



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 495

Principal: David Hunter

School Address: 3 Green Street, Mosgiel 9024

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TAIERI COLLEGE

Annual Report - For the year ended 31 December 2022

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Taieri College

Statement of Responsibility

For the year ended 31 December 2022

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management, including the principal and others as directed by the Board, accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the School.

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

AIDAN BIRD

Full Name of Presiding Member



Signature of Presiding Member

6/06/2023

Date:

DAVID HUNTER.

Full Name of Principal



Signature of Principal

6/6/23

Date:

Taieri College

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Pauline Latta	Presiding Member	Elected	Sep 2022
Aidan Bird	Parent Representative Presiding Member	Elected Elected	Sep 2022 Sep 2025
David Hunter	Principal	ex Officio	
Carole Greer	Parent Representative	Co-opted	Sep 2022
Donna Burkett	Parent Representative	Elected	Sep 2025
Kerry MacKenzie	Parent Representative	Elected	Sep 2025
Craig Page	Parent Representative	Elected	Sep 2022
Andrew Matheson	Student Representative	Elected	Sep 2023
Scott Gilkison	Parent Representative	Co-opted	Sep 2025
Boyd Smart	Parent Representative	Casual Vacancy	Sep 2025
Jess Corbett	Parent Representative	Elected	Sep 2025

Taieri College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	13,356,894	12,328,805	12,481,636
Locally Raised Funds	3	1,046,213	852,288	1,284,429
Interest Income		51,692	12,000	20,540
		<u>14,454,799</u>	<u>13,193,093</u>	<u>13,786,605</u>
Expenses				
Locally Raised Funds	3	472,355	358,425	455,443
Learning Resources	4	10,727,979	10,351,817	9,987,161
Administration	5	492,263	486,769	409,897
Finance		9,729	-	11,113
Property	6	2,650,914	2,534,126	2,511,735
Loss on Disposal of Property, Plant and Equipment		5,241	-	6,001
		<u>14,358,481</u>	<u>13,731,137</u>	<u>13,381,350</u>
Net Surplus / (Deficit) for the year		96,318	(538,044)	405,255
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>96,318</u>	<u>(538,044)</u>	<u>405,255</u>

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

Taieri College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		3,383,242	3,383,242	2,974,237
Total comprehensive revenue and expense for the year		96,318	(538,044)	405,255
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		91,661	-	3,750
Equity at 31 December		3,571,221	2,845,198	3,383,242
Accumulated comprehensive revenue and expense		3,571,221	2,845,198	3,383,242
Equity at 31 December		3,571,221	2,845,198	3,383,242

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

Taieri College

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	670,994	1,268,232	1,512,594
Accounts Receivable	8	729,741	682,664	682,664
GST Receivable		58,006	76,262	76,262
Prepayments		25,715	27,868	27,868
Inventories	9	12,775	7,492	7,492
Investments	10	1,667,943	1,012,889	1,012,889
Funds Receivable for Capital Works Projects	16	7,300	-	-
		<u>3,172,474</u>	<u>3,075,407</u>	<u>3,319,769</u>
Current Liabilities				
Accounts Payable	12	966,891	1,173,371	1,173,371
Revenue Received in Advance	13	79,823	102,329	102,329
Provision for Cyclical Maintenance	14	247,896	264,136	164,423
Finance Lease Liability	15	97,851	66,048	66,048
Funds held for Capital Works Projects	16	129,798	532,239	532,239
		<u>1,522,259</u>	<u>2,138,123</u>	<u>2,038,410</u>
Working Capital Surplus/(Deficit)		<u>1,650,215</u>	<u>937,284</u>	<u>1,281,359</u>
Non-current Assets				
Property, Plant and Equipment	11	2,388,225	2,336,670	2,553,640
		<u>2,388,225</u>	<u>2,336,670</u>	<u>2,553,640</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	390,767	383,998	406,999
Finance Lease Liability	15	76,452	44,758	44,758
		<u>467,219</u>	<u>428,756</u>	<u>451,757</u>
Net Assets		<u><u>3,571,221</u></u>	<u><u>2,845,198</u></u>	<u><u>3,383,242</u></u>
Equity		<u><u>3,571,221</u></u>	<u><u>2,845,198</u></u>	<u><u>3,383,242</u></u>

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

Taieri College

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		3,673,599	3,204,237	3,232,310
Locally Raised Funds		1,011,857	832,810	1,305,975
International Students		23,478	19,478	23,478
Goods and Services Tax (net)		18,256	-	(32,288)
Payments to Employees		(2,031,363)	(1,921,560)	(1,754,180)
Payments to Suppliers		(2,084,426)	(2,096,327)	(1,768,429)
Interest Received		34,156	12,000	23,912
Net cash from/(to) Operating Activities		645,557	50,638	1,030,778
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(194,927)	(295,000)	(1,092,043)
Purchase of Investments		(655,054)	-	-
Proceeds from Sale of Investments		-	-	641,088
Net cash (to)/from Investing Activities		(849,981)	(295,000)	(450,955)
Cash flows from Financing Activities				
Furniture and Equipment Grant		91,661	-	3,750
Finance Lease Payments		(110,136)	-	(54,108)
Funds Administered on Behalf of Third Parties		(618,701)	-	320,717
Net cash from/(to) Financing Activities		(637,176)	-	270,359
Net (decrease)/increase in cash and cash equivalents		(841,600)	(244,362)	850,182
Cash and cash equivalents at the beginning of the year	7	1,512,594	1,512,594	662,412
Cash and cash equivalents at the end of the year	7	670,994	1,268,232	1,512,594

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

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

Taieri College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Taieri College (the School) 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 Board is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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

Critical Judgements in applying accounting policies

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

Classification of leases

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 15. Future operating lease commitments are disclosed in note 21b.

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.

1.3. Revenue Recognition

Government Grants

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

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

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period to which they relate. The grants are not received in cash by the School 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 to which they relate. 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. Grants for the use of land and buildings 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 School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and recognised as 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.

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's 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.

1.8. Inventories

Inventories are consumable items held for sale and comprised of stationery, canteen 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 Statement of Comprehensive Revenue and Expense in the period of the write down.

1.9. 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.

1.10. Property, Plant and Equipment

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

Improvements funded by the Board to buildings owned by the Crown or directly by the board 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 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 Statement of Comprehensive Revenue and Expense 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 Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	10-20 years
Board Owned Buildings	18-40 years
Furniture and equipment	10-15 years
Information and communication technology	4 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

1.12. Accounts Payable

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

1.13. Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.14. Revenue Received in Advance

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

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

1.15. Funds Held in Trust

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

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

1.16. 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 Comprehensive Revenue and Expense.

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

1.17. Provision for Cyclical Maintenance

The property from which the School 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.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the day-to-day maintenance. The provision is a reasonable estimate, 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.

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.18. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are 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 in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investments' 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 the Statement of Comprehensive Revenue and Expense 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 the Statement of Comprehensive Revenue and Expense.

The School's financial liabilities comprise accounts payable, and finance lease 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 the Statement of Comprehensive Revenue and Expense.

1.19. Borrowings

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

1.20. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.21. Budget Figures

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

1.22. Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	3,434,890	2,941,626	2,995,563
Teachers' Salaries Grants	7,847,873	7,400,000	7,481,011
Use of Land and Buildings Grants	1,797,056	1,724,568	1,724,568
Other Government Grants	277,075	262,611	280,494
	<u>13,356,894</u>	<u>12,328,805</u>	<u>12,481,636</u>

The School has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	400,439	401,208	406,649
Fees for Extra Curricular Activities	279,469	122,150	277,139
Trading	212,014	211,000	204,160
Fundraising & Community Grants	69,601	55,080	324,293
Other Revenue	61,212	43,372	48,710
International Student Fees	23,478	19,478	23,478
	<u>1,046,213</u>	<u>852,288</u>	<u>1,284,429</u>
Expenses			
Extra Curricular Activities Costs	323,584	204,344	298,983
Trading	144,348	149,000	151,442
Fundraising & Community Grant Costs	3,667	4,000	3,749
International Student - Other Expenses	756	1,081	1,269
	<u>472,355</u>	<u>358,425</u>	<u>455,443</u>
	<u>573,858</u>	<u>493,863</u>	<u>828,986</u>

Surplus / (Deficit) for the year Locally raised funds

During the year the School hosted 2 International students (2021:2)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	578,879	667,209	540,765
Equipment Repairs	17,934	21,000	21,775
Information and Communication Technology	160,430	167,850	139,471
Library Resources	311	3,000	1,884
Employee Benefits - Salaries	9,392,335	8,892,788	8,840,447
Staff Development	28,820	40,000	22,786
Depreciation	549,270	559,970	420,033
	<u>10,727,979</u>	<u>10,351,817</u>	<u>9,987,161</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	9,270	9,000	9,000
Board Fees	3,805	6,000	3,110
Board Expenses	24,383	16,500	19,931
Communication	6,055	8,500	7,023
Consumables	23,034	25,000	24,727
Other	43,920	102,566	37,099
Employee Benefits - Salaries	347,266	275,596	271,859
Insurance	22,310	30,000	25,624
Service Providers, Contractors and Consultancy	12,220	13,607	11,524
	<u>492,263</u>	<u>486,769</u>	<u>409,897</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	26,998	22,670	24,140
Consultancy and Contract Services	190,599	185,000	178,305
Cyclical Maintenance Provision	67,241	76,712	97,054
Grounds	42,180	32,000	29,848
Heat, Light and Water	234,032	213,000	195,516
Rates	56,609	54,000	53,749
Repairs and Maintenance	80,278	64,000	56,543
Use of Land and Buildings	1,797,056	1,724,568	1,724,568
Security	5,576	9,000	5,764
Employee Benefits - Salaries	150,345	153,176	146,248
	<u>2,650,914</u>	<u>2,534,126</u>	<u>2,511,735</u>

The Use of Land and Buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	670,994	1,268,232	1,512,594
Cash and Cash Equivalents for Statement of Cash Flows	<u>670,994</u>	<u>1,268,232</u>	<u>1,512,594</u>

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

Of the \$670,994 Cash and Cash Equivalents, \$129,798 is held by the School 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 school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	18,339	29,967	29,967
Receivables from the Ministry of Education	3,278	-	-
Interest Receivable	21,624	4,088	4,088
Teacher Salaries Grant Receivable	686,500	648,609	648,609
	<u>729,741</u>	<u>682,664</u>	<u>682,664</u>
Receivables from Exchange Transactions	39,963	34,055	34,055
Receivables from Non-Exchange Transactions	689,778	648,609	648,609
	<u>729,741</u>	<u>682,664</u>	<u>682,664</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	7,378	6,559	6,559
School Uniforms	4,674	-	-
Canteen	723	933	933
	<u>12,775</u>	<u>7,492</u>	<u>7,492</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,667,943	1,012,889	1,012,889
Total Investments	<u>1,667,943</u>	<u>1,012,889</u>	<u>1,012,889</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	334,056	-	-	-	(16,179)	317,877
Building Improvements	1,004,234	2,918	-	-	(104,235)	902,917
Furniture and Equipment	685,409	93,108	(856)	-	(104,257)	673,404
Information and Communication Technology	341,372	84,660	(153)	-	(186,715)	239,164
Motor Vehicles	28,302	-	-	-	(13,897)	14,405
Leased Assets	111,158	187,804	-	-	(116,384)	182,578
Library Resources	49,109	15,944	(4,232)	-	(7,603)	53,218
Work in Progress	-	4,662	-	-	-	4,662
Balance at 31 December 2022	2,553,640	389,096	(5,241)	-	(549,270)	2,388,225

The net carrying value of equipment held under a finance lease is \$182,578 (2021: \$111,158)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	539,290	(221,413)	317,877	539,290	(205,234)	334,056
Building Improvements	1,262,419	(359,502)	902,917	1,259,501	(255,267)	1,004,234
Furniture and Equipment	1,815,759	(1,142,355)	673,404	1,745,706	(1,060,297)	685,409
Information and Communication Technology	1,103,214	(864,050)	239,164	1,229,934	(888,562)	341,372
Motor Vehicles	147,890	(133,485)	14,405	147,890	(119,588)	28,302
Leased Assets	370,637	(188,059)	182,578	294,215	(183,057)	111,158
Library Resources	214,940	(161,722)	53,218	217,761	(168,652)	49,109
Work in Progress	4,662	-	4,662	-	-	-
Balance at 31 December	5,458,811	(3,070,586)	2,388,225	5,434,297	(2,880,657)	2,553,640

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	173,579	417,337	417,337
Accruals	9,270	17,281	17,281
Employee Entitlements - Salaries	769,613	725,530	725,530
Employee Entitlements - Leave Accrual	14,429	13,223	13,223
	966,891	1,173,371	1,173,371
Payables for Exchange Transactions	966,891	1,173,371	1,173,371
	966,891	1,173,371	1,173,371

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other Revenue in Advance	79,823	102,329	102,329
	79,823	102,329	102,329

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	571,422	571,422	490,178
Increase to the Provision During the Year	76,108	76,712	76,712
Other Adjustments	(8,867)	-	20,342
Use of the Provision During the Year	-	-	(15,810)
Provision at the End of the Year	<u>638,663</u>	<u>648,134</u>	<u>571,422</u>
Cyclical Maintenance - Current	247,896	264,136	164,423
Cyclical Maintenance - Non current	390,767	383,998	406,999
	<u>638,663</u>	<u>648,134</u>	<u>571,422</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	102,607	73,350	73,350
Later than One Year and no Later than Five Years	83,056	47,530	47,530
Future Finance Charges	(11,360)	(10,074)	(10,074)
	<u>174,303</u>	<u>110,806</u>	<u>110,806</u>
Represented by:			
Finance lease liability - Current	97,851	66,048	66,048
Finance lease liability - Non current	76,452	44,758	44,758
	<u>174,303</u>	<u>110,806</u>	<u>110,806</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Capital maintenance projects - 216525	29,666	-	(29,666)	-	-
Ako Centre - 217983	2,634	9,543	(12,177)	-	-
LSC Centre - 218650	3,297	14,911	(18,208)	-	-
Turf replacement - 219442	120,333	11,805	(108,331)	-	23,807
Boiler Replacement - 223914	376,309	500,000	(770,318)	-	105,991
Visual Modifications	-	-	(7,300)	-	(7,300)
D Tech Block Upgrade Stage 1 - 237588	-	4,000	(4,000)	-	-
Totals	<u>532,239</u>	<u>540,259</u>	<u>(950,000)</u>	<u>-</u>	<u>122,498</u>

Represented by:

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

129,798
(7,300)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Senior Tech Block D & B ILE	(6,222)	54,916	(48,694)	-	-
Capital maintenance projects - 216525	88,621	-	(58,955)	-	29,666
Ako Centre - 217983	51,020	-	(48,386)	-	2,634
LSC Centre - 218650	102,411	-	(99,114)	-	3,297
Turf replacement - 219442	32,137	560,543	(1,052,274)	579,927	120,333
Boiler Replacement - 223914	-	387,400	(11,091)	-	376,309
G Block Heat Pumps	-	63,510	(63,510)	-	-
Totals	<u>267,967</u>	<u>1,066,369</u>	<u>(1,382,024)</u>	<u>579,927</u>	<u>532,239</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

532,239

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,805	3,110
<i>Leadership Team</i>		
Remuneration	826,279	739,087
Full-time equivalent members	6.00	5.50
Total key management personnel remuneration	830,084	742,197

There are six members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has a Finance and Property meeting made up of three Board members and four staff members that meet monthly. As well as these regular meetings, including preparation time, the Presiding Member 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

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	190 - 200	180 - 190
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	13.00	13.00
110 - 120	3.00	-
120 - 130	1.00	4.00
130 - 140	2.00	-
	19.00	17.00

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee 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	2021 Actual
Total	\$ -	\$ -
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets except as noted below 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 reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

Additional funding wash up payment

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) In 2021 the school contracted for the construction of a new multi-purpose turf. This turf has a total project cost of \$1,211,154, of this the Ministry is to fund \$729,304 and the Board \$481,849 and, with the Boards contribution recorded as a fixed asset. This project including the Board's investment has been approved by the Ministry. At year end a total of \$635,327 has been received from the Ministry and a total of \$1,187,347 spent.

