Junior School:

Not Applicable – however, I would like to see Media Studies introduced in to the Junior School

## NCEA:

### Successes

Maori achievement (in both internals and externals both for boys and girls) was higher than the National % for all 3 levels

### Challenges

The biggest challenge continues to be the external standard 3.1. I have altered this year's programme with that in mind.

## Highlights of the Year

Academic success, high quality of students' practical work and student engagement in learning outside the classroom.

The relevance of what is learned in the classroom to the practical application outside the classroom continues to be an advantage for students.

## Barriers to Learning

Student voice clearly shows that inappropriate use of phones in class is a distraction. Therefore classroom management regarding policies of use has been reviewed.

	2018 Externals							
	NA	A	M	E	M&E	National M&E %	+/-	Māori boys (M&E)
1.3	24%	38%	29%	10%	38%	35%	+3	50%
1.4	15%	50%	25%	10%	35%	41%	-6	67%
2.1	10%	30%	20%	40%	60%	42%	+22%	100%
2.4	36%	18%	36%	9%	45%	40%	+5%	0%
3.1	50%	33%	17%	0%	17%	31%	-14%	0%
3.4	46%	15%	23%	15%	38%	32%	+6%	100%
	2 Scholarships, (1 Outstanding Scholarship)							
Internals	Across all 3 levels, internal results followed a similar pattern.							

# Music

## **Goals:**

Design and run a Practical-base Year 10 Music course which prepares students for Music in the senior school.

## *Action*

The Year 10 course was designed with the knowledge and skills that are required at the end of Level 1 Music in mind, and how best to get students prepared for this. All practical work (composition, group and solo performance, ear tests) is reinforced through reflection and writing which allows the students to gain a deeper understanding of their practice. The use of Trinity graded examinations provides a benchmark for the beginning of Year 11 as to where students should be and the material within these allows students to be fully prepared for all of the standards in Level 1 Music.

## *Outcome*

The majority of students taking Level 1 Music and Contemporary Music in 2019 have achieved Grade 1 or 2 Theory and practical on at least one instrument. It is hoped that the achievement and endorsement rate at the end of the year reflect this high level of student understanding, across all standards.

## *Variance*

This goal was achieved by having clear expectations and goals to work towards, in line with NZQA assessment requirements, without stifling student experimentation or creativity. The Trinity grading system will be continued and refined to suit students needs and to fit with any adjustments to the current education model/curriculum.

To encourage more Maori students to, not only take Music as a subject, but use and share elements of their own culture within the subject to express themselves.

## *Action*

Maori numbers in Music at Otumoetai College have been historically low, given to the fact that Year 9 Poutama students were unable to

take Music as a subject. This has been changed and elements of Maori music, both traditional and contemporary, have been added to the Otumoetai College Music programme to boost the profile of Maori music. A Taonga Puoro course was established in collaboration with the Maori Department, in which students gained credits for creating, refining, and performing Taonga Puoro, as well as gaining an understanding of the cultural and social significance of these instruments.

## *Outcome*

The number of Maori students taking Music has increased at Year 9, 10, and 11 and it is of great importance to retain these students in our subject for the remaining senior levels at school.

## *Variance*

This goal was achieved by promoting and supporting Taonga Puoro and adding relevance to Music as a subject through this cultural pathway. This in combination with the practical nature of the subject allowed students, particularly Maori and male to place and understand their technical skills in a theoretical context.



## **Junior School:**

### *Successes*

We have implemented and successfully run practical/group based junior (Y9, 10) Music courses where learning, exploring, and experimenting with sound is largely done in a social practical setting. Holistic musical understanding has increased as evidenced through written tests, and student enjoyment is high, evident through a huge increase in



students taking the subject in Year 10. The number of Maori students taking the subject has also increased due to the inclusion of Poutama students in the Year 9 course. The benefits of this will hopefully last for years to come.

### *Challenges*

The main challenge in junior music is providing students with access to technology. We are extending the computer lab within the Music Department to counter this problem. This will allow us to teach composition, studio skills such as recording, engineering, mixing and mastering, as well as giving students access to music education and notation software.

## **NCEA:**

### *Successes*

85% achievement rate across all external students in all standard at all Year Levels.,  
Endorsements at all Year levels.

Level 1 Music – Males outperforming Females in Practical based standards. Females outperforming males in Creative-based and external skills-based standards. All ethnicities represented across a range of grades.

Level 2 Music – Females outperforming Males in Practical-based standards. Males outperforming Females in creative based standards. Maori outperforming European in skills-based external standards.

Level 3 Music – 100% pass rate across all standards for all students.

Females and Males performing equally well in creative and performance based standards. Females outperforming males in written internal standards. Females outperforming Males in skills-based external standards. Maori achievement consistently at Merit-Excellence level. European achievement across all grades.

