

# **TAMAKI COLLEGE**

## **ANNUAL REPORT**

### **FOR THE YEAR ENDED 31 DECEMBER 2019**

**School Directory**

**Ministry Number: 57**

**Principal: Soana Pamaka**

**School Address: Elstree Avenue, Glen Innes, Auckland 1072**

**Postal Address: P O Box 18061, Glen Innes, Auckland 1743**

**School Phone: 09 5211104**

**School Email: [mcentre@tamaki.ac.nz](mailto:mcentre@tamaki.ac.nz)**

#### **Members of the Board of Trustees**

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires</b>
Barbara TeKare	Chairperson	Re-elected May 2019	May 2022
Soana Pamaka	Principal	ex Officio March 2006	
Tasha Hohaia	Parent Representative	Re-elected May 2019	May 2022
Peter Millar	Parent Representative	Co-opted May 2019	May 2022
Georgie Thompson	Parent Representative	Elected May 2019	May 2022
David Junior Tuaru Temu	Parent Representative	Elected May 2019	May 2022
Montague Jones	Parent Representative	Selected June 2019	May 2022
Moses Tui	Parent Representative	Elected May 2019	December 2019
Petrina Parsons	Parent Representative	Co-opted June 2016	May 2019
Patreena Pomare	Parent Representative	Co-opted June 2016	May 2019
Doris Taurateau	Staff Representative	Elected May 2019	May 2022
Vaughan Spurdle	Staff Representative	Elected May 2016	May 2019
Danielle Mailata	Student Representative	Elected September 2019	September 2020



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# TAMAKI COLLEGE

## Financial Statements - For the year ended 31 December 2019

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# **Tamaki College**

## **Statement of Responsibility**

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

David Junior TUAKU TEMU  
Full Name of Board Chairperson

Soana Akoloty Pamaka  
Full Name of Principal

  
Signature of Board Chairperson

  
Signature of Principal

04/06/2020  
Date:

04/06/2020  
Date:

**Tamaki College**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	9,411,346	9,232,110	9,463,429
Locally Raised Funds	3	484,566	131,958	441,798
Interest Earned		29,526	60,000	49,545
		<u>9,925,438</u>	<u>9,424,068</u>	<u>9,954,772</u>
<b>Expenses</b>				
Locally Raised Funds	3	263,658	72,467	342,560
Learning Resources	4	5,971,099	5,606,315	6,105,619
Administration	5	702,656	675,684	721,587
Finance Costs		6,314	2,372	9,024
Property	6	3,063,708	3,047,366	3,076,465
Depreciation	7	265,674	272,006	287,256
Loss on Disposal of Property, Plant and Equipment		12,423	-	6,268
		<u>10,285,532</u>	<u>9,676,210</u>	<u>10,548,779</u>
<b>Net Surplus / (Deficit)</b>		(360,094)	(252,142)	(594,007)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(360,094)</u>	<u>(252,142)</u>	<u>(594,007)</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.*

**Tamaki College**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Balance at 1 January</b>	2,278,632	2,278,632	2,874,223
Total comprehensive revenue and expense for the year	(360,094)	(252,142)	(594,007)
Movement in Reserved Equity	(2,230)	-	(1,584)
Contribution - Furniture and Equipment Grant	4,402	-	-
<b>Equity at 31 December</b>	1,920,710	2,026,490	2,278,632
Retained Earnings	1,920,710	2,026,490	2,278,632
Reserves	-	-	-
<b>Equity at 31 December</b>	1,920,710	2,026,490	2,278,632

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



**Tamaki College**  
**Statement of Financial Position**  
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	529,990	183,110	599,605
Accounts Receivable	9	353,240	333,995	333,995
GST Receivable		-	9,105	9,105
Prepayments		41,005	35,438	35,438
Inventories	10	62,304	115,622	115,622
Investments	11	500,819	653,435	803,435
Funds held for Reserved Funds	19	11,674	13,904	13,904
		<u>1,499,032</u>	<u>1,344,609</u>	<u>1,911,104</u>
<b>Current Liabilities</b>				
GST Payable		13,441	-	-
Accounts Payable	13	614,853	753,723	753,723
Revenue Received in Advance	14	8,807	3,170	3,170
Provision for Cyclical Maintenance	15	46,648	-	46,067
Funds held for Capital Works Projects	18	321,082	-	451,567
Finance Lease Liability - Current Portion	16	44,630	19,142	30,822
Funds held in Trust	17	4,983	10,438	10,438
		<u>1,054,444</u>	<u>786,473</u>	<u>1,295,787</u>
<b>Working Capital Surplus/(Deficit)</b>		444,588	558,136	615,317
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	<u>1,661,514</u>	<u>1,617,448</u>	<u>1,802,019</u>
		1,661,514	1,617,448	1,802,019
<b>Non-current Liabilities</b>				
Provision for Long Serve Leave	13	8,264	8,600	8,600
Provision for Cyclical Maintenance	15	117,027	120,424	90,892
Finance Lease Liability	16	60,101	20,070	39,212
		<u>185,392</u>	<u>149,094</u>	<u>138,704</u>
<b>Net Assets</b>		<u>1,920,710</u>	<u>2,026,490</u>	<u>2,278,632</u>
<b>Equity</b>		<u>1,920,710</u>	<u>2,026,490</u>	<u>2,278,632</u>

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

# Tamaki College

## Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,876,499	2,685,852	2,859,611
Locally Raised Funds		481,415	122,799	436,230
Goods and Services Tax (net)		22,546	4,335	10,253
Payments to Employees		(1,447,978)	(1,301,063)	(1,601,656)
Payments to Suppliers		(2,093,330)	(1,362,841)	(1,905,524)
Interest Paid		(6,314)	(2,372)	(9,024)
Interest Received		31,594	75,285	59,656
Net cash from / (to) the Operating Activities		(135,568)	221,995	(150,454)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(12,423)	-	-
Purchase of PPE (and Intangibles)		(54,521)	(272,006)	(116,500)
Purchase of Investments		302,616	396,565	746,565
Net cash from / (to) the Investing Activities		235,672	124,559	630,065
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		4,402	-	-
Movement in Reserved Equity		(2,230)	3	-
Finance Lease Payments		(35,951)	213,076	(52,033)
Funds held for Capital Works Projects		(130,485)	-	157,886
Funds Administered on Behalf of Third Parties		(5,455)	(16,054)	(14,470)
Net cash from Financing Activities		(169,719)	197,025	91,383
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(69,615)</b>	<b>543,579</b>	<b>570,994</b>
Cash and cash equivalents at the beginning of the year	8	599,605	(360,469)	28,611
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>529,990</b>	<b>183,110</b>	<b>599,605</b>

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 omitted.

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

# Tamaki College

## Notes to the Financial Statements

### 1 Statement of Accounting Policies

For the year ended 31 December 2019

#### **a) Reporting Entity**

Tamaki College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

#### **b) Basis of Preparation**

##### **Reporting Period**

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 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 Act 1989 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".

##### **Standard early adopted**

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

##### **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.

##### **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 12.



**Critical Judgements in applying accounting policies**

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

*Classification of leases*

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

*Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

**c) 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.

**d) 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.

**e) 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.

**f) 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.

**g) 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.

#### **h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

##### **Prior Year Policy**

*Accounts receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.*

#### **i) 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.

#### **j) 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.

##### **Prior Year Policy**

*Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.*

#### **k) 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Art Prints	10 years - on some items
Building improvements – Crown	10 - 75 years
Furniture and equipment	10 years
Information and communication technology	4 - 5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

### **l) 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.

### **m) 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.

### **n) Employee Entitlements**

#### ***Short-term employee entitlements***

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

#### ***Long-term employee entitlements***

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

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

### **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from grants, donations and bonds 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 revenue, should the School be unable to provide the services to which it relates.

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

**q) 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).

**r) Financial Assets and Liabilities**

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 "loans and receivables" 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.

**s) 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.

**t) Budget Figures**

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

**u) 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	2,273,533	2,260,046	2,508,771
Teachers' salaries grants	3,997,646	3,944,062	4,059,521
Use of Land and Buildings grants	2,542,838	2,544,297	2,544,297
Other MoE Grants	597,329	483,705	350,840
	<u>9,411,346</u>	<u>9,232,110</u>	<u>9,463,429</u>

## 3 Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	21,131	-	53,367
Fundraising	149	-	-
Other revenue	174,085	119,317	111,072
Trading	134,643	12,841	103,956
Activities	154,558	-	173,403
	<u>484,566</u>	<u>131,958</u>	<u>441,798</u>
<b>Expenses</b>			
Activities	120,855	38,467	211,855
Trading	142,803	34,000	130,705
	<u>263,658</u>	<u>72,467</u>	<u>342,560</u>
<i>Surplus for the year Locally raised funds</i>	<u>220,908</u>	<u>59,491</u>	<u>99,238</u>

## 4 Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	143,073	130,494	199,944
Equipment repairs	4,071	3,700	4,565
Information and communication technology	145,552	162,425	111,352
Gateway	74,384	79,733	64,548
Library resources	9,412	9,218	11,937
Employee benefits - salaries	4,890,640	4,672,616	5,108,914
Services Academy	103,129	90,000	98,052
Staff development	42,351	46,000	45,985
Extra Curricular	273,418	224,129	256,111
Trades Academy	285,069	188,000	204,211
	<u>5,971,099</u>	<u>5,606,315</u>	<u>6,105,619</u>

