



ŌTŪMOETAI COLLEGE

ANNUAL
REPORT
2022



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

Contact us

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INTRODUCTION



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

Principal's Report

In light of the challenges faced in 2022, Ōtūmoetai College can proudly reflect on the collective efforts of our staff and students, who rose to the occasion, ensuring another successful year. We are delighted by our strong NCEA results achieved by our Year 11, 12, and 13 students, surpassing national averages in all comparable measures. Additionally, we celebrate the remarkable achievement of 21 scholarships, which stands as a testament to the resilience and determination demonstrated by our students throughout the year.

Pedagogy, or the method and practice of teaching, sits at the very core of a teacher's classroom practice. Preparing our young people to meet the challenges we have faced over the past three years has meant that teachers had to continuously review and update their classroom teaching practices. So I wish to extend my heartfelt appreciation to our dedicated staff for their unwavering commitment to the education of our learners. Their agility and creativity in developing tailored learning programmes have ensured that our students' achievements remained uncompromised.

Furthermore, I would like to express my gratitude for the wholehearted support provided by our Board of Trustees, under the guidance of Matthew King. I extend my personal thanks to Matthew for his leadership, unwavering support for senior management team, and myself. His wise counsel and unwavering commitment to the college are deeply appreciated and highly valued.

A special acknowledgment is also due to our senior management team: Bobby Ketu, Jude Brown, Stephen Tisch, Dave Cleland, and Pip Woodward. I consider myself fortunate to work alongside such a capable team whose diverse skills seamlessly complement one another, forming an exceptional leadership ensemble. Their

tremendous support for both myself and the entire staff at our college is truly commendable.

As we look ahead, we can only hope that 2023 brings a greater sense of stability compared to the challenges encountered in the past year. Together, we will navigate any obstacles that come our way, building upon the successes of the past and continuing to provide an excellent education for our students into the future.



***R Gordon
Principal***

FINANCIAL REPORT 2022



OTUMOETAI COLLEGE

Group Annual Report - For the year ended 31 December 2022

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Otumoetai College

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the group.

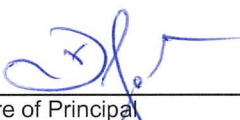
The Group's 2022 consolidated financial statements are authorised for issue by the Board.

Matthew Stephen King
Full Name of Presiding Member


Signature of Presiding Member

30 May 2023
Date:

Russell John Gordon
Full Name of Principal


Signature of Principal

30 May 2023
Date:

Otumoetai College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Revenue							
Government Grants	2	19,796,742	19,642,106	19,048,106	19,796,742	19,642,106	19,048,106
Locally Raised Funds	3	1,454,326	1,701,615	1,739,597	1,485,826	1,701,615	1,727,297
Interest Earned		82,344	48,000	31,314	91,733	48,000	33,946
Other Revenue		14,001	-	102,316	14,001	-	102,316
Total revenue		21,347,413	21,391,721	20,921,333	21,388,302	21,391,721	20,911,665
Expenses							
Locally Raised Funds	3	1,344,131	1,595,131	1,148,544	1,344,131	1,595,131	1,148,544
Learning Resources	4	15,820,703	15,749,040	16,407,914	15,820,703	15,749,040	16,407,914
Administration	5	1,381,254	1,129,850	1,048,641	1,392,381	1,129,850	1,042,491
Finance		17,579	-	8,988	17,579	-	8,988
Property	6	2,981,056	3,297,421	2,846,389	2,981,056	3,297,421	2,846,389
Total expenses		21,544,722	21,771,442	21,460,476	21,555,849	21,771,442	21,454,326
Net Surplus / (Deficit) for the year		(197,309)	(379,721)	(539,143)	(167,547)	(379,721)	(542,661)
Other Comprehensive Revenue and Expenses							
Gain / (Loss) on equity investment revaluations		(8,220)	-	(1,420)	(8,220)	-	(1,420)
Total other comprehensive revenue and expense		(8,220)	-	(1,420)	(8,220)	-	(1,420)
Total Comprehensive Revenue and Expense for the Year		(205,529)	(379,721)	(540,563)	(175,767)	(379,721)	(544,081)

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 2022

	Notes	2022	School	2021	2022	Group	2021
		Actual	2022 Budget (Unaudited)	Actual	Actual	2022 Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
Equity at 1 January		6,043,213	6,043,213	6,583,776	6,358,621	6,043,213	6,902,702
Total comprehensive revenue and expense for the year		(205,529)	(379,721)	(540,563)	(175,767)	(379,721)	(544,081)
Contribution - Furniture and Equipment Grant		98,570	-	-	98,570	-	-
Equity at 31 December		5,936,254	5,663,492	6,043,213	6,281,424	5,663,492	6,358,621
Accumulated comprehensive revenue and expense		5,904,744	5,663,492	6,003,483	6,213,760	5,663,492	6,318,890
Reserves		31,510	-	39,730	31,510	-	39,730
Equity at 31 December		5,936,254	5,663,492	6,043,213	6,245,270	5,663,492	6,358,620
Reserve Movements Analysis							
Accumulated comprehensive revenue and expense							
Balance at 1 January		6,003,483	6,043,213	6,542,626	6,318,890	6,043,213	6,861,551
Furniture & Equipment grant		98,570	-	-	98,570	-	-
Surplus/(deficit) for the year		(197,309)	(379,721)	(539,143)	(167,547)	(379,721)	(542,661)
Balance 31 December		5,904,744	5,663,492	6,003,483	6,249,913	5,663,492	6,318,890
Equity investment revaluation reserves							
Balance at 1 January		39,730	-	41,150	39,730	-	41,150
Net change in fair value		(8,220)	-	(1,420)	(8,220)	-	(1,420)
Balance 31 December		31,510	-	39,730	31,510	-	39,730
Total equity		5,936,254	5,663,492	6,043,213	6,281,423	5,663,492	6,358,620

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 2022

	Notes	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets							
Cash and Cash Equivalents	7	2,476,919	3,163,021	1,744,365	2,477,899	3,163,021	1,745,345
Accounts Receivable	8	1,401,157	1,395,000	1,232,542	1,401,157	1,395,000	1,232,542
GST Receivable		27,632		43,047	27,632		43,047
Prepayments		144,321	160,000	85,433	144,321	160,000	85,433
Inventories	9	1,674	2,397	1,252	1,674	2,397	1,252
Investments	10	2,000,000	500,000	2,000,000	2,000,000	500,000	2,000,000
Funds receivable for Capital Works Projects	18	35,522	-	112,729	35,522	-	112,729
		6,087,224	5,220,418	5,219,367	6,088,204	5,220,418	5,220,347
Current Liabilities							
GST Payable		-	18,000	-	-	18,000	-
Accounts Payable	12	1,429,179	1,486,240	1,342,058	1,429,179	1,486,240	1,342,058
Revenue Received in Advance	13	787,525	400,000	358,116	787,525	400,000	358,116
Provision for Cyclical Maintenance	14	129,582	130,000	17,782	129,582	130,000	17,782
Painting Contract Liability	15	-	-	12,252	-	-	12,252
Finance Lease Liability	16	80,668	121,935	49,100	80,668	121,935	49,100
Funds held in Trust	17	466,978	350,000	180,213	466,978	350,000	180,213
Funds held for Capital Works Projects	18	186,133	145,556	123,288	186,133	145,556	123,288
		3,080,065	2,651,731	2,082,808	3,080,065	2,651,731	2,082,808
Working Capital Surplus/(Deficit)		3,007,159	2,568,687	3,136,559	3,008,139	2,568,687	3,137,539
Non-current Assets							
Investments	10	32,685	36,773	40,905	376,874	36,773	355,333
Property, Plant and Equipment	11	3,471,407	3,452,046	3,283,572	3,471,407	3,452,046	3,283,572
		3,504,092	3,488,819	3,324,477	3,848,281	3,488,819	3,638,905
Non-current Liabilities							
Provision for Cyclical Maintenance	14	382,383	217,783	363,693	382,383	217,783	363,693
Finance Lease Liability	16	152,403	176,231	54,132	152,403	176,231	54,132
Funds held in Trust	17	40,215	-	-	40,215	-	-
		575,001	394,014	417,825	575,001	394,014	417,825
Net Assets		5,936,250	5,663,492	6,043,211	6,281,419	5,663,492	6,358,619
Equity:							
Accumulated comprehensive revenue and expense		5,904,744	5,663,492	6,003,483	6,249,913	5,663,492	6,318,890
Equity investment revaluation reserves		31,510	-	39,730	31,510	-	39,730
Total equity		5,936,254	5,663,492	6,043,213	6,281,423	5,663,492	6,358,620

Otumoetai College
Statement of Cash Flows
For the year ended 31 December 2022

	Notes	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities							
Government Grants		5,674,021	4,887,239	4,956,210	5,674,021	4,886,259	4,956,210
Locally Raised Funds		1,014,605	1,162,189	1,411,254	1,046,105	1,162,189	1,398,954
International Students		770,378	387,435	171,130	770,378	387,435	171,130
Goods and Services Tax (net)		15,415	61,047	(111,163)	15,415	61,047	(111,163)
Payments to Employees		(3,475,676)	(2,421,992)	(3,547,449)	(3,475,676)	(2,421,992)	(3,547,449)
Payments to Suppliers		(3,145,231)	(3,753,213)	(3,044,310)	(3,156,358)	(3,753,213)	(3,038,160)
Interest Paid		(17,579)	-	(8,988)	(17,579)	-	(8,988)
Interest Received		62,279	52,554	30,012	71,668	52,554	32,644
Net cash from / (to) the Operating Activities		898,214	375,258	(143,303)	927,976	374,278	(146,821)
Cash flows from Investing Activities							
Purchase of Property Plant & Equipment (and Intangibles)		(678,756)	(709,134)	(300,744)	(678,756)	(709,134)	(300,744)
Purchase of Investments		-	-	-	(29,761)	-	(294,268)
Proceeds from Sale of Investments		-	1,500,000	2,170,160	-	1,500,000	2,150,000
Net cash from / (to) the Investing Activities		(678,756)	790,866	1,869,417	(708,517)	790,866	1,554,989
Cash flows from Financing Activities							
Furniture and Equipment Grant		98,570	-	-	98,570	-	-
Finance Lease Payments		(40,251)	(40,000)	(95,678)	(40,251)	(40,000)	(95,678)
Painting contract payments		(12,252)	(12,252)	(20,637)	(12,252)	(12,252)	(20,637)
Funds Administered on Behalf of Third Parties		467,031	304,784	(600,765)	467,031	304,784	(600,765)
Net cash from / (to) Financing Activities		513,098	252,532	(717,080)	513,098	252,532	(717,080)
Net increase/(decrease) in cash and cash equivalents		732,556	1,418,656	1,009,033	732,557	1,417,676	691,087
Cash and cash equivalents at the beginning of the year	7	1,744,365	1,744,365	735,334	1,745,345	1,745,345	1,054,260
Cash and cash equivalents at the end of the year	7	2,476,920	3,163,021	1,744,367	2,477,902	3,163,021	1,745,347

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 2022

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 consolidated financial statements have been prepared for the period 1 January 2022 to 31 December 2022 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 consolidated 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.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 11.

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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 24.

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 27.

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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly 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 where conditions exist

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned. Interest revenue is accrued using the effective interest method.

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 expected 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 because they are investments that the group intends to hold for long term strategic purposes. 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 (funded by the Board) 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	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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 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. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

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

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

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) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

p) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the Group, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, the groups best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The group carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

q) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the group may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The Group's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	5,519,832	4,462,438	4,929,292	5,519,832	4,462,438	4,929,292
Teachers' Salaries Grants	12,335,915	12,743,000	12,318,959	12,335,915	12,743,000	12,318,959
Use of Land and Buildings Grants	1,772,826	2,300,000	1,598,226	1,772,826	2,300,000	1,598,226
Other Government Grants	168,169	136,668	201,629	168,169	136,668	201,629
	19,796,742	19,642,106	19,048,106	19,796,742	19,642,106	19,048,106

The school has opted in to the donations scheme for this year. Total amount received was \$281,550.

3. Locally Raised Funds

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Revenue						
Donations and Bequests	33,210	297,050	46,712	64,710	297,050	34,412
Fundraising & Community Grants	95,097	-	20,805	95,097	-	20,805
Curriculum related activities - Purchase of goods and services	173,093	348,630	340,445	173,093	348,630	340,445
Other Revenue	151,578	132,203	302,199	151,578	132,203	302,199
Trading	312,011	303,400	309,459	312,011	303,400	309,459
Fees for Extra Curricular Activities	373,057	295,810	355,282	373,057	295,810	355,282
International Student Fees	316,279	324,522	364,695	316,279	324,522	364,695
	1,454,326	1,701,615	1,739,597	1,485,826	1,701,615	1,727,297
Expenses						
Extra Curricular Activities costs	846,297	676,020	649,983	846,297	676,020	649,983
Trading	281,234	732,846	296,489	281,234	732,846	296,489
Fundraising and Community Grant Costs	18,177	-	7,406	18,177	-	7,406
Other Locally Raised Funds Expenditure	14,613	15,000	14,422	14,613	15,000	14,422
International Student - Student Recruitment	71,919	82,650	72,796	71,919	82,650	72,796
International Student - Employee Benefit - Salaries	87,021	60,749	93,491	87,021	60,749	93,491
International Student - Other Expenses	24,871	27,866	13,957	24,871	27,866	13,957
	1,344,131	1,595,131	1,148,544	1,344,131	1,595,131	1,148,544
Surplus for the year Locally raised funds	110,195	106,484	591,053	141,695	106,484	578,753

Donations include a \$31,500 from various donees for the Otumoetai Education Trust to assist students in their future education.

During the year the School hosted 37 International students (2021:22)

4. Learning Resources

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	724,756	979,542	963,317	724,756	979,542	963,317
Equipment Repairs	31,277	49,285	34,803	31,277	49,285	34,803
Information and Communication Technology	128,573	139,852	112,606	128,573	139,852	112,606
Library Resources	2,937	5,000	3,099	2,937	5,000	3,099
Employee Benefits - Salaries	14,225,712	13,933,765	14,479,448	14,225,712	13,933,765	14,479,448
Staff Development	46,436	100,936	59,426	46,436	100,936	59,426
Depreciation	661,012	540,660	755,214	661,012	540,660	755,214
	15,820,703	15,749,040	16,407,914	15,820,703	15,749,040	16,407,914

5. Administration

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	12,732	12,362	12,361	12,732	12,362	12,361
Board Fees	3,678	3,680	3,557	3,678	3,680	3,557
Board Expenses	7,311	3,260	10,463	7,311	3,260	10,463
Communication	22,866	30,496	29,095	22,866	30,496	29,095
Operating Lease	58,764	124,567	59,324	58,764	124,567	59,324
Legal Fees	3,080	-	-	3,080	-	-
Other	254,724	215,739	177,387	265,851	215,739	171,237
Employee Benefits - Salaries	912,150	671,130	669,108	912,150	671,130	669,108
Insurance	32,643	31,112	29,115	32,643	31,112	29,115
Service Providers, Contractors and Consultancy	73,307	37,504	58,231	73,307	37,504	58,231
	1,381,254	1,129,850	1,048,641	1,392,381	1,129,850	1,042,491

6. Property

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	59,487	62,200	67,499	59,487	62,200	67,499
Cyclical Maintenance Provision	118,238	-	165,566	118,238	-	165,566
Grounds	71,133	58,875	43,721	71,133	58,875	43,721
Heat, Light and Water	143,310	155,040	141,114	143,310	155,040	141,114
Rates	76,749	69,290	68,789	76,749	69,290	68,789
Repairs and Maintenance	118,376	124,106	124,639	118,376	124,106	124,639
Use of Land and Buildings	1,772,826	2,300,000	1,598,226	1,772,826	2,300,000	1,598,226
Security	6,652	9,420	6,636	6,652	9,420	6,636
Employee Benefits - Salaries	614,283	518,490	630,197	614,283	518,490	630,197
	<u>2,981,056</u>	<u>3,297,421</u>	<u>2,846,389</u>	<u>2,981,056</u>	<u>3,297,421</u>	<u>2,846,389</u>

The use of land and buildings figure represents 5% of the Group's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	122,658	163,021	393,107	123,638	163,021	394,087
Short-term Bank Deposits	2,354,261	3,000,000	1,351,258	2,354,261	3,000,000	1,351,258
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	<u>2,476,919</u>	<u>3,163,021</u>	<u>1,744,365</u>	<u>2,477,899</u>	<u>3,163,021</u>	<u>1,745,345</u>

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

The following notes should be used where applicable:

Of the \$2,476,919 Cash and Cash Equivalents, \$186,133 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 2023 on Crown owned Group buildings.

Of the \$2,476,919 Cash and Cash Equivalents, \$33,385 of unspent grant funding is held by the Group. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	268,877	350,000	156,125	268,877	350,000	156,125
Receivables from the Ministry of Education	63,045	-	49,065	63,045	-	49,065
Interest Receivable	24,619	-	4,554	24,619	-	4,554
Teacher Salaries Grant Receivable	1,044,616	1,045,000	1,022,799	1,044,616	1,045,000	1,022,799
	<u>1,401,157</u>	<u>1,395,000</u>	<u>1,232,542</u>	<u>1,401,157</u>	<u>1,395,000</u>	<u>1,232,542</u>
Receivables from Exchange Transactions	293,496	350,000	160,679	293,496	350,000	160,679
Receivables from Non-Exchange Transactions	1,107,660	1,045,000	1,071,864	1,107,660	1,045,000	1,071,864
	<u>1,401,157</u>	<u>1,395,000</u>	<u>1,232,542</u>	<u>1,401,157</u>	<u>1,395,000</u>	<u>1,232,542</u>

9. Inventories

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Canteen	1,674	2,397	1,252	1,674	2,397	1,252
	<u>1,674</u>	<u>2,397</u>	<u>1,252</u>	<u>1,674</u>	<u>2,397</u>	<u>1,252</u>

10. Investments

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset						
Short-term Bank Deposits	2,000,000	500,000	2,000,000	2,000,000	500,000	2,000,000
	<u>2,000,000</u>	<u>500,000</u>	<u>2,000,000</u>	<u>2,000,000</u>	<u>500,000</u>	<u>2,000,000</u>

Non-current Asset						
Equity Investments	32,685	36,773	40,905	376,874	36,773	355,333
	32,685	36,773	40,905	376,874	36,773	355,333
Total Investments	2,032,685	536,773	2,040,905	2,376,874	536,773	2,355,333

11. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2022						
Buildings	270,780				(7,528)	263,251
Building Improvements	1,517,871				(120,293)	1,397,578
Furniture and Equipment	917,589	422,522			(210,061)	1,135,460
Information and Communication Technology	327,436	198,775			(206,053)	314,336
Motor Vehicles	45,281	-			(17,622)	27,658
Textbooks	32,037	8,637			(10,914)	29,760
Leased Assets	100,050	208,290			(79,359)	228,981
Library Resources	72,529	11,035			(9,181)	74,383
Balance at 31 December 2022	3,283,572	849,259	-	-	(661,012)	3,471,407

GROUP

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	349,914	(86,663)	263,251	349,914	(79,134)	270,780
Building Improvements	3,432,218	(2,034,639)	1,397,578	3,432,218	(1,914,347)	1,517,871
Furniture and Equipment	4,368,319	(3,232,861)	1,135,458	3,940,389	(3,022,800)	917,589
Information and Communication Technology	1,940,318	(1,625,982)	314,336	1,836,615	(1,509,179)	327,436
Motor Vehicles	199,087	(171,429)	27,658	199,087	(153,806)	45,281
Textbooks	944,342	(914,582)	29,760	935,705	(903,668)	32,037
Leased Assets	338,923	(109,941)	228,982	168,832	(68,782)	100,050
Library Resources	417,768	(343,386)	74,382	406,733	(334,205)	72,529
Balance at 31 December	11,990,889	(8,519,482)	3,471,407	11,269,493	(7,985,921)	3,283,572

SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2022						
Buildings	270,780				(7,528)	263,251
Building Improvements	1,517,871				(120,293)	1,397,578
Furniture and Equipment	917,589	422,522			(210,061)	1,135,460
Information and Communication Technology	327,436	198,775			(206,053)	314,336
Motor Vehicles	45,281	-			(17,622)	27,658
Textbooks	32,037	8,637			(10,914)	29,760
Leased Assets	100,050	208,290			(79,359)	228,981
Library Resources	72,529	11,035			(9,181)	74,383
Balance at 31 December 2022	3,283,572	849,259	-	-	(661,012)	3,471,407

SCHOOL

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	349,914	(86,663)	263,251	349,914	(79,134)	270,780
Building Improvements	3,432,218	(2,034,639)	1,397,578	3,432,218	(1,914,347)	1,517,871
Furniture and Equipment	4,368,319	(3,232,861)	1,135,458	3,940,389	(3,022,800)	917,589
Information and Communication Technology	1,940,318	(1,625,982)	314,336	1,836,615	(1,509,179)	327,436
Motor Vehicles	199,087	(171,429)	27,658	199,087	(153,806)	45,281
Textbooks	944,342	(914,582)	29,760	935,705	(903,668)	32,037
Leased Assets	338,923	(109,941)	228,982	168,832	(68,782)	100,050
Library Resources	417,768	(343,386)	74,382	406,733	(334,205)	72,529
Balance at 31 December	11,990,889	(8,519,482)	3,471,407	11,269,493	(7,985,921)	3,283,572

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$228,982 (2021: \$105,267)

The net carrying value of motor vehicles held under a finance lease is \$0,00 (2021: \$000)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

12. Accounts Payable

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	237,444	200,000	208,773	237,444	200,000	208,773
Accruals	38,686	141,240	29,627	38,686	141,240	29,627
Employee Entitlements - Salaries	1,044,616	1,045,000	1,022,799	1,044,616	1,045,000	1,022,799
Employee Entitlements - Leave Accrual	108,433	100,000	80,858	108,433	100,000	80,858
	<u>1,429,179</u>	<u>1,486,240</u>	<u>1,342,058</u>	<u>1,429,179</u>	<u>1,486,240</u>	<u>1,342,058</u>
Payables for Exchange Transactions	1,429,179	1,486,240	1,342,058	1,429,179	1,486,240	1,342,058
	<u>1,429,179</u>	<u>1,486,240</u>	<u>1,342,058</u>	<u>1,429,179</u>	<u>1,486,240</u>	<u>1,342,058</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
International Student Fees in Advance	641,186	250,000	187,087	641,186	250,000	187,087
Other revenue in Advance	146,339	150,000	171,029	146,339	150,000	171,029
	<u>787,525</u>	<u>400,000</u>	<u>358,116</u>	<u>787,525</u>	<u>400,000</u>	<u>358,116</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	School and Group 2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	381,475	381,475	199,351
Increase to the Provision During the Year	118,238	(526)	209,101
Use of the Provision During the Year	12,252		(26,977)
Provision at the End of the Year	<u>511,965</u>	<u>380,949</u>	<u>381,475</u>
Cyclical Maintenance - Current	129,582	130,000	17,782
Cyclical Maintenance - Non current	382,383	217,783	363,693
	<u>511,965</u>	<u>347,783</u>	<u>381,475</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on a plan prepared by an expert and quotes from qualified painters.