### *Challenges*

All students should have the confidence to sit at least one external standard in every year level. Only one student of approx. 30 in the combined L2MUCN/L3MUMM class sat an external standard. We are aware of the reasons for this and are looking at utilising

flipped classroom resources to counter the issue.

### *Highlights of the Year*

A large number of diverse musical acts performed at school assemblies, lunchtime performances, and events.

Otumoetai College's production of Annie included 20 students in the band alone.

French Doors won the BOP regional final of the Smoke Free Rock Quest.

Music Camp was successful.

Five Chamber Music groups represented the school at the BOP regional Chamber Music competitions, gaining 2 of the top 5 places and the adjudicators award.

Gold, Silver and Bronze awards were gained at the Waikato Itinerant Music Festival.

Otumoetai College Jazz band earned Silver Award at the National Youth Jazz Festival.

Music Department Concert was a success which showcased a huge range of talent and allowed us to thank the parents for their ongoing support and encouragement. Cross-department collaboration with Maori Department and Dance Departments in order to perform for the Prime Minister of New Zealand.

### *Barriers to Learning*

The largest hindrance to learning both in and out of the classroom is social media and smart phones. These cannot be utilised in any productive, creative, or meaningful way in the classroom. Unfortunately, we do not control the habits of students in their own homes and, in most cases, we are fighting a losing battle against this medium.

Another problem we are facing is the lack of Male students joining extra-curricular groups and activities. Female students outnumber male students 4:1 in extra-curricular participation. This is a major focus for 2019 and onward.

# Pathways

## Department Goals 2018

**Gateway:** Reinstating the accurate numbers for placements(owing to a change of staff and HOD absence there was a mistake made in what could be counted for a placement and our TEC numbers were lowered).

### **Action**

Clear understanding of the requirements of TEC and the difference between STP/PTE and placements. Regular meetings with all concerned.

### **Outcome**

In 2018 our numbers were in excess (122) of what allocated (110) and subsequently we were allocated by TEC for 2019. We also were over (28.6 credits) the required average of 20 credits per student for TEC regulations. Total placements for the year were 170 (not all counted for Gateway)

### **Variance**

The goal was achieved by the dedicated work of the Gateway co-ordinator (Emma) and her assistant (Gerardine) overseen with regular meetings with HOD.

**Classes:** Concentration on engagement, Maori and Boys achievement.

### **Action:**

The Department both collectively and as individuals used their Inquiries as a basis for further understanding of above.

### **Outcome**

Classes in this area tend to have a practical component and that was the area that many of the boys (including Maori students) liked especially those students in the Trades Academy and Farming. There was a successful upskilling of staff in awareness and working with/engaging students in classes. Student voice showed there had been progress. Much

success seen in the success of the Directions classes.

### **Variance**

A sad factor at all levels is that we are seeing high numbers of our Maori students as a whole and boys in particular leave throughout the year and the percentages of them not going into work/courses is high. The circumstances of this is often out of our hands (behavioural, whanau based) A greater need to engage generally before then is essential (not only a Pathways problem)

**Careers:** Engagement of students in the Junior school in the areas of Careers.

### **Action:**

Enabling of staff to be able to engage in the Junior school area for Careers at the Yr 9/10 level.

### **Outcome**

Semi successful in that we were able to work with Yr 9 in their special program, this was working on teamwork and the "soft" skills in the Careers area. Year 10 did not work out as planned.

### **Variance**

Yr 10 not successful as the staff member allocated this area (as we have done before) had leave at the time of the year this is usually done, her Careers hours were not covered and we didn't have the additional staffing available to complete.

## Junior School:

### **Successes**

Yr 9/10 as above

### **Challenges**

The main area of challenge is the staffing hours we have in our large school do not allow for full contact at the Junior school. Already our class contact at Yr 11/12/13 is during form times. Another solution, (which I feel is more achievable) is to use a curriculum time to set teachers up with a Careers module. This is a

challenge as often teachers do not want to use “their” curriculum time for additional things.

## Achievement:

### Male Achievement: L1/2/3

Achievement of male students on the whole is above the national average.

### General Maori Achievement: L1/2/3

Achievement of Maori students is above average (NZ) although Maori females still outperforming males in most areas within the Dept.

The highest performing area (nearly all 100%) are the outside providers that are brokered into the school (interestingly as they have an invested interest in all students to pass re their government returns) Counter to that are one of the practical standards done by the equine which are low in pass rate. **Standard 1618** Ride a Horse 40% passed, (students were able to ride but not to the level required to gain the standard)

In class, rates of passing are above the national average in all classes, this I feel is due to the fact that work is often modulated and taken at a rate the students can handle and they are able to relook at work if needed. Students are often working individually owing to academic levels and the fact are often out of class for other activities (Trades/Work Placements and low attendance) Students during exam weeks are also able to revisit standards not achieved.