## 5 Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	10,307	9,407	9,133
Board of Trustees Fees	4,600	8,000	6,418
Board of Trustees Expenses	4,606	2,405	5,183
Communication	49,795	42,120	50,841
Consumables	42,996	24,751	25,887
Operating Lease	-	-	14,813
Other	64,460	90,214	89,411
Employee Benefits - Salaries	449,246	434,272	462,314
Insurance	40,022	28,100	27,386
Service Providers, Contractors and Consultancy	36,624	36,415	30,201
	<u>702,656</u>	<u>675,684</u>	<u>721,587</u>

## 6 Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	141,840	145,400	139,275
Cyclical Maintenance Provision	52,625	34,495	11,822
Grounds	28,428	29,500	17,868
Heat, Light and Water	85,275	81,500	78,949
Rates	413	400	385
Repairs and Maintenance	120,986	115,909	165,912
Use of Land and Buildings - Non Integrated	2,542,838	2,544,297	2,544,297
Employee Benefits - Salaries	91,303	95,865	117,957
	<u>3,063,708</u>	<u>3,047,366</u>	<u>3,076,465</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7 Depreciation of Property, Plant and Equipment

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Art Prints	463	438	463
Building Improvements	105,910	101,658	107,357
Furniture and Equipment	40,539	46,651	49,267
Information and Communication Technology	58,547	61,205	64,636
Motor Vehicles	11,467	7,586	8,011
Textbooks	7,310	7,326	7,737
Leased Assets	37,634	43,791	46,246
Library Resources	3,804	3,351	3,539
	<u>265,674</u>	<u>272,006</u>	<u>287,256</u>

## 8 Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	529,990	183,110	599,605
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	529,990	183,110	599,605

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

Of the \$529,990 Cash and Cash Equivalents, \$353,240 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

## 9 Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	61,586	55,742	50,568
Interest Receivable	3,106	-	5,174
Teacher Salaries Grant Receivable	288,548	278,253	278,253
	353,240	333,995	333,995
Receivables from Exchange Transactions	64,692	55,742	55,742
Receivables from Non-Exchange Transactions	288,548	278,253	278,253
	353,240	333,995	333,995

## 10 Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	62,304	115,622	115,622
	62,304	115,622	115,622

## 11 Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	500,819	653,435	803,435

## 12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Art Prints	6,352	-	-	-	(463)	5,889
Building improvements	1,269,647	-	-	-	(105,910)	1,163,737
Furniture and equipment	249,586	12,979	-	-	(40,539)	222,026
Information and communication technology	112,937	17,455	-	-	(58,547)	71,845
Motor vehicles	61,125	11,648	-	-	(11,467)	61,306
Textbooks	10,728	3,917	-	-	(7,310)	7,335
Leased assets	66,867	85,657	(12,141)	-	(37,634)	102,749
Library resources	24,777	5,936	(282)	-	(3,804)	26,627
<b>Balance at 31 December 2019</b>	<b>1 802 019</b>	<b>137 592</b>	<b>(12 423)</b>	<b>-</b>	<b>(265 674)</b>	<b>1 661 514</b>

### Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Art Prints	9,257	(3,368)	5,889
Building improvements	4,330,601	(3,166,864)	1,163,737
Furniture and equipment	873,183	(651,157)	222,026
Information and communication technology	710,338	(638,493)	71,845
Motor vehicles	127,700	(66,394)	61,306
Textbooks	27,260	(19,925)	7,335
Leased assets	155,285	(52,536)	102,749
Library resources	97,982	(71,355)	26,627
<b>Balance at 31 December 2019</b>	<b>6,331,606</b>	<b>(4,670,092)</b>	<b>1,661,514</b>

The net carrying value of equipment held under a finance lease is \$102,749

	Opening Balance (NBV)	Additions	Disposals	Adjustments	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Art Prints	6,815	-	-	-	(463)	6,352
Building improvements	1,377,003	1	-	-	(107,357)	1,269,647
Furniture and equipment	253,267	45,586	-	-	(49,267)	249,586
Information and communication technology	143,221	34,352	-	-	(64,636)	112,937
Motor vehicles	49,934	19,202	-	-	(8,011)	61,125
Textbooks	10,651	7,814	-	-	(7,737)	10,728
Leased assets	75,184	58,063	(20,134)	-	(46,246)	66,867
Library resources	26,539	2,938	(1,161)	-	(3,539)	24,777
<b>Balance at 31 December 2018</b>	<b>1,942,614</b>	<b>167,956</b>	<b>(21,295)</b>	<b>-</b>	<b>(287,256)</b>	<b>1,802,019</b>

### Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Art Prints	9,257	(2,905)	6,352
Building improvements	4,330,601	(3,060,954)	1,269,647
Furniture and equipment	860,204	(610,618)	249,586
Information and communication technology	726,483	(613,546)	112,937
Motor vehicles	116,052	(54,927)	61,125
Textbooks	23,343	(12,615)	10,728
Leased assets	170,294	(103,427)	66,867
Library resources	93,105	(68,328)	24,777
<b>Balance at 31 December 2018</b>	<b>6,329,339</b>	<b>(4,527,320)</b>	<b>1,802,019</b>

The net carrying value of equipment held under a finance lease is \$66,867



### 13 Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	149,600	475,470	244,922
Accruals	11,516	-	56,897
Banking staffing overuse	93,888	-	132,853
Employee Entitlements - salaries	318,241	278,253	278,253
Employee Entitlements - leave accrual	41,608	-	40,798
	<u>614,853</u>	<u>753,723</u>	<u>753,723</u>
Payables for Exchange Transactions	614,853	753,723	753,723
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>614,853</u>	<u>753,723</u>	<u>753,723</u>

The carrying value of payables approximates their fair value.

### 14 Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue Received in Advance	8,807	3,170	3,170
	<u>8,807</u>	<u>3,170</u>	<u>3,170</u>

### 15 Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	136,959	136,959	136,241
Increase to the Provision During the Year	52,625	34,495	11,822
Use of the Provision During the Year	(25,909)	(51,000)	(11,104)
Provision at the End of the Year	<u>163,675</u>	<u>120,454</u>	<u>136,959</u>
Cyclical Maintenance - Current	46,648	-	46,067
Cyclical Maintenance - Term	117,027	120,424	90,892
	<u>163,675</u>	<u>120,424</u>	<u>136,959</u>

### 16 Finance Lease Liability

The School has entered into a number of finance lease agreements for electronic equipment. Minimum lease payments payable:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	44,630	19,142	30,822
Later than One Year and no Later than Five Years	60,101	20,070	39,212
	<u>104,731</u>	<u>39,212</u>	<u>70,034</u>

# 17 Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds held in Trust on Behalf of Third Parties - Aim High	4,983	10,438	10,438
	4,983	10,438	10,438
Funds Held in Trust on Behalf of Third Parties - Current	4,983	10,438	10,438
	4,983	10,438	10,438

Tamaki College is the lead school and holds funds on behalf of the cluster to support the Aim-Hi Project.

# 18 Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Asbestos Removal	<i>in progress</i>	34,810	390,919	(399,696)	-	26,033
Asbestos CB	<i>completed</i>	390,919	(390,919)	-	-	-
CB Refurbishment	<i>in progress</i>	3,684	-	-	-	3,684
New Tech Building	<i>in progress</i>	(10,378)	-	-	-	(10,378)
BIP/5YA	<i>in progress</i>	(13,810)	-	-	-	(13,810)
Fire Alarm	<i>in progress</i>	23,252	-	(28,612)	-	(5,360)
AB Electrical Upgrade	<i>completed</i>	9,205	-	(9,205)	-	-
Heating Upgrade	<i>completed</i>	(5,935)	6,659	-	(724)	-
Block BB ILE	<i>in progress</i>	24,625	401,984	(105,696)	-	320,913
Security Upgrade	<i>completed</i>	(4,805)	6,325	(1,520)	-	-
Totals		451,567	414,968	(544,729)	(724)	321,082

## Represented by:

Funds Held on Behalf of the Ministry of Education	350,630
Funds Due from the Ministry of Education	(29,548)
	321,082

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Asbestos Removal	<i>in progress</i>	54,783	-	(19,973)	-	34,810
Asbestos CB	<i>in progress</i>	-	390,919	-	-	390,919
CB Refurbishment	<i>in progress</i>	3,684	-	-	-	3,684
New Tech Building	<i>in progress</i>	(10,378)	-	-	-	(10,378)
Field Drainage	<i>completed</i>	(12,046)	-	(5,347)	17,393	-
BIP/5YA	<i>in progress</i>	(13,810)	-	-	-	(13,810)
Fire Alarm	<i>in progress</i>	27,019	-	(3,767)	-	23,252
AB Electrical Upgrade	<i>in progress</i>	206,347	-	(197,142)	-	9,205
Heating Upgrade	<i>in progress</i>	42,498	46,868	(95,301)	-	(5,935)
Block BB ILE	<i>in progress</i>	(6,000)	95,803	(65,178)	-	24,625
Security Upgrade	<i>in progress</i>	-	76,243	(81,048)	-	(4,805)
Totals		292,097	609,833	(467,756)	17,393	451,567

## 19 Reserved Equity

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Rothery Fund</b>			
Funds Held at Beginning of the Year	13,904	13,904	15,488
Less funds used	(2,230)	-	(1,584)
Funds Held at Year End	11,674	13,904	13,904

Reserved equity comprises of funds that have been received by the School for a specific purpose. The School guarantees to hold sufficient monies to enable the funds to be used for their intended purpose at any time.

