



ŌTŪMOETAI COLLEGE

ANNUAL REPORT 2021

Kia māramamaia te ora e te akoranga
LET LIFE BE ENLIGHTENED BY LEARNING

Contact us

If you have any questions about this report, please contact:
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INTRODUCTION



Kia māramamia te ora e te akoranga
LET LIFE BE ENLIGHTENED BY LEARNING

Principal's Report

Given the trials and tribulations that was 2021, Ōtūmoetai College can be more than satisfied that the staff and students rose to the collective challenge in order to complete another successful year. We are thrilled with the NCEA results our students achieved, with our Year 11, 12 and 13 students operating above national averages in all comparable measures. With an additional 23 scholarship successes, we are rightly proud of the resilience and tenacity displayed by our students this year!

Thank you to our staff for your commitment to the education of our young people and for your flexibility and creativity in order to create bespoke learning programmes that ensured the achievement of our students was in no way compromised.

Graham Nuthall highlights that effective teaching is about knowing what students believed, knew, could do before they learnt a new topic or standard, and what these same students believed, knew, and could do after they learnt that topic or standard. He goes on to state that learning, of whatever kind, is about change, and unless teachers know what has changed in the minds, skills, and attitudes of your students, they cannot really know how effective you have been. I believe that our teachers have stepped up to this mark.

What students know, can do or believe varies across our classrooms. However I believe that the relationship our teachers have with their students and their agility around their teaching programmes made all the difference this year.

I also need to acknowledge the wholehearted support of the college by our Board of Trustees who are led by Matthew King. I would like to personally thank Matthew 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.

A special thanks to the senior management team, Bobby Ketu, Jude Brown, Stephen Tisch, Dave Cleland 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.

We can only hope that 2022 turns out to be a more settled year than 2021!



R Gordon
Principal

Chairman's Report

COVID-19 has made an unwelcome return to our country early this year. As we change once again through alert levels, what has remained true has been the unifying mantra that 'we have beaten this thing before and we will beat it again', which can be heard echoing around the staffroom and classrooms of Ōtūmoetai College.

Considering the year that has been, I would like to take this opportunity to acknowledge our staff for their professionalism and care they have so ably demonstrated towards our students over these past few months. I appreciate the extra work it must have taken to set up distance learning programmes when we first went into lockdown. I salute your resilience in ensuring that our students would continue to learn, albeit from home. I also recognise the fact that our students have continued to receive high quality learning opportunities on their return to school, through Alert Level 2 and into Level 1.

We were all getting used to life returning to normal when, seemingly out of nowhere, COVID-19 re-emerged, bringing with it new and complex challenges. Would we go back into lockdown?



Would we resume distance learning? Are we ready to do so? These were the questions the board was asking of the school. What we learned was that the staff of this college didn't have the luxury of guesswork, they were prepared, just in case.

This last year has been anything but normal and I would like to express my gratitude to Ōtūmoetai College staff on behalf of the board for all that they have done and continue to do in order to support and uphold our students learning and well-being. Thank you for navigating this 'new normal' and for providing an unwavering support to our students. We are proud of you and your efforts!

Nga mihi koutou.

Matthew King
Chairman – Board of Trustees

Vision

Ōtūmoetai College, here we stand, creating resilient learners where culture, diversity, education and social responsibility are valued and all learners achieve their potential.



School Purpose

Ōtūmoetai College is an inclusive learning community where identity, optimism and challenge form the foundation for all learners to flourish in a dynamic world. The learning environment will enable students to achieve their personal best in their academic studies, the arts, sporting and cultural pursuits.

During their journey, our students will grow into powerful learners who embrace diversity, resilience and develop meaningful relationships with others.

This is our purpose and our commitment.

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



FINANCIAL REPORT 2021



Kia māramamia te ora e te akoranga
LET LIFE BE ENLIGHTENED BY LEARNING

OTUMOETAI COLLEGE

GROUP ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 120

Principal: Russell Gordon

School Address: 105 Windsor Road, Bellevue, Tauranga 3110

School Postal Address: PO Box 8033, Cherrywood, Tauranga 3145

School Phone: 07 576 2316

School Email: office@otc.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Matthew King	Presiding Member	Appointed	Sep-22
Russell Gordon	Principal ex Officio		
Gavin Frost	Parent Representative	Co-opted	Sep-22
Bryce Lawrence	Parent Representative	Appointed	Sep-22
Lisa Adams	Parent Representative	Appointed	Sep-22
Dave Andrew	Parent Representative	Appointed	Sep-22
Mel Tata	Parent Representative	Co-opted	Sep-22
Josia Vickers	Student Representative	Appointed	Sep-21
Sandra Taing	Student Representative	Appointed	Sep-22
Eloise Stephens	Staff Representative		Sep-22

Accountant / Service Provider: Pip Palmer

OTUMOETAI COLLEGE

Group Annual Report - For the year ended 31 December 2021

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Otumoetai College

Statement of Responsibility

For the year ended 31 December 2021

The Board 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 2021 fairly reflects the financial position and operations of the group.

The Group's 2021 consolidated financial statements are authorised for issue by the Board.

Matthew Stephen King

Full Name of Presiding Member



Signature of Presiding Member

30/5/2022

Date:

Russell Gordon

Full Name of Principal



Signature of Principal

30/5/22

Date:

Otumoetai College
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Government Grants	2	19,048,106	17,141,096	18,666,973	19,048,106	17,141,096	18,666,973
Locally Raised Funds	3	1,374,902	1,525,951	895,336	1,362,602	1,525,951	891,336
Interest Earned		31,314	32,400	82,944	33,946	32,400	87,328
Gain on Sale of Property, Plant and Equipment		-	-	24,106	-	-	24,106
International Students	4	364,695	417,174	802,567	364,695	417,174	802,567
Other Revenue		102,316	-	15,828	102,316	-	15,828
Total revenue		20,921,333	19,116,621	20,487,754	20,911,665	19,116,621	20,488,138
Locally Raised Funds	3	968,301	831,292	700,591	968,301	831,292	700,591
International Students	4	180,244	199,644	286,485	180,244	199,644	286,485
Learning Resources	5	15,652,699	13,461,587	14,423,468	15,652,699	13,461,587	14,423,468
Administration	6	1,048,641	1,068,421	943,884	1,042,491	1,068,421	943,884
Finance		8,988	-	14,500	8,988	-	14,500
Property	7	2,846,389	3,264,546	3,292,091	2,846,389	3,264,546	3,292,091
Depreciation	12	755,214	672,601	865,459	755,214	672,601	865,459
Loss on Disposal of Property, Plant and Equipment		-	-	82	-	-	82
Total expenses		21,460,476	19,498,091	20,526,560	21,454,326	19,498,091	20,526,560
Net Surplus / (Deficit) for the year		(539,143)	(381,470)	(38,806)	(542,661)	(381,470)	(38,422)
Other Comprehensive Revenue and Expenses							
Gain/(Loss) on equity investment revaluations		(1,420)	-	6,160	(1,420)	-	6,160
Total other comprehensive revenue and expense		(1,420)	-	6,160	(1,420)	-	6,160
Total Comprehensive Revenue and Expense for the Year		(540,563)	(381,470)	(32,646)	(544,081)	(381,470)	(32,262)

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

Otumoetai College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Notes					
	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January	6,583,776	6,583,776	6,616,422	6,902,701	6,902,701	6,934,964
Total comprehensive revenue and expense for the year	(540,563)	(381,470)	(32,646)	(544,081)	(381,470)	(32,262)
Equity at 31 December	6,043,213	6,202,306	6,583,776	6,358,620	6,521,231	6,902,702
Retained Earnings	6,003,483	6,202,306	6,542,626	6,318,890	6,521,231	6,861,552
Reserves	39,730	-	41,150	39,730	-	41,150
Equity at 31 December	6,043,213	6,202,306	6,583,776	6,358,620	6,521,231	6,902,702
Reserve Movements Analysis						
Accumulated surplus/(deficit)						
Balance at 1 January	6,542,626	6,583,776	6,581,432	6,861,551	6,902,701	6,899,974
Surplus/(deficit) for the year	(539,143)	(381,470)	(38,806)	(542,661)	(381,470)	(38,422)
Balance 31 December	<u>6,003,483</u>	<u>6,202,306</u>	<u>6,542,626</u>	<u>6,318,890</u>	<u>6,521,231</u>	<u>6,861,552</u>
Equity investment revaluation reserves						
Balance at 1 January	41,150	-	34,990	41,150	-	34,990
Net change in fair value	(1,420)	-	6,160	(1,420)	-	6,160
Transfer to accumulated surplus/deficit on disposal	-	-	-	-	-	-
Balance 31 December	<u>39,730</u>	<u>-</u>	<u>41,150</u>	<u>39,730</u>	<u>-</u>	<u>41,150</u>
Total equity	<u>6,043,213</u>	<u>6,202,306</u>	<u>6,583,776</u>	<u>6,358,620</u>	<u>6,521,231</u>	<u>6,902,702</u>

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Otumoetai College
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets							
Cash and Cash Equivalents	8	1,744,365	616,183	735,334	1,745,345	935,109	1,054,260
Accounts Receivable	9	1,232,542	780,000	1,090,846	1,232,542	780,000	1,090,846
GST Receivable		43,047	-	-	43,047	-	-
Prepayments		85,433	140,000	51,822	85,433	140,000	51,822
Inventories	10	1,252	2,397	684	1,252	2,397	684
Investments	11	2,000,000	4,000,000	4,150,000	2,000,000	4,000,000	4,150,000
		<u>5,106,638</u>	<u>5,538,580</u>	<u>6,028,686</u>	<u>5,107,618</u>	<u>5,857,506</u>	<u>6,347,612</u>
Current Liabilities							
GST Payable		-	28,000	68,116	-	28,000	68,116
Accounts Payable	13	1,342,058	752,731	1,256,488	1,342,058	752,731	1,256,488
Revenue Received in Advance	14	358,116	1,000,000	571,492	358,116	1,000,000	571,492
Provision for Cyclical Maintenance	15	17,782	-	20,041	17,782	-	20,041
Painting Contract Liability	16	12,252	-	32,889	12,252	-	32,889
Finance Lease Liability	17	49,100	121,935	84,092	49,100	121,935	84,092
Funds held in Trust	18	180,213	350,000	302,748	180,213	350,000	302,748
Funds held for Capital Works Projects	19	10,559	145,556	488,789	10,559	145,556	488,789
Funds held on behalf of Teen Parent Unit	20		126,654	126,654		126,654	126,654
		<u>1,970,079</u>	<u>2,524,876</u>	<u>2,951,309</u>	<u>1,970,079</u>	<u>2,524,876</u>	<u>2,951,309</u>
Working Capital Surplus/(Deficit)		3,136,559	3,013,704	3,077,377	3,137,539	3,332,630	3,396,303
Non-current Assets							
Investments	11	40,905	53,997	62,485	355,333	53,997	62,485
Property, Plant and Equipment	12	3,283,572	3,352,388	3,655,071	3,283,572	3,352,388	3,655,071
		<u>3,324,477</u>	<u>3,406,385</u>	<u>3,717,556</u>	<u>3,638,905</u>	<u>3,406,385</u>	<u>3,717,556</u>
Non-current Liabilities							
Borrowings	14	-	-	-	-	-	-
Provision for Cyclical Maintenance	15	363,693	217,783	179,310	363,693	217,783	179,310
Finance Lease Liability	17	54,132	-	31,846	54,132	-	31,846
		<u>417,825</u>	<u>217,783</u>	<u>211,156</u>	<u>417,825</u>	<u>217,783</u>	<u>211,156</u>
Net Assets		<u>6,043,213</u>	<u>6,202,306</u>	<u>6,583,776</u>	<u>6,358,620</u>	<u>6,521,231</u>	<u>6,902,702</u>
Equity:							
Accumulated surplus/deficit		6,003,483	6,202,306	6,542,626	6,318,890	6,521,231	6,861,552
Equity investment revaluation reserves		39,730	-	41,150	39,730	-	41,150
Total equity		<u>6,043,213</u>	<u>6,202,306</u>	<u>6,583,776</u>	<u>6,358,620</u>	<u>6,521,231</u>	<u>6,902,702</u>

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

Otumoetai College

Statement of Cash Flows

For the year ended 31 December 2021

	Notes	2021	School	2020	2021	Group	2020
		Actual	2021 Budget (Unaudited)	Actual	Actual	2021 Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
Cash flows from Operating Activities							
Government Grants		4,956,210	4,942,104	4,940,316	4,956,210	4,942,104	4,940,316
Locally Raised Funds		1,411,254	1,265,083	1,181,951	1,398,954	1,265,083	1,177,951
International Students		171,130	436,522	366,858	171,130	436,522	366,858
Goods and Services Tax (net)		(111,163)	(40,116)	48,360	(111,163)	(40,116)	48,360
Payments to Employees		(3,547,449)	(3,171,980)	(3,478,204)	(3,547,449)	(3,171,980)	(3,478,204)
Payments to Suppliers		(3,044,310)	(3,057,113)	(2,337,916)	(3,038,160)	(3,057,113)	(2,337,917)
Interest Paid		(8,988)	-	(14,500)	(8,988)	-	(14,500)
Interest Received		30,012	35,653	113,799	32,644	35,653	118,523
Net cash from / (to) the Operating Activities		(143,303)	410,153	820,664	(146,821)	410,153	821,387
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		0	(154,316)	30,007	0	(154,316)	30,007
Purchase of Property Plant & Equipment (and Intangibles)		(300,744)	(720,430)	(453,568)	(300,744)	(720,430)	(453,568)
Purchase of Investments		-	150,000	-	(294,268)	150,000	-
Proceeds from Sale of Investments		2,170,160	8,488	(250,000)	2,150,000	8,488	(250,000)
Net cash from / (to) the Investing Activities		1,869,417	(716,258)	(673,561)	1,554,989	(716,258)	(673,561)
Cash flows from Financing Activities							
Furniture and Equipment Grant		-	-	-	-	-	-
Finance Lease Payments		(95,678)	515,825	(108,753)	(95,678)	515,825	(108,753)
Painting contract payments		(20,637)	(32,889)	(57,076)	(20,637)	(32,889)	(57,076)
Funds Administered on Behalf of Third Parties		(600,765)	(295,981)	193,366	(600,765)	(295,981)	193,366
Net cash from / (to) Financing Activities		(717,080)	186,955	27,537	(717,080)	186,955	27,537
Net increase/(decrease) in cash and cash equivalents		1,009,034	(119,150)	174,640	691,088	(119,150)	175,363
Cash and cash equivalents at the beginning of the year	8	735,334	735,334	560,694	1,054,260	1,054,260	878,896
Cash and cash equivalents at the end of the year	8	1,744,368	616,184	735,334	1,745,348	935,110	1,054,259

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

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

Otumoetai College

Notes to the Group Financial Statements

For the year ended 31 December 2021

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 and Training Act 2020. The Otumoetai College (the 'Group') consists of Otumoetai College and its subsidiary trust. The subsidiary is a School Trust ('Trust') which supports the students by providing scholarships and awards.

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

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.

Financial Reporting Standards Applied

The Education and Training Act 2020 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 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.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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 28.

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

Other grants are recorded as revenue when the Group has the rights to the funding, unless there are unfulfilled conditions

attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

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

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

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

i) Investments

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

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 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 property occupancy document.

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

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

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.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee entitlements that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and grants received where there are unfulfilled obligations for the 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.

n) Funds Held in Trust

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Revenue and Expense.

The Group holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

p) Financial Instruments

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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The Group's financial liabilities comprise accounts payable, borrowings, 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.

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

The budget figures are extracted from the Group budget that was approved by the Board.

t) Services received in-kind

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

2. Government Grants

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	4,007,318	4,140,803	3,871,655	4,007,318	4,140,803	3,871,655
Teachers' Salaries Grants	12,318,959	10,000,000	11,563,257	12,318,959	10,000,000	11,563,257
Use of Land and Buildings Grants	1,598,226	2,200,000	2,222,269	1,598,226	2,200,000	2,222,269
Other MoE Grants	921,974	690,665	853,052	921,974	690,665	853,052
Transport Grants	-	2,000	2,000	-	2,000	2,000
Other Government Grants	201,629	107,628	154,740	201,629	107,628	154,740
	<u>19,048,106</u>	<u>17,141,096</u>	<u>18,666,973</u>	<u>19,048,106</u>	<u>17,141,096</u>	<u>18,666,973</u>

The school has opted in to the donations scheme for this year. Total amount received was \$289,050 and forms part of the Operational Grants.

3. Locally Raised Funds

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

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Revenue						
Donations and Bequests	46,712	293,000	45,567	34,412	293,000	41,567
Fundraising & Community Grants	20,805	-	13,000	20,805	-	13,000
Curriculum related activities - Purchase of goods and services	340,445	523,226	280,580	340,445	523,226	280,580
Other Revenue	302,199	156,825	119,797	302,199	156,825	119,797
Trading	309,459	273,400	241,846	309,459	273,400	241,846
Fees for Extra Curricular Activities	355,282	279,500	194,546	355,282	279,500	194,546
	<u>1,374,902</u>	<u>1,525,951</u>	<u>895,336</u>	<u>1,362,602</u>	<u>1,525,951</u>	<u>891,336</u>
Expenses						
Extra Curricular Activities costs	649,983	558,837	445,299	649,983	558,837	445,299
Trading	296,489	260,455	240,497	296,489	260,455	240,497
Fundraising and Community Grant Costs	7,406	-	3,096	7,406	-	3,096
Other Locally Raised Funds Expenditure	14,422	12,000	11,699	14,422	12,000	11,699
	<u>968,301</u>	<u>831,292</u>	<u>700,591</u>	<u>968,301</u>	<u>831,292</u>	<u>700,591</u>
<i>Surplus for the year Locally raised funds</i>	<u>406,601</u>	<u>694,659</u>	<u>194,745</u>	<u>394,301</u>	<u>694,659</u>	<u>190,745</u>

4. International Student Revenue and Expenses

	2021 Actual Number	School 2021 Budget (Unaudited) Number	2020 Actual Number	2021 Actual Number	Group 2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	22	28	53	22	28	53
Revenue						
International Student Fees	364,695	417,174	802,567	364,695	417,174	802,567
Expenses						
Student Recruitment	72,796	81,185	112,725	72,796	81,185	112,725
Employee Benefit - Salaries	93,491	92,747	133,262	93,491	92,747	133,262
Other Expenses	13,957	25,712	40,498	13,957	25,712	40,498
	<u>180,244</u>	<u>199,644</u>	<u>286,485</u>	<u>180,244</u>	<u>199,644</u>	<u>286,485</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>184,452</u>	<u>217,530</u>	<u>516,082</u>	<u>184,452</u>	<u>217,530</u>	<u>516,082</u>

5. Learning Resources

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	963,317	1,315,262	732,521	963,317	1,315,262	732,521
Equipment Repairs	34,803	45,145	26,152	34,803	45,145	26,152
Information and Communication Technology	112,606	117,120	83,801	112,606	117,120	83,801
Library Resources	3,099	7,000	2,824	3,099	7,000	2,824
Employee Benefits - Salaries	14,479,448	11,849,363	13,536,229	14,479,448	11,849,363	13,536,229
Staff Development	59,426	127,697	41,941	59,426	127,697	41,941

15,652,699	13,461,587	14,423,468	15,652,699	13,461,587	14,423,468
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6. Administration

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	12,361	12,000	11,037	12,361	12,000	11,037
Board Fees	3,557	3,680	3,645	3,557	3,680	3,645
Board Expenses	10,463	2,000	4,217	10,463	2,000	4,217
Communication	29,095	35,140	22,891	29,095	35,140	22,891
Operating Lease	59,324	72,832	(35)	59,324	72,832	(35)
Legal Fees	-	5,000	-	-	5,000	-
Other	177,387	215,868	155,430	171,237	215,868	155,430
Employee Benefits - Salaries	669,108	653,281	661,800	669,108	653,281	661,800
Insurance	29,115	28,820	26,921	29,115	28,820	26,921
Service Providers, Contractors and Consultancy	58,231	39,800	57,978	58,231	39,800	57,978
	1,048,641	1,068,421	943,884	1,042,491	1,068,421	943,884

7. Property

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	67,499	62,200	60,354	67,499	62,200	60,354
Cyclical Maintenance Provision	165,566	-	49,808	165,566	-	49,808
Grounds	43,721	56,375	39,655	43,721	56,375	39,655
Heat, Light and Water	141,114	155,040	135,475	141,114	155,040	135,475
Rates	68,789	60,400	53,459	68,789	60,400	53,459
Repairs and Maintenance	124,639	123,123	116,474	124,639	123,123	116,474
Use of Land and Buildings	1,598,226	2,200,000	2,222,269	1,598,226	2,200,000	2,222,269
Security	6,636	9,420	5,909	6,636	9,420	5,909
Employee Benefits - Salaries	630,197	597,988	608,688	630,197	597,988	608,688
	2,846,389	3,264,546	3,292,091	2,846,389	3,264,546	3,292,091

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge Rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	393,107	616,183	235,334	394,087	935,109	554,260
Short-term Bank Deposits	1,351,258	-	500,000	1,351,258	-	500,000
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	1,744,365	616,183	735,334	1,745,345	935,109	1,054,260

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

Of the \$1,744,365, Cash and Cash Equivalents, \$123,288, is held by the Group on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned Group buildings.

9. Accounts Receivable

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	156,125	780,000	109,972	156,125	780,000	109,972
Receivables from the Ministry of Education	49,065	-	1,008	49,065	-	1,008
Interest Receivable	4,554	-	3,253	4,554	-	3,253
Teacher Salaries Grant Receivable	1,022,799	-	976,613	1,022,799	-	976,613
	1,232,542	780,000	1,090,846	1,232,542	780,000	1,090,846
Receivables from Exchange Transactions	160,679	780,000	113,225	160,679	780,000	113,225
Receivables from Non-Exchange Transactions	1,071,864	-	977,621	1,071,864	-	977,621
	1,232,542	780,000	1,090,846	1,232,542	780,000	1,090,846

10. Inventories

2021	School 2021	2020	2021	Group 2021	2020
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	Actual	Budget	Actual	Actual	Budget	Actual
	\$	(Unaudited)	\$	\$	(Unaudited)	\$
		\$			\$	
Canteen	1,252	2,397	684	1,252	2,397	684
	1,252	2,397	684	1,252	2,397	684

11. Investments

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

	2021	School	2020	2021	Group	2020
	Actual	2021	Actual	Actual	2021	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
	\$	\$	\$	\$	\$	\$
Current Asset						
Short-term Bank Deposits	2,000,000	4,000,000	4,150,000	2,000,000	4,000,000	4,150,000
	2,000,000	4,000,000	4,150,000	2,000,000	4,000,000	4,150,000
Non-current Asset						
Equity Investments	40,905	53,997	62,485	355,333	53,997	62,485
	40,905	53,997	62,485	355,333	53,997	62,485
Total Investments	2,040,905	4,053,997	4,212,485	2,355,333	4,053,997	4,212,485

12. Property, Plant and Equipment

GROUP	Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	278,309	-	-	-	(7,528)	270,781
Building Improvements	1,672,647	-	-	-	(154,776)	1,517,871
Furniture and Equipment	983,644	166,893	-	-	(232,948)	917,589
Information and Communication Technology	436,447	110,974	-	-	(223,977)	327,435
Motor Vehicles	74,872	-	-	-	(29,591)	45,281
Textbooks	32,561	8,659	-	-	(9,183)	32,037
Leased Assets	105,267	82,972	-	-	(88,189)	100,050
Library Resources	71,324	10,226	-	-	(9,022)	72,528
Balance at 31 December 2021	3,655,071	379,724	-	-	(755,214)	3,283,572

GROUP	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	349,914	(79,134)	270,780	349,914	(71,605)	278,309
Building Improvements	3,432,218	(1,914,347)	1,517,871	3,432,218	(1,759,571)	1,672,647
Furniture and Equipment	3,940,389	(3,022,800)	917,589	3,773,496	(2,789,852)	983,644
Information and Communication Technology	1,836,615	(1,509,179)	327,436	2,298,875	(1,862,428)	436,447
Motor Vehicles	199,087	(153,806)	45,281	199,087	(124,215)	74,872
Textbooks	935,705	(903,668)	32,037	927,046	(894,485)	32,561
Leased Assets	168,832	(68,782)	100,050	509,828	(404,561)	105,267
Library Resources	406,733	(334,205)	72,529	396,507	(325,183)	71,324
Balance at 31 December	11,269,493	(7,985,921)	3,283,572	11,886,971	(8,231,900)	3,655,071

SCHOOL	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	278,309	-	-	-	(7,528)	270,781
Building Improvements	1,672,647	-	-	-	(154,776)	1,517,871
Furniture and Equipment	983,644	166,893	-	-	(232,948)	917,589
Information and Communication Technology	436,447	110,974	-	-	(223,977)	327,435
Motor Vehicles	74,872	-	-	-	(29,591)	45,281
Textbooks	32,561	8,659	-	-	(9,183)	32,037
Leased Assets	105,267	82,972	-	-	(88,189)	100,050
Library Resources	71,324	10,226	-	-	(9,022)	72,528
Balance at 31 December 2021	3,655,071	379,724	-	-	(755,214)	3,283,572

Accumulated Depreciation

2021	2021	2021	2020	2020	2020
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SCHOOL	Cost or	Accumulated	Net Book Value	Cost or	Accumulated	Net Book
	Valuation	Depreciation		Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	349,914	(79,134)	270,780	349,914	(71,605)	278,309
Building Improvements	3,432,218	(1,914,347)	1,517,871	3,432,218	(1,759,571)	1,672,647
Furniture and Equipment	3,940,389	(3,022,800)	917,589	3,773,496	(2,789,852)	983,644
Information and Communication Technology	1,836,615	(1,509,179)	327,436	2,298,875	(1,862,428)	436,447
Motor Vehicles	199,087	(153,806)	45,281	199,087	(124,215)	74,872
Textbooks	935,705	(903,668)	32,037	927,046	(894,485)	32,561
Leased Assets	168,832	(68,782)	100,050	509,828	(404,561)	105,267
Library Resources	406,733	(334,205)	72,529	396,507	(325,183)	71,324
Balance at 31 December	11,269,493	(7,985,921)	3,283,572	11,886,971	(8,231,900)	3,655,071

The net carrying value of equipment held under a finance lease is \$105,267 (2020: \$176,231)

13. Accounts Payable

	2021	School	2020	2021	Group	2020
	Actual	2021	Actual	Actual	2021	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
		\$			\$	
Creditors	208,773	515,070	179,237	208,773	515,070	179,237
Accruals	29,627	141,240	25,616	29,627	141,240	25,616
Banking Staffing Overuse	-	-	-	-	-	-
Employee Entitlements - Salaries	1,022,799	-	976,613	1,022,799	-	976,613
Employee Entitlements - Leave Accrual	80,858	96,421	75,022	80,858	96,421	75,022
	1,342,058	752,731	1,256,488	1,342,058	752,731	1,256,488
Payables for Exchange Transactions	1,342,058	752,731	1,256,488	1,342,058	752,731	1,256,488
	1,342,058	752,731	1,256,488	1,342,058	752,731	1,256,488

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021	School	2020	2021	Group	2020
	Actual	2021	Actual	Actual	2021	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
		\$			\$	
International Student Fees in Advance	187,087	400,000	380,652	187,087	400,000	380,652
Other revenue in Advance	171,029	600,000	190,840	171,029	600,000	190,840
	358,116	1,000,000	571,492	358,116	1,000,000	571,492

15. Provision for Cyclical Maintenance

	School and Group		
	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Provision at the Start of the Year	199,351	199,351	184,372
Increase/ (decrease) to the Provision During the Year	209,101	18,432	49,808
Use of the Provision During the Year	(26,977)	-	(34,829)
Provision at the End of the Year	381,475	217,783	199,351
Cyclical Maintenance - Current	17,782	-	20,041
Cyclical Maintenance - Term	363,693	217,783	179,310
	381,475	217,783	199,351

16. Painting Contract Liability

	2021	School	2020	2021	Group	2020
	Actual	2021	Actual	Actual	2021	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
		\$			\$	

Due within one year	12,252	-	32,889	12,252	-	32,889
	<u>12,252</u>	<u>-</u>	<u>32,889</u>	<u>12,252</u>	<u>-</u>	<u>32,889</u>

In 2016 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2019, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	49,102		84,093	15,013		84,093
Later than One Year and no Later than Five Years	54,128		31,842	54,128		31,842
Later than Five Years						
	<u>103,230</u>	<u>-</u>	<u>115,935</u>	<u>69,141</u>	<u>-</u>	<u>115,935</u>
Represented by						
Finance lease liability - Current	49,102			49,102		
Finance lease liability - Term	54,128			54,128		
	<u>103,230</u>	<u>-</u>	<u>-</u>	<u>103,230</u>	<u>-</u>	<u>-</u>

18. Funds held in Trust

	2021 Actual \$	School 2021 Budget (Unaudited) \$	2020 Actual \$	2021 Actual \$	Group 2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	180,213	350,000	302,748	180,213	350,000	302,748
	<u>180,213</u>	<u>350,000</u>	<u>302,748</u>	<u>180,213</u>	<u>350,000</u>	<u>302,748</u>

These funds relate to arrangements where the school is acting as agent and therefore these are not included in the Consolidated Statement of Comprehensive Revenue and Expense.

19. Funds Held for Capital Works Projects

During the year the School and Group received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under receivables from the Ministry in account receivable note 9:

School and GROUP

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution	Closing Balances \$
Major Redevelopment	in progress	20,801			-	20,801
Special Needs Learning Space & Bathroom	in progress	233,577		(219,024)		14,553
120-20-01 A;C;K & I Roofing Works	in progress	(1,106)	9,940			8,834
120-20-02 Electrical Works	in progress	(14,305)	113,244	(107,286)		(8,347)
120-20-03 Site Drainage Works	in progress	(1,135)				(1,135)
120-20-04 AMS Refurbishment C1 & C2	in progress	171,325		(243,827)		(72,502)
120-20-05 Action Centre Toilet Refurbishment	in progress	(8,731)	31,863	(33,646)		(10,514)
120-20-06 A;B;S Health Classrooms AC Units	in progress	(1,881)		(9,300)		(11,181)
120-20-07 Dance,drama,Music Alterations	in progress		29,265	(11,110)		18,155
D E F Roofing Repairs, Lighting & Doors	in progress	67,445		(52,303)		15,142
A: SIP PAC Toilet Refurbishment	in progress	23,329	79,013	(111,392)		(9,050)
S: SIP PE Resource Area Improvement Work	in progress	(530)	111,624	(65,291)	-	45,803
Totals		<u>488,789</u>	<u>374,949</u>	<u>(853,179)</u>	<u>-</u>	<u>10,559</u>
Represented by:						
Funds Held on Behalf of the Ministry of Education						123,288
Funds Due from the Ministry of Education						(112,729)
						<u>10,559</u>

2020	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
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		\$	\$	\$	\$	\$
Sports, M Block, F Block	completed	(119,437)	119,437	-	-	-
Major Redevelopment	in progress	21,028		(227)	-	20,801
Special Needs Learning Space & Bathroom	in progress	10,867	235,288	(12,577)	-	233,578
120-20-01A;C;K & I Roofing Works	in progress			(1,106)		(1,106)
120-20-02 Electrical Works	in progress			(14,305)		(14,305)
120-20-03 Site Drainage Works	in progress			(1,135)		(1,135)
120-20-04 AMS Refurbishment C1 & C2	in progress		180,000	(8,676)		171,324
120-20-05 Action Centre Toilet Refurbishment	in progress			(8,731)		(8,731)
120-20-06 A;B;S Health Classrooms AC Units	in progress			(1,881)		(1,881)
D E F Roofing Repairs, Lighting & Doors	in progress		90,000	(22,555)		67,445
A: SIP PAC Toilet Refurbishment	in progress		27,597	(4,268)		23,329
S: SIP PE Resource Area Improvement Work	in progress			(530)		(530)
Totals		(87,542)	652,322	(75,991)	-	488,789

20. Funds Held for Teen Parent Unit

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

21. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown 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.

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

The school is related to the Otumoetai College Education Trust by virtue of commonality of Board of Trustee members. During the year the school received \$6,150 (2020 \$4,000) from the trust for the purpose of providing prizes and scholarships to the students of the college.