## NCEA:

### Successes

Although challenging to organise, many of the students attending the three Trades Academy areas gained their NCEA L2 only by doing so. Direction classes enabled students especially Young Maori to be carefully guided through and gaining Literacy and Numeracy (where they had missed and not coping in general classes) Other students were able to complete out of school courses e.g. Skippers Ticket, ITO standards (Auto/Building/Plumbing etc).

There are over 100 standards used for the Dept including all the Trades Academy, to report on all isn't feasible and it is to be noted that all students do not sit all the same standards.

Generally the L1 pass rate as a whole was lower than L2/3 (this is the same in all groupings, male/female, Maori/European) There were three L1 EMPS classes, quite indicative of a low academic cohort (normally 1/2 ) L2/3 trend had majority of standards above national average e.g:

**Standard 10781** (Plan for Own Future Directions) Otumoetai College Pass 98%, Otumoetai Maori 95%. Maori National 82%.

**Standard 4253** (Demonstrate knowledge of job search skills) Otumoetai College Total Pass 94% Otumoetai Maori 90% National Maori 81%

**Standard 3490:** Otumoetai College Total Pass Rate 96% Otumoetai Maori 94% National Maori 94% Otumoetai Maori Boys 100% Maori Girls 88% National Maori Girls 93%

### Variance in Outcomes:

There are many factors that will influence the outcomes for the Department and results: students interest in certain topics, therefore better results, differing teaching styles etc, periods of absences by students to name a few.

### Barriers to Learning

Often a concerning barrier is the number of students leaving who do not complete a qualification. Some are moving onto other education providers but many not, closer attention needs to be kept on this. There a high numbers of Maori students who fall into the category and as such are not evident in our final stats.

There is a high correlation and very evident with Maori Students between attendance and achievement. Although contacted prior to exam weeks often students don't turn up for completion of work chances. This has been after contact with students and Whanau. We can only but try harder.

### **Challenges-**

**Classes 2019:** Focus on Numeracy/Literacy for Directions, Engagement for General classes. All an emphasis on Maori/Male

**Gateway 2019:** TEC no of 117. Aiming of adding 10/15 new employers. 10% total of Maori students out on a placement for Gateway.

**Careers 2019:** Term 4 aim for yr 10 classes to be seen.

### **Highlights of the Year.**

*\*The outstanding dedicated team that I work with, all have the student as central to their work.*

*\*This particularly applies to the ancillary staff who often work beyond their hours dictated, even with emails etc showing up at evenings from them they are consistently going way beyond their brief. Their ability to handle pressure and dealings with students is exemplary.*

*\*The many success seen with students, not just the apprenticeships, jobs, but growing confidence in many, plus the willingness to try new things.*

*\*An unusual highlight for me personally was to see a couple of times one of our "lads" (not a classroom person!) rushing in after farming to tell me about cute Pitcairn Island sheep and their history, plus another day the delight of working with fluffy alpacas and their cria's. A side many teachers would never see of him...a real privilege.*



# Science

## *Action*

To provide opportunities for students to connect their learning with the real world.

Support of teachers to grow understanding of pedagogy that provides opportunities for all learners to have success.

- Lessons underpinned
- Key Competencies (1) Thinking (2) Participating & Contributing
- PLUS a Literacy focus – key words and using evidence to justify an opinion.
- Issues – local, national and international – incorporated into lesson planning.
- Community participation.

## *Outcome*

Learning in Science is seen as relevant and achievable for all students.

Increased teacher understanding of the department vision and policies.

Pathways open for all students to have success and participate regardless of background or previous experiences in Science learning.

## *Variance*

The challenge for us as Science educators is to change student (and parent) expectations about learning in Science. The traditional approach with a significant content knowledge focus is no longer appropriate for our department practice.

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.

Success in science requires skill development and is underpinned by personal connection with the context.

## **JUNIOR SCHOOL:**

### *Successes*

The “Issue of the Week” continues 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). Field studies (Maungatautari/Waitomo Earth Science and sustainability camp) and student participation in Keep NZ Beautiful (KNZB) – school environment and gully maintenance work have been incorporated as key components of the Science learning programme.

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.

### *Challenges*

Our approaches are not without challenges: The perception of some students (supported by some parent and non-Science teachers based on their own experiences) that Sciences study is not relevant, not essential unless you plan to be in a traditional science field, and too difficult. The Otago NMSSA and data from TWE (NZCER) does not allow conclusions to be made for male and Maori achievement.





Ongoing teacher support is needed to move from traditional teacher directed learning. We are aiming to increase staff confidence and student understanding of learning intention (WALT) and encouraging students to have more ownership of their learning.

### NCEA:

#### *Successes*

Increasing trend of success of males in Genetics and Mechanics. Internal results very similar to external results. There was a slight increase in average credits per student; however, there is discrepancy for Maori. Note, all students have the same opportunity and are encouraged to participate in all standards. Increased numbers of Maori taking Science (46 to 65).