## 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 Principals and Heads of Departments.

	2019 Actual \$	2018 Actual \$
<b>Board Members</b>		
Remuneration	4,600	6,418
Full-time equivalent members	0.12	0.12
<b>Leadership Team</b>		
Remuneration	374,334	475,838
Full-time equivalent members	3.00	4.00
Total key management personnel remuneration	378,934	482,256
Total full-time equivalent personnel	3.12	4.12

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:

	2019 Actual \$000	2018 Actual \$000
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	0	0

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	4.00	4.00
	4.00	4.00

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:

	2019 Actual	2018 Actual
Total	\$0	\$0
Number of People	0	0

## 23 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: 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 has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

## 24 Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into contracts for 5YA Capital Works projects with a total value of \$350,630.

(Capital commitments at 31 December 2018: \$444,279)

### (b) Operating Commitments

As at 31 December 2019 the Board had no Operating Lease Commitments:

	2019 Actual \$	2018 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	-

## 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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	529,990	183,110	599,605
Receivables	353,240	333,995	333,995
Investments - Term Deposits	500,819	653,435	803,435
Total Loans and Receivables	1,384,049	1,170,540	1,737,035

### Financial liabilities measured at amortised cost

Payables	614,853	753,723	753,723
Finance Leases	104,731	39,212	70,034
Total Financial Liabilities Measured at Amortised Cost	719,584	792,935	823,757

**27 Events After Balance Date - Covid-19**

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18<sup>th</sup> of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

**28 Adoption of PBE IFRS 9 Financial Instruments**

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements



**Tamaki College**  

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**EAST AUCKLAND**

# **Analysis of Variance 2019**



## Tamaki College (057) Analysis of Variance Descriptive Targets 2019

<b>Area of Strategic Interest:</b> To Raise Student Achievement					
<b>Strategic Focus 2019 - 2023:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Maori Achievement					
<b>Target/Outcomes:</b> To raise Maori student achievement and cultural visibility. That 85% of Maori students will achieve NCEA Level 2.					
<b>Baseline data:</b>					
<b>Year</b>	2015	2016	2017	2018	2019
<b>Percentage</b>	56%	57%	43%	64%	68%

<b>Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
To develop a resource team with strength in kaupapa and knowledge of re reo and kapa haka.	Two hui were held during the year to engage interested staff and community members. The hui planned the school's Matariki and Te Wiki o te Reo Maori celebrations and began a korero about the kawa of the school's powhiri and prizegiving, together with plans to formalise the school's pepeha.	The Kapa Haka ropu was not active in 2019 to allow time to develop a resource team that would support the ropu to perform at Polyfest.	The school will continue to engage with interested staff and community members to progress support for the Kapa Haka ropu and to define the kawa of the school's powhiri and prizegiving practices and to formalise the school's pepeha. The school will seek to strengthen its connections to Ruapotaka Marae and to work with the school's

			Kaumatua to deepen staff understanding of kawa and tikanga.
To compose and introduce a school wide haka and waiata, that is first learnt in Year 9.	The Kaiako Maori began the process of reworking and rearranging the existing school waiata 'Te Poho o Tamaki'. The Kaiako Maori began the consultation process for developing a school haka.	The departure of the Kaiako Maori meant that neither process continued.	The school will seek to revive the process with the new Kaiako Maori and Ruapotaka Marae.
To develop a shared, school-wide understanding of Maori cultural visibility.	As part of the school's Matariki and Te Wiki o Te Reo Maori celebrations PLD 'slam sessions' were held for the staff to further develop their understanding of Maori cultural visibility.	A cross curricula committee was established to support the Kaiako Maori with the celebrations. Significantly a number of the 'slam sessions' for staff were led by students sharing their knowledge.	To engage further with the school's Kaumatua and Ruapotaka Marae to provide PLD for staff in relation to kawa and tikanga.
To increase Maori signage within the school.	No additional Te Reo Maori signage was developed in 2019.	The Kaiako Maori was appointed as the Year 9 and this became her key priority.	The school will look to revisit this goal in 2020.
To confirm the translation of the RISE values.	The translation of the school values into to Te Reo Maori has been confirmed as; Respect - Manaakitanga Integrity - Ngākau Pono Success - Angitu Responsibility - Haepapa	The confirmation of the schools goals into Te Reo Maori was a result of consultation by the Kaiako Maori.	The school will investigate translating the values into other languages including Tongan, Samoan, Cook Island, Niuean and Tagalog.
<b>Planning for Next Year:</b>	This school goal will remain in place for 2020.		



<b>Area of Strategic Interest:</b> To Raise Student Achievement					
<b>Strategic Focus 2019 - 2023:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy					
<b>Target/Outcomes:</b> By the end of Year 10, 80% of students will be reading at or above the expected Curriculum Level. By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level. By the end of Year 10 70% of students are achieving in Mathematics at or above the expected Curriculum Level. That 90% of Year 11 students will achieve NCEA Literacy. That 90% of Year 11 students will achieve NCEA Numeracy.					
<b>Baseline data:</b>					
<b>Year 9</b>					
<b>asTTle Writing</b>					
1B	1P	1A	2B	2P	2A
5	11	15	1	11	
3B	3P	3A	4B	4P	4A
7	9	9	7	6	7
5B	5P	5A	6B	6P	6A
1					
<b>PAT Reading</b>					
Stanine 1	Stanine 2	Stanine 3	Stanine 4		
21	38	25	12		

Stanine 5	Stanine 6	Stanine 7	Stanine 8
6		1	1

#### PAT Mathematics

Stanine 1	Stanine 2	Stanine 3	Stanine 4
11	39	33	15
Stanine 5	Stanine 6	Stanine 7	Stanine 8
8	1	2	1

#### Year 10

#### asTTle Writing

1B	1P	1A	2B	2P	2A
	4	1		3	5
3B	3P	3A	4B	4P	4A
5	16	11	6	21	9
5B	5P	5A	6B	6P	6A
7	6	6	2	4	

#### PAT Reading

Stanine 1	Stanine 2	Stanine 3	Stanine 4
-----------	-----------	-----------	-----------

2	16	22	20
Stanine 5	Stanine 6	Stanine 7	Stanine 8
14	8	4	

#### PAT Mathematics

Stanine 1	Stanine 2	Stanine 3	Stanine 4
2	11	42	17
Stanine 5	Stanine 6	Stanine 7	Stanine 8
13	8	6	

#### Year 11

Criteria	2015	2016	2017	2018	2019
Literacy	81%	81%	86%	82%	94%
Numeracy	79%	64%	80%	90%	91%

Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<b>Technology Department</b> To collaborate on and develop literacy strategies and posters for each of the various specialist areas, guided and supported by TIC DVC and the process that was	The Technology Department identified two department goals for 2019, one linked to their planned action. <b>Goal 1 Blogging</b> To develop resources for teachers	The Technology Department's energies were directed to Goal 1 and Goal was not addressed in 2019.	The Technology Department Goals were reviewed as part of their Department Planning Day, with the decision that Goal 2 Literacy would be focus for 2020.

undertaken with Literacy Facilitator in 2018.	to enable learners to produce meaningful blog posts. <b>Goal 2 Literacy</b> To develop 'Explanation Writing' classroom display resources for each specialist technology subject, based on SOLO taxonomy.		
<b>Service Academy</b> To utilise the skills and resources of the Literacy Facilitator so that students can write a report from the 2019 Induction Camp and so complete US 3492 and US 3491.	Due to circumstances beyond the control of the Service Academy Director Unit Standards 3491 and 3492 were not offered at the NZDF led Induction Camp.	In their place two additional Unit Standards were offered, 1307 and 19242, which were completed by six students (2 Maori, 3 Pasifika and 1 Other).	To investigate further Unit Standard that will allow students to develop their literacy skills.
<b>Mathematics Department</b> To incorporate literacy strategies in the Statistics topics e.g. Bivariate and Multivariate Data internals at Level 1.	A writing framework and cloze exercises were incorporated into the Level 1 Bivariate Data internal standard (AS1.11) for Jumpstart, with the assistance of the Literacy Facilitator. The Point-Example-Explain-Link (PEEL) structure was used in all Statistics internals at Level 1-3.	This was done to improve report writing skills for all learners in Statistics standards, and to motivate more boys into writing.	The Maths Department will aim to incorporate these strategies in all Statistics standards - in the Junior Maths programme as well as NCEA Level 1-3 standards.
<b>Te Reo Maori Department</b> To incorporate a reading and writing plan (developed by the Literacy Facilitator) into a Te Reo Maori context.	This was not achieved before the Literacy Facilitator retired from teaching.	The Kaiako Maori was appointed as the Year 9 and this became her key priority.	To encourage the new Kaiako Maori to work with the Language Enrichment Facilitator.
<b>English Department</b> To discuss and document literacy strategies during English Department meetings.	The English Department meeting minutes indicate that the following took place.  Dr Aaron Wilson and Cynthia Orr assisted the Department to review	Literacy is a major component in the English learning area. All Department members are encouraged to share literacy strategies that they use with their students in the Department	To continue to work with Dr Aaron Wilson and Cynthia Orr in relation to Level 3 English (in particular new texts), Scholarship English and Level 1 Unfamiliar Text.