22. Remuneration

Key management personnel compensation (School and Group)

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

	2021 Actual \$	2020 Actual \$
<i>Board Members - School</i>		
Remuneration	3,557	3,645
<i>Leadership Team</i>		
Remuneration	922,082	732,005
Full-time equivalent members	6	5
Total key management personnel remuneration	925,639	735,650

There are 8 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year plus one finance meeting. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, other disciplinary matters and mandates.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	240-250	230-240
Benefits and Other Emoluments	5-10	5-10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
110 - 120	8.00	4.00
100 - 110	24.00	20.00
	32.00	24.00

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

23. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
School and GROUP		
Total	\$0	\$5,000
Number of People	0	1

24. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

25. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

- (a) The major redevelopment of Otumoetai College is still in its planning stages. The college received \$50,000 in 2018 to assist in researching the project. As at 31st December 2021 we have \$20,801 to carry forward to 2022.
- (b) The Special Needs learning space and bathroom which was a MOE requested and funded project has been completed. The \$14,553 will be carried over to 2022 to complete the associated deck.
- (c) The A,C,K,I Roofing works is a 5ya project and will be completed in January 2022. The \$8,834 will be carried over to 2022.
- (d) Electrical Works is a 5ya project with a total cost of \$125,827. This project needs to be reviewed and requires the project forms to be completed. The balance as at 31 December 2021 is (\$8,347).
- (e) Site drainage works is a 5ya project with a total cost of \$11,500. As at 31 December 2021 \$1,135 has been spent. This project will be readdressed in 2022 to review its ongoing requirements.
- (f) The AMS ILE refurbishment of rooms C1 & C2 in the food technology block had a project value of \$200,000. The MOE has agreed to \$58,312.33 from SIP funding be added to the project. This project will be closed in April once whiteboards have been installed. As at 31 December 2021 \$180,000 had been drawn down from the MOE. The balance as at 31 December 2021 is (\$72,502).
- (g) The Action Centre Toilet refurbishment is a 5ya project with a project value of \$318,630. As at 31 December 2021 the balance was (\$10,514). The tender recommendation process has been completed but there is a requirement for it to be revised in 2022 due to delays in approval of the project. The MOE has agreed that \$130,595 of SIP funding be added to this project.
- (h) The AC unit replacements in Blocks A,B,S & the Health classrooms has a total project value of \$138,404. As at 31 December 2021 \$11,181 had been spent. The project forms will be completed in 2022 and then the budget can be let to the college.
- (i) The Dance, Drama, Music alterations is a 5ya project with a project value of \$292,647. The college has received \$29,265 from the MOE for design fees and as at 31 December 2021 \$11,110 had been spent. The detailed design for this project should be available in early 2022.
- (j) The D,E,F Roofing and lighting repairs and replacement of D Block doors is a 5ya project with a total value of \$100,000. As at 31 December 2021 \$90,000 had been received from the MOE and \$74,858 has been spent. The project will be reviewed in 2022.
- (k) The Performing Arts Centre toilet refurbishment has been completed. Retentions are being held and the project completion forms will be completed in 2022.
- (l) The PE Resource Area improvement work was a SIP project with a project value of \$124,027. The project has been completed and the balance will be returned to the MOE in 2022. The returned balance has been agreed by the MOE to be reallocated to the Action Centre Toilet refurbishment project.

(Capital commitments at 31 December 2020: \$488,789)

26. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual	School 2021 Budget (Unaudited)	2020 Actual	2021 Actual	Group 2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$	\$	\$	\$
Cash and Cash Equivalents	1,744,365	616,183	735,334	1,745,345	935,109	1,054,260
Receivables	1,232,542	780,000	1,090,846	1,232,542	780,000	1,090,846
Investments - Term Deposits	2,000,000	4,000,000	4,150,000	2,000,000	4,000,000	4,150,000
Total Financial Assets Measured at Amortised Cost	4,976,907	5,396,183	5,976,180	4,977,887	5,715,109	6,295,106

Financial liabilities measured at amortised cost

Payables	1,342,058	752,731	1,256,488	1,342,058	752,731	1,256,488
Borrowings - Loans	-	-	-	-	-	-
Finance Leases	103,232	121,935	115,938	103,232	121,935	115,938
Painting Contract Liability	12,252	-	32,889	12,252	-	32,889

Total Financial Liabilities Measured at Amortised Cost	1,457,542	874,666	1,405,315	1,457,542	874,666	1,405,315
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Financial assets at fair value through other comprehensive revenue and expense

Equity Investments	40,905	53,997	62,485	355,333	53,997	62,485
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27. Events After Balance Date

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

28. 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	Place of incorporation and operation	Proportion of ownership interest and voting power held by the		Value of investment \$000	
			2021	2020	2021	2020
Otumoetai College Education Trust	Provide for students	Tauranga, New Zealand	100%	100%	-	319

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

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

29. Comparatives

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

30. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board operated boarding facilities.

ANALYSIS OF VARIANCE 2021



Kia māramama te ora e te akoranga
LET LIFE BE ENLIGHTENED BY LEARNING

14. ANNUAL PLAN 2021 ANALYSIS OF VARIANCE

GOAL 1: JUNIOR SCHOOL REVIEW				
STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
<p>IMPLEMENT: Powerful learning descriptors in Year9: COLLABORATION and IDENTITY</p>	<p>To seek opportunities within our curriculum to deliberately focus on aspects of our Graduate Profile in order to grow our students into powerful learners.</p>	<p>Year 9 students' Collaboration will be measured against rubrics that incorporate SOLO Taxonomy.</p>	<ul style="list-style-type: none"> ▪ Deputy Principal Curriculum / Core and Option HODs/Lead teachers to meet and review progress on Collaboration. ▪ Collaboration posters circulate. 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> ▪ Deputy Principal Curriculum / Core and Option HODs/Lead teachers met and reviewed progress on collaboration. Further support on pedagogical practice in developing deliberate learning experiences to build collaborative skills were addressed. A commitment to look at shared SOLO assessment across the option subjects was made for Term 3 but was impacted by the emergence of COVID. ▪ Collaboration posters were circulated. <p>Next Steps:</p> <ul style="list-style-type: none"> ▪ Option HOD/Lead teachers to trial in 2022 within one subject line an integrated Collaborative unit of work with teachers planning and building together. The aim is to create stronger links between the learning areas and learner experiences. ▪ Core HOD/Lead teachers to capture student voices on Identity unit. Looking for links across core subjects with SOLO assessments ▪ Ongoing planning at Year 9 within CORE Learning areas & further strengthening of the Collaboration and Identity work across learning areas & integration of local curriculum ideas ▪ Consultation with Year 9 students to gather feedback on their experience of Collaboration across their option subjects
<p>DEVELOP: Powerful learning descriptors for Year 10</p>	<p>To seek opportunities within our curriculum to deliberately focus on aspects of our Graduate Profile in order to grow our students into powerful learners.</p>	<p>A rubric based on SOLO Taxonomy progressions will be created for the identified aspects of Powerful Learning.</p>	<ul style="list-style-type: none"> ▪ Meet with Option HOD/Lead teachers to look at integration across option subjects at Year 10. ▪ Core Learning Areas to consider the potential of building an integrated focus across Core subjects of Rangatiratanga - understanding myself as a learner linking to the Graduate Profile. 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> ▪ Meetings have taken place with Option HOD/Lead teachers. Within Option Learning areas a commitment to look at integration across option subjects at Year 10 was made, using the STEAM framework as a potential driver. A planned for 2-4 week project concluding with an exhibition was impacted by COVID. <p>Next Steps</p> <ul style="list-style-type: none"> ▪ To plan a 2-4 week project concluding with an exhibition. ▪ The potential of building an integrated focus across Core subjects was impacted by COVID.

				<p>Next Steps</p> <ul style="list-style-type: none"> Core Learning Areas will build an integrated focus across Core subjects of Rangatiratanga - understanding myself as a learner considering those specific skills students need to build and linking this to the Graduate Profile.
<p>TRIAL: Ōtūmoetai College Local Curriculum</p>	<p>To develop shared understanding of the process of learning, and improve student achievement, engagement and wellbeing.</p>	<p>Evidence based high impact teaching practices will be agreed to and implemented into EVERY Year 9 classroom.</p>	<ul style="list-style-type: none"> All learning areas to meet with Te Wheturere around the delivery of Maturanga Māori. 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> All learning areas have spent targeted time with Te Wheturere. Feedback to date has shown a decrease in anxiety from staff about what delivery of Maturanga Māori can look like. Detailed report will be shared with SLT. at the end of the year. This learning will inform the ongoing junior curriculum review and design process. Mana Orite moe te Maturanga Māori- PL with all teaching staff Tue 18th May, also presented to members of BOT and SLT and Whanau reference Group.
<p>INVESTIGATE: Innovation / Innovative classroom practices</p>	<p>To develop a systematic approach to developing innovation in the Junior Curriculum</p>	<p>Investigate the creation of a Learning Design Class based around a design thinking framework</p>	<p>Teachers will be identified and begin the planning for the introduction of Learning Design Class in 2022.</p>	<p>IN PROGRESS</p> <ul style="list-style-type: none"> Five staff travelled to Wellington at the beginning of June to plan the Design Thinking class under the auspices of the Royal Society. A timeline has been developed Staff have been Invited to be involved Parameters for this class have been determined A 'Learning Design team' have contributed to this new pedagogical approach. <p>Next Steps This class will be trialed in 2022 with a mainstream Year 10 class.</p>
<p>INVESTIGATE: Wellbeing baseline data in order to create a school wide wellbeing plan</p>	<p>To develop a schoolwide Student and Staff Wellbeing framework</p>	<p>Responding to the data from Wellbeing@School survey, COL Wellbeing survey to create a school wide wellbeing plan.</p>	<ul style="list-style-type: none"> Complete the NZCER survey. Analyse and share the survey data with staff The Hauora team will develop a wellbeing strategy that will be introduced in 2022. 	<p>ACHIEVED</p> <ul style="list-style-type: none"> The NZCER survey was completed. The survey data was shared with the staff. This data acknowledged the positives that both students and staff felt. It also presented staff with things where there were quite different perceptions. Staff were asked to say what surprised them, evaluate the effectiveness of actions developed over the past couple of years and suggest next steps to address strengthening relationships, increasing a sense of belonging and managing self and efficacy. The Hauora team have developed a wellbeing strategy that will be introduced in 2022
<p>INVESTIGATE / TRIAL: Proactive behaviour intervention strategies to</p>	<p>To ensure that teaching and learning occurs within a connected, engaging and safe</p>	<p>Whole school and common year level practices with</p>	<ul style="list-style-type: none"> To monitor student attendance and pastoral entries. 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> Student attendance and pastoral entries are monitored and is reviewed by DP Pastoral

support student engagement	learning environment, all conflict will be managed with “respect”. Student engagement will be supported by a 25% reduction in key areas of discipline.	consistent messaging. Analyse common behaviour concerns to enact workable solutions for a proactive behaviour management plan.	<ul style="list-style-type: none"> ▪ DP Behaviour will oversee a proactive Whole School / Common Year Level behaviour practices: 	<ul style="list-style-type: none"> ▪ DP Behaviour oversees a proactive Whole School Common behaviour practices: ▪ Assembly checks and timetabled class visits
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GOAL 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
TRIAL: The sharing of the Intermediate Year 8 PAT transition data along with Year 9 PAT data	To provide departments with concrete student content information.	Year 8 and Year 9 data is shared and understood by the relevant stakeholders to inform teaching practice.	<ul style="list-style-type: none"> ▪ To share Year 8 transition data and Year 9 PAT data to relevant stakeholders. ▪ Year 9 and 10 teachers to build their skills and knowledge to make more informed decisions about teaching and learning ▪ Junior School - Specific testing of students - PAT / Education Perfect / Write That Essay are being used to inform the strategies being developed / implemented with our target groups (Māori / Pasifika / Boys) to ensure that they are having the desired impact on student outcomes. ▪ Changes to teaching strategies will be made based on staff collaboration and evidence. 	ACHIEVED <ul style="list-style-type: none"> ▪ Year 8 transition data and Year 9 PAT data was shared with relevant stakeholders. There were issues with the NZCER database that meant this data was not shared in a timely manner. ▪ Year 9 and 10 teachers took on an Evaluation Focus to build their skills and knowledge to make more informed decisions about teaching and learning ▪ Junior School – The main focus was on Writing where 30 of our Year 10 struggling writers were identified and strategies were developed and implemented with our target group. ▪ Changes to these literacy strategies were made based on staff collaboration and evidence. ▪ A planned whānau engagement programme was cancelled due to COVID.
LINK: Junior Curriculum Review to the achieving of Year 9 Assessments – progress and achievement	In order to achieve the literacy and numeracy targets, the Junior curriculum review initiatives will be used to support these outcomes	Transition data develop for collaborative inquiry using data has a real purpose.	<ul style="list-style-type: none"> ▪ HODs will establish key priorities to emerge so that we can link any data investigation to outcomes. 	IN PROGRESS <ul style="list-style-type: none"> ▪ HODs established key priorities to emerge around a common writing focus for struggling writers in Year 10. ▪ As each department focused on areas particular to students in their departments, we have not seen a concentrated impact on any one area other than writing. We shall look to make this a school wide focus for 2022.
TRIAL: A resource bank of interventions across all departments to address areas of student underachievement	All departments will create, or have access to resources to address areas of student underachievement	Resources are developed to address areas of student underachievement	<ul style="list-style-type: none"> ▪ Resources to support student underachievement will be developed. 	IN PROGRESS <ul style="list-style-type: none"> ▪ Resources to support student underachievement in writing have been developed.

GOAL 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
<p><i>CONTINUE:</i> The expected progress for NCEA students in Years 11, 12 and 13 considered to be a minimum of 14 credits per subject</p> <p><i>CONTINUE:</i> With an Academic Support mentor to work alongside Academic Deans to identify those students at risk of not achieving / underachieving in their learning, to guide interventions, monitor progress, and evaluate the effectiveness of interventions</p>	<p>To create an effective assessment target that influences the teaching and learning in order to promote progress and achievement as well as actively working to reduce the tail of underachievement. The focus will be on equity and excellence for ALL students, in particular Māori students.</p> <p>To ensure that ALL senior students (with a particular focus on Māori students) have equitable access to be able to achieve the 2021 targets</p>	<ul style="list-style-type: none"> ▪ Student's ratio of standards passed versus standards attempted to indicate student progress towards NCEA ▪ IEP conversations with Māori students will be explored. ▪ Estimated credits will provide an indication of likely student outcomes to guide any possible interventions. ▪ A refined senior tracking system will be introduced. 	<ul style="list-style-type: none"> ▪ Senior School - Student's ratio of standards passed versus standards attempted will continue to be monitored. This was impacted by the unreliability of School Point. ▪ IEP conversations with Māori students will be undertaken by the Kaitiaki and identified COL members. ▪ Estimated credits will provide an assessment of likely student outcomes to guide any possible interventions. ▪ The senior tracking system will highlight those students who are estimated to gain less than 14 credits in a subject area / or less than the required 80 / 60 credits for the year to guide any possible interventions. 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> ▪ The senior tracking system highlighting the student's ratio of standards passed versus standards attempted and those students estimated to gain less than 14 credits in a subject area / or less than the required 80 / 60 credits for the year will continue to be monitored. This was impacted by the unreliability of School Point. ▪ 117 Māori students have had IEPs. A review as to the efficacy of this approach will be held in 2022. ▪ Teachers provided estimated credits for each student in their course. The DP Achievement, Kaitiaki, Academic Support Mentor and Deans regularly met to allocate students for whom they will be responsible for. ▪ HODs have overseen remedial actions of their teachers who have predicted individual students will sit below 14 credits. ▪ Academic Support and Kaitiaki have also implemented alternative programmes / standards for these students to achieve their 60 - 80 credits

GOAL 3: CULTURAL RELATIONSHIPS AND RESPONSIVE PEDAGOGY

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
<i>Refining of:</i> A Kaitiaki Māori position	Refine the Kaitiaki role to oversee the academic, pastoral, and cultural development of Māori students and maintain regular contact with whānau	<ul style="list-style-type: none"> ▪ Roles and responsibilities for a Kaitiaki position refined ▪ Establishment of a Māori Achievement Action Plan (MAAP) working group and process to address underachievement and to promote excellence ▪ Explore a pastoral care programme for Māori ▪ Review Ōtūmoetai College Graduate (Leadership) Profile 	<ul style="list-style-type: none"> ▪ In consultation with the Kaitiaki, refine the roles and responsibilities of this position. ▪ Establishment of a Māori Achievement Action Plan (MAAP) working group and process to address underachievement and to promote excellence ▪ Explore a pastoral care programme for Māori ▪ Review Ōtūmoetai College Graduate (Leadership) Profile 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ The roles and responsibilities of the Kaitiaki were refined. <p>IN PROGRESS</p> <ul style="list-style-type: none"> ▪ A Māori Achievement Action Plan was implemented, but consultation was severely hampered by COVID. <p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ Individual Education Plans was progressed with our Māori students to address academic as well as pastoral needs. <p>NOT ACHIEVED</p> <ul style="list-style-type: none"> ▪ The review of the Ōtūmoetai College Graduate (Leadership) Profile will be deferred to 2022.
REFINE: A Junior and Senior responsive Māori student tracking system	To create a focus on shared responsibility for Māori student progress and achievement to further promote Excellence and Equity.	Students who are excelling and underachieving are identified, and interventions will improve / extend their academic outcomes	<ul style="list-style-type: none"> ▪ The Kaitiaki as well as identified teachers will highlight students who are both excelling and underachieving in order to implement bespoke interventions to improve / extend their academic outcomes 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ Individual Education Plans were implemented highlighting progress and next steps being provided to relevant stakeholders. A review as to the effectiveness of this approach will be carried out in 2022.
DEVELOP: with Iwi, Hapū and community experts to support Māori student learning	Māori community experts / community role models/ speakers are utilised to influence attitude/ behaviour change in school	Iwi, Hapū and community experts are being utilised to support Māori student learning	<ul style="list-style-type: none"> ▪ Involve Māori community experts / role models/ speakers to influence attitude/ behaviour change in school 	<p>IN PROGRESS</p> <p>The constraints of COVID have hampered the use of key speakers (local & national) that can develop opportunities for inspiration for our akonga. Te Wheturere (educational consultants) worked closely with all departments to understand and then co-construct resources for each department to better engage with our local curriculum.</p>
DEVELOP: strategies to support Māori in their core and option subjects	A programme of student support packages that can involve junior and senior students in a Tuakana Teina relationship	<ul style="list-style-type: none"> ▪ A range of initiatives to support student achievement have been enacted. 	<ul style="list-style-type: none"> ▪ Enact a tutoring programme for our Māori students. 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ Tutoring in core subjects for students who are struggling - Mon/Tues/Thurs and is supported by Poutama staff and Tātāriki. ▪ Success of Māori students' achievement was recognised within a Māori context
DEVELOP: a mechanism for Iwi and Hapū involvement in school decisions / policy	An agreed upon function and process for ensuring Iwi / Hapū involvement and	A Memorandum of Understanding is created and enacted between the Ōtūmoetai College Board of Trustees, Ngai Tamarawaho	<ul style="list-style-type: none"> ▪ A Memorandum of Understanding is signed 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ An MOU has been signed between the college and the Whanau Reference Group.

	consideration in key school decisions, policies and programmes of work affecting Māori academic success	and the Whanau Reference Group		
CONTINUE: opportunities for student input into Māoritanga initiatives within school	Provide opportunity for Māori to develop ownership and contribution to their learning through providing input into Māoritanga initiatives, contexts, projects and events.	Opportunities are made available to have input into Māoritanga initiatives within the school	<ul style="list-style-type: none"> Projects, events, and initiatives for Māori students are made available 	IN PROGRESS <ul style="list-style-type: none"> Projects, events, and initiatives for Māori students to co-create have been made available: such as the Matariki Arts Festival, Kapa Haka, student led tutorials and a tuakana-teina programme. Exchanges between Poutama and other kura Māori was put off due to COVID.
TRIAL: a questionnaire to investigate our Māori students' connection to our school and their learning	Wellbeing@School survey is undertaken to investigate Māori students' connection to school and their learning	Questionnaire implemented and analysed	<ul style="list-style-type: none"> Questionnaire implemented and analysed 	IN PROGRESS <ul style="list-style-type: none"> The questionnaire responses were analysed by the Hauora committee A school wide approach to student wellbeing (hauora) is being co-constructed as a result of the questionnaire and form part of our action plan to be implemented in 2022.
CONTINUE: to refine the Year 9 cultural competency induction	A programme of cultural competency to align with school values and culture for all Year 9 students	A programme of cultural competency is agreed to and worked on throughout the year	<ul style="list-style-type: none"> Completion of Year 9 cultural competency induction for 2021 / 2022 Demystify the wharenuī for all students to experience and understand basic tikanga 	ACHIEVED <ul style="list-style-type: none"> All Year 9 students undertake cultural competency induction. As part of this induction, the wharenuī is demystified for all students and they are exposed to a basic understanding of tikanga

Otumoetai College
Kiwisport
For the Year Ended 31 December 2021

Kiwisport is a Government initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$47,119 (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. Twenty eight sports were offered in 2021 with the number of students participating in organised sport being 37% of the school roll.

Independent Auditor's Report

To the Readers of Otumoetai College's Financial Statements

For the Year Ended 31 December 2021

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

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; 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 30 May 2022. 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 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.

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

ACCOUNTANTS & ADVISORS

The Collective
145 Seventeenth Avenue
Tauranga 3112, New Zealand
Telephone: +64 7 927 1234
williambuck.com

William Buck Audit (NZ) Limited

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or

conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school 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 regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 and pages 19 to 26, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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

Ōtūmoetai College Students

End of Term One School Roll excluding Foreign Fee Paying Students

	2016	2017	2018	2019	2020	2021	2022
YEAR 9	397	389	425	404	387	470	429
YEAR 10	392	413	389	444	402	375	463
YEAR 11	390	391	418	395	421	392	364
YEAR 12	418	369	361	366	353	379	312
YEAR 13	290	334	285	291	267	271	291
Totals	1887	1896	1878	1900	1830	1887	1859

2021 NCEA Results - Final



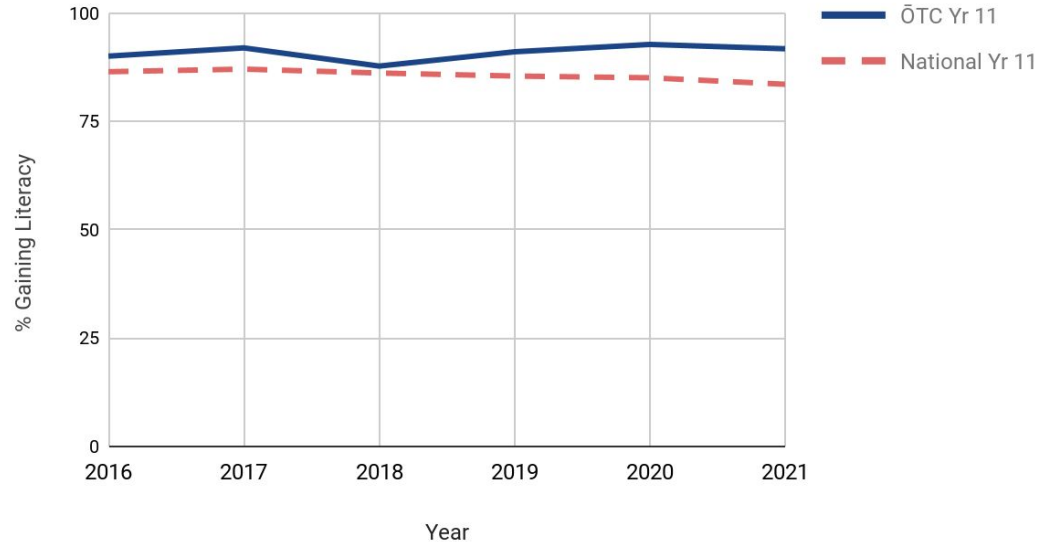
	Ōtūmoetai	National	Decile 7
<u>Year 11 Literacy</u>	91.8%	83.6%	90.8%
<u>Year 11 Numeracy</u>	89.7%	82.5%	89.1%
<u>Year 11 NCEA L1</u>	84.1%	69.2%	78.0%
<u>Year 12 NCEA L2</u>	86.0%	77.9%	85.7%
<u>Year 13 NCEA L3</u>	77.2%	70.5%	78.9%
<u>Year 13 UE</u>	60.4%	51.9%	62.5%

Literacy



Academic Year	ŌTC Year 11	National Year 11
2016	90.1	86.5
2017	92.0	87.1
2018	87.8	86.2
2019	91.1	85.5
2020	92.8	85.1
2021	91.8	83.6

2021 Year 11 NCEA Literacy



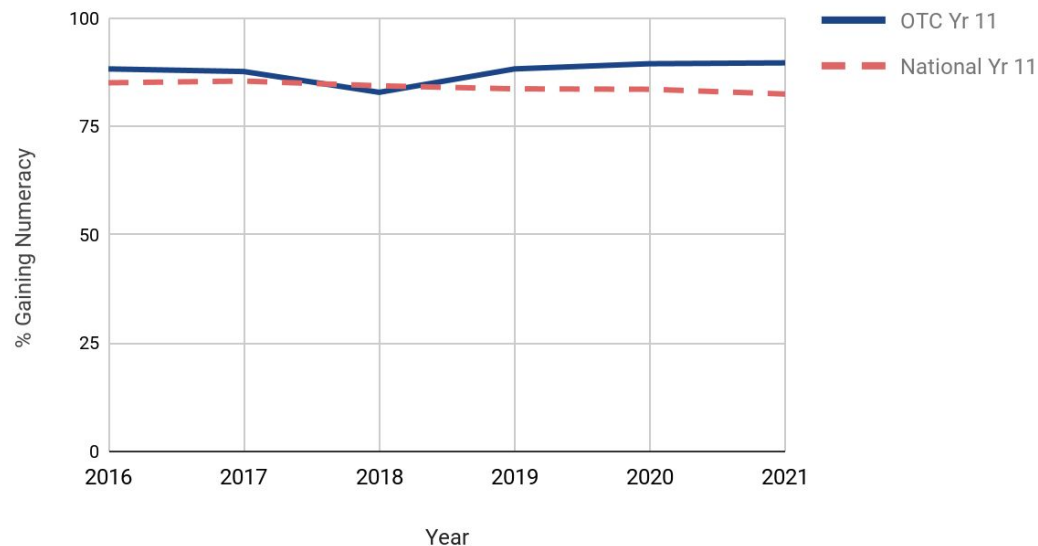
Numeracy

[Green = above National, Red = below National]



Academic Year	ŌTC Year 11	National Year 11
2016	88.3	85.1
2017	87.7	85.5
2018	82.9	84.4
2019	88.3	83.7
2020	89.5	83.6
2021	89.7	82.5

2021 Year 11 NCEA Numeracy

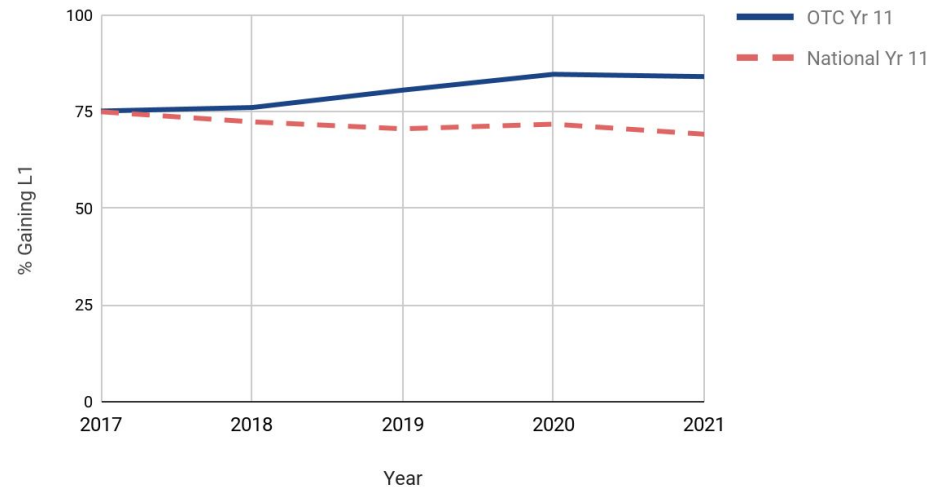




Level 1 vs National

Year	ŌTC Year 11 NCEA L1 %	National Year 11 %	National Decile 7 %
2017	75.2	75.0	83.1
2018	76.1	72.4	80.8
2019	80.6	70.6	78.1
2020	84.7	71.8	80.6
2021	84.1	69.2	78.0

2021 Year 11 NCEA Level 1

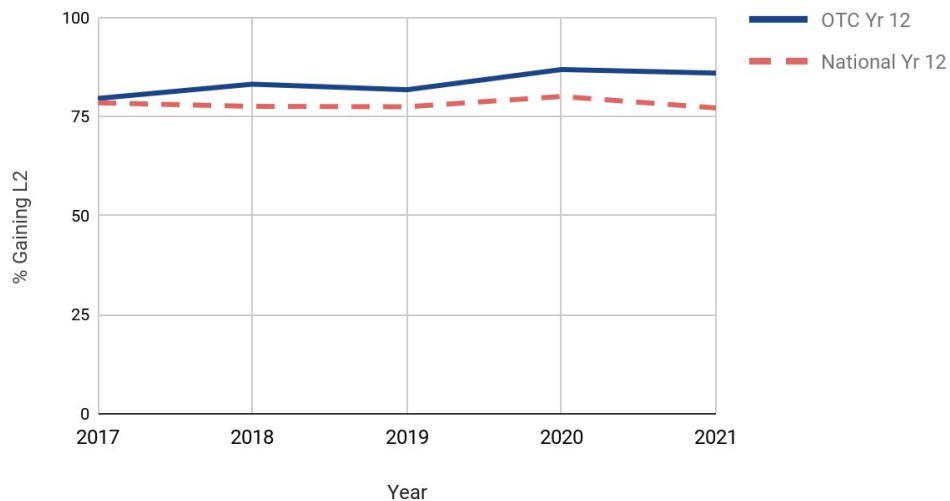


Level 2 vs National



Year	ŌTC Year 12 NCEA L2 %	National Year 12 %	National Decile 7 %
2017	79.6	78.5	85.5
2018	83.2	77.6	85.1
2019	81.8	77.5	83.8
2020	86.9	80.1	87.6
2021	86.0	77.9	85.7

2021 Year 12 NCEA Level 2

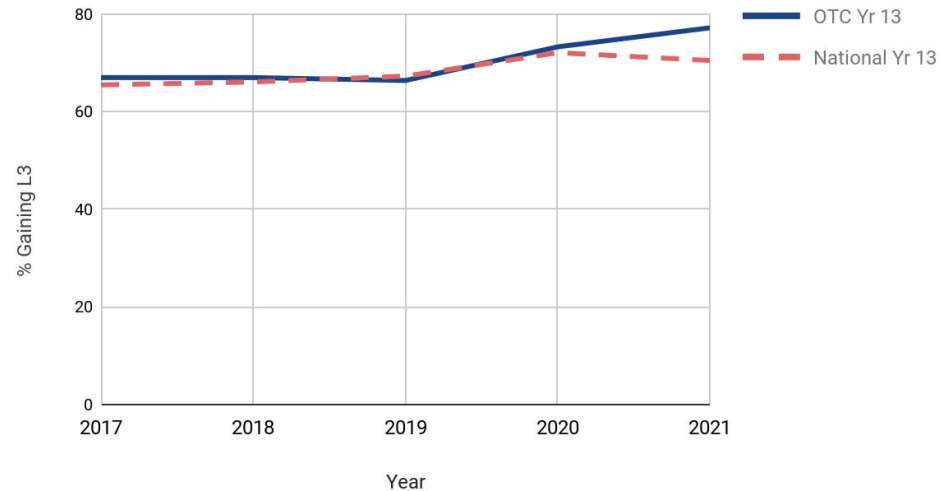




Level 3 vs National

Year	ŌTC Year 13 NCEA L3 %	National Year 13 %	National Decile 7 %
2017	67.0	65.5	73.6
2018	67.0	66.1	72.8
2019	66.4	67.3	73.6
2020	73.3	72.1	79.5
2021	77.2	70.5	78.9

2021 Year 13 NCEA Level 3

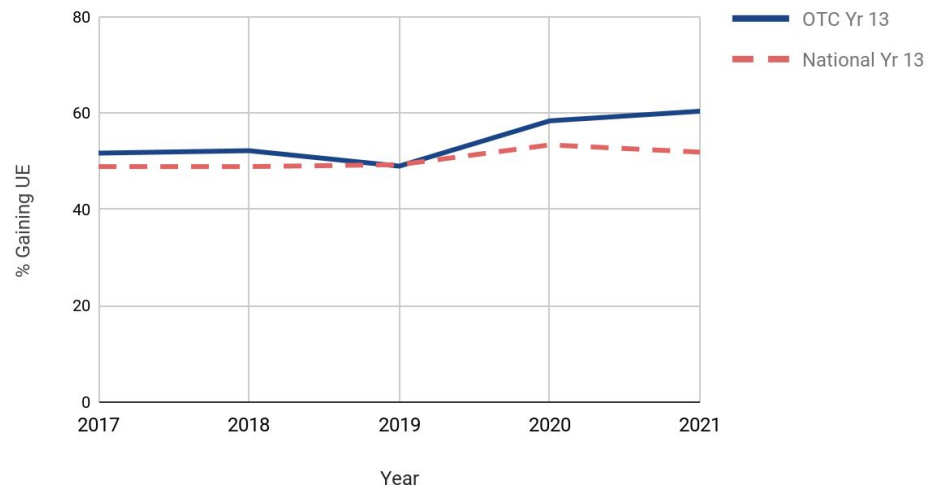


University Entrance



Year	ŌTC Year 13 UE %	National Year 13 %	National Decile 7 %
2017	51.7	48.9	57.3
2018	52.2	48.9	56.0
2019	49.0	49.3	55.8
2020	58.4	53.4	60.9
2021	60.4	51.9	62.5

2021 Year 13 UE



Ōtūmoetai College Staff 2021

235 staff were employed in either a full time or part time capacity. There were four Beginning time teachers who received a programme of advice and guidance throughout the year.

Six teachers and 9 non-teaching staff resigned during the year. 11 teachers and 3 non-teaching staff joined at the start of the 2021 academic year.

Professional development and learning opportunities were strategically aligned to the school's 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, emphasizing the importance of teachers practice to support our Māori learners to experience success as Māori.

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 2021



Student Leaders from left to right

Chase Winder	Head Boy
Rose Mayhead	Head Girl
Lisa Evans	Head Girl
Daniel Weiss	Head Boy

Traditionally, student leaders at the college attend the Chuo International Education Forum in Morioka, Japan. Representatives from 18 schools throughout Asian rim countries (including Canada / USA) and Europe meet. Unfortunately due to Covid-19, this annual trip did not proceed.