Following an internal review, and consideration of national trends, a decision was made to reduce the externally assessed components of both senior Biology programmes from three Achievement standards to two. This change has received much positive feedback from both students and teachers allowing more time to make the learning more relevant and meaningful for students, but also time to grow student understanding of how they learn. The change has also impacted positively on NCEA results, with more students gaining at least 14 credits and the average credits per student increasing.

Level 2 results show improvement over the last three years with student numbers relatively stable. Overall, pass rates are above the national average for decile 7 schools with the number of Merit and Excellence grades obtained accounting for over 56% of the total grades, significantly above national average.

Level 3 results have also improved over the last three years, again with student numbers relatively stable. Whilst overall pass rates are similar to the national average for decile 7 schools, the number of Merit and Excellence grades obtained is below the national average.

Of concern is the increasing opting out of external standards towards the end of the year and simply not sitting these. This is particularly an issue with Level 3.

To support students to find more success, we have set up the programme so that Year 12 Organic Chemistry is at the end of the year and followed on in Year 13 as the first topic. We will continue the combination of Year 13 Organic and Spectroscopy topics in order to improve student understanding and retention of these topics. Additional time and space during morning tutorials is set up in a tuakana-teina relationship with the students being mentors to others. We promote a growth mindset in our classes, nurturing the learning and increasing the confidence of the students. Our Chemistry classes and tutorials will further promote the concepts of ako, manaakitanga and kotahitanga – with an aim to continue to improve Maori performance. These efforts are reflected in the improvement in the overall results between 2016 and 2018. In particular, the %NA decreased last year, from 21.2% in 2016, 22.9% in 2017 to a pleasing 14.6% in 2018.

Looking at the external results, there is a significant reduction in the percentage of students who did not achieve the Extreme Earth Events standard, from 41.7% to 11.8% and improvement in the number of students attaining the A and M grades. In Level 3, the overall number of students attaining 14+ credits increased by 10% compared with 2016 and nearly 20% compared with last year. Otumoetai College results were markedly higher than the national results. One successful scholarship was obtained.

This tends to be a fill-in subject for many students and so the motivation is not there in many cases. Our challenge is to encourage students to see Earth and Space Science as a viable and interesting course.

## OVERALL SCIENCE DEPARTMENT

### *Challenges*

Increasing number of Maori students studying Level 1 Science and on to Levels 2 and 3, for instance Level 2 Chemistry has had 10 Maori students, 21 would be a true representation of this cohort. Through our focus in Science on culturally responsive pedagogy, our challenge for junior and Year 11 level is to help our Maori students see Sciences as viable learning and career pathways. This will continue to be a major focus for 2019.

Addressing gender differences in Levels 2 and 3, such as males studying Biology and females studying Physics; for instance, Level 2 Chemistry has 32 males and 62 females. This is attributed partly to the school wide tendency for male students to choose subjects seen as less demanding. Addressing the inconsistent and incorrect messages given by staff and parents to students re relevance and likelihood of success studying senior Sciences.

Supporting staff practice where trends in data analysis indicate changes are necessary to support increased student success.

Looking for ways to change the perception of Earth and Space Science as a very relevant and valid study programme for any student regardless of their career pathways.

### *Barriers to 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.

### *Highlights of the Year*

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).

The many individual successes can be attributed to a concentrated effort to extend and challenge ALL students. We believe every student is an advanced learner and that learning is enhanced by diverse groups of students. This approach will continue to address areas that require improvement and challenge the inequity in our traditional education systems.

Individual students took scholarship opportunities to expand their scientific knowledge: Nicole Cameron – space camp in Norway; Liana Douglas – international youth forum in London; Alice Cerdeira and PK Wadsworth – Powering Potential in Wellington; Grace Blissett, PK Wadsworth, Alice Cerdeira and Samantha Reader – Rotary Science and Technology forum in Auckland (Samantha is now going to the international version in London); Daniel Lee, John Austin and Alice Cerdeira won the Waikato Chem Quest at Waikato University.

The Science department is a supportive and dynamic team. This empowers teachers to work together and model what is required of our students. Through student-centred pedagogy, students can learn how to learn and focus on building the skills that they need as individuals to reach their potential (i.e. this empowers students).





# Social Science

## Goal 1:

**Improve literacy levels and academic writing ability of all students in junior Social Studies.**

### Action(s)

Continued 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 2018

Year 9 Essay: 77% Achieved or higher (same as 2018), 38% (44% in 2017) at Merit or higher.

Year 10 Essay: 79% Achieved or higher (71% in 2018), 44% (33% in 2017) at Merit or higher.