	<p>and revamp the Level 3 programme.</p> <p>Dr Aaron Wilson and Cynthia Orr supported the Department in its delivery of Scholarship English.</p> <p>Dr Aaron Wilson and Cynthia Orr worked with the Department to develop strategies for teaching Unfamiliar Text at Level 1.</p> <p>The Department introduced Level 1 standards to Year 10 before the Jump Start programme, when Year 10s traditionally begin Year 11 work.</p> <p>The Department identified Priority Students (at Level 1 &amp; 2) in Term 1 and put in place appropriate strategies and supports.</p> <p>Word Attack, Reading for Meaning and Retrieving Information were strategies adopted for use in the Junior school. Using data-based evidence, units of work were developed to target specific areas of need.</p>	<p>meetings. This is an on-going focus for the Department.</p> <p>Dr Aaron Wilson and Cynthia Orr have played an important role in helping the Department deliver (confidently) the Unfamiliar Text assessment. The Department met with them regularly in Term 2 and Term 3 and they had sessions with the Level 1 students.</p>	<p>To continue with the practice of 'Student Choice' and to offer Level 1 credits in Year 10.</p>
<b>Music Department</b>	<p>The Music Department utilised some of the strategies promoted by</p>	<p>With a focus being placed on Research at Level 3 it became</p>	<p>The HOD seeks to tailor the learning needs (and therefore the teaching</p>

To collaborate with the Literacy Facilitator to develop a variety of literacy strategies for the NCEA Literacy standards for senior Music students, that in turn can be scaffolded for Juniors.	the Literacy Facilitator. This resulted in 80% pass rate for Literacy based Level 1 Music standard and 40% pass rate for the Research based Level 3 Music standard.	apparent that students' basic skills need to be scaffolded to support the depth of work required at that level. In addition to the fact that Trades Academy and Service Academy students had varying timetables and were not always in class for key teaching moments.	programme) of the students to their available timetable, e.g. Trades Academy and Service Academy students who have known periods away from class for external programmes.
<b>Planning for Next Year:</b>	This school goal will remain in place for 2020.		

<b>Area of Strategic Interest:</b> Safe and Healthy Learning and Working Environments.
<b>Strategic Focus 2019 - 2023:</b> To provide a safe and healthy learning and working environment by engaging with restorative practice as a PB4L Tier 2 school and by reviewing our health and safety processes.
<b>Annual Plan:</b> Student Wellbeing
<b>Target/Outcomes:</b> Increasing Student, Family and Community Engagement with Schools Student Support Network.
<b>Baseline data:</b> As this was a new goal no baseline data existed.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>To record parental contact on KAMAR, in line with the RISE Behaviour Flowchart.</p> <p>To report on parental contact in HOD Reports to the Board of Trustees.</p>	<p>In 2019, 1296 phone calls were made to parents, together with 52 home visits, which were recorded on KAMAR.</p> <p>There was 79% attendance by parents at the April Student Achievement Conferences and 61% attendance at the July Student Achievement Conferences.</p> <p>The Director of Pastoral Care provided a termly report for the Board of Trustees.</p>	<p>Although parental contact was not directly reported to the Board of Trustees, behaviour data was presented weekly via the school's Data Garden to the Board of Trustees and the staff. This was also supported by the Director of Pastoral Care's termly report to the Board of Trustees.</p>	<p>The Director of Pastoral Care will continue to provide termly reports to the Board of Trustees.</p> <p>The Deans are seeking to implement the practice of, 'if it's not in KAMAR it didn't happen.'</p>
<p>To record parental contact on KAMAR, in line with the RISE Behaviour Flowchart.</p>	<p>As above, In 2019, 1296 phone calls were made to parents, together with 52 home visits, which were recorded on KAMAR.</p>	<p>Phone calls were made in relation to the following; absence, Student Achievement Conferences, student behaviour, truancy, Tutor Teacher introductions, general pastoral conversations, and academic</p>	<p>The Deans will provide staff with a reviewed set of expectations in relation to the Four Pillars of Deaning - punctuality, attendance, uniform and behaviour.</p>

To report on parental contact and interactions at Deans and Tutors meetings.		progress updates.  Deans and Tutors meeting minutes document reminders for staff to contact home.	Once the Deans will support staff to make contact with the students' caregivers.
To run Parent Presentations on a variety of Well-Being issues affecting students.	The Whanau First programme provided information for parents about alcohol and other drugs and how to address related issues within a family setting.	As this programme was externally funded there was no provision for additional topics to be addressed.	In 2020 the Health Centre are keen to address Family Violence as a topic and in doing so would seek support from the Police, Heart Foundation, Mad Ave, Glen Innes Family Centre, Tamaki Community Development Trust and ATWC.
To offer student Well-Being programmes that address Physical, Spiritual, Emotional and Social issues.	<p>The school offered the following student Wellbeing programmes.</p> <p>The Attitude programme provided sessions for all students covering topics such as relationships and drug and alcohol use.</p> <p>The A OK Hope for Heroes offered a relisiancy programme for selected Year 9s.</p> <p>The Reconnect programme, led by Mad Ave for all Year 9 &amp; 10 Maori students.</p> <p>The Ease Up Peer Support programme for students with</p>	<p>Age appropriate sessions were provided for all students in Years 9 -13. Sessions were facilitated by a former student who related well to the students and their experiences.</p> <p>The programme was offered weekly for three terms for a group of 31 selected Year 9 students.</p> <p>The theme of the programme was 'connect to your identity and find your true self' and involved a series of workshops.</p> <p>The Ease Up Peer Support programme has worked with</p>	<p>Attitude sessions for 2020 have been booked and calendared.</p> <p>The school is seeking to continue the programme in 2020.</p> <p>Discussions have begun to determine if the programme can run again in 2020.</p> <p>The Ease Up Peer Support will continue to be offered to students</p>



	<p>alcohol and other drug addictions.</p> <p>The Stand Up programme to support selected students to reduce the impact of alcohol and other drugs.</p> <p>The Check and Connect mentoring programme to help selected students set and achieve their educational goals.</p> <p>The Loves Me Not programme for Year 12s to explore healthy relationships and issues of consent.</p> <p>The Cyber Safety programme for Year 9 students led by the Police.</p> <p>The Young Free and Pasifika a leadership conference for senior students.</p> <p>The Sisters United Dream Girl conference for Year 10 girls.</p>	<p>students with alcohol and other drug addictions.</p> <p>The Stand Up programme met weekly with students (individually and in groups) that had been referred, in addition to several sessions held with the Service Academy students.</p> <p>The Check and Connect mentoring programme worked with 16 students.</p> <p>The Loves Me Not programme provided both training for staff and sessions for Year 12 students.</p> <p>The programme while very beneficial for students also proved informative for the staff who attended.</p> <p>The conference was attended by 12 students from Years 11- 13.</p> <p>The conference was attended by 16 students.</p>	<p>who present with alcohol or other drug addictions.</p> <p>Subject to availability the Stand Up programme will be offered again in 2020.</p> <p>The Health Centre has identified a cohort of students to work with Check and Connect in 2020.</p> <p>The Health Centre are seeking to expand the impact of the programme but also working with White Ribbon.</p> <p>Staff have requested that the programme be made available to all students.</p> <p>The school would consider sending students if the programme was offered again.</p> <p>The school would consider sending students if the programme was offered again.</p>
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	<p>The Blue Light Camp, a leadership camp for Year 10 and 11 students.</p> <p>The Man Alive programme provided specialist counselling for male students, in relation to anger issues.</p> <p>The Community Approach programme, specialist one to one mentoring, that also engages with families.</p> <p>The Elicit Dream Academy, a leadership programme for girls in Year 10 and 11.</p> <p>The Richie Barnett Mentoring programme for male students.</p> <p>The ATWC and Muslim Outreach programme for girls in Year 10 and 11.</p> <p>The Year 9 Super Models programme was aimed at developing resilience and self</p>	<p>The camp was attended by 11 students, each of whom earned 10 credits towards NCEA Level 1.</p> <p>The programme provided counseling for 6 male students.</p> <p>The programme engaged 5 male students and their families.</p> <p>The Elicit Dream Academy a leadership programme was attended by 15 Year 10 girls and 9 Year 11 girls.</p> <p>10 Year 12 males attended the programme, however it failed to gain traction within the school, in spite of a relaunch.</p> <p>The ATWC and Muslim Outreach programme was attended by 30 Year 10 and 11 girls.</p> <p>The programme engaged with 26 Year 9 girls.</p>	<p>Sponsorship is being sought to send students again in 2020.</p> <p>The school will continue to access this service in 2020.</p> <p>The school will continue to access this programme in 2020.</p> <p>The school anticipates the girls will be able to continue the programme into the senior school.</p> <p>By mutual agreement the school will not be working with Richie Barnett in 2020.</p> <p>The school would welcome continued involvement with the ATWC and Muslim Outreach programme.</p> <p>The school will continue to engage with the Super Models programme if it is offered again in 2020.</p>
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	efficacy.		
To encourage all students to join a school group outside of the classroom in the interest of inclusiveness.	<p>The school encouraged students to be involved in one or more of the following groups.</p> <p>The Robotics Club.</p> <p>Te Kura o Tamaki Study Class, i.e. the Homework Centre.</p> <p>The MIT Paskifia Engineering Pathway.</p> <p>The Choir that took part in Language Week celebrations, Foundation Day, Kindergarten visits, the AIMHI awards and Prizegiving.</p> <p>The Mathex competition.</p>	<p>A core group of students (approx 12) attended the weekly sessions, led by an enthusiastic teacher.</p> <p>Te Kura o Tamaki Study Class ran three afternoons a week and was supervised by a team of teachers on a roster. A hot meal was provided each afternoon.</p> <p>A core of 6 students attended the three holiday sessions.</p> <p>The Choir comprised 20 students.</p> <p>A team of Year 9s and a Team of Year 10s represented the school at the annual competition.</p>	<p>The Robotics Club will continue in 2020 with the aim to grow numbers and attend external competitions.</p> <p>Te Kura o Tamaki Study Class will continue in 2020.</p> <p>Subject to funding the MIT Pasifika Engineering Pathway programme will be held again in 2020.</p> <p>The Choir will continue in 2020, with the aim to take in a greater range of school and community events.</p> <p>The Mathex Competition will be held again in 2020.</p>

