



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	495
Principal:	David Hunter
School Address	3 Green Street, Mosgiel 9024
School Postal Address:	PO Box 45, Mosgiel, 9053
School Phone:	03 489 3823
School Email:	office@taieri.school.nz

TAIERI COLLEGE

Annual Report - For the year ended 31 December 2020

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Taieri College

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees 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 2020 fairly reflect the financial position and operations of the School.

The School's 2020 financial statements are authorised for issue by the Board.

Pauline Latta

Full Name of Board Chairperson

DAVID HUNTER

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

12th May 2021

Date:

12 May 2021

Date:

Taieri College

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Pauline Latta	Chairperson	Elected	May 2022
David Hunter	Principal	ex Officio	
Carole Greer	Parent Rep	Co-opted	May 2022
Peter Sleeman	Parent Rep	Elected	May 2022
Aidan Bird	Parent Rep	Elected	May 2022
Donna Burkett	Parent Rep	Elected	May 2022
Kerry MacKenzie	Parent Rep	Elected	May 2022
Craig Page	Parent Rep	Elected	May 2022
Karen Blick	Staff Rep	Appointed	May 2020
Benjamin Hamlin	Student Rep	Elected	Sept 2020
Jacob Smith	Student Rep	Elected	Sep 2021

Taieri College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	12,303,455	11,540,925	11,164,985
Locally Raised Funds	3	871,306	739,737	1,250,117
Interest Income		39,396	30,000	52,718
Gain on Sale of Property, Plant and Equipment		-	-	3,913
International Students	4	132,177	111,647	263,304
Other Revenue		-	-	171,079
		<u>13,346,334</u>	<u>12,422,309</u>	<u>12,906,116</u>
Expenses				
Locally Raised Funds	3	428,339	432,541	797,640
International Students	4	146,745	152,867	171,867
Learning Resources	5	8,645,188	8,277,892	7,789,694
Administration	6	420,900	423,729	410,242
Finance		10,383	-	5,746
Property	7	3,051,785	3,186,550	3,066,716
Depreciation	8	413,236	406,320	379,800
Loss on Disposal of Property, Plant and Equipment		11,554	-	1,556
		<u>13,128,130</u>	<u>12,879,899</u>	<u>12,623,261</u>
Net Surplus / (Deficit) for the year		218,204	(457,590)	282,855
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>218,204</u>	<u>(457,590)</u>	<u>282,855</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 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January		<u>2,729,064</u>	<u>2,729,064</u>	<u>2,446,209</u>
Total comprehensive revenue and expense for the year		218,204	(457,590)	282,855
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		26,969	-	-
Equity at 31 December	25	<u>2,974,237</u>	<u>2,271,474</u>	<u>2,729,064</u>
Retained Earnings		2,974,237	2,271,474	2,729,064
Equity at 31 December		<u>2,974,237</u>	<u>2,271,474</u>	<u>2,729,064</u>

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 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	9	662,412	857,093	908,363
Accounts Receivable	10	571,624	494,255	494,255
GST Receivable		43,974	17,002	17,002
Prepayments		4,723	2,869	2,869
Inventories	11	7,603	9,478	9,478
Investments	12	1,653,977	1,409,685	1,409,685
Funds owing for Capital Works Projects	19	6,222	-	-
		<u>2,950,535</u>	<u>2,790,382</u>	<u>2,841,652</u>
Current Liabilities				
Accounts Payable	14	875,273	912,669	912,669
Revenue Received in Advance	15	37,612	183,202	183,202
Provision for Cyclical Maintenance	16	159,065	233,194	233,194
Finance Lease Liability - Current Portion	17	50,090	74,935	74,935
Funds held in Trust	18	10,185	116,188	116,188
Funds held for Capital Works Projects	19	274,189	113,936	113,936
		<u>1,406,414</u>	<u>1,634,124</u>	<u>1,634,124</u>
Working Capital Surplus/(Deficit)		1,544,121	1,156,258	1,207,528
Non-current Assets				
Property, Plant and Equipment	13	1,813,456	1,501,266	1,907,586
		<u>1,813,456</u>	<u>1,501,266</u>	<u>1,907,586</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	331,113	301,191	301,191
Finance Lease Liability	17	52,227	84,859	84,859
		<u>383,340</u>	<u>386,050</u>	<u>386,050</u>
Net Assets		<u>2,974,237</u>	<u>2,271,474</u>	<u>2,729,064</u>
Equity	25	<u>2,974,237</u>	<u>2,271,474</u>	<u>2,729,064</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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,068,217	2,741,217	2,706,111
Locally Raised Funds		798,693	739,737	1,457,635
International Students		67,134	111,647	232,477
Goods and Services Tax (net)		(26,972)	-	37,475
Payments to Employees		(1,672,864)	(1,588,167)	(1,573,912)
Payments to Suppliers		(1,947,700)	(1,973,068)	(1,794,973)
Funds Administered on Behalf of Third Parties		(106,003)	-	(16,646)
Cyclical Maintenance payments in the Year		(10,000)	-	(7,000)
Interest Received		40,052	30,000	47,977
Net cash from/(to) Operating Activities		<u>210,557</u>	<u>61,366</u>	<u>1,089,144</u>
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(284,116)	(112,636)	(342,326)
Purchase of Investments		(244,292)	-	(536,551)
Net cash from/(to) Investing Activities		<u>(528,408)</u>	<u>(112,636)</u>	<u>(878,877)</u>
Cash flows from Financing Activities				
Furniture and Equipment Grant		26,969	-	-
Finance Lease Payments		(52,100)	-	(12,818)
Funds held for Capital Works Projects		97,031	-	5,612
Net cash from/(to) Financing Activities		<u>71,900</u>	<u>-</u>	<u>(7,206)</u>
Net increase/(decrease) in cash and cash equivalents		<u>(245,951)</u>	<u>(51,270)</u>	<u>203,061</u>
Cash and cash equivalents at the beginning of the year	9	908,363	908,363	705,302
Cash and cash equivalents at the end of the year	9	<u>662,412</u>	<u>857,093</u>	<u>908,363</u>

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 2020

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 of Trustees (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 reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

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 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.

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 13.

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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 they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of Land and Buildings Grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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 released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for 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.

1.9. Inventories

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

1.10. 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.

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

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

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	18-40 years
Building Improvements - Crown	10-20 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

1.12. 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. An impairment loss is recognised for 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.

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 surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

1.13. 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.

1.14. Employment Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

1.15. 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.

1.16. 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 Revenue and Expense.

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

1.17. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.18. 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. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

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

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

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

1.20. Borrowings

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

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

1.21. 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.

1.22. Budget Figures

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

1.23. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	2,486,185	2,333,964	2,227,218
Teachers' Salaries Grants	6,876,610	6,500,000	6,128,672
Use of Land and Buildings Grants	2,325,093	2,299,708	2,299,708
Other MoE Grants	369,612	194,007	304,964
Other Government Grants	245,955	213,246	204,423
	<u>12,303,455</u>	<u>11,540,925</u>	<u>11,164,985</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$132,173 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	285,021	258,588	361,341
Fundraising	31,027	28,500	30,696
Other Revenue	94,967	39,949	53,517
Trading	182,133	210,000	214,963
Activities	278,158	202,700	379,045
Overseas Trip Income	-	-	210,555
	<u>871,306</u>	<u>739,737</u>	<u>1,250,117</u>
Expenses			
Activities	290,838	277,541	426,168
Trading	134,672	153,000	159,264
Fundraising (Costs of Raising Funds)	2,829	2,000	1,522
Overseas Trip Expenses	-	-	210,686
	<u>428,339</u>	<u>432,541</u>	<u>797,640</u>
<i>Surplus for the year Locally raised funds</i>	<u>442,967</u>	<u>307,196</u>	<u>452,477</u>

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	7	22	22
Revenue			
International Student Fees	132,177	111,647	263,304
Expenses			
Recruitment	19,585	38,000	55,162
International Student Levy	3,766	-	8,343
Employee Benefit - Salaries	121,945	108,067	106,449
Other Expenses	1,449	6,800	1,913
	<u>146,745</u>	<u>152,867</u>	<u>171,867</u>
<i>(Deficit) / Surplus for the year International Students</i>	<u>(14,568)</u>	<u>(41,220)</u>	<u>91,437</u>

5. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	422,898	504,246	461,849
Equipment Repairs	18,175	27,000	33,538
Information and Communication Technology	107,604	120,128	56,241
Library Resources	2,287	2,640	1,326
Employee Benefits - Salaries	8,075,819	7,583,878	7,199,652
Staff Development	18,405	40,000	37,088
	<u>8,645,188</u>	<u>8,277,892</u>	<u>7,789,694</u>

6. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,219	7,008	7,008
Board of Trustees Fees	4,490	6,000	4,195
Board of Trustees Expenses	17,306	20,500	28,418
Communication	7,749	12,300	10,495
Consumables	25,386	28,000	32,126
Other	52,767	56,700	56,328
Employee Benefits - Salaries	263,348	251,641	237,287
Insurance	30,027	30,000	23,345
Service Providers, Contractors and Consultancy	12,608	11,580	11,040
	<u>420,900</u>	<u>423,729</u>	<u>410,242</u>

7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	23,638	22,670	18,967
Consultancy and Contract Services	174,852	175,000	164,321
Cyclical Maintenance Provision	22,793	70,300	72,742
Grounds	26,604	24,800	21,558
Heat, Light and Water	188,963	218,000	193,783
Rates	53,215	61,991	51,143
Repairs and Maintenance	90,352	161,000	100,209
Use of Land and Buildings	2,325,093	2,299,708	2,299,708
Security	8,442	8,500	6,665
Employee Benefits - Salaries	137,833	144,581	137,620
	<u>3,051,785</u>	<u>3,186,550</u>	<u>3,066,716</u>