HoD Annual Reports 2021

ŌTŪMOETAI COLLEGE ANNUAL REPORT FEEDBACK LOOP



STEP 3 Implementing and Monitoring

What is the evidence base of student need that has been used for the area of focus and what are the indicators of how both teachers, leaders, and students would be seen/heard to be doing if successful to ensure coherence and alignment for staff, students, and whānau? The termly [HOD/SLT meetings](#) will facilitate this process.



STEP 4 HOD Annual Report (T4 / T1)

This report gauges department effectiveness and evaluates student learning behaviours / achievement outcomes as well as identifying department next steps. These next steps will also inform schoolwide strategies for the following year's annual goals.



THE BASIC PREMISE OF OUR ASSESSMENT FEEDBACK LOOP IS SO WE CAN BETTER UNDERSTAND:

1. The **level** to which our students should be achieving in the Junior and Senior school
2. Where our students are in relation to these **levels**, and what do students need to learn next?
3. Which strategies, interventions or programmes will support students to achieve these outcomes?
4. What learning happened for students as a result of these strategies / interventions and what will teachers do next to ensure that students continue to progress?
5. What evidence are teachers providing you that they are improving student outcomes against evaluation indicators?



STEP 2 Evaluation Focus



Departments will establish an agreed to [focus areas](#) and appropriate [evidence](#) aligned to the school wide goals. Departments will evaluate the effectiveness of their interventions on student outcomes throughout the year to inform next steps. This process will be supported by and through the HOD / SLT meetings.

STEP 1

- i) School Wide Goals
- ii) Department Specific Goals



Departments will align to the school wide goals to fit within their own department's context.



STEP 5 Co-constructed Annual Plan

The 2022 Annual Plan will be drafted across Terms 4 2021 and Term 1 2022.

This draft plan will be shared with SLT, HODs, BOTs, and Whānau Reference Group in order that we accurately capture and prioritise the appropriate school strategies in 2022.

Timeline:

24 January 2022

Shared with SLT – Feedback loop

27 January 2022

Shared with HODS – Feedback loop

5 February 2022

Shared with Board – Feedback loop

16 February 2022

Shared with Whānau Reference Group – Feedback loop

23 February 2022

Final Draft complete

HoD ANNUAL REPORT 2021 - ART

‘The primary purpose of assessment is to improve teachers’ teaching and students’ learning as both respond to the information it provides.’ (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus: Please note that the evaluation focus we were given was for our L1 cohort NOT the junior school.

How effective has the collaborative approach been to improve the Excellence attainment rate for our (Māori) boys at level 1?

ARTV: The evaluation has shown that for all ethnicities of boys at L1 we improved outcomes in the Merit banding (36% v 26%) but analysis shows we are still down in the Excellence banding (3% v 17%). Overall compared to Nat Av we sit 39% v 42% across all standards. Significantly, achievement in the External standard (12 credits) shows this is the weakest area with E grades 0% v 17% at Nat Av.

ARTC: Interestingly boys’ performance in this course was significantly higher than the Nat Av across M/E bandings, 70% v 45%. In particular the evidence suggests they achieved better in the external standard, M/E 83% v 60%, M 42% v 31%, E 42% v 30%.

How do you know?

ARTV: Student achievement data from the NCEA data indicates that the identified students (Māori boys) in this intervention improved their outcomes but there is still further work to be done. For our Māori boys the outcomes were significantly improved. Against Nat Av for M/E 46% v 42% with only 4% NA compared to 14% nationally. Similarly it is the External standard where the bigger discrepancy exists, M/E 38% v 46%.

ARTC: Stats are not helpful in analysing Māori boys’ performance in this course as only 7 standards were enrolled v 3889 nationally. Our Māori boys performed well beyond expectations in this course doing particularly well in external standards, similar to the

picture above. Of the two students sitting the external one achieved with M and one with Excellence.

Summary Statement.

The L1 ARTV programme is well scaffolded to enable all students to achieve, which most do. Our N/A stats are well below the Nat Av with only 1% compared to 8% who do not achieve. Our focus for 2022 needs to be on extending our boys so they achieve higher grades. Art relies on students being self managing, completing homework and being prepared to rework ideas to a more resolved outcome. The L1ARTC computer based course fulfils the more “instant” requirement for boys and they see better results.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

I feel unable to comment about quantitative data regarding Junior school results as it is not collated for Option subjects as far as I am aware. There are 16 Year 9 Art classes and rather I rely on teacher observation, lesson observations and student feedback as to how things are going. We have made significant changes to this programme and students are engaged, well held and I am confident the learning is specific to their needs and to equip them to study Art at Year 10. I believe the difference we are making to ALL of our students’ learning is reflected in the large numbers of Year 10 students this year.

I can comment on qualitative data and the work we have been doing towards place based learning within our Junior Curriculum review. Our Year 9 programme incorporates learning that enriches and builds on students’ knowledge of our school and the identity theme that the core subjects follow. We teach students about local artists and give them an insight into Māori worldview and beliefs through an understanding of the Story of Creation, local stories and native flora and fauna.

Our next steps are to continue to develop our Year 10 programme and build on the strengths of the Year 9 programme. We are working alongside Stu McDonald of Tu Wheturere to grow staff and student knowledge and understanding of Mataranga Māori in the Art world.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- **Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?**

Challenges: L3 DESN PHTO PNTG

The biggest areas of incongruence were seen across our L3 cohort of DESN, PHTO, PNTG internals v externals with students generally performing better in internals with the exception of Phto. I believe this to be because instead of dropping the external these students dropped an internal choosing to focus on the heavily credit weighted external. This discrepancy could be due to the timing of the lockdown which hit students in August last year when we were working towards externals. It could also be significant that a larger amount of students year on year are opting not to sit the external. Therefore creating skewed data. This creates an over reliance on internals.

Strengths: L3 DESN PHTO PNTG

We saw **100% achievement for all L3 disciplines**- every student who submitted a folio board achieved. We also had 5 students gain scholarships. This is an outstanding result.

Potentially we could look to drop an internal standard giving more time to focus on the external, although this would have to be discussed at department level as it will significantly affect the breadth and depth of learning required at L3 and potentially affect students' results.

NB. It is worth noting that this year we resubmitted a L3 Design folio that was graded as M and the regrade came back as E. This is the second consecutive year we have had this result.

Overall Achievement at L1ART sits at 98%, L2DESN 100%, L2 PNTG 100%, L2PHTO 92%.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were focussing on individualised learning programmes and more relevant contextual references.

NCEA data for Level 1ARTV indicate that our Māori students are achieving less well in M/E band compared with that of other students and with departmental expectations. This is the opposite for L1ARTC.

NCEA data for L2PNTG indicates that our Māori students are achieving less well in M/E compared with that of other students and with departmental expectations. This is not the case for L2DESN or L2PHTO.

NCEA data for Level 3 indicate that our Māori students are achieving as expected compared with that of other students and with departmental expectations.

The difference we are making to Māori student achievement across Years 11 - 13 is significant compared to 5 years ago. Although we only see a small percentage of Māori students the achievement gap is closing.

We know this because our students are performing equally as well in some courses as other ethnicities.

Our next steps as a department for 2022 are to continue to grow staff understanding of Maturanga Māori in the classroom and to continue to develop appropriate resources and artist models which showcase contemporary Māori Art in a favourable light.

HoD ANNUAL REPORT 2021

BUSINESS

'The primary purpose of assessment is to improve teachers' teaching and students' learning as both respond to the information it provides.' (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus:

How effective has been the modified approach in improving technical writing for Year 9 and Year 10 student outcomes?

The evaluation has shown that the modified approach to improve technical writing has led to improved student outcomes, particularly for Y10 Business students.

How do you know?

Student achievement data from "2020 EOY Junior Writing", "PAT Summary results" and "Y9 Digital Business results" show that of the eleven identified students in this intervention, eight of the eleven showed improvement and the other three remained at the same level as the previous year. Students were able to improve their use of precision writing in their paragraph writing task and achieve at a higher level than the business grades received in Y9.

Analysis of student voice found....

Analysis of student voice unfortunately was not specific to the technical writing intervention but student voice on the topics covered, the student's overall self-assessment in learning gained in each topic, and their recommendations on how to improve the course. Students reported generally high levels of learning in each topic.

Most students were exposed to the subject specific language for the first time (evident in their course introduction activity) and gained increased understanding of this terminology evident in their paragraph writing, unit tests and/or ongoing work completed in class. With time, I would like to refine the questions asked of the students to suit the focus on technical language, with the help of our new staff. This will help gain more useful data.

Analysis of teachers reflecting on their practice indicated that....

Analysis of teachers reflecting on their practice indicated that the interventions used do improve students' understanding of subject specific language. A mixture of building blocks, recall strategies, solo next steps, and idea expansion (thinking routines) were used. In Y9 DiBu a terminology pre-test was introduced and

students added definitions to this notes doc throughout the course. However I think we need to take the approach that less is more. Y9 is only a term course and Y10 a half year course and perhaps we (teachers) tried too much without really improving on what we had already done during the previous class rotation. Time constraints and the effects of covid on teaching and learning have limited the effectiveness and our ability to fully benefit from the modified approach to improve technical writing. Professional discussions with other educators of literacy have suggested that two to three cycles of new or unfamiliar approaches to writing may need to take place to show full benefits.

Summary Statement.

How does this data match with your expectations?

This data surprised me as we haven't looked at writing data from other subjects and from our own subjects from the previous Y9 year. As this was our first year looking at a selected group of struggling students I would like to develop consistency of robust measurement and assessment across our junior year levels. The change in focus from all students to struggling students takes a bit of getting used to.

What have you learned?

We can see potential value in using this data as it builds a better learning picture of the student. We need to continue to build on this approach with a focus on normalising the topic specific language used on a daily basis in the teaching and learning in all subject areas. In particular, insisting students are also vocalizing this language therefore embedding it in their learning discussions.

How will you respond to this evidence into the future?

We will be using a technical language rubric to encourage the use of subject specific language for both writing and verbal presentations. I am to discuss this more with our new and current department staff. As a department, data indicates that we will focus on the following:
Learning Behaviour(s): Focused attention on technical language will cause students to connect better with projects and concepts. Rubrics will help students gauge their own progress.

Our Evaluation Focus for 2022 will be developing technical language through a group or individual presentation. It will be a focus of the Business staff to co-construct this in both Business and Digital Technologies. We may need to remove something from our programme to give this the time it requires.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?**

As above regarding technical language.

Encouraged students to explore areas of interest to them, using their knowledge, interests and experiences as a starting point for work and assessments where viable.

Reciprocal sharing of knowledge and wider experiences to enrich the classroom environment and help to build positive relationships with the students.

Further development of SOLO to help students recognise their progress and next steps. (For example: Included a template based on SOLO to help students show their understanding and knowledge of their project development.)

We have tried to incorporate tikanga and relational based practices in the class to encourage engagement in all year levels. Class korowai has helped as a reflection and behaviour strategy for students to own as they come up with the class rules as a class and the digital mihi's aid teachers with the relational based practices.

- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

Student assessment information in Years 9 and 10 indicate that our Māori students are on par compared with that of other students and with departmental expectations. We know this because we have compared the data of struggling students with their other subjects and ours.

Our next steps as a department for 2022 are...as above

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?

During 2021 we initiated / implemented / adapted...

In Business and Accounting we evaluated our courses and made changes to the number of Internal and External exams that we offered. We also employed strategies to look at improving students' written responses in examinations incorporating recall strategies focusing on technical language and thinking routines/idea expansion to develop responses. We increase written feedback and verbal conversations to help students identify their next steps.

In Digital Technologies we increased monitoring of student progress through tracking sheets and increased one on one conversations with students and whanau to enable them to meet the project based deadlines. Deadlines for project based standards were brought forward by four weeks. We encouraged students to develop ideas to find real solutions to problems in their project-based learning.

The difference these initiatives made to student learning outcomes were...

The difference these initiatives made to student learning outcomes was overall more students in Business and Accounting gained 14+ credits compared to that of last year. We also saw improved performance in the external examinations and a higher percentage of students gaining ME. Unfortunately Digital Technologies did not see traction in improved student outcomes using the methods above. This year milestone reporting is required student to teacher and teacher to HOD and TIC of Digital Technologies.

This is evidenced through...NCEA data.

2021 NCEA data identifies the significant trends for level 1

Positives

Students are achieving significantly higher than the National Average for ME in their external examinations (AccM: OTC 80% compared to Nat Avg 65%, BusM: (OTC 61% compared to Nat Agv of 41%).

There was also an increased number of students gaining 14+ credits compared to that of previous year in both Business and Accounting.

In DiMe there was a positive trend of more students gaining ME compared to 2020.

Minuses

Many students in both Business and Accounting chose not to attempt some or all of the External credits offered, resulting in a lower than expected number of students gaining 14+ credits that were enrolled in the course. While this is a negative, there was still a positive trend compared to these figures last year.

In DiMe students are achieving lower than the Nat Avg for Internals. Both DiME and DiSc had a low number of students gaining 14+ credits and results are below the Nat Avg.

Many students in FiCa did not attempt 14+ credits.

Obstacles

In BusM, knowing when to intervene to offer unit standard credit alternatives when students are still on track to gaining 14+ credits through externals is a challenge. Also many students opted out of sitting the 2nd external paper and were not withdrawn from the standard before they made this decision resulting in 73% of those enrolled in the course gaining 14+ credits.

Engagement and motivation can be a challenge towards the end of the year for all subjects however especially in DiMe and DiSc in the later half of the year when students are completing large credit based projects and already have enough credits (80cr) to pass level one. Achievement rates of students that submitted work increased the pass rate.

2021 NCEA data identifies the significant trends for level 2

Positives

In BusM, students are achieving higher than the Nat Avg for ME in their external examination (Business: OTC 69% compared to Nat Avg of 46%). Also more students are having success with the externals compared to the National Average. 92% of students that sat 14+ credits, gained 14+ credits. There is a high engagement and success rate with students doing Young Enterprise and the nine credits associated with this standard.

In DiSc students achieved higher at ME level in the externals compared to 2020. This is only the second year of participating in the DCAT externals. Students are building on their skills.

Minuses

In Accounting, ME results were lower than 2020 which was reflected in the endorsement rate.

High number of students gained NA for the external DCAT examination compared to Nat Avg (OTC 57% NA compared to Nat Avg of 24% NA).

Obstacles

Engagement and motivation can be a challenge towards the end of the year for all subjects. In Accounting a large proportion of the class were absent during term 4. Many students did not take up the opportunity to attend tutorials.

Small class sizes for the Digital Technology classes and Accounting classes resulted in composite classes - this is always a challenge.

Covid interruptions were an obstacle especially in Digital Media where student work was lost in the transition from learning from home and returning to school.

2021 NCEA data identifies the significant trends for level 3

Positives

BusM students gained 95% ME for their standard 3.6. This is congruent with the External. Success in this standard is due to students doing this in conjunction with the Young Enterprise Competition. OTC students were the Regional and Runner up to Regional winners in this competition competing with 28 other companies from five other schools. Students are highly motivated.

AccM students had a higher ME rate than Nat Avg and this led to an endorsement rate improvement from previous years.

In DiMe, results are on par with National Average for NAME. Results are more favourable compared to 2020 with an increased number of students gaining 14+ credits and high ME rate for Internals (70%), compared to Nat Avg (52%).

In DiSc more students are having success with the External compared to previous years, this is a positive trend as students are building on their coding knowledge.

Minuses

Department is still not meeting the 80% target of 14+ credits in all subject areas

Obstacles

Student motivation to sit the external examinations

High absenteeism rate for some students

Over all year levels obstacles include department time to address, monitor and implement changes.

Covid interruptions have meant that teachers had to be more agile in their teaching.

Our next steps as a department for 2022 are...

- Ensure students know our expectations of 14+ credits and their roadmap to get there
- Increase class revision time for externals
- In Digital Media and Digital Science we need to closely look at standards that have a high fail rate (especially AS 91883 and AS91884) to look at more scaffolding for the students, accountable milestones and checkpoints. We need to look at alternative standards that can be offered and make some changes to the existing ones we offer. We will work with the new teacher to adapt strategies to increase student outcomes including monitoring and visibility of progress throughout the year.
- Allow more time for some standards.
- Add Agribusiness standards to the Business course to increase options of internal standards.
- Increase learning and achievement conversations with students and whānau.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were...

Encouraging students in the department subject areas to pursue what inspired them to apply to their conceptualise learning opportunities. Eg: BusM students could start their own business in an area of interest - 2021 saw students start a company called "Toi Matauranga" producing a colouring book with the legend of Mauao written in both English and Te reo Māori, accompanied by audio, another group produced "Ahuatau - a facial skincare product incorporating rongoa Māori, a kawakawa based spray and other groups took an approach of kaitiakitanga/sustainability - one producing a kiwifruit gel using waste kiwifruit

and one group recycling milk bottle tops and making fashion earrings. DiSc - students were encouraged to develop ideas for real solutions and outcomes of interest - one group of students chose to develop a mental health website. Of the latter three companies, these groups had members that are of Māori ethnicity. DiMe - students could apply their digital outcomes to an area of passion - some students choose to use Māori imagery in their outcomes.

Teachers spent one on one time to build relationships that supported students' learning and wellbeing, encouraging students to explore new challenges

Case studies such as Whale Watch Kaikoura and Kono were used in the business context for Māori business concepts such as putake, kaitiakitanga , Manaakitanga, Tikanga, Turanga and Rangatiratanga.

NCEA data for Level 1 indicate that our Māori students are achieving slightly lower compared with that of other students and with departmental expectations. Due to our proportionally low number of Māori students (18 students across six subject areas) the NCEA data does not give a true indication of student outcomes compared to other students. However in BusM, looking at the outcome of 12 Māori students, the results indicated that they were achieving slightly below that of other OTC students but on par with the Nat Avg Māori National figures.

NCEA data for Level 2 indicate that our Māori students are on par compared with that of other students and with departmental expectations. Due to our proportionally low numbers of Māori students (seven students across six subject areas) the NCEA data does not give a true indication of student outcomes compared to other students. There are no anomalies with Māori achievement.

NCEA data for Level 3 indicate that our Māori students are on par compared with that of other students and with departmental expectations. Due to our proportionally low numbers of Māori students (13 students across six subject areas) the NCEA data does not give a true indication of student outcomes compared to other students. There are no anomalies with Māori achievement.

The difference we are making to Māori student achievement across Years 11 -13 are...enabling Māori students to conceptualise their learning (as mentioned above.) gives them the opportunity to see their success and progress . Also working alongside business mentors gives them connections and opportunities in the future not only with the relationships that they make but also with the alumni that they can join through Young Enterprise. We strive to link business concepts and learning to known Māori concepts of putake, kaitiakitanga , Manaakitanga, Tikanga, Turanga and Rangatiratanga and thereby helping Māori make connections between their own world and the business world and also normalising this with all other students.

We know this because...we had many successful Young Enterprise companies in 2021 and we know that students are still in contact with their networks that they have made in our classes the following year and after they leave college. We also see the students making these connections between our subject areas.

Our next steps as a department for 2022 are...to try to use more local Māori businesses as case studies and investigate how business offerings such as that of Arataki can be looked-to for learning in our department. Increase staff knowledge of Te Reo Māori to be confident to use this more in the classroom. Work with the team from Te Wheturere to see how matauranga Māori can be incorporated more into our learning areas - especially in Accounting and Digital Science.

HOD Report - Careers and Pathways Department - 2021

CAREERS

During 2021 we:

- Continued use of Career Central to facilitate interviews and student career profiles.
- Careers Advisors and teachers conducted a total of 790 recorded interviews - 731 of these interviews were completed by the Careers and Pathways staff (the 3 advisors)
- Facilitated a total of \$377, 500 in University Scholarships
- Implemented the Ōtūmoetai College Careers Strategy across the school - Events, Curriculum and Advice
- Introduced and implemented the Year 10 Careers Programme through the Year 10 Social Studies programme
- Continued Careers Development Professional Development
- Increased engagement with students through digital means
- Developed and presented the Parents Information Evening for Tertiary Study
- Attending Deans meetings throughout the year - Year 11, 12 and 13
- Supported Deans through various pastoral matters
- Conducted some Exit interviews - some students are still being signed out without seeing the Careers Department
- Continued work with the Academic Support group - this included:
 - Providing a space to complete work
 - Mathematics support for those with an identified learning difficulty
- Subject Choice work - provision of information through face to face, emails and information leaflets
- Subject Changes in Term 1 - from Week 0 to Week 7
- Completed all Scholarship references and Halls of Residence references - over 230 in total
- Conducted PD to better understand the implications of ROVE for our department - in particular moderation

The difference these initiatives made to student outcomes were:

- Increased participation in Careers and Pathways services from all students
- Increased participation in Career Central - particularly from Year 10, Year 11 and Year 12
- The Careers Advisors have noticed a trend with those students who interact with Career Central have had a better understanding of their Career Pathway planning
- Increased number of University scholarships received

Our next steps for Careers:

- Continued use of Career Central to track students Career profiles
- Continue to implement the Year 10 Careers taster with the cooperation of the Social Studies Department
- Expand Parents Evenings to include, not only Tertiary Study but Vocational Training and Trades
- Investigate the use of recorded Podcasts and Ted Talk type scenarios
- Continued collaboration with BBK and Poutama to enhance Māori aspirations through a variety of planned initiatives
- Ideally all students that leave throughout the year should be having an exit interview.
- Increase student exposure to Job/Careers and Industry areas through podcasts and Ted-'esque' talks
- Endeavour to see every Year 13 student in a one-to-one capacity

PATHWAYS

During 2021 we:

- Continued to enhance the Gateway Programme through brokering new employer partnerships and the Work + Learning
- Record number of students placed and have we increased our placement number from 100 to 120 in 2022

Total Placed	Male	Female	NZ European	Māori	Other Ethnicities
108	46	62	72	21	15

Gateway Placement Industry Types	Number placed
Retail	40
Education	38
Manufacturing	15
Construction	4
Agriculture/Forestry/Fishing	3
Electricity, Gas, Water and Waste	2
Arts, Recreation and other services	2
Transport and Warehousing	1
Professional, Scientific, Technical	1
Information Media	1
Health Care	1

- Continued to provide students with opportunities outside of the school for vocational learning

Vocational Learning Type	Length of time	Number of students attended
Trades Academy	All year	19
Equine - PITO	All Year	8
Bluelight (Drivers Licence)	All year	72
Face & beauty	1 x whole term	6
Police Course	All Year	3
Military Prep Course	1 x whole term - 2 x Courses	27
First Aid - Comprehensive	2 x days	48
Forklift Licence	1 x day	50
Health Services Taster Day	1 x day	6
Mito Bus Tour	1 x day	5
Mito Speed Meet	1 x day	4
Scissor Lift Course	1 x day	5
Priority One taster	1 x day	2
BECA Engineering	1 x day	9
	TOTAL	264

CAREERS AND PATHWAYS SUBJECT CLASSES

STUDENT PROGRESS AND ACHIEVEMENT

During 2021 we continued to:

- Refine our subject courses to align with the overall Careers Strategy which embeds the Career Competencies and the Ōtūmoetai College Graduate Profile
- Focus this year was on ensuring all work was contextual to the learner's pathway. Learners were expected in class to complete their Career Central profiles to allow for relevant planning
- Identifying skills gaps of students in Gateway and Employment Skills and providing courses to address this which in turn creates a better transition to work for the student
- Student agency was increased in the Gateway classes through asking students to identify and approach potential employers for a work placement.

The difference these initiatives made to student learning outcomes were:

- Students were more engaged in class and demonstrated a better understanding of their pathway
- This is evidenced through our academic results and vocational achievements eg apprenticeships gained
- It was a noticeable trend that students demonstrated more confidence in their own abilities due to the identification of a skills gap (often through Career Central) and using outside providers/courses to address these skills gaps.
- By asking Gateway students to find their own placement, it meant the Department had better engagement/behaviour and workplace outcomes for students

Level 1 2021 NCEA data identifies the significant trends:

LEVEL ONE EMPLOYMENT SKILLS

Data Trends	PMO Observations
<ul style="list-style-type: none">● 99% achievement across all Standards assessed● - significantly higher than the National Average of 91%● 98% of Maori achievement across all Standards assessed● - significantly higher than the National Average of 90%● 98% of Boys achievement across all Standards assessed● - significantly higher than the National Average of 90%● 100% of enrolled students gained 14 credits or more	<ul style="list-style-type: none">● These results were achieved by having two classes with small class sizes which is crucial to achieving this level of achievement given the extreme behaviour and learning challenges of the students.● In 2021 the school timetable provided learning opportunities for all levels of learning. It is then unfortunate that staffing and timetable constraints have been unable to provide two classes in 2022

Level 2 2021 NCEA data identifies the significant trends:

LEVEL TWO EMPLOYMENT SKILLS	
Data Trends	PMO Observations
<ul style="list-style-type: none"> ● 100% achievement across all Unit Standards assessed ● - significantly higher than the National Average of 93% ● 100% of Maori achievement across all Standards assessed - significantly higher than the National Average of 92% ● 100% of Boys achievement across all Standards assessed ● - significantly higher than the National Average of 91% ● 100% of enrolled students gained 14 credits or more 	<ul style="list-style-type: none"> ● This class bonded extremely well with their teacher who observed many culturally responsive practices ● Additionally, this is also a class that responds well to a small class size due to the varying levels of the student's understanding and behaviour ● Differentiation and individual learning plans are an important part of this course

LEVEL TWO GATEWAY	
Data Trends	Observations
<ul style="list-style-type: none"> ● 100% achievement across all Standards assessed - significantly higher than the National Average of 94% ● 100% of Maori achievement across all Standards assessed - significantly higher than the National Average of 92% ● 100% of Boys achievement across all Standards assessed - significantly higher than the National Average of 92% ● 100% of enrolled students gained 14 credits or more 	<ul style="list-style-type: none"> ● It is pleasing to see that the results are in line with what the Department had hoped they would be when we redeveloped the programme. ● Many students accessed learning from in and outside of the school due to our numerous links with business. Our current Work + Learning programmes are continuing to yield good academic results.

LEVEL TWO EARLY CHILDHOOD STUDIES	
Data Trends	Observations
<ul style="list-style-type: none"> ● 88% achievement across all Standards assessed - currently, 4% below National Average ● 86% of Maori achievement across all Standards assessed - currently, 3% below National Average ● 80% of Boys achievement across all Standards assessed - currently, 11% below National Average ● 89% of enrolled students gained 14 credits or more 	<ul style="list-style-type: none"> ● Demonstrates an upward trend - an increase of 9% from 2020. The inclusion of an Achievement Standard in the course somewhat skews the results. ● In addition to this, the Level 2 ECHS course has little to no prerequisites and takes all comers. ● Currently, seeing an upward trend in the number of boys choosing to take the subject

Level 3 2021 NCEA data identifies the significant trends

LEVEL THREE EMPLOYMENT SKILLS	
Data Trends	Observations
<ul style="list-style-type: none">● 100% achievement across all Unit Standards assessed - significantly higher than the National Average of 88%● 100% of Maori achievement across all Standards assessed - significantly higher than the National Average of 87%● 100% of Boys achievement across all Standards assessed - significantly higher than the National Average of 85%● 100% of enrolled students gained 14 credits or more	<ul style="list-style-type: none">● This class bonded extremely well with their teacher who observed many culturally responsive practices● Additionally, this is also a class that responds well to a small class size due to the varying levels of the student's understanding and behaviour● Differentiation and individual learning plans are an important part of this course● It is a shame that a course as successful as this had to be disestablished in 2022 due to an unwillingness to staff Department accordingly.

LEVEL THREE GATEWAY	
Data Trends	Observations
<ul style="list-style-type: none">● 99% achievement across all Unit Standards assessed - higher than the National Average of 93%● 100% of Maori achievement across all Standards assessed - higher than the National Average of 93%● 99% of Boys achievement across all Standards assessed - higher than the National Average of 92%● 100% of enrolled students gained 14 credits or more	<ul style="list-style-type: none">● It is pleasing to see that the results are in line with what the Department had hoped they would be when we redeveloped the programme.● Many students accessed learning from in and outside of the school due to our numerous links with business. Our current Work + Learning programmes are continuing to yield good academic results.

LEVEL THREE EARLY CHILDHOOD STUDIES	
Data Trends	Observations
<ul style="list-style-type: none">● 71% achievement across all Achievement standards assessed - currently, 9% below National Average● 61% of Maori achievement across all Achievement Standards assessed - currently, 13% below National Average● 40% of Boys achievement across all Achievement Standards assessed - currently, 31% below National Average● 76% of enrolled students gained 14 credits or more	<ul style="list-style-type: none">● This subject does not specify any prerequisites, however, the inclusion of three Achievement Standards to ensure it is an approved subject does at times mean that some students are unable to complete those. It is in these instances that we differentiate and students are given an alternative unit standard.● Currently, reviewing the need for a Unit Standard only Level 3 Early Childhood programme as well as from the Approved for University offering would allow for better differentiation and achievement.

Our next steps as a department for 2022 are:

- To further define our individual courses and to ensure all courses gain 14+ credits
- Provision of more individual course options from outside providers for students to provide contextual workplace learning
- Continued use of digital tools for all classes embedded within the programme
- Further establish links with businesses to instigate more work+learning programmes
- Continued work with BBK and the Poutama group to establish better work+learning links and programmes with our local iwi and workplaces
- Evaluation of all subject areas with the view of restructuring our subject offerings for the future
- By the end of Term 3, the Careers and Pathways Department will have 3 fully qualified Careers Advisors
- Mapping of the Vocational subject options on the Otumoetai College timetable to ensure all students have a valid and sound programme for them as individuals to better meet the Graduate Profile and achieve academically at school

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY - SENIOR SCHOOL**The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were:**

- Use of Career Central as a tool - is not front-facing and less confronting for some students
- Targeting Māori students for specific Careers events in consultation with BBK and Poutama group
- Continued refinement of classroom teachers of culturally responsive pedagogy
- Continued mentorship of Senior Māori students via Careers Advisors
- Continued collaboration with BBK and the Poutama group to ensure opportunities for Māori students

NCEA data for Level 1, 2 and 3 indicates that our Māori students are currently tracking favourably compared with that of other students and with departmental expectations.

The difference we are making to Māori student achievement across Years 11 -13 is:

- Ensuring all subjects in the department are contextual to learner needs
- Appropriate culturally responsive PD for all members of staff
- Allocated Careers Advisor to Poutama classes
- Identifying skills gaps of our Māori students and addressing these through the provision of courses

We know this because

- We continue to have high numbers of Māori students choosing to take our subjects
- Our Māori students are achieving to a high level
- Continued to increase our engagement with Māori students through our varied services

Our next steps as a department for 2022 are:

- Focussing on specific students for continued mentorship and careers advice
- Actively seeking Māori workplaces and with local iwi for Gateway placements and Work + Learning Programmes
- Working closely with the Poutama group for enhanced aspirations for our Māori students
- Continued facilitation of individual learning programmes

HoD ANNUAL REPORT 2021

Drama/Dance/Performing Arts Technologies

'The primary purpose of assessment is to improve teachers' teaching and students' learning as both respond to the information it provides.' (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus:

How effective has the use of SOLO been in improving learning for Year 9 student outcomes?

The evaluation has shown that the *use of SOLO to improve learning* has led to improved student outcomes, particularly for the less able students in Year 9 Drama.

How do you know?

Student achievement data indicates that a high proportion of students in Year 9 were able to identify their learning and gain clarity about next steps for further learning to occur.

Analysis of student voice found that 68% of students felt that SOLO helped them with understanding, listening, learning, and achieving a better grade.

Analysis of teachers reflecting on their practice indicated that it was important to make time for use of SOLO throughout the process as well as during self evaluation, in order to make it more meaningful. (Discussed in department meeting)

Summary Statement.

How does this data match with your expectations? It matched my expectations.

What have you learned? There is still a need to encourage the remaining 32% of students to engage with the process. More deliberate teaching using the SOLO tool could help with this.

How will you respond to this evidence into the future?

As a department, data indicates that we will focus on the following:

Learning Behaviour(s): Student's focus when using SOLO

Learning pedagogy / content: Making more time to focus on SOLO during the process and as an evaluation tool.

Our Evaluation Focus for 2022 could be trialling SOLO in Year 10 in 2022.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the junior school?**
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

Student assessment information in Years 9 and 10 indicate that our Māori students are achieving at a lower level, compared with that of other students and with departmental expectations.

The differences we are making to Māori student achievement across Years 9 and 10 are not significant. We know this because the results indicate that Māori students still achieve at a lower level than non-Māori students.

Our next steps as a department for 2022 are that we are currently looking for resources to use that may be more culturally responsive, in order to encourage learning for our Māori students.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?

During 2021 we continued to develop our use of google classroom.

The difference these initiatives made to student learning outcomes were that students were always able to access resources to use for their learning. Also if students were absent from school their learning could continue at home.

This is evidenced through student voice and their high levels of achievement, regardless of lockdown.

2021 NCEA data identifies the significant trends for **level 1 Drama** as:

1. Externals - We had no students achieving with Excellence. Our overall pass rate was above national results.
2. Internals - Our overall pass rate was above national results. Students achieving M/E were lower than national results.
3. 14+ 100%

This would suggest that we need to focus on skills required to gain at Excellence in both Internals and Externals, however with the new curriculum being implemented this will become obsolete.

2021 NCEA data identifies the significant trends for **level 1 Dance** as:

1. Externals - Both our achievement results and our M/E results were slightly lower than national results.
2. Internals - All results equal to or above national results.
3. 14+ 95%

This would suggest that more focus should be made on External, however with the new curriculum being implemented this will become obsolete.

2021 NCEA data identifies the significant trends for **level 1 Performing Arts Technologies** as

1. Pass rate for standards (100% internals) above national results.
2. M/E results above national results.

3. 14+ 100%

This would suggest no changes are required.