(b) The School has contracted for a Boiler Replacement. The total cost of this project is estimated to be \$1,374,000, which the school has contracted into with several contractors as an agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$887,400 has been received from the Ministry for this project, of which \$781,409 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$532,239)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

22. 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 \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	670,994	1,268,232	1,512,594
Receivables	729,741	682,664	682,664
Investments - Term Deposits	1,667,943	1,012,889	1,012,889
Total Financial assets measured at amortised cost	<u>3,068,678</u>	<u>2,963,785</u>	<u>3,208,147</u>

Financial liabilities measured at amortised cost

Payables	966,891	1,173,371	1,173,371
Finance Leases	174,303	110,806	110,806
Total Financial liabilities measured at amortised Cost	<u>1,141,194</u>	<u>1,284,177</u>	<u>1,284,177</u>

23. Events After Balance Date

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

24. Comparatives

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

STATEMENT OF VARIANCE FROM 2022



ANNUAL PLAN GOALS 2022

GOAL 1

Raising Māori student achievement and strength of identity. Cultural inclusiveness will be the focus of our annual college wide well-being programme. Academically, we will continue to develop the Tier 2 tracking programmes to enhance the academic achievement of Māori students. Our specific academic goal is for 75% of Māori students at Year 11 attain Level 1 NCEA in 2022.

Participation Based Results: Year 11 Māori students Level 1 NCEA

	Taieri College Māori	National Decile 7 Māori	Taieri College All
2017	70.6%	62.0%	82.5%
2018	66.7%	55.1%	77.8%
2019	64.3%	54.8%	80.6%
2020	80.8%	58.2%	77.8%
2021	79.2%	61.5%	79.2%
2022	90.0%	64.0%	76.7%

Result: **Achieved**

Participation Based Results: Year 12 Māori students Level 2 NCEA

	Taieri College Māori	National Decile 7 Māori	Taieri College All
2017	100%	69.8%	86.5%
2018	84.6%	66.4%	85.4%
2019	69.2%	71.2%	74.7%
2020	84.6%	75.6%	70.5%
2021	80.0%	71.3%	85.5%
2022	79.2%	76.2%	85.2%

Excellent results.

Participation Based Results: Year 13 Māori students Level 3 NCEA

	Taieri College Māori	National Decile 4-7 Māori	Taieri College All
2017	88.9%	52.4%	76.0%
2018	83.3%	50.8%	74.5%
2019	81.8%	53.4%	73.9%
2020	44.4%*	62.1%	59.9%
2021	57.1%	60.1%	67.0%
2022	73.3%	66.6%	73.1%

Clear evidence that our Māori students are achieving pleasing academic success, both in terms of comparison with the rest of Taieri Colleges student population and Māori students from similar decile schools across New Zealand.

GOAL 2

Enhancing NCEA Achievement. Our college-wide NCEA goals are:

- 85% of all Year 11 students attain Level 1 NCEA in 2022
- 85% of all Year 12 students attaining Level 2 NCEA in 2022
- 70% of all Year 13 students attaining Level 3 NCEA in 2022

Result: **Partially achieved**

Results (Year 11, Level 1)

	Taieri College Year 11 Level 1	Decile 7	National
2017	86.5%	80.8%	78.0%
2018	85.4%	78.6%	76.1%
2019	74.7%	78.7%	76.1%
2020	77.8%	74.9%	70.2%
2021	79.1%	74.1%	68.3%
2022	76.7%	73.7%	63.6%

Not quite at the goal we had aimed for but still a pleasing result when compared with National and Decile 7 results.

Results (Year 12, Level 2)

	Taieri College Year 12 Level 2	Decile 4-7	National
2017	86.5%	80.8%	78.0%
2018	85.4%	78.6%	76.1%
2019	74.7%	78.7%	76.1%
2020	88.0%	82.9%	79.1%
2021	85.5%	80.8%	77.2%
2022	85.2%	82.6%	74.0%

A very pleasing result and well above national averages.

Results (Year 13, Level 3)

	Taieri College Year 13 Level 3	Decile 7	National
2017	78.2%	66.1%	65.5%
2018	77.2%	66.3%	66.1%
2019	74.8%	67.5%	67.3%
2020	68.4%*	72.0%	71.4%
2021	67.0%	71.4%	69.8%
2022	73.1%	75.1%	67.2%

A pleasing result.

GOAL 3

Accelerated progress of Year 7-10 students at risk of not achieving. Curriculum Areas will make an early identification of students who are at risk of not achieving (Tier 2 students) at the Curriculum level recommended by the Ministry of Education and will develop and employ strategies to accelerate the learning of the targeted students.

- Year 7–8 Writing: All students identified as operating 'below' the desired Curriculum level of learning should move at least two subsets in their writing ability.
- Year 9–10 Science: Tier 2 students will be identified using assessment of their Science capability. Their learning progression will be tracked and half of identified Tier 2 students will graduate into Tier 1 during the course of the year.
- Year 9-10 English: Tier 2 students will be identified using assessment of their Writing capability. Their learning progression will be tracked and half of identified Tier 2 students will graduate into Tier 1 during the course of the year.
- Year 9-10 Mathematics Tier 2 students will be identified using assessment of their Numeracy capability. Their learning progression will be tracked and half of identified Tier 2 students will graduate into Tier 1 during the course of the year.

Result: **Partially achieved**

YEAR 7-8 CURRICULUM REPORT ON ACHIEVEMENT 2022

Overall Student Achievement:

The following is the analysis of every student's progress in Year 7 & 8.

Teachers monitor and track the progress and achievement of every student in their class. Teachers run differentiated programmes across the curriculum for students depending on their levels of learning and learning needs. The aim is to boost and support every student's learning through careful monitoring and specific feedback and support.

CURRICULUM LEVELS:

The Curriculum Levels of Achievement change as the pupils move throughout the year.

- In Year 7 in Term 1 & 2 an Achieved/At is Curriculum Level 3P (3 Proficient).
- In Year 7 in Term 3 & 4 an Achieved/At is Curriculum Level 3A (3 Advanced).
- In Year 8 in Term 1 & 2 an Achieved/At is Curriculum Level 4B (4 Beginning).
- In Year 8 in Term 3 & 4 an Achieved/At is Curriculum Level 4P (4 Proficient).

The levels change to reflect students continued learning throughout the year.

Expected Outcomes:

The teacher will make a professional judgement: Academic Achievement Outcome vs Students Potential Outcome.

In 2022 the focus has been on making a professional expected outcomes judgement in Maths and English.

WELL BELOW EXPECTATION	BELOW EXPECTATION	AT EXPECTATION	ABOVE EXPECTATION	WELL ABOVE EXPECTATION
WBE	BE	AT	AE	WAE

Focus: Academic Excellence for each individual student.

Aim: Students will achieve their potential by striving for and attaining their personal highest standards of academic excellence across the curriculum.

Year 7/8 Scaffolded Programme:

The Year 7 & 8 programmes are heavily scaffolded. In Year 7 students are exposed to a lot of new learning and skills, that are implemented to scaffold learning all the way through to the senior school. In Year 8 the students reinforce that learning and build to be ready for Year 9 and above. The course/curriculum builds as the year goes on. In Terms 3 and 4 more difficult units of learning take place (eg. Multiplication and Division Strategies, Formal Writing, and Novel Study Analysis). Alongside this the students are expected to become more independent as the teachers use Terms 1 and 2 to model, guide and demonstrate all the skills, knowledge and understanding of the learning tasks.

2022/23 Strategies to improve achievement outcomes:

Strategies to improve outcomes in 2023:

1. **Tier 2 programme updated:** Timeline for continual PD throughout the year developed that will focus on regular conversations and discussions on progress and any issues problem solved with peers.

Timeline: Writing

Term 1 Week 8 – Initial list of potential Tier 2 students brought to meeting to discuss and share - work, samples, data, CATS, Check Points

Term 1 Week 10 – Finalised list

Term 1 Week 11 – Individual Learning Programme (ILP) Completed for each Tier 2 student (live document)

Term 1 Tracking Completed on ILP

Term 2 – 3: Implementation of Boost programme to accelerate learning

Term 2 Week 3/6 – Student's achievement check in teacher buddy groups

End of Term 2– ILP Evaluation

Term 3 Week 3/6 – Student's achievement check in teacher buddy groups

End of Term 3 Week 9/10 – ILP Evaluation and Completion

Exit data entered onto ILP

Term 4 - ILP data and information transferred onto KAMAR for Tracking Years 7-10

Term 4 Week 5 – Tier 2 Evaluation of student's movement and programme (for CD of TK, Senior Leaders, and BoT). Completed by each class teacher

2. Redesign the Social Studies Inquiry Matrix for 2023. Lance Woods (WO) will look at creating a matrix that is less Literacy focused and focuses on key skills needed to transition into Year 9, as well as a major focus on the key knowledge and ideas to be learnt from each unit.
3. Teacher analysis of results and implementation of teaching strategies to improve outcomes. Term by term TK staff will analyse results from Common Assessment tasks and reflect on their teaching practice and make inquiries into their teaching practice to improve outcomes the next time the unit is taught.

Year 7 Writing – Entire Year 7 Cohort

	Minimum Requirements Not Met	Progressing Towards Achievement	At Curriculum Level	Above Curriculum Level
Beginning of Programme	26.26%	36.25%	38.75%	8.76%
End of Programme	12.88%	21.22%	50.05%	15.85%

Ethnicity:

Māori Students	Percentage
Above Expected Level	15%
At Expected Level	48%
Below Expected Level	37%

Gender:

	Male	Female
Above Expected Level	10%	24%
At Expected Level	46%	44%
Below Expected Level	27%	25%
Well Below Expected Level	17%	7%

Overall Writing Analysis by Writing Task 2022:**Year 7 Entry Data:****Year 7 Formal Writing Snapshot Term 1 2022: Pre-writing assessment task results**

Minimum Requirements Not Met	Progressing Towards Achievement	Achieved	Merit	Excellence
53.29%	32.89%	10.53%	3.29%	0%

Assessment Data:**Year 7 Formal Writing Common Assessment Task: Implemented in Term 2**

Minimum Requirements Not Met	Progressing Towards Achievement	Achieved	Merit	Excellence
12.58%	29.11%	43.77%	11.92%	2.65%

Formal Writing Expected Outcomes:

Well Below Expectation	Below Expectation	At Expected Level of Achievement	Above Expectation	Well Above Expectation
0%	4.17%	54.17%	41.67%	0%

Formal Writing Subset Movement: (1 subset movement IE: 3P → 3A is expected after one year at school)

0	1	2	3	4	5	6
21.82%	43.33%	18.94%	10.61%	3.79%	1.52%	

Year 7 Entry Data:**Year 7 Creative Writing Snapshot Term 1 2022: Pre-writing assessment task results**

Minimum Requirements Not Met	Progressing Towards Achievement	Achieved	Merit	Excellence
56.49%	28.57%	12.34%	0.65%	0.65%

Assessment Data:**Year 7 Creative Writing Common Assessment Task: Implemented in Term 3.**

Minimum Requirements Not Met	Progressing Towards Achievement	Achieved	Merit	Excellence
18.87%	27.67%	38.37%	10.69%	4.40%

Creative Writing Expected Outcomes:

Well Below Expectation	Below Expectation	At Expected Level of Achievement	Above Expectation	Well Above Expectation
0%	8.33%	70.86%	20.81%	0%

Creative Writing Subset Movement: (1 subset movement IE: 3P → 3A is expected after one year at school)

0	1	2	3	4	5	6
11.36%	14.39%	36.36%	21.97%	13.64%	1.52%	0.76%

Year 8 Writing – Entire Y8 Cohort

	Minimum Requirements Not Met	Progressing Towards Achievement	At Curriculum Level	Above Curriculum Level
Beginning of Programme	12.82%	34.36%	37.44%	14.36%
End of Programme	5.8%	23.19%	34.78%	36.23%

Ethnicity:

Māori Students	Percentage
Above Expected Level	25%
At Expected Level	25%
Below Expected Level	50%
Well Below Expected Level	0%

Gender:

	Male	Female
Above Expected Level	22%	54%
At- Expected Level	37%	32%
Below Expected Level	34%	10%
Well Below Expected Level	7%	4%

Overall Writing Analysis by Writing Task 2022:

Year 8 Entry Data:

Year 8 Formal Writing Snapshot Term 1 2022: Pre-writing assessment task results

Minimum Requirements Not Met	Progressing Towards Achievement	Achieved	Merit	Excellence
40.93%	32.16%	21.64%	4.68%	0.58%

Assessment Data:

Year 8 Formal Writing Common Assessment Task: Implemented in Term 3

Minimum Requirements Not Met	Progressing Towards Achievement	Achieved	Merit	Excellence
11.06%	20.6%	35.67%	23.12%	9.55%

Formal Writing Expected Outcomes:

Well Below Expectation	Below Expectation	At Expected Level of Achievement	Above Expectation	Well Above Expectation
0.56%	10.17%	56.30%	29.94%	2.82%

Formal Writing Subset Movement: (1 subset movement IE: 3P → 3A is expected after one year at school)

0	1	2	3	4	5	6
6.98%	20.35%	39.53%	17.44%	8.14%	5.23%	2.33%

Year 8 Entry Data:

Year 8 Creative Writing Snapshot Term 1 2022: Pre-writing assessment task results

Minimum Requirements Not Met	Progressing Towards Achievement	Achieved	Merit	Excellence
22.12%	18.59%	34.17%	3.52%	0.5%

Assessment Data:**Year 8 Creative Writing Common Assessment Task: implemented in Term 2**

Minimum Requirements Not Met	Progressing Towards Achievement	Achieved	Merit	Excellence
11.89%	15.54%	45.23%	22.66%	4.68%

Creative Writing Expected Outcomes:

Well Below Expectation	Below Expectation	At Expected Level of Achievement	Above Expectation	Well Above Expectation
0%	13.27%	59.18%	25%	1.53%

Creative Writing Subset Movement: (1 subset movement IE: 3P → 3A is expected after one year at school)

0	1	2	3	4	5	6
16.57%	44.57%	27.43%	9.14%	1.14%	0%	0.57%

Strategies to improve outcome in Writing in 2023:

1. Focus on applying GPS across the curriculum: Year 7 & 8 – Cross Curricular GPS

Selected units of learning will be identified to reinforce the application of GPS across the curriculum.