	The 40 Hour Famine.	Four teams of senior Social Studies students held various fundraising activities, in addition to taking part in the famine noho at the school Marae.	The 40 Hour Famine will be held again in 2020.
	The Aquatics programme.	All Year 10 students participated in the Aquatics programme that taught water safety survival skills.	Subject to funding the Aquatics programme will be held again in 2020.
	The High Ropes course.	A majority of Year 10 students (80) participated in the High Rope course.	The High Ropes course will continue in 2020, albeit in a different location with a different provider.
	The RISE Exercise Group and the Youth Jam programme.	A core group of 20 students took part in the RISE Exercise Group and the Youth Jam programme, which included; weekly exercise sessions, cooking classes and gym use.	Subject to funding the Youth Jam programme will continue in 2020.
	The Paired Up programmes Phenomenal Young Women Mindsets Self Defence Rangatahi Tane Summer Holiday Activities	Each of the Paired Up programmes is designed to build resilience and self care. In total 27 students were involved in the programme.	The suite of Paired Up programmes will continue in 2020.
	Tamaki College offered the Sports teams in 2020.  Rugby (Girls 1st VX, Boys 1st XV, Boys 2nd XV, Boys Under 15 and Boys Under 14).	Sports teams attracted the following numbers of players.  Rugby Girls 1st VX - 23 students Boys 1st XV - 28 students	The school will continue to offer a wide range of sporting opportunities in 2020.

		Boys 2nd XV - 31 students Boys Under 15 - 42 students Boys Under 14 - 34 students	
	Netball (Girls Year 9, Year 10, Year 11 and Year 13)	Netball Year 9 - 10 students Year 10 - 15 students Year 11 - 8 students Year 13 - 9 students	
	Football (Girls 1st XI)	Football Girls 1st XI - 10 students	
	Basketball (Girls and Boys Under 17 and Under 19, Boys Year 9 and Year 10 and 3x3)	Basketball Girls Under 17 - 10 students Boys Under 17 - 12 students Girls Under 19 - 10 students Boys Under 19 - 12 students Boys Year 9 - 7 students Boys Year 10 - 8 students 3x3 - 50 students	
	Volleyball (Girls and Boys Senior and Junior)	Volleyball Girls Senior - 18 students Boys Senior - 8 students Girls Junior - 15 students Boys Junior - 10 students	
	Sevens (Girls and Boys Senior and Junior)	Sevens Girls - 16 students Boys - 24 students	
	Touch (Girls and Boys Senior and	Touch	

	Junior)	Girls -15 students Boys Senior - 9 students Boys Junior - 31 students	
	Tag (Girls and Boys Senior and Junior)	Tag Girls Senior Boys Senior Girls Junior - 12 students Boys Junior - 14 students	
	Waka Ama (Girls, Boys and Mixed)	Waka Ama Girls - 9 students Boys - 6 students	
	Special Olympics (Mixed Basketball and Football)	Special Olympics Mixed Basketball - 15 students Mixed Football - 15 students	
<b>Planning for Next Year:</b>	This school goal will remain in place for 2020.		

<b>Area of Strategic Interest:</b> Development of Professional Staff.
<b>Strategic Focus 2019 - 2023:</b> To develop professional staff by providing targeted professional learning and development in relation to school wide initiatives, further enhancing the appraisal process and reviewing of support staff job descriptions
<b>Annual Plan:</b> Teacher Wellbeing
<b>Target/Outcomes:</b> All teachers at Tamaki College will be well supported so that their practice meets the needs of their students.
<b>Baseline data:</b> As this was a new goal no baseline data existed.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
To develop an appreciation of 'like' and 'unlike' characteristics to develop staff relationships during PLD sessions.	This was held during Mental Health Awareness week (MHAW), as part of the professional learning and development session led by the Health and Physical Education Department.	This was held during MHAW as there was limited whole staff PLD offered during the year (apart from Kahui Ako/COL sessions). Instead targeted PLD was provided in terms of ASD and ADHD workshops, Escalation Profiles and Iceberg workshops, MyON PLD for Accelerated Readers, Literacy Facilitator sessions, Language Enrichment sessions and Student Centred Leadership PLD for Middle Leaders.	The PLD associated with Mental Health Awareness Week was well received and will be revisited again in 2020. The Middle Leaders PLD will continue in 2020 with the theme; Collaborative Leadership - How to lead together.
To provide regular and consistent team building opportunities to develop staff relationships.	The staff social club met weekly. The school hosted end of term staff events including cricket, croquet, and That 70s Show Christmas party. Staff participated in Gumboot Day, Pink Shirt Day, Language Weeks (Maori, Tongan, Samoan, Cook Island, Niue and International)	Staff Voice was generated in relation to an 'Away Day', however not all staff were in favour of the idea.	All departments have been asked to contribute their ideas for team building opportunities in 2020.

	shared lunches, end of term thank you morning teas, the Diwali morning tea and the MHAW shared lunch.		
To further utilise the Culturally Responsive and Relational Pedagogy Classroom Observation Tool.	The Culturally Responsive and Relational Pedagogy Classroom Observation Tool was used during the staff appraisals and documented on staff appraisal sites and audited each term.	The format was not used by all staff members as COL observations also took place using a different format.	In 2020 both tools will be available to staff members to use as part of the Appraisal process.
To further develop a collaborative and Integrated Studies unit in conjunction with the Liggins Institute.	The Integrated Studies project was undertaken in conjunction with the Experiencing Marine Reserves Trust and involved the Science, Social Science and Technology Departments. Students engaged in a range of learning activities both inside and outside the classroom, including a beach clean-up and a snorkeling trip to Goat Island.	The programme has evolved to become the junior genomics project in Science and new Year 9 project based learning programme for 2020.	Akomanga Kaihanga is the name given to the new project based learning programme for 2020.  The junior genomics programme will be led by the HOD Science and the Language Enrichment Facilitator.
To utilise the COL teachers to provide PLD in relation to best practice and differentiation.	The COL (within and across school) teams led the following sessions; 2x cluster wide PLD sessions, 3x staff meeting, 1x Cluster Create, interactive learning sessions and 1x Bursts and Bubbles feedback session.	Competing demands limited the number of the PLD sessions in relation to best practice and differentiation.	The school will seek to calendar all COL (within and across school) PLD sessions to ensure time for preparation and to avoid calendar clashes.
To engage a Language Enrichment Specialist to work in conjunction with the Science Department.	The Language Enrichment Specialist initially began work with the Science Department and then worked with the Social Science Department, before working with	Staff Voice indicated that a mixed approach i.e. whole Department and individual staff sessions would benefit a wider range of staff, while at the same time target individual	The school has engaged the Language Enrichment Specialist to provide block PLD sessions for each Department, in addition to supporting the new ESOL teacher.



	individual teachers from the Science, Social Science Maths and Literacy and Learning Support Department.	need.	
To provide targeted department support from the Literacy Facilitator, as documented above, in addition the Literacy Facilitators on going school wide work.	The Literacy Facilitator worked with the following Departments; English, Mathematics, Technology, Maori and Music Departments, and the Service Academy.	See departmental outcomes and variance above.	See departmental evaluations above.
To provide the PB4L and UBRs programmes to staff new to Tamaki College, in conjunction with the school's RTLb cluster.	The UBRs programme was offered to new staff by the school's RTLb cluster and SENCO.	In addition Escalation Profiles and Iceberg- What's underneath? sessions were made available to all staff to support classroom management. In total 14 Escalation Profiles were completed.	To relaunch PB4L within the school, known as 'RISE The Tamaki Way'. The SENCO and RTLb Liaison will continue to offer Escalation Profiles and Iceberg- What's underneath? sessions in 2020 at a set time/day.
To facilitate a Learning to Learning programme in conjunction with the school's RTLb cluster.	The Learning to Learning programme became the Year 9 Collaborative Teachers project, which engaged 7 teachers and examined 'Differentiating the Curriculum' in the classroom.	Staff Voice determined that 'Differentiating the Curriculum' would be the topic that would best serve teachers and in doing allowed teachers from different Departments to work together collaboratively.	In 2020 whole staff PLD will be provided by the school's RTLb cluster and MOE that will build on the 'Differentiating the Curriculum' in the classroom, sessions by exploring the needs of diverse learners.
To provide support, in conjunction with the school's RTLb cluster. to teachers with High Needs students.	Both RTLb and MOE provided PLD sessions for staff who teach students who have ASD and/or ADHD.	Upon reflection and as a result of feedback provided by staff who attended the sessions, the PLD sessions should have been provided for all staff and not just those who self-selected.	To host ASD and ADHD PLD sessions for all staff and to broaden the brief to address students with diverse learning needs.
To re-deploy an experienced teacher to the role of SENCO.	The SENCO undertook the following tasks; testing students to determine eligibility for SAC, made SAC	The re-deployed SENCO was also the school's SCT and provided new staff orientation, assisted with	It is planned that SENCO and SCT will continue as combined role for 2020.