The Use of Land and Buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation of Property, Plant and Equipment

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	16,179	16,000	16,179
Building Improvements	29,379	30,000	29,380
Furniture and Equipment	72,872	75,000	74,031
Information and Communication Technology	195,994	182,320	182,165
Motor Vehicles	21,406	21,000	21,513
Leased Assets	70,740	75,000	49,480
Library Resources	6,666	7,000	7,052
	<u>413,236</u>	<u>406,320</u>	<u>379,800</u>

9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	662,412	857,093	162,555
Bank Call Account	-	-	745,808
Cash and cash equivalents for Statement of Cash Flows	<u>662,412</u>	<u>857,093</u>	<u>908,363</u>

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

Of the \$662,412 Cash and Cash Equivalents, \$274,189 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	10,274	18,208	18,208
Receivables from the Ministry of Education	1,725	30,494	30,494
Interest Receivable	7,460	8,116	8,116
Teacher Salaries Grant Receivable	552,165	437,437	437,437
	<u>571,624</u>	<u>494,255</u>	<u>494,255</u>
Receivables from Exchange Transactions	17,734	26,324	26,324
Receivables from Non-Exchange Transactions	553,890	467,931	467,931
	<u>571,624</u>	<u>494,255</u>	<u>494,255</u>

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	6,645	7,739	7,739
Canteen	958	1,739	1,739
	<u>7,603</u>	<u>9,478</u>	<u>9,478</u>

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	1,653,977	1,409,685	1,409,685
Total Investments	<u>1,653,977</u>	<u>1,409,685</u>	<u>1,409,685</u>

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2020						
Buildings	366,414	-	-	-	(16,179)	350,235
Building Improvements	319,085	-	-	-	(29,379)	289,706
Furniture and Equipment	591,813	139,287	(5,329)	-	(72,872)	652,899
Information and Communication Technology	354,450	167,387	-	-	(195,994)	325,843
Motor Vehicles	60,918	5,244	-	-	(21,406)	44,756
Leased Assets	165,543	114,157	(105,603)	-	(70,740)	103,357
Library Resources	49,363	10,188	(6,225)	-	(6,666)	46,660
Balance at 31 December 2020	1,907,586	436,263	(117,157)	-	(413,236)	1,813,456

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Buildings	539,290	(189,055)	350,235
Building Improvements	512,209	(222,503)	289,706
Furniture and Equipment	1,668,796	(1,015,897)	652,899
Information and Communication Technology	1,031,075	(705,232)	325,843
Motor Vehicles	147,890	(103,134)	44,756
Leased Assets	285,971	(182,614)	103,357
Library Resources	226,896	(180,236)	46,660
Balance at 31 December 2020	4,412,127	(2,598,671)	1,813,456

The net carrying value of equipment held under a finance lease is \$103,357 (2019: \$165,543)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings	382,593	-	-	-	(16,179)	366,414
Building Improvements	348,465	-	-	-	(29,380)	319,085
Furniture and Equipment	535,280	131,109	(545)	-	(74,031)	591,813
Information and Communication Technology	417,767	118,848	-	-	(182,165)	354,450
Motor Vehicles	39,311	43,120	-	-	(21,513)	60,918
Leased Assets	70,051	144,972	-	-	(49,480)	165,543
Library Resources	50,842	6,583	(1,010)	-	(7,052)	49,363
Balance at 31 December 2019	1,844,309	444,632	(1,555)	-	(379,800)	1,907,586

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings	539,290	(172,876)	366,414
Building Improvements	512,209	(193,124)	319,085
Furniture and Equipment	1,549,080	(957,267)	591,813
Information and Communication Technology	884,383	(529,933)	354,450
Motor Vehicles	142,645	(81,727)	60,918
Leased Assets	317,398	(151,855)	165,543
Library Resources	247,979	(198,616)	49,363
Balance at 31 December 2019	4,192,984	(2,285,398)	1,907,586

14. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating creditors	197,933	371,895	371,895
Accruals	5,719	33,352	33,352
Banking staffing overuse	3,639	-	-
Employee Entitlements - salaries	648,091	487,640	487,640
Employee Entitlements - leave accrual	19,891	19,782	19,782
	875,273	912,669	912,669
Payables for Exchange Transactions	875,273	912,669	912,669
	875,273	912,669	912,669

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	-	65,043	65,043
Other	37,612	118,159	118,159
	<u>37,612</u>	<u>183,202</u>	<u>183,202</u>

16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	534,385	534,385	468,643
Increase/ (decrease) to the Provision During the Year	72,006	-	72,742
Adjustment to the Provision	(49,213)	-	-
Use of the Provision During the Year	(67,000)	-	(7,000)
Provision at the End of the Year	<u>490,178</u>	<u>534,385</u>	<u>534,385</u>
Cyclical Maintenance - Current	159,065	233,194	233,194
Cyclical Maintenance - Term	331,113	301,191	301,191
	<u>490,178</u>	<u>534,385</u>	<u>534,385</u>

17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	56,963	78,358	78,358
Later than One Year and no Later than Five Years	55,523	86,513	86,513
	<u>112,486</u>	<u>164,871</u>	<u>164,871</u>

18. Funds Held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	10,185	116,188	116,188
	<u>10,185</u>	<u>116,188</u>	<u>116,188</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

19. Funds Held for Capital Works

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Senior Tech Block D & B ILE	In Progress	113,936	901,982	(1,022,140)	-	(6,222)
Capital maintenance projects	In Progress	-	171,900	(83,279)	-	88,621
ECC Roof	Completed	-	35,723	(35,723)	-	-
Ako Centre	In Progress	-	91,351	(40,331)	-	51,020
LSC Centre	In Progress	-	148,500	(46,089)	-	102,411
Turf replacement	In Progress	-	62,979	(30,842)	-	32,137
Totals		<u>113,936</u>	<u>1,412,435</u>	<u>(1,258,404)</u>	<u>-</u>	<u>267,967</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	274,189
Funds Due from the Ministry of Education	(6,222)
	<u>267,967</u>

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Senior Tech Block D & B ILE	In Progress	99,910	587,115	(573,089)	-	113,936
G Block Lift Door Repair	Completed	5,850	-	(5,850)	-	-
D Block Dust Extractors	Completed	2,564	-	(2,564)	-	-
Pillar Box Repairs	Completed	-	5,116	(5,116)	-	-
Totals		108,324	592,231	(586,619)	-	113,936

20. 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.

21. Remuneration

Key management personnel compensation

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

	2020 Actual	2019 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	4,490	4,195
Full-time equivalent members	0.17	0.35
<i>Leadership Team</i>		
Remuneration	770,485	702,442
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	774,975	706,637
Total full-time equivalent personnel	6.17	6.35

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2020 Actual	2019 Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
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	2020 FTE Number	2019 FTE Number
100 - 110	8.00	2.00
110 - 120	4.00	1.00
120 - 130	1.00	-
	13.00	3.00

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

22. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2020 Actual	2019 Actual
Total	\$ -	\$ -
Number of People	-	-

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance - schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into the following contract agreements for capital works.

(a) The school has contracted for capital maintenance projects. The total cost of this project is estimated to be \$191,000, which the school has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$171,900 has been received from the Ministry for this project, of which \$83,279 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) The school has contracted for Ako Centre alterations. The total cost of this project is estimated to be \$101,500, which the school has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$91,351 has been received from the Ministry for this project, of which \$40,331 has been spent on the project to balance date. This project has been approved by the Ministry.

(c) The school has contracted for LSC project alterations. The total cost of this project is estimated to be \$165,000, which the school has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$148,500 has been received from the Ministry for this project, of which \$46,089 has been spent on the project to balance date. This project has been approved by the Ministry.

(d) The school has contracted for hockey turf design fees, this design work is for a replacement hockey turf. The total cost of this design project is estimated to be \$62,979, which the school has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$62,979 has been received from the Ministry for this project, of which \$30,842 has been spent on the project to balance date. This project has been approved by the Ministry.

At the conclusion of the design phase project. The Board may consider a contribution to the actual project work, however to date no financial commitments have been agreed upon nor approved by the Ministry.

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts:

(Operating commitments at 31 December 2019: nil)

25. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

26. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	662,412	857,093	908,363
Receivables	571,624	494,255	494,255
Investments - Term Deposits	1,653,977	1,409,685	1,409,685
Total Financial assets measured at amortised cost	<u>2,888,013</u>	<u>2,761,033</u>	<u>2,812,303</u>

Financial liabilities measured at amortised cost

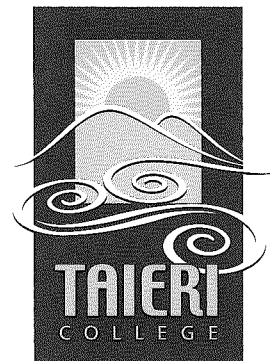
Payables	875,273	912,669	912,669
Finance Leases	102,317	159,794	159,794
Total Financial liabilities measured at amortised Cost	<u>977,590</u>	<u>1,072,463</u>	<u>1,072,463</u>

27. Events After Balance Date

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

28. Comparatives

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



6 November 2020

TO WHOM IT MAY CONCERN

Kiwisport is a government funded initiative to support students' participation in organised sport. During 2020, Taieri College received Kiwisport funding of \$23899.31 (excluding GST).

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

Yours faithfully

A handwritten signature in black ink, appearing to read 'D Hunter', is positioned above the printed name and title.