15. Painting Contract Liability

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Due within one year	-	-	12,252	-	-	12,252
	<u>-</u>	<u>-</u>	<u>12,252</u>	<u>-</u>	<u>-</u>	<u>12,252</u>

16. Finance Lease Liability

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	80,670		49,102	80,670		49,102
Later than One Year and no Later than Five Years	152,401		54,128	152,401		54,128
	<u>233,071</u>		<u>103,230</u>	<u>233,071</u>		<u>103,230</u>
Represented by						
Finance lease liability - Current	80,668		49,102	80,668		49,102
Finance lease liability - Non-current	152,403		54,128	152,403		54,128
	<u>233,071</u>		<u>103,230</u>	<u>233,071</u>		<u>103,230</u>

17. Funds held in Trust

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	466,978	350,000	180,213	466,978	350,000	180,213
Funds Held in Trust on Behalf of Third Parties - Non-current	40,215	-	-	40,215	-	-
	507,193	350,000	180,213	507,193	350,000	180,213

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.

18. 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 cash and cash equivalents per note 7.

School and GROUP

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution	Closing Balances \$
Major Redevelopment		\$20,801				20,801
213843 Special Needs Learning Space & Bathroom	Completed	\$14,553		-\$31,604		(17,051)
120-20-01 A:C:K & I Roofing Works	Completed	\$8,835		-\$10,222		(1,387)
120-20-02 Electrical Works	Completed	-\$8,347		-\$5,101		(13,448)
120-20-03 Site Drainage Works	In Progress	-\$1,135				(1,135)
120.20.04 AMS Refurbishment C1 & C2	Completed	-\$72,502	\$75,527	-\$3,025		(0)
120.20.05 Action Centre Toilet Refurbishment	In Progress	-\$10,514	\$331,680	-\$177,805		143,360
120.20.06 A:B:S: Health Classrooms AC Unit Replacements	Completed	-\$11,181	\$146,501	-\$135,320		-
120.20.07 Dance,Drama,Music Alterations	In Progress	\$18,155		-\$20,655		(2,500)
D E F Roofing Repairs & Lighting	In Progress	\$15,142		-\$7,709		7,433
A: SIP PAC Toilet Refurbishment	Completed	-\$9,049	\$11,739	\$1,111		3,801
S: SIP PE Resource Area Improvement Work	Completed	\$45,803		-\$45,803		0
MOE Property Project - Lift Access	To start	\$0	\$10,738			10,738
Totals		10,560	576,185	(436,134)	-	150,611

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

186,133
(35,522)

	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 (No Suggestions) 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		488,789	374,949	(853,179)	-	10,559

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

123,288
(112,729)

19. 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.

20. 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 Otumotai College Education Trust by virtue of the commonality of Board of Trustee members. During the year the school received \$7,150 (2021 \$6,150) from the trust for the purpose of providing prizes and scholarships to the students of the college.

21. 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.

	2022 Actual \$	2021 Actual \$
<i>Board Members - School</i>		
Remuneration	3,678	3,557
<i>Leadership Team</i>		
Remuneration	932,723	922,082
Full-time equivalent members	6	6
Total key management personnel remuneration	936,401	925,639

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. 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, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	240-260	240-250
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	2022 FTE Number	2021 FTE Number
130 - 140	4.00	
120 - 130	2.00	
110 - 120	10.00	8.00
100 - 110	19.00	24.00
	35.00	32.00

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

22. 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:

	2022 Actual \$000	2021 Actual \$000
School and GROUP		
Total	\$4,450	-
Number of People	1	-

23. Contingencies

There are no other contingent liabilities and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act compliance - schools payroll. The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited. The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed. To the extent that any obligation cannot be reasonably qualified at 31 December 2022, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

- 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 2022 we have \$20,801 to carry forward to 2023.
- The Special Needs learning space and bathroom which was a MOE requested and funded project has been completed. The -\$17,051 will be received from MOE in 2023.
- The A,C,K,I Roofing works is a 5ya project and is completed. The -\$1,387 will be received from MOE in 2023.
- Electrical Works is a 5ya project has been completed. The -\$13,448 will be received from the MOE in 2023.
- Site drainage works is a 5ya project with a total cost of \$11,500. As at 31 December 2022 \$1,135 has been spent. This project will be readdressed in 2023 to review its ongoing requirements.
- The Action Centre Toilet refurbishment is a 5ya project with a project value of \$318,630. As at 31 December 2022 the balance was (\$143,360). The project will be completed in 2023.
- 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 2022 \$20,655 had been spent. The project will be going to tender early in 2023.
- 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 2022 \$82,567 has been spent. The project will be reviewed in 2023.
- The Performing Arts Centre toilet refurbishment has been completed. Retentions are being held and the project completion forms will be completed in 2023.

(j) The project is to remediate the lift access for a student. As at 31 December \$10,738 had been received from the MOE. The work will be undertaken in April 2023.

(Capital commitments at 31 December 2021: \$10,559)

(b) Operating Commitments School and GROUP

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of Photocopying Machines (\$173,880) and Teacher Laptops (\$34412)

	2022 Actual \$	2021 Actual \$
No later than One Year	43	26
Later than One Year and No Later than Five Years	136	45
Later than Five Years	-	2
	<u>179</u>	<u>73</u>

The total lease payments incurred during the period were \$58,764 (2021: \$59,324).

25. 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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	2,476,919	3,163,021	1,744,365	2,477,899	3,163,021	1,745,345
Receivables	1,401,157	1,395,000	1,232,542	1,401,157	1,395,000	1,232,542
Investments - Term Deposits	2,000,000	500,000	2,000,000	2,000,000	500,000	2,000,000
Total Financial Assets Measured at Amortised Cost	<u>5,878,076</u>	<u>5,058,021</u>	<u>4,976,907</u>	<u>5,879,056</u>	<u>5,058,021</u>	<u>4,977,887</u>

Financial liabilities measured at amortised cost

Payables	1,429,179	1,486,240	1,342,058	1,429,179	1,486,240	1,342,058
Finance Leases	233,071	298,166	103,232	233,071	298,166	103,232
Painting Contract Liability	-	-	12,252	-	-	12,252
Total Financial Liabilities Measured at Amortised Cost	<u>1,662,250</u>	<u>1,784,406</u>	<u>1,457,542</u>	<u>1,662,250</u>	<u>1,784,406</u>	<u>1,457,542</u>

Financial assets at fair value through other comprehensive revenue and expense

Equity Investments	<u>32,685</u>	<u>36,773</u>	<u>40,905</u>	<u>376,874</u>	<u>36,773</u>	<u>355,333</u>
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Fair value estimation

Equity investments held have been revalued to the quoted value at year end.

26. Events After Balance Date

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

27. 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	
			2022	2021	2022	2021
Otumoetai College Education Trust	Provide for Students	Tauranga, New Zealand	100%	100%	345	315

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.

13. ANNUAL PLAN 2022 ANALYSIS OF VARIANCE

GOAL 1: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)	<p>Teachers will respond to their students' cultural identity in a way that is innovative, flexible and context-sensitive to enable Progress and Achievement. All students will graduate from junior school knowing 'how they learn'. This goal will be evidenced in their ability to 'think' as well as in their progress of shared literacy and numeracy initiatives.</p> <p>JUNIOR EVALUATION FOCUS: How effective have literacy strategies been in improving Year 9 and 10 student outcomes?</p>
TARGETS	<p>Reading Comprehension Year 9 targeted score median score of 78.5 by EOY 2023. Year 10 targeted score mean score of 76.5 by EOY 2022 - ACHIEVED</p> <p>Mathematics Year 9 targeted score median score of 65.9 by EOY 2023. Year 10 targeted score mean score of 67.9 by EOY 2022 - ACHIEVED</p> <p>Science: Thinking with Evidence Year 9 targeted score median score of 59.3 by EOY 2023. Year 10 targeted score mean score of 55.1 by EOY 2022 - ACHIEVED</p>

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
IMPLEMENT: Powerful learning descriptors in Year 9: COLLABORATION and IDENTITY	To continue to seek opportunities within our curriculum to deliberately focus on aspects of our Graduate Profile in order to grow our students into powerful thinkers and learners.	Year 9 students' progress will be measured against rubrics that incorporate SOLO Taxonomy.	Departments will implement their teaching of aspects of Collaboration and Identity in Term 1. Year 9 students' progress will be measured at two points across the year – in the Term 2 and Term 4 reports.	<p>EMBEDDED</p> <ul style="list-style-type: none"> Deputy Principal Curriculum/Core and Option HODs/Lead teachers met and reviewed progress on Collaboration. A commitment to a shared SOLO assessment across the option subjects has been made. Collaboration posters were designed and circulated. Core HOD/Lead teachers captured student voices on Identity unit. <p>NEXT STEPS</p> <ul style="list-style-type: none"> Looking for links across core subjects with SOLO assessments. Ongoing planning at Year 9 within CORE Learning areas and further strengthening of the Collaboration and Identity work across learning areas' integration of local curriculum ideas.

				<ul style="list-style-type: none"> Consultation with Year 9 students to gather feedback on their experience of Collaboration across their option subjects.
DEVELOP: Powerful learning descriptors for Year 10	<p>To seek opportunities within our curriculum to deliberately focus on Metacognition as a key aspect of our Graduate Profile in order to grow our students into powerful thinkers and learners.</p>	<p>DP Curriculum will work with HODs of all Core and Option learning areas to develop specific action plans around the deliberate practice of having our students think about thinking.</p>	<p>All learning areas will consider what aspects of their curriculum are most applicable to be deliberately targeted around metacognition as part of their Year 10 curriculum.</p> <p>These aspects could be stand alone or departments could work together to develop aspects together.</p>	<p>DEVELOPING</p> <ul style="list-style-type: none"> Needs analysis completed early 2022 by HOD's in regard to professional development needs in utilising digital tools that could build student thinking strategies. Professional development offered to staff to build capability. Further needs identified November 2022 with commitment to continue to grow teacher knowledge and capability in 2023. Alignment with school-wide literacy focus on developing 'What, How Why' structures to elicit deeper thinking. Across department reviews included identifying how SOLO is being used to elevate metacognition for learners. <p>NEXT STEPS</p> <ul style="list-style-type: none"> Further progress still to be made in developing deliberate teaching and learning experiences. Teacher knowledge, capability and appreciation of potential will be an area of future focus. Through the 'Integrated Design Thinking' pilot it is envisaged this will illustrate potential avenues for teachers to implement across the junior school.
DEVELOP: Ōtūmoetai College Evaluation Focus	<p>Departments will develop a common Evaluation Focus that will identify those Year 10 students at risk of not achieving a key aspect of literacy or numeracy.</p> <p>Teachers across all departments will work together to implement deliberate classroom strategies to accelerate the progress of identified students.</p>	<p>Analysis of student data, along with HOD, and Whānau Reference Group feedback will support the refining and development of a shared Evaluation Focus to improve student achievement, engagement, and wellbeing.</p> <p>Evidence based high impact teaching practices will be agreed to and implemented into Year 10 classrooms.</p>	<p>Departmental consensus as to what constitutes best practices will underpin, support and embed powerful learning in all subject areas.</p>	<p>DEVELOPED</p> <ul style="list-style-type: none"> Full staff professional development facilitated by Kahui Ako on 'WHAT, HOW WHY?' structure. Further PLD offered throughout the year. Kāhui Ako team worked with individual departments. Evaluation focus highlighted departments using the strategy as 'WHAT, HOW WHY?' as both a formative and summative tool to assess depth of learning achieved. <p>Feedback from staff indicated;</p> <ul style="list-style-type: none"> That they see value in both investigative and reflective capacity, also assist in assessment design, modelling use of 'WHAT, HOW WHY?'

				<p>will help with co-construction of learning outcomes.</p> <ul style="list-style-type: none"> • Opportunity to integrate in as a reflection tool, support for SOLO as follow-up, also use as verbal questioning structure. • Rework Year 10 unit also consider restructuring of Year 9 to prepare for Year 10 literacy demands. • Developing student understanding of WHY so they can achieve excellence, encouraging students to use in Year 10 to prepare for Year 11. <p>NEXT STEPS</p> <ul style="list-style-type: none"> • To further refine the 'WHAT, HOW WHY?' strategy based on our PAT data to address local and global inferencing.
<p>INVESTIGATE: Innovation / Innovative classroom practices</p>	<p>To develop a systematic approach to developing innovation in the Junior Curriculum.</p>	<p>The implementation of a Learning Design Class based around a design thinking framework.</p>	<p>The development of a Learning Design Class that will purposefully integrate core curriculum knowledge and skills with authentic projects to be undertaken using a design thinking framework.</p>	<p>DEVELOPING</p> <p>The school implemented a Science Design Thinking class in 2022 in order to raise student engagement and to better meet students' learning needs.</p> <p>Core subject teachers worked closely together to offer dynamic and engaging content, based around a Science context that helped develop our students ability to:</p> <ul style="list-style-type: none"> ▪ Take risks. ▪ To monitor, evaluate and optimise their understanding and use of knowledge and developed their key competencies. ▪ Helped to regulate student emotions and motivations during the learning process. ▪ Connect their learning, being able to see how the five learning areas complement each other <p>Term Planning 2022</p> <ul style="list-style-type: none"> • Parent/whānau communication and consultation • HoD PLD and collaboration in designing the pilot. • Integrated Design Thinking professional learning tool place with all staff interested (30) • Implementation strategy developed and guiding principles established. • Three teaching teams established, and planning took place in Nov 2022 for 2023 curriculum delivery.

				NEXT STEPS <ul style="list-style-type: none"> To grow the number of Design Thinking classes to three in 2023.
INVESTIGATE: Wellbeing baseline data in order to create a school wide wellbeing plan	To develop a schoolwide Student and Staff Wellbeing framework	Responding to the data from Wellbeing@School survey, a school wide wellbeing plan will be agreed to, and implemented.	A student and staff wellbeing plan will be implemented in a staged fashion, led by the DP Behaviour and COL Hauora team.	DEVELOPED Ōtūmoetai College Wellbeing Explainer video NEXT STEPS <ul style="list-style-type: none"> Develop resources for this wellbeing framework in the first half of 2023. Introduce the framework to students and staff in Term 3 of 2023.

Culturally Responsive and Relational Pedagogy

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
REFINE: A Junior responsive Māori student tracking system	To create a focus on shared responsibility for Māori student progress and achievement to further promote Excellence and Equity.	Identifying students who are both underachieving and excelling in order to implement bespoke interventions to improve / extend their academic outcomes.	Create a list of students who are both underachieving and excelling. Individual Education Plans will be implemented and illustrated in a wall chart format which will be updated twice per term with progress and next steps being provided to relevant stakeholders.	<ul style="list-style-type: none"> Initial steps taken in 2022 with Numeracy Coordinator regarding academic status of taura Māori. From Literacy and Numeracy Pilots, strategies need to be developed to action taura needs based on the result data for 2023. NEXT STEPS <ul style="list-style-type: none"> Refine taura academic status identification process in literacy and numeracy, as well as support structures across learning areas.
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.	A range of initiatives to support student achievement have been enacted.	<ul style="list-style-type: none"> Tutoring in core subjects for students who are struggling. Introduce shared learning strategies (whānau, teachers, students) Online support through tutorials and explanations of topics/ tasks (YouTube) NCEA evening for Māori Reminder alert when assessments are due to enable prompting at home. Introduce campaign on celebrating success and recognition of achievement in Māori contexts. 	<ul style="list-style-type: none"> A consistent average of 15 students per week from the College and on average 5 students from the local intermediate engaged in the Takitumu Homework Hub. 5-7 staff attended each week in a roster system from a range of subject areas across school, and in response to the need of taura needing support in specific areas. Whānau Reference Group were engaged in the catering of the Takitumu Hub and were a significant aspect of the success and culture of support for Taura in the Takitumu Hub.

			<ul style="list-style-type: none"> Requirement for guidance and careers involvement upon exit to school. 	NEXT STEPS <ul style="list-style-type: none"> Engage Juniors during form time to access Career Central. Review student early exit procedure. Develop Assessment alert system for staff, student, and whānau access.
<i>CONTINUE:</i> 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.	Identify projects, events, contexts and initiatives for Māori to co-create, e.g. pōhiri, rangatahi summits, tuakana-teina programme, student led tutorials, exchange between Poutama and other kura Māori.	<ul style="list-style-type: none"> Student reference group established in Term 1 2022. Student voice given to assist Whare initiatives, and possibilities of exploration to support Māori and Pasifika engagement in school life. <ul style="list-style-type: none"> wāhine/ tane based initiatives leadership growth initiatives pasifika flavour growth in and around school

**GOAL 2:
STUDENT PROGRESS AND
ACHIEVEMENT
(SENIOR SCHOOL)**

Teachers will respond to their students' cultural identity in a way that is innovative, flexible and context-sensitive to enable Progress and Achievement, so all students will graduate the senior school having achieved their NCEA goals.

TARGETS

Level 1 85% pass rate - NOT ACHIEVED (-1.6%)
Level 2 85% pass rate - ACHIEVED (+3.1%)
Level 3 75% pass rate - ACHIEVED (+7.1%)

CREATING A LEARNING ENVIRONMENT THAT ENABLES POWERFUL LEARNERS TO REACH THEIR PERSONAL BEST

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
CONTINUE: The expected progress for NCEA students in Years 11, 12 and 13 considered to be a minimum of 14 credits per subject	<p>All senior students will set aspirational targets / goals for their senior academic year with their form teacher using Career Central. Those Year 11 / 12 / 13 students that have been identified as not being 'on track' to achieve their goals or gain their NCEA Certificate will be supported to achieve their NCEA Level 1 / 2 / 3 goals by the end of the year.</p> <p>The focus will be on equity and excellence for all students, in particular Māori students.</p>	Achieving the student target setting goals for 2022.	<ul style="list-style-type: none"> A senior tracking and predictive grades system will continue to be refined for Year 11, 12 and 13. Teachers, Deans and HODs will be responsible for highlighting students who they predict will sit below their goals within a department's subjects domain. Deans, HODs, in conjunction with the subject teacher, will seek to provide interventions (which may be in the form of alternative programmes for these students) to achieve their NCEA goals. Deans will monitor student credit attainment through real time data as well as predictive grades. 	<p>PARTIALLY EMBEDDED</p> <ul style="list-style-type: none"> A template was sent out to all senior students in Term 1 for them to set their academic goals for each subject. There was variable uptake as some students who already knew what they wanted to achieve found this to be an unnecessary chore, while students who required this motivation picked it up and filled it in. <p>NEXT STEPS</p> <ul style="list-style-type: none"> In 2023 we will simplify this process so as to engage all students in this goal setting process.
CONTINUE: With Academic Support, Academic Deans identifying students at risk of not achieving / underachieving to: guide interventions; monitor progress; evaluate the effectiveness of interventions	To ensure that ALL senior students (with a particular focus on Māori students) have equitable access to be able to achieve the 2022 goals.	2022 student academic goals are achieved.	<ul style="list-style-type: none"> To ensure that ALL students have the opportunity to be exposed to sufficient relevant credits in order to gain their respective NCEA level certificates. 	<p>EMBEDDED</p> <ul style="list-style-type: none"> This has been a very successful initiative in order to promote equitable and excellent outcomes for all learners. A number of wananga were held across the year and were well attended by students.

Culturally Responsive and Relational Pedagogy

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
<i>REFINE:</i> A 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.	Identifying underachieving and excelling students in order to implement interventions to improve / extend their academic outcomes.	<ul style="list-style-type: none"> Create a list of underachieving and excelling students in order to implement Individual Education Plans in terms of progress and next steps being provided to relevant stakeholders. 	Weekly hui to track student achieving and triangulate support initiatives from Careers, Literacy and Numeracy support, and wānanga.
<i>DEVELOP:</i> 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"> Identify key speakers (local and national) that can develop opportunities for inspiration. Create opportunities for student participation in motivational workshops. Inclusion of whānau to continue support from home. 	<ul style="list-style-type: none"> Te Wheturere have engaged in various classes with students and staff to share views, histories, and mātauranga. Various numbers of Māori and Pasifika students engaged in iwi led initiatives with University of Waikato, AIGA programmes through IBA, NCEA and the whānau, and Hautu Waka programmes with Ngai Te Rangi, Future Me programme through Auckland University.
<i>DEVELOP:</i> a mechanism for Iwi and Hapū involvement in school decisions / policy	An agreed upon function and process for ensuring Iwi / Hapū involvement and consideration in key school decisions, policies and programmes of work affecting Māori academic success	A Memorandum of Understanding is created and enacted between the Ōtūmoetai College Board of Trustees, Ngai Tamarawaho and the Whānau Reference Group.	<ul style="list-style-type: none"> Board of Trustees / Senior Leadership Team to identify number of policies/ strategies/ decisions to work in partnership. A meeting to be held between representatives of the Ōtūmoetai College Board of Trustees and representatives Ngai Tamarawaho to establish a Memorandum of Understanding to ensure Iwi / Hapū involvement and consideration in key school decisions, policies and programmes of work affecting Māori academic success 	<ul style="list-style-type: none"> Ngāti Ranginui were consulted in relation to the development of our Hauora framework to show the connections to Te Putiki Wharanui a Tamatea framework within the iwi, specifically pertaining to aspirations of iwi hauora and the imagery of the harakeke. Koro Tumatawha is to stand in as mana whenua representative on the BOT until an agreed person was elected.

Otumoetai College

Kiwisport

For the year ended 31 December 2022

Kiwisport is a government initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$46,718 (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 team manned by three staff organising teams, coaches, equipment, and uniforms. Thirty sports were offered in 2022 with the number of students participating 36% of the school roll.

Otumoetai College

Good Employer Statement

Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Equal Employment Opportunities Policy. We practise impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.