**Variance:** As in 2017 - very close to achieving goal for Year 9, surpassed our expectation of 33% at Year 9 for Merit or better. Year 10 – Achievement target met, surpassed for Merit or above. These students were the Yr 9 cohort in 2017 and have shown a small gain at the lower end of the cohort compared to their Yr 9 results (79% Ach or better vs 77% in 2017 and remained the same at higher end (44% merit or better).

## Goal 2:

**Pilot a Project Based Learning programme in Yr 10 and continue to trial an Integrated programme between English and Social Science in Yr 9.**

### Action(s):

1. NCP and VCJ ran a Social Action project for a term in Yr 10 with both an AL and Mainstream

class. Trialed a social action inquiry model which culminated in a presentation to parents.

2. MRK, NCW, VNH worked with ANW and SRH in English within the AL programme to continue to develop an integrated course that allowed for dual assessment where applicable.

### Outcome:

1. A successful pilot in Yr 10 in which both students and staff learned a great deal. Student feedback from both AL and mainstream was very positive about the process overall. 93% AL rated success out of 5 as 3 or higher and 86% in mainstream.

2. Anecdotal feedback from students is that they enjoyed the connections made between the two subjects and the opportunities to apply their understanding across multiple contexts. Some complications occurred relating to student placements – the end result was a not a direct match-up between English and Social Studies.

### Variance:

1. In Yr 10, mainstream struggled more with the parent presentation evening with only 1/3 of class attending. They also needed more time and support to gain the skills necessary to complete it. Teachers have thought about how to modify programme in 2019 in response to this.

2. Currently we can only run this opportunity in the AL programme as no other classes have the same students for both English and Social Studies. This would require a systemic change to the school structure and timetabling.

### Successes

Collaborative Literacy focus throughout the Faculty working in conjunction with CoL staff members to improve junior literacy across the school. In 2018 the Rubric was refined and aligned with the school writing rubric as led by CoL. Social Science with PHN helped lead this initiative.

- A group of Yr 12/13 Economics students competed in the Reserve Bank Monetary Policy Challenge providing opportunities to

connect their learning to real world contexts.

- Toria Park came second in the University of Auckland Classics Essay competition.
- Taya Nicholson (Yr 13) selected as part of 4 person team to represent NZ in Quebec at the International Geography Olympiad.
- Scholarship tutorial programmes continue to be run on a regular basis by staff either before or after school.

### Junior Successes

- Literacy/writing improvements - focus on literacy skills/essay writing (see comments under Goal 1 above).
- Staff trialing the use of Google Classrooms and Google sites as a way to engage students and support student learning. Positive student feedback.
- Continued strong leadership and involvement from junior students in the 40 Hr famine – received special acknowledgement from World Vision NZ.
- High levels of student engagement in Yr 9 AL as cross-curricular programme continues to develop with English Department.
- Pilot of Project based learning (Social Action project) - see comments under Goal 2 above.

### Junior Challenges

Helping students to understand their next steps in learning to develop more autonomy/responsibility with their own learning.

- Continue to strengthen literacy (writing) skills with Social Studies.
- Student engagement – focus on relevance and connection to real world. Further investigation and trialing integrated learning approaches with other departments (eg. English and Science) and project based learning.
- Engaging Maori students – allowing for more opportunities for all students including Maori to draw on their ‘cultural capital’ in the junior programme and to share that with other students. Growing mutual understanding and respect.

### NCEA Successes

- 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 (8/11) one third or more of students are having their course endorsed with Merit or Excellence (see Table 1 attached)

### NCEA Challenges

Low attendance rates are still a significant barrier to student success.

- “Cherry-picking” of internals over externals for Y12 and Y13s. Encouraging students to sit externals even if they “already have the credits”.

### Barriers to Learning

Low attendance (truancy or students absent due to other courses) – correlates strongly with achievement

- For some students, lack of motivation or engagement
- Growing levels of anxiety/stress or other mental health issues among students
- Large class sizes and heavy work load for staff meaning less time to help individual students and develop/review programmes to engage students more.

### Male Achievement

Variable results between gender across subjects and year levels, but mostly females are doing slightly better than their male counterparts. Smaller cohorts in some subjects and/or gender imbalance will distort figures. See Table 2 attached.

### Maori Achievement

- In some cases, particularly in Yrs 12 and 13, Maori students were achieving fewer credits than European students. For subjects such as History and Classics where credit values are high (6 credit internals) this can have a significant effect. Small numbers of Maori students in some subjects will distort figures e.g. Yr 12 Economics had 1 Maori student in the class. See Table 1 attached.

# Special Needs

## **GOAL 1**

**To improve student health, social skills and learning through better coordination, body awareness, stronger intellectual skills and improved confidence.**

### **Actions:**

The Perceptual Motor Programme (PMP) is a step-by-step programme, designed and individualised for the development of PERCEPTUAL KNOWLEDGE and JUDGEMENT. Perceptual knowledge/judgement comes from physical and sensory experiences that are repeated over and over. The perceptions that are formed over time help determine how children react to their environment, to others, and to new ideas. When those perceptions and reactions become automatic, the brain is free for higher thinking tasks.