David Hunter
PRINCIPAL

PO Box 45, Mosgiel 9053
3 Green Street, Mosgiel 9024

Telephone: + 64 3 489 3823
Email: office@taieri.school.nz

ANALYSIS OF VARIANCE FROM 2020



ANNUAL PLAN GOALS 2020 (Analysis of Variance)

GOAL 1

Raising Maori 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 Maori students. Our specific academic goal is for 75% of Maori students at Year 11 attain Level 1 NCEA in 2020.

Participation Based Results: Year 11 Maori students Level 1 NCEA

	Taieri College Maori	National Maori	Taieri College All
2016	73.3%	62.8%	88.8%
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%

Result: **Achieved**

Of the 26 Maori students at Year 11, 21 were successful at obtaining Level 1 NCEA.

Participation Based Results: Year 12 Maori students Level 2 NCEA

	Taieri College Maori	National Decile 4-7 Maori	Taieri College All
2016	83.3%	70.6%	79.4%
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%

Excellent results

Participation Based Results: Year 13 Maori students Level 3 NCEA

	Taiari College Maori	National Decile 4-7 Maori	Taiari College All
2016	37.5%	49.9%	57.6%
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%

We had nine Maori students in Year 13 in 2020. Of the nine who are part of our statistics, five left before the end of the year. When we recalculate leaving those students out, 100% of Maori students who stayed to end of Year 13 achieved Level 3 NCEA.

GOAL 2

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

- 85% of all Year 11 students attain Level 1 NCEA in 2020
- 85% of all Year 12 students attaining Level 2 NCEA in 2020
- 70% of all Year 13 students attaining Level 3 NCEA in 2020

Result: **Partially achieved**

Results (Year 11, Level 1)

	Taiari College Year 11 Level 1	Decile 4-7	National
2016	79.4%	81.4%	78.4%
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%

Results (Year 12, Level 2)

	Taiari College Year 12 Level 2	Decile 4-7	National
2016	79.4%	81.4%	78.4%
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%

Results (Year 13, Level 3)

	Taiari College Year 13 Level 3	Decile 4-7	National
2016	57.6%	65.2%	64.2%
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%

As with or NCEA Maori achievement data when students who left before the end of the school year were removed from statistics the pass rate of Level 3 for Year 13 students was 84%.GOAL 3

Tracking of Year 7-10 achievement. 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 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 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.

Result: **Partially achieved**

OVERALL STUDENT ACHIEVEMENT

The following is the analysis of every students 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 pupil'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 pupils continued learning throughout the year.

Year 7/8 Scaffolded Programme

The Year 7 and 8 programmes are heavily scaffolded. In Year 7 pupils 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 pupils 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 pupils are expected to become more independent as the teachers use Term 1 and 2 to model, guide and demonstrate all the skills, knowledge and understanding of the learning tasks.

2020 Learning from Home

The pupils learning in 2020 was interrupted by the lockdown. This meant that Term 1 and Term 2s interrupted Curriculum delivery programmes had an impact on students learning this year. After lockdown, our Learning Programmes were adjusted to focus on Staff and Student wellbeing.

Programmes were adjusted and edited to allow students to feel happy, safe, settled, and confident to be back at school. This had a direct influence on our learning programmes. Assessments were removed or adjusted and learning programmes changed and adjusted to focus on the wellbeing concept. As such, pupils were not exposed to the full range of skills, knowledge and understandings that were planned to be taught. The lockdown resulted in Term 3 being the only term where the pupils had continuity of learning.

2021 Strategies to improve achievement outcomes:

1. To help improve outcomes a Well Being Programme is being introduced in 2021 with the emphasis on growing and developing a positive growth mindset. The focus will be on personal attitude, work ethic and having a positive attitude towards learning. Other topics including Resilience and Goal Setting will be introduced throughout the year.
2. Department Goals have been set to focus on specific areas to improve outcomes:
 - **Reading: Year 7 & 8 Novel Analysis Programme** - To move a core group of Tier 2 pupils by implementing an intervention programme to boost achievement and progress towards expected curriculum level.
 - **Writing: Year 8 Writing** - To move a core group of Tier 2 pupils by implementing an intervention programme to boost achievement and progress towards expected curriculum level.
 - **Maths: Year 7 Basic Facts** - To move a core group of Tier 2 pupils by implementing an intervention programme to boost achievement and progress towards expected curriculum level.

- **Social Sciences – Year 7 & 8 – Processing Information** - To move a core group of Tier 2 pupils by implementing an intervention programme to boost achievement and progress towards expected curriculum level.
3. Teacher Data Analysis term by term – teachers will track each pupil and analyse progress term by term. Teachers will meet with Lance Woods each term to discuss individual progress and strategies implemented to promote progress.
 4. Lauren Roney will be used extensively through classroom observation of new staff to provide feedback on teaching techniques and lesson structure for Maths in Year 7 and Writing across Year 7 & 8.

YEAR 7 WRITING – ENTIRE YEAR 7 COHORT

	Below	At	Above
Beginning of Programme	80	75	34
End of Programme	61	87	40

End of Term 3 Analysis:

Subset Movement	Number of Pupils
1	104
2	36
3 or more	4

Ethnicity:

Maori Students	Number
Above Expected Level	7
At Expected Level	13
Below Expected Level	15

Note: 15 Maori Students are working at L3P which is 1 subset below expectation

Gender:

	Male	Female
Above Expected Level	15	25
At Expected Level	43	44
Below Expected Level	37	21
Well Below Expected Level	3	0

Note:

37 males working at L3P which is 1 subset below expectation

21 Females working at L3P which is 1 subset below expectation

Analysis of Year 7 Writing Progress:

What is positive is of the 61 pupils below there are 58 who are only one subset below expected level. That means there is a tail of 3 pupils who are well below in their writing skills.

The main feature was the 40 pupils who had their learning level boosted by moving 2 subsets on the learning curriculum. 104 pupils made at least 1 subset movement which is normal progress on the learning continuum.

There are still 61 pupils working Below expected level at the end of Term 3 – so there will be a focus in Term 3 to improve the outcomes in Creative Writing. This will focus on Lance Woods working with the Year 7 teachers to upskill them on understanding the structure, sentence structure and language features of Creative Writing.

YEAR 8 WRITING – ENTIRE Y8 COHORT

	Below	At	Above
Beginning of Programme	60	70	46
End of Programme	79	60	42

End of Term 3 Analysis:

Subset Movement	Number of Pupils
1	81
2	60
3 or more	16

Ethnicity:

Maori Students	Number
Above Expected Level	3
At Expected Level	10
Below Expected Level	5
Well Below Expected Level	5

Note: 5 Maori Students working at L4B which is 1 subset below expectation

Gender:

	Male	Female
Above Expected Level	19	23
At- Expected Level	23	37
Below Expected Level	47	13
Well Below Expected Level	12	7

Note:

47 males working at L4B which is 1 subset below expectation

13 Females working at L4B which is 1 subset below expectation

Analysis of Year 8 Writing Progress:

The main feature was the 60 pupils who had their learning level boosted by moving 2 subsets on the learning curriculum and a further 16 who moved 3 subsets.

A positive outcome was the 81 pupils made at least 1 subset movement which is normal progress on the learning continuum. Most (157) pupils made at least 1 subset movement which is expected progress on the learning continuum.

There are still 79 pupils working Below expected level at the end of Term 3 which is of concern and new strategies will be introduced in 2021 to address the issue. The lack of continued progress in the second half of the year needs to be addressed.

Of the 79 pupils below there are 60 who are only one subset below expected level. Of the 60 who are one subset below expectation – 47 of them are boys.

2021 strategies to improve learning outcomes in Writing:

The writing topic in Term 3 is formal writing and this is an area a large group of pupils need to develop further. The pupils need to develop their application of sentence structure and writing correct paragraphs. To try to solve these issues the Term 3 Writing Programme is being rewritten and a new way of teaching Formal Writing will be used. A “Personal Writing Unit” of learning will be used to add greater engagement in writing, especially for the boys. Lance Woods will also work closely with the Year 8 teachers to upskill them in teaching Formal Writing. This will include reorganising the planning and resources for the unit and focusing on structure, paragraph writing, and vocabulary required in Formal Writing.

YEAR 7 READING – ENTIRE YEAR 7 COHORT

	Below	At	Above
Beginning	45	68	73
End	42	82	64

End of Term 3 Analysis:

Subset Movement	Number of Pupils
1	98
2	32
3 or more	0

Ethnicity:

Maori Students	Number
Above Expected Level	8
At Expected Level	18
Below Expected Level	8
Well Below Expected Level	1

Note: 8 Maori Students working at L4B which is 1 subset below expectation

Gender:

	Male	Female
Above Expected Level	26	38
At Expected Level	40	42
Below Expected Level	29	10
Well Below Expected Level	3	0

Note:

29 males working at L3P which is 1 subset below expectation

10 Females working at L3P which is 1 subset below expectation

Year 7 Reading Analysis:

A major focus in Year 7 is introducing and exposing pupils to the concept of reading Novels and the process of analysing a text. The task of reading a novel and recording its theme, message, purpose, plot, and summary is new to a lot of our Year 7 pupils. The Term 3 reading tasks are the most difficult of the reading programme. The pupils are involved in Literature Circles – reading and sharing a range of novels and where the pupils are expected to record the theme, message, purpose, audience, plot, and personal response with greater independence. New Novels have been purchased to help support pupils learning. The Novels are linked to the Social Studies topic to help link learning and use the pupil's knowledge and understanding better.

A large group of pupils (98) made progress of 1 subset which is normal learning within 1 year at school. Considering the concept of analysing a novel is new to most of the pupils the progress is very pleasing. The novel Analysis is also scaffolded into Year 8 so a major focus in Year 7 is introducing and building a foundation for Year 8.