Matthew Stephen King

Full Name of Presiding
Member

[Signature]

Signature of Presiding
Member

30 May 2023

Date:

Russell John Gordon

Full Name of
Principal

[Signature]

Signature of
Principal

30 May 2023

Date:

Independent Auditor's Report

To the Readers of Otumoetai College's Group Financial Statements For the Year Ended 31 December 2022

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

Opinion

We have audited the financial statements of the Group on pages 2 to 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the Group:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; 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 31 May 2023. 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.

Responsibilities of the Board for the financial statements

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

The Board 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 Group for assessing the Group'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 Group, 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 Group's approved budget.

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

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

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

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Group to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- We assess the risk of material misstatement arising from the Group's 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 arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, Statement of Compliance with Employment Policy, Members of the Board of Trustees and Analyses of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the Group in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *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 Group.



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



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

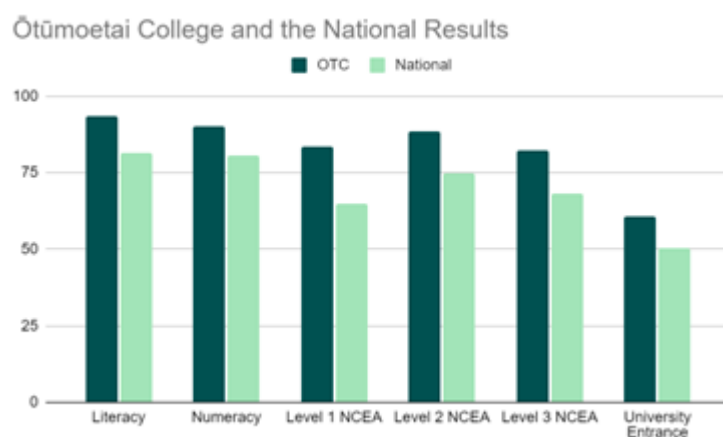


Ōtūmoetai College Students

End of Term One School Roll excluding Foreign Fee Paying Students

	2017	2018	2019	2020	2021	2022	2023
YEAR 9	389	425	404	387	470	429	437
YEAR 10	413	389	444	402	375	463	433
YEAR 11	391	418	395	421	392	364	450
YEAR 12	369	361	366	353	379	312	305
YEAR 13	334	285	291	267	271	291	237
Totals	1896	1878	1900	1830	1887	1859	1862

Academic Achievement 2022



	Ōtūmoetai	National	National Average + / -	School Targets + / -
Year 11 Literacy	93.6%	81.6%	+12.0%	
Year 11 Numeracy	90.3%	80.7%	+9.6%	
Year 11 NCEA L1	83.4%	64.8%	+18.6%	-1.6%
Year 12 NCEA L2	88.1%	74.8%	+13.3%	+3.1%
Year 13 NCEA L3	82.1%	68.1%	+14.0%	+7.1%
Year 13 UE	60.9%	50.3%	+10.6%	

Ōtūmoetai College Staff 2022

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

31 teachers and 21 non-teaching staff resigned during the year. 13 teachers and 16 non-teaching staff joined during the 2022 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 2022



Student Leaders from left to right (with Principal, Russell Gordon)

Cameron Paratene	Head Boy
Georgia Murray	Head Girl
Liahona Matthews	Head Girl
Moss Benton	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 2022

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

B

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

A

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

E

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 REPORTS

INTRODUCTION

PURPOSE:

To reflect on the success of the 2022 goals and identify successes, challenges and next steps.

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

BACKGROUND:

Due to the Curriculum refresh and changes in NCEA, writing remains a priority when teaching Junior Students to support their success in the Senior school and NCEA.

The College was a pilot school for the NCEA CAA and the Pilots' National Feedback is that preparation for the CAA requires deliberate teaching of writing across the curriculum. While the Kāhui Ako Planning practice of idea expansion or What, How, Why, has become a schoolwide focus to bring consistency for students in order to achieve quality idea development, purpose, audience and spelling also need to become an ongoing emphasis across all subjects.

However, it is noticeable that students are arriving at College in Year 9 with improved writing fluency including understanding sentence construction and the use of precise language resulting in less waffle.

Generic Outcomes:

Therefore the identified improvements in writing for 2022 were:

- The unpacking and development of ideas - using the 'What, how, why' model
- The purposeful and effective use of technical language.
- The purposeful and effective use of sentence styles.

Next steps (2023) - add understanding of the purpose of the text (genre or mode of text and the specificity required) purpose, audience and spelling also need to become an ongoing emphasis across all subjects.

Improvements in Numeracy:

- Deliberate strategies to improve numeracy outcomes for students

Next steps (2023) - To focus on accelerating numeracy outcomes for our Year 9 and 10 learners.

Business HOD ANNUAL REPORT

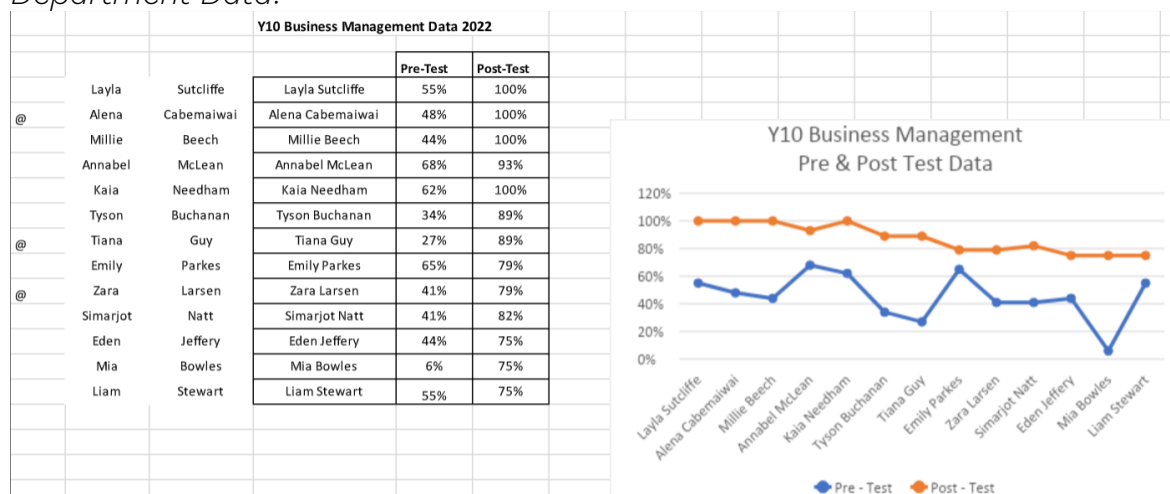
The evaluation focus for 2022 has demonstrated that a collaborative literacy strategies approach has *significantly improved* Year 10 student learning outcomes.

Department Specific Outcomes / Findings:

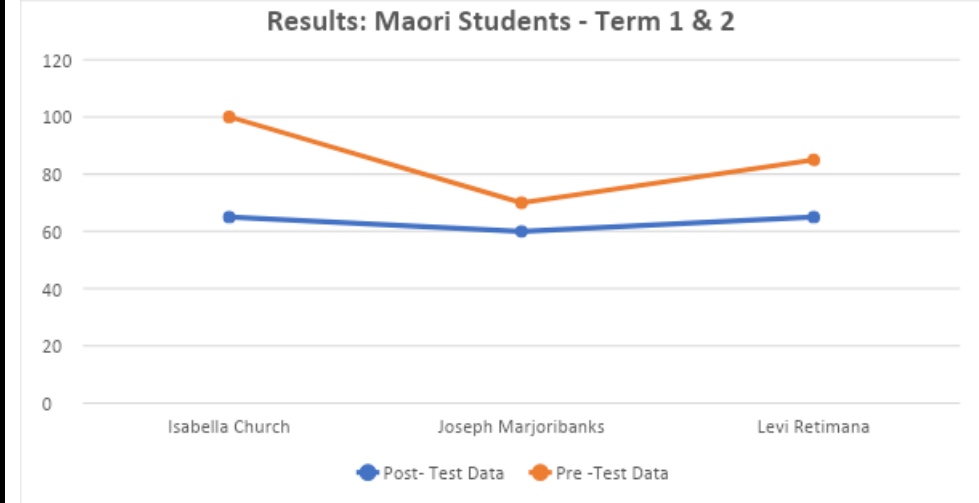
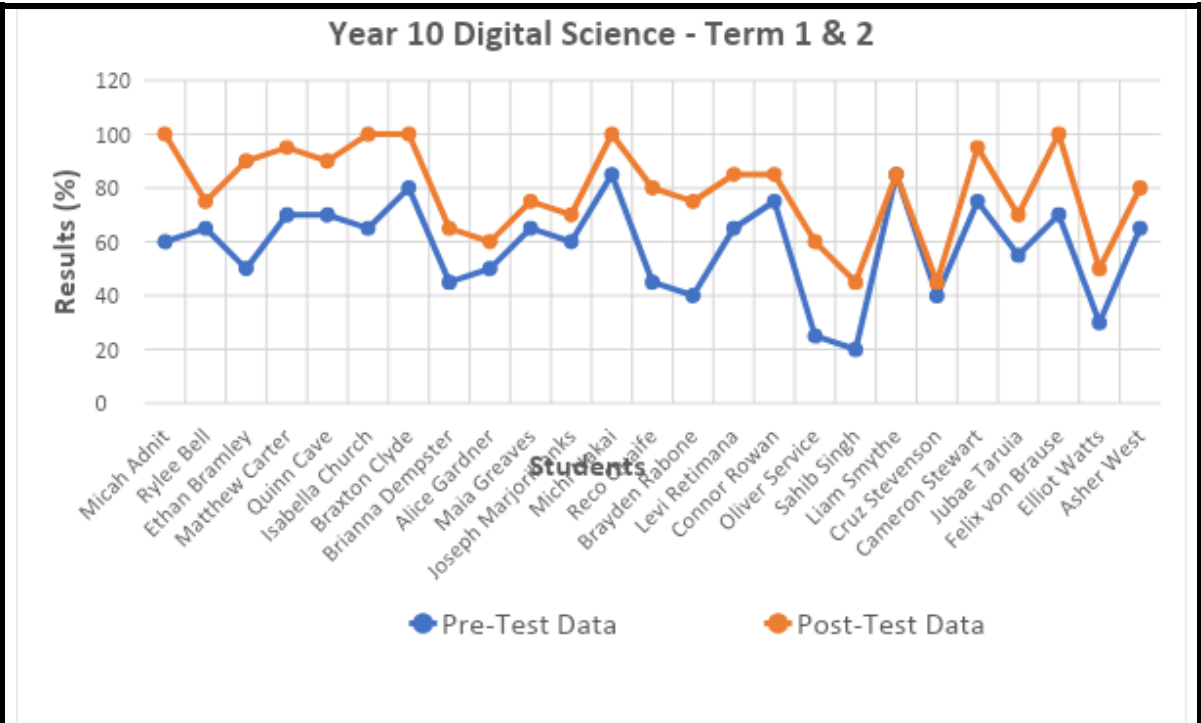
Students were able to improve their use of precision writing in paragraph writing tasks and achieve at a higher level in Y10 compared to achievement data from Y9 Digital Business or that from pre tests at the start of the courses. Students had a greater understanding of the technical language used in the subject areas through the implementation of strategies - these included quizzlet and quizizz, jam board, reflection tasks using technical language in the “what, how, why” format and using technical language recall strategies.

This is evidenced in our department’s quantitative data:
Examples of pre and post data in Business and Digital Science technical language.

Department Data:

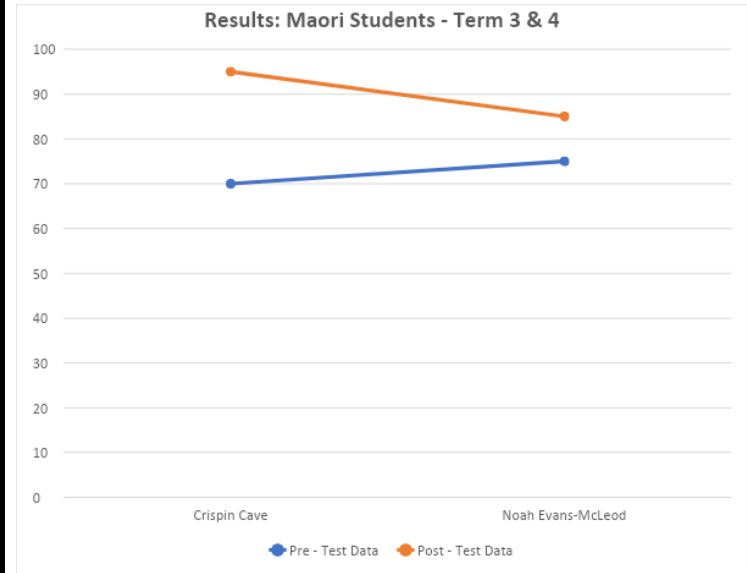
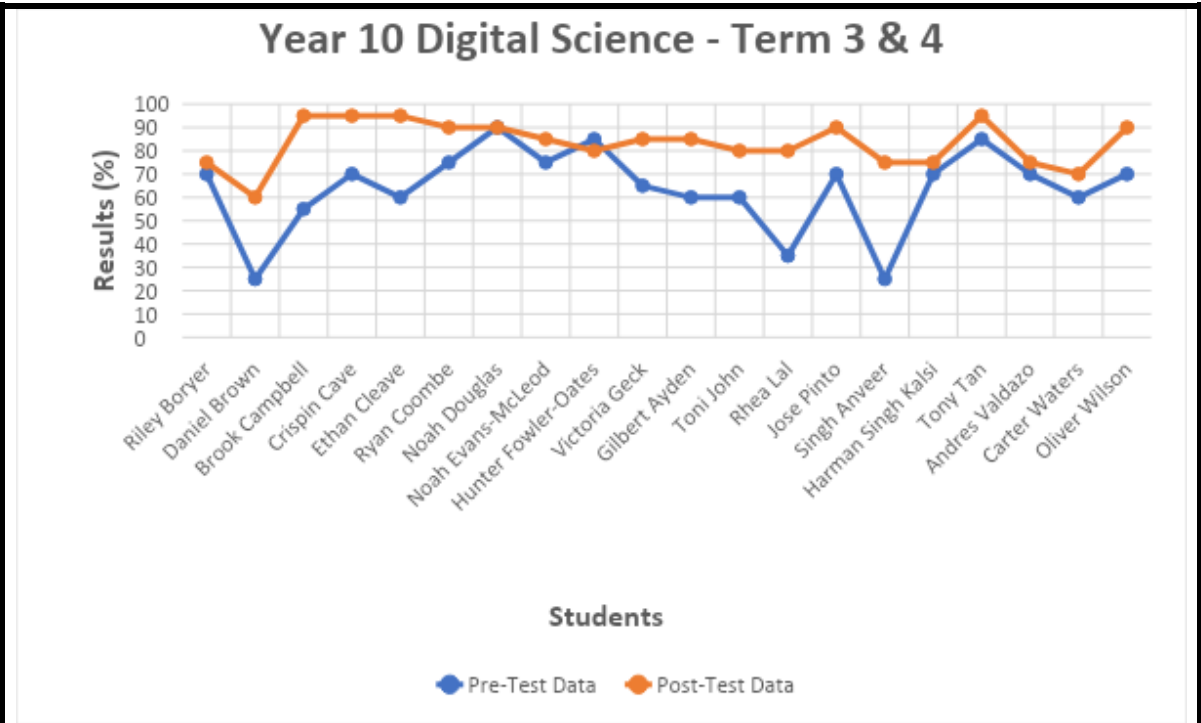


Generally there has been a significant increase in results with pre and post testing completed during the first term and last term of the Y10 course. Maori students showed significant improvement.



Students (excluding Māori) in the first semester group showed an improvement in the

Understanding of technical knowledge of 20.7% while Māori students showed an improvement of 21.7%



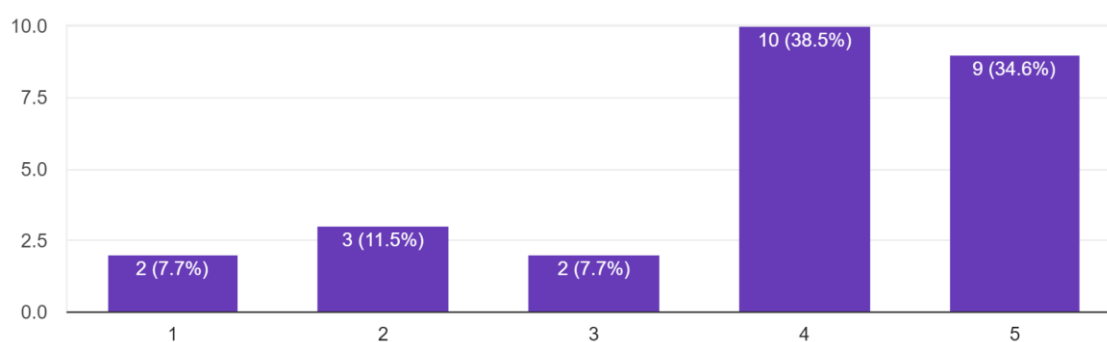
Overall, students in the second semester group showed an improvement in the understanding of technical knowledge of 20% while Māori students showed an improvement of 18%.

This is evidenced in our department’s qualitative data:
(E.g. Student voice / classroom observations etc.)

Data:

Rate your overall learning in this topic

26 responses



Analysis of student voice found that students in their Business Management class believed that “lots of learning” took place in the two term course. Similar results were recorded for Digital Technologies. Student comments like “I can understand the news more”, “I can understand conversations that my parents have”, “I talked to my dad about this last night”, all show the normalisation of the technical language and the engagement in the subject areas.

Our analysis of Māori student achievement in Years 9 and 10 has found an overall improvement in results, as seen in the data recorded above.

Analysis of teachers' reflections on their practice (as reflected in the Professional Growth Cycle) indicated that...

Department staff all had positive reflections on their practice. However, it was identified that the collection of student voice data needed to be more consistent and tied directly to our evaluation focus.

At risk students and students common to department teachers were identified and analysis of results of technical language was completed. Increased understanding of technical language was evident through the pre and post testing, with one student gaining 90% in the post test, having very little knowledge of the technical language in the pretest.

Teachers were asked “how do we know the students' technical language was improved”? and many commented that it was seen through observation - students normalising the language in conversation and responses. It was also observed by the last unit, a lot of the terminology was easy for the students to recall and apply to the new topic.

Taking part in professional learning specific to writing structures throughout the year has helped teachers gain ideas and strategies in helping students achieve success in the subject. Incorporating What, How, Why into business has made it easier for students to achieve as they are already aware of the

structure as it is used in other lessons so it becomes a manageable task that they are willing to take on.

Through the iterative process of exposing students to the technical language in a variety of different activities, and constantly focussing on the “WHAT – HOW – WHY” model, students’ ability to master the technical language improved a lot.

The fact that many teachers in different departments used the same model, also helped students to improve in mastering technical language because they used the same model repeatedly in different subjects.

Summary Statement.

All teachers in the Business Department collaborated in focussing on the use of technical language in their different subject areas. In order to reinforce the meaning and use of technical language, teachers used it intentionally in lessons.

From the quantitative and qualitative data shared above it is clear that students showed a significant improvement in their understanding and use of technical language.

Goal 2: Student Progress and Achievement – Senior School Review 2022

After analysis of the 2022 NCEA subject data, the Business Department identifies significant trends across relevant year levels:

Level One

In Business Management, students are achieving higher than the National Average for M / E in their external examinations: (48% compared to National Average of 32% and in Digital Science: (69% compared to National Average of 45% - this is a great result!)

A/M/E pass rate was over 90% for four of the five standards that make up the Business Management course.

There has been a significant improvement in the Digital Science results this year compared to previous years. Also students are achieving above the National Average for two of the standards that make up this course.

In Digital Media there is a positive trend of more students passing this course - a 75% pass rate compared to a 53% and a 64% pass rate in 2021 and 2020 respectively. In AS 91880 students gained a 95% pass rate, higher than the National Average of 81%.

Students in Financial Capability had a 87% pass rate, higher than the National Average and they also gained higher M/E than the National Average (27% compared to 18% respectively).

Many students in Business Management 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, relative performance has increased and for the external that they did sit they received a “good result”. A/M/E was 92%.

Accounting for Management had a 46% pass rate for the external, with a number of students not sitting the external exam. AS90981 saw a high fail rate due to many students being put off by the report component of the standard and therefore failed to submit this resulting in a higher number of NA's.

Students in Computing gained an avg of 6.4 credits per student.. This is due to the nature of this course being a composite class and with many students being added to these classes throughout the year. These courses do contribute to the success of students passing NCEA level 1.

Level Two

Business students gained higher M/E results compared to the National Average for the external (69% compared to 33%), with “good result” reported for all standards. 26% of students gained subject endorsement with Merit and 13% with Excellence.

All assessments in Accounting had a 89% or higher pass rate. External standard was reported as “good result” with an increase in relative performance in this standard compared to previous year. This also saw 35% gain Merit endorsement and 24% gain Excellence subject endorsement.

Digital Science has seen an overall improvement in grades compared to previous years. Results for the external exam showed a 92% pass rate, higher than the National Average of 73% and significantly higher than previous years.

Digital Media had a 91% pass rate compared to that of the National Average of 78% and an increase from previous years.

Level Three

Accounting for Management had a 100% pass rate for the external exam. Business Management had a 92% pass rate for the external exam compared to the National Average of 61%. Students also gained higher M/E, 45% compared to the National Average of 25%. This, along with Young Enterprise results, which is run in conjunction with the Internals, show great student achievement. Students gained 1st in the Financial Award, 1st in the Best Product Award, 1st in the Community Benefit Awards, 1st in the Best Contributor Award, Innovation Award Runners Up, and Regional Award Winners Runner Up.

Digital Science students performed well in their external examination with a higher than National Average pass rate.

In Digital Media, there is a significant positive trend in the DCAT results for all year levels over the three years that we have been participating in these, which could be attributed to a new style of pedagogical approach.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

Due to our proportionally low number of Maori students across all six subject areas the NCEA data does not give a true indication of student outcomes compared to other students and national averages. We have an average of two Maori students per subject area at each year level. There are no anomalies with Maori achievement.

Based on the data / trend(s) above, our next steps as a department for 2023 are:

Accounting for Management - In 2023, AS90981 is not being assessed and has been replaced by Achievement Standard 1.7 which is a more structured assessment due to the high fail rate and the combination of the L1FICA/ACCM class in 2023.

Continue monitoring students achievements towards their 14+ credit with earlier intervention if other standards need to be offered. This will mean not relying on the students intentions during the external examinations as this can change on the day.