Three of the Special needs staff took part in the Introduction to Perceptual Motor Programming course and gained their Certificates in March 2018. Through department funding, we purchased the core equipment to start the program.

### **Outcomes:**

Each student has an individual tracking sheet that reflects improvement in the areas of language, motor skills, Auditory and visual memory. Whilst it is early days with both the program and the tracking sheets, so far they show that of the 24 students on the program all have an 80-100% retention of the language of PMP and are following more than one instruction. Five students have retained 80% of the environmental language and there has been 10-20% improvement in gross motor skills for the group.

### **Variance:**

PMP is fun. It relies on the principles of repetition. Gives children strategies for problem solving and delivers carefully-crafted sequenced activities, packed with learning.

Designed to be preventative rather than curative. Is fitness orientated, covering many

strands of traditional Junior PE/Health Curriculum. It connects body and brain to benefit learning..

## **GOAL 2**

**To investigate the benefits of a structured literacy approach to teaching and learning.**

### **Actions:**

Two staff attended PL on Literacy Success and the ALPHA to AMEGA program, both of which stress the importance of a structured literacy approach for students who are struggling with reading and writing or had plateaued in their learning. A Structured Literacy approach is specifically teaching the areas of language that undergird learning to read, such as phonemic awareness, sound symbol association etc. It does not assume students deduce concepts - it is explicit teaching. Specific assessment tools help pinpoint issues. It was decided to trial the ALPHA to OMEGA program in two of the department English classes to improve spelling and writing. The ALPHA to OMEGA program emphasises activities that involve writing or building printed words with letter tiles in a structured process that follows the natural pattern of phonological language acquisition, each stage leading naturally and logically to the next. The results of this trial would be seen in the Inquiry by Rene Woest.

### **Outcomes:**

Of the two English classes in the trial. One showed a 71% improvement in recognising long and short vowels and the other a 62.5% improvement. Both classes showed a 60% improvement in spelling. Both classes showed improvement in their day to day writing through their new found ability to sound out words.

### **Variance**

The Success of the Alpha to Omega program is due to its structured approach and to the fact that it is visual and hands on learning.

## NCEA

### Successes

Over the last three years success rates have stayed stable and we have had between 3-5 students gaining their NCEA level one. This has and will always be contingent on the ability of the students we have within any given year. 2018 saw two students gain two of the three Mathematics units they needed to complete NCEA level one. Both these students will complete their final unit in Mathematics and achieve their level one certificate in the first half of 2019. Both these students were Maori males.

Seven out of seven students gained an achieved grade in a blended unit called Mix and Match which contained three unit standards. This covered spatial and visual memory and body awareness. Four out of the seven were Maori males.

### Challenges

The only challenge for the department regarding NCEA in 2018 has been finding a teacher with the skills to teach the NCEA Mathematics component (10 credits) to our students. Efforts to place these students within mainstream mathematics classes is difficult due to the shortage of support staff and the large sizes of the mainstream classes as well as the pace of these classes.



### Junior School:

#### Successes

The introduction of the ALPHA to OMEGA program in the junior English classes has seen a significant improvement in literacy across reading, spelling and writing for Juniors. Students who had plateaued in their learning are now starting to move again with renewed confidence. The program has answered many

questions for us about why students stop learning, the major reasons being: 1. often teachers go to text too soon without making sure the basic foundation skills are firmly in place, eg sound- symbol recognition, decoding skills and syllables etc. 2. Whilst there are lots of tools to measure fluency and comprehension there are few tools to measure where a child sits as regards the foundation skills (structured learning tiers).

### Challenges

The main challenge in our junior programs is the growing numbers in each class, these students who are often working at a very low level need small classes for a myriad of reasons. Our junior classes also contain a more diverse group of learners which is challenging for the teachers if numbers get to large.

### Highlights of the Year:

This was definitely our production called Cirque de Dreamland. This was enjoyed by not only our students but the whole school community. The sailability program continued to be a highlight as well as many very disabled students were able to get out on the water in a boat for the first time. Two of our students also in 2018 took part in a AL Physical Education class with success - this was a first for the department.

### Barriers to Learning:

With the growing numbers of students ( 28 in 2018)we are fast out growing our building. Projected numbers were 30 for 2019 but have now reach 33. Failure of the transition services to successfully transition students and lack of appropriate services in the community has meant students are staying at school longer. Several other reasons have also contributed to the increase. This means larger classes and less spaces for individualized or small group teaching. The diversity gap of students is now larger and with six very high needs students needing personal cares, physiotherapy and feeding- room timetabling this is now difficult as is providing staff to cover these needs. As always staffing in 2018 was of concern. 2018 has by far been the most difficult for staff.