A number (130) of pupils made at least 1 subset movement which is expected progress on the learning continuum. We have 39 pupils working at Level 3P which is one subset below expectation, meaning they have a solid foundation to go into Year 8 and develop their reading skills further. Of these 39 – 29 are boys. To address this issue the new Well Being Programme will hopefully see improved results through an improved attitude and work ethic in reading.

To gain improved outcomes the Novel Analysis Learning Matrix has been adjusted to make the learning outcomes much clearer for the students. As well there will be a focus in Year 7 of upskilling teachers in understanding the requirements on the Novel Programme.

YEAR 8 READING – ENTIRE YEAR 8 COHORT

	Below	At	Above
Beginning	61	60	55
End	55	65	55

End of Term 3 Analysis:

Subset Movement	Number of Pupils
1	82
2	54
3 or more	6

Ethnicity:

Maori Students	Number
Above Expected Level	7
At Expected Level	6
Below Expected Level	10

Note: 10 Maori Students working at L4B which is 1 subset below expectation

Gender:

	Male	Female
Above Expected Level	16	39
At Expected Level	33	32
Below Expected Level	34	16
Well Below Expected Level	4	1

Note:

34 males working at L4B which is 1 subset below expectation

16 Females working at L4B which is 1 subset below expectation

Year 8 Reading Analysis:

The Term 3 Reading programme is the most challenging for our pupils. The pupils are involved in a Novel Study and Novel Analysis with growing independence. The pupils are expected to independently read a novel and analyse it for the theme, message, plot, audience, purpose, personal response and make connections to the novel. The deeper thinking involved is a challenge for many pupil's but the results are positive as they indicate that they are achieving success at level 4P.

A number (82) of pupils made at least 1 subset movement which is expected progress on the learning continuum by the end of term 3. Of the 55 who are below, 50 are one subset below expected level which indicates they have a sound basis to go into Year 9 English.

To gain improved outcomes the Novel Analysis Learning Matrix has been adjusted to make the learning outcomes much clearer for the students. As well there will be a focus in Year 8 of upskilling teachers in teaching and understanding the requirements on the Novel Programme.

YEAR 7 MATHS – ENTIRE YEAR 7 COHORT

Number Strand	Below	At	Above
Beginning	50	44	99
End	52	40	97

End of Term 3 Analysis:

Subset Movement	Number of Pupils
1	72
2	37
3 or more	5

Ethnicity:

Maori Students	Number
Above Expected Level	14
At Expected Level	8
Below Expected Level	12
Well Below Expected Level	1

Note: 12 Maori Students working at L3P which is 1 subset below expectation

Gender:

	Male	Female
Above Expected Level	53	44
At Expected Level	15	25
Below Expected Level	22	15
Well Below Expected Level	9	6

Note:

22 males working at L3P which is 1 subset below expectation

15 Females working at L3P which is 1 subset below expectation

Results from the individual maths strand achievement for the entire cohort are:

Statistics	Below	At	Above
	50	63	55

The main area to see improvement is pupil's ability to calculate the Mean, Median, Mode and Range.

Basic Facts – Add/Sub	Below	At	Above
	61	14	115

61 pupils below is a concern. A new Number Knowledge Programme in Term 1 2021 will be implemented to improve these outcomes.

Basic Facts – Mult/Div	Below	At	Above
	82	22	86

There are 82 pupils below which are a major concern. A new Number Knowledge Programme with an emphasis on Basic Facts will be implemented to improve these outcomes in Term 1 2021.

Year 7 Maths Analysis

The Maths programme is heavily scaffolded in Year 7 & 8. We all use the same maths language, teach the same strategies and processes. This means two years of consistency in learning for the pupils. This has helped pupils maintain consistent progress over two years.

The end of Term 3 analysis shows normal movement in the progress of Yr 7 pupils but not a boost to move more pupils from Below to At.

The reason for this is - The Term 3 Maths Topic is Multiplication and Division which is the most difficult topic for pupils to achieve success. The reason for this is that the pupils do not know their times tables with speed, accuracy or confidence which impacts on their achievement in this topic. Many pupils are not prepared for the Year 7 Maths programme because their **B**asic Facts Knowledge is below expectation when they arrive at the beginning of Year 7. Of the 52 pupils who are below there are 37 who are 1 subset below expected level.

A number (114) of pupils made at least 1 subset movement which is expected progress on the learning continuum.

The area for improvement and development in 2021 is Basic Facts – Mult/Div where 82 pupils are below expected level. This will be focus of the Number Knowledge Unit in Term 1 2021 and has been included as one of our Department Goals in 2021.

YEAR 8 MATHS – ENTIRE YEAR 8 COHORT

Number Strand	Below	At	Above
Beginning	36	21	118
End	49	20	99

End of Term 3 Analysis:

Subset Movement	Number of Pupils
1	81
2	59
3 or more	9

Ethnicity:

Maori Students	Number
Above Expected Level	12
At Expected Level	3
Below Expected Level	6
Well Below Expected Level	2

Note: 6 Maori Students working at L4B which is 1 subset below expectation

Gender:

	Male	Female
Above Expected Level	45	54
At Expected Level	8	12
Below Expected Level	20	13
Well Below Expected Level	11	5

Note:

20 males working at L4B which is 1 subset below expectation

13 Females working at L4B which is 1 subset below expectation

Results from the individual maths strand achievement for the entire cohort are:

Statistics	Below	At	Above
	49	39	76

Of the 49 below the main reason was the pupils lack of achievement in calculating the Mean, Median, Mode and Range. New ideas and resources will be introduced to improve student's outcomes in this area. The pupil's ability to create Graphs was very positive.

Measurement	Below	At	Above
	25	49	94

This Unit was new and introduced to improve the outcomes in Measurement which has been an area of concern and needed improvement. The results were very positive and showed progress in the knowledge and understanding of measurement concepts and skills.

Year 8 Maths Analysis:

The standout feature is the 99 pupils working above expected level. This can be contributed to the consistency in maths language, processes, and strategies from Year 7 to Year 8. This means Year 8 pupils build on their previous years learning and grow in confidence quickly. The consistent processes and strategies were developed in discussions with and advice from Amber Sides (CD of Maths).

A number (81) of pupils made at least 1 subset movement which is expected progress on the learning continuum.

33 of the 49 pupils below are only 1 subset below expectation. Combined there are 119 pupils working at or above expected level – which is very positive.

The explanation for 49 pupils still being below expected level is that in Term 3 Maths Topic is Multiplication and Division which is the most difficult topic for pupils to achieve success. The main reason for this is that the pupils don't know their times tables with speed, accuracy or confidence which impacts on their achievement in this topic. To improve these results the focus will be on improving student's Basic Facts in Year 7 as outlined above.

NEW MATHS PROGRAMME 2021

Lance Woods and Amber Sides have worked together to redesign the Year 7/8 Maths Programme that is heavily scaffolded and an emphasis on 'Time to Learn Concepts' has been created. Achievement Objectives have been taken from the new maths standards. A two-year programme has been written so that all Mathematical areas and Strands are covered over a two-year cycle.

YEAR 7 SOCIAL STUDIES: ENTIRE YEAR 7 COHORT

	Below	At	Above
Term 1	35	69	86
Term 3	40	74	76

Below is the Term 3 break down of the individual Social Studies Skills that contribute towards a teacher's overall teacher judgement:

Knowledge & Ideas:	Below	At	Above
Term 3	28	34	126
Researching Information:	Below	At	Above
Term 3	59	62	65
Processing Information:	Below	At	Above
Term 3	49	67	70
Communicating Information:	Below	At	Above
Term 3	45	62	79

End of Term 3 Analysis:

Subset Movement	Number of Pupils
1	78
2	38
3 or more	2

Ethnicity:

Maori Students	Number
Above Expected Level	12
At Expected Level	16
Below Expected Level	6
Well below Expected Level	1

Note: 6 Maori Students working at L3P which is 1 subset below expectation

Gender:

	Male	Female
Above Expected Level	27	49
At Expected Level	46	28
Below Expected Level	19	11
Well Below Expected Level	8	2

Note:

19 males working at L3P which is 1 subset below expectation

11 Females working at L3P which is 1 subset below expectation

Year 7 Social Studies Analysis

A number (118) pupils made expected or more progress throughout the year. 40 of these pupils made accelerated progress.

Thirty pupils are working at Level 3P which is one subset below expected level. Analysing the individual skills that make up the teacher's overall teacher judgement - there has been a slight increase in the number of pupils Below at the end of Term 3.

The reason for this is: - In Term 3 the pupils are expected to be more independent in the research process. (Term 1 and 2 is teacher guided and modelled). This results in some pupils not meeting expected levels. Analysing the individual skills taught in Social Sciences - all the skills are relatively evenly spread for achievement.

Researching Information (Finding info, note taking and keeping a bibliography) will be a focus for improvement as it is the lowest area for overall achievement. A new reading focus in Term 1 on Finding Information, Note taking, and Summarising will help develop the student's skills in Social Studies.

Processing Information (developing notes into well written responses and applying Grammar, Punctuation and Spelling) will also be an area of focus in 2021 and will be a department Goal as it links to Literacy/Writing across the Curriculum which is a school wide focus in 2021.