2021 NCEA data identifies the significant trends for **level 2 Drama** as:

1. Externals 100% pass rate compared with national results of 88%. 75% of students gained M/E, compared with national 49%.
2. Internals - 98% pass rate compared with 91% nationally. 92% of students gained M/E compared with 68% nationally.
3. 14+ 100%.

This would suggest that no changes are required.

2021 NCEA data identifies the significant trends for **level 2 Dance** as:

1. Students gained 100% pass rate all at M/E, compared with national results of 92% pass rate and 68% M/E.
2. Internals - results at all grade levels in line with national statistics.
3. 14+ 100%

This would suggest no changes are required.

2021 NCEA data identifies the significant trends for **level 2 Performing Arts Technologies** as:

1. Results at all grade levels in line with national statistics.
2. 14+ 88%

This would suggest that we need to consider strategies to improve our 14+ results.

2021 NCEA data identifies the significant trends for **level 3 Drama** as:

1. Externals - 100% pass rate compared with nationally 87%. 33% M/E compared with 49% nationally.
2. Internals - Pass rate 97% compared with 90% nationally. 77% of students gained M/E compared with 65% nationally.
3. 14+ 100%

This would suggest that more skills need to be developed to allow students to achieve at the higher levels in externals.

2021 NCEA data identifies the significant trends for **level 3 Dance** as:

1. Externals - We had 0 entries this year, as the standard is optional.
2. Internals - We had a 100% pass rate, with 91% gaining M/E, compared with 78% nationally.
3. 14+ 100%

This would suggest that no changes are required.

2021 NCEA data identifies the significant trends for **level 3 Performing Arts Technology** as:

1. Our students gained an 88% pass rate, compared to 73% nationally.
2. Our number of students gaining M/E was significantly lower than national results.
3. 14+ 75%.

This would suggest that we need to look at the skills required for students to achieve at the higher levels. Also we need to improve our 14+ results.

Our next steps as a department for 2022 are to focus on:

1. Skills required to gain at Excellence in Internals in L1 Drama.
2. 14+ results in Performing Arts Technologies.
3. Developing strategies to allow students to achieve at the higher levels in Externals in L3 Drama.
4. Developing the skills required for students to achieve at the higher levels in Performing Arts Technologies at L3.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were:

1. Use of more culturally responsive stimuli for senior Dance.
2. Use of more culturally responsive stimuli for senior Drama.

NCEA data for Level 1 indicates that our Māori students are achieving a higher pass rate than at national level in both Dance and Performing Arts Technologies, whereas in Drama the pass rate is below national results.

NCEA data for Level 2 indicates that our Māori students are achieving as follows:

Dance externals 100% pass rate with M/E, much higher than National statistics. Internals Māori student results are in line with non Māori and national results. In L2 Performing Arts Technology we had a 100% pass rate, however only 33% gained M/E. In the Drama External our Māori students gained 100% pass rate, however only 33% gained M/E, which is about 20% less than our non-Māori learners. Internal results show our Māori learners as gaining results in line with national statistics, but lower than our non-Māori learners at college.

NCEA data for Level 3 indicates that our Māori students are achieving as follows:

Drama Externals - 100% pass rate, with 33% gaining M/E, whereas nationally 49% of students gained M/E. Internal results show our Māori learners as being in line with national statistics. In Dance we had no Māori learners at L3. In Performing Arts Technologies we had a 100% pass rate for Māori students at the M/E level.

The difference we are making to Māori student achievement across Years 11 -13 are:

L1 Māori learners are achieving well in both Dance and Performing Arts Technologies.

L2 Māori learners are achieving well in all 3 subjects.

L3 Māori learners are achieving well in all 3 subjects.

We know this because...

NCEA data for Level 1 indicates that our Māori students are achieving a higher pass rate than at national level in both Dance and Performing Arts Technologies.

L2 Dance externals 100% pass rate with M/E, much higher than National statistics.

Internals Māori student results are in line with non Māori and national results. In L2 Performing Arts Technology we had a 100% pass rate. In The L2 Drama External our Māori

students gained a 100% pass rate. Internal results show our Māori learners as gaining results in line with national statistics. At L3, Drama Externals - 100% pass rate. Internal results show our Māori learners as being in line with national statistics. In Performing Arts Technologies we had a 100% pass rate for Māori students at the M/E level.

Our next steps as a department for 2022 are to:

- Continue to source culturally responsive stimuli.
- Develop a greater understanding of the new standards at Level 1 and look at how we can incorporate culturally responsive stimuli into more of the standards.
- Consider strategies to raise M/E achievement for our Māori learners in L2 Performing Arts Technologies and L2 Drama Externals.
- Consider strategies for improving results for Māori learners in L1 Drama.

ENGLISH HOD ANNUAL REPORT

Goal 1: Junior School Review 2021 Evaluation Focus

How effective has a collaborative approach been in improving the quality of Year Ten student writing?

The evaluation has shown that the collaborative approach to improve student writing has led to improved learning outcomes, particularly for individuals below Curriculum Level Five.

How do you know?

49 Year 10 Students were identified from EOY CAT data by the HOD English and HOD Social Studies as underperforming in both subjects. In most cases these students were operating at below Curriculum Level 5 in both subjects. (see attached data)

Areas for improvement were identified as:

- The unpacking and development of ideas.
- The purposeful and effective use of technical language.
- The purposeful and effective use of sentence styles.

Staff were organized into pairs or threes who had small groups of identified students in their classes. They chose one area for improvement from the list above.

Staff worked on common approaches to support students and strengthen their capability in these areas.

Regular meetings between staff and sharing of resources allowed the project to continue.

Findings/Results:

Of the 49 identified students, 6 left during the school year, leaving a total of 43 students.

Student progress was determined by the Year 10 EOY CAT tasks. These were completed under examination conditions and without extra resources or 'cheat sheets', giving evidence of embedded student writing capability.

	Social Science	English
Working Toward Curric Level 5	18	14
CL 5 Achieved	15	19
CL 5 Merit	6	1
CL 5 Excellence	2	1
absent	2	8
Total	43	43

Results often differed between subjects. This could indicate:

- A greater enjoyment of one subject over the other, or
- Better relationships with the class and/or teacher in one subject or another
- Student Interest, or lack of Interest, in contexts studied in each subject
- Other reasons

10 of 43 Students are still Working Toward Curriculum Level 5 in both subjects. This WT grade was for the work created in examination conditions. When looking at the rest of the student work during the year, 7 of the 10 students had CL 5A or better in at least half of their assessments - some students had all other work as CL5 A or M. These results could indicate that these students may have difficulty processing information in a time pressured situation and thus affecting their results.

In 2022 these 10 students are being supported in the College in the following ways:

- 1 is an ESOL student
- 9 students have 2022 timetables that support them to become good writers and or provide a pathway that should ensure success in the Senior School.
- 1 student will need watching as he has a very heavy writing component to his 2022 course. NB: This student passed all 'internal' work and struggled with the rigours of the 'examination' setting. Therefore, practice writing in a time pressured environment may be all that is required to ensure success in NCEA.

The work of students not on the tracked list was also analysed using the same process as the tracked student analysis. This resulted in a group of 8 students to monitor in Year 11. Only 2 of these 8 students are in a learning programme where extra allowances should be made for their learning. It was decided to inform their current English/Social Science Teachers of these students so that teachers could be prepared should the students need intervention.

The names of all students in the WT category have been given to the HOD English, HOD Social Science and Literacy Coordinator for monitoring purposes and early intervention if needed.

Often the issue of student attendance is raised when students have difficulty achieving. One student had a 73% attendance rate, the rest were over 90% (two had attendance of 100%)

Analysis of student voice found...

170 Students responded

- All students knew which area for improvement their class was working on
- 14 Students did not know what strategies they were using, 12 students didn't answer the question, 60 students used the same strategy, and 56 students used SOLO or mind-mapping exercises.

- Students thinking on how helpful the project was: 20 no help, 53 a little bit helpful, 69 helpful, 28 very helpful
- Final Student Feedback:
 - *it was help full for linking words and remembering them*
 - *It was easy to learn*
 - *it was easier and it helped me organise it.*
 - *instead of having all these ideas that kind of relate, funnelling made my writing be more presise and direct*
 - *It made me remember the facts and understand the topic better.*
 - *I'm better at writing now*
 - *it helped visualise*
 - *it was helpful because i have improved my writing by using more technical launquage*
 - *It helped me remember the quotes so I could get a good mark on my writing.*
 - *gave me writing styles and helped me to improve on what i was writing about*
 - *getting info on the crone-book to answer some of my questions, asking the teacher for her opinion on some of the work and having the teacher ex-plane the work as much times as I need to until i understand.*
 - *It helped me to stop one of my main issues with my writing. That is waffling. I can check to see if all of my writing connects then I will be able to keep my point more concise and connected to the subject that I am writing on.*
 - *It was helpful because it taught me to expand my ideas and focus on the consequences as they are the most important.*
 - *It helped me be more precise and concise with my writing and get a point across in a short, sharp manner.*
 - *helped me expand and think out the box*
 - *It was very helpful as it made me think of the bigger picture and consider both causes and their consequences.*
 - *It was helpful because it helped me break things down and it was not as overwhelming*
 - *I found it helpful as I struggled to form paragraphs*
 - *It helped organise my ideas and extend my thinking. I think this helped me to get better results than last year buy making it not seem so stressful to get a desired grade. It made it seem easy.*

Analysis of teachers reflecting on their practice indicated that...

- Staff unanimously thought the project was beneficial to staff and students
- Staff enjoyed focussing on a small number of students
- They thought the sharing of strategies improved their teaching and gave insight into another subject
- They were disappointed that Covid interrupted the project
- They enjoyed 'sharing' their students and making them the reason for planning student improvement.

Summary Statement.

This method of responding to student needs via data gathered and directly addressing those gaps gave focus to a collaborative inquiry methodology that proved to be of value to students and staff. There was flexibility to direct the inquiry to suit the needs of students and contexts taught over both subject areas. Finally, the students seemed pleased that we were working together on the same

areas of weakness. They enjoyed talking about what they found in both classes and we can assume they deliberately transferred their learning.

Of the 150 Year 10 Students who responded to the survey, 130 had a positive response to the development of writing skills via the collaborative writing project.

Our evaluation focus for 2022 could be: 'How effective have literacy strategies been in improving Year (Nine and) Ten student outcomes'?

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?

2021 NCEA data identifies the significant trends for Level One as:

Positives:

- 91% of students attained [NCEA Level One Achievement Standard Literacy](#).
- 94% of students enrolled in the L1ENLA course achieved Unit Standard Literacy.
- 81% of students received 14 or more credits in NCEA Level One courses.
- 89% of students across all Internal Achievement Standards were awarded an Achieved, Merit, or Excellence grade.
- 85% of participating students across all External Achievement Standards attained an Achieved, Merit, or Excellence grade.

Minuses:

- The continued number of students not needing or attempting External Achievement Standards.
- 58% of Māori learners (36 of 62) received 14 or more credits in NCEA Level One courses.
- 70% of male students received 14 or more credits in NCEA Level One courses.

Obstacles:

- Students having difficulty connecting learning to themselves, their community, history, and / or the wider world.
- Across all year levels, a general disinterest, or inability to engage in deep, critical reading and / or writing.
- Over reliance on Internal Achievement Standards compared to External Achievement Standards.
- Examination preparation and technique.

2021 NCEA data identifies the significant trends for Level Two as:

Positives:

- 81% of students attained Level Two University Entrance Literacy.

- 82% of students received 14 or more credits in NCEA Level Two courses.
- 82% of students across all Internal Achievement Standards were awarded an Achieved, Merit, or Excellence grade.
- 81% of participating students across all External Achievement Standards attained an Achieved, Merit, or Excellence grade.

Minuses:

- The continued number of students not needing or attempting External Achievement Standards.
- 64% of Māori learners (29 of 45) received 14 or more credits in NCEA Level Two courses.
- 75% of male students received 14 or more credits in NCEA Level Two courses.

Obstacles:

- Students having difficulty in adapting successfully from Level One to Level Two courses, in terms of the complexity, and quantity of work required.
- Students devaluing, or not being successfully prepared for external achievement standards.
- Examination technique.
- For learning primarily assessed in a written form, students who struggle to write in a developed, fluent, and accurate way.

2021 NCEA data identifies the significant trends for Level Three as:

Positives:

- Five successful candidates in the Scholarship English Examination.
- 76% of students received 14 or more credits in NCEA Level Three courses.
- 79% of students across all Internal Achievement Standards were awarded an Achieved, Merit, or Excellence grade.
- 87% of participating students across all External Achievement Standards attained an Achieved, Merit, or Excellence grade.
- 83% of Maori learners received an Achieved-Excellence grade across all External Achievement Standards. 72% of Māori students received these marks across all Internal Achievement Standards.

Minuses:

- 61% of Māori students (nine of 16) received 14 or more credits in NCEA Level Three Courses.

- 62% of male students received (17 of 28) 14 or more credits in NCEA Level Three courses.

Obstacles:

- Students having difficulty in adapting successfully from Level Two to Level Three courses, in terms of the complexity, and quantity of work required.
- The continued number of students not needing or attempting External Achievement Standards.
- Examination technique.
- Retaining male and Māori students in Year 13 English.

Our next steps as a department for 2022 are...

- To develop students' literacy capabilities in the junior school for short, medium, and long term academic / personal success.
- To develop programmes that meet challenges posed by changes to NCEA.
- To continue focusing on improved learning outcomes for Māori and male learners.

GOAL 3: CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (Junior)

Student assessment information in Year Nine and Ten indicates that for the former, 57% of Māori students were able to receive a passing grade (4A-4E) in the Response to Text, Formal Writing, and Response to Text (examination) assessments, compared to 72% for other ethnicities. In Year Ten, across these assessments 67% of Māori learners received a grade in the 5A-5E range, compared to 77% for other ethnic groups. See Year [Nine](#) and [Ten](#) English Writing data.

In terms of writing the difference we are making to Māori student achievement across Year Ten suggests potential movement in the right direction, given results from the 2021 Collaborate Writing Inquiry between English and Social Science Staff, where 41% of the targeted group at risk of underachieving that identified as Māori were able to lift their writing grade to a passable mark by the end of this year. See the Collaborative Writing Inquiry between English and Social Science Staff data [here](#).

Our next steps as a department for 2022 are to continue with the above work school-wide to improve student's writing capabilities in preparation for short - long term academic and personal success.

GOAL 3: CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (Senior)

The department initiatives specifically aimed at improving Māori student achievement in the senior school were to continue investigating and implementing culturally responsive contexts and practices into programmes in the hope of improved academic performance.

NCEA data for Level One indicates that in the L1ENGA course, 86% of Māori students received 14 credits or more in this subject, compared to 29% (16 students of 55) enrolled in the L1ENGB course. In this programme, Māori learners achieved best across the Internal Achievement Standards, where 82% received an Achieved - Excellence grade for completed work, compared to a 76% pass rate for the External Achievement Standards attempted.

In the L1ENLA course, 85% of Māori students attained Unit Standard Literacy (seven students of nine), plus 94% were each able to achieve a passing grade for three Internal Achievement Standards.

NCEA data for Level Two reveals that in the L2ENGA course, 88% of Māori students received 14 credits or more in this subject, compared to 46% (16 students of 35) involved in the L2ENGB course. In the latter, Māori learners achieved best across the Internal Achievement Standards, where 78% received an Achieved - Excellence grade for completed work, compared to a 67% pass rate for the External Achievement Standards attempted.

In the L2ENLB course, 74% of students (14 of 19 learners) received at least one passing grade for an Internal Achievement Standard. Six students were able to achieve NCEA Level Two University Entrance Literacy.

NCEA data for Level Three communicates that in the L3ENGA course, 75% of Māori students received 14 credits or more in this subject, compared to 50% (five students of ten) enrolled in the L3ENGB course. In this latter programme, Māori learners achieved best across the Internal Achievement Standards, where 72% received an Achieved - Excellence grade for completed work, compared to a 66% pass rate for the External Achievement Standards attempted.

The difference we are making to Māori student achievement across Years 11 - 13 is inconsistent. Retention of students is an issue and positive performances remain in 'pockets' rather than across all areas of learning. Changes to NCEA might alleviate this problem in terms of course design, with new contexts created, and different pedagogical approaches needed, although there will be greater pressure placed on students, due to the small number of external achievement standards available.

HoD ANNUAL REPORT 2021 - ESOL

'The primary purpose of assessment is to improve teachers' teaching and students' learning as both respond to the information it provides.' (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus:

How effective has been the focus on incorporating digital tools to support the growth and encourage the confidence in the use of English skills?

The evaluation has shown that the *focus on incorporating digital tools to improve the growth and encourage the confidence in the use of English skills* has led to improved student outcomes, particularly for our junior IELD and our senior IETE students where digital tools were used within units of work primarily focused on fostering a sense of community, belonging and connectedness within the classroom. Using various digital tools to create this sense of belonging has helped students to grow their confidence in using their language skills both in and out of the classroom.

How do you know?

Due to our low number of students in 2021, analysis of NCEA data will be insignificant. However, student achievement data from the NCEA On Your Marks reports indicate that of the 10 senior students identified in this intervention, there was an 87% pass rate across level 3 internals and an 80% pass rate across level 4 internals, all sitting above the National and National Decile 4-7 performance.

Analysis of student voice found....

Our senior students were able to recognise the importance of their cultural differences and articulate how this impacted on their sense of belonging. They reported that the use of digital tools for research and discussion allowed them to better understand and validate their experiences of moving to, and living in, New Zealand. They appreciated their

learning and assessment having a personal focus for them and in some instances were able to use their developing confidence in their own voice in their mainstream classes.

Feedback from our junior students was that they enjoyed interacting and getting to know each other in an online space through the use of digital tools like blogging websites without the pressure of constant teacher scaffolding and instruction. Using digital tools to write and share their ideas allowed them the thinking time required when learning a language and they reported that they enjoyed writing blog posts as it gave them opportunities to use language more creatively and in contexts that were meaningful to them.

Analysis of teachers reflecting on their practice indicated that....

At the senior level, students' use of digital tools promoted thinking and sharing of ideas, development of academic writing skills and oral competencies; shared Google docs, Padlet, Google Slides and Forms were used regularly. Shared experiences in the students' interpretation of and the presentation of their personal experiences related to the course focus on 'belonging and participation' were humbling and revealing and fostered strong cultural relationships between students. This in turn created a safe space, providing opportunities for personal growth and building students' confidence in their language use.

At the junior level, students' use of digital tools, particularly interacting with each other via their weekly blog posts, helped to create a connected, innovative, engaging and safe learning environment. Students felt safe to take risks in their writing, leading to greater success in language acquisition. They began to share more about their lives with classmates and teachers, leading to stronger relationships and a sense of safety in their language learning. This was beneficial not only in building cultural relationships within the classroom but also pastorally and in growing and improving on our culturally responsive pedagogy as it relates to the various cultures of our ESOL students.

Summary Statement.

How does this data match with your expectations?

We know that by growing our students' confidence in their use of English language skills, they are more likely to take risks when using new language and, as a result, make greater improvements in their language learning. Both the data and student voice signal to us that our use of digital tools in teaching and learning is helping us to grow more confident and therefore more successful language learners.

What have you learned?

Allowing students to see their own lives and personal experiences in their learning, and building safe spaces for communication, both digitally and in person, leads to higher engagement and students feeling comfortable to experiment with and learn new language, ultimately leading to bigger improvements in language learning.

How will you respond to this evidence into the future?

As a department data indicates that we will focus on the following:

Learning Behaviour(s): Continuing to focus on building confidence in use of English and sharing of personal experiences in order to encourage stronger relationships and sense of community in the classroom with the help of digital tools. Creating confident language learners who are willing to embrace new language and make mistakes in order to progress.

Learning pedagogy / content: Ensuring that we are regularly asking for student voice and making learning relevant to our students' own experiences, inviting the sharing of cultural knowledge and experiences into our teaching practice. Creating a safe space by keeping in mind the principles of Culturally Responsive Pedagogy as it applies to our learners.

Our Evaluation Focus for 2022 could be...

How effective have literacy strategies been in improving ESOL student outcomes?

This is in keeping with the school-wide focus for 2022 and is particularly important for our ESOL students who will need to be well prepared in order to sit, and pass, the new NCEA literacy requirements. This will be relevant to ESOL students of all year levels as some may not be ready to sit the new literacy standards until they are well into their senior years at school.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?**
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

As we do not teach Māori students in our ESOL classes, our focus is on Culturally Responsive Pedagogy as it applies to all cultures within our classrooms. We are mindful of the importance of recognising both cultural diversity and cultural inclusion.

In consultation with Te Wheturere, we incorporate Te Reo into our classrooms and continue to look for ways to teach our students more about Māori culture, customs and beliefs as part of their New Zealand experience.

Our next steps as a department for 2022 are...

Along with incorporating Te Reo Māori into our teaching where appropriate, we hope to find ways to bring te ao Māori into our department either in the form of lessons delivered by Te Wheturere, as discussed last year, or by inviting senior students from our school who might act as experts and help us to share Māori cultural knowledge with our ESOL students.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?

During 2021 we implemented...

The use of ITLs 21st Century thinking skills of communication, collaboration, critical thinking and cultural intelligence. This promoted the development of writing, reading, listening and speaking skills for our second language learners. Students were encouraged to develop ideas around cultural identity and belonging, particularly as it related to them. This has a strong link to strategic goal 2, progress and achievement in the senior school, and strategic goal 3 in the context of the broader sense of cultural relationships that encompass not only Māori students but all of our second language learners.

The difference these initiatives made to student learning outcomes were...

Students were able to recognise the global relevance and importance of their cultural difference and its impact on 'belonging', validating their own personal experiences. They developed research and referencing techniques in preparation for future tertiary level study. The use of digital devices and access to digital content of similar and shared experiences has enabled them to understand and validate their experiences, develop connections and contribute to their 21st Century learning skills.

This is evidenced through...

Student voice, which strongly supported the use of their own lives and experiences as part of their learning and led to higher engagement. NCEA internal assessment data which shows a high rate of achievement in assessments related to topics that our students could relate to and see their own lives reflected in.

2021 NCEA data identifies the significant trends for level 1 as (Positives / Minuses / Obstacles - PMO)...

It is difficult to draw significant conclusions from this data due to our low number of students (8 students in this class) and the fact that this was a newly established course created in response to the need of our students for extra literacy support, meaning we are

unable to make comparisons with previous years. However, there was a 73% overall pass rate in our level 1 English support class where students were given extra support and opportunities outside of their mainstream English class in order to gain Level 1 Literacy. In general, our Level 1 achievement was slightly below both National and Decile 4-7 performance which is not unsurprising as our students are still developing their English language skills. Relative performance to relative participation across internal standards indications are positive.

2021 NCEA data identifies the significant trends for level 2 as (PMO)...

It is again difficult to draw significant conclusions from this data due to our lower number of students (6 students in this class), however there was a 72% overall pass rate for our Level 2 English Language internal assessments which is slightly lower than the National pass rate of 89% and the National Decile 4-7 pass rate of 90%. Relative performance to relative participation indicates that more time may need to be spent preparing students for several internal assessments offered in this course.

2021 NCEA data identifies the significant trends for level 3 as (PMO)...

Due to our low number of students in 2021, analysis of NCEA data will be insignificant. However, student achievement data from the NCEA On Your Marks reports indicate that of the 10 senior students identified in this intervention, there was an 87% pass rate across level 3 internals and an 80% pass rate across level 4 internals, all sitting above the National and National Decile 4-7 performance. Relative performance to relative participation across internal standards indications are mostly positive.

Our next steps as a department for 2022 are...

To continue to focus on the areas of teaching and assessing that we have identified where students may require extra time and support, while ensuring that teaching and learning within our department is relevant to students' lives and experiences, and builds their language skills in areas that will benefit them in their mainstream classes. To incorporate literacy strategies that will help to prepare our language learners for the new NCEA literacy requirements.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were...

As stated previously, we do not teach Māori students in our ESOL classes, therefore our focus is on Culturally Responsive Pedagogy as it applies to all cultures within our classrooms. We are mindful of the importance of recognising both cultural diversity and cultural inclusion.

In consultation with Te Wheturere, we incorporate Te Reo into our classrooms and continue to look for ways to teach our students more about Māori culture, customs and beliefs as part of their New Zealand experience.

Our next steps as a department for 2022 are...

Along with incorporating Te Reo Māori into our teaching where appropriate, we hope to find ways to bring te ao Māori into our department either in the form of lessons delivered by Te Wheturere, as discussed last year, or by inviting senior students from our school who might act as experts and help us to share Māori cultural knowledge with our ESOL students

HoD ANNUAL REPORT 2021

FOOD & SOFT MATERIALS TECHNOLOGY, HOSPITALITY

‘The primary purpose of assessment is to improve teachers’ teaching and students’ learning as both respond to the information it provides.’ (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

(Note - Department credit goals were adjusted for 2021 from 14 to 12, in line with course endorsement requirements on the basis of NZQA learning recognition credit allocations)

2021 Evaluation Focus:

How effective has been the collaborative approach to improve the L2 Hospitality programme to ensure we are supporting all akonga to achieve to their full potential.

In order to achieve equity and excellence in outcomes for all learners, the Food Technology Department is looking to improve the attainment rate of all akonga for Level 2 Hospitality.

During 2021 we planned to initiate a new assessment approach for Senior Hospitality courses. This would involve the five senior classes working collaboratively to plan and execute a cafe/restaurant event where all students would have a chance to showcase their skills in the various areas of production. Unfortunately this was unable to go ahead due to covid restrictions.

While department staff discussed this event at length, there was not a way that we could safely make this work amidst the restrictions and the lockdown in Term 3. There were many ideas floated and when discussed with students in the planning phase, the concept was met with enthusiasm and energy. This is a promising sign as, while we were unable to execute this plan in 2021, the hope is that by late in Term 3 of 2022 there will be enough relaxing of the covid restrictions for the department to have another go at pulling this together.

To support this initiative we had a shuffle in personnel and the teaching and learning approaches for targeted classes. Particular skill sets and temperaments were taken into account when determining class/teacher allocation for 2021. This has meant that a different approach to teaching and learning, in L2 Hospitality classes in particular, has led to a very nurturing and supportive environment for our learners who have tended to struggle in the past.

How do you know?

Student achievement data from the NCEA results analysis indicate that of the 2021 academic year:

L2 Hospitality-A - By the end of the year there were 20 students in the class, 18 of whom gained 12+ credits (90%). (5 of the 7 Māori students 12+ credits)

L2 Hospitality-B - By the end of the year there were 10 students entered for 12+ credits. Of these 10, 5 gained 12+ credits, 2 gained 10 credits. (4 students from the Special Needs Unit)

Overall in L2 Hospitality courses, of the 30 students who were enrolled to achieve 12+ credits, 23 reached this goal, with a further 2 who were only 2 credits short - both of whom had already achieved NCEA L2 and

opted out of further assessment opportunities. Still not an overwhelming success, but we are definitely making progress as a department to support our learners to achieve to their full potential. Changes in the teaching and learning approach remain part of our aim, with students supported to complete literacy requirements alongside the practical components.

Summary Statement.

Hospitality continues to be an area of focus for our students who are more at risk of not achieving to their full potential. Again, in 2022 we aim to implement the integrated assessment event where students from all 6 Hospitality based courses will work collaboratively towards assessment in multiple unit standards. The aim of this being to showcase learners knowledge and skills in a realistic hospitality event where they work together to prepare and present a range of food and beverages for table and counter service where teachers can dine in or take away.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?**
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

The difference we are making to Māori student achievement across Years 9 and 10 is through increased engagement and authentic learning opportunities. Māori students in Technology Food and Technology Soft Materials are generally engaged and ready to learn through hands-on, practical approaches to learning.

The written aspects of portfolio based subjects can sometimes be a challenge, however the increased use of technology through the BYOD program has helped to show an increase in work output among junior students. This, combined with a revitalised approach to gathering evidence of learning has meant that the use of Google Slides has become a large focus in our learning area with a good level of success across both Food and Soft Materials. Slides are a much more effective tool for interactive portfolio work than Docs due to the ease of adding both text and picture evidence, thus removing a simple and unnecessary barrier to student learning progression.

Our next steps as a department for 2022 are to continue the focus on design thinking, while increasing the emphasis on literacy for all learners. The introduction of literacy strategies that are consistent across the school is exciting as this is an opportunity to investigate some naturally occurring cross curricular connections, where possible. We aim to help our students see and understand that their learning in Technology is part of a wider context, and their knowledge and skills are transferable across not just other learning areas, but life in general.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?

2021 NCEA data identifies the significant trends for level 1 as below expectation with 80% (70 out of 88) of students reaching the 12+ credit goal. Worth noting that another 13% (11) of our Level 1 students reached 10 credits. Closing this small gap will be a big focus for teachers of Level 1 classes in 2022. We will also be monitoring those who have flowed through to our L2 courses and looking to support them further, to ensure they reach their learning goals in 2022.

2021 NCEA data identifies the significant trends for level 2 as Food and Soft Materials classes again had a high level of achievement, with all students entered for 12+ credits gaining all credits. Also worth noting, all Māori students in these academic courses gained 12+ credits with 67% of all standards gained at Merit or above, compared to the national 29%. Hospitality, see above - still a work in progress but with a positive look to the future.

2021 NCEA data identifies the significant trends for level 3 as achievement standard courses Food, Soft Materials, and Fashion & Design all having a 100% pass rate for all standards entered. Food and Soft Materials all students gained 16 credits, where Fashion & Design students opted to focus on external Art submissions after gaining their first 10 credits and NCEA L3.

Hospitality - It is still disappointing to see just how many students are opting out of assessment at the end of the year. Based on the nature of the learning and assessment, 13 of the credits are not able to be awarded until near the end of the year. By this point many of the students have already gained NCEA Level 3 and do not want to spend time focussed on these standards, rather, choosing to focus on externals for other subjects, or simply just opt out. 2022 will see the 8 credit assignment broken into smaller chunks and final submission brought forward to early in Term 3, to partially mitigate this situation.

Our next steps as a department for 2022 are to continue planning the integrated assessment for Hospitality and Cafe Operations classes. The experience gained from this should set students up to not only have an insight into a Hospitality styled event, but also assist in giving them a real world experience to base their assessments around. Teachers of these classes will also meet and identify those from L1HOSP/L1TEFT who may need additional support to reach their learning goals.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were an increased focus on building effective learning relationships with students and an increase in the practical components of our vocational Hospitality courses. This allows students to develop their learning and technical understanding through practical application of knowledge and skills. In our achievement standard Technology courses we are continuing to provide a student driven, context based learning program where students bring their own culture and understanding to their portfolio work. An

example is the Level 2 Technology Food course in 2021 which was centred around the students interpretation of Makaakitanga. The students had chosen to show their appreciation to front line, essential workers (Staff in the Pediatric and Intensive Care wards at Tauranga Hospital) by developing a range of High Tea delights. Sadly due to Covid restrictions this did not play out exactly how we wanted and the students were unable to deliver their final outcomes to their primary stakeholders. They were still involved in a rich program of learning and developed a deeper understanding of problem solving in an authentic context.

NCEA data for Level 1 indicate that our Māori students are achieving well compared with that of other students and with departmental expectations. Of all standards entered by our Level 1 Māori students the pass rates are as follows:

L1 Technology Food: 100% of all standards (A-80%, M-13%, E7%)

L1 Technology Soft Materials: 93% of all standards (N-7%, A-56%, M-15%, E-22%)

L1 Hospitality: 90% of all standards (Only N or A possible)

NCEA data for Level 2 indicate that our Māori students in Hospitality are generally tracking inline/slightly above non-Māori students both nationally and within our College. For achievement standard courses Māori students are well above the national average assessed with only slight deviations of a few percentage points. It's worth noting that our Māori students had a 100% pass rate for every standard entered in a level 2 course in our learning area. Looking ahead, our continued focus is to have our Māori students engage in more of the unit standards that are available to them, with the aim to have them all reaching the 14 credit target for each subject in the future. We believe an increased focus on literacy and technical understanding, as well as the integrated practical assessment approach will help to achieve this.

NCEA data for Level 3 shows a 100% pass rate for all standards attempted by our Māori students in Hospitality. While this statistic looks impressive, it does not show the number of students who opted out and simply did not attempt standards at the end of the year (of the 8 Māori students left at the end of the year, only 1 achieved all 16 credits available with 6 only achieving 3). A continued focus to necessitate higher levels of engagement and achievement in the year end assessments is vital for our learners' success.

Overall, we are generally maintaining or growing the pass rate percentage of our Māori students across all subjects within the learning area, although there will be a continued focus on Māori learners in Hospitality unit standards across all three levels.

HoD ANNUAL REPORT 2021 - HEALTH AND PHYSICAL EDUCATION

‘The primary purpose of assessment is to improve teachers’ teaching and students’ learning as both respond to the information it provides.’ (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus:

The evaluation focus looked at Boys Achievement in Physical Education and Health - specifically boys in the top 10% and bottom 10% based on the *Summative achievement in the Markbooks*. There is a slight improvement for boys’ outcomes in Year 10 cohort after comparisons were made.

How do you know?

Student achievement data from the Kamar Markbook indicated there was a slight increase in the number of boys awarded a top achiever certificate in 2021 when compared to the results this same cohort created in 2020 (Year 9).

Analysis of student voice found....

[\[Summary of Analysis of Student Feedback\]](#)

[Year 10 Responses](#)

[Year 9 Responses](#)

Analysis of teachers reflecting on their practice - there was not a specific intervention created as we could not ascertain who would be in the top 10% or bottom 10% until the end of year summary markbooks were completed. However, the boys (in the top 10% and bottom 10%) were interviewed at the end of 2021 and did complete responses to a series of questions about the learning in Physical Education and Health.