Caly Pillay HOD

# Supported Learning

## Department Goal 1.

*Provide a safe, caring environment where empowering learning outcomes can be achieved and students reach their academic potential.*

### Goal 1.

#### Action

Identify, emotionally, socially and vulnerable (at risk) students. All teachers in the department to record names and discuss the 'at risk' students at our regular departmental meetings.

Create IEP'S if required and consult the Guidance Department, Deans and RTLB.

#### Outcome

The identification process was excellent, names were discussed at meetings and 'future steps' were put in place.

Supported Learning staff were very pleased with the academic accomplishments of their students throughout the year.

Working in conjunction with our Guidance Department was immensely advantageous for the students who had complex social and emotional needs.

#### Variance

The regular discussions we as a Supported Learning Staff had was a real catalyst for success. The experience of our staff in catering for at risk and vulnerable students was also vitally important, in addition, to our staff having the pedagogical ability to provide an academic programme that meets the needs of our students.

Importantly, our staff genuinely care about our vulnerable students and take the time to build relationships with them.

## Department Goal 2.

*Destigmatise Supported Learning and maintain high levels of attendance at school.*

### Goal 2

#### Action

Supported Learning students to be placed in mainstream Form Classes, Physical Education, Classes and Options. The academic focus for Supported Learning will be to strengthen Literacy and Numeracy.

Developed a more inclusive setting.

- Supported Learning now have three new classrooms which help us to optimise learning. Our learning environment (classrooms) are productive and the students feel more valued.
- The new buildings are NOT 'labelled' Supported Learning on the exterior, they are just another building.
- Student timetables are not branded or labelled with Supported Learning titles either.

#### Outcome

Excellent, the students felt more included and less labelled.

Attendance levels were very pleasing for our students.

#### Variance

The Senior Management were very supportive of our more inclusive approach and with the support of the new buildings.





## Junior School:

### *Successes*

- Our staff – Chris, Pearson, Paula Purser, Vicky Jeffares, Christine McClymont, Leonie Summerville and Anita Bax. All very professional and caring. They are all experienced and wise. This is very important as our department cater for very vulnerable students who have complex requirements.
- The academic improvement in many of our students was both heartening and exciting, in addition, to the social and emotional improvements.

### *Challenges*

We will continue to focus on student well-being, reading, writing and mathematics. Our challenges are to improve overall well-being, literacy, numeracy and attendance.

### **Male and Maori – Junior**

Our Maori and Male students are over represented, in being below their chronological age for reading, writing and mathematics.

### **Next Steps**

The department will consider the types of assessment we use, currently, we incorporate: PAT's, e astle, Burt Reading, Schonell Spelling, Writing Rubrics other common assessment tasks.

We will consider more oral based assessments which could be more suitable for our Maori and Male students.

Incorporate solo taxonomy into our learning programmes.

## **NCEA:**

### *Successes*

#### **Level 1**

We cater for one, Numeracy Class and one Literacy class at Level 1. Both classes were successful and all students achieved their 10 credits.

### **Maori and Male**

There was one student in this class who identified as Maori and was also Male. He successfully received his 10 credits.

### **Level 2**

All our Level 2 students were offered 51 credits across 3 lines. All students in the Level 2 class successfully gained over 30 credits. Many of our students have cognitive complexities, as such, our department was very pleased with the results.

We did not offer a Level 3 course in 2018.

### **Maori and Male**

We had five students who identify as Maori. Of these five, three were male.

The Maori and Male students were successful in achieving over 30 credits in their Level 2 course.

### *Challenges*

Meeting the needs of Literacy and Numeracy, based on the cognitive complexities of our students.

Providing option choices for our students which cater for their strengths and will provide them with the best possible opportunity to succeed academically.

### *Highlights of the Year*

Our staff being so professional and motivated while delivering a programme which was very successful.

### *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.



# Technology / Graphics / Electronics

## Department Goals:

### Improving the success of Maori students.

#### Action

The workshop courses in the junior school were carefully looked at and changes were put in place to try and make the courses more relevant to Maori students, especially Maori boys, who have been our biggest area of concern as they transition from Junior to Senior levels.

#### Outcome

We had more success in the 2018 school year with our juniors, however, each year's junior student behaviour and attitude can vary, depending upon the personalities of the students and their willingness to get involved in the carefully thought out teaching programmes offered.

#### Variance

Overcoming the challenges of engaging young Maori boys in their learning, especially at year 10 and 11, can so often depend upon the relationships made between teacher and pupil, just the same as any other student. The difference that came through upon reflection in 2018 was the student's willingness to comply with the expectations of classwork and social cooperation with peers. Where 2017 had seen a lot of anti-social behaviour in some of our young Maori students, the 2018 cohort were much improved.