YEAR 8 SOCIAL STUDIES: ENTIRE YEAR 8 COHORT

	Below	At	Above
Term 1	37	74	65
Term 3	58	56	48
Below is the Term 3 break down of the individual Social Studies Skills that contribute towards a teacher's overall teacher judgement:			
Knowledge & Ideas:	Below	At	Above
Term 3	51	60	50
Researching Information:	Below	At	Above
Term 3	53	65	43
Processing Information:	Below	At	Above
Term 3	56	45	50
Communicating Information:	Below	At	Above
Term 3	47	65	47

Term 3 Analysis:

Subset Movement	Number of Pupils
1	95
2	21
3 or more	4

Ethnicity:

Maori Students	Number
Above Expected Level	5
At Expected Level	6
Below Expected Level	9
Well Below Expected Level	1

Note: 9 Maori Students working at L4B which is 1 subset below expectation

Gender:

	Male	Female
Above Expected Level	10	38
At Expected Level	30	26
Below Expected Level	29	12
Well Below Expected Level	12	5

Note:

29 males working at L4B which is 1 subset below expectation

12 Females working at L4B which is 1 subset below expectation

Year 8 Social Studies Analysis:

There have been 95 pupils who made normal progress of 1 subset movement. Only 21 pupils made accelerated progress of 2 subsets. 31 of the Below pupils are at L4B which is only 1 subset below expectation.

There are still 58 pupils working Below - In Term 3 the pupils are expected to be more independent in the research process. (Term 1 and 2 is teacher guided and modelled). This results in some pupils not meeting expected levels. A large group of boys struggle with the growing independence and managing their workload within time frames. The Well Being Programme will hopefully improve outcomes in these areas.

The areas in need of development to improve progress have been identified as:

- Developing notes into well written responses in their own words (Processing Information)
- Presenting working to acceptable standards (Neat, tidy, layout, few spelling errors) – (Communicating Information)
- Processing Information (developing notes into well written responses and applying Grammar, Punctuation and Spelling) will also be an area of focus in 2021 and will be a department Goal as it links to Literacy/Writing across the Curriculum which is a school wide focus in 2021

Tier 2 Pupils 2020:

Tier 2 data showing number of Tier 2 pupils identified in Term 1 and again at the end of Term 3.

Year 7 Tier 2 Students:

Year 7 Tier 2 = 3B (Expected Level is 3P in Term 1)

Year 7 Tier 2 = 3P (Expected Level is 3A in Term 3)

	Reading	Writing	Maths	Social Sciences
Year 7 - Term 1	42	66	44	31
Year 7 - Term 3	39	58	37	30

Year 8 Tier 2 Students:

Year 8 Tier 2 = 3A (Term 1)

Year 8 Tier 2 = 4B (Term 3)

	Reading	Writing	Maths	Social Sciences
Year 8 - Term 1	51	60	37	35
Year 8 - Term 3	50	60	34	31

Tier 2 Target Group Pupils Achievement (ALL Programme Pupils) as at the end of the intervention programme 2020

Result: Success

Categories:	YEAR 7	YEAR 8	TOTAL NUMBER OF STUDENTS	
TOTAL NUMBER OF STUDENTS	30	31	61	TOTAL NUMBER OF STUDENTS
TOTAL NUMBER OF STUDENTS -PACIFIKA	0	0	0	TOTAL NUMBER OF STUDENTS -PACIFIKA
TOTAL NUMBER OF STUDENTS -NZE	26	26	52	TOTAL NUMBER OF STUDENTS -NZE
TOTAL NUMBER OF STUDENTS -MAORI	3	5	8	TOTAL NUMBER OF STUDENTS -MAORI
OTHER	1	0	1	OTHER
TOTAL MALE	17	13	30	TOTAL MALE
TOTAL FEMALE	13	18	31	TOTAL FEMALE
Ethnicity Analysis:	YEAR 7	YEAR 8	TOTAL NUMBER OF STUDENTS WHO ACCELERATED	
NUMBER OF STUDENTS WHO ACCELERATED	29 (97%)	18 (58%)	47 (77%)	NUMBER OF STUDENTS WHO ACCELERATED
PACIFIKA STUDENTS WHO ACCELERATED	0	0	0	PACIFIKA STUDENTS WHO ACCELERATED
NZE STUDENTS WHO ACCELERATED	25	13	38	NZE STUDENTS WHO ACCELERATED
MAORI STUDENTS WHO ACCELERATED	3	5	8	Maori students who accelerated
OTHER STUDENTS WHO ACCELERATED	1	0	1	OTHER STUDENTS WHO ACCELERATED
Gender Analysis:	YEAR 7	YEAR 8	TOTAL NUMBER OF STUDENTS WHO ACCELERATED	
MALE STUDENTS WHO ACCELERATED	16 (94%)	9 (70%)	25 (83%)	MALE STUDENTS WHO ACCELERATED
FEMALE STUDENTS WHO ACCELERATED	13 (100%)	9 (50%)	22 (71%)	FEMALE STUDENTS WHO ACCELERATED
NZ Curriculum Analysis:	YEAR 7	YEAR 8	TOTAL NUMBER OF STUDENTS WHO ACCELERATED	
NUMBER OF STUDENTS AT NZ CURRICULUM EXPECTATION	22	16	38	NUMBER OF STUDENTS AT NZ CURRICULUM EXPECTATION
PACIFIKA STUDENTS AT NZ CURRICULUM EXPECTATION	0	0	0	PACIFIKA STUDENTS AT NZ CURRICULUM EXPECTATION

Year 9-10 MATHEMATICS

Summary:

In Term 1 2020, 49 Year 10 students and 50 Year 9 students were identified as Tier 2. This does not include four Year 9 Tier 3 students on alternative programmes and 24 Year 10 Tier 3 students who were selected to be in the 10 Numeracy class or who have similar results.

The Mathematics teachers then selected 39 of the 99 Tier 2 students to include in their focus groups. They implemented strategies to lift student achievement. These strategies and reflection on their success or failure is recorded on KAMAR.

In Term 4 2020, student results were analysed again. Of the students identified as Tier 2 in Term 1, **24% were successful and moved to Tier 1** (22% Year 9, 27% Year 10). 53% did not move from Tier 2 (36% Year 9, 69% Year 10). 22% dropped to Tier 3 (42% Year 9 and 2% Year 10).

Of all students In Term 4 2020, 48 Year 10 students and 42 Year 9 students were identified as Tier 2. This does not include 26 Year 9 Tier 3 students and 23 Year 10 Tier 3 students.

In comparison to 2019 the number of students who were initially identified as Tier 2 has essentially doubled; 50 Year 9 in 2020 compared to 25 in 2019, 49 Year 10 in 2020 compared to 25 in 2019. In 2019, 52% of the Year 9 students initially identified as Tier 2 were shifted to Tier 1. 24% of the Year 10 students initially identified as Tier 2 were shifted to Tier 1.

There are some notable differences between 2019 and 2020 which may account for some of the differences in results. The Covid-19 lockdown has undoubtedly had an impact on students learning and occurred at a time that teachers were making plans to implement targeted strategies for Tier 2 learners.

Lockdown added extra time pressure both to teach the course content but also to execute strategies to lift Tier 2 students.

We also reviewed the Year 9 and 10 courses this year, making changes to most of the Year 9 topics and rewriting all the junior assessments and marking schedules so we are not necessarily comparing like with like.

Comparing E-asTTle beginning of year results for Year 9 and 10 across the years show that the 2020 Year 9 cohort are achieving at a noticeably lower level than 2019 Year 9's. The 2020 Year 10 cohort had similar beginning of year E-asTTle results to the 2019 year group. This suggests that the 2019 and 2020 Year 10 Term 1 Tier 2 students should be similar in 2019 and 2020, and perhaps the different assessments used to identify students has influenced the numbers. Even taking these possible sources of variation into account, the 2020 results are disappointing.

As a department we will reflect upon these results and conduct deeper analysis of individual students to identify the specific barriers to their learning which has resulted in their Tier 2 classification. It is evident that the strategies implemented in 2020 were not as successful as we hoped. Many Tier 2 students share common traits, so in future it may be more effective if we implement some strategies department wide.

Nineteen of the Year 9 Tier 3 students will be in the Year 10 Numeracy class for 2021. Their course programme will be adjusted to meet their needs.

As an analogy, Tier 2 students are classified as such because they have been walking when they needed to be jogging. They could start jogging, but to catch up with the rest of the group they now need to run. It is not going to be easy to get students to run, who have been walking, but we are up for the challenge.

Details:

In Term 1 49 of the 171 Year 10 students were identified as Tier 2.

The criteria used to identify students as Tier 2 was to be achieving below the expected level in at least two out of three assessments. The assessments used for initial identification were:

- End of Year 9 Exam (below 50%)
- Beginning of year E-asTTle (below 5b[1571])
- Numeric Reasoning Assessment ("Not Achieve" or "Progressing towards" grades)

An additional 24 students were identified as Tier 3. The criteria used to identify students as Tier 3 was:

- Year 10 Numeracy course

Or all of the following:

- End of Year Exam (below 25%)
- Beginning of year E-asTTle (below 5b[1571])
- Numeric Reasoning Assessment ("Not Achieve" or "Progressing towards" grades)

In Term 1 50 of the 196 Year 9 students were identified as Tier 2.

The criteria used to identify students as Tier 2 was to be achieving below the expected level in at least two out of three assessments. The assessments used for initial identification were:

- Year 9 Initial test (below 50%)
- Beginning of year E-asTTle (below 4p[1540])
- Number Knowledge Assessment (“Not Achieve” or “Progressing towards” grades)

An additional four students were identified as Tier 3. The criteria used to identify students as Tier 3 was:

- Students on alternative programmes.

Once students were identified as Tier 2 each teacher nominated approximately five students to make their priority learners. The selected students were those that the teachers felt that with targeted strategies they could lift their achievement to Tier 1.

- **Eleven Year 10 students were selected as priority learners.**
- **Twenty-Eight Year 9 students were selected as priority learners.**

Teachers then implemented targeted strategies to lift the achievement of their priority learners. These were recorded and evaluated in “Maths Tier 2” notes in KAMAR. Students achievement was analysed again in Term 4.