Aim: students to make progress toward or above expected levels of achievement. New GPS application checklist will be developed across TK that outlines the GPS skills to be applied in Maths, Social Sciences, Reading, and Writing.

New GPS programme to be implemented in 2023.

2. **Department Goal:** Year 7–8 Writing: students identified as operating 'below' the desired Curriculum level of learning should move at least two subsets in their writing ability.

SCIENCE JUNIOR TRACKING

YEAR 7 SCIENCE STUDENT ACHIEVEMENT DATA													
		Average Overall			Average Māori			Average Boys			Average Girls		
		2022	2021	2020	2022	2021	2020	2022	2021	2020	2022	2021	2020
Year 7	Overall	3.48	3.63	3.76	3.45	3.66	3.50	3.41	3.63	3.66	3.58	3.63	3.88
	Knowledge	3.36	3.48	3.75	3.32	3.52	3.52	3.32	3.48	3.65	3.41	3.48	3.87
	Science Capabilities	3.45	3.73	3.78	3.33	3.76	3.49	3.35	3.73	3.67	3.59	3.73	3.90

Overall student achievement was lower than in previous years. Achievement in both knowledge and science capability assessments reflected this overall pattern but was more pronounced in the science capabilities. Māori achievement was down slightly overall compared to previous years but was like the cohort's average. Boys' achievement was lower than girls' and down significantly compared to previous years.

The key reason for the drop in last year's achievement must sit squarely with the large number of absences both students and teachers had due to Covid. We will look closely at 2023 results to hopefully see if this was the case or if there is a downward trend.

YEAR 8 SCIENCE STUDENT ACHIEVEMENT DATA													
		Average Overall			Average Māori			Average Boys			Average Girls		
		2022	2021	2020	2022	2021	2020	2022	2021	2020	2022	2021	2020
Year 8	Overall	3.42	3.57	3.88	3.42	3.58	3.77	3.26	3.57	3.60	3.63	3.58	4.16
	Knowledge	3.49	3.48	3.73	3.32	3.49	3.73	3.32	3.48	3.44	3.70	3.49	4.03
	Science Capabilities	3.42	3.66	3.99	3.55	3.67	3.87	3.18	3.66	3.70	3.72	3.67	4.26

Overall student achievement was down on previous years. This was particularly true for science capabilities but not in knowledge assessments when compared to 2021. The absences due to Covid would have a more marked effect on building science capabilities when compared to one off on the day knowledge assessments. Māori student achievement was down slightly in all aspects in past years. Boys' achievement was particularly down on previous years and lower than girls' achievement. In fact, girls' results rose compared to last year. This might reflect their more diligent approach and greater likelihood to work from home whilst absent or catch up on work missed. Like in Year 7's comment, we will look at the 2023 results closely to see if there is a trend of a drop due largely to Covid absences.

YEAR 9 SCIENCE STUDENT ACHIEVEMENT DATA													
		Average Overall			Average Māori			Average Boys			Average Girls		
		2022	2021	2020	2022	2021	2020	2022	2021	2020	2022	2021	2020
Year 9	Overall	3.46	3.58	3.67	3.17	3.45	3.81	3.29	3.38	3.50	3.64	3.79	3.87
	Knowledge	3.37	3.55	3.32	2.96	3.50	3.33	3.27	3.37	3.17	3.47	3.74	3.49
	Science Capabilities	3.55	3.62	3.74	3.33	3.46	3.90	3.31	3.38	3.56	3.81	3.86	3.96

Overall student achievement was lower than in previous years. Covid had a major effect in terms of staff and student absence. We had some 'staffing challenges' with one Year 9 class and the cohort overall was challenging from a pastoral point of view which influences their learning. The knowledge results were down in 2021 but higher than in 2020. Science Capability results were only slightly down.

Māori student achievement was significantly down on previous years and will be a focal point for 2023. The average grade in knowledge assessments was lower than an achieved grade (3). Boys' achievement was down slightly on previous years and girls' achievement in knowledge assessments down slightly.

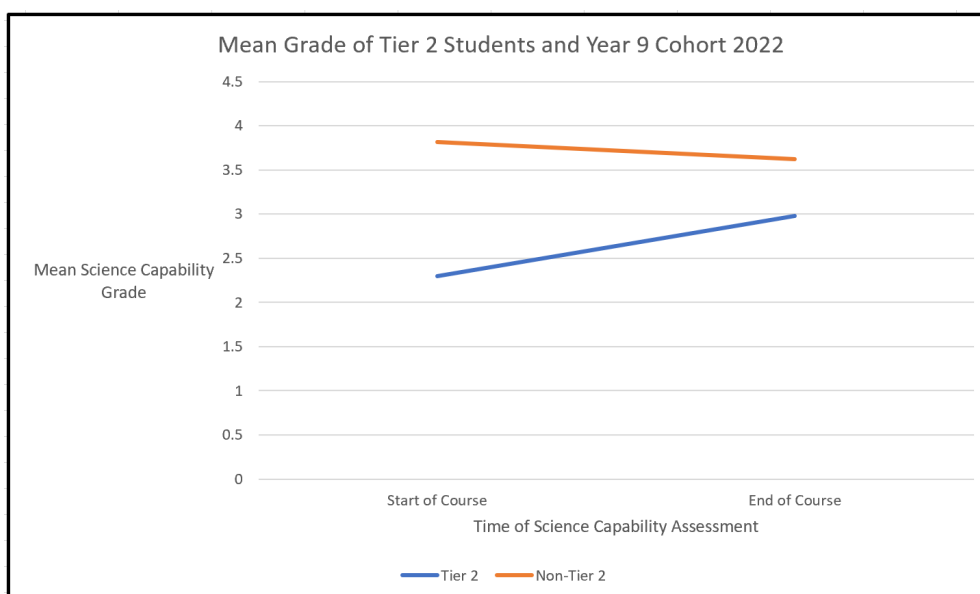
In 2022 this was the first year of having Year 8s for one semester and so there were always going to be course adjustments etc until we get the course refined and really working for staff and students. Covid absences had a major impact and we lost a teacher halfway through the year which meant one class had a reliever/science teacher partnership for the second semester.

YEAR 9 TIER 2 STUDENTS

Cohort	Start of Term 1			End of Term 3			Increase in Achievement Level		
	2022	2021	2020	2022	2021	2020	2022	2021	2020
Numbers of students	19	30	20	7	13	5			
Tier 2 average Grade	2.30	2.31	2.33	2.98	2.78	2.72	0.68	0.47	0.39
Year 9 Cohort (non-Tier 2)	3.82	3.78	3.78	3.62	3.89	3.79	-0.20	0.11	0.01

Number of Students Tier 2 Start of 2022	Number of Students Tier 2 End of Year 2022	Number of Students Initially Identified as Tier 2 who are still Tier 2 at the end of 2022.	New Tier 2 Students at the end of 2022
19	7	12	24

YEAR 9 TIER 2 ACHIEVEMENT 2022



The number of Tier 2 students initially identified dropped from 19 to 7 by the end of Term 3. Their average grade rose significantly (0.68) which was the largest increase in the last three years by quite a significant margin. This reflects the targeted actions and growing competencies in raising students' achievement by our teachers, particularly given the challenges they faced in 2022.

Disappointingly, the overall student achievement of non-Tier 2 students dropped by 0.20 marks when compared to the start of the year. This was matched by 24 new students who started the year achieving at the expected level dropping below this.

This has caused some changes in 2023 in how we identify and assess Tier 2 students (and the whole cohort in fact). We have also made some changes to address the large increase of students dropping below their expected achievement level as well as the challenges of 'one-off' assessments. This year we are using our end of Year 8 grades from 2022 in the Science Capabilities to identify our Tier 2 students – achievement below 2.7 plus removal of Tier 1 students through teacher feedback, LSC and Ako information etc. Science Capabilities (GID, IR and CE) will be taught and assessed as a portfolio of work across the first semester (Terms 1 and 2) to remove the 'one-off' assessment impact and hopefully to give a better picture of student achievement. This will also give students multiple opportunities to demonstrate the requirements of these capabilities so that their grade better reflects their ability. It also helps to deal with absences particularly associated with Covid.

The flip side is that it requires teachers to be very well planned in how they cover and assess the requirements of three different Science Capabilities. They also need to have a good recording system for grades and need to ensure that any portfolio of work used for assessment was valid in terms that it reflects what that student can do. At the end of the first semester, students will be reported on these three Science Capabilities, and an analysis done. Students at this point may drop off the Tier 2 target list, they may stay on, or they may become Tier 2 students for the first time as indicated by our data in the last couple of years. This will help to address the drop in student achievement throughout the year. At the end of the year a similar reporting and analysis schedule will take place. As always, students identified as Tier 2 will have strategies identified on Kamar and a reflection done mid-year and end of year (for continuing and new Tier 2 students).

Below is an example of Tier 2 student strategies documented on KAMAR under Student Notes for a Year 9 student.

The screenshot shows a user interface for a student's notes. At the top, there is a user profile icon and the number 20014. Below this are tabs for 'Actions', 'New Pass', and 'Message'. A 'Select Note Category' dropdown menu is open, showing 'Maths Tier 2', 'ORS', and 'Science Tier 2' (which is highlighted). To the right, there is a table with columns for 'User', 'Created', 'Modifier', and 'Modified'. The table contains one entry for 'Yr.9' with user 'CT', created on '5 Apr 2022 8:15 am', modified by 'CT', and modified on '3 Aug 2022 10:31 am'. Below the table, there is a text box containing the student's strategy note.

SCIENCE CORE

YEAR 10 SCIENCE STUDENT ACHIEVEMENT DATA													
		Average Overall			Average Māori			Average Boys			Average Girls		
		2022	2021	2020	2022	2021	2020	2022	2021	2020	2022	2021	2020
Year 10	Overall	3.67	3.63	3.76	3.50	3.62	3.59	3.46	3.63	3.56	3.89	3.61	3.95
	Knowledge	3.46	3.42	3.22	3.17	3.42	2.91	3.11	3.42	3.00	3.83	3.43	3.45
	Science Capabilities	3.78	3.74	3.96	3.68	3.74	3.84	3.61	3.74	3.78	3.95	3.72	4.13

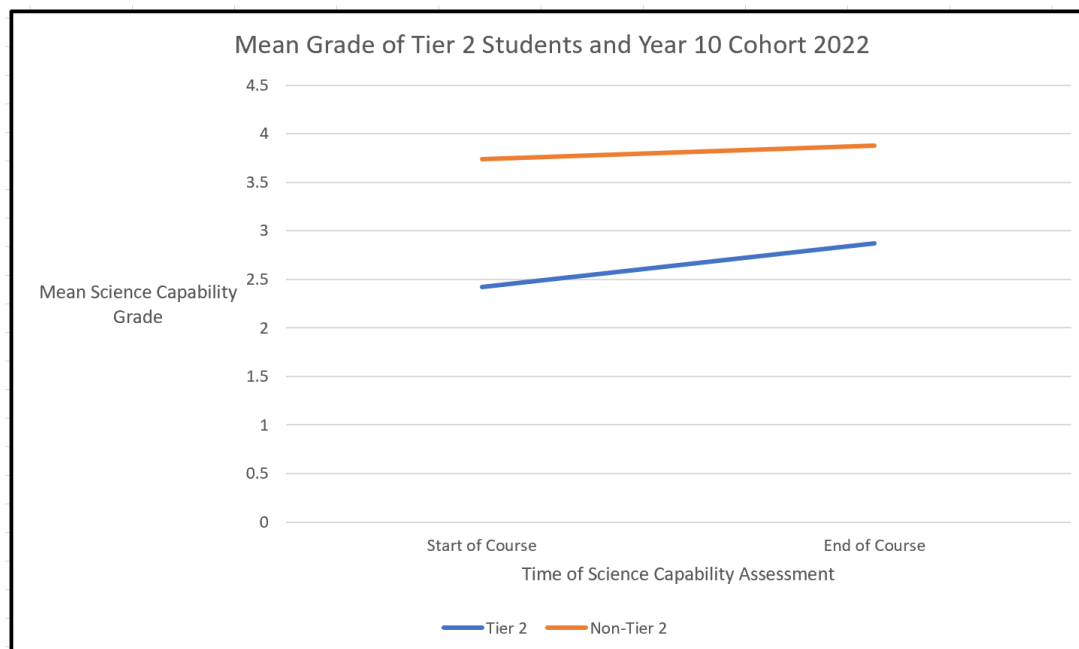
Overall student achievement was up slightly from 2021 and comparable to the 2020 results (although significantly up on knowledge assessments). Māori student achievement was down slightly from 2021, particularly in knowledge assessments but comparable to 2020. Boys' achievement was well below girls and down on past years, again particularly in knowledge assessments. Girls performed well which reflects their diligent approach in catching up on missed work during Covid.

YEAR 10 TIER 2 STUDENTS

Cohort	End of Term Three (Previous Year)			End of Semester			Increase in Achievement Level		
	2022	2021	2020	2022	2021	2020	2022	2021	2020
Numbers of students	18	10	16	9	2	1			
Tier 2 average Grade	2.42	2.72	2.37	2.87	2.90	3.48	0.45	0.18	1.11
Non-Tier 2	3.74	3.79	3.75	3.88	3.77	4.01	0.14	-0.02	0.26

Number of Students Tier 2 Start of 2022	Number of Students Tier 2 End of Semester Course 2022	Number of Students Initially Identified as Tier 2 who are still Tier 2 at the end of 2022	New Tier 2 Students at the end of 2022
18	9	9	12

YEAR 10 TIER 2 ACHIEVEMENT 2022



The number of Tier 2 students halved throughout the Science Core course dropping from 18 to 9. Their average grade rose significantly (0.45) which is much higher than in previous years. The average grade of non-Tier 2 students also rose which is pleasing. This reflects the excellent practice of teachers in raising these students' ability to plan, carry out and report on valid scientific investigations. Disappointingly, 12 students who were at the expected achievement level at the end of Year 9 were now achieving below this by the end of this course.

Below is an example of Tier 2 student strategies documented on KAMAR under Student Notes.

The screenshot shows the KAMAR interface for a student note. The note is titled "Science Tier 2" and is categorized under "Science Tier 2". It contains two entries:

- Yr.10:** "i have noticed that he seems to quietly skip work. a checklist and spot checks daily. next step is moving seats if necessary"
- Yr.9:** "Miss M Kinzett (KT ; Wednesday 22nd September 2021 ; 11:17 am)
Aaron works well when he is not sitting with his friends. He seems to really enjoy biology. Breaking down tasks into smaller sections works for him. I am going

ENVIRONMENTAL SCIENCE

The following course was not part of our Tier 2 identification programme but teachers who had Tier 2 students in their class employed specific strategies to help raise their level of achievement.