Work with the team from Te Wheturere to see how matauranga maori can be incorporated more into our learning areas, especially in Accounting and Digital Science. Continue to use Maori case studies and gain connections with local maori businesses.

Learning of Te Reo Maori and using this in the classroom.

Marketing of the Business Department subjects to increase student numbers, this will include videos and updating subject information in School Point.

Drama HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

In Drama in year 9/10 and Dance year 10 we trialled a literacy activity using the 'What, How, Why' model. We encouraged students to write in full paragraphs, rather than bullet points and to use full sentences, not abbreviated ones.

When comparing the outcome to other examples of written activities in the student workbooks, there was a definite improvement in the quality of the answers given. This was particularly evident amongst the less academically able students.

With the consistency of this model being used in all subjects within the school, I would therefore anticipate an improvement in Junior literacy. We intend to continue using this activity in 2023 and have added the activity to our workbooks.

The evaluation focus for 2022 has demonstrated that a collaborative literacy strategies approach has *significantly improved* Year 10 student learning outcomes, specifically amongst the less academically able.

How do you know?

Department Specific Outcomes / Findings:

In Drama/Dance we have found that the structuring of written tasks, using the 'What, How, Why' model has helped to encourage students to be more literate, thorough and methodical in their written responses.

This is evidenced in our department's quantitative data:

Comparisons of written responses not using this method.
SOLO outcomes.

Department Data:

This is evidenced in our department's qualitative data:
(E.g. Student voice / classroom observations etc.)

Data:

Analysis of student voice found that less academically able students preferred this more structured/scaffolded approach.

Classroom observations also had the same findings.

Our analysis of Māori student achievement in Years 9 and 10 has found the following.

Year 9 Drama the number of Maori students gaining Achieved or above is 97% versus the cohort at 98%. The difference at this level is negligible. However at the Excellence level the difference is bigger, with 34% of our Maori students gaining Excellence compared with 45% across the cohort. This would suggest that the strategies we have implemented so far have been successful in raising Maori achievement, however there is more work to be done at the Excellence level.

In year 10 Drama our Maori students achieved 100% pass rate compared to the cohort at 99%. Again, the difference is negligible. Pleasingly though our Maori students gained 40% Excellence results compared with the cohort Excellence results of 44%, showing very little difference. I feel as though these results are very reassuring and we are on the right track with our year 10 Drama students.

In year 10 Dance we only had 3 Maori students taking the course. 2 of whom Achieved and 1 gained Excellence. Due to the low numbers the percentages are quite skewed, leaving us little to base our findings on.

Analysis of teachers' reflections on their practice (as reflected in the Professional Growth Cycle) indicated that...

We have all upskilled in use of google classroom and have found this very beneficial for all year levels.

We have trialled SOLO activities in year 10. These have been useful as a learning tool before, during and after assessments.

We have trialled a literacy task in years 9 and 10. The results have been very positive, showing increased learning at the lower end of academic ability.

Both the SOLO and Literacy activities have now been included in junior workbooks for use moving forward.

Goal 2: Student Progress and Achievement - Senior School Review 2022

2022 NCEA data identifies (a) significant trend(s) in Level 1, 2 or 3 as...

For Drama, Dance and Performing Arts Technologies, Internal results were very pleasing at all levels, with 100% of students gaining 14 or more credits.

External Drama and Dance results showed high pass rates, however we would have hoped for more students to have gained Merits and Excellences, particularly at Level 1. This reflects two things. Firstly these are highly practical subjects, where many students excel in the practical internal performance tasks. Secondly at level 1 the written external is compulsory for all, our less academically able students find this a real challenge.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

Although the number of Maori students taking Drama/Dance/Performing Arts Technology are low. Our results indicate that our Maori learners are Achieving in line with or above our non-Maori learners.

Based on the data / trend(s) above, our next steps as a department for 2023 are:

Continue to focus on the external exams, particularly at Level 1. This will however be superseded by our preparation for the new standards at Level 1, which will then be taught in 2024.

English HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

Regarding writing, In English we have found that:

For the [Writing Unit Standard in the NCEA Level One Literacy co-requisite](#), 60.3% of Year 10 ākonga passed the standard by the end of the year (compared to 70.6% for the Reading Unit Standard), a figure well above the average pass rate for those involved in the Literacy Pilot. However, 39.7% of learners - 159 students, of which 40 identify as Māori - did not pass the Writing paper for one or more of these reasons:

- Absence, or not completing the assessment.
- Unfamiliarity with the test format.
- An inability to write for an extended period of time.
- Not showing 'sufficient accuracy' during the assessment in terms of punctuation, sentence construction, and tense.
- Misunderstanding the purpose and audience for a piece of writing, as this dictated language choice and tone.
- Unfamiliarity with certain text types and their conventions.
- An inability to employ effective proofreading strategies.

Therefore, explicit teaching and practice of the above will need to take place in 2023.

Additional Notes:

- Marker feedback reported that generally, students who passed the standard were able to form, structure, and develop ideas, which *in part might be* attributable to the 'What, How, Why?' paragraph approach advocated schoolwide.
- Looking ahead, students who did not pass the Writing Unit Standard in 2022 have the option of re-sitting this assessment in 2023, or attaining NCEA Level One Literacy through the current achievement standard / internally assessed unit standard pathways within English courses, with support from the college's Literacy Coordinator and Kāhui Ako.

Goal 2: Student Progress and Achievement - Senior School Review 2022

After analysis of the 2022 NCEA subject data, the English Department has noted the following:

NCEA Level One:

- [93.4% of students attained NCEA Level One Literacy](#) using the current internally assessed standards, which contrasts the writing results from the NCEA Level One Literacy Pilot, where 60.3% passed the examination based assessment.
- Across the three English courses available, 65% of Māori students received a minimum of 14 credits. For other ethnic groups this figure is 79%.
- 86% of students in the L1ENGA and L1ENGB courses passed all three external achievement standards. Compared to national results however, less Merit and Excellence grades were awarded.

NCEA Level Two:

- Across the two English courses - L2ENGA and L2ENGB - 60% of Māori learners attained a minimum of 14 credits. For other ethnicities this number is 74%.
- 74% of students in L2ENGA and L2ENGB received NCEA Level Two University Entrance Literacy.
- 85% of students in the above courses passed both external achievement standards. This figure however is mitigated by only 16% of students in the L2ENGB course who were awarded a Merit, or Excellence grade for the Unfamiliar Text paper.

NCEA Level Three:

- Across the two English courses - L3ENGA and L3ENGB - 33% of Māori ākonga achieved a minimum of 14 credits, compared to 66% of other learners.
- 43% of students in the above courses were awarded a Merit or Excellence mark for the Visual Text external achievement standard, compared to 33% nationally.
- Across the majority of internal and external achievement standards, students in L3ENGA received more Merit and Excellence grades compared to national figures.
- Compared to national results, fewer Merit and Excellence results were given to learners for the Unfamiliar Text External Achievement Standard and the Writing Portfolio / 'Connections' internal achievement standard.

The trends we are seeing with respect to Māori student achievement in Levels One, Two and Three are: **see above.**

Based on the data / trend(s) above, our next steps as a department for 2023 are:

To improve learning outcomes for ākonga by:

- Continuing to prepare learners for the NCEA Level One Literacy co-requisite.
- Continuing to trial and when / where appropriate, implementing different course design in the junior school (e.g. 'Design Thinking / cross-curricular courses).
- Designing and implementing new 'fit for purpose' NCEA Level One English courses.
- Investigating and removing possible systemic barriers to achievement. For example, removing entry criteria and 'streaming' of senior courses.
- Continuing to utilise programmes such as Te wheturere to incorporate mātauranga māori in all programmes.
- Investigating and where appropriate, implementing learnings from Poutama Pounamu: Rongohia te Hau.

ESOL HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

Goal 2: Student Progress & Achievement - Senior School Review

Evaluation Focus: How effective has using literacy strategies been in improving ESOL student outcomes?

BACKGROUND:

ESOL classes often include both senior and junior students as these students are grouped according to their ability in the use of English language across the four modes of speaking, listening, reading and writing, and not by age.

In relation to the school-wide focus for 2022, using the literacy strategies 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 is 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 OTC.

The evaluation focus above was used for both senior and junior students. For juniors the literacy strategy evaluation focus was on using “blogging as a formative tool”. The outcomes were that students gained confidence and understanding in using a variety of text types with accuracy and insight. This has improved their disciplinary literacy, which is transferable across all curriculum areas and it will enable them to a timely attainment of the new NCEA literacy requirements.

The senior focus was to explicitly teach critical literacy strategies, specifically active reading and annotating (predicting, questioning, inferencing, analysing and evaluating). Enabling students to identify main ideas and details so that they could form their own opinions based on evidence and use this skill effectively in both EL and EAP Unit Standards.

How do you know?

**This is evidenced in our department’s qualitative data:
(E.g. Student voice / classroom observations etc.)**

Analysis of student voice in our junior ESOL classes shows that students enjoyed having more agency over their work, but also enjoyed being able to interact with each other through their blog posts. This was a valuable way for students to learn more about each other, particularly as students with lower language levels often initially struggle to build the confidence to interact with others. It grew a sense of connectedness within our

classroom and ultimately helped students to feel comfortable and confident taking risks in their use of both written and spoken language, growing their language and literacy skills, which is reflected in our results.

Our senior ESOL students shared how much they had enjoyed reading articles and focusing on content that was relevant to them, learning about belonging, cultural identity, and the challenges that come with living in a different culture. They became increasingly confident in sharing their stories and their opinions, enabling them to learn from each other and develop their skills in critical thinking, analysing and evaluating a range of texts. This improvement in their literacy skills is reflected in their assessment results and will be valuable to them across all curriculum areas and in any tertiary study they choose to undertake.

Analysis of Māori student achievement..

As we do not teach Maori students in our ESOL classes, our focus is on Culturally Responsive Pedagogy which applies to all cultures and languages found within our classes. We are mindful of the importance of recognising both cultural diversity and cultural inclusion in teaching & learning behaviours, contexts and concepts. We incorporate Te Reo and Tikanga into our classroom routines and continually build on ways to teach our students more about all aspects of our bicultural nation.

Analysis of teachers' reflections on their practice (as reflected in the Professional Growth Cycle) indicated that...

In the use of blogs to develop literacy skills, our junior students gained confidence and understanding in using different text types across the curriculum, improving their disciplinary literacy, while at the same time building a supportive learning community within our classroom. Students enjoyed writing and sharing their blog posts, and using different text types gave us more scope for topics and contexts that interested, and were relevant, to students from varying backgrounds and cultures.

Our senior students gained skills in critically evaluating texts, identifying the main ideas and important details, then forming their own opinions on these. The context for learning these skills was relevant to the students' own lives which meant that students were particularly engaged in what they were doing, building their literacy skills and confidence quickly.

Summary Statement.

In conclusion, using literacy strategies to improve ESOL students' outcomes in a context that is relevant and helpful to our students has been beneficial in improving a range of literacy skills for our students. The success of our approach has in part been the improvement of literacy skills of many of our students, but also in the confidence,

communication, and increased sense of belonging that our students feel in being able to communicate with each other both using their written and oral language. We hope that this will help to improve their achievement across the curriculum, while also helping them to participate in school life to a greater extent.

Mathematics HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

Department Specific Outcomes / Findings:

In Maths and Statistics we focused on the Numeracy Strategies and largely ignored the Literacy aspect with the exception of Maths specific language.

This was because I had approached the bigger departments to ask where the teaching of Numeracy would fit into current programmes. With few exceptions the response was that there was only limited attention to numeracy skills. I therefore realised the lion's share of the responsibility would be on the Maths department.

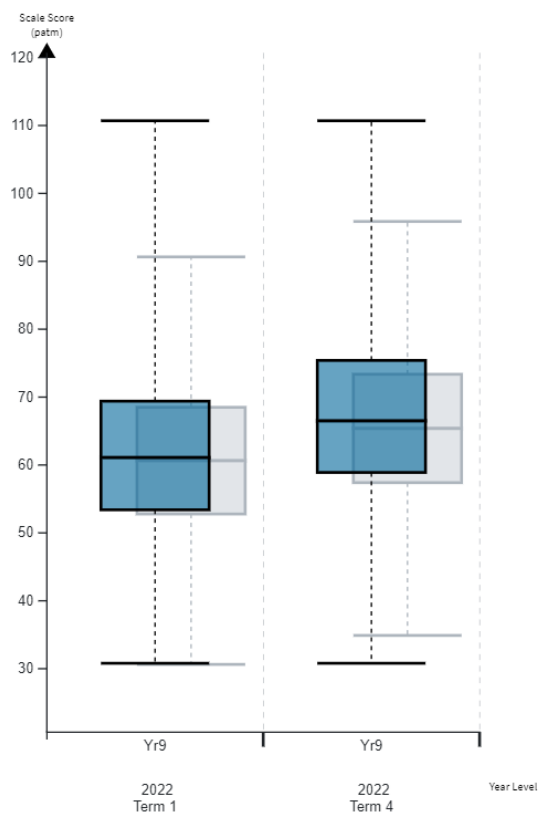
Our junior courses were already well fitted to cover 2 out of 3 aspects of the standard and only the “appropriateness of ideas/results” aspect needed more emphasis. The correlation between success in the CAA and the PAT results at Y9 occurs most obviously at Stanine 5 with 75% of those students Achieving Numeracy this way. Greater proportions are achieving above this Stanine, so it is our intent to use this as an indication of readiness for the CAA.

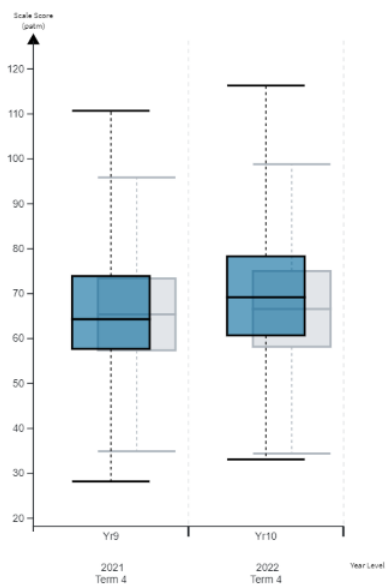
Stanine 2	12.00%
Stanine 3	34.88%
Stanine 4	50.00%
Stanine 5	75.32%
Stanine 6	92.73%
Stanine 7	91.18%
Stanine 8	97.30%
Stanine 9	95.00%

This is evidenced in our department's quantitative data:

Department Data (PAT):

Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	9	388/403	62.1 (60.6)	11.7 (11.6)	110.7 (90.6)	69.4(68.5)	61.1 (60.6)	53.4(52.8)	30.8 (30.6)
2022	Term 4	9	409/414	67.5 (65.4)	13.4 (11.8)	110.7 (95.9)	75.4(73.4)	66.5 (65.4)	58.9(57.4)	30.8 (34.9)





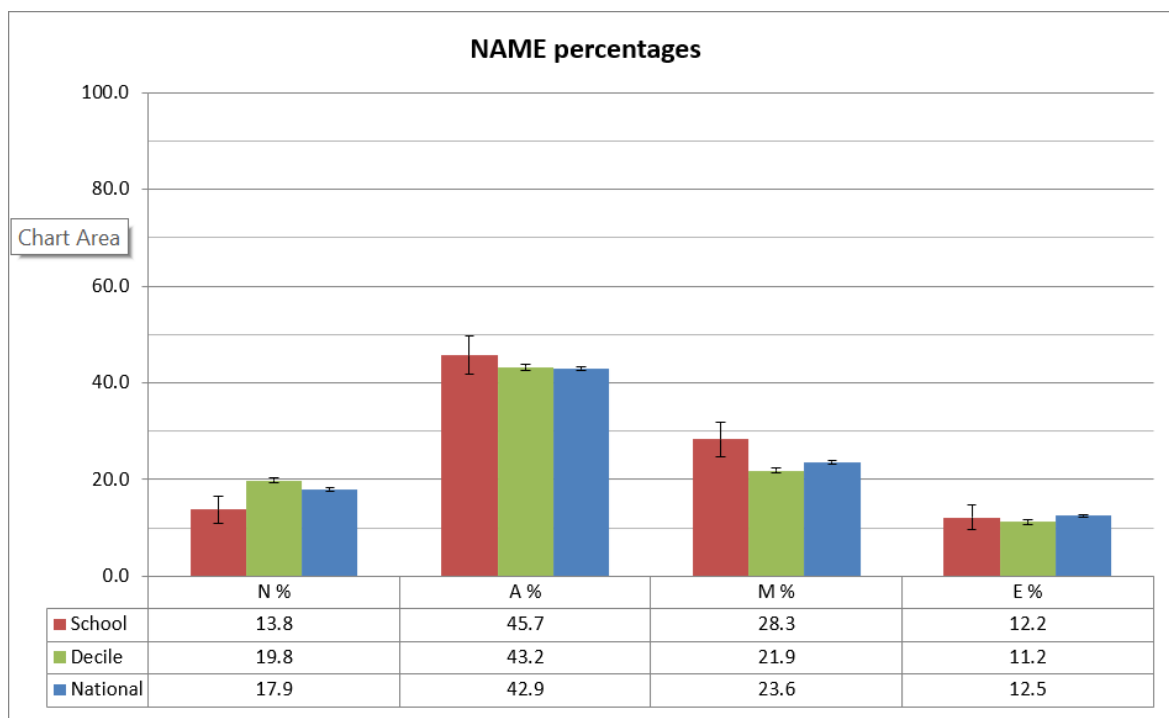
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2021	Term 4	9	412/416	65.4 (65.4)	13.1 (11.8)	110.7 (95.9)	73.9(73.4)	64.3 (65.4)	57.7(57.4)	28.2 (34.9)
2022	Term 4	10	399/412	69.5 (66.6)	13.2 (12.5)	116.3 (98.8)	78.3(75.0)	69.2 (66.6)	60.7(58.2)	33.1 (34.4)

Goal 2: Student Progress and Achievement - Senior School

Review After analysis of the 2022 NCEA subject data, the Mathematics department identifies (a) significant trend(s) across relevant year levels:

When looking at the externally provided data analysis, a few overall trends appear. Our success rate with 14+ credits obtained at Level 1 and Level 3 reaches 80% but our Level 2 does not (68%). Anecdotally, 2022 was the hardest in terms of maintaining student engagement and this has been most acute at Level 2 (in the senior levels).

At Level 1, an indicative cross courses standard such as **AS91032 (Trigonometry/Measurement)** sat by **304 students**, shows the pattern of success within wider Level 1 courses (please note that the data displayed is from a **single standard** and **no claim** is made that the patterns are **exactly** the same across the Level, merely that they are similar): The cohort maintains Achieved+ and Merit + rates higher than National and Decile (4-7) rates for most of the last 5 years.



Error bars are based on Least Significant Difference Intervals (LSD). If the lines overlap there is no significant difference at the 5% level. If there is no overlap there is a significant difference at the 5% level.

Comparison with national statistics

22 extra students gained credit in this standard at Otumoetai College compared with the national average.

13 extra students gained merit or excellence in this standard at Otumoetai College compared with the national average.

1 fewer students gained excellence in this standard at Otumoetai College compared with the national average.

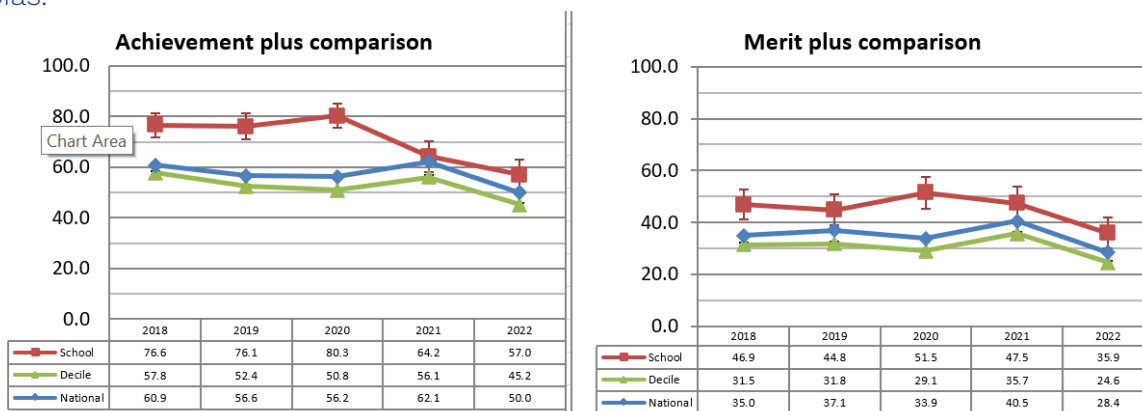
Comparison with decile statistics

30 extra students gained credit in this standard at Otumoetai College compared with the decile average.

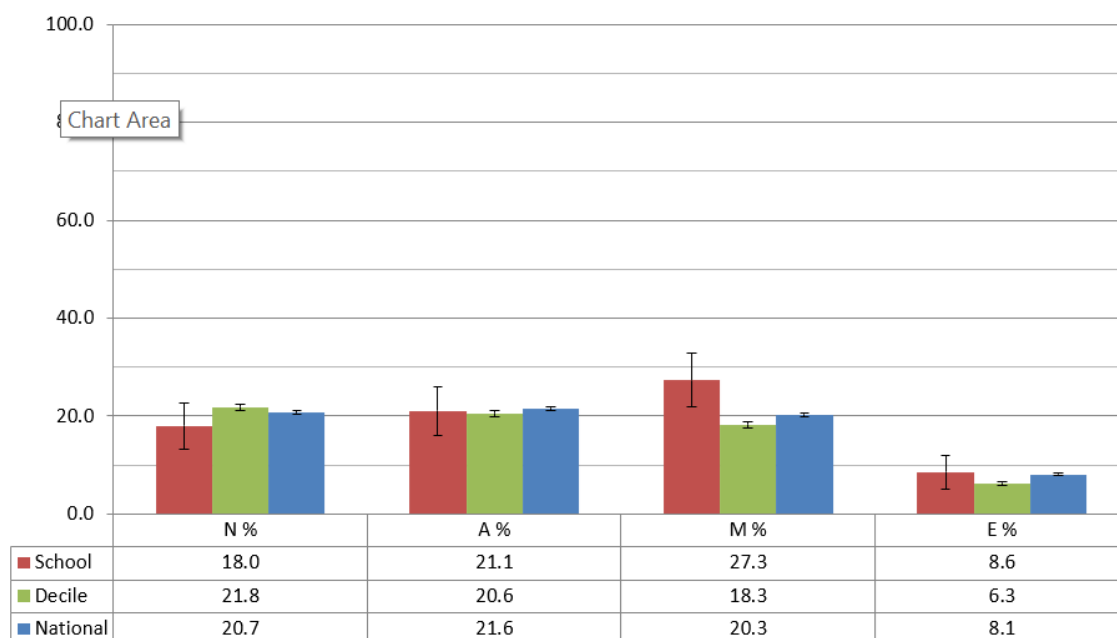
22 extra students gained merit or excellence in this standard at Otumoetai College compared with the decile average.