Tier 2 Learners identified Term 1 – Term 4 Results:

	Dropped to Tier 3	Stayed at Tier 2	Improved to Tier 1	Left TC	Total
Year 9	21 (42%)	18 (36%)	11 (22%)	3 (6%)	50
Year 10	1 (2%)	34 (69%)	13 (27%)	1 (2%)	49

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

	Dropped to Tier 3	Stayed at Tier 2	Improved to Tier 1	Left TC	Total
Year 9	10 (36%)	10 (36%)	7 (25%)	1 (4%)	28
Year 10		9 (82%)	2 (18%)		11

In Term 4 48 Year 10 students are identified as Tier 2. (Four improved from Tier 3, 34 existing Tier 2 students, 7 students dropped from Tier 1, 3 students new to Taieri College)

The criteria used to identify students as Tier 2 was to be achieving below the expected level in at least two out of three assessments. The assessments used for initial identification were:

- Measurement Assessment (“Not Achieve” or “Progressing towards” grades)
- Chance and Data Assessment (“Not Achieve” or “Progressing towards” grades)
- End of year E-asTTle (below 5a [1620])

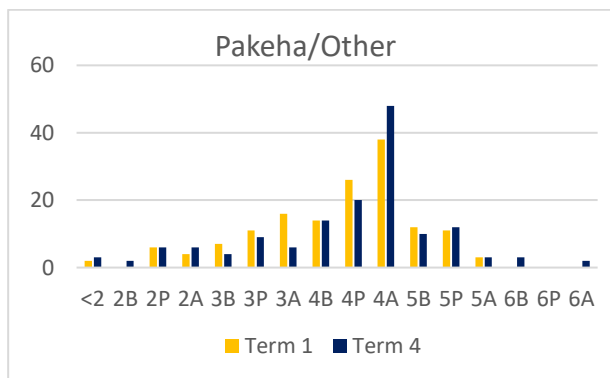
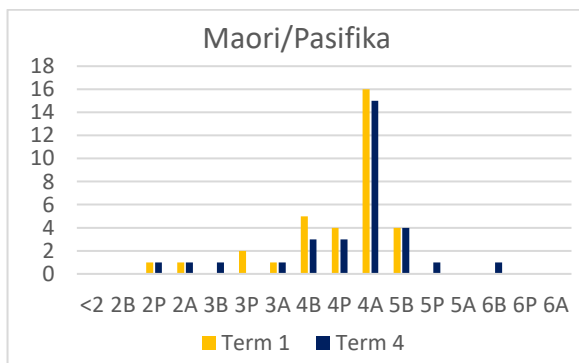
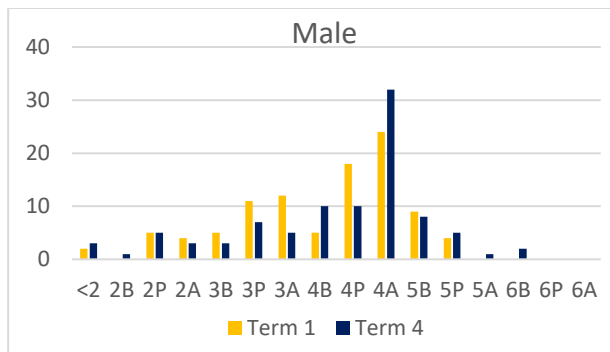
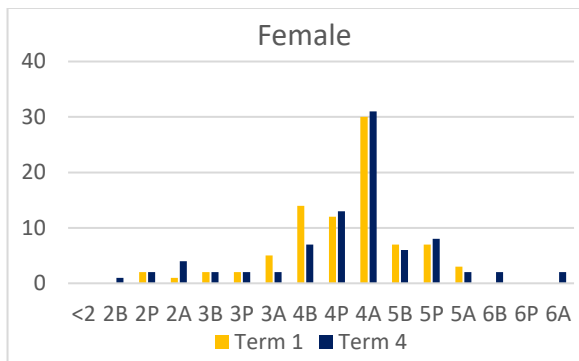
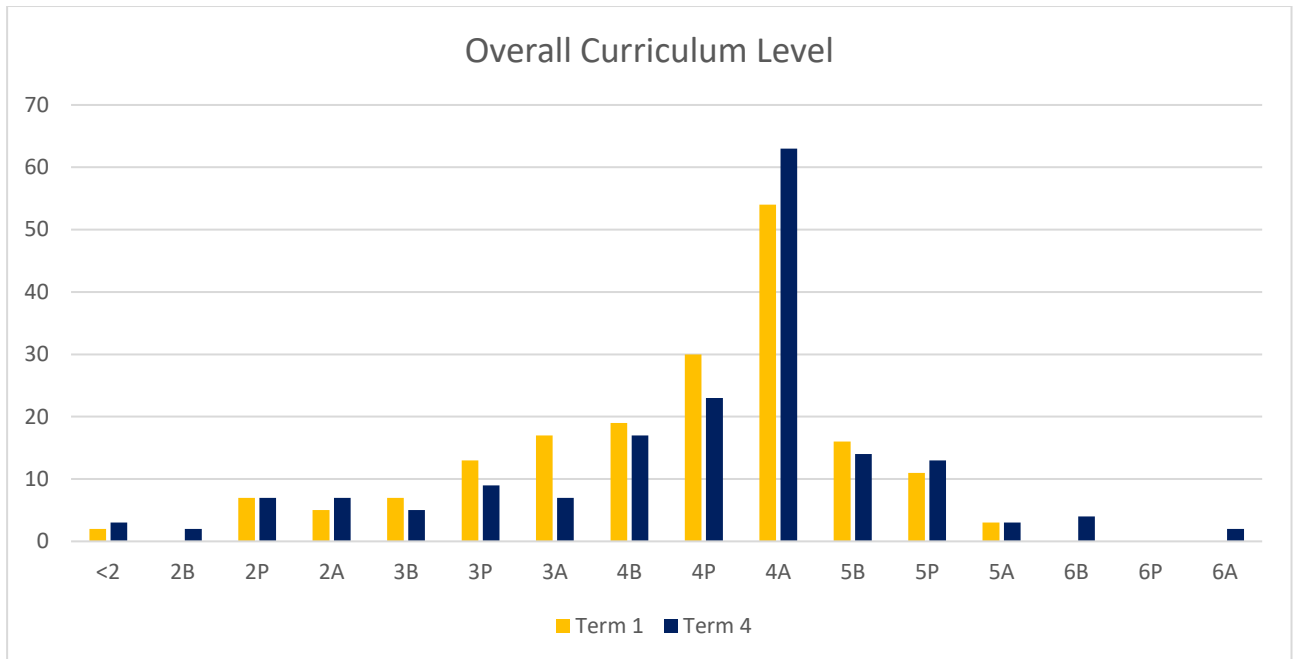
An additional 23 Year 10 students were identified as Tier 3. (Two new students to Taieri College, one student moved down from Tier 2. The other 20 were Tier 3 at the start of the year too). The criteria used to identify students as Tier 3 was:

- Year 10 Numeracy course (Except one student who will progress to LIMAS)