Summary Statement.

How does this data match with your expectations?

The development of the junior curriculum has continued to be refined and be reworked by the Physical Education and Health staff based on feedback we have gathered over the past two years. It was to be expected that adjustments were needed to the Solo Taxonomy assessments, as first attempts to build these did not capture student outcomes accurately. There needs to be greater emphasis by teachers to make use of Solo taxonomy assessment rubrics with the delivery of the curriculum.

What have you learned?

Currently there is still a gap between between Boys' and Girls' achievement however from the last analysis this has narrowed slightly.

How will you respond to this evidence into the future?

As a department data indicates that we will focus on the following:

Learning Behaviour(s): Changes in assessment criteria should lead to improved student outcomes but this is still yet to be fully measured.

Teachers will provide more specific guidance around behaviours that are needed as part of the assessment criteria. It is expected that this help will improve learning behaviours and student outcomes.

Learning pedagogy / content: A focus will be on redeveloping the Assessment Criteria to improve students engagement and learning. Redesigning the Assessment Criteria to be more specific and consistent across Year 9 and Year 10. This should make the teaching of content more specific and consistent amongst the whole department.

Our Evaluation Focus for 2022 could be...

Did the new and improved Assessment Criteria in the Junior Programme help teachers deliver a consistent approach to assessment in the Junior School?

Did the New Assessment Criteria help improve students' outcomes?

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the junior school?**
- **How does the achievement of Māori students compare with that of other students expectations?**

Student assessment information of Years 10 Māori boys shows 3 boys were in the bottom 10% of the entire cohort and 2 boys were in the top 10%. There needs to be context put behind these results. Year 10 boys make up approximately 46% of the cohort. Māori boys make up 15% of this group. When we select the top 10% that is approximately 40 students. So it would be expected that Māori boys would have 6 students, not 2 in the top 10%. The same is true for the bottom 10% - it could be suggested that 6 Māori boys would fall into this area but there are only 3 Māori boys.

The difference we are making to Māori student achievement across Years 9 and 10 is that assessments have been improved with more specific details and guidance on how students can reach the higher criteria. It is expected that a more consistent approach to assessment delivery will support students' ability to demonstrate these requirements.

At this stage we do not know if the students will use the assessment rubrics to improve their engagement and improve their grades. It is hoped that the new assessments will create a clearer way for Māori learners to understand the requirements that need to be demonstrated and that this will help them gain improvements.

Our next steps as a department for 2022 are to monitor the implementation of the improved assessment criteria.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- **Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?**

During 2021, the changes, adaptations and implementations were primarily to make it easier for students learning to be online due to the disruptions of Covid. In most cases this did mean adapting resources and assessments (plus allowing changes to timeframes, what was accepted as evidence, etc). Online learning (Google Meets, Video clips/recordings) and follow ups with students learning from home has been implemented at all levels of Physical Education and Health, especially with NCEA courses.

The difference these initiatives made to student learning outcomes were that students were able to continue with the NCEA courses as prescribed. This is evidenced through all NCEA standards being delivered and attempted during 2021, in Physical Education and Health.

2021 NCEA data identifies that Ōtūmoetai students have performed “above the National standard” and similarly with “Decile 7 schools” in most Physical Education and Health standards. There is no significant trend. However it is pleasing to note that students have performed consistently when looking over data from 2019 to 2021. Of note, the results show that the students enrolled in 14+ credits in 2021, 88% of students enrolled in L1 Outdoor Education gained 14+ credits, 100% of students enrolled in L1 Sport Science gained 14+ credits, 64% of students enrolled in L1 Health gained 14+ credits.

2021 NCEA data identifies the students enrolled in L2 Sport Science had a pass percentage rate “slightly above Decile 7 schools” in all standards (eg AS91329 OTC 83% vs Decile 7 73%). The percentage of students gaining M&E grades allocated over the past 3 years has been very consistent in this subject. There has been a trend in L2 Outdoor Education for grades to go up and down between 2019 and 2021, particularly in 2 standards (AS91336 and AS91332). When we compare pass rates of students enrolled in 14+ credits between 2019 to 2021 the data shows the following trend - 2019 pass rate 46%, 2020 pass rate 65%, 2021 pass rate 40%. Understanding why this trend is present will be challenging but might be related to the cohort's subject selection or “the timing of lockdowns” or their engagement and interest in a particular aspect in the course. When we look at Level 2 Health we see the same trend of

upwards and downwards movements of students enrolled in 14+ credit pass rates between 2019 to 2021 - eg. 2019 54% pass rate, 2020 81% pass rate and 2021 70% pass rate. This is a similar trend with the Outdoor Education course. Sport Science had a consistent pass rate in 2019 and 2020 but dipped in 2021. The forecast from this is that pass rates for students enrolled in 14+ credits in NCEA level 3 courses could follow the same trend. It is important to note that the 2019 Level 1 results show similar levels of attainment for 14+ credits in the same subjects.

2021 NCEA data identifies the pass rates for students enrolled in 14+ credits at Level 3 in Sport Science and Outdoor Education have moved downwards since 2019. Level 3 Health has moved up and down over the past 3 years. In Outdoor Education the number of students enrolled in 14+ credits has more than doubled over the past 3 years. There are more students moving into this course that have not completed a Level 2 Physical Education Course, that choose Outdoor Education as a 5th subject for their timetable. These students are not focused on course completion in this subject, and at times do not attempt standards. The class sizes in Level 3 Sport Science have trended upwards and this may be a contributing factor. However a highlight was that two Ōtūmoetai College students gained Physical Education and Health Scholarships in 2021, which was very pleasing and shows the hard work students and staff put into this. Overall Sport Science has delivered a higher M&E grade percentage than Decile 7 schools in 2021 for internal standards (OTC 60% vs Decile 7 52%). There are similar outcomes for Internal M&E grades for students in Level 3 Health and Level 3 Outdoor Education in 2021. The percentage of students gaining M&E grades is slightly above or consistent with Decile 7 schools.

Our next steps as a department for 2022 teachers involved in teaching Level 3 courses, staff will be made aware of the cohort's struggle to obtain 14+ credits. Specific monitoring of student progress towards 14+ credits will need to take place. Plus we need to understand why the results are changing and not remaining consistent. An awareness of the past year's success rate will be helpful in guiding teachers around the academic capacity of each cohort.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were use of local curriculum, use of Place Responsive Pedagogy and use of underlying principles of Culturally Relational and Restorative Pedagogy such as co-constructing learning, using student voice, forming relationships, understanding prior knowledge and making learning contextual.

NCEA data for Level 1 indicate that our Māori students have a 95% pass rate for students enrolled in 14+ credits in Level 1 Sport Science, 75% pass rate for students enrolled in 14+ credits in Outdoor Education and a 50% pass rate for students enrolled in 14+ credits in Health. The results for Māori students in Sport Science and Outdoor Education is close to the results of Non Māori students. It is important to note due to there being less Māori in the courses that one student's achievement level can impact on the overall outcomes for Māori.

NCEA data for Level 2 indicate that our Māori students are performing as well as Non Māori. There is no significant difference in pass rates for Māori students enrolled in 14+ credits (67%) when compared to Non Māori (68%) in Level 2 Sport Science and in Level 2 Health (Māori 67%, Non Māori 70%). A very pleasing outcome is that Māori students in these courses outperformed Māori at the National level significantly, especially when looking at M&E pass rates. Sport Science M&E pass rates were 70% for Māori vs 44% Māori Nationally. Health had a M&E pass rate of 50% for Māori compared to 31% Māori Nationally. Level 2 Outdoor Education results differ. Only 20% of Māori students obtained 14+ credits in this course. There is evidence that Māori students in this subject did not complete the course with nearly 50% of students not attempting to enrol in 14+ credits. This identifies that a significant number of Māori students entering this course are not completing it. This trend could influence other Māori enrolled in the course as well. We know that learners can be affected by the attitudes and motivations of their peers. This might be a factor that helps us understand why there is a significantly lower outcome in this course.

NCEA data for Level 3 indicates that our Māori students pass rates differ from Non Māori in all Physical Education and Health courses. Pass rates for Māori students enrolled in 14+ credits is below the pass rate of Non Māori. In Outdoor Education pass rates comparing Non Māori 71% vs Māori 42% show a significant gap. The standards where teachers made connections to Te Ao Māori (Legends, Whenua, Tikanga) did not significantly impact on Māori achievement. Outdoor Education is often viewed by students as a practical subject when in reality it requires 4 essays to reach the 14+ credit attainment. Many students enrol in this Outdoor Education for the experiences but do not engage with the assessments. In Sport Science the data shows Non Māori pass rates 63% vs Māori 50% (only 2 Māori students enrolled). In Level 3 Health pass rates for Non Māori were 80% and Non Māori were 63%. There is a small number of Māori students enrolled in 14+ credits so each student's performance can carry a significant amount of weighting, however, it is important to create staff awareness of these outcomes and this data will be presented to staff. Physical Education and Health teachers connected to these courses will need to identify how the Māori students in their subject are progressing and take steps to support their learning.

The difference we are making to Māori student achievement across Years 11 - 13 is the support provided by teachers for our Māori Learners. We are connecting with the local whenua, we are making connections with Te Ao Māori in some aspects of our courses, and we are developing new resources and assessments to help raise achievement particularly due to disruptions caused by Covid lockdowns and illness.

We know this because we have developed these strategies across 2021 and in 2022.

Our next steps as a department for 2022 is to provide feedback from the HOD report and consider some other strategies that could support Māori Learners (especially at Level 3 OE based on the results in the cohort from L2 OE). As an example, we will provide new online assessment resources for the first standard of the year, in Level 3 Outdoor Education, so that Māori learners who have been absent or ill with Covid can complete the standard

regardless of attendance levels. We will change the assessment conditions from being a 3 period in class essay to an essay assignment completed anytime over 3 weeks.

HoD ANNUAL REPORT 2021 - LANGUAGES

How effective has your evaluation focus been in improving identified student outcomes?

The evaluation has shown that the focus on improving student proficiency when conversing in Spanish at Year 9 level has led to improved student outcomes and engagement, particularly for those students at risk of not achieving/participating.

How do you know?

Student achievement data from the the Year 9 conversation assessment indicate that in Terms 3 and 4 when the portfolio system was implemented indicates that student participation/engagement in conversations increased. Furthermore, the percentage of students gaining Merit and Excellence increased and those that did not achieve decreased significantly.

The difference we are making to Māori student achievement is... this is hard to comment on, as in 2021 Ella Jacob was the sole Year 9 teacher. As she was a first year teacher and only fixed term for the year her focus was on the overall engagement and progress of Year 9 students, as opposed to solely Māori students. However, it could be said that as the above improved outcomes for the majority of students that it also did the same for Māori students, although there is no specific data to back this up. At Year 10 and Senior level, due to the lower percentage of Māori students taking Spanish, no broad strategies were implemented. Nevertheless, as a department we did the following to endeavour to increase the engagement and academic performance of our Māori students:

- Ella Jacob undertook a professional development course through Education Perfect about Te Reo Māori and Tikanga Māori
- Both myself and Ella focussed on CRRP
- Wherever possible connections were made between Te Reo Māori and Spanish language, between hispanic cultural practices and Māori

cultural practices, and between the cultural practices of indigenous peoples of Hispanic nations

Analysis of student voice found:

Previously at Year 9, students had been assessed in an exam style conversation conducted by the teacher. Student feedback was that this:

- Made them nervous and unable to recall language that they felt that they knew well
- Didn't give an accurate picture of their progress throughout the term
- Was stressful

Hence, we modified how the conversation component of the course was assessed, so that students would feel more confident and therefore more willing to make mistakes and push themselves more when conversing.

Students indicated that:

- They didn't want the teacher to be present
- They thought having more, briefer conversations at more regular intervals would help them learn content more thoroughly
- They wanted to record their own conversations

Analysis of teacher reflections on their practice indicated that: see link to [-ELJ Professional growth cycle](#)
[-Graphs of student performance](#)

Summary Statement.

How does this data match with your expectations?

I was unsure if giving students the freedom to record their own conversations would lead to improved outcomes. However, I was pleasantly surprised with the results. Furthermore, when taking ELJ's classes, or when doing walkthroughs I was pleased to see students working in pairs and small groups conversing in Spanish without a great amount of monitoring.

What have you learned?

Allowing Year 9 students more autonomy when speaking/conversing in the target languages can lead to improved outcomes, provided that students are given a definitive end goal i.e. record a conversation about ... and upload it.

Previously, as a department we had thought that with Year 9s it was better to take a more structured/regimented approach.

How will you respond to this evidence into the future?

The Year 9 conversation assessment will remain a portfolio based assessment, whereby students have to record 2-4 conversations throughout the term and upload them.

As a department, data indicates that we will focus on the following Learning Behaviour(s):

We will continue to focus on verbal production of language i.e. speaking and conversing.

As a department, data indicates that we will focus on the following Learning Pedagogy / Content:

See above

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT

Only one student (at Level 1) failed a standard. Overall, results were generally excellent. At Level 1 and in particular Level 3 we surpassed national averages. At Level 2, which was a smaller cohort, results were, on first appearances, not as good. However, the 2021 Level 2 cohort was not as 'academically gifted' as the Level 3 cohort. So, despite gaining mainly Achieved and Merit grades, as opposed to mainly Merits and Excellences, I felt that the students at Level 2 surpassed expectations of what I had predicted at the start of the year.

Goal 3: CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY

- Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?

During 2021 we continued to focus on CRRP and making connections between Te Ao Māori and the Spanish speaking world. ELJ undertook a course in Te Reo.

It is difficult to see in data what the impact on student learning was. However, anecdotally relational practices and making the connections listed above helped students to connect more with courses and their content.

The impact on Māori student learning outcomes was....

This is evidenced through...

As I have stated in numerous department reports it is difficult to judge the impact on Māori learning due to the low numbers of Māori students that continue with Spanish. This is due to the fact the students must choose between Te Reo Māori and Spanish when they are Year 9.

2021 NCEA data identifies the significant trends for level 1 as all students gaining 14 credits in Spanish. Excellent overall results.

It is difficult to comment on trends at Level 2 due to the small cohort.

Again, due to the small numbers it is difficult to comment on overall trends. However, the 2021 results for the Level 3 Spanish cohort far exceeded the National average. It is important to acknowledge these amazing results.

Again, with so few Māori students taking Spanish it is difficult to comment on what differences we are making as a department at years 11-13.

Our NCEA focus for the department in 2022 continuing to implement SOLO assessment rubrics at Year 9. In 2021 we focussed mainly on these with the conversation assessment. In 2022, we aim to sure these up for the collaborative cultural inquiry and listening assessments at Year 9. Although, in Term 1, this has already been Covid i.e. it is difficult to do a collaborative inquiry project when you don't know which members of the group will be at school. We will also aim to implement SOLO rubrics for the Y10 course and adapt these assessments, as we have done successfully at Year 9. This will be done with the second half of the year cohort, so that we can compare and contrast with the first half of the year cohort.

HoD ANNUAL REPORT 2021

ŌTŪMOETAI COLLEGE 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 services that promote information literacy, and encourages life-long learning.

Our main focus is supporting and guiding students learning by:

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

Library ICT – A very successful year with all PCs, Laptops/Notebooks performing to capacity.

Y9 Induction Days – Again these proved highly successful in meeting our new Y9 cohort and providing them with their Logons, passwords, Google Doc information. It also gave them confidence in the use of ICT and Library protocols.

LIBRARY USE – A computer record is kept weekly of all class bookings, with details of Level, subject class, teacher and Unit topics. The Library can accommodate three full classes and a number of small groups at any one time. Online booking is not available as a manual flexible approach allows us to maximise the use of space according to class sizes and resources required. The English Department have a fixed fortnightly timetable in the Fiction Room for Y9s and 10s. This is primarily a Reading Development session. English, Science and Social Science make up 90% of Library usage. All three Departments use a mix of Computer/Digital and Hard Copy resources.

FINANCE – We were pleased that the Book budget remained the same in 2021. This allowed us to purchase a number of titles especially for our Y9/10 boys.

COLLECTION DEVELOPMENT – This is a planned process to continually meet the needs of new assessments and challenging level of abilities. We are conscious of the diversity in the student population and actively seek out recommended titles that will support them. Titles are purchased that are relevant to user needs in content, level, themes and approach, and are available in a range of formats.

PROFESSIONAL DEVELOPMENT – Library staff subscribe to the School Library Association of New Zealand. We regularly attend meetings that keeps us up-to-date with what is happening locally and nationally. These meetings are generally out of school hours and on weekends, thus participation is in our own time and at own expense. We have connections with the National Library, local Libraries, Waikato University Bio Hub, The Liggins Institute at the University of Auckland, Monash University (Australia) and other agencies that meet the needs of our student population. We would very much like to have some Google PD within the College.

STAFF PD ROOM – Resources are continually (albeit slowly) being added on recommendation from staff and Senior Management. Titles on SOLO are needed to meet demand. This area really needs some updated material to suit the new areas in teaching practice and curriculum.

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 vulnerable students. This has proved very useful and we appreciate their input. We are grateful for the support of our Principal, Senior Management and Teaching staff. We hope the Library continues to make a positive contribution to the wider College community, being proactive in support of Staff and students.

Although 2021 was a disruptive year I think the Library handled everything well. Contingencies learned from the previous year were refined that made management easier.

“Our Library is the ‘Lounge’ of the school – a place for students to connect, collaborate, journey, learn and enjoy.”

Carolyn Harrowfield
HOD Library & Information Centre

HoD ANNUAL REPORT 2021

‘The primary purpose of assessment is to improve teachers’ teaching and students’ learning as both respond to the information it provides.’ (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus:

How effective have the junior curriculum changes been in improving success levels for Year 9 and 10 students?

It is almost impossible to measure the effect of any individual change on the success of our students in the time of major impactful events. So, as I look at our PAT data and see no significant decline, I will take this as a huge positive. We continue to evaluate the mixed ability groupings at year 9, but are yet to see any PAT data that justifies either maintaining this arrangement or reverting to the ability grouping model. Linking the curriculum to Education Perfect via the Department “[Math Maps](#)” has given the students some agency over their own learning, boosting engagement.

How do you know?

The PAT data National reference group figure was established prior to Covid impacts but the OTC data includes any consequence of Covid on the students’ progress. Seeing a minimal difference in Mathematics at this stage is pleasing.

Student engagement data from Education Perfect also show increased levels of engagement with the platform year on year since uptake in 2019, justifying its usage.

Analysis of teachers reflecting on their practice indicated that the mixed ability grouping required staff to prepare for a wider range of abilities and levels of engagement therefore requiring the use of differentiated learning strategies. The improved use of technologies continues.

There has been some concern from a small number of Whanau members that some more able students placed in mixed ability groups had not been properly catered for and that some students needed “pushing”. This has been addressed via use of the Math Maps.

Summary Statement.

I had expected to find more evidence of a detrimental impact on student outcomes due to the effects of lockdowns/absences and the psychological pressures relating to Covid over the last two years. It appears that the Junior school has come through this period with resilience and any impacts may have been minimised.

Learnings: A student's disposition towards Mathematics has a large effect on their engagement and progress. Using our project based tasks and Education Perfect to influence the disposition of students to see Mathematics in a more positive light appears to be working, though we do have more data to examine to be sure.

How will you respond to this evidence into the future?

As a department data indicates that we will focus on the following:

Learning Behaviour(s): Deliberate teaching/modelling of punctuality, presentation, perseverance.

Learning pedagogy / content: Differentiation of tasks, more so for Year 9 classes. Variation of lesson style (2:1:1 - traditional:self-directed:project based) in Junior School

Our Evaluation Focus for 2022 could be...

How effective have **numeracy** strategies been in improving Year (9 and) 10 student outcomes?

As well as;

How effective have **literacy** strategies been in improving Year (9 and) 10 student outcomes?

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?**

- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

Student assessment information in Years 9 and 10 indicate that our Māori students are not performing as well compared with that of other students and with departmental expectations, according to PAT data.

The difference we are making to Māori student achievement across Years 9 and 10 are very difficult to measure in the pandemic environment. Our aims are to adjust the most appropriate elements of our junior courses to reflect the local curriculum, with assistance from Te Wheturere (Stu MacDonald). This began last year and will continue this year.

We know this because...

Our next steps as a department for 2022 are to continue to find resources that will provide us with meaningful contexts that integrate local history/features/events into our (mainly) junior curriculum.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?

During 2021 we adapted our teaching programmes to counteract the effects of lockdown absence/disengagement. We attempted online assessment where necessary.

The difference these initiatives made to student learning outcomes were equivalent or better success rates in senior subjects compared to previous years.

This is evidenced through NCEA data. It did seem to come at a cost; there appears to be a disparity between success rates in internal assessments compared to external assessments which is indicated by the data evaluation in what is called "Internal Incongruence".

2021 NCEA data identifies the significant trends for level 1 as (Positives / Minuses / Obstacles - PMO)... Overall pass rates exceed National trends/ Merit and Excellence proportions are below National trends/ There was a higher than normal rate of absenteeism or Standards not attempted than in previous years, possibly due to attitudinal reactions to Covid.

2021 NCEA data identifies the significant trends for level 2 as (PMO)...L2MATH course success with 73% pass 14+ credits/ Endorsements are tending to show lower proportions of Male students, Internal Incongruence indications - success rates for internal assessments are higher (enough) v rates for externals leading to a question of what is causing this/ Relative participation figures lead us to question whether course design is appropriate; are we using standards in the most effective manner? Also, course entry criteria should be reviewed in order to allow access to the most difficult standards to only those that truly show the aptitude.

2021 NCEA data identifies the significant trends for level 3 as (PMO)...L3STAT has a satisfying External pass rate and those that passed 14+ credits hit 89%. Internal assessment grades in all NAME categories exceeded National and External rates leading to an Incongruence alert.

/Relative Participation figures indicate a departure from National norms - it may be that we need to re-evaluate the courses that we are offering to align more closely with what is offered Nationally.

Our next steps as a department for 2022 are... Course design evaluation. Course entry criteria evaluation. Signposting grades for entry into subsequent levels. Tracking of progress

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were... There were no specific initiatives in 2021 aimed at Maori Students in the Senior School other than to action the departmental plan to mitigate the effects of Covid related absences/missed opportunities. However, having a Maori male in a prominent role in our department does role model the aspirational goals that we espouse for Maori students in our department.

NCEA data for Level 1 indicate that our Māori students are performing at or above those for decile 8 to 10 Maori students nationally.

NCEA data for Level 2 indicate that our Māori students are performing at or above those for decile 8 to 10 Maori students nationally, however with a lower average number of credits obtained via external examinations.

NCEA data for Level 3 indicate that our Māori students are performing at or above those for decile 8 to 10 Maori students nationally, however with a slightly higher than average number of credits obtained via external examinations.

The difference we are making to Māori student achievement across Years 11 - 13 are... establishing the culture and ethos to allow Maori students to achieve equal to better outcomes in Level 1, 2 and 3 Mathematics than Maori students in decile 8 to 10 schools.

We know this because...the NCEA data indicates the success.

Our next steps as a department for 2022 are...To improve the retention of a greater proportion of Maori students in senior Mathematics classes, beyond Level 1.

MEDIA STUDIES HOD ANNUAL REPORT

‘The primary purpose of assessment is to improve teachers’ teaching and students’ learning as both respond to the information it provides.’ (NZC p 39)

2021 Evaluation:

Goal 1: JUNIOR SCHOOL REVIEW

Summary Statement: Not Applicable.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- **Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?**

During 2021 Ash Lack became the Level One Media Studies teacher and Josh Buxton became the Level Two Media Studies teacher.

The difference these initiatives made to student learning outcomes were that students had a wider range of experience to draw from. This is evidenced particularly through the engagement in Media Studies extracurricular activities.

2021 NCEA data identifies the significant trends for level 1 as Positive. Student results were **above** the national for M&E grades – both for external (**57 vs 51**) and internal grades (**65 vs 52**). Student achievement results were also **above** the national for Māori and Pasifika students.

89% of students passed the year with **14+** credits, clearly meeting school targets.

22% endorsed with Merit and 11% endorsed with Excellence.

2021 NCEA data identifies the significant trends for level 2 as very Positive. Student results were **above** the national for M&E grades – both for external (**67 vs 48**) and internal grades (**76 vs 50**). Student achievement results were also **above** the national for Māori students.

92% of students passed the year with **14+** credits, clearly meeting school targets.

33% endorsed with Merit and 25% endorsed with Excellence. This translates to 58% of students endorsing with Merit and above. Most positive.

2021 NCEA data identifies the significant trends for level 3 also as very Positive. Student results were **above** the national for M&E grades – both for external (**59 vs 53**) and internal grades (**61 vs 53**). Student achievement results were also **above** the national for Māori and Pasifika students.

Particularly pleasing was the results showed a **90% M&E pass** for one of the **externals** (the national was 52%).

89% of students passed the year with **14+** credits, clearly meeting school targets.

12% endorsed with Merit and 18% endorsed with Excellence.

One **Scholarship** was also gained.

Our next step as a department for 2022 is to address the reliance on internals. In 2021 Levels 1 and 2 dropped one external which made sense in a year disrupted again with lockdowns and uncertainty. This year those externals will be brought back, provided the year is not impacted again in the way it was in 2021.

GOAL 3: CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (Junior)

Not Applicable

GOAL 3: CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (Senior)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were successful. Media Studies Māori students, at Levels 2 and 3 gained their 14+ credits; 50% endorsed with Excellence at Level 2 and 25% with Merit at Level 3. Māori students' results at Level 1 were at the national average.

NCEA data for Level 1 indicate that our Māori students are at the national average, comparative to that of other students and with departmental expectations.

NCEA data for Level 2 indicate that our Māori students are comparable with that of other students and with departmental expectations.

NCEA data for Level 3 indicate that our Māori students are comparable with that of other students and with departmental expectations.

The difference we are making to increased Māori student achievement across Years 11 - 13 is through using Māori texts and contexts.

We know this because of the positive engagement and achievement by both Māori and non-Māori students. Māori achievement was predominantly in the M/E range for both internals and externals.

Our next steps as a department for 2022 are to decrease reliance on internals, build on cultural awareness with greater incorporation of Te Ao Māori and improve on achievement statistics.

HOD ANNUAL REPORT - MUSIC

‘The primary purpose of assessment is to improve teachers’ teaching and students’ learning as both respond to the information it provides.’ (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus: To increase the confidence, participation, enjoyment, and input of all junior musicians in Year 9 and Year 10 Music Classes. This will be done through the incorporation of a SOLO Taxonomy Rubric as well as focus on the processes of Envisioning and Evaluating as a member of a group.

The evaluation has shown that the *focus on Envisioning and Evaluating as a member of a group to improve student enjoyment, confidence, and participation* has led to improved / **no change / declining student outcomes.**

How do you know?

Student achievement data: We have not been able to use our formative and summative assessment to measure student satisfaction and enjoyment of the junior courses. Unfortunately, disruptions did not allow us to gather a clear, formal picture of student voice which would have aimed to gain a picture of what students enjoyed, and did not enjoy, about their chosen Music course. However, the number of students continuing with Music from Year 9 into Year 10 as a subject is a clear indication of course enjoyment.

Year 10 Numbers

2022 – 199

2021 – 215

2020 – 164

2019 – 211

2018 – 116 (New program)

2017 – 107

2016 – 111

2015 – 103

Year 11 Numbers

2022 - 77

2021 - 66

2020 - 74

2019 - 44

2018 - 45

2017 - 47

2016 - 50

2015 - 43

Student Voice: No formal process was undertaken to gauge student enjoyment or dissatisfaction with the course. While a student evaluation tool will be used in future foci, we have gained a deeper understanding of students' enjoyment in Music by the numbers who return in Year 10 and Year 11. The numbers of students taking Music in Year 10 have increased steadily over the past 5 years and have grown to a point where between 45-60% of the cohort choose Music as a subject (up from 31-37% from for the 5 years prior). Student satisfaction is also reflected in the number of students who choose Music in Year 11. These numbers have grown over the past 3 years to the point where we have had to add an extra class to the timetable.

Teacher Voice: Although staff were not able to implement a full focus strategy owing to disruptions in the later terms, the focus on inclusion and enjoyment led to far stronger relationships being built between students and students, and students and staff. A focus on students developing skills on a range of instruments has seen an influx of students involving themselves in extra-curricular groups in 2022.

Summary Statement.

How does this data match with your expectations? The majority of students enjoy collaboration and whanaungatanga, especially in practical work where they can work to their strengths and naturally adopt group roles based on their strengths and weaknesses. We run a junior music program which is practical, fun, collaborative, and culturally responsive. We expect student retention rates to remain stable for the Year 10 and Year 11 Music options.

What have you learned? During 2021, we have learned that while a well-planned goal allows a unified focus for staff in the department, it is the by-products of this goal which serve to be of the most value. Through working with students on the processes of envisioning and evaluating as a member of a group, we have seen our extra-curricular numbers in the Rock Band programme treble, and this is mostly made up of junior students. This demonstrates a growth in confidence, enjoyment, and the ability to work as a member of a group on a shared goal which accommodates and values the cultural and social perspectives of those involved.

How will you respond to this evidence into the future?

As a department, data indicates that we will focus on the following:

Learning Behaviour(s): Further discussion around envisioning and evaluating processes in collaborative work. An increase in vocabulary and effective dialogue when critiquing and complimenting others' work. Further acknowledgement, discussion, and highlighting of transferable skills and knowledge. We will talk about how this can be used more effectively.

Learning pedagogy / content: Practise routines and effective practise tips. Tips to help alleviate performance anxieties. Music technology Composition in line with Level 1 Music.

Our Evaluation Focus for 2022 could be the use and understanding of transferable skills, measure by a group performance rubric.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- **Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?**

During 2021 we implemented further, and more developed, use of Google Classroom and Flipped Classroom resources as teaching tools. Additionally, we curated resources specific to the achievement criteria for the External Standards and sent these to students of all levels on a weekly basis in Term 4. Additionally, we added a new teacher to the external standard teaching team.

The difference these initiatives made to student learning outcomes were a more thorough and meaningful approach to the standard which allowed the students to gain a wider range of generic skills before working on standard specific requirements.

This is evidenced through: 74% pass rate at Level 1, 94% pass rate at Level 2, 100% pass rate at Level 3.

2021 NCEA data identifies the significant trends for level 1 as (Positives / Minuses / Obstacles - PMO)

1. **P** Achievement rates are above the national average for all standards.
2. **P** M/E grades are above the national average for internal standards. 77%
3. **P** All ethnicities and both genders are achieving above the national average.
4. **M** Excellence rates decreased and Not Achievement rates increased by 5-6% from 2020 to 2021.

2021 NCEA data identifies the significant trends for level 2 as (PMO)

1. **P** Achievement rates are above the national average for all internal and external standards.
2. **P** M/E grades are above the national average for internal standards. 89%
3. **P** All ethnicities and both genders are achieving above the national average.

4. **P** 100% pass rate in all internal and external standards, except for 2 (93%, 96%)

2021 NCEA data identifies the significant trends for level 3 as (PMO)...

1. **P** Achievement rates are above the national average for all internal and external standards.
2. **P** M/E grades are above the national average for internal standards. 81%
3. **M** European and Male achieving below the national average.

Our next steps as a department for 2022 are to continue using Google Classroom and Flipped Score reading resources for external standards. To continue the development of standard specific resources. Aim to increase the Level 1 Achievement rate in external standards to 80%.

GOAL 3: CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (Junior)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?**
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

Student assessment information in Years 9 and 10 indicate that our Māori students are achieving to a high standard compared with that of other students and with departmental expectations.

The difference we are making to Māori student achievement across Years 9 and 10. Achievement is a by-product of belonging and happiness, and this has been a primary focus for the Music Department. The junior programme was rewritten in 2018 to accommodate the learning behaviours and styles of Māori and male students in particular. This programme focussed specifically on whanaungatanga and allowed the students to extend themselves into new and different collaborative roles based on their personality and ability level.

We know this because (numbers) Māori students selecting Music as a subject in 2015 (Y10) were 15% (16 Maori) of class numbers, compared with 24% (48 Māori)in 2022.

Our next steps as a department for 2022 are to incorporate Māori iconography into the Department with the assistance of Stu McDonald and Bobby Ketu.

GOAL 3: CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (Senior)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021. We have focused on relationship building through Music with all of our students over the past 5 years especially as we have rewritten our programme. Informal and formal conversations with all students have taken place and these have informed group repertoire across all levels, acknowledging the collective interests of students in the class. Students from all cultures are welcome and they can bring any elements of their culture into their creative and performance work.

NCEA data for Level 1 indicate that our Māori students are achieving above (NA6% v 21%) the national average for Māori, and are achieving comparable results to others in internal and external standards.

NCEA data for Level 2 indicate that our Māori students are achieving above (NA3% v 20%) the national average for Māori, and are achieving comparable results to others in internal standards but lower in external standards.

NCEA data for Level 3 indicate that our Māori students are achieving above (NA0% v 19%) the national average for Māori, and are achieving higher results to others in internal standards but lower in external standards.

The difference we are making to Māori student achievement across Years 11 - 13 are:

- A priority on both individual and collaborative performance.
- Acknowledgement of cultural experiences and using these to inform selected repertoire.
- Acknowledgement and use of past skills and incorporating these into itinerant lessons and repertoire.
- The use of Taonga Puoro and traditional Māori Music/Performance contexts as performance options.
- Pronouncing student and place names correctly.
- Increased use in technology.

We know this because more Māori students are taking Music as a subject in the senior school.

Since the rewriting of the school Music programme, beginning in 2018, Māori numbers have risen across all year levels.