3 extra students gained excellence in this standard at Otumoetai College compared with the decile average.

At Level 2, AS91261 (Algebra) is probably the hardest standard in the **L2MATH** course (sat by **128 students**), so should show any areas of concern but we are attaining better rates of success than National or Decile rates in comparison. This is pleasing as it is an external standard therefore less likely to contain any marking bias.



NAME percentages



Error bars are based on Least Significant Difference Intervals (LSD). If the lines overlap there is no significant difference at the 5% level. If there is no overlap there is a significant difference at the 5% level.

Comparison with national statistics

9 extra students gained credit in this standard at Otumoetai College compared with the national average.

10 extra students gained merit or excellence in this standard at Otumoetai College compared with the national average.

1 extra students gained excellence in this standard at Otumoetai College compared with the national average.

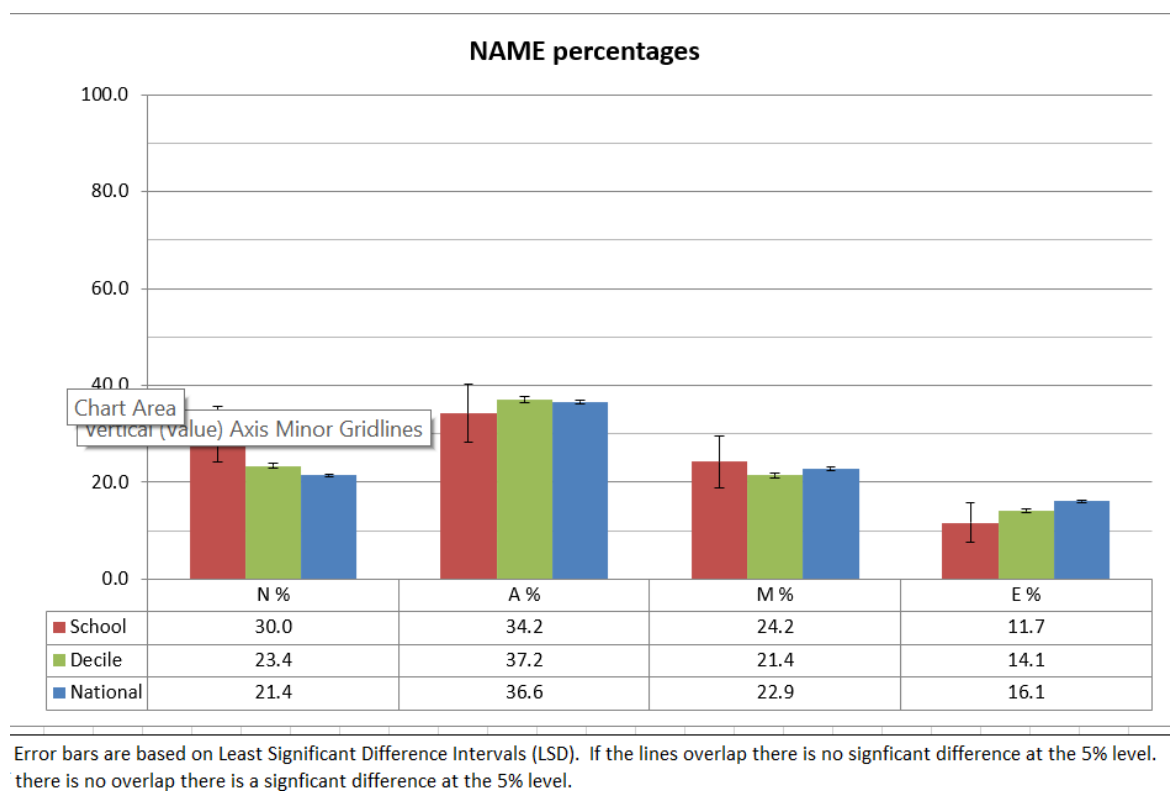
Comparison with decile statistics

15 extra students gained credit in this standard at Otumoetai College compared with the decile average.

14 extra students gained merit or excellence in this standard at Otumoetai College compared with the decile average.

3 extra students gained excellence in this standard at Otumoetai College compared with the decile average.

Our results in our **L2STAT/L2MATS** courses show areas for some concern. Below shows the performance for **AS91264(Inference)** which **120 students** sat across both Stats courses:



Comparison with national statistics

7 fewer students gained credit in this standard at Otumoetai College compared with the national average.

4 fewer students gained merit or excellence in this standard at Otumoetai College compared with the national average.

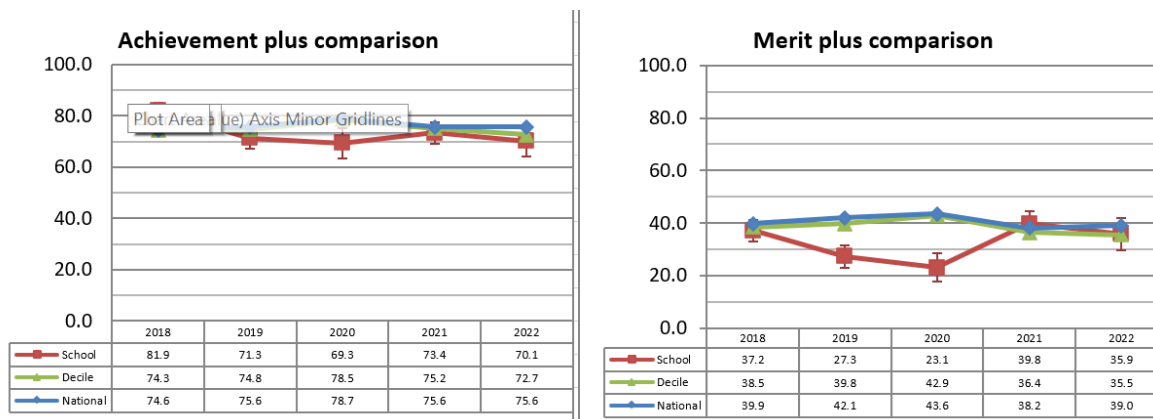
5 fewer students gained excellence in this standard at Otumoetai College compared with the national average.

Comparison with decile statistics

3 fewer students gained credit in this standard at Otumoetai College compared with the decile average.

0 extra students gained merit or excellence in this standard at Otumoetai College compared with the decile average.

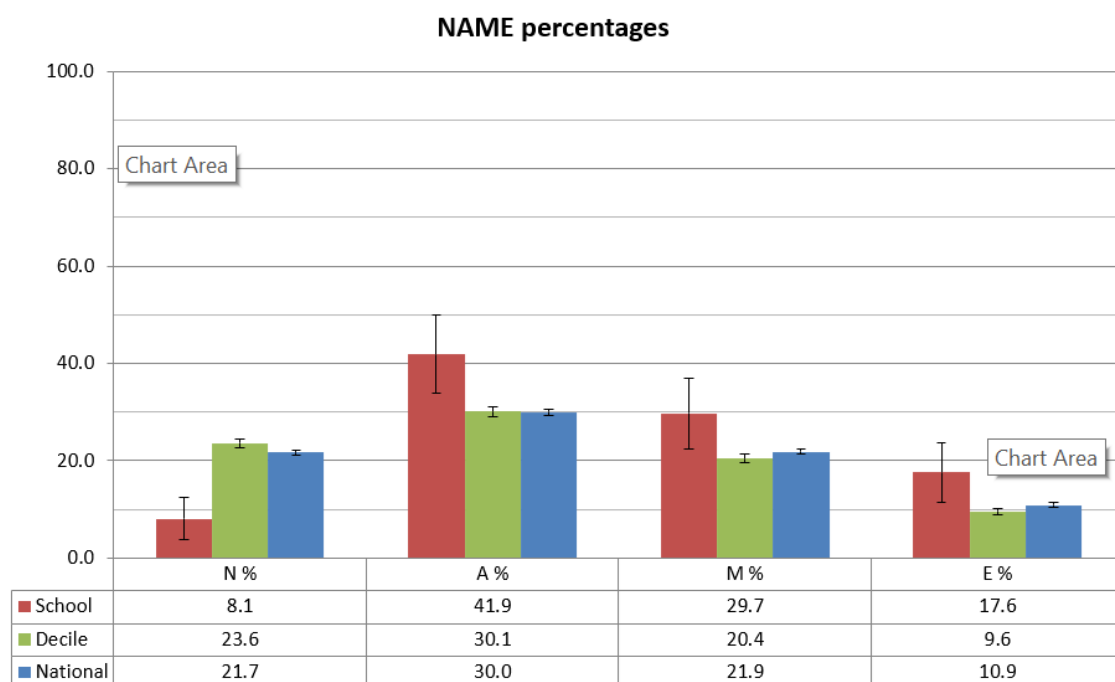
3 fewer students gained excellence in this standard at Otumoetai College compared with the decile average.



This standard reflects not only 2022 but also our ongoing struggles with L2 Statistics across the last 3 to 5 years. Staffing experience/expertees combined with lower rates of student engagement are the major factors here.

2022 brought us closer to desired norms.

At Level 3, in L3CALC **AS91578 (Differentiation)** best reflects course outcomes. It was sat by **74 students** and is an External standard. Clearly students are well-provided with opportunities to succeed in this course if this is a reflection of the outcomes.



Error bars are based on Least Significant Difference Intervals (LSD). If the lines overlap there is no significant difference at the 5% level. If there is no overlap there is a significant difference at the 5% level.

Comparison with national statistics

20 extra students gained credit in this standard at Otumoetai College compared with the national average.

11 extra students gained merit or excellence in this standard at Otumoetai College compared with the national average.

5 extra students gained excellence in this standard at Otumoetai College compared with the national average.

Comparison with decile statistics

22 extra students gained credit in this standard at Otumoetai College compared with the decile average.

13 extra students gained merit or excellence in this standard at Otumoetai College compared with the decile average.

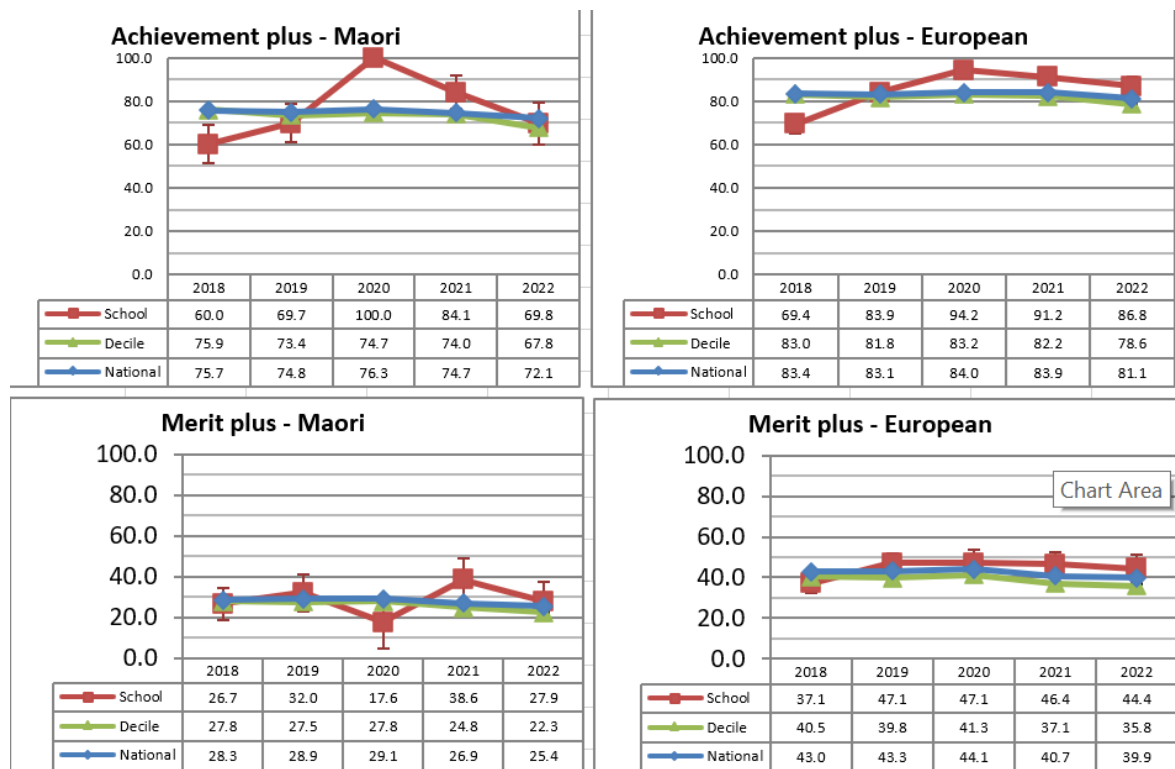
6 extra students gained excellence in this standard at Otumoetai College compared with the decile average.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

At Level 1, The success rates of Maori students are at or above the success rates of Maori students Nationally and from Decile (4-7) schools.

*Note that our Level 1 courses have been basically open entry in the last 3 years, even though prerequisites are displayed in subject selection documents. Many students without the requisites are allowed to take courses. Aptitude criteria are discussed but very few students wishing to partake in a chosen course are actively discouraged and none are prevented.

The following graphic once again refers to the Level 1 standard **AS91032 (Trigonometry/Measurement)**:



Based on the data / trend(s) above, our next steps as a department for 2023 are: To focus on the most 'at risk' students in the transition to new standards. It is clear that most students who continue a path through senior subjects receive a good deal in terms of academic outcomes and learning experiences. Those who intend to leave after their Level 1 year are the most at risk of impacts of changes to assessments.

Music HOD ANNUAL REPORT

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

Goal 1: Junior School Review 2022 Evaluation Focus

The evaluation focus for 2022 has demonstrated that a collaborative literacy strategies approach has *had a moderate impact* on improving Year 10 student learning outcomes.

Department Specific Outcomes / Findings:

In Music we have found that some students enjoy esoteric vocabulary as it gives them personal understanding and an element of control over the subject. Through teaching, and encouraging the formal use of music vocabulary some students are able to gain a greater understanding of the subject as it allows them to build upon established ideas. An example of this is when talking about structure; intro, verse, chorus, pre-chorus, bridge, a student can go on to talk about timbre and instrumentation, dynamics, and harmony as these elements can be applied to different sections of the song. As with all concepts, different students handle the vocabulary in different ways. When practical skills are retroactively introduced as theoretical concepts the student can then understand these skills as being transferable between instruments which only serves to strengthen their musical understanding and allow for higher level thinking and problem solving.

This is evidenced in our department's quantitative data:

We have seen a steady increase in achievement in the Group Performance assessment which requires junior students to play music as a member of a group. These students are now able to build a musical map to follow and essentially create their own contours on that map based on their level of ability/enthusiasm.

This is evidenced in our department's qualitative data:

What we now observe on a daily basis in Junior music is collaborative planning and preparation due to increased music vocabulary and the ability to communicate well as members of a group. The following diagram is a typical example of what we would see written up by students which demonstrates an understanding of timbre, structure, and dynamics and this is created collaboratively by the group with strengths and abilities in mind.

Our analysis of Māori student achievement in Years 9 and 10 has found that Māori students are participating in, enjoying, and learning at the same rate as others in the classroom. I would put this down to the fact that there is a large amount of student-led learning in the classroom as well as collaborative work which appeals to young learners as it allows them to play a role which either works to their strengths or challenges them to attempt new tasks.

Analysis of teachers' reflections on their practice (as reflected in the Professional Growth Cycle) indicated that teachers are enjoying the independence that students gain from developing their subject-specific vocabulary and sharing their skills as a member of a group.

Summary Statement.

In conclusion, by teaching subject-specific vocabulary and relating this to the practical skills which are taught in class (or pre-existing), students are able to apply their skills to a range of different musical contexts with a range of different people as well as further developing these skills in both group and individual contexts.,

Goal 2: Student Progress and Achievement - Senior School Review 2022

Level 1.

Positives: The success rate in all but 1 standard (external) is above the national average. Higher pass rate and higher for the course number of M and E grades than national comparison groups.

Negatives: High fail rate in 1 external standard.

Expected: High fail rate in aforementioned external standard. Higher grades in the internal standards than the external standards. Asian boys are leading the class in Excellence endorsements. Girls are gaining a higher percentage of endorsements than boys.

Level 2:

Positives: The success rate in all but 2 standards (1 external and 1 internal) is at or above the national mean. Higher pass rate for the course, and higher number of M and E grades than national comparison groups. Boys and Girls are both endorsing the course at the same rate.

Negatives: High fail rate (20%) in 1 internal standard.

Expected: Higher grades in the internal standards than the external standards.

Unexpected: For 20% (2 students) to be considered a high fail rate. No excellence endorsements.

Level 3:

Positives: The success rate in all standards are at or above the national mean. Higher pass rate for the course, and higher number of M and E grades than national comparison groups. External M and E results, and internal M and E results above the national average. Boys are endorsed with Merit at a higher rate than girls. Boys and Girls are endorsing Excellence at an equal rate.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

Level 1

Māori are achieving success as well as a higher percentage of M and E grades when compared to the national comparison groups. No Māori students gained excellence in the external standards and the fail rate in external standards was higher than the national average for Māori students, however, 33% of Māori gained an M in one external standard which led to an endorsement with M for 33% of Māori students.. The Māori M and E rate for internals was 61%, well above the national average of 31%.

Level 2

Māori are achieving success as well as a higher percentage of M and E grades when compared to the national comparison groups. No Māori students passed the external standard, and as a result no Māori students endorsed the course. Māori at Ōtūmoetai College gained a higher number of M and E students than the National Māori in all but 2 standards.

Level 3

Māori are achieving success as well as a higher percentage of M and E grades when compared to the national comparison groups. 100% of Māori students gained Merit in their external assessments. All Māori enrolled in the external standard gained a Merit endorsement for the course. Māori achieved success above the national average in all but 1 standard (91416 Solo Performance).

Based on the data / trend(s) above, our next steps as a department for 2023 are:

To communicate with the families of students who have fallen behind after the first term, and plan an intervention which will not only help them to realise their potential but will also help them gain the required number of credits to pass the course.

To continue offering a course which allows all students the opportunity to become better musicians, as well as assisting students in gaining the requisite number of credits to pass, or endorse, the course.

Physical Education and Health HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

The evaluation focus for 2022 has demonstrated that a collaborative literacy strategies approach has *contributed* to improving Year 10 student learning outcomes.

Department Specific Outcomes / Findings:

In the Physical Education department we have found that the implementation of Literacy and Numeracy strategies could contribute to an increase in the students' connection to Literacy and Numeracy application. To do this, the students need to build their understanding of what Literacy requirements are for each specific subject. In Physical Education this includes the use of specific vocabulary (kupu of terms), and when required, the use of Te Reo incorporated into their responses, plus the ability to reflect or describe what movement/exercise/activity can do to us, how it affects us and why it is important. The What How Why requirements were delivered during the year as part of the evaluation focus. Most units of study do not require written or Literacy responses as they are performance based, therefore it is challenging to present Literacy data as evidence of improvements in students' application of these strategies. Implementation of Literacy tasks were connected predominately to the Health Promotion unit at Year 10, however staff that had already completed this unit were encouraged to trial other Literacy and/or Numeracy resources where it was possible. We believe we have contributed to the overall goal of implementing Literacy and Numeracy. Literacy and Numeracy pilot results for Otumoetai College Year 10 students provides evidence of our involvement in this process.

The use of Literacy and Numeracy resources was our department's effort to improve students' understanding of vocabulary and written responses, as well as understanding where numeracy fits into our subject. The department created some extra resources (e.g. What How Why, measurement worksheets) that students could engage with to help build up their learning of Literacy and Numeracy thinking. It is challenging to accurately quantify the impact that these steps have had. Our department was focused on contributing to the overall delivery of Numeracy and Literacy. However, we may not be able to provide data specific achievement in this subject, that could be used as evidence, to show student outcomes have been directly impacted by the strategies delivered through this department. Our department believes that the Literacy and Numeracy results for this College in the trial tests is the data that best represents our engagement with the evaluation focus. We believe we have made a contribution to improving student outcomes and this is evident in these results.

Qualitative data is more likely to show how students in our department feel about the implementation of Literacy and Numeracy strategies in this subject. Student surveys can be used to obtain some feedback from each class, which provides some insight to their learning. It is important to note that our contribution to literacy and numeracy was embedded in a specific unit. A range of Literacy resources were created including using WHW questioning, a kupu of vocabulary terms, specific terminology etc. Although specific feedback from students about our implementation WHW or the numeracy resources we used, or the pedagogy used to deliver Literacy and numeracy education was not surveyed directly, we believe we have helped move students' understanding and application along that pathway.. The holistic nature of Physical Education means our primary focus is on the well being of our tamariki/akonga. Our goal is to engage students to be active, improve their Hauora, learn from their interactions with others and develop an environment that is supportive and safe. In most occasions, the learning takes place without the use of reading comprehension, written responses and mathematical calculations. The inclusion of some of these strategies was an "add on" to our curriculum and therefore forms merely a part of the students' education. Due to the nature of our assessments (as noted previously) and the style of learning (through participation), it would be unlikely that any data presented would hold significant weight when analysed for reliability or validity of Literacy or Numeracy specifically. Therefore qualitative data is likely to be a representation of the practical experience. This does not rule out the use of qualitative data in the future, but it is likely that the data will be used to make an inference about the students' learning experiences.

Our analysis of Māori student achievement in Years 9 and 10 has found...: Maori achievement at Year 10 can be calculated by examining the top 10% (n = 40 students) - from this 8 students out of 40 were Maori. eg 20%. This data does show that Maori are fairly represented in the highest level of achievement at year 10 in this subject. The bottom 10% also shows a similar representation of Maori students (n8 out 40) eg 20% were Maori. At Year 9 the number of Maori students represented in the top 10% was 10% of the overall Year 9 cohort. I do not know what percentage of the Year 9 cohort is considered as Maori, which is important if we want to understand if Maori are disproportionately affected with their learning and achievement outcomes.