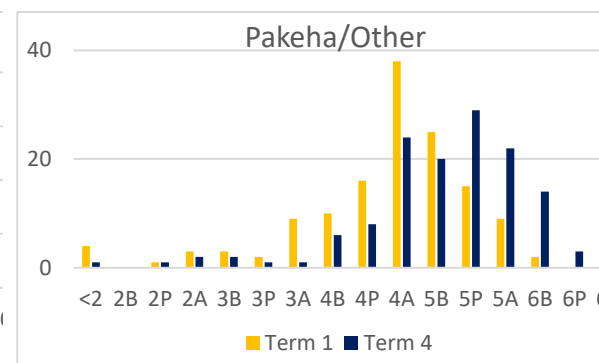
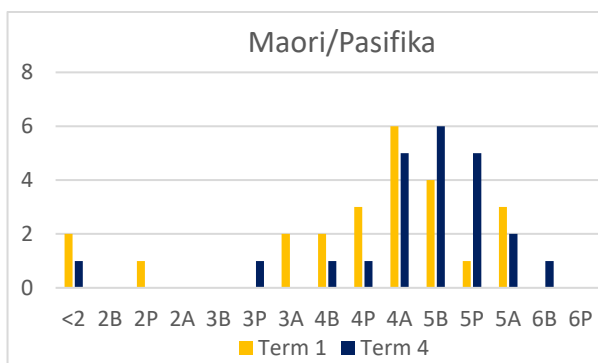
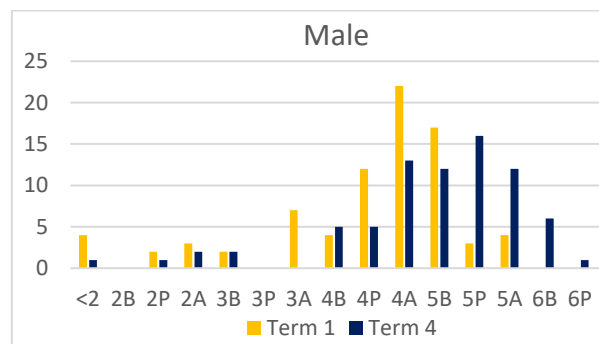
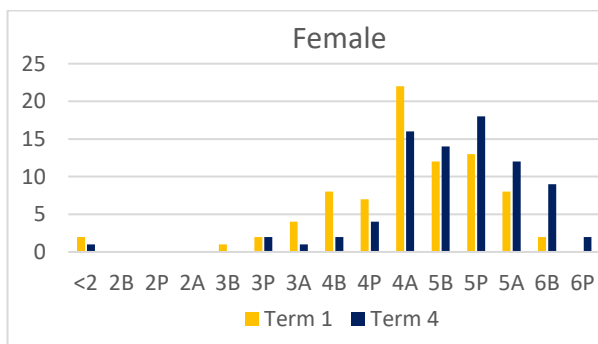
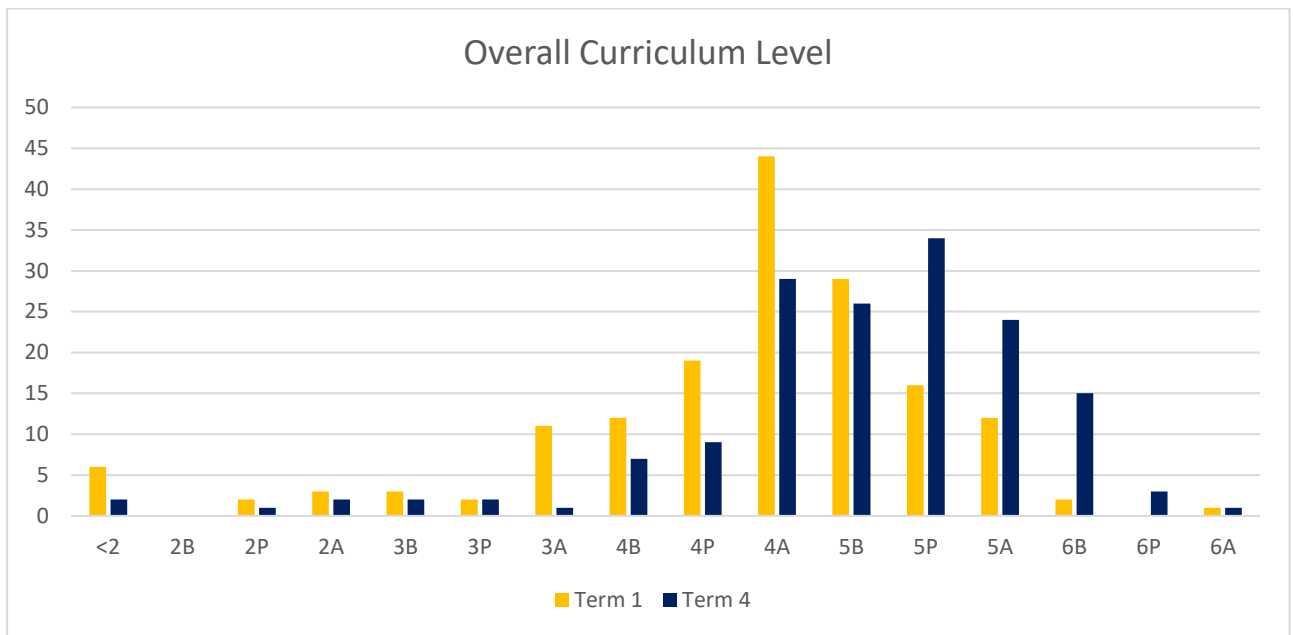
Or all of the following:

- Measurement Assessment ("Not Achieve" grade)
- Chance and Data Assessment ("Not Achieve" grade)
- End of year E-asTTle (below 5a [1620])

Year 9-10 ENGLISH
Year 9 e-asTTle 2020 – Comparison between Term 1 and Term 4



Year 10 e-asTTle 2020 – Comparison between Term 1 and Term 4



SCIENCE

Year 7 Science Student Achievement Data

		Average Overall			Average Maori			Average Boys			Average Girls		
		2020	2019	2018	2020	2019	2018	2020	2019	2018	2020	2019	2018
Year 7	Overall	3.7 6	3.4 9	3.3 4	3.5 0	3.4 1	3.5 2	3.6 6	3.3 4	3.1 7	3.8 8	3.6 4	3.5 0
	Knowledge	3.7 5	3.4 7	3.4 4	3.5 2	3.3 9	3.6 2	3.6 5	3.3 6	3.3 8	3.8 7	3.5 8	3.5 1
	Science Capabilities	3.7 8	3.5 4	3.3 0	3.4 9	3.4 2	3.4 7	3.6 7	3.3 5	3.0 8	3.9 0	3.7 5	3.5 0

The overall achievement level of the Year 7 cohort was pleasing and significantly increased from 2018 and 2019. The achievement of boys was higher and the jump in achievement in the Science Capabilities was significant for all groups except Maori. Girls continue to outperform the boys but pleasingly, their achievement level also rose compared to the previous year. Maori student achievement was up slightly in all criteria when compared to the previous year.

The increase in achievement within the Science Capabilities overall and, in both genders, is a notable highlight given the large emphasis that has been placed on these in the professional development of this department over the last few years.

Year 8 Science Student Achievement Data

		Average Overall			Average Maori			Average Boys			Average Girls		
		2020	2019	2018	2020	2019	2018	2020	2019	2018	2020	2019	2018
Year 8	Overall	3.8 8	3.4 8	3.5 5	3.7 7	3.8 0	3.3 7	3.6 0	3.2 2	3.3 5	4.1 6	3.7 4	3.7 8
	Knowledge	3.7 3	3.6 2	3.6 4	3.7 3	3.9 8	3.5 6	3.4 4	3.4 0	3.4 8	4.0 3	3.8 2	3.8 4
	Science Capabilities	3.9 9	3.4 2	3.5 3	3.8 7	3.7 5	3.2 9	3.7 0	3.1 4	3.3 3	4.2 6	3.7 0	3.7 7

The overall achievement of the Year 8 cohort is pleasing and up significantly on past years. The largest increases have been in student achievement within the Science Capabilities. Maori student achievement is similar in all assessment types compared to the overall cohort. Girls are excelling in their achievement however boys are still doing well overall. The only notable gap is in the knowledge assessments.

Year 9 Science Student Achievement Data

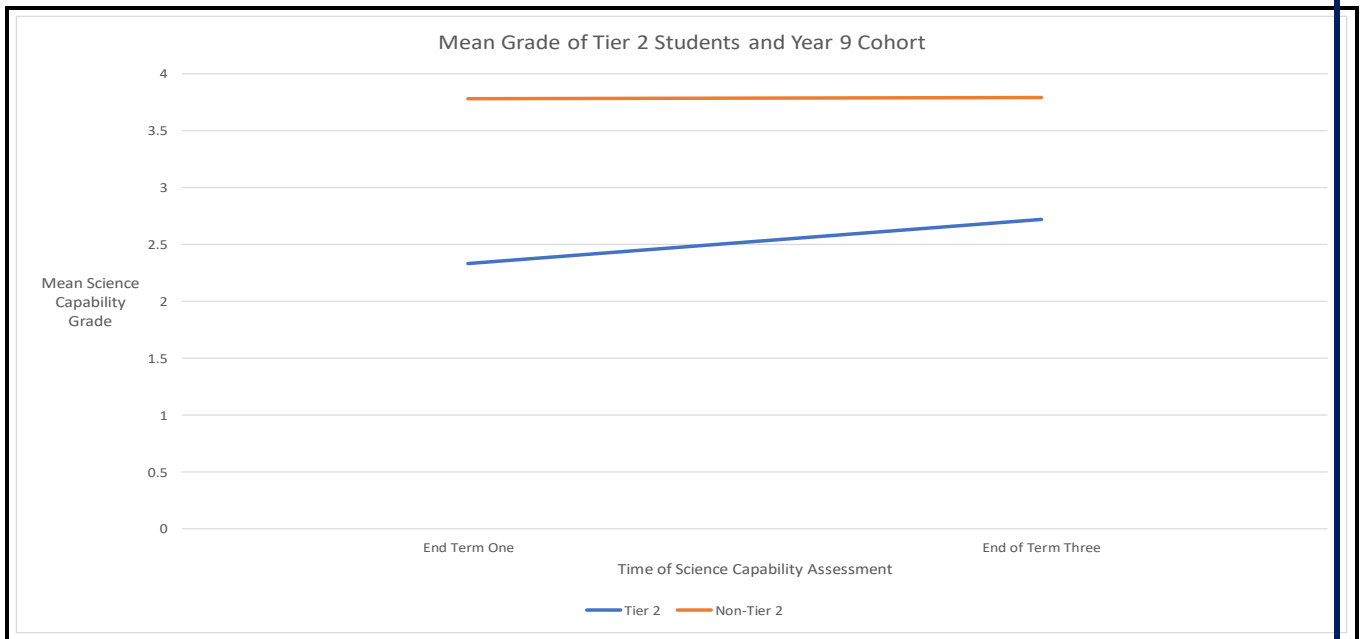
		Average Overall			Average Maori			Average Boys			Average Girls		
		2020	2019	2018	2020	2019	2018	2020	2019	2018	2020	2019	2018
Year 9	Overall	3.6 7	3.5 7	3.2 6	3.8 1	3.3 8	2.8 4	3.5 0	3.3 5	3.2 1	3.8 7	3.7 8	3.3 1
	Knowledge	3.3 2	3.5 8	3.3 6	3.3 3	3.4 6	2.9 1	3.1 7	3.4 0	3.3 5	3.4 9	3.7 8	3.3 6
	Science Capabilities	3.7 4	3.5 9	3.3 0	3.9 0	3.4 2	3.0 0	3.5 6	3.3 5	3.1 2	3.9 6	3.8 3	3.4 5

Student achievement overall was up in 2020 compared to previous years. In 2020, units of work spanned a term which was typically longer than previous years. This reduced the amount of assessment as units were combined into bigger themes. Overall student achievement in Maori and each of the genders was noticeably up as well on previous years.