	applications to NZQA, tested new students/enrolments to determine class placement, led staff and Middle Leaders PLD sessions, worked with the RTLB in the provision of UBRS PLD, provided Teacher Aide and Reader/Writer training, and worked with Learning Support team to make 33 applications for In Class Support, 27 of which were successful.	certification for PCTs, including classroom observations and in class support, and mentoring and coaching for overseas trained teachers.	
<b>Planning for Next Year:</b>	This school goal will remain in place for 2020.		

## Tamaki College (057) Analysis of Variance Numeric Targets 2019

<b>Area of Strategic Interest:</b> Raising Student Achievement (in Year 9)					
<b>Strategic Focus 2013 – 2018:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy					
<b>Target/Outcomes:</b> By the end of Year 10, 80% of students will be reading at or above the expected Curriculum Level. By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level. By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.					
<b>Baseline data: (at Time Two)</b>					
<b>asTTle Writing</b>					
1B	1P	1A	2B	2P	2A
5	11	15	1	11	
3B	3P	3A	4B	4P	4A
7	9	9	7	6	7
5B	5P	5A	6B	6P	6A
1					
<b>PAT Reading</b>					
Stanine 1	Stanine 2	Stanine 3	Stanine 4		
21	38	25	12		

Stanine 5	Stanine 6	Stanine 7	Stanine 8
6		1	1
<b>PAT Mathematics</b>			
Stanine 1	Stanine 2	Stanine 3	Stanine 4
11	39	33	15
Stanine 5	Stanine 6	Stanine 7	Stanine 8
8	1	2	1

<b>Target or Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
To further utilise Accelerated Reading online version.	All Year 9 students had access to the online version of Accelerated Reader. Daily data (in relation to the number of books read and tests completed) was recorded and reported to the staff by the Library Manager. PLD in relation to Accelerated Reader was provided by the HOD Literacy and Learning Support.	The Accelerated Reader programme benefited from two Champions the HOD Literacy and Learning Support and the Library Manager, who actively promote the programme and who provide daily data and regular PLD sessions for staff.	The school will continue to utilise the online version of Accelerated Reader.
To further utilise Education Perfect Mathematics.	All Year 9 students had access to Education Perfect Mathematics, which was used as a tool for homework, exam revision and relief lessons.	The Mathematics Department championed the programme, which made it familiar and accessible to students.	The school will continue to utilise Education Perfect Mathematics.

To engage with STARS Mentoring and the Year 9 Camp.	All Year 9 students took part in the weekly STARS Mentoring sessions that were facilitated by Year 12 and 13 Mentors during Tutor time. In total 82 Year 9 students attended Year 9 Camp.	The school was well supported in the delivery of the programme by the STARS Co-ordinator from the Graeme Dingle Foundation.	The school will continue to access the STARS Mentoring programme in 2020.
To provide class time for Blogging.	The Manaiaikalani Field Worker provided a weekly pop up workshop for teachers who wished to support students with their blogging.	In addition to teacher PLD, a Cyber Smart session was instigated by the Year 9 Dean and led by the local community Constable.	The Manaiaikalani Field Worker will be available again in 2020 to work with staff who wish to support their students with blogging.
To provide targeted support for teachers in line with school goals 2 and 4.	Goal 2 Literacy - see details above.  Goal 4 Wellbeing - see details above.	As above.  As above.	As above.  As above.
To promote Te Kura o Tamaki Study class.	Te Kura o Tamaki Study Class ran three afternoons a week and was supervised by a team of teachers on a roster. A hot meal was provided each afternoon.	On average 21 students each day that the Study Class operated.	Te Kura o Tamaki Study Class will continue in 2020 and will interweave with the Talanoa Ako programme for parents.
<b>Planning for Next Year:</b>	STARS Mentoring programme and Year 9 Camp. Year 9 Integrated Project; Akomanga Kaihanga. Diverse Learners PLD. Escalation Profile sessions. Year 9 Genome Project. Financial Wellbeing sessions The Talanoa Ako Family Engagement Programme. Department based strategies address Literacy and Numeracy and Student Wellbeing.		



<b>Area of Strategic Interest:</b> Raising Student Achievement (in <b>Year 10</b> )					
<b>Strategic Focus 2013 – 2018:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy					
<b>Target/Outcomes:</b> By the end of Year 10, 80% of students will be reading at or above the expected level By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level. By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.					
<b>Baseline data: (at Time Two)</b>					
<b>asTTLe Writing</b>					
1B	1P	1A	2B	2P	2A
	4	1		3	5
3B	3P	3A	4B	4P	4A
5	16	11	6	21	9
5B	5P	5A	6B	6P	6A
7	6	6	2	4	
<b>PAT Reading</b>					
Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6
2	16	22	20	14	8
Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9	Stanine 10
14	8	4			

**PAT Mathematics**

Stanine 1	Stanine 2	Stanine 3	Stanine 4
2	11	42	17
Stanine 5	Stanine 6	Stanine 7	Stanine 8
13	8	6	

<b>Target or Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
To further utilise Accelerated Reading online version.	All Year 10 students had access to the online version of Accelerated Reader. Daily data (in relation to the number of books read and tests completed) was recorded and reported to the staff by the Library Manager.	The Accelerated Reader programme benefited from two Champions the HOD Literacy and Learning Support and the Library Manager, who actively promote the programme and who provide daily data and regular PLD sessions for staff.	The school will continue to utilise the online version of Accelerated Reader.
To further utilise Education Perfect Mathematics .	All Year 10 students had access to Education Perfect Mathematics, which was used as a tool for homework, exam revision and relief lessons.	The Mathematics Department championed the programme, which made it familiar and accessible to students.	The school will continue to utilise Education Perfect Mathematics.
To provide class time for Blogging.	The Manaiakalani Field Worker provided a weekly pop up workshop for teachers who wished to support students with their blogging.	Student Blogs were linked to Hapara Dashboard which gave teachers the ability to readily feedback to students about their blog posts.	The Manaiakalani Field Worker will be available again in 2020 to work with staff who wish to support their students with blogging.



To provide targeted support for teachers in line with school goals 2 and 4	Goal 2 Literacy - see details above.  Goal 4 Wellbeing - see details above.	As above.  As above.	As above.  As above.
To promote Te Kura o Tamak Study class.	Te Kura o Tamaki Study Class ran three afternoons a week and was supervised by a team of teachers on a roster. A hot meal was provided each afternoon.	On average 21 students each day that the Study Class operated.	Te Kura o Tamaki Study Class will continue in 2020 and will interweave with the Talanoa Ako programme for parents.
<b>Planning for Next Year:</b>	Diverse Learners PLD. Escalation Profile sessions. The Talanoa Ako Family Engagement Programme. In Class Support for students identified as having High Learning Needs. Teacher Aids training. Special Assessment Conditions testing. Department bases strategies address Literacy and Numeracy and Student Wellbeing.		