	2018	2022
Level 1	16	28
Level 2	6	8
Level 3	0	7

Our next steps as a department for 2022 are to incorporate Māori iconography into the Department with the assistance of Stu McDonald and Bobby Ketu.

HoD ANNUAL REPORT 2021 - SCIENCE

'The primary purpose of assessment is to improve teachers' teaching and students' learning as both respond to the information it provides.' (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus:

Use of the NZCER Assessment resources: Thinking with Evidence (TWE) and Science Assessment Resource Bank resources (ARBs) to increase junior student achievement outcomes?

Student achievement has increased, particularly for those students identified as achieving in the lower quartile (referred to as Focus Group).

The intervention has

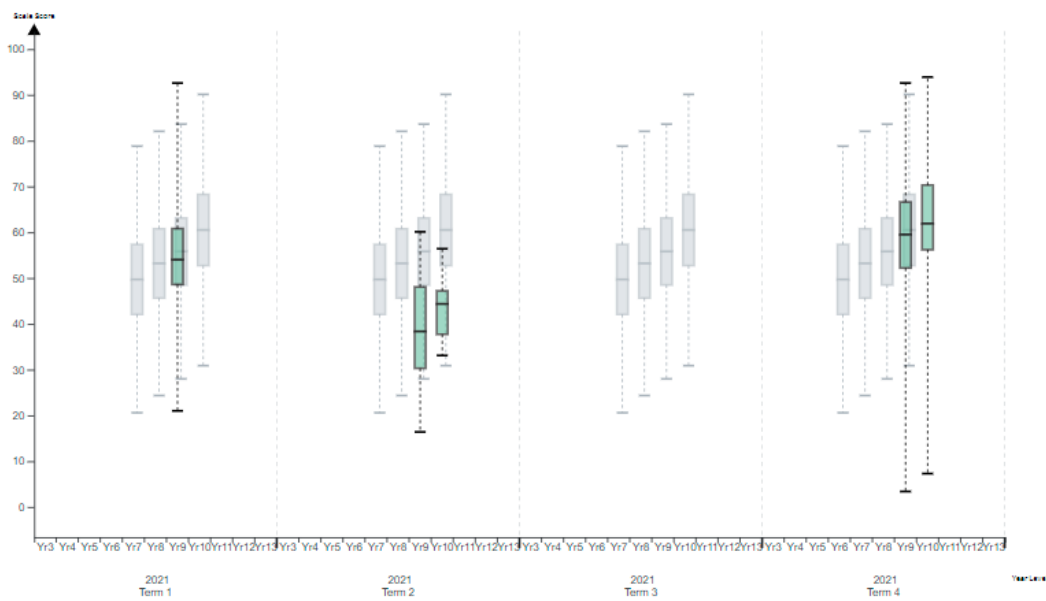
- 1) supported teachers with the use of Science ARB resources and TWE assessment tools.
- 2) provided targeted assistance through the department goal and teacher inquiries.

How do you know?

Student achievement data

Junior PAT (TWE) 2021 statistical analysis

Progress Over Time



Year 9: a significant improvement throughout the year in Thinking with Evidence, moving from a median of 38.4 Term 2 - below the national standard - to 59.5 Term 4 in line with the national reference group.

Year 10: a moderate improvement, keeping in line with the national reference group.

Year 9 focus group (selection)

Of the 28 students 17 increased their raw score, 5 stayed the same and 5 decreased but by only 1 -2 raw score.

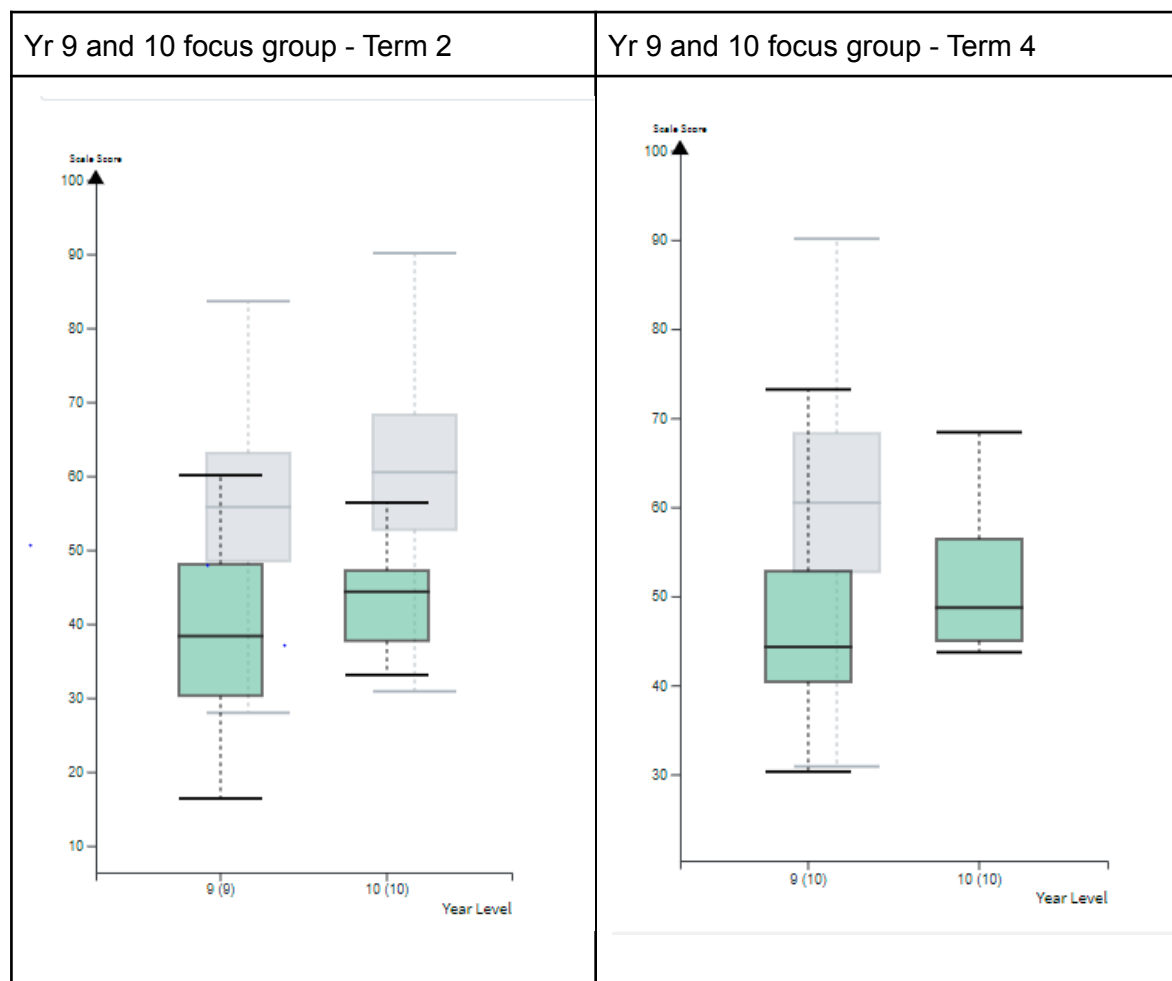
Student	Test score Term2	Test score Term 4	Stage range
QC	8/36	25/36	Low High
RS	15/36	24/36	Low Middle
GO	28/36	33/36	Middle High
M H	3/36	30/36	Low Middle

Year 10 focus group (selection) Of the 14 students all but 1 student increased their score and 5 changed their range (low, middle etc)

Student	Test score Term2	Test score Term 4	Stage range
AM	16/36	25/36	Low Middle
HB	9/36	18/36	Low Low
JM	24/36	31/36	Middle High
MS	17/36	26/36	Low Middle

Year 9 Focus group Comparing Term 2 and Term 4

(Note the scale on the side is different for Terms 2 and 4)



Sample data from individual teacher :

1. Sample 1 The four students all improved from term 1 to end of year Term 4. Out of a score of 36, the four students shifted 17->26, 17->24, 16->25 and 9->18.
2. Sample 2: /39 the four students shifted from 11-20, 15 -21, 11-12, 11-20

Numerous student responses and reflection by teachers have been documented in 2021 PGC therefore individual responses cannot be considered as representative and have not been included. Summary conclusions have been included later in this report.

Whānau voice: not included in this intervention.

Summary Statement.

TWE is designed primarily as a formative assessment – of one aspect of learning in Science (Thinking). While it is possible to measure progress over time, TWE is more useful to identify existing strengths and areas where students require additional support. High scores are not just about getting more answers correct. The most difficult questions are designed to challenge students to use a combination of competencies.

TWE Assessments are designed to link to chronological age and therefore to curriculum levels but are not designed to indicate progress at different curriculum levels (and NZCER experts suggest that is probably not possible).

How does this data match with your expectations? What have you learned?

- Differentiated scaffolded templates and model answers have assisted students to communicate their understandings with a demonstrated improvement of key skills and understanding in end of year tasks and assessment.
- Staff considered the cultural bias of assessment resources.
- This inquiry also provided an opportunity to review) the OTC system that places students in Supported Learning class. Discussed advantages and possibility of Science mixed ability classes to prevent the challenges such as in 2021 for a group of students without consistent TA support and class of 10 boys, 1 girl (5/11 Māori).

The inquiry provided more opportunity for collaboration with the learning centre staff. Professional learning (supported by NZCER) and within the department increased teacher understanding of the potential of various assessment tools including TWE. Student voice, classroom observations and student achievement data has been used by all science teachers and contributed to the ongoing review of the junior program. The intervention and data obtained has provided a platform to challenge teacher perceptions and grow teacher capacity to use data to support increased student achievement.

How will you respond to this evidence into the future?

The strategic goals of the department are accumulative, and learning is viewed as progressive. More complex critical thinking and skills are demanded as students move from the junior to the senior school.

The department goals enable teachers to determine whether the skills, attitudes and values are being achieved, to establish what an individual student can do, and to decide on future steps. Setting a department wide focus for individual inquiries provided more opportunities for collaboration, meaningful peer classroom observations and learning conversations which are valued by staff and more likely to be prioritised within workloads.

Our Evaluation Focus for 2022: The 2021 focus will continue to be the focus for 2022, particularly with Covid interruptions limiting time in 2021. When possible the year 9 (Focus Group 2021) students will be tracked through to the end of year 10 and year 10 through their NCEA Level 1.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the junior school?**
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

Dept initiative as outlined above. TWE Achievement Data trends:

1. A significant improvement when comparing raw score OTC medians with National Reference Group data (Yr9 term 1 38.4 to 59.5)
2. A positive improvement trend is indicated when comparing scale score data which has catered question difficulty into score.

Year Level	Term	OTC All Māori	OTC Māori Female	OTC Māori Male	National Ref All Students
9	1	50.9	51.7	50.1	55.8 (54.6)
9	4	56.3	57	55.6	60.2 (60.5)
10	4	58.4	57.4	60.5	60.5 (62.9)

Matauranga Māori is being built into many aspects of the junior program. Staff representatives have committed to the Poutama Pounamu Blended Learning for Educators programme with a view to facilitating workshops with interested staff within the Science department thereby raising awareness and critical discussion.

There have been changes in student perceptions of success in Sciences. An investigation (assisted by BBK) provided some student voice about Māori student subject choice and senior pathways to factor into program development. It is clear that students are choosing not to have a broad base of options from level 1 so ruling out any further Science study - this remains work in progress.

Our next steps as a department for 2022:

Increasing the mātauranga Māori resources available for staff to use in their lesson planning is an ongoing focus through:

1. Four Science representatives are participating in the Waikato University Poutama Pounamu initiative to further understanding of mātauranga Māori using the local curriculum. These staff will be leading PL to share learning with other dept staff.
2. Department members are participating in the NZASE workshops planned each term to further grow understanding of local curriculum informed by mātauranga Māori and what it might look like in the classroom.

To continue to grow teacher understanding of culturally responsive pedagogy using department workshops (PL), (teacher) buddy classroom observation, collection of student voice and peer learning conversations. This focus is supported through the common department Inquiry into assessment practice and data analysis.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- **Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?**

For all specialist areas, time constraints both Covid and for level 2 timetable hours from 5 to 4/week have resulted in adjustments to programmes.

Level 2 Physics: 2.1 Investigation practical assessment replaced by 2.2 research.

Level 2 Biology: Microscope skills AS removed from course to reduce to 3 Internal AS

Level 1 Plant Propagation included as part of the rebranding of L1 Horticulture.

Compulsory external AS reduced to Mechanics 4C with additional options for motivated students.

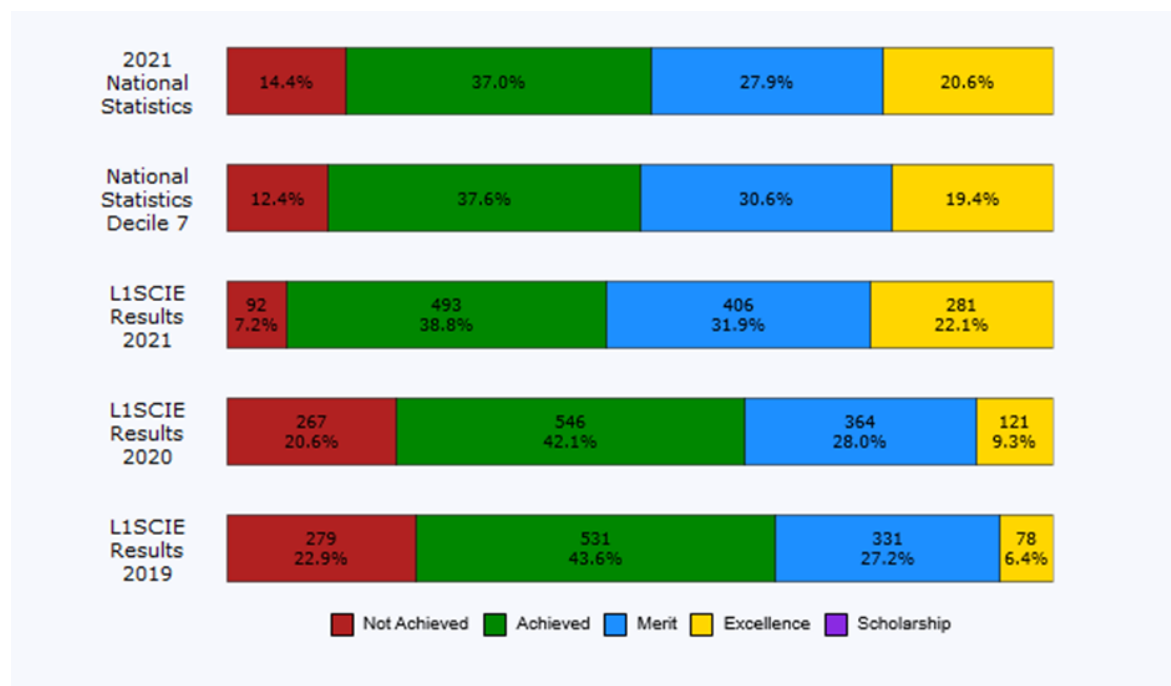
The difference these initiatives made to student learning outcomes - See below data for NCEA statistics.

2021 NCEA data identifies the significant trends for level 1:

Successful trial to offer more internal assessments and reduce the number of external assessments. A number of students signed up to complete optional external assessments but in the end did not sit them in the end of year exams.

Ongoing challenge - to continue to grow student and teacher/SLT understanding of the citizenship value of all students including Level 1 Science, regardless of future pathway plan. This can be challenging, require compromise and change of thinking for some teachers who have concerns about preparation for academic study. The Science department emphasis is to build capability and confidence in the Junior school.

There are many individual student success stories where teachers have supported students with complex health and attendance backgrounds to have success in individual standards, which for this year has also contributed to numeracy and literacy totals.



2021 NCEA data identifies the significant trends for level 2 as illustrated by the following data sample:

Subject	Pass % 2021	Pass % 2019	Māori credits entered /passed %	ME % (2019)	Ext ME%	Int ME %	Reliance on internals %	Overall Trend
Biology	90	77	58 /87	50 (43)	49 (44)	55 (43)	70 (66)	+
Chemistry	87	77	21 /85	53 (56)	38 (44)	68 (48)	53 (26)	+
Physics	88	82	38 /86	52 (49)	54 (44)	50 (54)	51 (50)	

Physics results at national and decile 7 level for NAM grades but decreased by 10-15% (depending on AS) for E.

In Physics, females achieved out-performed males, mirroring national and trends of previous years.

Level 2 Biology changes have resulted in a very significant improvement in achievement data: 90% Achievement rate and significant increase in higher grades: 33.4% Merit and

21.9% Excellence. Plus 12.9 average credits/student. Our challenge is to further review Māori achievement (10.8 credits) in Biology. There was no disparity between Males and Females.

2021 NCEA data identifies the significant trends for level 3 as illustrated in the following data sample:

Subject	Pass % 2021	Pass % 2019	Māori credits entered /passed %	ME % (2019)	Ext ME%	Int ME %	Reliance on internals %	Overall Trend
Bio	88	67	20 /88	46 (61)		39 (20)	69 (58)	+
Chem	94	90	25/100	75(60)	62 (53)	88 (67)	53 (47)	
Physics	76	87	21 (82)	45 (62)	44 (63)	47 (60)	43 (40)	-

Our next steps as a department for 2022 are...

See summary comment in next section

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 start in the design of junior learning programs and support of teachers to provide classroom learning environments that encourage students to see studying Sciences as relevant, achievable and rewarding. The success of these initiatives have followed through to significant changes to level 1 science and horticulture programmes to further support success and provide students with the confidence to pursue future pathways involving Sciences.

NCEA data for Level 1 indicate that our Māori students are achieving highly in level 1 Science compared with National and Decile data.

Level 1 Science

Internals

Standard	Pass rate	ME	Māori pass rate%	Pasifika pass rate
Plant propagation	96.5%	61.2%	94.6 (69/87)	100%
Biological issue	87.8%	47%	88.6 (77/78)	100%
Rates of reaction	97.6%	49.8%	100 (85/85)	100%
Electricity	91.3%	56.6%	88.6 (74/84)	100%

Externals

Standard	Total Pass rate	Māori pass rate%	Māori E%
Mechanics	98.9%	94.7(80/84)	21 (13/15.6)

Note () = Nat/Decile stats

NCEA data for Level 2 indicate that our Māori students are compared with that of other students and with departmental expectations.

Sample size small but achieving at or above national/decile stats.

NCEA data for Level 3 indicate that our Māori students are achieving their goals in senior Sciences compared with that of other students and with departmental expectations.

There is insufficient data to draw further conclusions.

The difference we are making to Māori student achievement across Years 11 -13 are... see comment above for year 11.

There is insufficient data to draw valid conclusions in years 12 and 13.

We know this because... as above.

Our next steps as a department for 2022:

Ongoing discussion of the value of studying Sciences with both staff and students combined with review of programs to encourage more Māori students.

Further promotion of Science study generally and specifically to encourage more students to see the value of making the effort required to achieve at Excellence level.

Further use of local curricula informed by mātauranga Māori.

While this report has specific achievement data as the focus, the Science department programs provide many opportunities for students to grow their capabilities, use evidence and critical thinking to justify their actions and opinions and contribute to society as citizens. Using real learning experiences, students can appreciate that Science is a way of exploring the world and that it changes over time. Examples include: Young Innovators, using local, national and global socio-scientific issues to build literacy levels, numerous regional/national opportunities and outdoor education experiences which all involve significant time and commitment by Science staff.

SOCIAL SCIENCE ANNUAL REPORT 2021

'The primary purpose of assessment is to improve teachers' teaching and students' learning as both respond to the information it provides.' (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus:

The evaluation has shown that the Social Science Department's collaborative approach with the English Department to focus on improving the quality of student writing across the junior school, has led to improved student outcomes, particularly for those students at risk of not achieving (the focus group of 49 students).

How do you know?

Student achievement data from the Write that Essay data, CAT data indicate that of the 43 (6 left during the year) **identified** students within this wider cohort intervention, 23 (56%) made a significant improvement by gaining an Achieved grade or better for CL5 in the end of year CAT - up from 9 (20%) in 2020.

Analysis of student voices found that the overwhelming majority were positive about our approach.
See report summary.

Analysis of teachers reflecting on their practice indicated that staff enjoyed this collaborative approach, the chance to work with other colleagues with whom they taught students in common, and found it beneficial to both them and their students. They could see the value in reflecting on student data as a way to inform/modify their classroom practice which yielded positive and improved outcomes for their students.
See report summary.

No whānau voice was explicitly sought for the purpose of this inquiry.

Summary Statement.

How does this data match with your expectations?

As this was the new trial we were not entirely sure how it would work, but we were hopeful that it would show some positive differences in learner outcomes - we just weren't entirely sure to what degree. The trial, given the disruptions caused by Covid 19, exceeded our expectations and has encouraged us to continue with this approach.

What have you learned?

Focusing on a small amount of meaningful data and using it to come up with a clearly defined pedagogical approach for a small and clearly identified target group is an effective way to help improve learner outcomes.

How will you respond to this evidence into the future?

As a department data indicates that we will focus on the following:
A continuation of the explicit teaching of literacy approaches that can improve students' ability to show a deeper understanding through their written work.

Our Evaluation Focus for 2022 could be to continue to focus on improving junior literacy outcomes with a continued emphasis on purposeful and effective use of vocabulary and expanding an idea.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?**
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

Māori students also show improvements in their achievement rates (36% up from 12%), but this is still below the overall rate for students in the target group. Sadly, Māori students are still disproportionately represented, making up 33% of the total group.

This inquiry has made some improvements for Māori learners in the junior school (see above) but more needs to be done to close the gap.

Our next steps as a department for 2022 are to investigate further what more we can do to improve outcomes for Māori learners. Identify struggling Yr 10 writers, liaise with BBK, Yr 10 student voice based on Yr 9 experience?

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- **Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?**

During 2021 we continued to adapt our approaches to cater for students' learning needs.

This included:

- Wider use of blended learning by making more use of the Google Classroom with our senior students.
- Changing some of the standards offered in some courses (L1 Social Science, Tourism)

The difference these initiatives made to student learning outcomes were generally positive. Many students were able to access what they needed to complete their internal assessments or prepare for their external examinations. However, some internals that were largely

completed over the lockdown period in Term 3 sometimes had lower rates of engagement than those that were completed in the blended situation (in class and online).

In L1 Social Science, the Geog 1.3 standard was a new addition and included a field trip (shared with the L1 Geography course). This saw high levels of engagement and success rates as did the Social Action standard which changed its context to homelessness. Similarly, for Tourism which included an alternative standard for Destination NZ.

This is evidenced through the final NCEA results.

2021 NCEA data identifies the significant trends for level 1 as (Positives / Minuses / Obstacles - PMO)...

P - A big improvement in the number of our less able students achieving 14+ credits in L1 Social science.

M - Māori students are still struggling to achieve 14+ credits compared with their peers; some leaving school or moving to other places.

O - Learning remotely during Lockdown

2021 NCEA data identifies the significant trends for level 2 as (PMO)...

P - Very high rates of students achieving 14+ credits across most subjects in Social Science, including high endorsement rates in Classics, Geography and History. More Māori enjoying success in Sociology and Tourism.

M - L2 Economics?

O - Learning remotely during Lockdown

2021 NCEA data identifies the significant trends for level 3 as (PMO)...

P - Higher success rates for Māori students in yr 13 that are comparable with their peers. High endorsement rates in Classics and Geography

M - Students opting out of some internal assessments higher numbers not sitting any, or only one, of the externals

O - Moving exams until later in the year by 2 weeks (many Yr 13s chose employment over exams citing that earning money for university was a greater priority)

Our next steps as a department for 2022 are to investigate ways to keep and/or attract students to our L2 senior Social Sciences (particularly Classics, Economics, History and Geography)

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were to offer standards that incorporated Māori contexts or allow Māori students to connect with and share their 'world view'. L1 Geography (Sustainability), L2/3 Sociology (L2 Family as a Social Institution, L3 Evaluate a Social Institution - education), L3 History (ToW), L3 Tourism (Explain Tikanga in Tourism)

NCEA data for Level 1 indicate that our Māori students are still struggling to achieve 14+ credits compared with that of other students and with departmental expectations. (Note that the number of Māori students is often quite small which can significantly distort some statistics)

NCEA data for Level 2 indicate that our small number of Māori students are still struggling to achieve 14+ credits compared with that of other students and with departmental expectations. (Note that the number of Māori students is often quite small which can significantly distort some statistics)

Sociology and Tourism, two fully internally assessed subjects, were two notable exceptions where Māori students were commensurate in their performance compared with their peers. These two subjects have the highest uptake by Māori students compared with other Social Science subjects.

NCEA data for Level 3 indicate that our Māori students were commensurate in their performance compared with that of other students and with departmental expectations.

The difference we are making to Māori student achievement across Years 11 - 13 is variable with the most success in Yr 13 and/or in subjects like Sociology and Tourism.

We know this because of the 2021 NCEA data.

Our next steps as a department for 2022 are to explore what approaches taken by Tourism and Sociology might be transferable to our other senior subjects. Engaging with Māori students to ascertain their views on what might be useful or why certain subjects are more attractive.

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SPECIAL NEEDS DEPARTMENT

'The primary purpose of assessment is to improve teachers' teaching and students' learning as both respond to the information it provides.' (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus: For the Special Needs Department:

How effective has the Te Whare Tapa Wha Model been in improving student outcomes and guiding future planning for Year 12/13 students?

The evaluation has shown that the focus on improving student voice through a collaborative approach to the Te Whare Tapa Wha model with transitioning year 12/13 students has led to improved student outcomes, particularly for those students at risk of not achieving positive pathways on leaving school.

How do you know?

Student achievement data from the IEP's and Feedback from providers and parents indicate that of the eight students targeted in this intervention five have made accelerated progress and three students made expected progress. We are making a difference to Māori student achievement by helping them connect with Tikanga practices and allowing them to become equal and active participants in their own future pathway. It allows them to express their cultural identity which may give them a different perspective to other students about their futures.

We know this because of the four identified Māori students, two have made accelerated progress.

Analysis of **student voices** found that students were able to express their thoughts about their future pathways and communicate their feelings about things that worried them through the structured step by step process used

to complete the Te Whare Tapa Wha. This opened up conversations with the people around them, Transition providers and their whānau/parents. The Te Whare Tapa Wha also gave them a non confrontational way to express the things that upset them in their lives, their concerns for the future and worries.

Analysis of **teacher reflections** on their practice indicated that the Te Whare Tapa Wha model was easily used in classes as it focused students on their goals.

Transition Service Providers reported that the model of Te Whare Tapa Wha gives a “holistic picture of the students.” That it connects to Tikanga practices and that helps “guide” those working with the student. It helps “provide a transition that is aligned to who the student is.” It becomes a “Living document....to give students a voice and agency to support their own wellbeing.”

Summary Statement.

How does this data match with your expectations?

We expected to gain a better insight into individual students and that the model would provide a vehicle for them to have a voice in their pathway out of school. We expected it would provide Transition Providers and ourselves with more variety regarding pathways for students. However we did not expect students to use it as a vehicle to communicate with whānau and others about their worries, concerns or any distressing issues they were confronting. It became a way to open up delicate conversations for some students regarding their wellbeing.

What have you learned?

The holistic view of the student given by the Te Whare Tapa Wha helps to provide a transition from school that is aligned to who the student is and not just what they can do. The information it generates is specific and relevant to the individual student. This guides professionals to provide better opportunities for students.

How will you respond to this evidence into the future?

We will start to use the Te Whare Tapa Wha at year 11 or 12 rather than only at year 13 or for students transitioning. We trialled a review of the original Te Whare Tapa Wha the student had done earlier in the year in the September IEPs this helped the students extend their ideas around their future wellbeing. Transition Providers welcomed the Review as it gave them more opportunities to explore.

As a department data indicates that we will focus on the following:**Learning Behaviour(s):**

Social Skills and life skills related to work and adult life.

Learning pedagogy / content:

Embedding Core Curriculum into a senior Transition Program reflecting the Te Whare Tapa Wha model.

Our Evaluation Focus for 2022 could be...Developing a Transition Program for senior students that reflects the Te Whare Tapa Wha model.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)**Current Department position – what is going well, and why, and not well and why**

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?**
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

Student assessment information in Years 9 and 10 indicate that our Māori students are

Achieving to their individual potential equally with others when compared with that of other students and departmental expectations.

The difference we are making to Māori student achievement across Years 9

and 10 is by providing an environment for learning that acknowledges different cultural perspectives and ways of learning including Māori, this includes accessing the wharehui for classes when appropriate. Programs such

as ASDAN allow for a differentiated teaching program that caters to individual learning needs, letting Māori students feel a sense of pride and achievement in their work. They are able to make choices around selected modules of work and feel empowered to direct their own learning. Different learning styles are easily catered for in ASDAN programs and the high interest activities motivate students to succeed. Life skills and Social Skills classes integrated into core subjects also allow for a similar approach to teaching that allows Māori students to feel involved and able to contribute their own experiences to the learning process. Health/sexuality and EOTC classes draw on topics related to the Te Whare Tapa Wha model as well.

We know this because... Feedback at IEP meetings and from service agencies recognises the achievement of individual goals, as do whanau. The feedback acknowledges the movement in individual learning also, attributed to these programs.

Our next steps as a department for 2022 are... To explore more programs to add to the current programs that enhance learning for juniors.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- **Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?**

During 2021 we implemented smaller classes for NCEA students based on ability. This was made possible by an increase in teaching staff.

The difference these initiatives made to student learning outcomes were...

More one on one teacher aide time and more targeted teaching /learning for individual students.

This is evidenced through...The impact on student learning outcomes was taken from the IEP goals which showed successful outcomes for all students at this level.

2021 NCEA data identifies the significant trends for level 1 as: show that the last five 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. Out of the four students attempting NCEA Level one in 2021 one of these completed his full level one certificate. Two students passed US 26623 Use numbers to solve problems. One student completed the standard but did not achieve. Out of these students two were Māori and three were male. One Māori student gained his full level one certificate and one gained the standard on offer.

Concerns: The concern for Special Needs students going forward with NCEA at level one is that proposed changes to NCEA make it almost impossible for students to gain their certificate. It will also mean that for the 0.5% of Special Needs students who **may** have a chance under the new system it would require one on one support in mainstream which will draw resources away from the department.

2021 NCEA data identifies the significant trends for level 2 as (PMO)... N/A

2021 NCEA data identifies the significant trends for level 3 as (PMO)... **N/A**

Our next steps as a department for 2022 are...Continue to provide smaller targeted classes for NCEA Level one students. This will only be possible if staffing stays stable. Examining how to help students achieve in NCEA in the future in light of the current changes.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were...Implementing the Te Whare Tapa Wha model in all suitable classes, especially those where social skills and life skills were the focus. Then linking this to transition from school through the Te Whare Tapa Wha template (student voice). This helped Māori students focus on their academic and life skills goals.

NCEA data for Level 1 indicate that our Māori students are achieving at or above the level of other students when compared with that of other students and with departmental expectations.

The difference we are making to Māori student achievement across Years 11 -13 are...connecting curriculum and transition to Tikanga practices for Māori students which helps “guide” those working with the student. It helps “provide a learning environment and transition that is aligned to who the student is.” It becomes a “Living document....to give students a voice and agency to support their own wellbeing and learning successes.”

We know this because... data taken from the IEPs show that two out of two Māori students achieved their NCEA Level one goals as set in the IEP. One gained his full level one certificate and one gained the standard on offer.

Our next steps as a department for 2022 are... Continue with current practices around the Te Whare Tapa Wha model regarding embedding in classes and linking to Transition. Develop a new Transition Program based on the Te Whare Tapa Wha model.

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SUPPORTED LEARNING

'The primary purpose of assessment is to improve teachers' teaching and students' learning as both respond to the information it provides.' (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus: Supported Learning

How effective has the [teaching environment](#) been in improving [educational outcomes](#) for Year 9 and 10 student outcomes?

The evaluation has shown that the *use of, [Kahui Ako Writing Framework](#), [Solo Rubrics](#), [Technology \(ChromeBooks\)](#), [IEP'S](#), [Assessment tasks, like diagnostic running records](#), [pre-test education perfect](#), [maths tests](#), [Teacher Aides](#) and the relational nature of our [staff](#) **has improved literacy and numeracy** and led to improved student outcomes, for our [Year 9 and 10 Supported Learning Students](#).*

How do you know?

Student achievement data from: Common Assessment Tasks in English (Formal Writing, Creative Writing, Response to Text and Static Image) Education Perfect (Maths), in addition with, Solo Rubrics, Kahui Ako Writing Framework and Running Records indicate that Year 9 and 10, Supported Learning students improved their basic literacy and numeracy skills. To note: Year 9 Supported Learning students are generally operating around Level 2 and 3 (some working towards 4) of the curriculum.

Analysis of student voice found: This is an area that Supported Learning needs to develop further. Students are asked for feedback on learning activities and staff anecdotally take on board this information to tweak activities moving forward. Interestingly, our Supported Learning students are often the most vulnerable students here at Ōtūmoetai College. Outside our area, before school, interval and at lunch we have a lot of students

who 'hang out with us'. This area offers them security and emotional support, so I guess the evidence that most students like to base themselves in our area outside of class time is student voice and as such, it appears positive.

Analysis of teachers reflecting on their practice indicated that staff highlighted the importance of celebrating culture, being inclusive and responsive. Also, using technology - digital learning opportunities. Making learning interactive and verbal, while developing a power-sharing model to optimise connectedness. Staff identified the use of group work to share, care and connect which led to positive student engagement. Importantly, we also acknowledge the vital role of our Teacher Aides to support student engagement and success.

Whānau voice: This is an area that Supported Learning staff need to discuss and how we may be able to use to benefit our students. Our staff are very proactive with contacting home, via email and or on the phone.

Summary Statement.