Analysis of teachers' reflections on their practice (as reflected in the Professional Growth Cycle) indicated that...
Connections to the school wide goals and the evaluation focus were evident in the Professional Growth Cycle. All staff were able to complete the Professional Growth Cycle and meet the criteria of the Professional standards. The following is some of the ways these links formed - Professional learnings (eg PLD that staff completed during 2022 that was around Literacy and Numeracy) Professional Relationship through collaboration of ideas and the discussions in department meetings. The

design and building of new resources specifically for Literacy and Numeracy helped staff make links to the Design for Learning Professional standard. This is not a definitive list of connections staff created.

Summary Statement.

In conclusion...the Health and Physical Education department has contributed to the Literacy and Numeracy pedagogical approach to help achieve the school wide goal and the evaluation focus for 2022. Maori students are not disproportionately under achieving or over achieving in this subject area. There is equity in the learning opportunities for all students. Staff are engaged in the Professional Growth Cycle and worked towards the school wide goals and the evaluation focus.

Goal 2: Student Progress and Achievement - Senior School Review 2022

After analysis of the 2022 NCEA subject data, Health and Physical Education identifies (a) significant trend(s) across relevant year levels:

2022 was a year that the Covid impacts had the most direct affect on student learning. The disruptions created by Covid resulted in higher than normal absenteeism and hybrid learning and teaching environments. A comparison of results from 2021 to 2022 shows increases in student outcomes. The trend that is most evident is a slight increase in all subject areas for students who attempted to gain 14+ credits. Level 2 and 3 Physical Education, and Level 1 and 2 Health had a slight improvement with student outcomes for those who attempted and achieved 14+ NCEA credits. The only result that went against this trend was Health Level 3 and Physical Education Level 1 which outcomes decreased slightly when compared to 2021 results.

These results are quite similar to previous years. There has been a fairly consistent level of achievement in the Physical Education and Health courses. At times, there are slight gains or losses but this is often a reflection of student engagement in standards, rather than teaching or assessment delivery.

When considering overall (Maori and Non Maori) NCEA achievement levels of students that gained 14+ credits in Physical Education subjects (Sport Science and Outdoor Education) the data shows at all levels there is still significantly high achievement rates eg 83% at level 3, 77% at Level 2 and 88% at Level 1. In regards to Health Education data, the same applies to 14+ credit achievement levels - the results are equally strong eg. 80% at Level 1, 80% at Level 2 with a drop to 64% achievement rate at Level 3 Health.

Considering the impact of absenteeism, covid illness, and hybrid learning on students and staff this year it could be argued that this is an unexpected outcome for the College.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

According to the data presented 5 out of 11 Maori students in Level 3 Health sat and gained 14+ Level 3 credits. This is an achievement rate of 45%.

Compared to 2021 this is a slight dip in achievement levels. More importantly it is significantly below the overall Level 3 Health Non Maori achievement rate of 64%. There is a similar Maori achievement rate with Health at Level 1. 50% of Maori students achieved 14+ credits eg. (4 out of 8 sat and gained the 14+ credits). If two more students at Level 1 had gained 14+ credits the achievement rate would be 75%, which would be more inline with other school wide achievement levels. The impact one or two students can have on the data should not be disregarded. With a more detailed breakdown, person by person, there would be more insightful discussion explaining why Maori achievement rate is where it is, in Level 1 Health.

At Level 2 Health, the achievement rate for Maori was 100% (3 out of 3). This is a pleasing outcome.

In Physical Education at Level 3 - a 71% achievement rate (20 out of 28 students) for Maori students that sat and gained 14+ credits.. This is below the overall Non Maori achievement rate of 83% at Level 3. At Level 2 Physical Education, the achievement rate is 59% for Maori (10 out of 17) and at Level 1

Physical Education, the achievement rate of 14+ credits for Maori is 74% (14 out of 19). Again, the achievement rate percentage is significantly affected when 1 or 2 Maori students grades “dip” or do not complete the standard.

It is worthy of note that Maori in this subject are fairly better than Maori in other schools in the same subject.

The question as to why Maori students are not achieving at a similar level as Non Maori remains as the challenge for us in the teaching profession. It is a complex multi-faceted issue which does not have a solution solely in the curriculum, or in the pedagogy or in the relationships with the school. It requires going further a field for each individual, helping them to make connections with the value of each assessment in their life.

Based on the data / trend(s) above, our next steps as a department for 2023 are:

From the data gained in 2022 we can show that achievement rates for Maori will continue to be a focus for 2023. Staff will be directed to make connections with each Maori student, follow up on how the learning is shaping for them and work with each student. More importantly, we need to keep our Maori students engaged in the learning process all the way through to the assessment completion. The results are often negatively impacted if Maori students do not submit or attend the final assessments. The disruption over the past few years has put a strain on how the classroom work is delivered and there have been significant changes to how educational material is implemented. Students have had to show more independence and be more self reliant when the Hybrid system was introduced. This benefited students who were more responsible and had the ability to work easily at home. This is not the case for all learners.

Our department will continue to be engaged and involved in the PLD that specifically focuses on Maori achievement - Te Rongohia te hau could benefit staff who are seeking a more in depth understanding of what's happening and what to do next.

As for the results for Non Maori, we will continue to work here as well. In general terms, the students in our subject areas have achieved consistently over the past years but this is not without its own challenges. The number of students enrolled in this subject has grown and new staff that were not familiar to our programs were asked to step up and take over the teaching. This has an impact on the style of delivery, continuity and expectations, and the relationships between teachers and students. Some of this may have been an external influence on the outcomes for students. In 2023, we have a much more settled workforce.

Resistant Materials Technology / DVC HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

The evaluation focus for 2022 has demonstrated that a collaborative literacy strategies approach *had a moderate impact* on improving Year 10 student learning outcomes.

Department Specific Outcomes / Findings:

- In Technology we have found that whether the students were carrying out their design portfolio work in either a digital format using chrome books, or the paper workbook version, there are students who have excellent literacy skills, as well as some students who are very reluctant to carry out the expectations set for evaluation in their project design work.
 - Certainly, some teachers preferred the use of a digital workbook, and the chrome book camera's facility to take images of their individual practical work could be visually effective as to recording images of the completed prototype.
 - Other teachers of junior technology, using the Paper workbooks for delivering the design process and evaluation steps to students, preferred these as they regarded them as easier to use, both for students and staff.
 - Each have their merits over the other, and my own feeling is that over the next few years there will be greater acceptance of using a digital format.
 - Either way, students will still require the use of a pencil to allow them to create design ideas from which to focus design notes for the ongoing evaluation leading towards making their prototypes.
-
- Feedback from the staff has shown that especially in year 9 and 10, the literacy tasks were not well received by all of the students in these, very mixed ability, practical classes.
 - Most students were very capable of recording their ideas as they completed the various stages of the design process.

- In year 10, where the option subject of Electronics begins, and also to some extent in DVC(Graphics), there is a much higher level of capability overall in regards to literacy than the other Wood and Metal based subject options.

This is evidenced in our department's qualitative data:
(E.g. Student voice / classroom observations etc.)

- We are always on the look out for the introduction of new project briefs and if they prove to make improvements or allow for more success with student learning, then they are adopted and trialled.
- One such example is that of our Year 9 Design and visual communication classes, where the introduction of the "Ice cream cart for the Beach" design brief has allowed for more literacy analysis of the research images of existing products, as well as greater self-evaluation of the students' own concepts and idea development. Essentially an outcome allowing for more scope.

Analysis of teachers' reflections on their practice (as reflected in the Professional Growth Cycle) indicated that they are keen to trial new initiatives towards the aim of improving literacy and numeracy at the junior level.

Summary Statement.

- It is my feeling that overall, we are not seeing any dramatic improvement in the standard of literacy and numeracy in the incoming year 9 group in our subject area. Most of the students are proving to be very capable, however, there is an alarming number of students who at the age of 13, still cannot recognise 15mm on a ruler for example, and more than a few who lack confidence in their ability to analyse an image and write their thoughts about it.

Goal 2: Student Progress and Achievement - Senior School Review 2022

After analysis of the 2022 NCEA subject data, [DEPARTMENT NAME] identifies (a) significant trend(s) across relevant year levels:

- From the data supplied and reflected upon by the individual teachers, these were the Electronics, Level 2 and 3 Tech Wood, and Unit Standard Technology courses were performing at a very positive level.
- However, there were many courses where there were a lot of Achieved grades where there is potentially room for improvements. The teachers concerned were all aware of the need to raise the success grades to Merits and Excellences. This has required some alterations to the topics

and timing of the assessment milestones for 2023 and also the emphasis within the teaching of the various learning activities.

EG: In level one TDVC, there needs to be more thorough teaching of the drawing skills needed to meet the criteria of the higher grades.

- As is usually the case, where there were combined senior level classes, the cohort number was so small that comparison results were all too easily skewed and so difficult to see a reliable trend.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

Anecdotally, in line with non-Maori students in these mixed ability classes, however, I will be following up on how to access this data and how it can be extracted from the assessment breakdowns.

Based on the data / trend(s) above, our next steps as a department for 2023 are:

- To focus more on getting the students from Achievement levels and through to the skills sets required to be demonstrated for Merits and Excellences.
- To involve our year 10 students especially, with a greater understanding of the properties of Materials and sustainability decisions, as these are signalled to be a large part of the incoming level One achievement standards.
- Our inroads to the concept of Mātauranga Māori with our year 10 and 11 students in various classes is going well, but it is proving to be a very difficult Big Idea to translate into everyday teaching. Hopefully the upcoming curriculum Jumbo day will help to unlock some of the confusion that exists nationally around this. There has been virtually no guidance around this in useable example form, so we are just experimenting to be prepared for what lies ahead.
- We will continue to pursue greater literacy success at all levels.
- Junior Numeracy is a great concern to us, as we see everyday examples of students being woefully inadequate in their measuring skills. Basically, being unable to read a ruler.

Science HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

How do you know?

Summary Statement.

Science: Thinking With Evidence (Yr 10 Average Scale Score - 60.5)

Targeted mean score for Year 10 (ALL) by EoY 2023: (59.3 + 1.2 acceleration) - 60.5 Average Scale Score

Targeted mean score for Year 10 (Māori) by EoY 2023: (58.1 + 2.4 acceleration) - 60.5 Average Scale Score

Goal 2: Student Progress and Achievement - Senior School Review 2022

After analysis of the 2022 NCEA subject data, Science identifies (a) significant trend(s) across relevant year levels:

Positives / Science L2 and L3 Credits Per Student on Level 2 and Level 3 School Roll trended upward in 2022 compared to the previous three years. Also our results were better than other decile 7 schools for both Level 2 and Level 3.

Minuses / Science L1 Credits Per Student on Level 1 School Roll trended downward for 2022 compared to 2021, yet still much better than 2020. Our results were very similar to other decile 7 schools.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

Science L1 Credits Per Maori on Level 1,2,3 School Roll trends downwards and is less than the National Average in all three year groups.

Based on the data / trend(s) above, our next steps as a department for 2023 are:

1. A focus on mātauranga Māori. We will explore how to integrate Māori worldview and traditional knowledge into science education. Whakapiki whakaaro is a Māori term that translates to "to raise consciousness or to stimulate thought". In the context of science education, we will plan a teaching approach that seeks to engage and empower students by

encouraging them to think critically and actively participate in their learning. Whakapiki whakaaro recognizes the important role that culture and context play in learning, and seeks to create an inclusive and engaging learning environment that supports students to develop their scientific understanding and skills. We will incorporate more hands-on practical investigations, as student and whānau voice indicates this is wanted by our community.

2. We are going to offer an additional internal opportunity (Physics 1.1) for our year 11 Science cohort so that students are more likely to successfully gain the 14 credits required to pass this course.

Social Science HOD ANNUAL REPORT FOR 2022

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

The evaluation focus for 2022 has demonstrated that a collaborative literacy strategies approach has *significantly improved* Year 10 student learning outcomes.

Department Specific Outcomes / Findings:

In Social Science we have found:

In year 9 of 448 students:

- 86% of students were work at or above curriculum level 5
- of the 13% (62) students who gained a 'Working towards' grade in the End of Year CAT (essay), most were at the required level in other writing tasks throughout the year.
- Only 18 students consistently did not achieve all year

In year 10 cohort of 469 students:

- 84% of students were work at or above curriculum level 5
- of the 16% (76) students who gained a 'Working towards' grade in the End of Year CAT (essay), most were at the required level in other writing tasks throughout the year.
- Only 19 students consistently did not achieve all year

This is evidenced in our department's qualitative data:
(E.g. Student voice / classroom observations etc.)

Student voice:

- A large number of students commented that using Writer's Toolbox with the feedback button and scaffolded structure made them feel much more confident to begin writing and to edit and improve the quality of their writing. Having this tool available meant that they could get help even when the Teacher was busy helping other students.
- Many students commented that the What, how and why approach to paragraph writing made it much clearer, easier to remember when it came to developing their ideas within a paragraph and meant that students felt empowered to achieve success.

Analysis of teachers' reflections on their practice (as reflected in the Professional Growth Cycle) indicated that...

- The entire Social Science department appreciated the collaborative approach towards the Department goal. The focus on one shared strategy (W,H,W) allowed for shared expertise and resource creation.

The teaching and learning process therefore became deeply embedded for both staff and students over an extended period of time, resulting in positive change for student outcomes with their thinking and writing.

Summary Statement.

In conclusion, the deliberate and explicit use of a learning strategy that was collaboratively implemented by the whole department was able to make a positive shift in student outcomes.

Goal 2: Student Progress and Achievement - Senior School Review 2022

After analysis of the 2022 NCEA subject data, the Social Science Department identifies the following significant trends across relevant year levels:

- Across all Social Sciences, results were at or usually well above National and Decile results. Many senior subjects enjoyed pass rates of over 80% in both Internal and External standards.
- There were 3 Scholarships gained in Classical Studies, History and Geography.
- Standards with higher rates of non-achievement (or non-submission or absence) were either during Term 1 when there was significant disruption due to Covid and hybrid-learning or at the end of the year when students had determined they had the required credits and opted not to sit or complete standards at that time.

[2022 Academic year NCEA Results - TIC reflection](#)

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

- With the exception of Tourism and Sociology, few Māori students are studying the other Senior Social Sciences at L2 and L3. However, those Māori students who do take Social Sciences achieve higher than the National average, but still lower than non-Māori students in many cases.

Based on the data / trend(s) above, our next steps as a department for 2023 are:

- Prepare for NCEA Level 1 changes, constructing courses that will engage and connect with our current learners.
- Review courses to further include opportunities for mātauranga Māori therefore ensuring mana ōrite which will result in equal status for Māori and non-Māori world-views.

Soft Materials HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

The evaluation focus for 2022 has demonstrated that a collaborative literacy strategies approach has had a moderate impact on improving Year 10 student learning outcomes in Soft Materials and Processing Technologies.

Department Specific Outcomes / Findings:

In Soft Materials and Processing Technologies we have found that students' expectations of a highly practical subject are somewhat misaligned with the reality that for students to succeed, they must not only have good practical skills, but they must also be able to think critically, record their thinking, investigate, and record their findings. From there, they need to draw meaningful conclusions to identify their next steps and produce a refined, quality outcome.

While sentence structure was not a particular focus for us, we felt that using the same 'What|How|Why' model to teach deeper thinking was a targeted approach of embedding the strategies that are already taught across other learning areas, as well as extending them to align with Technological thinking. The aim was for students to not only benefit from the familiarity of the W|H|W model, including visual consistency in colours and styles, but also to help them to identify that learning does not happen in silos, and that when deep learning occurs it can draw on knowledge and understanding from a range of learning experiences, regardless of context.

The implementation of the What How Why model has meant our learners are able to not only present a basic idea or piece of evidence, but they are beginning to show some deeper understanding as to why this is important within the context of their learning. We are still in the beginning stages but already we have seen students present clearer ideas and explanations. Learners' ability to share their ideas and their reasoning is vital in the implementation of the Understand, Know, Do focus of the curriculum refresh where knowledge and capabilities are woven together.

STUDENT VOICE AND TEACHER REFLECTION

When students were asked about the use of the W|H|W model in Food and Soft Materials these were some of their responses:

- *We are learning how to write what how why sentence cause it helps us to elaborate and write detailed sentences*

- *It's quite familiar. We use it a lot in Social Studies, English has one that's a bit different but it's kinda the same*
- *Yeah we've done it before in English and Social Studies - it's not new.*
- *we haven't done much of it in food but we do it in other subjects. Do you know why we do it - why it's important? - It shows our understanding of a topic and that we understand what we are learning about.*

When discussing with students what they thought of the use of the What How Why tool they had positive feedback. They could easily identify that this is the tool that has been used in Social Science and similar to English.

Students felt they needed minimal instruction before leaping into a task using this model as it was already familiar to them. This also created confidence, particularly in our Māori learners. The structure of the tool and prompts to initiate thinking were a starting point that many felt was important. Ākonga were more comfortable to back themselves and have a go, rather than hesitate on the unknown - this is an important concept in Technology, as ākonga generally take bigger design risks in their learning when confidence is higher.

Teachers also noticed ākonga were able to quite quickly give a deeper answer beyond a standard 'identify' response. We attribute this to them beginning to understand the 'why' aspect of their content more explicitly. Teachers were also able to determine that this relatively simple, yet effective tool was valuable for ākonga Māori in particular, as many demonstrated ideas and understanding in a clear and concise way, and began to extend their thinking independently.

This was an initial introduction of the W|H|W tool into Food and Soft Materials Technology. We are excited for the possibilities and next steps, as teachers continue to develop more resources and focussed learning activities for use across our learning area.

Analysis of teachers' reflections on their practice (as reflected in the Professional Growth Cycle) indicated that:

- The paragraphs written were great! Some were more in depth than others - but they all showed their understanding and ability to identify, explain and discuss what they were working on, how they were going about it and what their reasoning was.
- Teaching an evaluation using what, how, why was a bit of a brain shift for me. Though having more structure around the evaluation paragraph and having the links with other subjects has made it easier.
- My Yr 9 classes are easily able to adjust to using W|H|W in any format that I have used with them, and by scaffolding and verbally/using the board to go over what they have done, it meant they were all able to succeed.

Overall, teacher confidence grew after the use of W|H|W as they felt they were quickly able to get quality answers from ākonga and encourage them to

dig deeper to extend their thinking. This is a great step towards extending their writing capabilities. Showing the expansion and reasoning of ideas will be a particular focus moving forward as this is what needs to be developed for learners to succeed and grow through the U|K|D framing of the curriculum refresh.

SUMMARY AND NEXT STEPS

In conclusion, we have started to identify which strategies are more successful than others. We still have more work to do around the specific teaching of writing and the use of technical language across our Year 10 and 11 classes to ensure we are ready for full implementation of RAS products in 2024.

We are working with Vicky Jeffares from the Kahui Ako in 2023 to develop further strategies for not only writing, but to help encourage students to record the 'right' information when gathering evidence. Being able to identify key information and extract what is needed from the 'noise and clutter' is central to unpacking and extending ideas in a concise manner.

Goal 2: Student Progress and Achievement - Senior School Review 2022

After analysis of the 2022 NCEA subject data, Soft Materials and Processing Technology identifies the following:

Unit Standard Courses:

L1/2/3 Hospitality - 100% pass rate for all students *entered into standards*. Worth noting - we do have a drop off in numbers as students leave school etc throughout the year. However, there are also those who opt out of assessments for a variety of reasons. We are continuing to focus on this aspect of assessment trend and the introduction of the integrated Hospitality assessment day in term 3 of 2022 was a success. Students worked together to run a mini cafe event for staff, offering takeaway coffee and baked goods throughout the day as well as two lunch sittings in our 'bespoke' restaurant. While this was a success, the uptake from staff was not as high as anticipated which was a little disappointing for students as they had a more limited opportunity to showcase their skills. More work will be done in 2023 to increase staff participation, thus increasing the pressure on students to perform in a more fast paced and realistic environment.

L2 Cafe Operations was a new course for 2022 and was deemed to generally be a success, overall. Unfortunately, three students opted out of the assessments at the end of the year which was disappointing. Even though they had participated in the practical assessment opportunities, these students chose not to complete the final written aspects of the assessments and therefore, were not eligible for the credits. With assessment being integrated this meant that the assessment workload was reduced for both ākonga and kaiako. However, this also meant that the majority of the credits were assessed at the end of their academic year - both a positive and negative point to be managed going forward.

Unfortunately, these trends are common in our industry based courses so rectifying this remains a continued focus for us. The integrated assessment event did allow for more students to succeed in more standards, as the evidence was naturally occurring throughout the day. Overall, we believe this was a successful initiative, but for 2023 we will trial two assessment days, with the additional day in term two aiming to capture the learning of more ākonga earlier in the year - particularly for those who leave school for midyear polytech intakes, or to pursue employment pathways.

Achievement standard courses:

Food and Soft Materials Technology which are our portfolio based learning courses continue to have good outcomes for ākonga. At Level 2 and 3 these do tend to be students who have taken these subjects the previous year, so they are building on their knowledge and understanding. This is evident in the pass rates of achievement standards. Across the board, the vast majority of our portfolio based learners continue to perform at or above the national average, which we are very proud of. While we had a low number of Māori students in these particular classes for 2022, the majority were also in line with the at or above trends.

At level one the numbers are somewhat less encouraging and while there is still a large number of successful learners, we continue to focus on those who are not yet achieving. In L1 Food and L1 Soft Materials it is pleasing to see our Māori students achieving well, although we still have work to do around engagement of the whole cohort to ensure success for all learners where possible. With our participation in the NCEA pilot for Materials and Processing Technology for 2023, we are hopeful that the overhaul in teaching and learning as well as the change in achievement standards, students may find the assessment program more engaging and achievable. Work for this is on-going and the outcomes will be reviewed at the end of 2023.

Fashion and Design - This course is made up of individual units of learning, suited more for those who have not participated in portfolio courses prior, or struggled with the written and theoretical aspect. This is more of a practical learning pathway - although it does still require writing for evidence gathering, explanation and analysis. As expected, we have a range of outcomes of this course at Level 2 and Level 3, but overall, a reasonably good spread of results. Continued focus on writing across all classes should help to underpin the knowledge needed for the growth and success of our learners, looking to the future.