		Average Overall			Average Māori			Average Boys			Average Girls		
		2022	2021	2020	2022	2021	2020	2022	2021	2020	2022	2021	2020
Year 10ENV	Overall	4.04		3.77	-		3.20	3.79		3.54	4.33		4.14
	Knowledge	4.00		3.72	-		3.00	3.71		3.36	4.33		4.29
	Science Capabilities	4.05	4.02	3.76	-	4.50	3.25	3.81	4.23	3.56	4.33	3.50	4.11

Overall student achievement is pleasing and up when compared to 2020. Boys continue to achieve at a lower level than girls however grades for both genders are pleasing. There are now concerns from this data going into 2023.

FORENSIC SCIENCE

The following course was not part of our Tier 2 identification programme but teachers who had Tier 2 students in their class employed specific strategies to help raise the level of achievement.

		Average Overall			Average Māori			Average Boys			Average Girls		
		2022	2021	2020	2022	2021	2020	2022	2021	2020	2022	2021	2020
Year 10FOR	Overall	3.88	3.65	3.89	3.67	3.64	4.22	3.69	3.65	3.56	3.99	3.64	4.05
	Knowledge	3.66	3.48	3.69	3.38	3.46	4.29	3.46	3.48	3.38	3.76	3.45	3.85
	Science Capabilities	3.99	3.77	3.95	3.89	3.99	4.25	3.83	4.00	3.61	4.09	4.00	4.11

Overall student achievement is up on 2021 and comparable to 2020. This is similar for both Māori students and both genders. Boys' achievement continues to be below girls but their grades are still pleasing. We had some staffing challenges for this course in 2022 and hence it is pleasing to see little if no negative impact on student achievement.

JUNIOR SURVEY INFORMATION

The overall results from the junior school in 2022 are shown in the table below. Please note that the scale is 1-5 with 5 being the highest.

Class	I can make observations from investigations	I can explain what the information I am gathering means	I can explain if my method, results and information I am gathering are reliable	I follow classroom rules	I interact appropriately with others	I communicate positively with the teacher and peers	I have learnt what my key words mean and I can use them in a sentence	I bring the correct equipment to class	I am punctual	I settle quickly to tasks	I do my best to complete set tasks	I have completed all my homework	I share answers in class	I ask questions when I am unsure	I fulfill my role in group work	Did you enjoy this unit? you needed it?	Did your teacher give you help when you learn?	Did your teacher's explanations help you learn?
Year 7 Cohort	3.68	3.67	3.63	4.32	4.23	4.30	3.69	4.21	4.32	3.89	4.21	3.95	3.33	3.66	4.09	3.60	4.28	4.12
Year 8 Cohort	3.64	3.66	3.56	4.31	4.22	4.30	3.72	4.20	4.32	3.91	4.16	3.95	3.34	3.65	4.14	3.58	4.26	4.10
Year 9 Cohort	3.67	3.67	3.60	4.35	4.25	4.32	3.70	4.21	4.35	3.91	4.17	3.91	3.36	3.67	4.14	3.54	4.25	4.10
Year 10 SCI - CORE	3.67	3.68	3.61	4.35	4.25	4.31	3.70	4.22	4.35	3.92	4.17	3.91	3.35	3.67	4.14	3.56	4.25	4.11
Year 10 SCI - FORENSICS	3.64	3.66	3.57	4.32	4.23	4.30	3.68	4.20	4.34	3.90	4.15	3.90	3.35	3.65	4.13	3.53	4.23	4.09
Year 10 SCI - ENV. SCIENCE	4.00	3.75	4.00	4.50	4.25	4.50	4.00	4.75	4.75	4.25	4.25	4.25	2.75	3.50	4.50	4.50	4.25	4.50

The results highlighted in blue are more than 4.25. Some highlights across all year levels were students' feedback on the positive approach they take in terms of how they interact with their peers, the teacher and follow classroom rules. They also acknowledged their punctuality. Feedback on their teacher's work to support them was also generally very positive. As with most years, students rated their involvement in class discussions as being the lowest.

ENGLISH JUNIOR TRACKING

Introduction

In 2022, the English Department identified Tier 2 students for Reading and/or Writing. The purpose of this was to target the different needs of a greater range of students. When students were identified, teachers identified each student's results on diagnostic evidence and provided possible strategies to use in class with the individual. At the end of the year, teachers evaluated how effective these strategies were for each student. This information was maintained in KAMAR – Student Notes.

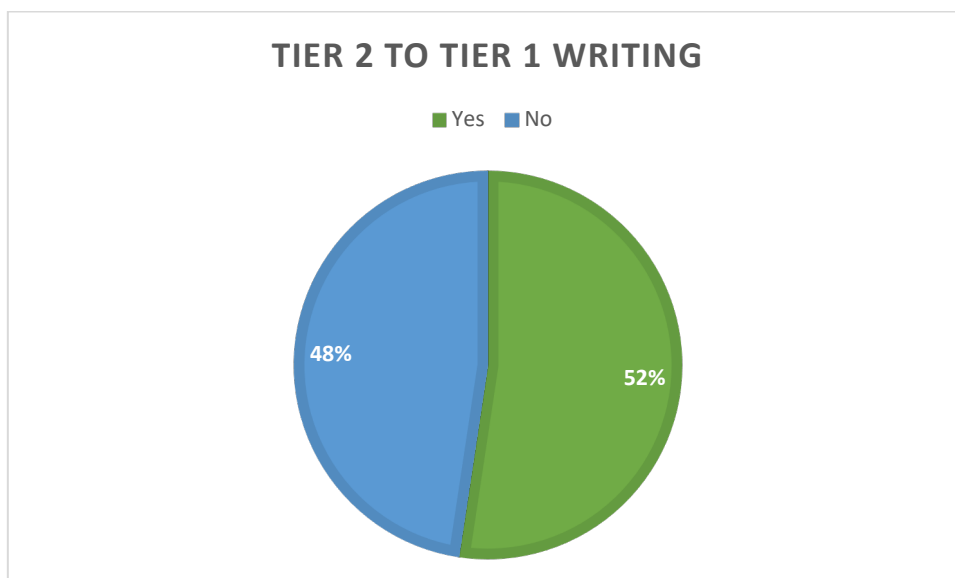
Year 9 – Goal achieved.

In 2022, there were 19 students identified as Tier 2 in their Writing capability. Nine of these students were also identified as Tier 2 in their Reading capability.

To identify Tier 2 students, teachers used a range of data and evidence to inform their decision though beginning of year writing samples in both Creative and Formal Writing were more heavily relied upon. Other evidence such as the Spelling Age Test, Gap Analysis test, and classroom observation of naturally occurring evidence such as Term 1 assignment work and journal writing may have factored in.

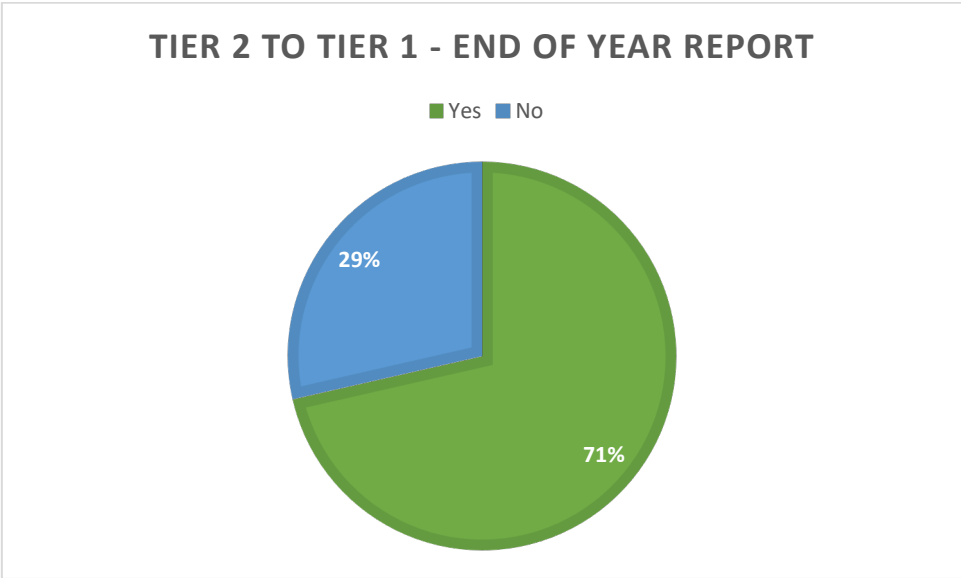
To move to Tier 1 in their Writing capability, students needed to move to NZC Level 4 in their Writing CATS (Creative Writing in Term 2 and Formal Writing in Term 3), with at least one of these results being at Level 4 Proficient or higher.

Eleven of the 19 students (52%) progressed into Tier 1 Writing by the end of Term 3.



We did not consider the reporting of the end of the year report to ensure that comparisons were based on controlled variables – common assessment tasks. The Writing capability at the end of the year considers a wider range of writing types, including assignment work and journal writing. However, if we

look at the end of year report where students are considered Achieved at NZC Level 4 Proficient or higher, the percentage of students moving from Tier 2 to Tier 1 is greatly improved at 71%:



The school-wide goal was achieved in the Year 9 cohort. A trend emerged that students needed targeted teaching around structure and surface features such as GPS (grammar, punctuation, spelling). Successful strategies with this cohort included writing frames, prompting questions to develop ideas, and deliberate and explicit teaching of GPS, including worksheets and proofreading activities. Looking ahead, this cohort is developing the complexity of ideas and more consistent GPS accuracy in their own writing.

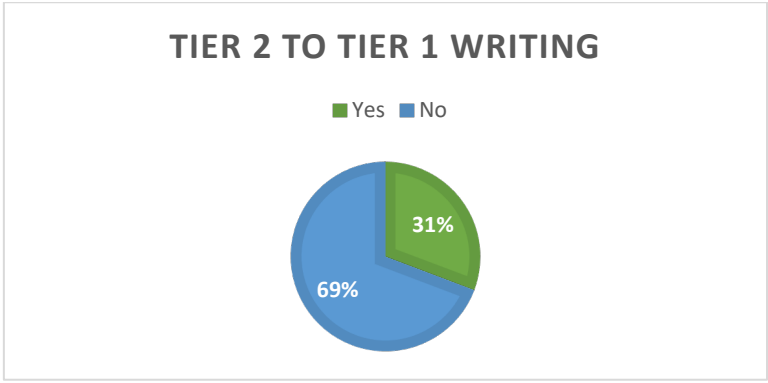
Year 10 – Goal not achieved.

In 2022, there were 26 students identified as Tier 2 in their Writing capability. Twenty-two of these students were also identified as Tier 2 in their Reading capability.

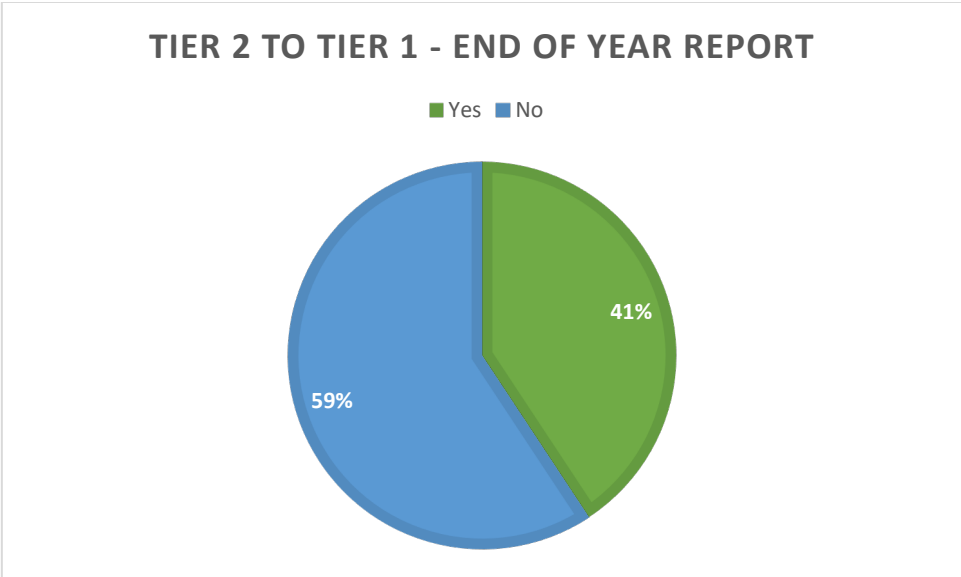
To identify Tier 2 students, teachers used a range of data and evidence to inform their decision though beginning of year writing samples in both Creative and Formal Writing were more heavily relied upon. Other evidence such as the Spelling Age Test, Gap Analysis test, and classroom observation of naturally occurring evidence such as Term 1 assignment work and journal writing may have factored in.

To move to Tier 1 in their Writing capability, students needed to move to NZC Level 5 in their Writing CATS (Creative Writing in Term 2 and Formal Writing in Term 3), with at least one of these results being at Level 5 Proficient or higher.

Eight of the 26 students (31%) progressed into Tier 1 Writing by the end of Term 3.



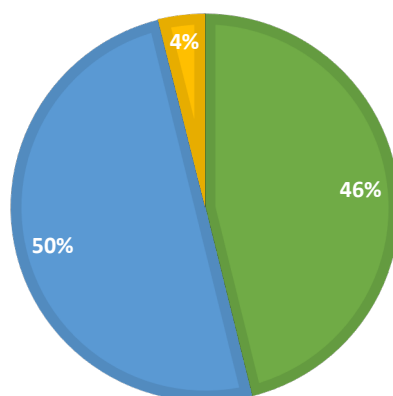
We did not consider the reporting of the end of the year report to ensure that comparisons were based on controlled variables – common assessment tasks. The Writing capability at the end of the year considers a wider range of writing types, including assignment work and journal writing. However, if we look at the end of year report where students are considered Achieved at NZC Level 5 Proficient or higher, the percentage of students moving from Tier 2 to Tier 1 has some improvement to 41%:



In 2022, Year 10 students had the opportunity to participate in the NCEA Literacy Pilot. One of these tests assessed students' writing. NZQA publicised that this test was pitched at NZC Level 5.

TIER 2 AND NCEA LITERACY PILOT RESULTS

■ Achieved ■ Not Achieved ■ Not Attempted



The school-wide goal was not achieved in the Year 10 cohort. Year 10 students are expected to progress one curriculum level in one year where, up to this point in their school, would have nearly two years of school to make the same progress.

A trend emerged that students needed targeted teaching around developing ideas, enhanced vocabulary, and surface features such as GPS (grammar, punctuation, spelling). Some successful strategies with this cohort included writing frames, prompting questions to develop ideas, vocabulary lists, and deliberate and explicit teaching of GPS, including worksheets and proofreading activities. The results after the first round of the NCEA Literacy pilot further highlighted areas students needed to work on, especially consistent accuracy in grammar, punctuation, and spelling in "first drafts".