### Increasing the academic motivation of students to work consistently during the year.

#### Action

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 simply "expect" it will be done. We took steps in 2018 to get the senior students to put in a more consistent effort in terms 1 and 2 rather than pressure themselves in terms 3 and 4. Firmer deadlines were imposed on portfolio completion dates at the end of each term.

**Outcome** – Students in some of the courses responded well to the challenge of concentrating

their portfolio completion to be spread more evenly over the early terms thus eliminating much of the panic in term 4. There was still stress on students who struggle with time management across all of their subjects, however, those surveyed in classes where early completion was the expectation, remarked that they preferred the balance of workload especially in the reduction of stress, with the final hand ins of assignment work in term 4 across all of their subjects.

#### Variance

It depended on the teacher's milestone expectations as the main contributing factor. In some of the courses where there were teachers on leave or new to a particular course, there were some difficulties in keeping to student time frame targets. In other cases, having the teacher on leave for a term did not appear to disadvantage the students providing that they had been well prepared in which terms their main teacher would be away and they would have a reliever.

## Junior School:

### Junior task, process guidance for low ability Priority learners.

#### Successes

A change in many of our projects in Electronics, Graphics and Workshop classes helped to increase student engagement.

Teachers who had concentrated their Professional Inquiry questions on improving student understanding of tasks had produced some inspiring student resources from booklets to informative videos, which were well received by all students.

Several teachers remarked that their 2018 junior class was amongst the best they had ever had. Teachers with this positive attitude create a similar influence through all of their classes.

#### Challenges

Junior year 10 Metal classes could be difficult to manage at times until very clear expectations were agreed upon, and consequences for transgressions were made clear and consistently dealt with.

## NCEA:

### *Successes*

Overall the pass rates and percentages for all students were reasonably good in the 17 senior Technology courses which include the:

- Achievement standard courses of Electronics, Graphics, Technology Wood based and Technology Metal based programmes
- Unit Standard courses of Building, Mechanical Engineering and Automotive.

Although overall, the percentage pass rates inclusive of Achieved, Merit and Excellence in the Achievement Standard courses were at 85% and above, this was however in contrast to the results statistics of NZ European boy's and Maori Boy's in the courses when separated out.

European Boys who had selected to be in senior Achievement courses averaged percentage pass rates of between 65 and 100%.

European Boys who had selected the less literacy focused courses containing Unit Standards, gained passes which averaged between 55 and 100%

Our Maori Boy's however, for the most part seldom selected the literacy rich portfolio subjects. When they did, their numbers were in the single digits and the results indicated a lot of skewed percentages where there may only be 2 students and one of them got a Not Achieved. The other student may have gained an Excellence but the % pass rate still stands at 50%. Throughout these subjects, Maori Boys who gained a pass tended to either gain an Achieved or an Excellence, with very few Merits.

Pass rates in the Unit Standard courses which require less literacy skills and problem solving independence to complete, were often not as good in 2018 as they had been the previous year. I believe that this may have something to do with the particular cohort of senior students as they moved from juniors in 2016 and 2017 into seniors. This was especially true in the case of Maori Boy's and their grades overall throughout the 5 Unit standard courses we offer. Their results tended to range between 50% and 85% pass rates.

To address these statistics, we have as mentioned above, been creating new projects at the year 9 and 10 levels which are well supported by Scaffolded mixed media instructional resources. In 2018 we saw the effectiveness of these approaches in our year 10

programmes and believe that the 2019 senior technology students in all 17 courses are better prepared whether in Achievement or Unit Standard courses.

### *Barriers to Learning*

As a faculty, we have made a goal every year to keep a focus on improving the literacy capabilities of our students. For the Boys and especially Maori Boys, the extent of their ability to problem solve, reflect, analyse and write about their Technology work continues to be the biggest obstacle for their academic success in our courses.

The colleges current policy of restricting students to 5 subjects in year 12 continues to have a huge impact upon students wishing to study a wide range of subject areas in line with future careers.

- This is particularly relevant for those wishing to pursue University education in such Technology based courses as Engineering, Product design and Architecture, where our more academic courses such as Electronics, Graphics and Materials technology are a tremendous advantage to the student. These students especially, can be very restricted by having to select 2 Maths, 2 Sciences and an English or similar, literacy rich, subject.
- Our Unit standard courses of Mechanical Engineering and Automotive, which frequently have pass rates above 85%, are frequently the ones being cut. These students often then end up being placed into courses where they may not gain a single credit, which is also a factor in the skewing of pass rates in these courses.

### *Looking forward*

One of our faculty's key foci in place every year is the promotion of literacy within all of our courses. Much of this work is carried out as part of Individual Teaching Inquiries. The continued creation of these resources such as Writing frames and scaffolded practical activities are gaining positive traction in our department.

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.



Annual Report 2018