TRENDS IN MĀORI ACHIEVEMENT

While we have a reasonably good achievement rate for our Māori learners, there were a number who opted out of assessments, particularly in unit standard based courses - even if they had participated in the learning activities and demonstrated a good understanding of the concepts. This is an aspect of assessment we are continuing to work hard to improve across our learning area, but particularly for our Māori learners, and we have begun to address these issues through the altered assessment timetables in unit standard courses. The plan was to assess earlier (term 3 rather than 4), where possible, aiming to better credential student learning in real time. The integrated assessment day was also useful for students to collaborate and demonstrate their own knowledge and skills in an authentic context. However, with this being at the end of term 3 we feel we may have missed opportunities with some learners. To address this concern, an additional day in term 2, 2023 should further this opportunity.

In achievement standard courses, ākonga Māori continue to achieve well, particularly in portfolio classes where they generally tend to follow pathways through level 1, 2 3 and build on their learning, year on year. This trend is inline with pākehā students (at or above national averages) which is great to see. This will continue to be an on-going focus within our learning area to increase the outcomes for ākonga across the board.

SUMMARY AND NEXT STEPS

In 2023 we will have a continued focus on Māori learners and their participation in all standards that are available to them, where teaching and learning has taken place. The increased use of local authentic contexts and of more mātauranga Māori will also be a focus to engage and situate student learning in a broader, more relevant domain.

Where students leave school before the end of year 13, or part way through an academic year we will endeavour to discuss with them where they are going and why they are leaving - are they going on to meaningful pathways, whether that be further study or employment. There will also be more focus on ensuring students have completed as much of the assessment as they can for the relevant course(s), prior to their departure.

Work with NZQA and the MoE for the pilot of Level 1 Materials and Processing Technology is a big driver of teacher development and regeneration of programs across our learning area in 2023. The learning from this pilot is already positively influencing decision making across all courses, at all year levels. Pulling this together, along with the work around generating and extending ideas, the increased use of technical language to present an argument, and give sound reasoning through writing (W|H|W) we feel will give the students the best opportunities we can to succeed to the best of their abilities. There are exciting times ahead for education in Aotearoa and we are proud to play a small part in leading that change.

Spanish HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

In brief, not much progress was made in 2022. In 2023 plans are underway to create specific writing units for Years 9 and 10. These units will require students to produce a paragraph/paragraphs using the 'what, how, why' model. More detail is given below:

In Spanish, at NCEA Level 1, students need to be at level 6 of the NZC Spanish Curriculum in order to achieve. Generally, by the end of Year 10 students are at level 4-5 of the curriculum. It is not really until level 6 that students begin to be capable of producing 'what, how, why' paragraphs in the target language. Hence, it is best to do this in English through the cultural strand of the curriculum. Due to time constraints, a maximum of 1-2 weeks can be given to this.

In 2022, students were encouraged to use 'what, how, why,' when reaching a conclusion in their collaborative, cultural inquiry projects. However, during the 4-5 lessons afforded to the project most students spent more time gathering information, and making presentations aesthetically pleasing, instead of concentrating on writing strong summaries of their findings.

The aim of the project was for students to compare 1-2 aspects of an Hispanic culture with their own and explain 'why' they thought it might be different, or similar. Groups that did this well gained Excellence. Results evidence that more often than not, students were unable to do this.

Student voice indicated two main hindrances to being able to arrive at the 'why' for their projects:

- (1) There was too much they didn't know to start with i.e. they had to spend too much time searching for the information, before arriving at a conclusion.
- (2) Confusion around how to put together a 'what, how, why,' paragraph, about their chosen cultural aspect.

In light of these findings, in 2023 we have set time aside to design topic packs for 5-6 cultural aspects e.g. daily routine, ceremonies, festivities, traditional food. These will include the following:

- (a) A brief outline of the main points of the topic with links to websites where more specific information can be found.
- (b) Information about this cultural aspect in Te Ao Maori.

By eliminating much of research time and helping students be more focussed, while still having choice there is more time to specifically teach and more

importantly guide students. Furthermore, having a set list of topics means that kaiako are more confident in their own understanding of the cultural practices in question.

NB: Although students are not writing at the same level as they do in English when in Spanish class, they often leave class having learnt some basic English grammar of which they were previously unaware.

Goal 2: Student Progress and Achievement - Senior School Review 2022

After analysis of the 2022 NCEA subject data, [DEPARTMENT NAME] identifies (a) significant trend(s) across relevant year levels:

Level 1:

Unexpected

Too many students are not achieving internal AS90909 and external AS90911.

All not achieved grades in the AS90909 were Year 10. The majority who didn't achieve the external AS90911 were also Year 10. However, many Year 10s who sat both standards achieved Merit and Excellence.

Although these standards will cease to exist as of next year, those that replace them are somewhat similar. It has been a department policy for some years to offer some Level 1 standards to some Year 10 students as a way to extend them. We still believe that this is a valid strategy for keeping accelerated learners engaged. However, moving forward it will be something that is offered by the teacher rather than chosen by the students.

Levels 2 and 3:

Expected.

It is hard to read into percentages when class numbers are so small. One unexpected grade can skew things. However, in saying this I feel that all individual students did as expected.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

There is too little data to be able to comment on trends.

Steps to amend discrepancies at Level 1 have already been outlined.

Special Needs HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

The evaluation focus of increasing student engagement for Year 9/10 students in 2022 has demonstrated that the use of practical strategies and behaviour supports increased student engagement in all subjects.

Department Specific Outcomes / Findings:

In Special Needs we have found that behaviour supports such as tick charts, individual rewards and praise increased engagement. The use of these strategies at junior level is to help students learn classroom and social rules so that they can engage appropriately with the learning content and retain that learning. Success of these strategies is seen through the evidence in individual success of academic IEP goals.

This is evidenced in our department's Quantitative and Qualitative data:

As seen through the IEP document comments and informal observations such as that of increased engagement in our EOTC classes with juniors at the end of the year where 98% of students participated in the activities. One student did not as he felt he was unprepared for changes in the activities.

It is also observed in core academic classes e.g Two students in mathematics participated 30% and 60% of the time while the rest of the class (8 students) participated 100% of the time.

Student voice is evidenced in our pre IEP gathering information sheet.

Here students can voice their opinions/concerns about their learning.

E.g.Georgie said “she really likes Music and Mr. Bodman’s class. She wonders why she is not doing cooking outside of the department. Also Art. Happy with Manga High and lots of gold medals. Steps Web is still tricky for her. Really likes PE. Some personal space issues around certain students.” Y9 student.

“Hunter spoke about his “Gentle Hands” which he has a chart for.Hunter loves to spell.”

“Freddie loves all aspects of school and is very happy.” Y10

Our analysis of Māori student achievement in Years 9 and 10 has found....:

That by providing an environment for learning that acknowledges different cultural perspectives and ways of learning our Maori students succeeded equally alongside their peers. Programs such as ASDAN, Te

Reo and Art, as well as the core subjects Science, Numeracy and Literacy are differentiated for our learners. Integrated into these subjects are life skills and social skills that allow all students to feel empowered by being 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.

Summary Statement.

Through Whanau Feedback at IEP meetings and from service agencies and MOE case workers' comments acknowledge the movement of individual learning for students within the department. Strategies for engagement in junior classes benefits learning in senior years to help each student become well rounded, diverse learners.

Goal 2: How is the new Transition programme supporting all Year 13 students to become well rounded, diverse learners.

Working in 2022 with both the Te Whare Tapa Wha document and the new Transition Program learning objectives, learners will work toward being well rounded diverse learners who can confidently access their communities. “Both documents connect to Tikanga practices and help to guide those working with the student. They provide a transition that is aligned to who the student is” Momenta Transition Service Provider Feedback.

Whanau voice in the IEP’s was also positive: For Example: After sharing Matewhakarau’s Te Whare Tapa Wha. Mr. Tawa read it carefully and then commented on his appreciation for allowing Matewhakarau to have this avenue to speak her mind. He expressed how grateful he is to be able to gain an insight into his daughter's current mindset. He sees it as a map that he will help navigate with her.

Student voice demonstrates the benefits of the Program.

“This year in Transition we have been learning about life skills like writing CVs, interview skills and budgeting. We have also been going to Casita for work experience. Casita is a shop in Greerton and we work on the till and stack and clean shelves. As part of life skills, we are learning cooking and budgeting, we go grocery shopping and then we cook things like brownies, falafels, nachos, and cottage pie. We also go out into the community and do activities like cross fit, walking group and visit the library, sometimes we visit the wrong library! Issac” (Department Newsletter Term 1 2023).

Katie Phelan - “I like being in the transition programme. It is really fun.”

Joseph Demir - “For work experience I am delivering paper to the school office and International department.”

Brianna Newlove -” I love transition because I am trying new things in the community and gathering around with friends.”

Alice Sampson - “The transition programme is fun doing work experience and learning new things. For work experience I am cleaning with Tammy (the head cleaner at our school) and putting out biscuits in the staffroom. It is fun to teach the kids at the Bellevue School, year ones.”

As part of the Transition Program the IEP document had to be adjusted to reflect the learning in this program. We were able in the September IEP’s for senior students to present both the Te Whare Tapa Wha document which was the base for developing the Transition Program

along with a new IEP document that reflected the programs goals for individual students.

A record of learning which covers 2 years exists for each student as well.

The trends we are seeing with respect to Māori student achievement in the Transition Program at Year 13.

We are seeing that all students including Maori are developing a greater confidence in the community, they are actively thinking about possible future pathways and taking steps towards those pathways. With our Maori students we are seeing they are more verbal in class, tell their own stories, speak up in discussions and are better able to advocate for themselves. They are taking better care of themselves holistically through better hygiene and physical activity.

Based on the data / trend(s) above, our next steps as a department for 2023 are:

- Continue to integrate and develop an understanding of the TOW standard into our Transition Program through “Use in practice, contexts and content for all learners so that we can affirm the knowledge, language, identity and culture” of Maori and all students in our program.
- Investigate how to incorporate Mana Ōrite mo te Mātauranga Māori into daily practice.
- Professional Development around integrating Numeracy and Literacy into practical programs such as our Transition Program.

Supported Learning HOD ANNUAL REPORT

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

The evaluation focus for 2022 has demonstrated that a collaborative literacy strategies approach has had some impact on improving Year 10 student learning outcomes.

Department Specific Outcomes / Findings:

In Supported Learning, we have found that focusing on the What? How? Why? model has helped students organise their thoughts better when writing short paragraphs of text. This model was implemented throughout English and mathematics in the Year 9 and 10 programmes. In math, the wording was changed to align with the math department language of identify, describe, and explain. Overall, there was improvement with word generation, organisation of ideas, and use of technical language.

This is evidenced in our department's quantitative data listed below:

English

Year 9 and 10 English department CATs aligned with NZC Levels 3 and 4 respectively: Surface features, response to text, oral, visual, formal, and creative writing.

Year 9

40 minute unassisted writing samples in response to a visual prompt. (10 minutes planning, 20 minutes writing, 10 minutes proofreading and editing.) Beginning and end of year.

PROBE individual reading comprehension assessments administered Term 1 and end of Term 3.

PAT Reading Comprehension

Mathematics

Year 9 and 10: Education Perfect pre and post assessments from OTC assessment bank at levels 3 and 4..

Students working within Level 1 use JAM assessment. Year 9's assessed at Level 2 or above in mathematics use GLOSS snapshot in addition to EP.

PAT Mathematics

IEP data collection for individuals with ORRS and ICAS funding includes anecdotal evidence from parents, students, teachers, and support workers.

2022 Data Results

Transition data: Students entered OTC with diagnoses of dyslexia, dyscalculia, ASD, autism, sensory issues, selective mutism, slow processing, speech difficulties, dexterity issues, FASD, ADHD, auditory processing disorder, developmental delay, or a combination of the above. Some had attendance or behavioural challenges identified. One student had a home-learning background. Some students already had support or transitional funding attached.

*One student was so unregulated, they could not participate in any assessments.. It was later revealed they could work at a 5 year old level in English and maths, despite evidence of having good oral communication skills. This student was assessed for ORS funding later in the year. Their reading level did go up to a 6-7 year range with one-to-one reading with a TA by the end of the year. This student is missing in the following data.

Y9 initial PROBE assessments in reading revealed two students learning to read at a 6-7 year old level, a few students were reading at a 7-8 year level, most students were reading at an 8-9 year level, and one student could read at a 12-13 year old level.

End of year PROBE assessments demonstrated all students had increased their reading progress by at least one year. Some were reading at an 8-9 level, most were reading within the 10-11 age range with good comprehension. 7 students were able to read at a 12-13 year old level. One student was already an excellent reader who had exceeded our junior assessments. *NB One year of progress IS accelerated learning for our students.

Y9 initial unassisted writing samples revealed a range of 0 words written (three students froze and were unable to write independently - a regular class occurrence) to 54 words written in 20 minutes. Almost all writing had significant spelling and punctuation errors. One student paragraphed their text and used good vocabulary. Mostly simple sentences used.

Y9 end of year unassisted writing samples revealed a range of 62 to 187 words written in 20 minutes. Most had attempted paragraphs in a beginning, middle, and end structure. (WHW) All students used at least 3 different sentence types within their text.

Y9 initial EP assessment in mathematics demonstrated most students were unable to demonstrate a 70% pass rate in EP Level 3 pretest in Number. They all reported many of the concepts and the wording of mathematical problems was unfamiliar to them even with a reader-writer. Of the two students who were able to achieve above 70% in their L3 assessment, both scored under 20% when attempting a Level 4 number pre-test.

Y9 end of year EP assessment demonstrated 19/25 students scoring 60% or above in a Level 4 OTC post number assessment. The remaining students were working in Level 2 or 3,.

Year 10 initial data is based on knowing students from the previous year., or entry data for new students. Every student had significant cognitive delays or learning behaviour issues, and were **working towards L3 or L4** of the NZC.

*NB Supported Learning classes change from two Y9 classes into one Y10 class because students who make significant social or academic progress in 2021 transitioned out of Supported Learning at the end of Year 9.

Y10 end of year data demonstrated most students were able to pass a Level 3 OTC EP number post test, with 2 students passing at Level 4. Students were able to follow scaffolding to write a few paragraphs about given topics in English and social science using the WHW structure and some technical language. *NB Mental health and hauora had a huge impact on this Year 10 cohort with term 1 covid masking and isolating protocols, attendance concerns, and elements of dysregulation within the classroom. Work had to be scaffolded to be achievable within reasonable timeframes. There was little academic progress made during 2022 mainly due to cognitive delays and difficulties with social development. Therefore, **all students were still working towards L3 or L4** of the NZC.

PAT data for both Year 9 and Year 10 did not change significantly throughout the year due to using Stanines. *We will investigate using scale scores in 2023.

This is evidenced in our department's qualitative data:

Y9: Initial data: Collected during class discussions and mini chats. Most of the SL students reported fearing or disliking writing. Some were terrified of spelling words incorrectly, which stopped them from moving on to other words. Some rejected the effort of writing - it was an effort to form letters in a legible way, to spell words, to remember the sentence they were writing as they were writing it, so they reported that writing was 'too hard' and they expressed a belief they 'couldn't write at all.' Other students thought they were amazing writers, with one in the process of writing a novel, and would we like to read it? (In unassisted writing samples, this student was identified with working in NZC Level 3, with some Level 4 surface features.) Most students could identify 3 or more sentence types in the Write That Essay framework.

Y9 End of year data: Student voice had changed in terms of difficulty was acknowledged and accepted. Students reported it was useful to learn sentence types and liked having opportunities to practice them in class. They felt they made their writing better. They liked having access to word banks for technical language as they struggled to find/remember words themselves. Most students could state how WHW helped them to organise their ideas.

We have very few parent interview bookings in our department. Those that did attend were positive about their children's experiences within our department. Regular emails do go out from teachers keeping parents updated about topics covered in classes. Many parents keep in regular contact with Claire Lander, who they meet during transition into college. Claire refers issues to class teachers when needed.

Our analysis of Māori student achievement in Years 9 and 10 has found...:

Year 9

Two Māori students left our kura during the year. All ten students who remained completed all CATs, including writing a speech. 50% made enough progress to transition into general mainstream classes for the beginning of 2023. Those who remained have targeted funding, or general health needs requiring structured classwork at a slower pace, with TA assistance to ensure continuing success.

Year 10

5 Māori students were in the Y10 class, completing most CATs in English and mathematics with support.

Year 11

Two Māori students attended SL classes in English and mathematics in 2022. Of note, both students gained their NCEA Level 1 Literacy and Numeracy standards through their portfolio work across the year, with one student returning during study leave to finish work. I include these Y11 students in our Y9 and 10 data because they have been placed in Supported Learning since Y9. Both students receive targeted funding.

Analysis of teachers' reflections on their practice (as reflected in the Professional Growth Cycle) indicated that...

Department observations and appraisals were linked to the WHW model and how it was implemented within classes. (Identify, Describe, Explain in mathematics.)

There were some challenges with teachers adapting their normal practice/terms/language choices to make deliberate connections with the WHW model in both English and social studies. The biggest barrier was facilitating students to think about the Why aspect, as Why is this important/significant/relevant was not always appropriate. Most of the students in SL are very literal, and to articulate ideas at a surface level is success for many of them. (This is supported by evidence in the PROBE reading assessment which showed general class weaknesses with inference, reorganisation of text, and vocabulary awareness.) Our team spent a lot of time trying to unpack the why in the classroom. Occasionally, we changed it to another What. Eg: What happened, next? What did this change? What effect did this have? What do you think might have happened? This was in response to teachers wanting students to think for themselves, rather than being 'told' a why because they couldn't think of one themselves and they needed to fit a model. There was progress in terms of allowing students to

engage with a fairly simple structure to help them organise their ideas instead of just listing unjustified or unexplained statements. This model enabled students to make simple elaborations. Teachers shared examples of templated using WHW with each other and referred to the posters in the room when teaching. Every teacher trialled this model within their classes.

Teachers and students reported that learning sentence styles and using the WHW model improved the content of student writing. There is still some work to be done about using more technical language within texts as many students have a limited vocabulary. In Year 9, the modules in WTE are a good resource to help students with learning grammar and punctuation placement. It is still a focus to see more transfer into student writing.

Summary Statement.

In conclusion...

Supported Learning in Year 9 is an environment where there is a heterogeneous mix of students with some more cognitively able than others. The focus has to be balanced between student hauora and academic progress, and what this looks like for individual students. Accelerated progress for all of our students is expected as we transition half of them out of SL the following year. The students who transition need to be resilient and have reasonable work habits to survive in an academically challenging environment. Those who remain in SL have significantly high social or academic needs and require a slower-paced programme with TA support. In Year 10, academic progress is slower while good work habits are still being taught and expectations are high. Year 10 is a challenging year for many of our students, and hauora, including navigating teenage life, remains the central focus.

In 2023, department meetings will contain elements of development around WHW in different contexts within English and social studies. Due to staff changes, we will be starting again.

Reading mileage must remain a focus as many students in SL are still learning to read in NZC Level 3 and there is strong evidence of progress already in our existing programme. In addition, there needs to be more focus on reading comprehension tasks with unfamiliar texts across Y9 and particularly Y10, in preparation for NCEA literacy and numeracy changes. Students need to become more familiar with multi-choice and short answer questions as part of their natural work. Reading comprehension includes mathematics 'real world' problems to encourage interpretation and student reasoning.

*Note changing analysis of PAT reading and mathematics with scale scores instead of stanines.

Goal 2: Student Progress and Achievement - Senior School Review 2022

After analysis of the 2022 NCEA subject data, [Supported Learning identifies

(a) significant trend(s) across relevant year levels:

Positives / Minuses / Expected / Unexpected:

Positive:

All students in SL who attended regularly achieved NCEA literacy and numeracy standards during Y11. Some students continued school into study break in Term 4 to complete portfolio work with parental support.

Trends:

As SL students move through the school, there are less subjects for them to take. The inclusion of two combined Y12 and Y13 classes allowed many students to achieve more Level 2 unit standard credits than they would have gained in 'regular' classes. Some students were working on Level 3 credits before leaving school at the end of Y13.

Gateway placements revitalise student engagement in Year 12. A real strength of the programme is being able to accommodate days off for placements, yet still being able to catch students up on work when they return.

Unexpected:

The number of students who left throughout 2022 in Year 12 and 13 to gain employment. Traditionally, our numbers are usually more stable in Year 12 and 13 as students are settled in school and their families generally like them to mature before leaving. This left a smaller cohort than usual.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

All Māori students gained their NCEA Level 1 numeracy and literacy under the current portfolio model. One student continued working on their portfolio into term 4 study break with strong support from home.

The number of Māori students in SL is too small to make generalisations about learning. All students who choose to remain in SL continue to work steadily towards their qualifications in unit standards.

Based on the data / trend(s) above, our next steps as a department for 2023 are:

Continue to offer dedicated Y11 classes in portfolio format to achieve Level 1 literacy and numeracy. Incorporate more unfamiliar text types with comprehension questions in formats similar to PAT and e-asTTle formats.

To address the issue of smaller numbers in the senior area this year and the difficulty students have around choosing appropriate subject choices, offer

an extra learning centre class on one line to Year 12 and 13's, supervised by TA's. This is where students can finish class work, or work on simple unit standards set by the Learning Centre.

Continue focus on sentence styles, and deliberately and regularly scaffold WHW model when asking students to write.

Work collaboratively to support individual hauora and academic progress of students. Continue strong ties with the Learning Centre coordinators. Keep parents updated on class content via regular emails and phone contact when needed.

Priority has to continue the strong focus in the junior area on improving reading ability and comprehension in English, social studies, and mathematics. **The journey towards the online NCEA Level 1 assessments in reading, writing, and mathematics has tightened significantly.** Many students in SL will not be able to pass these assessments in their current form due to dyslexia, dyscalculia, global learning delays, processing issues, or general reading or writing difficulties. Portfolios give students time to process, draft, and revisit their work. Year 11 students are currently allowed to use tools such as google spell-check, speech to text, or reader/writers. A big focus of SL classes is how to use resources effectively to help minimise learning difficulties. Staff will have to investigate what these NCEA changes mean in terms of altering the pedagogy within our rooms. Based on the small pieces of information coming out from the pilot scheme, strengthening reading comprehension alongside WHW in writing is a good place to start.

Te Whare Māori HOD ANNUAL REPORT 2022

Goal 1: Junior School Review 2022 Evaluation Focus

How effective has a collaborative approach to using literacy strategies been in improving Year Nine and Ten student learning outcomes?

Department Specific Outcomes / Findings:

In Te Whare Māori we have found that basic knowledge of what a noun, verb, adjective, pronoun etc is lacking across all Year 9 and 10 Te Reo and Te Ao classes. This is for both Māori & non-Māori learners in general.

This created a response to teach literary features in Te Reo and English to both grow vocabulary, and knowledge of the purpose and function of each feature in both languages in the context of learning whakapapa and pepehā.