Our students are accustomed to having time to edit, craft, and proofread their writing whereas the Literacy pilot assessment requires students to write generally error-free under time pressure. To help with this and to supplement the classroom programme, the English Department ran after-school writing workshops in Term 3 to deliberately target this area. While not all Tier 2 students attended these opportunities, the overall cohort data showed considerable improvement in this assessment. Moving forward, students need heightened expectations about GPS accuracy across the curriculum though English teachers will need to lead by example in this regard.

MATHEMATICS JUNIOR TRACKING

TIER 2 TRACKING 2021

YEAR 10

Identification

To classify students as Tier 2 we looked at three pieces of data:

- Year 9 combined topic test percentage
- Beginning of year E-asTTle
- The first topic test (Numeric Reasoning)

If a student was performing below expectations in two out of the three assessments, they were classified as Tier 2. Students in the Numeracy class or those who were below in all three assessments were classified as Tier 3. Enrichment students were also identified by being in the top band for at least two of the assessment data.

	Tier 3	Tier 2		Enrichment	Total
NUMERACY	27	0	0	0	27
10MAT(FS)	1	8	15	0	24
10MAT(GA)	2	10	11	1	24
10MAT(LS)	2	8	12	1	23
10MAT(MO)	3	8	13	3	27
10MAT(SA)	1	9	9	4	23
10MAT(WG)	3	5	14	2	24
ENRICH	0	0	0	30	30
Total	39 (19%)	48 (24%)	74 (37%)	41 (20%)	202

*Minor errors have been fixed since first reporting this.

Tier 2 Strategies

This year we had a focus to make our discussions about Tier 2 students more regular and keep them at the forefront of our minds. We decided to initially focus on two students each with the idea that it would be an intensive targeted approach, rather than spreading ourselves across lots of students. Once those students were underway, we added another two students.

Teachers were encouraged to implement strategies that would suit the individual needs of the students in their class and to try something with depth and careful consideration. In department meetings, we discussed individual students and shared ideas for strategies to implement. We also discussed common strategies across the department, including consequences for lack of effort/work completion. A lot of us also offered small groups of Tier 2 students extra 1:1 tutorials during breaks or encouraged attendance at the after school tutorials.

The strategies implemented by staff were wide-ranging but included:

- Seating plan used to place the student near the teacher or with peers who will be a positive influence on their learning.
- Lots of praise and encouragement.
- Individualised tasks, targeted at the student's needs and level.

- More teacher attention in class than other students.
- Teaching the students strategies for starting problems.
- Contact home.
- Invitation to special tutorials at key points of the topic.
- Encouragement to attend Wednesday tutorials.
- Worksheets adapted to provide scaffolding into the task.
- Support with organisation.
- Teaching strategies for studying/retaining knowledge.
- Individual goal setting with students.
- Building relationships and breaking down negative mindsets.

Tier 2 Evaluation of progress

To classify students as Tier 2 at the end of the year we looked at three pieces of data:

- Algebra topic test
- Measurement topic test
- End of year e-asTTle test

If a student was performing below expectations in two out of the three assessments, they were classified as Tier 2. Students in the Numeracy class or those who were below in all three assessments were classified as Tier 3.

Tier 2 Learners identified Term 1 – Term 4 Results:

	Dropped to Tier 3	Stayed at Tier 2	Improved to Tier 1	Total
Year 10	30 (70%)	10 (23%)	3 (7%)	43 (not including leavers)

Tier 2 Learners identified Term 1 – Term 4 Results FOCUS GROUP ONLY:

	Dropped to Tier 3	Stayed at Tier 2	Improved to Tier 1	Total
Year 10	11(61%)	5 (28%)	2 (11%)	18 (not including leavers)

We also analysed the e-asTTle attitude score. At the start of the e-asTTle tests students answer a few questions about their attitude towards Maths and are given a score from 0 to 5, 5 being the best. There were 29% of the Tier 2 students that had the same attitude score and 32% increased their attitude score compared to the start of the year.

Finally, we compared student's 2020 topic test GPA percentage with their 2021 topic test GPA percentage. For all Year 10s the average shift is a 12% drop from Year 9 to Year 10 (not unexpected, as the course content is getting more challenging). Fifteen of the Tier 2 students (34%) displayed a shift greater than the average, with two students lifting their GPA percentage by more than 20%.

*Note: We have decided to use the GPA percentage data for our Tier 2 identification next year, now that we know how to process the data. It seems like a better representation of students' achievements and progress.

We continue to find it very difficult to shift our Tier 2 learners from Tier 2 to Tier 1 as they must significantly accelerate their learning to catch up from being behind, then also progress through the new content. For many of the students, our first obstacle is to stop them from continuing to fall behind.

Whilst we are disappointed, we were not able to shift more Tier 2 students to Tier 1 despite our efforts, we are pleased that 34% of students are showing accelerated progress compared to the previous year and 32% of students show a measurable increase in their attitude towards Mathematics. Also, that there were slightly more improvements in those students who were part of our focus groups.

Teachers have also reported observing improved confidence and engagement for most of these students.

YEAR 9 Identification

Like Year 10, to classify students as Tier 2 we looked at three pieces of data:

- Year 8 end of year test
- Beginning of year EasTTle
- The first topic test (Number Knowledge)

If a student was performing below expectations in two out of the three assessments, they were classified as Tier 2. Students who were below in all three assessments were classified as Tier 3. Enrichment students were also identified by being in top band for at least two of the assessment data.

	Tier 3	Tier 2		Enrichment	Total
9CJ			11	18	29
9LH	1	9	15	5	30
9MH	2	4	14	8	28
9RM	7	3	13	6	29
9MI	2	5	16	3	27
9WJ	6	5	13	3	27
9WM	3	4	21	1	29
Total	21 (11%)	30 (15%)	103 (52%)	44 (22%)	199

Tier 2 Strategies

See above – same as Year 10.

Tier 2 Evaluation of progress

To classify students as Tier 2 at the end of the year we looked at three pieces of data:

- Algebra topic test

- Measurement topic test
- End of year e-asTTle test

If a student was performing below expectations in two out of the three assessments, they were classified as Tier 2. Students in the Numeracy class or those who were below in all three assessments were classified as Tier 3.

Tier 2 Learners identified Term 1 – Term 4 Results:

	Dropped to Tier 3	Stayed at Tier 2	Improved to Tier 1	Total
Year 9	10 (33%)	16 (53%)	4 (13%)	30

Tier 2 Learners identified Term 1 – Term 4 Results FOCUS GROUP ONLY:

	Dropped to Tier 3	Stayed at Tier 2	Improved to Tier 1	Total
Year 9	4 (29%)	8 (57%)	2 (14%)	14

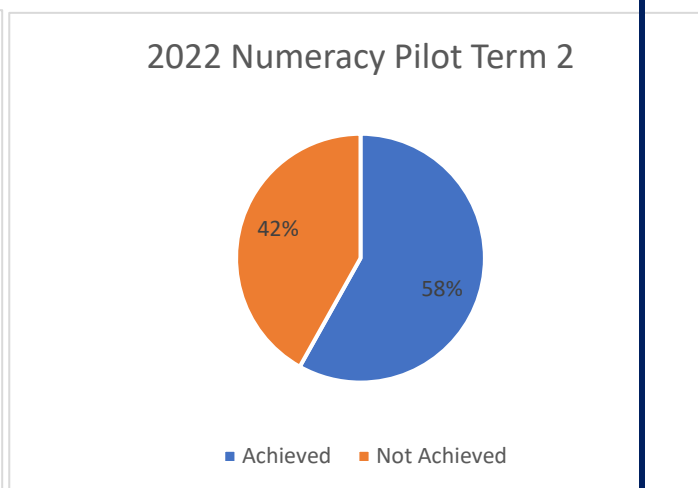
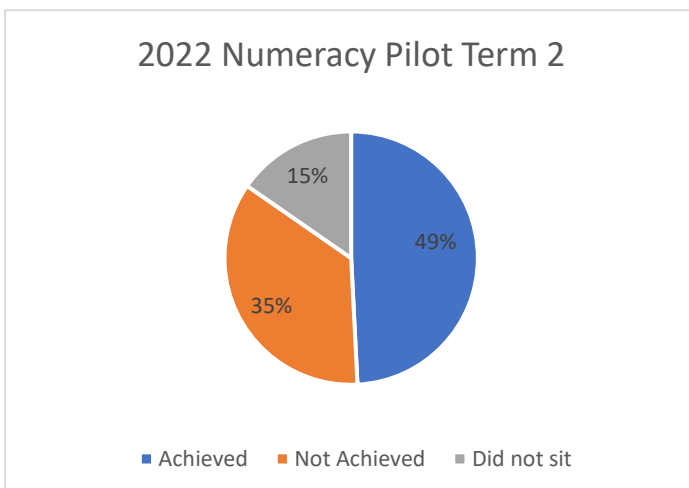
We also analysed the e-asTTle attitude score. There were 19% of the Tier 2 students that had the same attitude score and 38% increased their attitude score compared to the start of the year.

We see less of a drop to Tier 3 in the Year 9 students, but we are still struggling to lift students from Tier 2 to Tier 1.

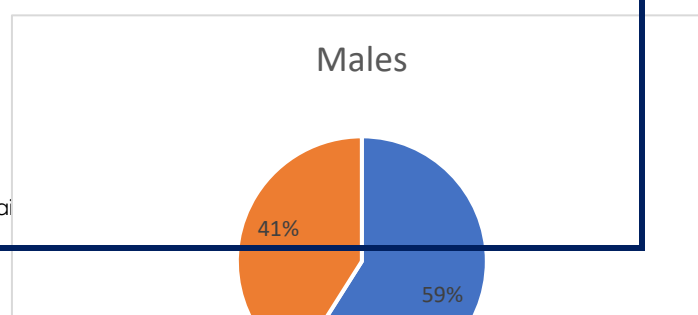
NEW NCEA NUMERACY ASSESSMENT PILOT

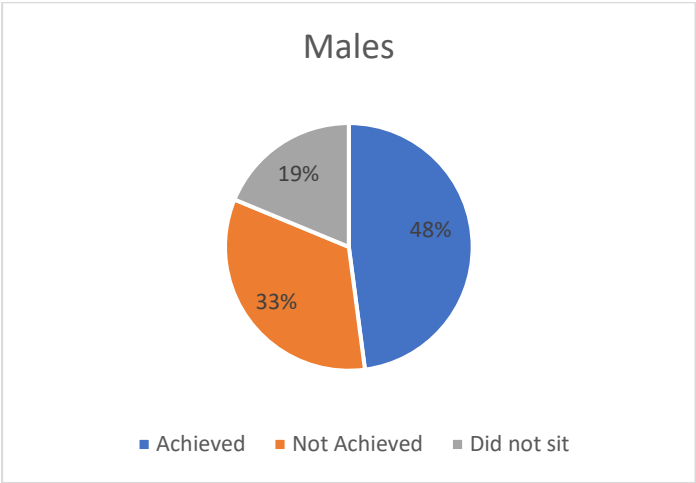
Term 2 Pilot Results:

Numeracy Overall:

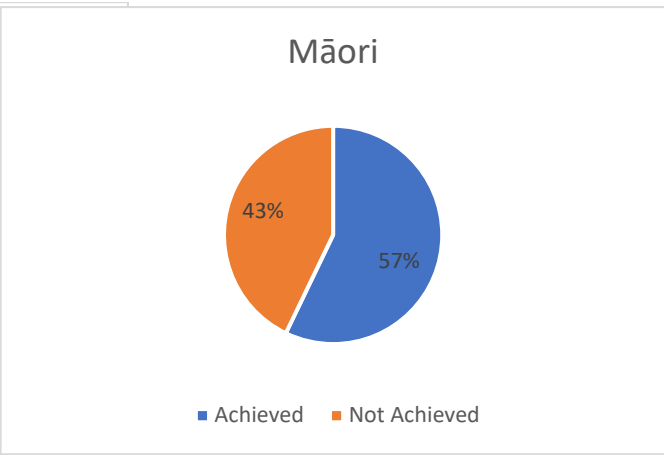
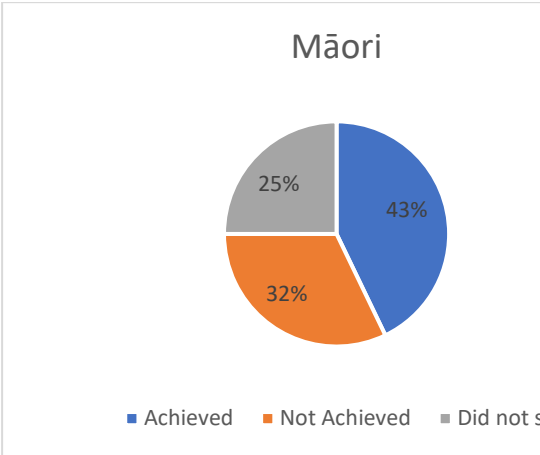
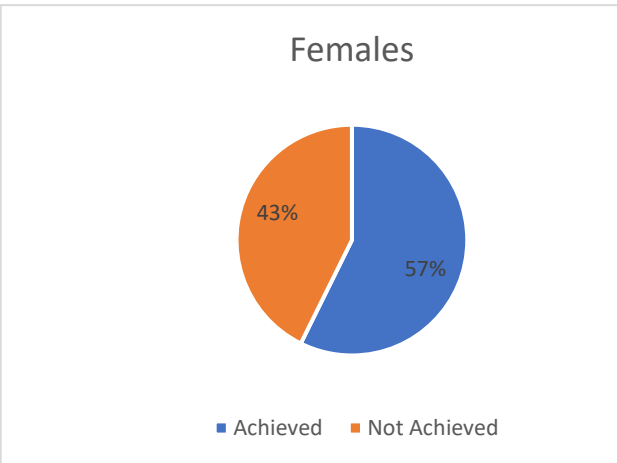
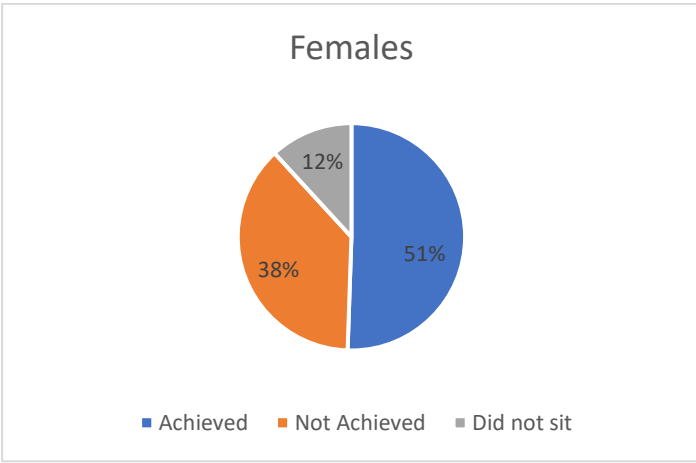


Numeracy Male:

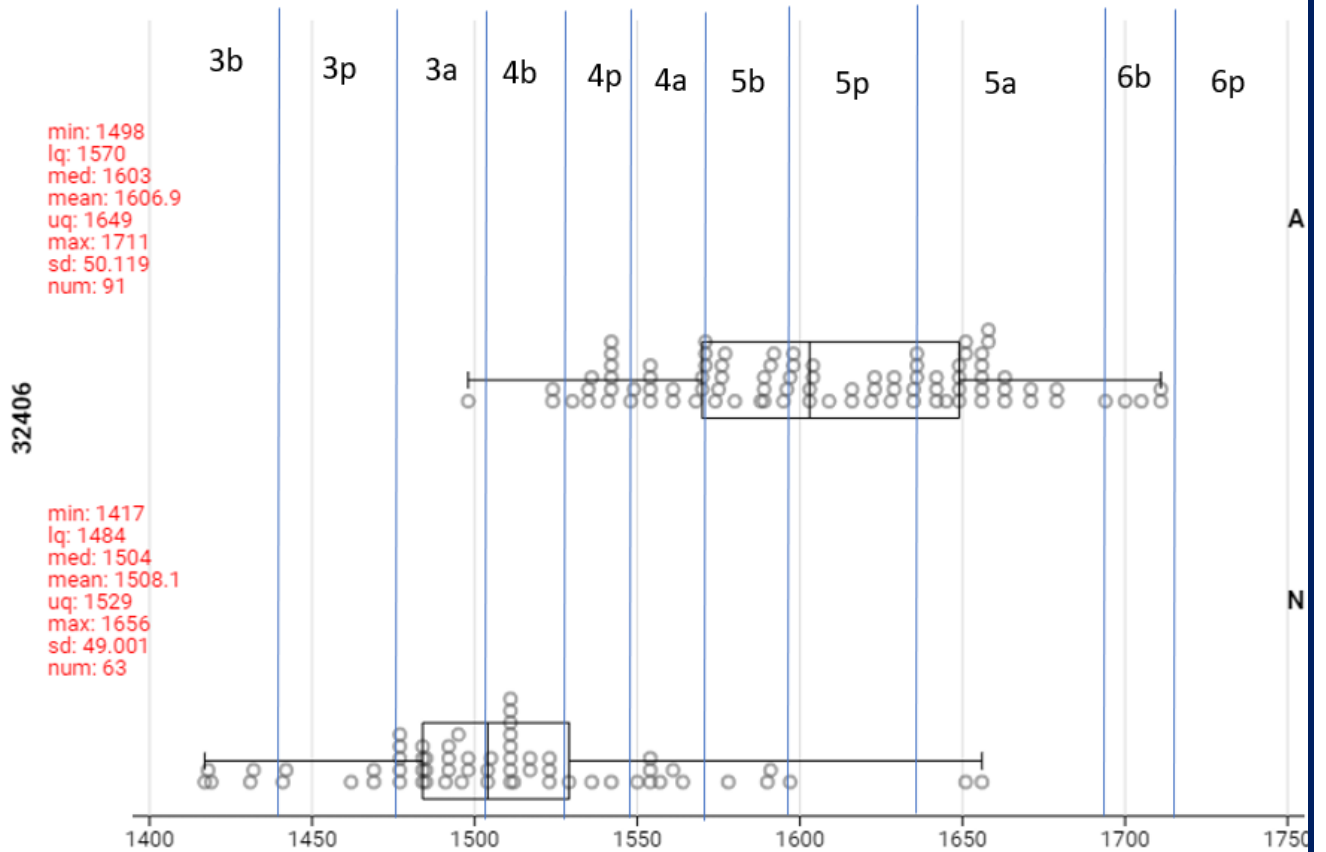




Numeracy Female:



Numeracy Pilot CAA Term 2 2022



Of those students who sat the Term 2 Numeracy pilot, 58% achieved the standard.

National results for Term 2 were 56% Achieved.

Out of the students who Achieved the standard, more than 75% of students were at level 4P in Easttle at the beginning of the year. Of those students who did not achieve, more than 75% were below level 4P in Easttle at the beginning of the year. We will use this information to help decide which students to enter in the future.

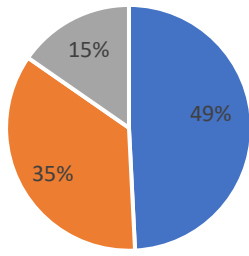
Term 3 Final Pilot Results:

Of the students who did not achieve in Term 2, a further 10 students passed. There were also 10 students who did not attempt it in Term 2 who have now passed. The percentages have remained the same due to some students sitting it for the first time in Term 3 and not achieving, 56% Achieved.

National results for the end of the year were 64% Achieved.

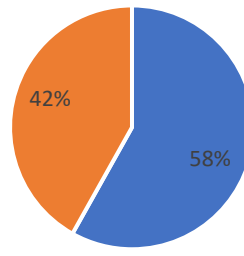
Numeracy Overall:

2022 Numeracy Pilot Term



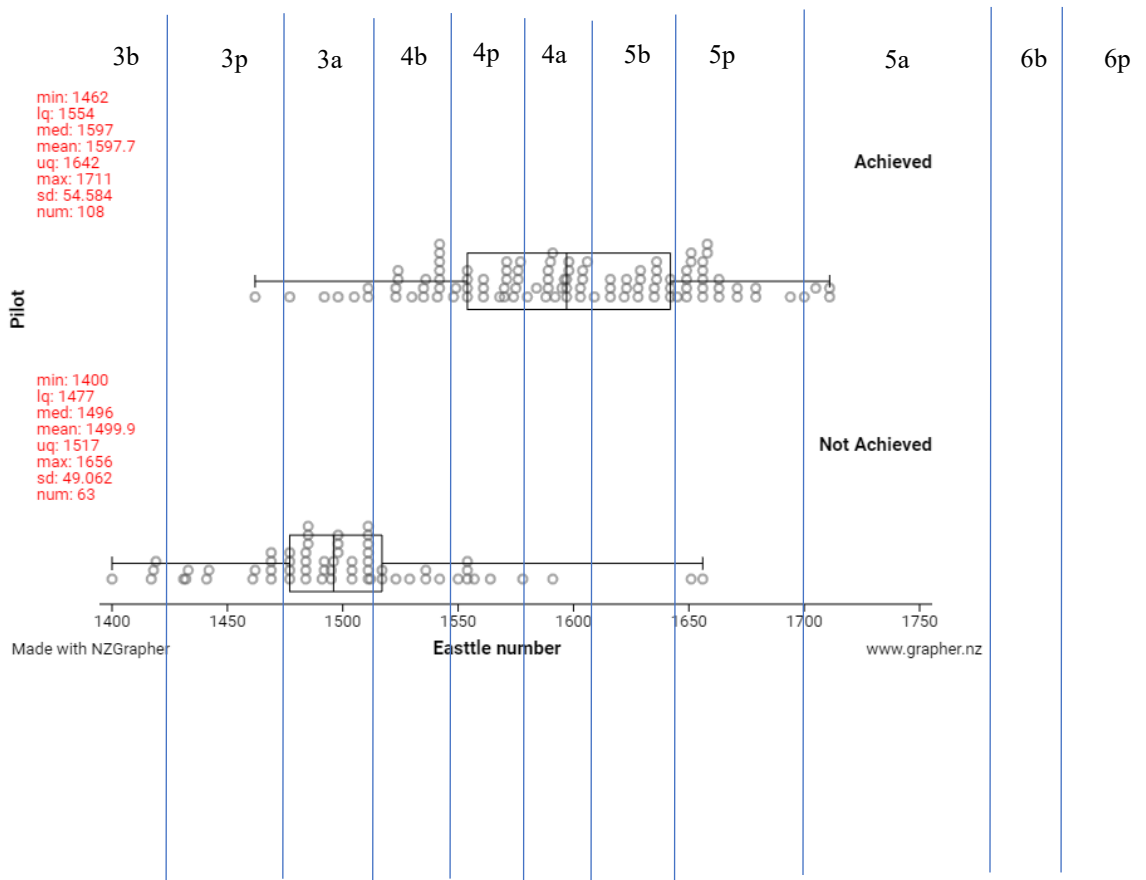
■ Achieved ■ Not Achieved ■ Did not

2022 Numeracy Pilot Term 3



■ Achieved ■ Not Achieved

Numeracy Pilot Term 3 results



Year 9 – 10 Curriculum Achievement Summary

A few changes were made to the junior course outlines for the 2022 year. We combined the Year 9 Angles topic with the Year 10 Geometric Reasoning topic and placed it in the Year 9 course Angles topic. We also combined the Year 9 Probability topic with the "chance" part of the Chance and Data topic and replaced it with a Probability topic in the Year 10 course. The "data" part of chance and data was put into the Year 10 Statistics topic.

Transformations have always been a part of the Year 9 course but were usually taught after junior exams. Due to the inclusion of this content in the new NCEA numeracy assessment, we decided to move it to earlier in the year and to formally assess it. We also moved the Year 9 Statistics topic to after junior exams.

The Year 10 course programme was reviewed as well, making sure the first half of the year focused on content that would be a part of the new NCEA numeracy assessment. Measurement was moved to the first half of the year and Trigonometry and Algebra moved to the second half.

We have continued to assess Numeric Reasoning in the same style as NCEA (a change introduced in 2021).

Year 9

Topic Tests and End of Year Examination:

Strengths:

- There are several topics with similar results, but Angle/Shape and Measurement have the best overall pass rate.
- Transformations and Fractions/Decimals/Percentages have the highest proportion of Excellences.
- Compared to last year, results for Fractions/Decimals/Percentages saw a slight improvement.
- Excellence results in the Number section of the exam are like end of topic results. Students have retained their knowledge from earlier in the year. Number is the first section in the exam which may be part of the reason for this.

Areas of concern:

- Only 56% of students passed the Algebra topic. It is an ongoing trend that students find the Algebra topic the most challenging.
- The Measurement topic is the one with the least Excellence grades. This was quite noticeable this year with most other topics 8% or more higher.
- Students do not achieve as well in the end of year exam compared to topic tests. This is not surprising as these are Year 9 students who are attempting an exam for the first time.

Easttle:

At the end of Year 9 the expected Easttle score is 1571 – Level 5B. Our end of year results has stayed fairly consistent the past few years with a median score of 1565 – Level 4A.

The end of year Easttle results indicate 46% (48% in 2021, 45% in 2020) of students are achieving at or above the expected level for the end of Year 9.

54% of student's results show they are below the expected level of achievement. However, of those, 29% (12% in 2021, 8% in 2020) have displayed accelerated progress throughout the year and improved by more than 2 Easttle sub-levels.

Year 10

Topic Tests and End of Year Examination:

Strengths:

- Results in Measurement, Algebra, Tables/Equations/Graphs, and Probability all increased, across all grade boundaries, compared to 2021.
- Probability had a high overall pass rate of 81%.

Areas of concern:

- Measurement results, particularly at Merit and Excellence level are lower than the other topics.
- In the exam, Number and Probability have a low proportion of students gaining Merit and Excellence. In Number this may be due to the marking schedule for the exam and the number of opportunities for Excellence. We will review this for the next year. Probability is the last topic in the exam. Students did very well in the topic test for this so perhaps time constraints have influenced these results.
- Formal Algebra, closely followed by Tables/Equations/Graphs have the lowest overall pass rates. This is a continuing trend from Year 9 and continues into the senior school. Focusing on lifting these grades will become part of our department goals for 2023.

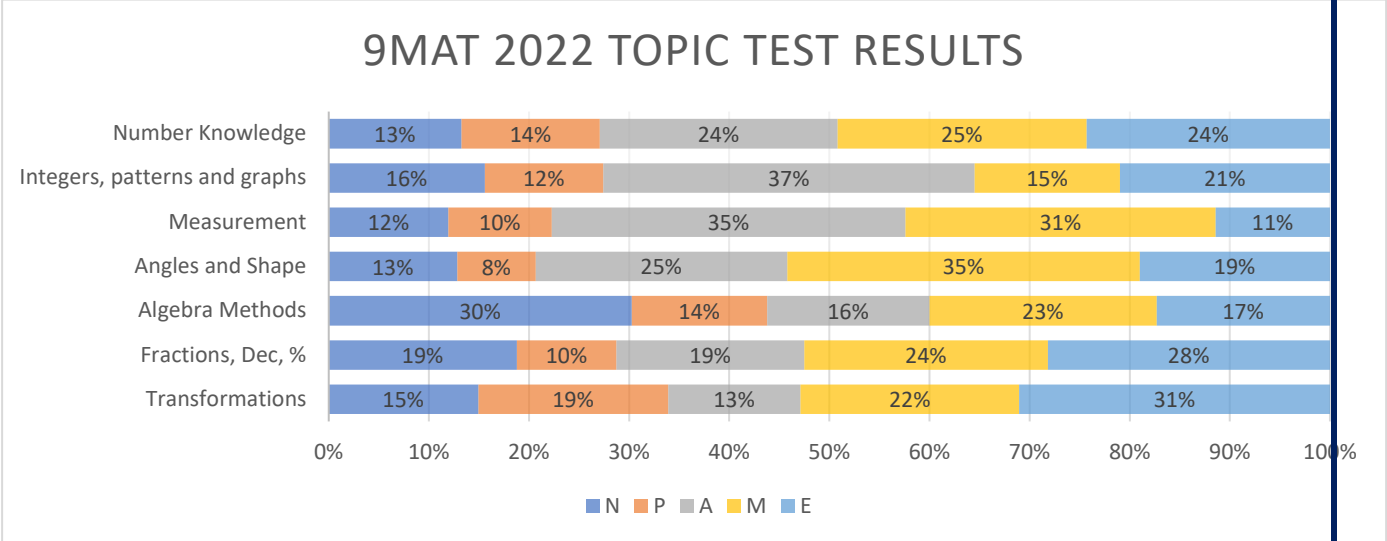
Easttle:

At the end of Year 10, the expected Easttle score is 1636 – Level 5A. Our end of year results has stayed fairly consistent the past few years with a median score of 1626.5 – Level 5P.

The end of year Easttle results indicate 42% (34% in 2021, 42% in 2020) of students are achieving at or above the expected level for the end of Year 10.

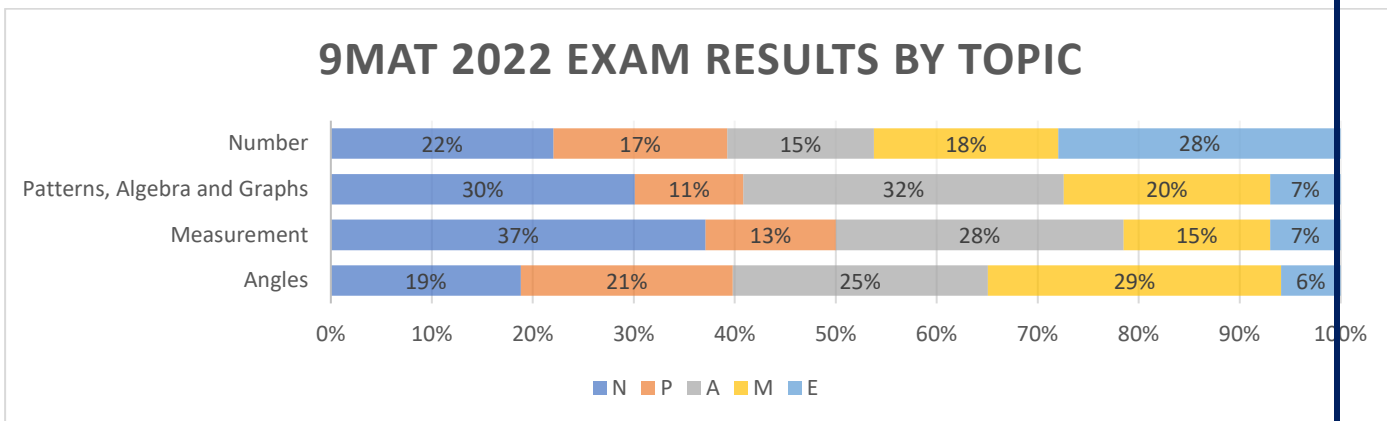
58% of student's results indicate they are below the expected level of achievement. However, of those, 29% (30% on 2021, 27% in 2020) have displayed accelerated progress throughout the year and improved by more than 2 Easttle sub-levels.