How does this data match with your expectations?

Pleasingly.

Many of our Supported Learning students are from diverse and complex backgrounds and have been medically diagnosed with, ASD, Foetal Alcohol Syndrome, Anxiety, Dyslexia, Dyscalculia and can have a: Auditory, Visual, Language Processing diagnosis. For some students, turning up to school in itself is a success, allowing them to socialise and relate and connect with others, forging potential friendships. The Supported Learning programme acknowledges that educational outcomes are paramount, however, we also assess ourselves on how welcoming, inclusive and supportive we are of the whole child. We educate students, we feed students, we nurture students, we care about our students and we listen to our students.

What have you learned? Focus on a smaller assessment area: For example:

Using the Kahui Ako Writing Framework and Rubrics with a focus on vocabulary and sentences, via RESPONSE to TEXT. Importantly, we will also continue to triangulate data in the form of credible and traditional assessments like Schonell and Burt Tests, in conjunction with PAT'S to inform our practice and provide assessment data that is useful.

How will you respond to this evidence into the future?

As a department data indicates that we will focus on the following: Student agency which builds: **Learning Behaviour(s)**: Resilience, Collaboration, Reflective, Repetition.

Our learners are currently more Concrete thinkers than Abstract learners.

Learning pedagogy: Our students need ongoing guidance in being taught how to be more abstract learners: collaborative, inquiring, integrative, curious. This will also assist in allowing them to develop as learners in developing communication and relational skills. This is important in the goal for teaching them skills to be work ready.

Our Evaluation Focus for 2022 could be :

- Refine our Junior School Assessment for English, using Kahui Ako Writing Framework
- Focus on Writing - Year 9 and 10: Response to Text, looking at specifically, sentences, vocabulary using precision and expanding ideas in writing, (via a Response to Text).

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?** [Stu McDonald - Te Whetu Rere](#)
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?** [Our Māori students compare positively with other students and NCEA expectations.](#)

Student assessment information in Years 9 and 10 indicate that our Māori students are [working at a comparative level compared](#) with that of other students and with departmental expectations. Please note. Our Learning Centre uses data from the Intermediate for placement of all students, in addition to information provided by our

Guidance Department, RTLB's, Deans and other Outside Agencies eg MOE, NHS. Students are identified for Supported Learning for many reasons, academic needs and social needs, eg, Home life, Guidance recommendation, Foetal Alcohol Syndrome, Anxiety, Dyslexia, Dyscalculia and can have a: Auditory, Visual, Language Processing diagnosis.

[The difference we are making to Māori student achievement across Years 9](#)

[and 10 is satisfying.](#) We offer an academic programme which meets the needs of all our Māori Learners. We are culturally responsive, staff use regular Whakatauki's, for each class ensure there is a high level of verbal learning, use of group work and collaboration. We understand the importance of practical learning.

[We know this because](#) we have good attendance rates of our learners and staff feedback that lessons are well received by their learners and staff also believe there is a professional and educational connection between them and their learners resulting in learning outcomes being successfully achieved.

[Our next steps as a department for 2022](#)

- To continue to work with Stu McDonald - [Te Whetu Rere](#)

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?

During 2021 we adapted our, 2, Senior Supported Learning Courses.

- Foundation Skills: FSLT (Literacy), Year 12/13 combined
- Foundation Skills: FSLS (Life Skills) Year 12/13 combined

The difference these initiatives made to student learning outcomes were significant.

Supported Learning Students in the Senior School often do not meet the prerequisites for many subjects, as such, struggle to have a full course load, therefore, have an incomplete timetable. Offering these two courses allowed Supported Learning students to celebrate and succeed academically. Learning outcomes were successfully achieved by our students in areas such as, budgeting, flatting, producing presentations, writing a simple report, speaking to an audience, recognising different points of view etc.

2021 NCEA data identifies the significant trends for level 1. All students in: The Supported Learning, Level 1: FSLT (Literacy) class achieved their: 10, Level 1, Literacy credits. Two students were also extended and given an Achievement Standard that they both received an achieved grade in.

Obstacles such as attendance, complex home lives, and cognitive/social/emotional diagnosis were encountered.

2021 NCEA data identifies the significant trends for level 2 as: All students achieved Level 2 Attendance, complex home lives, and cognitive/social/emotional diagnosis will continue to be barriers to learning.

2021 NCEA data identifies the significant trends for level 3 as: 2 of 5, Level 3 students achieved Level 3, while the others, as expected, successfully gained Level 2. Attendance, complex home lives, and cognitive/social/emotional diagnosis will continue to be barriers to learning.

Our next steps as a department for 2022 are for all of our students to be work or course ready. An aspirational and achievable goal for any of our Year 12 and 13 students leaving school is to have a powerful and positive exit strategy and be ready, academically, socially and emotionally for life beyond school.

Our steps include students being celebrated in their success throughout our Foundations Skills classes, having contact with whānau and family members so we connect collectively for the betterment of our students. Our classes are important in providing students with access and opportunity for educational success and achievable NCEA credits and not being lost in the education system.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were to encourage the use of Whakatauki's, classes to have visual representation of varied cultural images, proverbs, heritage etc. To make learning interactive, and verbal in parts. Staff to develop a power sharing model to optimise connectedness.

Use group work and technology to meet learning outcomes. Kai is also important and was also part of some lessons when appropriate.

NCEA data for Level 1 indicate that our Māori students compared successfully with that of other students and with departmental expectations. We only had 3 identified as Māori in our Level 1 classes (Literacy and Numeracy) All Māori students passed Literacy.

NCEA data for Level 2 indicate that our Māori students compared with that of other students and with departmental expectations. There were no Level 2 students identified as Māori.

NCEA data for Level 3 indicate that our Māori students compared successfully with that of other students and with departmental expectations. There were 3 students who identified as Māori. One student achieved Level 3, one of the reasons for this was her success in the

Foundations Skills classes and the number of credits she attained in Foundation Skills. The other two students who identified as Māori also successfully attained credits in their Foundation Skills courses and left school better equipped to succeed beyond the schools gates.

The difference we are making to Māori student achievement across Years 11 - 13 is satisfying.

We know this because the Level 3 students who identified as Māori successfully achieved, attained credits in their Foundation Skills courses and have a focus and plan for life beyond school.

Our next steps as a department for 2022 are to continue to integrate our learning so that multiple Unit Standards can be gained through the same context. To continue to teach within contexts that have meaningful interest for our learners and help to prepare them for lives beyond Ōtūmoetai College. We will also work alongside the English/Mathematics Departments, with consideration given to the Level 1, Literacy/Numeracy Standards Development and how that may best support our Supported Learning Students. Current thinking is that it is not in the best interest of Year 10 Supported Learning students to sit these standards until they feel more confident with their literacy and numeracy and we also have some experience of the way these standards look. Potentially failing these standards multiple times will only discourage them moving forward. It's not a race for our students.

Otumoetai College - Workload Summary for Learning Support Coordinators

February 2 2021 - November 15 2021

Accepted Cases 397

Ongoing Cases 389

Specific Areas of Required Learning Support: (Note, some students may be in multiple categories)

Curriculum and Learning 209

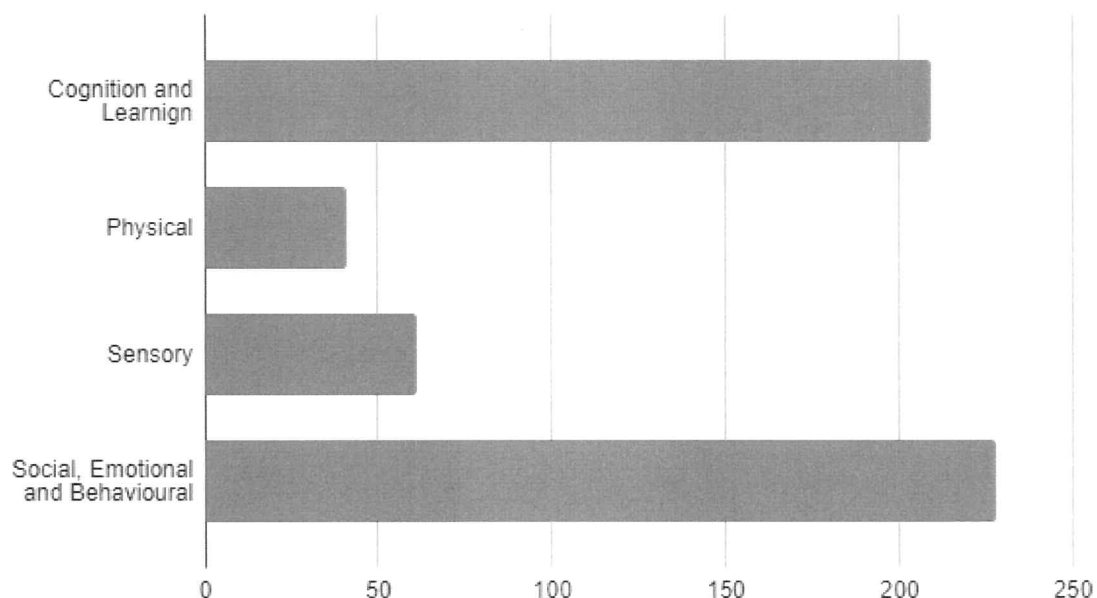
Social Emotional Behavioural 228 - excludes Guidance data

Speech Language Communication 8

Sensory 61

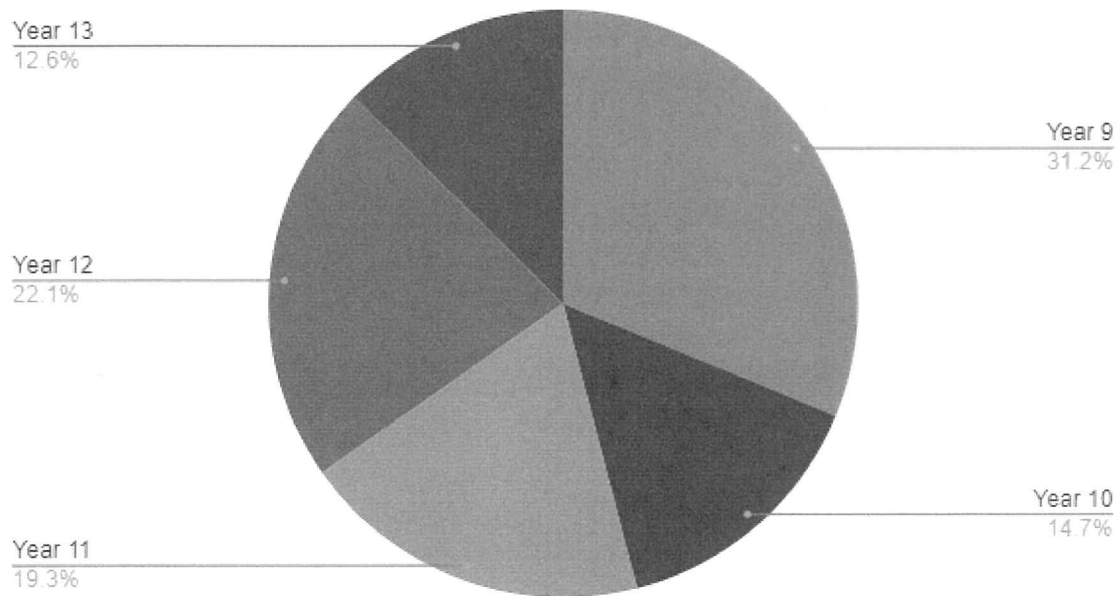
Physical 41

Area of Need



This year our Register focused on just four areas of student need. Overwhelmingly, students we worked with had challenges within learning and assessing the curriculum. Within this category students with attention deficit, oppositional defiance, autism spectrum and dyslexia were the major areas of concern.

We have had a large amount of students presenting with sensory issues this year, which include 81 students on our Learning Centre roll (more than our space can accommodate) and 44 students enrolled with Northern Health School. The level of anxiety among our students is concerning and is something that we engage with multiple agencies and the Guidance Department for.



The distribution of our case load across Year Levels reflects the range in which the LSC works. The larger proportion of students in the Year 9 cohort is partially because of the need communicated to us by the Otumoetai Intermediate and the Ministry of Education at the end of 2020 which resulted in URF (funding) and the creation of a specialised 'course' at Pearanui.

The increased capacity of our teaching staff has meant that more referrals are coming forward in Year 9 - teachers have been upskilled in the NZCER testing, for example, and are able to discern areas of learning difference. Professional Learning and Development opportunities were created this year, by Learning Support Coordinators / Learning Support staff for key people in each of the Faculty areas (including Pastoral Care) and this has identified further need in this area. For example, students on the autism spectrum and with dyslexia. This will be ongoing into 2022.

The allocation of an LSC to each of our five year levels has been an ongoing advantage. LSC consistently works with the Pastoral Team at each level (two Deans, Deputy Principal, Guidance, Nurse, Careers) to ensure positive outcomes for our students and the assurance of a whanau inclusive strategy.

The split of gender remains similar to 2021 but has shifted slightly to 40% female and just under 60% male. The number of gender diverse students who have been referred to us has increased from 2021. All of those students are supported by the Guidance Department.

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Technology/DVC/Electronics

'The primary purpose of assessment is to improve teachers' teaching and students' learning as both respond to the information it provides.' (NZC p 39)

Goal 1: JUNIOR SCHOOL REVIEW

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)

2021 Evaluation Focus:

How effective have been the strategies in improving evaluation literacy for Year 9 student outcomes?

The evaluation has shown that the *use of digital portfolios using Chromebooks to improve the students confidence in completing the written folder work* has led to improved student outcomes, particularly for those students who have in the past not participated as much as would have been desirable in the process of evaluation.

- One such advantage being that the students have been able to use the camera function in the chromebooks to take photos of their product modelling as it was done. This has meant that their process of designing and evaluating their procedure was more relevant.

How do you know?

The step up in the quality of work and depth of student understanding of the whole design process has made clear progress in both understanding and presentation. This step up in the quality of presentation being in the digital format also seems to have inspired the students to keep their work standard high. There were some students though, whose creative thought processes and their ability to communicate these in words was still a real challenge.

There needed to be more rigorous capturing of student voice around the issue of Evaluation and literacy initiatives which is something that our department is aware that

they need to undertake more thoroughly this year. Comparisons between previous student work and the newly trialled methods provided the summative analysis. For this student voice to be truly effective, we need to find time efficient methods of gathering Diagnostic, Formative and Summative information to reflect upon. It is how we all instinctively teach, recognising the gap in student understanding as the topic is being undertaken, and creating additional lesson guidance as and when required.

Analysis of teachers reflecting on their practice indicated that those teachers who trialled using a more digital portfolio with Junior students saw greater student “buy in” when it came to recording depth of evaluation skills in their research, design and manufacturing stages. Examples of these were then shared with other staff at department meetings and used to stimulate reflective practice discussions across the faculty.

Summary Statement.

How does this data match with your expectations?

- At this stage, we have tried several approaches over the last two years of this Evaluation process overhaul. The digital one trialled above seems to have made the biggest shift in student progress, however, some teachers are still having very good success with the more traditional Paper version of our junior student Product design workbook.

What have you learned?

- Although the “Design process” that is inherent in the Technology curriculum has not altered, we do need to continue to explore the ways that students learn and interact with evolving Technology. This has always been a strong point of our department and the need to focus more on Evaluation and Literacy is a challenge we are well prepared to tackle head on.

How will you respond to this evidence into the future?

- We have had two department meetings where these digital approaches to our junior Technology portfolios have been displayed and discussed. In the other areas of Electronics and DVC, formerly called Graphics, at year 10, Evaluation and literacy have always been at a much higher level anyway.

Increasing the Literacy and Evaluation of Year 9 DVC work is an area that we do need to explore more to ensure that the use of vocabulary is encouraged. Especially the Technical language that is specific to the Technology curriculum.

As a department, data indicates that we will focus on the following:

- Formulate strategies that incorporate greater student inclusion of literacy minded problem solving evidence within their design and theory work. There is a very real constraint within our limited time with junior students to keep the balance between actual practical workshop time and design room time such that there is still time for students to complete their projects.
- To accomplish this, we are very mindful of making the Literacy activities as relevant and targeted as possible, while engaging for students, and this will likely mean greater use of digital devices.

Our Evaluation Focus for 2022 will be targeted at literacy skills and the students' use of Technical language from within the Technology curriculum. Most of the students understand the benefits of group collaboration in the design process, and annotated commentary evaluation notes are a common thread between all of our Technology areas.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?**
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

Student assessment information in Years 9 and 10 indicate that our Māori students in Technology are performing on par with Non Māori, although it should be noted that due to timetabling those who take year 9 Māori as a subject cannot access year 9 DVC, Graphics. This does tend to have a flow on effect to those Māori students who select DVC in year 10 and year 11.

The difference we are making to Māori student achievement across Years 9 and 10 is by trialling different methods of instruction as increasing the amount of Theory work is not always productive. There tends to be historically a large amount of practical skills teaching needed to be gained by all year 10's to prepare them for designing and making their Technology inspired projects at year 10 and above. Staff have previously made video and printable resources to aid junior students in these processes.

We know these approaches have been effective because of the project completion evidence with projects and assignments and the quality of the solutions.

Our next steps as a department for 2022 are to review the ways that we teach Literacy, what we teach and also what we expect from students as evidence.

Goal 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

- Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?

With 3 new staff joining our team of 8, it was an opportunity to refresh the project ideas that we deliver to students, especially in the senior school. More of this began as a result of the New Curriculum days, which paved the way for the introduction of the Maturanga Māori initiative. Late 2021 and early this year, an example is the Kopurererua stream reserve project in year 11 DVC which promises from all evidence so far to be hugely successful.

The difference these initiatives made to student learning outcomes were not always clear. There is an issue that the number of Māori students in our Achievement standard Technology courses tends to be extremely low, perhaps only 1 or 2 in a class, and so percentages mean very little if there is only one or two students.

- Some of the Achievement standard classes show 100% Excellences for the Māori cohort in a class, although there may be just as easily 100% Not achieved depending on how many students there were.
- The Senior Unit standard courses however, tend to draw a lot more Māori boys into them. There is far less literacy expected in these very practical classes. In these courses, the pass/fail ratio was similar or worse than the national average.

2021 NCEA data identifies the significant trends for level 1 as being that we are at or slightly below the levels compared to national passing rates.

- As a department we have gone through these course by course with the aim of raising the grades at Merit and Excellence especially.
- The disruptions caused by Covid came at a problematic stage in the year which did not help with our External entries and grades.

2021 NCEA data identifies the significant trends for level 2 as being that the Electronics course now has attracted away the more academic L2 Achievement standard Metal students. This has increased the performance of L2 Electronics at the expense of L2 TEMPL.

- The other area of concern was the drop off of the Level 2 Building success results. The staff involved asked the students towards the end of 2021 why they were not completing the important assessment materials and were told by many students that they already had enough credits to Pass the year, from Gateway.

2021 NCEA data identifies the significant trends for level 3 as being equivalent to the national standard pass rates. The notable exception being the the level 3 Metal course where at most the students gained an Achieved. Meanwhile L3 Electronics has exceeded national success rates. One of the conclusions here being that the outstanding high grades in the Level 3 Electronics/ Engineering course has been a result of drawing students away from the Senior metal courses.

Our next steps as a department for 2022 are to continue to provide courses which upskill students for life beyond school and display to them the huge range of career opportunities that await them.

This is a time of opportunity for Technology students as the many industries are keen to attract school leavers who show an interest in the employment fields, whether they involve higher study or going directly into the trades.

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 were to encourage students to develop projects that incorporated cultural themes where they had a desire to.

NCEA data for Level 1 indicate that our Māori students are at or above the success compared with that of other students and with departmental expectations.

NCEA data for Level 2 indicate that our Māori students are at or above non Māori, however as the numbers are so low, the data does not effectively predict trends. Where there is only one student, who gets straight excellences, it shows as 100% at that grade.

NCEA data for Level 3 indicate that our Māori students are well above non Māori, however this is a reflection of how few Māori students, especially boys, we retain in year 13.

The difference we are making to Māori student achievement across Years 11 - 13 is that they have responded well to the opportunities presented to them.

We know this because the comparative data, both against NZ figures and non Māori at OTC is very favourable.

Our next steps as a department for 2022 are to continue to concentrate our efforts on the school goals for Junior and Senior students.

Literacy skills and students having a sense of career direction go hand in hand, especially with the nature of school leavers able to access apprenticeships so readily now without the expectation that they need to attend pre trade courses at polytechnics beforehand.

Universities are also very keen to attract our more ambitious academic students and it is vitally important that our courses prepare them in advance.

Educating a well rounded student is after all our end goal.

HOD ANNUAL REPORT 2021 - TE WHARE MĀORI

'The primary purpose of assessment is to improve teachers' teaching and students' learning as both respond to the information it provides.' (NZC p 39)

2021 Evaluation Focus:

Ka ngaro, ka ngaro ka ea, ka ea te toka Tirikawa

Look upon Tirikawa and conduct yourself as she does

- un-wavered from the goal regardless of the events

How effective has Te Whare Māori been in improving reliance on externals for senior Te Reo Māori courses?

Te Whare Māori has not been very effective in improving reliance on externals. We have been proactive but limited in terms of results;

- Re-design of course content in Level 1 to mimic Level 2 & 3; to lessen workload
 - 2021 saw a restructure of the Level 1 Te Reo Māori course within OTC. The whakarongo unit was omitted.
- Re-design of level 1 course to allow for increased time allocated to externals
 - Although students were given more time and most students participated in practise examinations, when it came to the end of the year only 4 students attempted the externals
- Developed written portfolios in the junior school to support level 1 assessments
 - 2021 saw that the junior portfolios were far less useful than previous years
- Invested our teaching practise into pedagogy that reflect Māori worldview
 - 2021 saw an on-going commitment to traditional practise, however in areas, needed to be more defined in terms of relevance to assessments in particular the junior school.
- Increased local-based curriculum

How do you know?

Student achievement data below indicates the following;

- Students continue to rely less on externals than they do internals. As per 120 - Te Reo Weighted Aggregate
- Whilst limited students are gaining success, due to the low numbers relying on externals the statistics are very skewed but nonetheless still incongruent in terms of relative performance.
- The rate at which students rely on externals is decreasing over the past year.

	% passes that are external	% passes that are internal
2019	42%	58
2020	38%	63
2021	19%	81

Analysis of student voice found anecdotal evidence from students to infer the following;

- Although students took part in practice exams, these insights were not at all consistent with final external examinations.
- A student, who received merit was motivated to sit the external assessment to increase her chances of endorsement.
- Whilst other students opted to work instead.
- Furthermore, there were other students who did not engage because at the time of the exam they had sufficient credits to satisfy the NCEA criteria to progress.

Student voice was very limited but relative. In the future Te Whare Māori will aim for a more consistent collection of student voice across all courses. As per student voice it is clear that external assessments are not a priority to all students for the reasons given above.

Analysis of teachers reflecting on their practice indicated that....

Te Whare Māori staff are committed to traditional Māori pedagogy in order to deliver authentic Māori courses founded on the basis of Te Reo Māori and traditional practise.

Teachers strives to intrinsically inspire nostalgic anecdotes from students for assessment based on whanaungatanga practices, focussing on traditional practice (e.g. wananga) to invoke authentic environments, and teaching from a place of passion.

Summary Statement.

How does this data match with your expectations?

Truthfully the data provides a grim picture for our students reliance on externals for various reasons;

- NCEA results present us with a further decline in reliance on externals
- Student voice provides us insight that all Te Reo Māori students DO NOT prioritise external assessments for reasons other than “too hard” or “can’t be bothered”.
- Teachers are actively pursuing suitable Māori pedagogy to connect with students
- Te Whare Māori are taking active steps to provide more class time specifically for externals.

Te Whare Māori need to take a “leaf” from the students who are sitting the exams. Furthermore, Te Whare Māori expectations need to shift from statistics based “big picture” strategy and hone in to all individual students and create a “I must buy in to” or “I am going to benefit from” relying on externals - this mentality has proved successful for the few students who do sit the external exams.

What have you learned?

Te Whare Māori highlight two areas of learning in particular;

1. There are strong students who are passing externals as per anecdotal evidence for student “A”

Anecdotal Evidence: MODEL STUDENT “A”

Student “A” started her year out with a goal to improve her Te Reo Māori skills and knowledge-she was invested. Her work ethic was based on learning something “new” in every assessment unit. She was committed to her personal improvement and journey and would seek meaningful support/advice/mentorship to produce high quality work. Initially, her satisfaction in her submissions was based on her personal journey, however it soon became evident the quality of her work was benefitting from this learning something “new” approach. Before too long she had achieved excellence and a merit within the course and was enroute to endorsement. At the beginning of the year, student

“A” had not considered that Te Reo Māori was the subject that was going to support her in gaining endorsement. Fast track to the end of the year, she was ahead of the game and had allowed herself more time to work through exam preparations. Needless to say she gained merit and therefore endorsement for Level 1.

It is important to note that this scenario is not isolated. In my experience, there have been a handful of students who have proved themselves endorsement worthy with the support of Te Reo Māori. Furthermore, there are students in Level 2 & 3 (2021) who continued their pursuits in excellence in the years to follow. I genuinely feel it is imperative to acknowledge these behaviours as these are the students who are finding success in reliance on externals. Why are they motivated?

- They find personal success before academic success
- They are driven to fill their kete with “new” skills and knowledge
- They come to a place of self-actualisation early in the year
- They are committed to the momentum of their success
- They embody their new learning behaviours
- They set themselves up for the best chances of success
- They develop their own strong subject support systems

2. Students continue to pass, opt “not to” sit and fail external exams

THOSE STUDENTS WHO PASS

- Students who prioritise Te Reo Māori in order to gain literacy are more motivated
- Students who have high expectations in their outcomes for externals (i.e. looking for endorsement) are relying on externals

THOSE STUDENTS WHO “OPT” NOT TO

- Their literacy quota for level 1 has been filled
- They intend to focus on other externals,
- They consider securing summer employment a bigger priority,
- They want to finish their school year earlier
- They want to finish school
- They have issues beyond the classroom

THOSE STUDENTS WHO FAIL

- Students are still attempting externals and failing

These details somewhat perplex previous Te Whare Māori assumptions that externals were purely a “grey area” or in the “too hard basket”. After re-design and commitment to relevant teaching practices and learning behaviours, the situation continues to decline.

Perhaps, instead of focussing on getting everyone into the exam and well prepared and hoping for the best, Te Whare Māori are noticing a demand to shift the focus on students mentality towards externals; motivating more students towards endorsement; encouraging higher expectations for increased students.

How will you respond to this evidence into the future?

The big picture overview has not reaped the results we might have wanted, however now we can see the gaps we can further focus on our situation from the students position and help cultivate an environment of self actualisation.

As a department we can consider the following:

- In terms of delivery, students need will continue to need increased time dedicated to externals to represent the percentage proportional to overall credits
- Supporting students into being motivated to achieve with higher expectations.
 - Doing easier units first and working towards merit or excellence criteria
 - Goal oriented outcomes to encourage students to challenge themselves
 - Mentorship from previous endorsed students - sharing their level 1 work/ motivations/ ideas/ dialogue (a down to earth approach)
- Continue to practise culturally responsive & building relations
- To further develop Learning Behaviours to reflect key principles in supporting Māori students as Māori
<https://theeducationhub.org.nz/seven-principles-to-effectively-support-Māori-students-as-Māori/>
- Te Whare Māori will further develop their competencies in delivering mana enhancing courses that evoke buy-in from students to NCEA assessment under the

guidance of/ or enriched by Te Reo Māori me ona tikanga.

https://mro.massey.ac.nz/bitstream/handle/10179/2329/02_whole.pdf

In terms of student learning behaviour and teaching pedagogy Te Whare Māori will continue to commit to traditional Māori foci as highlighted above. In terms of course design, our students would benefit from equal proportions of class time for all credits. In terms of motivating students we need to find the motivation for students that have been modelled by previous successful students. In terms of quality we need to consider teaching to Merit or Excellence standards in more assessments. It is imperative that all these efforts be woven in unison to gain the best results.

Our Evaluation Focus for 2022 could be...

- Directly increase course time for externals in proportion to all assessments.

	91087	91088	91086	91089
2021 (As per 120 -L1Maor)	17%	9%	43%	30%
2022 (New goals)	25%	25%	25%	25%

- To commit Te Whare Māori staff into growing mana enhancing practices (learning behaviour and pedagogy)
- To retrieve more student voice to identify areas where students are more motivated
- To consider course design and how we can better support students into relying on externals for high achievement (i.e. endorsement)
- To have higher expectations in our students in terms of teaching to Merit or Excellence rubric in more assessments overtime

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (JUNIOR SCHOOL)

He kai kei aku ringa

My hands bare the fruits of my labour

Current Department position – what is going well, and why, and not well and why

- **What department initiatives were you involved in that specifically aimed at improving Māori student achievement in the senior school?**
- **How does the achievement of Māori students compare with that of other students and NCEA expectations?**

Student assessment information in Years 9 and 10 indicate that our Māori students are **remaining at least consistent with** other students and are **sufficing** departmental expectations.

- Te Reo Māori portfolios continue to be developed in junior school in anticipation for level 1.
- Te Ao Māori level 1 assessments have been trialled within the new year 10 Te Ao Māori course with success
- Junior students are finding success in Māori Performing Arts and in particular the school kapa haka where they are exposed to senior assessment conditions.

The difference we are making to Māori student achievement across Years 9

and 10 includes:

- Increased preparation for assessment standards and unit standards across increased subject areas;
- Te Reo Māori - “tuhi” assessment portfolios in Year 10 Te Reo Māori courses
- Te Ao Māori - increased courses relative to demand
- Kapa haka - increased exposure to senior assessment conditions (regional performances)

Increased course options based on Māori worldview and kaupapa give students depth at junior levels in order to better achieve in senior courses.

We know this because;

- Kapa Haka students are thriving in Māori Performing Arts due to increased exposure and experience
- Level 1 Te Reo Māori tuhituhi and korero portfolios are being developed in the junior school to create a whakapapa of foundation for successive course relative to the achievement in korero and tuhi for level 1 Te Reo Māori students in 2021
- Year 10 Te Ao Māori have the ability to gain level 1 success; for example 10 Te Ao were assessed for unit standard 16160
- All students who performed at kapa haka regionals were assessed for performance assessments for level one and level three assessments. Although no junior students were enrolled in courses relevant to these standards, there now is opportunity to do so.

Students are positively engaging in such courses that are delivered with traditional pedagogy and practice, allowing for better foundations and developed areas of interest and in some students passion at junior levels.

Our next steps as a department for 2022 are...

Te Whare Māori NCEA expectations for junior students engaging in a broader array of kaupapa Māori courses are developing additional pathways and foundations for future achievement. Te Whare Māori next steps will include;

- To further develop junior courses to better prepare for level one Te Reo Māori; including tuhi (and not limited to), panui, korero and externals.
- To consider junior courses for Māori Performing Arts to increase exposure to Te Whare Māori students to further develop their interest, passions, expertise and knowledge base prior to level one assessments.
- To increase local curriculum within all Te Ao Māori courses

STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)

Ahakoā nga piki me nga heke, kia kotahi tonu te hoe
Regardless of our shortfalls and successes, we need to holdfast to the task ahead

- **Based on your interpretation of the provided NCEA course summary, what do you know about the achievement of the students in your senior courses?**

- First of all, although external reliance remains to be an issue, internal NCEA success for Te Reo Māori remains consistent.
- Secondly, there is a positive relationship between a student's membership in kapa haka and achieving in Māori Performing Arts
- Thirdly, Te Ao Māori students are positively interacting with localised curriculum based units to provide a "more localised" Māori worldview - proving more meaningful.

The difference these initiatives made to student learning outcomes are:

Te Reo Māori students are benefitting from the re-structure of the level 1 course to be more in line with successive courses. Regardless of the decline in reliance on externals, students are still finding success.

Māori Performing Arts students are recognising the benefits or advantages of their own experiences in assessments (e.g kapa haka, wananga). There is great momentum in terms of demand which is significant as Māori Performing Arts become assessment standards.

Te Ao Māori students are thriving with the new localised curriculum learning. Some standards are more than just unit standards, but creating more meaningful learning experiences that students can apply in the community.

2021 NCEA data identifies the significant trends for level 1

- Level 1 students are finding success
 - Level 1 Te Reo Māori students are finding success in internals

- Level 1 Te Ao Māori students are sitting level 2 and 3 unit standards
- Level 1 Tikanga Māori Performing Arts students are sitting level 2 and 3 assessments
- Increased students in Te Ao Māori Classes
- Increased students in kapa haka

2021 NCEA data identifies the significant trends for level 2

- Level 2 Māori Performing Arts students gained success
- Kapa Haka students workload was significantly alleviated as a result of their commitment to regional campaigns; (i.e. the practical components for the following assessments were all regionally moderated; 13371, 13367, 13363, 13359)
- Furthermore, the theory side of assessment (for the above units) was supplemented with resources for all the kapa haka students as each kapa haka item was explained in great depths at kapa haka wananga.