This is evidenced in our department's quantitative data:

(E.g. Pre and post testing / formative and summative assessments / SOLO evidence etc.)

Department Data:

In Year 9 Te Reo classes in particular, SOLO taxonomy for introduction to second language learners begins with building vocabulary and context of use. It was found that in order for students to begin learning context of use of their learnt vocab, the unforeseen response to pay particular focus to understanding and practicing literary features was needed first.

This is evidenced in our department's qualitative data:

(E.g. Student voice / classroom observations etc.)

Data:

Classroom observations

We found that when students were asked for explanations of the purpose and function of pronouns, verbs, nouns, and adjectives in particular, more than half of each Year 9 Te Reo class could answer either aloud, or during one on one korero. In Year 10 classes, this number was higher.

Our analysis of Māori student achievement in Years 9 and 10 has found that learning literary features explicitly in both languages, helped with student understanding of word selection when learning basic sentence structures in Te Reo Māori.

Summary Statement.

In conclusion, literary feature learning has been added to our department SOLO Taxonomy. It has also been ingrained in Senior Te Reo courses to support the continued learning and extension of learning of our reo rangatira.

Goal 2: Student Progress and Achievement - Senior School Review 2022

After analysis of the 2022 NCEA subject data, Te Whare Māori identifies significant trends across relevant year levels:

Positives / Minuses / Expected / Unexpected:

Positives: Regardless of the shakey year with Covid restrictions and staff turnover in Senior Te Ao Māori courses, much academic success was achieved by these taura.

Level 1 Te Reo Māori academic results were heavily impacted by both staff turnover and attendance as well as the temporary teacher filling in capacity to teach te reo. A knowledgeable teacher aide was employed to assist this for Term 3 and 4, however they were unable to help students re-visit assessment gaps from Term 1 and 2 in this time.

Level 2 Te Reo students had an overall achieved rate of 75%, the 25% difference being heavily impacted by student attendance. (4 students)

Level 3 Te Reo students had an overall achievement rate of 50% (4/8 students) with attendance and workload issues being major impacts.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are heavily related to student connection to firstly the kaiako, and their pedagogy to connect taura with the content and context. Trends show a high interest in te reo and te ao Māori among those in our courses, so intention is given by kaiako to deliberately enable exploration of their interests through our own cultural relationships for responsive pedagogy.

Based on the data / trend(s) above, our next steps as a department for 2023 are:

- involve taura in all courses in real life te reo and ao māori experiences and kaupapa to walk side by side as kaiako and taura through these with whanau support along the way.
- We look to re-introduce marae noho for each course in Te Whare Māori to provide opportunity for these experiences to occur for taura.
- Join 2023 Pilot for Level 1 and 2 Te Reo Māori courses to assist and grow resources for student learning and kaiako capacity.

Careers HOD ANNUAL REPORT

Goal 2: Student Progress and Achievement - Senior School Review 2022\

Please note that the department has three aspects to it - Careers, Vocational and our Subjects. This report only discusses the Subjects due to the questions asked.

After analysis of the 2022 NCEA subject data, the Careers and Pathways Department identifies (a) significant trend(s) across relevant year levels:

Level 1 Employment Skills - Every standard gained more than 80% achievement rate, most gaining 100% achievement

Level 2 Employment Skills - 100% pass rate. This class was disestablished in 2023 due to a lack of staffing availability

Level 2 Early Childhood Studies - All above the national mean of achievement, majority of standards above 80% achievement

Level 2 Gateway - Most standards achievement was above 70% of standards sat in class. However, this subject relies on outside provider standards in addition to those studied in class and is not counted in this analysis.

Level 3 Gateway - Most standards achievement was above 80% of standards sat in class. However, this subject relies on outside provider standards in addition to those studied in class and is not counted in this analysis.

Level 3 Early Childhood Studies - Above or at National mean for all standards. In most cases gaining an 85% pass rate or above.

Discussion:

Employment Skills

Ongoing discussion around the need for this subject, particularly in light of the staffing issues. Students seem to enjoy the class, however it has become a very large class of very varying academic levels and at times very challenging behaviours. Level 2 Employment was disestablished in 2023 due to staffing being unavailable.

Early Childhood Studies

Still an extremely popular class, more boys are taking the class which is pleasing and it is very culturally safe for our Maori, Pacifica and International students - so is very well attended. After our results analysis for 2021, it was decided that Level 3 Early Childhood Studies would become a wholly Unit Standard course and target the vocationally oriented students. In addition we have created the Child Development and Nutrition subjects as an Approved for University subject. Early Childhood students are a core part of the Gateway programme as all are expected to participate in work experience at an ECE provider or primary school.

Gateway

Gateway is an extremely successful programme - not only in the classroom. All students taking Gateway are required to gain an average of 20 credits and complete a work placement. In 2022 we placed over our allocation of 120 students and have increased to 130 for 2023. Most students in Gateway also completed an externally provided course which gains credits and/or a qualification to help students in the world of work.

The trends we are seeing with respect to Māori student achievement in Levels 1, 2 and 3 are:

That all Maori students are feeling a sense of success and achievement with the Department. They are actively involving themselves in all opportunities within each of the subjects which includes Taster Courses, Externally provided courses eg Forklift and Health and Safety. Additionally, they are excellent participants of the Gateway work experience programme.

Level 1 Employment Skills - Maori students are at an 89% achievement rate

Level 2 Employment Skills - Maori students are at an 81% achievement rate

Level 2 Early Childhood Studies - Maori students are at a 73% achievement rate (a little lower than expected)

Level 2 Gateway - Maori students are at a 63% achievement rate (Lower than expected, but a new teacher was in the subject in 2022)

Level 3 Gateway - Maori students are at a 93% achievement rate

Level 3 Early Childhood Studies - Maori students are at an 82% achievement rate

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

Based on the data/trend (s) above, our next steps as a department for 2023 are:

- To further **refine our subjects** in light of the new NCEA changes (only Child Development and Nutrition in Level 3 will be affected by the actual changes, however, it is important that our Unit Standards courses continue to provide contextually based learning and to ensure all courses gain 14+ credits
- Provision of more **external course options** from outside providers for students to provide contextual workplace learning. These have proved to be popular with students, especially the Puatara Incomparable course, Forklift and First Aid.
- Continued use of **digital tools** for all classes embedded within the programme
- Further, establish links with businesses to instigate more **work+learning programmes** - this is ongoing. This includes establishing 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 - considering removing Level 1 Employment Skills due to the consistent issues around staffing.
- Continued facilitation of **individual learning programmes**

- **Soft Skills Development:** employers are increasingly valuing soft skills such as communication, critical thinking, teamwork, adaptability, and emotional intelligence. We will be providing students with opportunities to develop and showcase these skills through extracurricular activities, group projects, and work experience
- **Development of Internships** for our students looking to go to University - this is in its infancy but is ongoing work.



Ōtūmoetai COLLEGE INTERNATIONAL STUDENTS ANNUAL REPORT 2022



Annual Report 2022

Prepared by:

Roy Ballantyne-Director of International Students

Liz Anderson - International Office Manager

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INTRODUCTION

2022 saw the continued disruption of the International Student Programme by the Covid-19 pandemic. The year began with 11 students, down from 26 students at the beginning of 2021. However, there is now light at the end of the Covid-19 tunnel. For Term 3 the government opened the door to a Cohort-4 (1000 Secondary school students) and for short-term students from Visa waiver countries. We were allocated 10 long-term students as part of Cohort-4 and enrolled 13 short-term students. Despite the effects of the Pandemic on student enrolments, there is still considerable interest in choosing Ōtūmoetai College as a place to study in 2023. For the start of the 2023 school year, we have received 44 applications. There is a high degree of interest in being registered for mid-year applications. For Term 4 Ōtūmoetai College hosted 24 students. The current IFFS students are from:

1. South Korea – 13
2. Germany – 6
3. Thailand – 1
4. China – 3
5. Vietnam – 1

In 2022, Ōtūmoetai College Group visits were completely curtailed as part of the ongoing effects of the pandemic. The most encouraging feature of this uncertain period is that we have fielded a high degree of interest for short-term students and the return of short-term groups. 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/Homestay Manager

INTERNATIONAL DEPARTMENT ADMINISTRATION

- The Director and HOD ESOL report to the Principal once 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 1 insurance claim in 2022. 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 the 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 of Covid-19 on our student intake for 2022, International staffing was reduced further with Jane Cox taking a year's leave and not being replaced. Mariana Malheiros resigned at the end of 2021 and a new ESOL teacher aide; Heather Drinnan was appointed part-time (0.6)

Final Thoughts On IFFS Staffing

However, with a Staffing review being carried out in Term 4, three changes have been implemented for 2023:

1. ESOL Teacher Aid - This position will be advertised as a full-time job for 2023.
2. HOD ESOL (Jane Cox) – Jane will return to her former position in 2023.
3. INTERNATIONAL HOMESTAY MANAGER – This position will be recreated for 2023 due to the substantial increase in student numbers. This will equate to 0.8 with full-time beckoning for Term 3.

The unexpected rapid increase in student numbers will have a major impact on staffing and has resulted in the need to make sure that staffing levels are kept ahead of increased number of students: 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 is paramount before the end of 2022 and before the student 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 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., SIEBA webinars, Digital Tools for Marketing (ISANA) Bonards Marketing Strategies in Difficult Times, Enrollers' Digital Marketing Master class and ENZ's Asia Insights and the NZ Story. These webinars continue to be 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.
- Ōtūmoetai College continues to be an active member of the Education Tauranga group and attended 6 meetings during the year.

CODE COMPLIANCE/ ANNUAL ATTESTATION

Self –Review

- This process began in Term 1 and was completed in Term 4. The review process was completed before the signing off, the attestation by the Principal on Wednesday 1st, December.
- Ōtūmoetai College would benefit from having a professionally conducted audit done on our digital capacity.
- The continued development of the CIRT. This needs to come more into focus for 2023.

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 2023.
- The 2022 budget target of 11 students was achieved. The actual full-time equivalents for 2022 was 20 students.
- The budget target for 2023 is 55 full-time equivalents.
- The marketing budget will need to be expanded for 2023 and more of the profits will need to be re-invested into ensuring the continued growth of student numbers.
- Profits from International need to be invested wisely with an eye to the future. There is no guarantee that numbers will return to pre Covid levels and that they will stay there.
- With the Ōtūmoetai 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, 2022 – 11 2021 – 26
2. Total No. Students at the beginning of Term 2, 2022 – 11 2021 – 25
3. Total No. Students at the beginning of Term 3, 2022 – 34 2021 – 24
4. Total No. Students at the beginning of Term 4, 2022 – 24 2021 – 22
5. Countries of origin that students come from China, Germany, Japan Korea, Taiwan, Thailand, and Vietnam.
6. Groups – 0
7. Short-Term Students – 14

Data Summary Comparison 2021- 2022

	2021	2022
Full Time Equivalents	25	20
Short-term students/groups	23	14
Total Numbers	78	34

8. Student numbers by nationality for Term 1 & 3 2022:

NATIONALITY	Student Numbers Term 1	Student Numbers Term 3
China/Hong Kong	3	3
Japan	-	6
Korea	8	16
Thailand	1	1
Vietnam	-	1

Data Analysis

The data indicates that during 2022 Ōtūmoetai College experienced a significant growth in student numbers at the beginning of Term 3. This can be mainly attributed to the lessening impact of Covid-19 and the government's decision to open the international borders. This increase in student numbers is most likely to continue into 2023.

MARKETING

➤ Onshore Marketing Activities

- Attended 4 virtual Fairs – China, and Italy.
- Zoom training sessions with Agents in Italy and Colombia.
- Email outs to Agents of visa waiver countries such as Germany, Korea, and Japan promoting opportunities to short-term students.
- Maintaining contact with our contracted Agents and Alumni through our “IMPRESSIONS” newsletter that is sent out 2-3 times 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**

- Ōtūmoetai College attended the TKT Fair in Seoul in late Term3. This was a collaborative event organised by Tauranga Korean Times in association with Education Tauranga. The Tauranga delegation was made up of 23 schools including 1 University, 6 High Schools, 3 Intermediates, and 13 Primary schools.
- The Fair was very well attended and to date, 4 applications have been received.

➤ **Marketing Effectiveness**

Onshore

- Maintaining contact with our Agents is both challenging and difficult while the international travel is limited.
- Attending Virtual Fairs in Italy and China.

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 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 enrol 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 continue.
- 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.

Russell at the Amber Education Virtual Fair

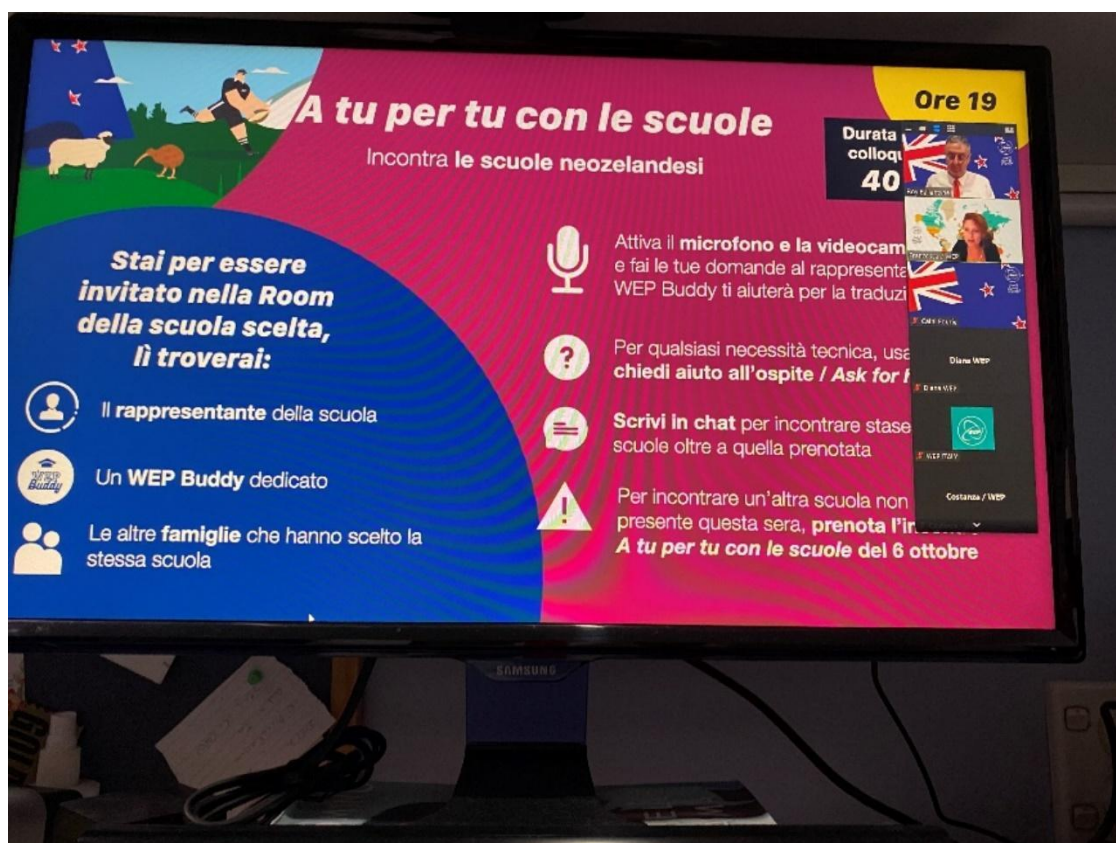


Ōtūmoetai College represented at the Amber Fair, Guangzhou

China



WEP ITALY – Zoom presentation to potential students and their families



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 2021-2022

NCEA LEVEL	2021	2022
LEVEL 1	03	02
LEVEL 2	07	05
LEVEL 3	04	03
TOTAL ENTRIES	14	10

➤ NCEA Results Summary 2022

NCEA LEVEL	2021	2022
LEVEL 1	3/5(100%)	2/2 (100%)
LEVEL 2	6/7(86%)	5/5 (100%)
LEVEL 3	4/4(100%)	3/3 (100%)
U. E.	3/4 (75%)	2/3 (67%)

The following students achieved their National Certificate 2021

● **Level 1**

- David Choi
- Sharon Liu

● **Level 2**

- Hyerin Cho (+UE Literacy)
- Chiara Lammenett (+ UE Literacy)
- Jocelyne Milde (+ UE Literacy)
- Eunhyuk Park
- Pao Pattanasiri

● **Level 3**

- Jin Jang
- Seokwan Kang
- Junyi Shao

NCEA ENDORSEMENTS 2022

● **Level 1**

- **David Choi:** Endorsed Level 1 Maths with Merit
- **Sharon Liu:** Endorsed Level 1 with Merit, including endorsing Science and Music with Merit

● **Level 2**

- **Hyerin Cho:** Endorsed Level 2 with Merit, including endorsing Art Painting & Art Design with Excellence
- **Chiara Lammenett:** Endorsed Level 2 with Excellence, including endorsing Level 2 Physics with Excellence, and Level 2 Mathematics, Spanish, and Outdoor Education with Merit
- **Jocelyne Milde:** Endorsed Level 2 with Merit, including endorsing Physics with Merit.
- **Jinhyoek Jang:** Endorsed Level 2 Mathematics with Merit

● **Level 3**

- **Seokwan Kang:** Endorsed Level 3 with Merit including endorsing Calculus, Chemistry and Physics with Merit.
- **Junyi Shao:** Endorsed Level 3 Art Painting with Excellence

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 4 staff at the start of 2022 assisted greatly with the quality of the care being offered.
- Liz Anderson 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 2 International Office staff for the duration of 2022.
- 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.

➤ **Buddy System**

- For the student intake in July 2022 a new “buddy system” was introduced to support the students during the settling in period. This was well received by our students. This will continue into 2023.

➤ **The Impact of Covid -19 on Student and Staff Well Being**

- This had less effects on our international students & staff wellbeing in 2022.
- Students and staff were notably absent for bouts of Covid.

➤ **Homestay – Accommodation Management**

- 5 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 2022 no students changed homestay.
- Homestay Manager duties were covered by Liz Anderson (Office Manager).
- Next year 34 students will be in homestays and the remainder (26) will be with a natural parent or a Designated Caregiver.

- Sourcing Homestays for 2023 has been a huge challenge – many strategies have been tried including delivery of 1,500 fliers, OTC website, Facebook, school notices and appeals to staff.

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 2022 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. One 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.
- 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 build relationships with our ESOL students. This includes our migrant students.
- Having 4 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**

- As there will be a larger student intake for Term 3 2023, there will be an end of year programme to organise.

AN OVERVIEW OF 2022

- Staffing: The level of staffing continues to be good and enables the department to provide a good level of care for the IFFS students.
- 10 IFFS students entered NCEA in 2022. This is less than the number as of 2021 (14).
- The results were very good for this small cohort.
- Of special note was the very high level of achievement of Chiara Lammenett and Jocelyne Milde (both from Germany) who passed UE Literacy and NCEA Level 2 with endorsements in 2 Terms i.e., Term 3 & 4.
- Marketing: There were one overseas marketing trip in 2022. This was to Korea to attend the TKT Fair in Seoul. 6 students were enrolled from this event. The continued development of digital/virtual marketing techniques is ongoing, e.g. Zoom meetings and Virtual Fairs, e.g. Amber International (China) and Cambodia (Dewey International)
- Campaign Monitor - This has resulted in the establishment of our very own International Newsletter called IMPRESSIONS. This year we have created 4 editions. With an average 42% open rate. This is a most successful development and has enabled us to keep in touch with our Agents and alumni.
- 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 2023

- The roll for Term 1 2023 is 60 students. This will be made up of mainly Korean and German students, and a few other students from Asia (Brazil, Cambodia, Chile, India, Japan, Spain, and Taiwan)
- Clouds of instability hang over the world’s economy with the reduced confidence caused by ongoing political stoushes between China, Russia, and the West. Additionally, there is the ongoing economic and social impact of Covid-19 and Climate Change to factor into the equation. Commercial air transport will most likely be limited and more expensive going forward.

- From the key markets of China, Germany, Thailand, and Switzerland there will be no students starting at the beginning of 2022.
- Korea continues to be our strongest market closely followed by Germany.
- Major marketing activities are planned for 2022 at this stage. Including visits to Japan, Europe (Belgium, Germany, Switzerland, and Italy), China, Thailand, Korea and Auckland. Staff safety will need to be considered as part of making the decision to visit overseas markets.
- 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, and Enhance Education.
- 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 Summer Fairs to be held in southern China.
- China holds the key to longer-term growth and sustainability in student numbers.
- 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, etc.
- Ōtūmoetai College will continue as a member of Education Tauranga, SIEBA and ISANA for 2023.
- Staffing: We will begin 2023 with a new part time Homestay Manager.

FINAL THOUGHTS 2023 is going to be an exciting year, with the promise of a large intake of new students in Term 1 and 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.

APPENDIX



APPENDIX 1

Ōtūmoetai College Exit Survey 2022



Junyi
(China) -
International

Shao
IFFS

Student of the year - 2022

EXIT SURVEY, 2022

SUMMARY/ANALYSIS OF RESULTS

NATIONALITIES: South Korea (11) Hong Kong (1) India (1) Vietnam (1) **TOTAL - 14**

We would like to know about your experiences at Ōtūmoetai 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>Agree</i>	<i>Partly agree</i>	<i>Disagree</i>
I got good support, advice and guidance from the International Department staff.	😊13	😐1	😞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 Ōtūmoetai College).

	<i>Engaged</i>	<i>So-so</i>	<i>Not Engaged</i>
1 _____	😊11	😐3	😞1
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.)

Challenged

So-so

Not Challenged

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.)

Received Feedback

So-so

No feedback

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

Agree

Disagree

I had plenty of opportunities



12



2

My comments about travel and sightseeing: _____

Participation

Yes

No

I joined at least one sports activity



10



4

Details:

I joined at least one cultural group

Yes

No



4



10

Details:

Inclusion

Local students were friendly

Agree

Disagree



14



-

I felt included at school and in life in NZ

Agree

Disagree

😊13

☹️1

I had enough friends

Agree

Disagree

😊14

☹️ -

My comments about feeling included: _____

Homestay

Homestay Family Name: _____

(We will not pass on your feedback to the family)

Excellent

Good

Not very good

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 Ōtūmoetai College through an education agent/organisation.

Agree

Not sure

Disagree

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 Ōtūmoetai 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, extracurricular and their Homestay.
- Negatives: 2 students made some negative comments about complying with school expectations.



Annual Report 2022