<b>Area of Strategic Interest:</b> Raising Student Achievement (in <b>Year 11</b> )					
<b>Strategic Focus 2013 – 2018:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> That 90% of Year 11 students will achieve NCEA Literacy. That 90% of Year 11 students will achieve NCEA Numeracy.					
<b>Target/Outcomes:</b> That 60% of the Year 11 cohort achieve NCEA Level 1. That 90% of the Year 11 cohort achieve Numeracy. That 90% of the Year 11 cohort achieve Level 1 Literacy. That 15 students from the Year 11 cohort achieve a Merit Endorsement. That 10 students from the Year 11 cohort achieve an Excellence Endorsement.					
<b>Baseline data:</b>					
Criteria	2015	2016	2017	2018	2019
<b>% Achievement</b>	39%	37%	52%	41%%	52%
<b>Cohort No.</b>	42/107	41/111	53/101	52/125	54/103
<b>Literacy</b>	81%	81%	86%	82%	94%
<b>Numeracy</b>	79%	64%	80%	90%	91%
<b>Merit</b>	18	10	11	11	15
<b>Excellence</b>	4	3	6	4	5

<b>Target or Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
That 60% of the Year 11 cohort achieve NCEA Level 1.	52% of the Year 11 cohort achieved NCEA Level 1.	The Middle Leaders engaged in Student Centred Leadership with the MOE, which examined priority students in Year 11/NCEA Level 1.	The MOE will continue to provide Middle Leader PLD with a focus in 2020 on Collaborative Leadership - 'How to lead together'. The school will maintain its NCEA Level 1 achievement target for 2020.
That 90% of the Year 11 cohort achieve Numeracy.	91% of the Year 11 cohort achieved Numeracy.	Numeracy data was actively tracked and reported to the Board each month. The HOD Maths took responsibility for identifying and working with priority students to ensure they had numeracy.	The school will maintain its Numeracy target for 2020.
That 90% of the Year 11 cohort achieve Level 1 Literacy.	94% of the Year 11 cohort achieved Level 1 Literacy.	Literacy data was actively tracked and reported to the Board each month. The Co-HODs English took responsibility for identifying and working with priority students to ensure they had literacy.	The school will maintain its Literacy target for 2020.
That 15 students from the Year 11 cohort achieve a Merit Endorsement.	15 students from the Year 11 cohort achieved a Merit Endorsement.	Merit data was tracked weekly and reported to the Board each month.	This target will be reviewed for 2020.
That 10 students from the Year 11 cohort achieve an Excellence Endorsement.	5 students from the Year 11 cohort achieved an Excellence Endorsement.	Excellence data was tracked weekly and reported to the Board each month.	This target will be reviewed for 2020.
To maintain and promote the Credit Protocol.	NCEA Level 1 data was tracked weekly and shared with the staff and Board of Trustees via the Data Garden website.	Each Department identified their priority students, using the tools given to them by the MOE. In turn these students were tracked weekly	In 2020 Departments will again be asked to identify their priority students.

	In addition MOE led Middle Leader PLD allowed departments to identify priority students and provide appropriate interventions.	over the intervention period and successes shared.	
To promote Te Kura o Tamak Study class.	Te Kura o Tamaki Study Class ran three afternoons a week and was supervised by a team of teachers on a roster. A hot meal was provided each afternoon.	In addition to Te Kura o Tamaki Study Class, individual teachers provided before and after school, and school holiday study classes, in a wide variety of subjects. Parents were informed of these classes and snacks were provided for school holiday classes.	Te Kura o Tamaki Study Class will continue in 2020 and will interweave with the Talanoa Ako programme for parents.
To introduce the My Mahi App.	The My Mahi App was accessed by targeted groups of students rather than the whole cohort.	The target students served as a pilot group to allow the Careers Lead team the opportunity to assess the results and develop a programme for 2020.	To relaunch the app through staff PLD sessions, with a view to providing a set Tutor Time for students to engage with the app.
To provide targeted supported for teachers in line with school goals 2 and 4	Goal 2 Literacy - see details above.  Goal 4 Wellbeing - see details above.	As above.  As above.	As above.  As above.
To promote and monitor Teacher Inquiry.	Teacher Inquiry was aided by in and across school COLS, and monitored as part of termly appraisal check. In school and across school COLS shared their examples of their inquiries at staff PLD sessions.	Staff reported back on the outcome of their Inquiry in the Annual Appraisal Summary document which was presented to the Principal.	The school will continue to promote Teacher Inquiry in 2020.
To support year level specific mentoring programmes, e.g. Elicit Dream Academy, YWCA Future Leaders etc.	9 students attended the Elicit Dream Academy workshops, both off site and at school. 12 students participated in the YWCA Future Leaders programme,	The school provided a committed liaison person for each programme who ensured the students and their families were informed of session dates, in addition to arranging	The school will continue to support level specific mentoring programmes for Year 11 students, e.g. Tereora - Life Learning Journey,

	attending a range of workshops, camps and social action events. 9 students were members of the Health Science Academy and attended events such as the parent fono, Period 0 study classes and the student conference.	transport and supervision when required.	which has grown out of the Health Service Academy.
<b>Planning for Next Year:</b>	Tracking and publishing student achievement data. Identifying and tracking Priority Students. External examinations entries review. Diverse Learners PLD. Department bases strategies address Literacy and Numeracy and Student Wellbeing. Collaborative Leadership PLD for Middle Leaders. The Talanoa Ako Family Engagement Programme.		

<b>Area of Strategic Interest:</b> Raising Student Achievement (in Year 12)					
<b>Strategic Focus 2013 – 2018:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy, Maori Achievement					
<b>Target/Outcomes:</b> That 85% of the Year 12 cohort will achieve NCEA Level 2. That 10 students from the Year 12 cohort will achieve a Merit Endorsement. That 5 students from the Year 12 cohort will achieve an Excellence Endorsement. That 80% of the Year 12 cohort will have passed their Learner's Licence. That 50% of Year 12 cohort in the Trades Academy will achieve an additional National Certificate. That 75% of Year 12 cohort in the Trades Academy will receive a Vocational Pathway Award. That 90% of Year 12 Maori cohort will complete the academic year and return to Year 13.					
<b>Baseline data:</b>					
Criteria	2015	2016	2017	2018	2019
% Achievement	68%	69%	72%	81%	74%
Cohort No.	64/93	61/88	75/104	78/96	70/94
Merit	14	7	10	8	11
Excellence	4	3	2	4	3

Target or Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
That 85% of the Year 12 cohort will achieve NCEA Level 2.	74% of the Year 12 cohort achieved NCEA Level 2.	Data was tracked weekly and reported to staff and the Board via the Data Garden site.	The school will maintain its NCEA Level 2 achievement target for 2020.

		Data was reported to students at weekly assemblies and to caregivers at the two annual Student Achievement Conferences. A priority group was identified and financial support was provided by the MOE for Mentoring.	
That 10 students from the Year 12 cohort will achieve a Merit Endorsement.	11 students from the Year 12 cohort achieved a Merit Endorsement.	Data was actively tracked and reported to the Board each month. External Mentoring programmes and internal study classes were provided for students.	The school will maintain this target for 2020.
That 5 students from the Year 12 cohort will achieve an Excellence Endorsement.	3 students from the Year 12 cohort achieved an Excellence Endorsement.	Data was actively tracked and reported to the Board each month. External Mentoring programmes and internal study classes were provided for students.	The school will maintain this target for 2020.
That 80% of the Year 12 cohort will have passed their Learner's Licence.	40 Year 12 students gained their Learners Licence and 9 Year 12 students gained their Restricted Licence.	The Tamaki College Driving School programme was also open to Year 11 students of age and Year 13s. 37 Year 13 students and 6 Year 11. gained their Learners Licence, together with 9 Year 13 students who gained their Restricted Licence.	The school will maintain this target for 2020.
That 50% of Year 12 cohort in the Trades Academy will achieve an additional National Certificate.	4 students from the Trades Academy gained an additional National Certificate.	3 students gained their certificate as part of a school based course, with the other student gaining it as a result of part time employment.	The school will review this target for 2020.
That 75% of Year 12 cohort in the Trades Academy will receive a Vocational Pathway Award.	10 students gained a Construction and Infrastructure award, 5 students gained a Services Industries award, 1 student gained a Social and Community Services	The students who gained Vocational Pathway Awards also took part in additional or external programmes, related to their Trade.	The school will review this target for 2020.

	award and 2 students gained Creative Industries award.		
That 90% of Year 12 Maori cohort will complete the academic year and return to Year 13.	74% of Year 12 Maori completed the academic year and returned to Year 13.	Of those who left school during 2020, 3 transferred to MIT Tertiary High School, 1 transferred to another New Zealand secondary school, and 8 left to pursue employment.	The school will maintain this target for 2020.
To maintain and promote the Credit Protocol.	NCEA Level 2 data was tracked weekly and shared with the staff and Board of Trustees via the Data Garden website.	Ed Potential software allows for data to be compared between each department in terms of their contribution to internal and external credits.	The school will continue to track and promote the Credit Protocol in 2020.
To promote Te Kura o Tamak Study class.	Te Kura o Tamaki Study Class ran three afternoons a week and was supervised by a team of teachers on a roster. A hot meal was provided each afternoon.	In addition to Te Kura o Tamaki Study Class, individual teachers provided before and after school, and school holiday study classes, in a wide variety of subjects. Parents were informed of these classes and snacks were provided for school holiday classes.	Te Kura o Tamaki Study Class will continue in 2020 and will interweave with the Talanoa Ako programme for parents.
To introduce the My Mahi App.	The My Mahi App was accessed by targeted groups of students rather than the whole cohort.	The target students served as a pilot group to allow the Careers Lead team the opportunity to assess the results and develop a programme for 2020.	To relaunch the app through staff PLD sessions, with a view to providing a set Tutor Time for students to engage with the app.
To provide targeted supported for teachers in line with school goals 2 and 4	Goal 2 Literacy - see details above.  Goal 4 Wellbeing - see details above.	As above.  As above.	As above.  As above.