Year 9 Topic Tests



Topic	Overall Pass rate		Merit (or higher)		Excellence	
	2022	2021	2022	2021	2022	2021
	2020		2020		2020	
Number Knowledge *change to marking 2021	73%		49%		24%	
	79%	↓6%	56%	↓7%	19%	↓5%
	81%		49%		43%	
Integers, patterns and graphs	73%		36%		21%	
	85%	↓12%	47%	↓11%	26%	↓5%
	93%		54%		16%	
Measurement	77%		42%		11%	
	78%	↓1%	54%	↓12%	23%	↓2%
	80%		52%		12%	
Angles and Shape	79%		54%		19%	
	83%	↓4%	53%	↑1%	25%	↓6%
	84%		50%		21%	
Algebra Methods	56%		40%		17%	
	63%	↓7%	45%	↓5%	22%	↓5%
	75%		48%		21%	
Fractions, Decimals and Percentages	71%		52%		28%	
	66%	↑5%	47%	↑5%	30%	↓2%
	72%		41%		15%	
Transformations	66%		53%		31%	
	-	N/A	-	N/A	-	N/A
	-		-		-	

Year 9 Examination Results



Note: In 2020 changes were made to the Year 9 exam to incorporate SOLO taxonomy in awarding Merit and Excellence grades, so 2019 results may not be a fair comparison.

	Y9 2022	Y9 2021	Y9 2020	Y9 2019
Number	180	184	186	160
Minimum	6%	1%	9%	10%
LQ	29%	27%	32%	36%
Median	49%	47%	49%	55%
UQ	68%	71%	68%	75%
Maximum	96%	98%	98%	95%
Mean	49%	49%	51%	55%
Std dev	24%	27%	22%	23%
1 - 20%	25 14%	31 17%	12 6%	10 6%
21 - 40%	49 27%	50 27%	60 32%	43 27%
41 - 60%	46 26%	39 21%	50 27%	36 23%
61 - 80%	35 19%	31 17%	42 23%	42 26%
81 - 100%	25 14%	33 18%	22 12%	29 18%

Year 9 Easttle results

The following is a summary of the end of year Easttle results. The left hand column indicates the student's end of year level. The top row shows how much progress they made compared to their beginning of year result.

		No progress (Negative or no sub-level movement)	Some progress (One sub-level)	Expected progress (Two sub-levels)	Accelerated progress (Three or more sub-levels)	Only EOY Result	Total	
Above	>5b	11	25	15	10	0	61	
At	5b	5	2	2	6	1	16	
Below	4a	7	5	5	8	2	27	90
	4p	9	4	4	1	0	18	
	<4p	31	11	1	1	1	45	
Total		63	47	27	26	4	167	

46% are at or above the expected level.

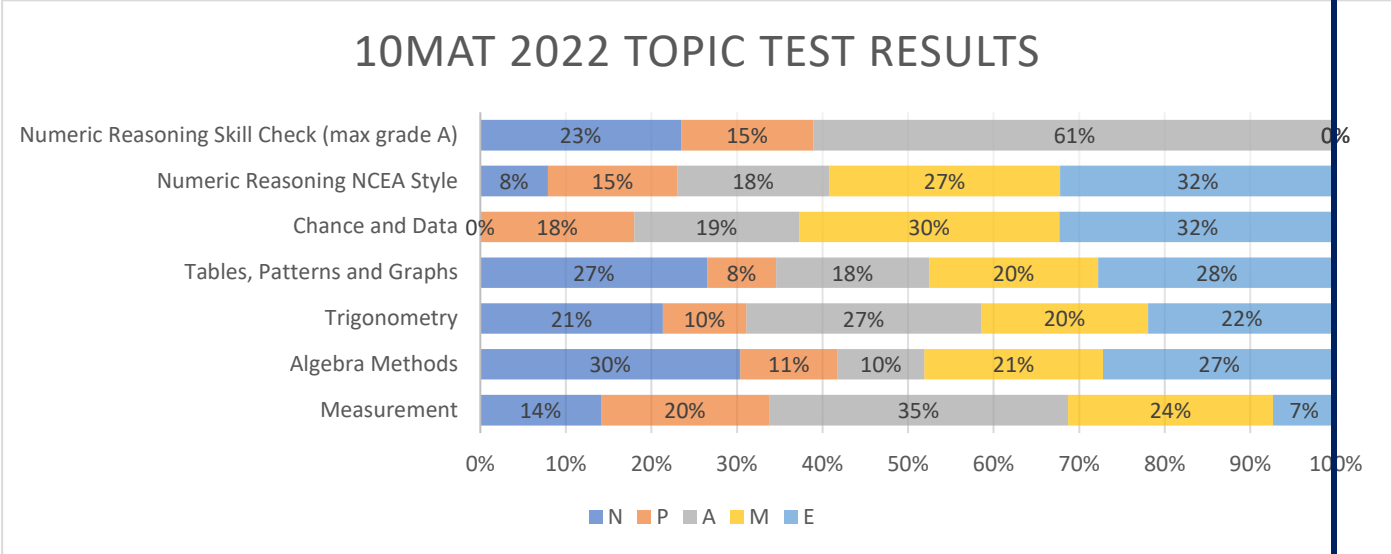
54% are below the expected level.

Of those below, 29% have made accelerated progress, moving up more than 2 Easttle sub-sets.

Beginning of Year 9 Easttle								
	2022		2021		2020		2019	
	Score	Level	Score	Level	Score	Level	Score	Level
Min	1410	2A	1410	2A	1412	2A	1435	3B
LQ	1506	4B	1496	3A	1499	3A	1509	4B
Median	1537	4P	1539	4P	1544	4P	1568	4A
UQ	1574.5	5B	1578	5B	1573	5B	1614	5P
Max	1689	5A	1669	5A	1675	5A	1669	5A
Mean	1541	4P	1541	4P	1541.2	4P	1562.2	4A
SD(spread)	51.9		57.5		54.4		58.0	

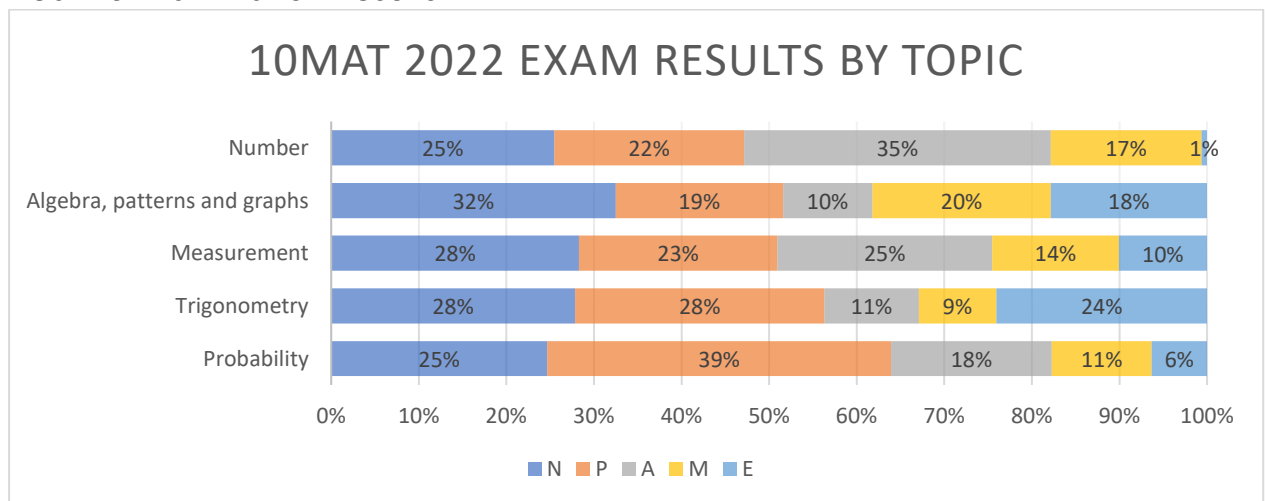
End of Year 9 Easttle								
	2022		2021		2020		2019	
	Score	Level	Score	Level	Score	Level	Score	Level
Min	1400	3P	1442	3P	1432	3B	1441	3P
LQ	1526	4P	1516	4B	1522	4B	1531	4P
Median	1565	4A	1565	4A	1562	4A	1590	5B
UQ	1615	5P	1608	5P	1608	5P	1638	5A
Max	1791	>6A	1738	6P	1751	6A	1726	6P
Mean	1567	4A	1565	4A	1564.9	4A	1588	5B
SD(spread)	66.5		67.2		62.3		66.1	

Year 10 Topic Tests



Topic	Overall Pass rate		Merit (or higher)		Excellence	
	2022		2022		2022	
	2021		2021		2021	
	2020		2020		2020	
Numeric Reasoning skill check *2022 skill check was max grade A.	61%	↓4%	N/A	N/A	N/A	N/A
	65%		50%		20%	
	71%		52%		34%	
Numeric reasoning NCEA style	77%	↓4%	59%	↑19%	32%	↑3%
	81%		40%		19%	
	N/A		N/A		N/A	
Probability *compared to Chance and Data results for 2021 and 2020	81%	↑7%	62%	↑7%	32%	↑21%
	74%		55%		11%	
	75%		61%		20%	
Tables, Equations and Graphs	66%	↑2%	48%	↑11%	28%	↑1%
	64%		37%		17%	
	65%		47%		25%	
Trigonometry	69%	↓9%	42%	↓17%	22%	↓3%
	78%		59%		25%	
	80%		60%		23%	
Algebra Methods	58%	↑6%	48%	↑12%	27%	↑8%
	52%		36%		19%	
	68%		59%		34%	
Measurement	66%	↑7%	31%	↑7%	7%	↑2%
	59%		24%		5%	
	75%		34%		14%	

Year 10 Examination Results



	Y10 2022	Y10 2021	Y10 2020	Y10 2019
Number	156	158	148	151
Minimum	1%	1%	4%	15%
LQ	22.5%	23%	27%	34%
Median	41%	36%	43%	47%
UQ	61%	59%	63%	65%
Maximum	96%	94%	95%	97%
Mean	44%	41%	46%	49%
Std dev	25%	23%	23%	20%
1 - 20%	31 20%	32 20%	19 13%	11 7%
21 - 40%	43 29%	59 37%	51 34%	42 28%
41 - 60%	42 27%	31 20%	37 25%	52 34%
61 - 80%	23 15%	25 16%	26 18%	35 23%
81 - 100%	17 11%	11 7%	15 10%	11 7%

Year 10 Easttle Results

The following is a summary of the end of year Easttle results. The left hand column indicates the students end of year level. The top row shows how much progress they made compared to their beginning of year result.

		No progress (Negative or no sub-level movement)	Some progress (One sub-level)	Expected progress (Two sub-levels)	Accelerated progress (Three or more sub-levels)	ONLY EOY Result	Total	
Above	>5a	0	7	10	6	1	24	
At	5a	11	16	6	8	1	42	
Below	5p	7	10	9	20	2	48	91
	5b	1	2	2	4	2	11	
	<5b	17	8	2	2	3	32	
Total		36	43	29	40	9	157	

42% are at or above expected level.

58% are below expected level.

Of those below, 29% have made accelerated progress, moving up more than 2 Easttle sub-sets.

Beginning of Year 10 Easttle								
	2022		2021		2020		2019	
	Score	Level	Score	Level	Score	Level	Score	Level
Min	1418	3B	1400	2A	0	<2B	1419	3B
LQ	1520	4B	1505	4B	1511	4B	1530	4P
Median	1570	4A	1548	4A	1573.5	5B	1577	5B
UQ	1625.5	5P	1603	5P	1635.5	5P	1623	5P
Max	1711	6B	1739	6A	1715	6B	1758	5B
Mean	1570.7	5B	1556	4A	1557.5	4A	1579.5	5B
SD(spread)	65.6		66.9		191.9		65.5	

End of Year 10 Easttle								
	2021		2021		2020		2019	
	Score	Level	Score	Level	Score	Level	Score	Level
Min	1448	3P	1417	3B	0	<2B	1456	3P
LQ	1593	5B	1544	4P	1536	4P	1568	4A
Median	1626.5	5P	1614	5P	1614	5P	1634	5P
UQ	1662	5A	1656	5A	1672	5A	1675	5A
Max	1791	>6A	1805	>6A	1743	6A	1884	>6A
Mean	1623.6	5P	1604	5P	1600.9	5P	1622.7	5P
SD(spread)	70.7		76.4		151.4		76.8	

Junior Māori Achievement Trends

Year 9 Māori students' achievement was lower than their European peers in the end of year exam; the Māori students' median exam percentage was 38% compared to 52% for European. In the topic tests, Māori student's median was 52% compared to Europeans whose was 66%.

The Year 10 Māori students' achievement was less than their European peers. The Māori students' median exam percentage was 27% and European students' median exam percentage was 41%. In combined topic tests Māori student's median was 50% compared to Europeans which was 70%.

Junior Gender Breakdown

In general females did better than the males.

Year 9 females' median exam percentage was higher (51%) than Year 9 males median exam percentage (41%). In topic tests, females' median was also higher (69%) than the males (63%).

Year 10 females' median exam percentage was higher (41%) than Year 10 males median exam percentage (33.5%). In the topic tests, females' median was also higher (72%) than the males (58%).

Assurance of appropriate curriculum coverage

In Year 9 we cover all curriculum level 4 achievement objectives and some aspects of the level 5 achievement objectives. In Year 10 we cover the remaining level 5 curriculum objectives. We use nationally recognised textbooks and workbooks as the basis for delivery.

Teachers of junior courses are provided course outlines and skills checklist outlining the topic objectives. Common assessment tasks are used to assess students.

Identification of Tier 2 students

Year 9 Tier 2 Identification

To identify the Year 9 students, we looked at 3 pieces of data:

	Criteria for "Performing below expected level"	Criteria for "Performing at enrichment level"
Initial test	Less than 50%	85% – 100%
Beginning of year Easttle	Less than 4P	More than 4A
First topic test: Number Knowledge	N or P	E

The criteria for identifying a student as **Tier 3** is they are **below in all 3** assessments.