Interestingly, student's achievement overall, in Maori and in both genders was down in the knowledge assessments. This might reflect Covid19 to some degree but may also reflect the less assessment but larger breadth of assessed content from these term units. Addressing this will be a focus in 2021.

On the positive side, achievement across all groups was up in the Science Capabilities. This again reflects the work in this field that teachers have been doing. These skills and competencies are becoming more ingrained in teaching and learning programmes hence they are becoming more intrinsic in students whenever they do a practical scientific investigation.

Year 9 Tier 2 Students Cohort	End of Term One			End of Term Three			Increase in Achievement Level		
	2020	2019	2018	2020	2019	2018	2020	2019	2018
Numbers of students	20	23	41	5	8	22			
Tier 2 average Grade	2.33	2.32		2.72	2.82		0.39	0.5	
Year 9 Cohort (non-Tier 2)	3.78	3.73		3.79	3.85		0.01	0.12	



Of the 20 students identified as Tier 2 at the end of Term 1 based on the overall Science Capability grade, only five students were still below the expected level of achievement at the end of Term 3 Science Capability. The average grade of these students increased by 0.39 which is almost half an achievement level. The non-tier two students did not show an increase in achievement which is a notable point for 2021. Five students who were not initially identified as Tier 2 at the end of Term One, were achieving below the expected level at the end of Term 3.

After Tier 2 students were identified towards the end of Term 1 in each of the junior levels, teachers in the Science Curriculum Area were asked to consider, implement and record student specific strategies using the Notes function on KAMAR. Many teachers also carried out reflections on how successful these strategies were in the Notes section. This also applied to Year 10 Science students.

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

Science Tier 2

User	Created	Topic
FG	Tue, 13 Aug 2019 11:33 am	Yr.9

FG Tue, 13 Aug 2019 11:33 am Yr.9

Jordyn has ADHD and struggles to concentrate for long periods of time. He is also very forgetful with respect to bringing his gear. Throughout Term Two, I have ensured he has sat near the front of the room and at times let him sit on a stool on the side bench as he likes doing that. I also have ensured that he sticks handouts in and constant reminders of classroom routines. Leading up to the Science Fair Science Capability, I have regularly checked whether he has met deadlines and given him regular feedback from his work book.

Year 10 Science Student Achievement Data Science Core

		Average Overall			Average Maori			Average Boys			Average Girls		
		2020	2019	2018	2020	2019	2018	2020	2019	2018	2020	2019	2018
Year 10	Overall	3.76	3.40	3.46	3.59	3.30	3.20	3.56	3.22	3.27	3.95	3.54	3.58
	Knowledge	3.22	3.22	3.31	2.91	3.00	3.04	3.00	3.14	3.11	3.45	3.29	3.43
	Science Capabilities	3.96	3.55	3.83	3.84	3.54	3.53	3.78	3.76	3.63	4.13	3.76	3.95

This year was the first year of a semester programme at Year 10 hence a comparison with previous years needs to be tempered somewhat.

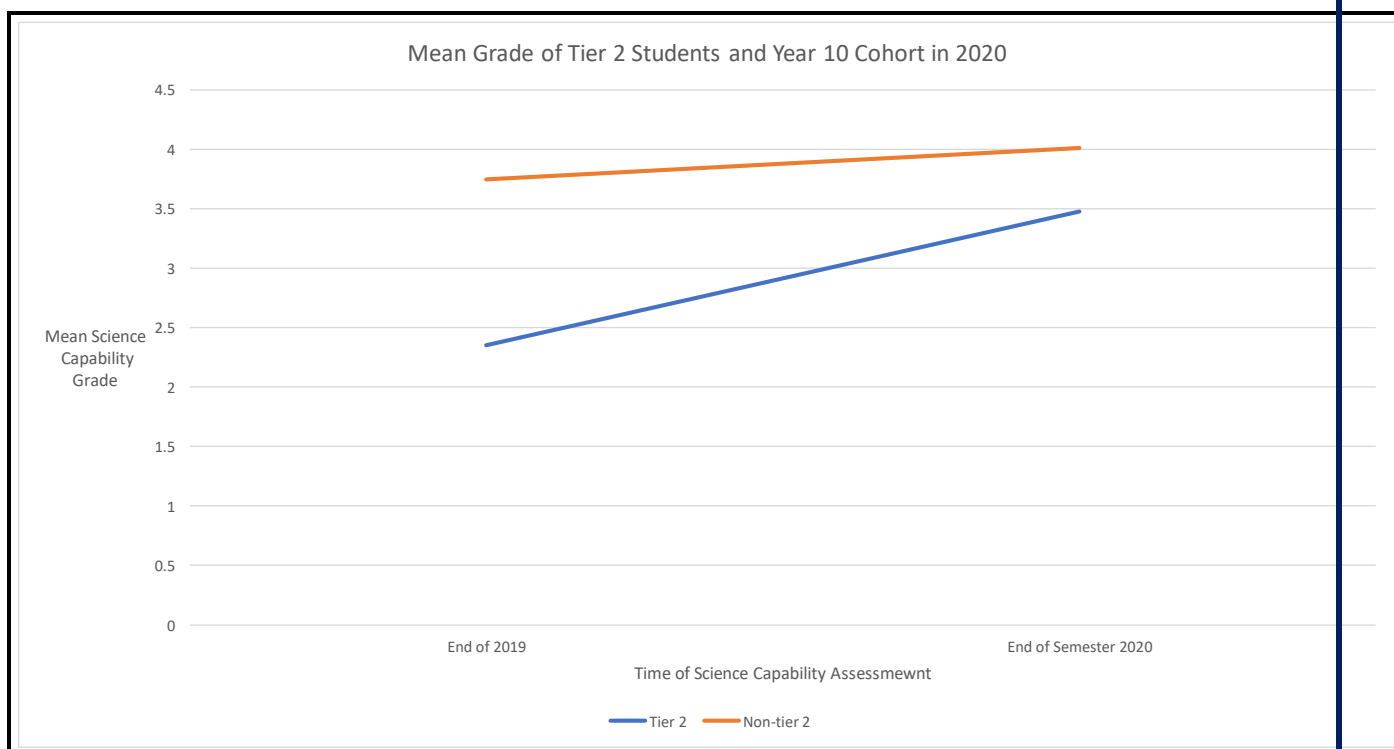
Overall, student achievement was up quite significantly compared to previous years. Maori achievement and the achievement of both genders was up quite markedly on previous years.

Achievement in the knowledge assessment was comparable however its structure was different to past years. We had one end of topic knowledge assessment compared to multiple knowledge assessments in past years, including exams.

This end of topic knowledge assessment was, however, comprehensive in respect to the content of the course. Maori students and boy's achievement in the knowledge assessment were lower than previous years and certainly below where we would want. Girls achieved at a comparable level to past years.

The most significant rise was in the Science Capabilities where all groups, except boys showed marked improvement on past years. Maori student achievement was significantly higher.

Year 10 Tier 2 Students Cohort	End of Term Three (Previous Year)			End of Semester			Increase in Achievement Level		
	2020	2019	2018	2020	2019	2018	2020	2019	2018
Numbers of students	16	35	33	1	7	13			
Tier 2 average Grade	2.37	2.35		3.48			1.11	0.88	
Non-Tier 2	3.75	3.64		4.01			0.26	0.35	



As the graph indicates, the learning of those 16 students who were identified as Tier 2 based on the end of year Science Capability assessment from the previous year, was certainly accelerated. Only one student who was identified as Tier 2 and became a priority learner from the original 16 remained as Tier 2 at the end of this course. This indicates that the strategies implemented by teachers, and documented on KAMAR, had a positive impact on the learning of these students.

The average grade (1-5 scale) increased by 1.11 which is almost one level of achievement and 0.22 higher than the 2019 results. The non-Tier 2 cohort showed an increase of 0.26 so there was a considerable difference. Of note, six students who were not initially identified as being Tier 2 were identified in the end of semester Science Capability assessment which indicates a drop in their achievement level compared to the previous year.

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 Maori			Average Boys			Average Girls		
		2020			2020			2020			2020		
Year 10ENV	Overall	3.77			3.20			3.54			4.14		
	Knowledge	3.72			3.00			3.36			4.29		
	Science Capabilities	3.76			3.25			3.56			4.11		

Data is pleasing, Girls enjoy the subject and content and are achieving well. Boys had less chance to participate in practical work, (much of the electronics work was missed due to lockdown). Digital assessment was utilised, maybe not preferred by the boys.

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 their level of achievement.

		Average Overall			Average Maori			Average Boys			Average Girls		
		2020			2020			2020			2020		
Year 10FOR	Overall	3.89			4.22			3.56			4.05		
	Knowledge	3.69			4.29			3.38			3.85		
	Science Capabilities	3.95			4.25			3.61			4.11		

Maori student achievement was outstanding. Overall student achievement was pleasing. Despite boy's achievement being lower than girls, the level of achievement in both genders was pleasing.

GOAL 4

Pastoral

Restorative strategies will be further enhanced as part of our college wide behaviour management practice in the classroom. Recognition of the importance of student well-being will be supported by staff.

Result: **Success**

Clear presence of restorative practice across the College. Sharing of terminology has been very well received. Students also familiar with restorative processes and understand the need to accept responsibility and work together to resolve breakdowns in relationships.

GOAL 5

Technology

BYOD will be successfully implemented at Years 12 and 13. This will include further progress of Microsoft 365 use and implementation.

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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAIERI COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

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, 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 19, that comprise the Statement of Financial Position as at 31 December 2020, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement 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 2020; 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 12 May 2021. 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 of Trustees is

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

In preparing the financial statements, the Board 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board 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 56, 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