To promote and monitor Teacher Inquiry.	Teacher Inquiry was aided by in and across school COLS, and monitored as part of termly appraisal check. In school and across school COLS shared their examples of their inquiries at staff PLD sessions.	Staff reported back on the outcome of their Inquiry in the Annual Appraisal Summary document which was presented to the Principal.	The school will continue to promote Teacher Inquiry in 2020.
To support year level specific mentoring programmes, e.g. Solomon Group, Bell Gully, AUT My Futures etc.	6 students attended the MIT Pasifika Pathway programme. 16 students attended the Bully Gully mentoring programme. 2 students attended the Dale Carnegie programme. 6 students attended the University of Auckland Dream Fono. 9 students attended the Richie Barnett mentoring programme. 67 students attended the Solomon Group mentoring programme.	The school provided a committed liaison person for each programme who ensured the students and their families were informed of session dates, in addition to arranging transport and supervision when required.	The school will continue to support level specific mentoring programmes for Year 12 students.
<b>Planning for Next Year:</b>	External Mentoring programmes. Tracking and publishing student achievement data. Identifying and tracking Priority Students. External examinations entries review. Diverse Learners PLD. Department bases strategies address Literacy and Numeracy and Student Wellbeing. Collaborative Leadership PLD for Middle Leaders. The Talanoa Ako Family Engagement Programme.		

<b>Area of Strategic Interest:</b> Raising Student Achievement (in Year 13)					
<b>Strategic Focus 2013 – 2018:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy					
<b>Target/Outcomes:</b> That 95% of Year 13 cohort achieve NCEA Level 2 as their minimum qualification. That 50% of the Year 13 cohort will achieve NCEA Level 3. That 5 students from the Year 13 cohort will achieve Merit Endorsements. That 3 students from the Year 13 cohort will achieve Excellence Endorsements. That 65% of the Year 13 cohort achieve University Entrance Literacy. That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.					
<b>Baseline data:</b>					
<b>Criteria</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>% Achievement</b>	59%	49%	48%	52%	51%
<b>Cohort No.</b>	56/94	47/95	37/79	54/92	43/84
<b>Merit</b>	6	8	4	6	2
<b>Excellence</b>	4	3	1	2	4
<b>UE % Achievement</b>	25%	14% (identified)	46% (identified)	62% (identified)	41% (identified)
<b>UE Cohort No.</b>	24/94	15/41 (identified)	11/24 (identified)	15/24 (identified)	10/24 (identified)

<b>Target or Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
That 95% of Year 13 cohort achieve NCEA Level 2 as their minimum qualification.	95% of the Year 13 cohort achieved NCEA 2 as their minimum qualification.	Data was tracked weekly and reported to staff and the Board via the Data Garden site.	The school will maintain this target for 2020.
That 50% of the Year 13 cohort will achieve NCEA Level 3.	51% of the Year 13 cohort achieved NCEA Level 3.	Data was tracked weekly and reported to staff and the Board via the Data Garden site. Data was reported to students at weekly assemblies and to caregivers at the two annual Student Achievement Conferences.	The school will maintain its NCEA Level 3 achievement target for 2020.
That 5 students from the Year 13 cohort will achieve Merit Endorsements.	2 students from the Year 13 cohort achieved a Merit Endorsement.	Data was actively tracked and reported to the Board each month. External Mentoring programmes and internal study classes were provided for students.	The school will maintain this target for 2020.
That 3 students from the Year 13 cohort will achieve Excellence Endorsements.	4 students from the Year 13 cohort achieved an Excellence Endorsement.	Data was actively tracked and reported to the Board each month. External Mentoring programmes and internal study classes were provided for students.	The school will maintain this target for 2020.
That 65% of the Year 13 cohort achieve University Entrance Literacy.	54% of the Year 13 cohort achieved University Entrance Literacy.	The school approaches University Entrances Literacy as a two year course beginning in Year 12.	The school will maintain this target for 2020.
That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.	41% of the Year 13 cohort identified as university bound achieved University Entrance.	The school provided access to Mentoring groups and a range of extension programmes, e.g. English Literature in conjunction with the University of Auckland.	The school will maintain this target for 2020.

To maintain and promote the Credit Protocol.	NCEA Level 3 data was tracked weekly and shared with the staff and Board of Trustees via the Data Garden website.	Ed Potential software allows for data to be compared between each department in terms of their contribution to internal and external credits.	The school will continue to track and promote the Credit Protocol in 2020.
To promote Te Kura o Tamak Study class.	Te Kura o Tamaki Study Class ran three afternoons a week and was supervised by a team of teachers on a roster. A hot meal was provided each afternoon.	In addition to Te Kura o Tamaki Study Class, individual teachers provided before and after school, and school holiday study classes, in a wide variety of subjects. Parents were informed of these classes and snacks were provided for school holiday classes.	Te Kura o Tamaki Study Class will continue in 2020 and will interweave with the Talanoa Ako programme for parents.
To introduce the My Mahi App.	The My Mahi App was accessed by targeted groups of students rather than the whole cohort.	The target students served as a pilot group to allow the Careers Lead team the opportunity to assess the results and develop a programme for 2020.	To relaunch the app through staff PLD sessions, with a view to providing a set Tutor Time for students to engage with the app.
To provide targeted support for teachers in line with school goals 2 and 4	Goal 2 Literacy - see details above.  Goal 4 Wellbeing - see details above.	As above.  As above.	As above.  As above.
To promote and monitor Teacher Inquiry.	Teacher Inquiry was aided by in and across school COLS, and monitored as part of termly appraisal check. In school and across school COLS shared their examples of their inquiries at staff PLD sessions.	Staff reported back on the outcome of their Inquiry in the Annual Appraisal Summary document which was presented to the Principal.	The school will continue to promote Teacher Inquiry in 2020.
To support year level specific mentoring programmes, e.g. Solomon Group, Russell McVeagh, AUT My Futures etc.	32 students attended the Russell McVeagh mentoring programme. 34 students attended Solomon Group.	The school provided a committed liaison person for each programme who ensured the students and their families were informed of session	The school will continue to support level specific mentoring programmes for Year 12 students.

	<p>22 students attended the University of Auckland NIU mentoring programme.</p> <p>11 students attended the YWCA Future Leaders mentoring programme.</p>	<p>dates, in addition to arranging transport and supervision when required.</p>	
<b>Planning for Next Year:</b>	<p>External Mentoring programmes.</p> <p>Tracking and publishing student achievement data.</p> <p>Identifying and tracking Priority Students.</p> <p>External examinations entries review.</p> <p>Diverse Learners PLD.</p> <p>Department bases strategies address Literacy and Numeracy and Student Wellbeing.</p> <p>Collaborative Leadership PLD for Middle Leaders.</p> <p>The Talanoa Ako Family Engagement Programme.</p>		

<b>Area of Strategic Interest:</b> Raising Student Achievement (through <b>Literacy and Learning Support</b> )								
<b>Strategic Focus 2013 – 2018:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.								
<b>Annual Plan:</b> Literacy and Numeracy								
<b>Target/Outcomes:</b> <b>ELLs Students</b> That 100% of ELLs students will progress to their agreed individual ELLP stage. <b>Whare Manaaki Students</b> That 100% of senior Whare Manaaki students gain 20 credits towards their National Certificate.								
<b>Baseline data:</b>								
ELLs Students								
Year Level		Year 11		Year 12		Year 13		
Number of Standards Offered.		8		8		5		
Whare Manaki								
Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9
50 credits	8 credits	15 credits	8 credits	10 credits	50 credits	8 credits	8 credits	50 credits

<b>Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
To redevelop the ELLs teaching space to provide listening posts.	While students had access to the listening posts the teaching space was further developed.	Priority was given to working with the new ELLs teacher in a shared classroom.	In 2020 each ELLs teacher will have their own classroom, which will allow listening post development to be readdressed.
To instigate Teacher Aide Professional Learning and Development.	The SENCO led in house PLD sessions with the Teacher Aides.	In house PLD sessions were able to be more responsive to specialist need or presenting situation, and provided an opportunity for the SENCO to share their extensive experience.	The SENCO will continue to provide in house PLD sessions for Teacher Aides in 2020.
To provide a differentiated programme to students in Whare Manaki.	A distinctive programme was offered for Year 9 & 10, Year 11 and Year 12 & 13. Year 9 & 10 students utilised Supported Learning resources. Year 11, 12 & 13 students worked towards National Certificates in Supported Learning.	The teacher in charge of Whare Manaki was supported to provide a differentiated programme and suitable resources were purchased.	To provide support for the new teacher in charge of Whare Manaki and to investigate opportunities for students to attend mainstream classes.
<b>Planning for Next Year:</b>	In Class Support for students who have been identified as having High Learning Needs. Training for Whare Manaki Teacher Aides. Whare Manaki oversight to be shifted the Director of Pastoral Care. Whare Manaki students to attend appropriate mainstream classes. Separate junior and senior ESOL classes. Professional support for new ESOL teacher.		







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23<sup>rd</sup> March 2020

To whom it may concern

RE: Statement of Kiwi Sport Funding

Kiwisport is a Government funded initiative to support student participation in organised sport.

In 2019 the school received total Kiwisport funding of \$12,602.54 (excluding GST). The funding was put towards the purchase of sports teams' registration fees and transportation costs, the total cost of which was \$12,602.54 (excluding GST).

The number of students participating in organised sport at the end of the school year was 246 or 41% of the school roll.

Soana Pamaka  
Principal

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF TAMAKI COLLEGE'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

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

**Opinion**

We have audited the financial statements of the School on pages 3 to 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; 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 4 June 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**Emphasis of Matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

**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.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

*Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.*

*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

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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 of Trustees for the financial statements**

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the 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 of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance Report and the Statement of Kiwi Sport Funding, 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.



Paul Lawrence  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland New Zealand