The criteria for identifying a student as **Tier 2** is they are **below in 2 out of 3** assessments.

The criteria for identifying a student as **Enrichment** is they are **at enrichment in 2 out of 3** assessments (with the third being just below enrichment level).

Professional judgement was made where students were absent for one or more of the assessments.

	Tier 3	Tier 2	Tier 1	Enrichment	Total
9BD	2	2	17	5	26
9CJ	5	3	16	3	27
9GC			9	20	29
9RG	7	4	13	4	28
9MH	2	9	17	1	29
9MI	6	2	16	2	26
9VN	2	9	13	3	27
Total	24 (13%)	29 (15%)	101 (53%)	38 (20%)	192

Year 10 Tier 2 Identification

This year, we made changes to how we initially identify Tier 2 students in Year 10. Instead of using the first three Year 10 assessments, we used the Year 9 data and the Easttle score from the beginning of Year 10. This allowed us to classify Tier 2 students earlier in the calendar year.

Students were classified as Tier 2, and achieving just below the expected level of achievement if their GPA percentage was 40 – 49%. Those whose GPA percentage was below 40% were classified as Tier 3. The GPA was calculated using 1 for Not Achieved, 2 for Progressing towards achieved, 3 for Achieved, 4 for Merit and 5 for Excellence.

In hindsight, and for consistency with the Science department, in future we may consider changing to 40 – 54% for Tier 2 classification.

Tier 3 status was automatically assigned to students in the 10 Numeracy class.

	Tier 3	Tier 2	Tier 1	Enrichment	Total
NUMERACY	23	0	0	0	23
10MAT(FS)	3	3	10	7	23
10MAT(GA)	2	4	15	3	24
10MAT(LS-1)	3	1	14	4	22
10MAT(LS-2)	0	4	13	7	24
10MAT(MJ)	0	4	15	3	22
10MAT(NI)	3	2	16	4	25
ENRICH	0	0	0	31	31
Total	34 (18%)	18 (9%)	83 (43%)	59 (30%)	194

Once the Tier 2 students were identified, teachers added them to the Tier 2 student list in KAMAR.

Strategies used to accelerate achievement of Tier 2 Students

Teachers were initially expected to choose two Tier 2 students to participate in their focus group, much like the previous year. Later in the year a further 2–3 students were added per teacher.

Once a student had been chosen as the focus, teachers used the notes feature in KAMAR to document specifics about the student's performance thus far and the initial techniques that would be undertaken in an effort to accelerate student achievement.

Mathematics department meetings were used to share ideas and discuss effective teaching strategies. Some of the strategies that were tried were:

- Surveying students
- More regular checking in with student
- Contact home
- Invited to after school Maths tutorials
- Seated closer to the teacher

- Seated with capable peer
- Goal setting with students for work completion per class.
- Encouragement and praise
- Using teacher aide
- Moved away from distracting peers
- Providing sentence starters
- Notes with fill in the gaps

We also discussed how it would be more effective if we could get some 1:1 time with these students. We had already evaluated the progress of Tier 2 students but decided to do a department-wide focus in the two weeks leading up to the junior exams. During these two weeks 22 students were targeted for extra 1:1 tutorials during class time. Maths teachers used their non-contact periods to pull a group of 2 – 7 students from their regular Mathematics class and receive small group tutorials while studying for their junior exam. Some of these students had 5 sessions. Although we did not notice significantly improved exam results, these students reported they enjoyed getting the extra support and they were feeling more confident going into the junior exam. During the sessions, students were engaged and showed improvement in their skills and knowledge.

As a department, we felt the study sessions were more effective than the strategies tried within an already busy classroom. For next year, we are planning to offer small group tutorials throughout the year, using some teacher's non-contacts.

Evaluation of progress - Tier 2 students

Year 10 Tier 2 Evaluation of progress

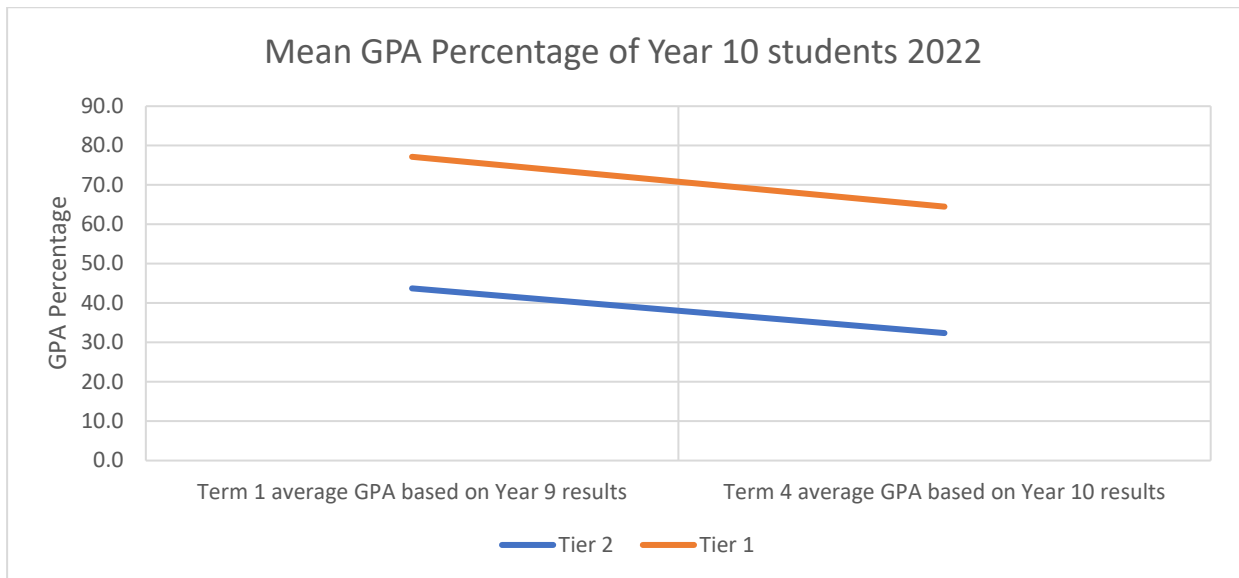
	Tier 3	Tier 2	Tier 1	Total
Term 1 – all Tier 2		18 (100%)		18
Term 4 – all Tier 2	14 (77.8%)	4 (22.2%)		18
<hr/>				
Term 1 – focus group	1	10		11
Term 4 – focus group	8 (72.7%)	3 (27.3%)		11

All students in 10MAT (not including 10NUM)

	Tier 3	Tier 2	Tier 1	Total
Term 1 – all students	11 (6.4%)	18 (10.5%)	142 (83.0%)	171
Term 4 – all students	44 (25.0%)	27 (15.3%)	105 (60.0%)	176

Results continue to be disappointing. The vast majority of Tier 2 students dropped to Tier 3 by the end of the year, with only four students maintaining Tier 2 status. No students were successfully lifted to Tier 1.

Similar trends were observed in the overall cohort, with a further 23% of students dropping from Tier 1 down to Tier 2 or lower.



Two Tier 2 students achieved the NCEA Numeracy CAA. These two students were both in the focus group.

Year 9 Tier 2 Evaluation of Progress

	Tier 3	Tier 2	Tier 1	Total
Term 1 – all Tier 2		29 (100%)		29
Term 4 – all Tier 2	14 (48.3%)	7 (24.1%)	8 (27.6%)	29
Focus group – Term 1	1	13		14
Focus group – Term 4	6 (42.9%)	3 (21.4%)	5 (35.7%)	14

All students in 9MAT

	Tier 3	Tier 2	Tier 1	Total
Term 1 – all students	24 (12.5%)	29 (15.1%)	139 (72.4%)	192
Term 4 – all students	39 (20.0%)	20 (10.3%)	136 (69.7%)	195

Out of the students identified as Tier 2 at the start of the year, 28% were lifted to Tier 1. 48% dropped to Tier 3. Students in the teachers' focus groups did slightly better than the others – 36% lifted to Tier 1. 43% dropped to Tier 3.

However, while some Tier 2 students improved and became Tier 1, there were other students who dropped to Tier 2 (or 3) during the year so there were slightly less Tier 1 students at the end of Year 9 compared to the start of the year.

In summary, we have been able to accelerate the progress of approximately 36% of the Year 9 Tier 2 focus group, but none of the Year 10's. While these students have accelerated their progress, the overall proportion of Tier 1 students has reduced since the start of the year, with more students at risk of Not Achieving.

GIFTED AND TALENTED

Gifted and talented students are identified through their assessment results. We initially use the previous year's results and/or the orientation day test to get an early indication of student's abilities. As part of the Tier 2 student identification process, creating a class profile, we also categorise students as "enrichment". Enrichment students are year 9's who in at least two of the three assessments being analysed, either gained Excellence, got at least 85%, or in Easttle were two sub-levels above curriculum expectations. For Year 10, they got at least 85% GPA in topic test results from Year 9.

While most of these students are in our Year 9 and Year 10 Enrichment classes, there are some who are in our mainstream classes.

In 2022 enrichment opportunities offered were:

- University of Otago Junior Maths Competition
- ICAS Mathematics competition
- Junior OMATHalon
- Senior OMATHalon

Eight students entered the University of Otago Junior Maths Competition.

For the Junior OMATHalon we had three Year 7 teams, two Year 8 teams, one Year 9 and one Year 10. There were two teams entered in the Senior OMATHalon.

In 2021, in preparation for the Junior OMATHalon, Maths teachers used their non-contacts to take the Year 7 and 8 OMATHalon students out of their regular Mathematics class for extra weekly study sessions.

Gifted and talented students are expected to critically analyse, generalise, reason, justify and prove. Teachers focused on developing these skills within their classroom programme as well.

Next year we plan to add the Kiwi Maths Competition to the list of competitions we offer our students.

STUDENT SURVEY

We conducted a department wide student survey in March/April which included the following questions:

Rate the following statements 1 - 5

- It is important to me to be good at Mathematics
- I try hard to have a good relationship with my teacher, focused on learning.
- I feel like my teacher cares about me and my learning.
- I show respect for my teacher and other students.
- The teacher expects and encourages respectful behaviour.
- I listen carefully and try hard to understand when the teacher is teaching.
- My teacher explains things in a way that I understand.

- I ask questions when I am unsure
- My teacher helps me when I am unsure.
- My teacher makes lessons interesting
- My teacher gives me feedback on my work

The following were open-ended questions:

- What does your teacher do that helps you learn?
- Do you have any suggestions for ways you could learn better?

Feedback from the students was positive with most average ratings in the mid 3's to mid 4's range.

The written comments included examples like:

"He leaves work on one note so that it can be viewed by everyone"

"Explains it in a way most people understand and when I don't understand he helps by explaining it again and working through some with me"

"She encourages everyone to do their best."

"Explain things clearly"

"She walks around the room helping people and comes over and works with you 1 on 1 when you need help."

"I like that she writes full examples and explains things in a way that make it easier to understand. I also appreciate how she is active in our learning by going around the classroom and making sure we understand what we are doing."

"He makes the class enjoyable and makes me interested to learn mathematics".
etc

INFORMATION BASED PLANNING

At the start of the year, student's results from the previous year are added to teacher's markbook summaries so that they may use this information to inform their planning.

For junior classes, once the Easttle results and first topic test results are in we created class profiles, classifying students as Tier 2 and Enrichment. These profiles were used by teachers to identify which students may need extra support and which may need extension.

Teachers evaluate each of their units of work, keeping notes on resources used or needed, timing, teaching techniques, catering for needs and abilities, errors that need fixed, and common mistakes by students to keep an eye out for in the future. These evaluations are used as a basis for overall topic evaluations by the department. We refer to these evaluations from the previous year when planning the unit for the coming year.

External moderation feedback is scrutinised and where necessary changes are made to how we mark, and teach, senior assessment topics.

FUTURE RESOURCING

We continue to be very grateful to have staffing that has enabled us to operate a Year 10 Numeracy class. This has not only positively impacted the students in this class, but the other Year 10 classes sizes are also reduced which benefits the other students too as they have more opportunity for individualised attention. If possible, we would like to continue this into the future.

We are thankful to be able to use M4 as a mathematics classroom this year, allowing Ken Nicholson to teach out of one classroom, rather than having teacher(s) teach out of multiple classrooms and have to be moving around. This classroom currently has tables in it that seat two students per bench. This is not very practical for running assessments and if possible, we would like to have a set of 30 individual desks put into this classroom.

We appreciate the opportunity for all members of the Mathematics Department to attend the annual Otago Maths Association Mini-Conference at the end of each year. This is usually the main PD opportunity for Maths teachers in Dunedin and we always gain lots of valuable knowledge and resources.

GOAL 4: Literacy

Staff will explore and deploy specific strategies to enhance literacy levels across all Curriculum areas. Curriculum Directors will drive this initiative by developing a shared approach to improving literacy levels

Result: **Success**

Despite the interruption of lockdown our literacy committee was formed and chaired effectively by Juliette Nolan and Jordan Klenner. Representatives from all curriculum areas were part of the committee and several initiatives were put in place. Literacy strategies were devised and shared with staff during professional development meetings. Posters and signage have been displayed around the school including a successful “See it” (kitea), Say it (korerotia) and “Spell it” (kupuria) campaign. A plethora of resources have been made available and these have been made accessible to staff online.

All curriculum areas have bought into this campaign, and we look forward to continuing our progress into 2023.

GOAL 5: Technology

BYOD will be successfully implemented at Years 11, 12, and 13.

Result: **Success**

Extensive use of Microsoft 365 tools across the College. Microsoft teams are used extensively to enhance learning. This was particularly evident during lockdown where students were required to access learning materials online. Our work and development around Microsoft 365 and its implementation were invaluable during lockdown and we will continue to take advantage of gains that were made during lockdown regarding online student engagement.

Our Cyclone technician who is on site continues to do a wonderful job in assisting and troubleshooting any IT issues. This Board funded initiative has been very well received by staff.

TAIERI COLLEGE
KIWISPORT
2022

Students participated in organised sport. In 2022 the school received Kiwisport funding of \$25,885.46 gst excl.

The funding was spent on supplementing a Sports Co-ordinator and their role of encouraging full participation in sport with all students.

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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAIERI COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Taieri College (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 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 School:

- 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 Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 6 June 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 School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 2 and 20 to 63, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Philip Sinclair
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Dunedin, New Zealand



Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Through the implementation of our school policies, in particular our extensive health & safety policy.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>As per school policy. We have a comprehensive EEO policy that is implemented. The policy is also reviewed every three years through the policy cycle.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Effective appointment process including reference checking, police vetting and using and making sure our appointment panel has diversity. This is also covered in our Human Resources policy.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<i>As per the charter we have effective processes that uphold the requirements of Tiriti o Waitangi.</i>
How have you enhanced the abilities of individual employees?	<i>Providing professional learning and development opportunities.</i>
How are you recognising the employment requirements of women?	<i>As per EEO policy. Providing specific professional development eg. Women in Leadership.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>As per EEO policy and also ensuring the campus is accessible to all.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	