2021 NCEA data identifies the significant trends for level 3

- Level 3 Māori Performing Arts students also experienced a reprieve in assessment as a result of being a member of the regional campaign kapa haka group (as per NZQA letter linked above). The students' kapa haka commitment and high levels of performance (as per NZQA observer) was directly relative to NCEA achievement.
- Te Reo Māori students were more confident in engaging support from Te Whare Māori staff to further enrich their submissions, contrary to other years where anecdotal evidence had suggested Te Reo Māori senior students had limited support.
- Level 3 students are more immersed in kaupapa Māori or Māori worldview related subjects as a progression over the time of their experiences at Otumoetai College. They are the pioneers to most Te Ao Māori courses and the first beneficiaries of completing level 1, 2 and 3 in successive years, specifically pertaining to the Te Ao Māori and Tikanga Māori Performing Arts courses

Our next steps as a department for 2022 are to

- In terms of Te Reo Māori, Te Whare Māori need to further develop portfolios in the areas of tuhi, korero, panui and externals for all levels for the specific purpose of creating strong foundations for successive courses (i.e. upon completing assessment in Level 1, consider extension work for students that supplements level 2)
- In terms of Māori Performing Arts, to continue to encourage students to participate in kapa haka for assessment purposes.
- In addition, developing more regionally moderated opportunities that will supplement all Māori Performing Arts senior courses.
- In terms of Te Ao Māori, consider focussed units that encompass specific areas for multi-level units. (Kumara units were extremely complementary across levels and students would have benefitted from a unit that included multi-leveled assessments)

CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY (SENIOR SCHOOL)

Ehara taku toa i te toa takitahi, engari he toa takitini

The success of Te Whare Māori are not mine alone, but those of many

The department initiatives specifically aimed at improving Māori student achievement in the senior school in 2021 Included:

Te Whare Māori recognise that staff are pivotal to the success of their students.

Furthermore it is not Te Whare Māori strategy to adopt one form of pedagogy as a department, but to instead allow staff to teach from a unique place or passion. Therefore, the following professional growth cycles highlight our staffs' individual commitment to teach from a genuine place or passion specific to themselves.

- As per growth cycle of staff Te Whare Māori staff are committed to Māori pedagogy
 - KNW Professional Growth Cycle 2021 - aims to intrinsically inspire his students within a traditional Māori setting of whanaungatanga and kotahitangi.
 - BBK Professional Growth Cycle 2021 - commonly employs traditional modes of educating, including wananga based strategies.
 - Stevie-Jane Professional Growth Cycle 2021 - exhibits great passion for language as a form of role modelling for Te Whare Māori students.

Furthermore,

- As per Te Whare Māori and Poutama initiatives, Te Whare Māori continues to facilitate and support;
 - Tuakana/Teina initiatives
 - Tatariki
 - Creating wananga opportunities for Te Whare Maor students to support school leadership into teaching waiata and haka school-wide
 - Increased localised curriculum examples specifically (but not limited to) Te Ao Māori courses.

- Wananga based learning for kapa haka students and therefore Māori Performing Arts students
- Māori Pacifica awards - continuing to highlight success

In addition to all of the above, Te Whare Māori seek whanau support by way of regular meetings to allow whanau to be increasingly invested in their students' success. Te Whare Māoris' model of being culturally responsive is supported by the buy-in of students, staff, SLT and whanau. It can not be defined specifically, but is unique and genuine based on its constituency.

NCEA data for Level 1 indicate that our Māori students are consistent compared with that of other students and with departmental expectations. As a result of change:

All students (including majority Māori) are achieving positively across all Te Whare Māori subjects and in some instances across all senior levels. As stated, the majority of students enrolled in Level 1 courses are Māori. The following tables exhibit the success such students are attaining in all Te Whare Māori Level 1 courses for 2021.

NCEA data for Level 2 indicate that our Māori students are consistent compared with that of other students within the department.

The majority of students enrolled in Level 2 courses are Māori. The following tables exhibit the success such students are attaining in all Te Whare Māori Level 2 courses for 2021.

- L2 Te Reo Māori - There continues to be a decline in reliance on externals.

	Type	Stds sat	N	A	M	E
2021	Int	10	1 (10%)	4 (40%)	5 (50%)	0
2021	Ext	14	4 (28%)	9 (64%)	1 (7%)	0

- L2 Te Ao Māori - This course is entirely unit standards

	Type	Stds sat	N	A	M	E
2021	Int	26		26 (100%)		

- L2 Tikanga Māori Performing Arts - This course highlights the ability for students to enter the course at Level 2 and complete assessments across all Levels; not only catching up, but also extending.

NCEA data for Level 3 indicate that our Māori students are consistent compared with that of other students and with departmental expectations.

The majority of students enrolled in Level 3 courses are Māori. The following tables exhibit the success such students are attaining in all Te Whare Māori Level 3 courses for 2021.

- L3 Te Reo Māori - It is important to highlight the reliance on externals was achieved. All students who sat the exams passed. Furthermore, in terms of internal achievement, 94% of students achieved Merit and Excellence.

	Type	Stds sat	N	A	M	E
2021	Int	17		1 (6%)	6 (34%)	10 (60%)
2021	Ext	10		3 (30%)	6 (60%)	1 (10%)

- L3 Te Ao Māori - This course is entirely unit standards.

	Type	Stds sat	N	A	M	E
2021	Int	1		1 (100%)		

- L3 Tikanga Māori Performing Arts - It is important to highlight 72% of students achieved in the realms of Merit and Excellence.

	Type	Stds sat	N	A	M	E
2021	Int	11		3 (27%)	3 (27%)	5 (45%)

- Senior students are exhibiting profound success across Te Whare Māori senior school subjects
- In 2021 reliance on external presents itself in Level 1 and 2.

- Te Whare Māori courses are supporting leadership characteristics as a result of the Te Reo Māori me ona Tikanga courses. These were exhibited in the showcase of students who (in 2021) applied for year 13 students who applied for senior student leadership positions.

The difference we are making to Māori student achievement across Years 11 -

13 include:

- Te Reo Māori - synching the course to better support successive years and therefore NCEA achievement - ***meaningful courses***
- Te Ao Māori - providing a “landscaped” Māori Worldview to support students not only in Te Ao Māori, other Whare Māori courses, but also in the cultural application of assessments in other classes. - ***in depth understanding and applications of Māori Worldview for students***
- Māori Performing Arts - kapa haka is a great foundation to support excelling in Māori Performing Arts, other Te Whare Māori courses and in general. - ***positive attributes and characteristics as a direct result of kapa haka***

Te Whare Māori staff acknowledge the amount of Māori students that put their names forward to be a part of the student leadership team in 2021. This is no-way a reflection directly linked to Te Whare Māori subjects independently, however the students who had the foundations of Te Reo Māori, Māori worldview, kapa haka experience were able to exhibit these characteristics as a part of their attributes in their candidacy for leadership positions.

We know this because;

- NCEA results speak for themselves - ***our students continue to achieve;***
 - Level 2 & 3 Te Reo Māori are experiencing increased proportions of success in the realms of Merit and Excellence.
 - Tikanga and Māori Performing Arts assessments are being supported by students membership to kapa haka
 - Tikanga Māori Performing Arts students are experiencing high proportions of success in the realms of Merit and Excellence

- Te Ao Māori courses are providing a stream of students with Unit standard opportunities to further support NCEA credits that were not previously available
- Feedback from the kapa haka regional competition campaign in 2021; Students, peers, teachers, whanau and SLT have all expressed sincere gestures of positively affirming feedback for our students. - ***Our kapa haka campaign was successful***
- Whanau support has been overwhelming - ***Our whanau continue to buy in***
- Word-of-Mouth has seen an awareness of improvement in terms of Kapa haka throughout the school, community and region. - ***Our efforts are not going by unnoticed***

Our next steps as a department for 2022 are

- To encourage Te Reo Māori students to find their passion for language through course design, pedagogy and role modelling by staff - ***In a bid to find a place of self actualisation (and therefore increased motivation)***
- To further develop Te Ao Māori course content to consider more multi-leveled assessments to include more local curriculum content. - ***Deliver more local and relevant materials***
- To investigate more opportunities for Māori Performing Arts assessment like the external assessment of elements as a result of performing at regionals. - ***Kapa haka is key!***



OTUMOETAI COLLEGE INTERNATIONAL STUDENTS ANNUAL REPORT 2021



Annual Report 2021

Prepared by:

Roy Ballantyne-Director of International Students

Liz Anderson - International Office Manager

Crystal Arlow - International Homestay Manager/Office Assistant

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Otumoetai College - 2021 International Students



Back Row: Jiwoo Seo, Chaehoon Lee, Minsu Choi, Porsor Pattanasiri, Seokwon Kang, Seungmin Oh
 3rd Row: Jeonghun Kang, Junyi Shao, Eunhyuk Park, Woongjae Choi, Ramon Akradechsakul, Yeeun Park, Jihoon Choi
 2nd Row: Jane Cox (Head of ESOL), Crystal Arlow (Office Assistant), Joonseob Yoon, Changhyeon Lee, Dilraj Singh, Yiu Man Law, Mingeon Cho, Jinhyeok Jang, Roy Ballantyne (Director), Hayley Russell (Teacher)
 Front Row: Mariana Malheiros (Teacher Aide), Linh Thai, Chaelim Kim, Lah You, Serin Sung, Yewon Na, Hyerin Cho, Hsuan-Hsuan Liu, Elizabeth Anderson (Office Manager)

INTRODUCTION

2021 saw the continued disruption of the International Student Programme by the Covid-19 pandemic. The year began with 26 students, down from 78 students at the beginning of 2020. Despite the effects of the Pandemic on student enrolments there is still considerable interest in choosing Ōtūmoetai College as a place to study in 2022. For most of the year there have been between 26 -30 students wanting to enrol here as soon as the international border opens. For Term 4 Otumoetai College hosted 25 students. The current IFFS students are from:

1. South Korea - 19
2. Thailand - 2
3. China - 3
4. Vietnam - 1

In 2021, Ōtūmoetai College Group visits and short term students were completely curtailed. By the end of 2021, Otumoetai College had a smaller roll of 23 IFFS students. The biggest single factor contributing to this was the continuation of the unprecedented impact of the Covid 19 pandemic. The most encouraging feature of this uncertain period is that we did field a healthy number of enquiries for securing a place at Otumoetai College. This bodes well for the future of our international student programme.



ADMINISTRATION AND LEADERSHIP

STAFFING

This year we had the following staffing allocated to IFFS:

Roy Ballantyne	International Director (0.8)
Liz Anderson	International Office Manager
Crystal Arlow	International Office Assistant

INTERNATIONAL DEPARTMENT ADMINISTRATION

- The Director and HOD ESOL report to the Principal twice per term on developments and issues facing the respective departments.
- Student Visas: The continuation of assisting students with the processing of student visa applications is an important part of the IFFS Office duties.
- Insurance claims: our international students lodged 3 separate insurance claims in 2021. The outcomes of the claims were positive.
- All staff are continually reflecting and up-skilling in the tasks carried out by the office. This enables greater flexibility and use of human resources. The international staff continues to enjoy working in this user-friendly environment.

CHANGES IN STAFFING

Unfortunately due to the continuous negative impact Covid-19 on our student intake for 2021, International staffing was reduced further with The resignation of Jan Rewick (ESOL Teacher aid) and redeployment of our ESOL Teachers into mainstream subjects of English and Social Science. No further Staff chinese were implemented for the remainder of 2021.

Final Thoughts On IFFS Staffing

However with a Staffing review been carried out in Term 4, three changes have been implemented for 2022:

1. International Office Assistant (Crystal Arlow) - this position has been made redundant due to the continued decrease in international student numbers.
2. ESOL Teacher Aid (Mariana Malheiros) - This position has been downsized from Fulltime (5 days per week/27 hours) to 0.4 (2 days per week/11 hours).
3. HOD ESOL (Jane Cox) - Jane has been granted 1 years leave without pay and will not be replaced for 2022.

This will continue to have a major impact on staffing and has resulted in the need to re-allocation of key tasks between the 2 remaining IFFS staff: This includes:

- The duties of International Homestay Manager.
- The Emergency Phone (24/7)
- Other tasks including but not limited to:
 - Development of the IFFS newsletter - Impressions
 - Renewing student visas

- Development of Enroller and increasing confidence in using it.
- Moving forward to the time our IFFS role will start to grow, two things will need serious consideration ;
- the appointment of an International Homestay Manager will be paramount before the role takes off.
- The recognition that the Emergency phone needs to be handled in a more prudent and sustainable manner. This should include:
 - The International Homestay Manager is given a time allowance of 5 hours per week for manning the emergency phone during term time.
 - When the International Homestay Manager is on Annual leave the Emergency phone is redirected to a suitable substitute i.e. Shared around more with IFFS staff, SLT or a paid substitute.
 - A dedicated 0800 number for Emergencies is overdue and will bring OTC in line with what is considered to be best practice.
 - The IFFS staff will still need a Department mobile phone for use in contacting Homestays and IFFS students during office hours. This gives for greater efficiency.

PROFESSIONAL DEVELOPMENT

- Covid-19 has cut across the opportunity to attend externally provided courses such as Homestay meetings organised by Education Tauranga.
- Online Professional development has become increasingly more available e.g. Digital Tools for Marketing (ISANA) Bonards Marketing Strategies in Difficult Times, Enrollers' Digital Marketing Master class and ENZ's Asia Insights. These webinars are invaluable.
- Staff were involved in a variety of professional development opportunities. These included Tauranga ESOL Cluster meetings each term – 2 hours in Terms 1, 2, 3 and 4, and other Education Tauranga Meetings.
- These meetings enabled staff to improve their levels of competency and efficiency in carrying out their designated tasks e.g. designing meaningful ESOL programmes.
- ESOL Teacher Aid course: This was attended and completed by Mariana Malheiros and Crystal Arlow. The feedback was very positive.
- Otumoetai College continues to be an active member of the Education Tauranga group and attended 4 meetings during the year.

CODE COMPLIANCE/ ANNUAL ATTESTATION

Self –Review

- This process began in Term 1 and was completed in Term 4 after the Director attended a Professional Development course online about Self review and the Code of Practice. The review process was completed before the signing off, the attestation by the Principal on Wednesday 1st, December.
- The main focus for this year's review was a complete rewrite of The International Promotional materials and the continued development of the CIRT. This was completed by the Director and Team by the end of Term 4.

- The Principal was provided with the digital proofs of the new promotional materials as they came on hand. Feedback was given back to the Woods Agency. Unfortunately the process has become somewhat drawn out.

FINANCIAL MANAGEMENT

- The Finance Officer, with input from the Principal and the Director of International, prepares the Annual Budget for the International Department.
- The Director of the International Department prepared the marketing plan and marketing budget for 2021.
- The 2020 budget target of 75 students was not achieved. The actual full time equivalents for 2020 was 54 students. (69% of Budget)
- The Budget target for 2021 was 25 full time equivalents. This was achieved
- The budget target for 2022 is 10 students.
- The marketing budget will be tight for 2022 and more sagacious approach to spending will need to be adopted
- With the Otumoetai College rebuild on the horizon it would be prudent to set money aside for the proper planning and development of a new purpose built international student facility.

STUDENT METRICS

1. Total No. Students at the beginning of Term 1, 2020 – 78 2021 - 26
2. Total No. Students at the beginning of Term 2, 2019 - 53 2020 - 25
3. Total No. Students at the beginning of Term 3, 2019 – 44 2020 - 24
4. Total No. Students at the beginning of Term 4, 2019 - 41 2020 - 22
5. Countries of origin that students come from: China, Hong Kong, India, Korea, and Taiwan,
6. Groups - 0
7. Short Term Students – 0

Data Summary Comparison 2019- 2020

	2020	2021
Full Time Equivalents	54	25
Short-term students/groups	23	0
Total Numbers	77	25

8. Student numbers by nationality for Term 1 & 3 2021:

NATIONALITY	Student Numbers Term 1	Student Numbers Term 3
China/Hong Kong	3	2
India	1	-
Korea	19	18
Thailand	2	2
Vietnam	1	1

Data Analysis

The data indicates that during 2021 Otumoetai College experienced a significant decline in numbers when compared to 2019. This can be mainly attributed to the impact of Covid-19. This is most likely to continue into 2022.

MARKETING

Onshore Marketing Activities

- Attended 3 virtual Fairs - Hong Kong, Thailand and Italy.
- Maintaining contact with our contracted Agents and Alumni through our “IMPRESSIONS” newsletter that is sent out 2-3x per term. We use the Campaign Monitor platform.
- Joining the Enroller Platform will have a positive impact moving forward as it not only provides a seamless journey to enrol but has a marketing section that enables Ōtūmoetai College to be exposed to other Agents who are not contracted to us. This is being further developed for 2022
- With Auckland having problems with the spread of Covid-19 and an ongoing Lockdown a visit could not be organised this year to our New Zealand based agents.

Offshore Marketing Activities

There were no overseas marketing activities for 2021.

Marketing Effectiveness

Onshore

- The maintaining of contact with our Agents is both challenging and difficult while the International border remains closed.

Offshore

- Sustaining market interest is always going to be a challenge, as there are many variables to cope with. Covid 19 is having a major impact and this will continue on into the foreseeable future.
- The outlook for 2022 is “softer” than previous years, as the roll for the beginning of the year is 11, down from 26 in 2021.
- There is a continuing degree of uncertainty in predicting the numbers of students likely to enroll in the second semester, 2022 or will it be 2023 before new students enrol.

Conclusions

- Marketing visits to our key markets is an integral part of ensuring a flow of students. Networking with Agents is the main means of developing relationships and targeting some Fairs/ Seminars supports this approach.
- Marketing has now begun to look different. New developments in marketing techniques are being tried with Campaign Monitor Newsletter, Virtual Fairs, Live Fairs with Agents representing Ōtūmoetai College, Webinars and Zoom Meetings etc. This is the way forward in 2022. Upskilling and exploring options continues.
- In the second half of 2022, a visit to Korea could be possible with Education Tauranga. Maybe other Asian destinations may be possible as well e.g. Hong Kong.

STUDENT ACHIEVEMENT ESOL STUDENTS

- We continued to see the benefit for our students (Fee paying and migrants), particularly from Asia, from being involved in the ESOL programme.
- Signposting learning issues early is very important as a means of supporting the students in their learning and explaining what needs to be done.
- For further conclusions, refer to the 2021 ESOL annual report.

ANALYSIS OF N.C.E.A. RESULTS

Student Entries 2020-2021

NCEA LEVEL	2020	2021
LEVEL 1	05	03
LEVEL 2	12	07
LEVEL 3	04	04
TOTAL ENTRIES	21	14

NCEA Results Summary 2021

NCEA LEVEL	2020	2021
LEVEL 1	3/5(60%)	3/3 (100%)
LEVEL 2	8/12(67%)	6/7(86%)
LEVEL 3	3/4(75%)	4/4 (100%)
TOTAL ENTRIES	21	14

The following students achieved their National Certificate 2021

- **Level 1**
 - Hyerin Cho
 - Eunhyuk Park
 - Porsor Pattanasri
- **Level 2**
 - Ramon Akradechsakul
 - Wongjae Choi
 - Seokwan Kang
 - Yeeun Park
 - Junyi Shao
 - Linh Thai
- **Level 3**
 - Jake Cho
 - Minsu Choi
 - Sam Law
 - Chaehoon Lee

NCEA ENDORSEMENTS 2021

● **Level 1**

- **Hyerin Cho** Endorsed Level 1 with Merit, including endorsing Visual Art with Excellence, Science with Merit and Mathematics with Merit.
- **Eunhyuk Park** Endorsed Level 1 with Merit, including endorsing Mathematics with Merit

● **Level 2**

- **Woongjae Choi** Endorsed Level 2 with Merit, including endorsing Mathematics and Physics with Merit
- **Seokwan Kang** Endorsed Level 2 with Merit, including endorsing Chemistry, Mathematics and Physics with Merit
- **Yeeun Park** endorsed Level 2 with Merit, including endorsing Art Photography and Art Painting with Merit.
- **Jinhyoek Jang** Endorsed Level 2 Mathematics with Merit

● **Level 3**

- **Mingeon Cho** Endorsed Level 3 with Merit including endorsing Calculus with Excellence, and Physics with Merit.

STUDENT WELLBEING

Management of risks

- All international staff played an active role in supporting our international students, both in school and outside of school.
 - The ESOL staff have a most important pastoral role to play in the ongoing care of our IFFS students as they can build positive relationships with the students they teach. This is particularly important for our students who are part of a migrant family.
 - The OTC support systems are provided for all students which the IFFS students can access.
 - Having 6 staff at the start of 2021 assisted greatly with the quality of the care being offered.
 - Liz Anderson, Crystal Arlow and Roy Ballantyne are part of the team that are on call for the 24 hours, 7 days a week care that is required by the Code of Practice for the Pastoral Care of International Students.
 - The Emergency Phone was shared amongst the 3 International Office staff for the duration of 2021.
 - Crystal Arlow, Jane Cox and Roy Ballantyne closely monitored attendance. International student attendance was excellent overall.
 - Additionally, Guidance and the Careers staff played an active role in the counselling of some international students.
 - All appreciate this high quality 'wraparound' care.
- **The Impact of Covid -19 on Student Well Being**
- This had a range of effects on our international students wellbeing
 - Lockdown in Term 3 was really challenging to manage. Before closing the school we divided up our students among the IFFS office staff for regular phone calls/textings. This included talking with the homestay.

- The international Google Classroom was used as a means of communication through a weekly newsletter and student writing and photography competitions.
- The ESOL staff ran lessons on Google classroom and Google Meet.
- 2 junior students have elected to return home as a result of missing their families rather than stay on over the summer holiday break. They will not return.

Homestay - Accommodation Management

- 8 students were hosted with Ōtūmoetai College host families
- We are continuing to recruit new homestays.
- We continue to use Luxury Airport Shuttles to meet and greet our students at Auckland International Airport.
- Due to the small number of host families we did not begin the year with a homestay training meeting. Instead Homestay visits were extended to include a training session. This session was based around a Question and Answer type format.
- Every term, every student is interviewed about the quality of his or her homestay care. These interviews tend to raise minor issues. The issue is worked through to a satisfactory conclusion. If a student does have a serious problem, they nearly always come in, discuss the issue concerning them, and do not wait for the term interview.
- During 2021 no students changed homestay.
- Homestay Manager duties were covered by Crystal Arlow (Office Assistant) overseen by Liz Anderson (Office Manager).
- Next year 4 students will be in homestays and the remainder (7) will be with a natural parent or a Designated Caregiver.

Overall, our students were provided with quality homestay accommodation, and most of our homestays went out of their way to provide support for their student

➤ ESOL STUDENTS

- We continued to see the benefit for our students (Fee paying and migrants), particularly from Asia, from being involved in the ESOL programme.
- The ESOL staff have a most important pastoral role to play in the ongoing care of our IFFS students.
- Signposting learning issues early is very important as a means of supporting the students in their learning and explaining what needs to be done.
- For further conclusions, refer to the 2021 ESOL annual report.

STUDENT BEHAVIOUR

Processes to monitor student behaviour/pastoral care

- We have held regular department meetings throughout the year. There are two types of meeting held:
 1. A weekly meeting with a teaching and learning focus with the Director, ESOL Teacher and the ESOL teacher aides. The purpose of this meeting is to discuss academic progress of students and any behavioural issues, both in and out of school.
 2. Daily meetings are held with the Director, International office manager and Office Assistant. These tend to be of a more informal nature.

- The weekly International Student Assembly is still a strong feature in the management of our students. The senior and junior assemblies were combined and were held on Wednesday. The main purposes of the assembly include:
 1. To be able to sight the students on a weekly basis, as a means of checking up on their welfare.
 2. To keep the students informed about activities that they could join. This includes sporting and cultural opportunities.
 3. To assist day-to-day management of students e.g. Attendance.
 4. Remind them about school policies on travel and safety. 1 Police visit was included in Term 1 to reinforce the need to keep safe in Tauranga.
- KAMAR: Notifications and pastoral notes about student attendance, behaviour etc. are referred to on a regular basis.
- Recording brief notes in the Students file to refer to. (A hardcopy) We are going to start doing this electronically from 202.
- All international staff played an active role in supporting our international students, both in school and outside of school. Even more so in Lockdown under pandemic conditions.
- The ESOL staff have a most important pastoral role to play in the ongoing care of our IFFS students as they build relationships with our ESOL students. This includes our migrant students.
- Having 6 staff assisted greatly with the quality of the care being offered.
- Overall student behaviour was very good in school and outside of school -

STUDENT INCLUSION IN EVERYDAY LIFE

- Many of our international students have continued to participate fully in the cultural and sporting activities of the college. However, it remains a challenge to fully integrate our students successfully into the life of our community, especially for our shorter-term students. However, most pleasingly is the continuing willingness of our domestic students to act as ‘buddies’ for our group visits. This is a ‘win, win’ situation for everyone.
- Refer to the Exit Survey.

END OF YEAR ADVENTURE PROGRAMME

- This end of year programme has been suspended for 2021 due to a lack of students.
-

THOUGHTS FOR NEXT YEAR

- Unless there is a student intake for Term 3 2022, there will not be an end of year programme to organise.

AN OVERVIEW OF 2021

- Staffing: The level of staffing continues to be good and enables the department to provide a good level of care for the IFFS students.
- 17 IFFS students have entered NCEA in 2021. This is less than the number as of 2020 (21). It was particularly pleasing to see some students from China/Hong Kong, Korea, and Thailand attempt some New Zealand qualifications.
- Marketing: There were no overseas marketing trips in 2021 but this has resulted in the continued developing digital/virtual marketing techniques. e.g. WhatsApp, Zoom Meetings, Virtual Fairs.

- Campaign Monitor - This has resulted in the establishment of our very own International Newsletter called IMPRESSIONS being launched in Term 2 last year This year we have created 6 editions. With an average 40% open rate. This is a most successful development and has enabled us to keep in touch with our Agents and alumni.
- New promotional materials have been designed by Woods Agency after a thorough review of the content and photographs. This has modernised our material and brought them in line with the school rebrand.
- ESOL: The ESOL wing of the International Department has continued to offer high quality teaching and learning for all students. Curriculum English Support provides excellent backup for students who are experiencing difficulties in understanding the language of mainstream subjects.
- Student Behaviour: This year's international students have been a real credit to their parents and countries as they have been model citizens. This is a reflection on the caring and effective support provided by the international staff.
- Homestay: There have been very few homestay issues.

INTERNATIONAL DEPARTMENT OUTLOOK FOR 2021

- The roll for 2022 is 11 students. This will be made up of mainly Korean students, and a few other students from Asia (China, Taiwan and Thailand). This is the smallest cohort to begin a year since at least 1999!!
- Clouds of instability hand over the World's economy with the reduced confidence caused by ongoing political stoushes between China, the West and BREXIT. Additionally there is the ongoing economic and social impact of Covid-19 to factor into the equation. New Zealand's international borders are still closed. Commercial air transport will most likely be limited and more expensive going forward.
- The effects of the Coronavirus on the world economy could be considerable and may affect our student numbers across all markets for some time to come. Most pundits are saying that 2022 will be a continuation of the pain already experienced.
- From the key markets of China, Brazil, Germany, Italy, Japan, Thailand and Switzerland there will be no students starting at the beginning of 2022.
- Korea continues to be our strongest market but for the first time in 15 years there will be no new students coming up from Otumoetai Intermediate.
- Major marketing activities are not planned for 2021 at this stage. But if borders eventually open in the second half of 2022 visits to countries like Japan, China and Korea could be looked at. Staff safety will need to be considered as part of making the decision to visit overseas markets.
- A marketing visit to Auckland will be planned possibly for Term 2, or Term 3, 2022. More information will have been provided on what the border opening will look like for international students. This looks like an opportune time to visit.
- Tauranga has a burgeoning Korean community and reflects in the increased number of education agents. The main provider is Tauranga Korean Times, but other partners include Vision New Zealand, New Zealand Guide, Su Education and Enhance Education. Some of these agencies may have closed down e.g. Enhance. This market has the potential to recover quickly once the international border reopens.
- The attempt at diversifying back into the 'old' market of China will continue. The outlook is encouraging as NZ Inc. backs it. This may become virtual or have onsite representatives from the Company we work with. e.g The Amber Education Spring Fairs to be held in southern China.
- China holds the key to longer-term growth and sustainability in student numbers.

- Next year our new marketing resources will be showcased on our OTC website in booklet form. They will be downloadable and contact details will be encapsulated, so follow ups can be done. This will include the English Brochure and the 8 translations (Mandarin, Korean, Japanese, Vietnamese, Thai, Spanish, Portuguese, and Italian), The International Prospectus and the Agent & Parent Handbook.
- Other promotional materials that have been revamped include: The Business Card, the Presentation Folder, Banners, Posters and a Tablecloth.
- Professional development will be an ongoing and integral part of upskilling the staff. ENROLLER, SIEBA, ISANA and ENZ will no doubt have further online webinars and workshops on aspects of how to follow 'best business practice, etcetera.
- Otumoetai College will continue as a member of Education Tauranga, SIEBA*and ISANA for 2022.
- Staffing: We will begin 2022 with less staffing. This is as follows ; a mix of very experienced staff in the IFFS Office and with less experienced youthful staff in the ESOL Department..

*SIEBA's membership for 2022 is been fully paid by the government

FINAL THOUGHTS

2022 is going to be a challenging year but with the promise of an intake of new students in Term 3!! There is no doubt some light at the end of the tunnel. New Zealand is still viewed very positively around the world in terms of being a safe place for young people to benefit from a world class educational experience.



APPENDICES



Hyerin Cho's Art Folio(1st Level 1 Art Design)

APPENDIX 1

Otumoetai College Exit Survey 2021



Wongjae Choi (Ryan) 1st = L2 Mathematics

**Ramon Akradechsakul - IFFS International
Student of the year - 2021**



EXIT SURVEY, 2021
SUMMARY/ANALYSIS OF RESULTS

NATIONALITIES: SouthKorea (11) Hong Kong (1) India (1) Vietnam (1) **TOTAL - 14**

We would like to know about your experiences at **Otumoetai College** and with your host family (if you stayed in a school homestay). Please answer each question. Include comments about your experiences.

Orientation and subject choice

	<i>Agree</i>	<i>Partly agree</i>	<i>Disagree</i>
I got enough information before I came.	😊 3	😐 7	😞 4
I got all or most of the subjects I wanted.	😊 9	😐 4	😞 1
The orientation programme was helpful.	😊 8	😐 5	😞 1
I was introduced to each teacher.	😊 11	😐 2	😞 1
I was able to change courses easily.	😊 6	😐 6	😞 2

My comments about orientation and subject choice: _____

International Staff

I got good support, advice and guidance from the International Department staff.	<i>Agree</i>	<i>Partly agree</i>	<i>Disagree</i>
	😊 13	😐 1	😞

Comments:

Classes

List subjects you studied here (and the year level). Please rate them according to the following questions:

A. I was **ENGAGED** in this subject (I received subject-specific work to do the whole time I was at **Otumoetai College**).

	<i>Engaged</i>	<i>So-so</i>	<i>Not Engaged</i>
1 _____	😊 11	😐 3	😞
2 _____	😊 11	😐 2	😞 1
3 _____	😊 9	😐 4	😞 1
4 _____	😊 7	😐 5	😞 2
5 _____	😊 5	😐 5	😞 4
6 _____	😊 3	😐 4	😞 1

Comment on engagement: _____

B. I was **CHALLENGED** in this subject (The work I did was difficult enough.)

	<i>Challenged</i>	<i>So-so</i>	<i>Not Challenged</i>
1 _____	😊 10	😐 3	😞 1
2 _____	😊 11	😐 2	😞 1
3 _____	😊 8	😐 4	😞 1
4 _____	😊 6	😐 5	😞 2
5 _____	😊 2	😐 5	😞 6
6 _____	😊 2	😐 4	😞 1

Comment on challenge: _____

C. I received **FEEDBACK** in this subject (The teacher marked / gave me feedback on the work I did.)

	<i>Received Feedback</i>	<i>So-so</i>	<i>No feedback</i>
1 _____	😊 12	😐 2	😞
2 _____	😊 11	😐 3	😞
3 _____	😊 8	😐 5	😞 1
4 _____	😊 6	😐 5	😞 2
5 _____	😊 2	😐 5	😞 4
6 _____	😊 2	😐 4	😞 1

Comment on feedback: _____

Travel and sightseeing

	<i>Agree</i>	<i>Disagree</i>
I had plenty of opportunities	😊 12	😞 2

My comments about travel and sightseeing: _____

Participation

	<i>Yes</i>	<i>No</i>
I joined at least one sports activity	😊 10	😞 4
Details.....		
I joined at least one cultural group	<i>Yes</i>	<i>No</i>
Details:	😊 4	😞 10

Inclusion

	<i>Agree</i>	<i>Disagree</i>
Local students were friendly	😊 14	😞 -
I felt included at school and in life in NZ	<i>Agree</i>	<i>Disagree</i>
	😊 13	😞 1
I had enough friends	<i>Agree</i>	<i>Disagree</i>
	😊 14	😞 -

My comments about feeling included: _____

Homestay

Homestay Family Name: _____

(We will not pass on your feedback to the family)

	<i>Excellent</i>	<i>Good</i>	<i>Not very good</i>	
Overall, my homestay was.....	😊5	😐3		😞
Meals at my homestay were.....		😊6	😐2	😞
My room and facilities were....	😊6	😐2		😞
The help I received was.....	😊6	😐2		😞

My comments about my homestay: _____

Would you recommend this homestay to another student? YES/NO

If 'yes', what type of student do you think would enjoy this family? _____

Agent/Organisation

Please fill in this section if you enrolled at Otumoetai College through an education agent/organisation.

	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>
The agent gave me useful information before I came	😊8	😐5	😞1
The agent helped me when I arrived in NZ	😊13	😐1	😞
The information I got about the school was true	😊11	😐2	😞1
I would recommend my agent to other students	😊11	😐1	😞2

My comments about my agent: _____

Do you have any suggestions about how we can improve our care of International Students? _____

Summing Up

What went well during your Otumoetai College experience? _____

What could be improved to have made your experience better? _____

REFLECTIONS

Positives: The overwhelming majority of Term 3 and 4 leavers were happy with the academic programme, extra -curricular and their Homestay.

Negatives: 2 students made some negative comments about complying with school expectations.



Annual Report 2021