



Tāmaki College

EAST AUCKLAND

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

Ministry Number: 57

School Address: Elstree Avenue, Glen Innes
Auckland 1072

Postal Address: PO Box 18 061
Glen Innes, Auckland 1743

School Phone: (09) 521 1104

School Email: mcenteer@tamaki.ac.nz

Tamaki College

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

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

BARBARA ANA TE KASE
Full Name of Board Chairperson

B. A. Te Kase
Signature of Board Chairperson

16/6/2021
Date:

Soana Akoletu Vivili-Pamaka
Full Name of Principal

SPamaka
Signature of Principal

16/6/2021
Date:

Tamaki College

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Term Expires
Barbara TeKare	Chairperson	Re-elected Jun 2019	Jun 2022
Soana Pamaka	Principal	Ex officio March 2006	
Tasha Hohaia	Parent Representative	Elected Jun 2019	Jun 2022
Peter Miller	Parent Representative	Co-opted Jun 2019	Jun 2022
Georgie Thompson	Parent Representative	Elected Jun 2019	Jun 2022
DJ Tuaru Temu	Parent Representative	Elected Jun 2019	Jun 2022
Montague Jones	Parent Representative	Elected Jun 2019	Jun 2022
Doris Taurateau	Staff Representative	Elected Jun 2019	Jun 2022
Loloma Pepe	Student Trustee	Elected Sept 2019	Sept 2020
June Tovia	Student Trustee	Elected Sept 2020	Sept 2021

Tamaki College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual
Revenue				
Government Grants	2	10,174,174	6,853,438	9,411,346
Locally Raised Funds	3	701,593	652,528	484,566
Interest income		16,904	30,000	29,526
		<u>10,892,671</u>	<u>7,535,966</u>	<u>9,925,438</u>
Expenses				
Locally Raised Funds	3	209,441	165,952	263,658
Learning Resources	4	6,378,775	5,949,384	5,971,099
Administration	5	822,893	706,231	702,656
Finance		6,536	2,372	6,314
Property	6	3,184,308	518,601	3,063,708
Depreciation	7	262,303	272,000	265,674
Loss on Disposal of Property, Plant and Equipment		7,186	-	12,423
		<u>10,871,442</u>	<u>7,614,540</u>	<u>10,285,532</u>
Net Surplus / (Deficit) for the year		21,229	(78,574)	(360,094)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>21,229</u>	<u>(78,574)</u>	<u>(360,094)</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 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>1,920,710</u>	<u>1,920,710</u>	<u>2,278,632</u>
Total comprehensive revenue and expense for the year		21,229	(78,574)	(360,094)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		18,499	-	4,402
Movement in Reserved Equity		(1,400)	-	(2,230)
Equity at 31 December	24	<u>1,959,038</u>	<u>1,842,136</u>	<u>1,920,710</u>
Retained Earnings		1,959,038	1,842,136	1,920,710
Reserves		-	-	-
Equity at 31 December		<u>1,959,038</u>	<u>1,842,136</u>	<u>1,920,710</u>

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

Tamaki College

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	
		\$	\$	
Current Assets				
Cash and Cash Equivalents	8	775,184	156,128	529,989
Accounts Receivable	9	484,705	364,914	364,914
GST Receivable		68,371	(13,441)	-
Prepayments		8,996	41,005	41,005
Inventories	10	57,995	62,304	62,304
Investments	11	500,000	500,819	500,819
		<u>1,895,251</u>	<u>1,111,729</u>	<u>1,499,031</u>
Current Liabilities				
GST Payable		-	-	13,441
Accounts Payable	13	978,887	585,615	623,116
Revenue Received in Advance	14	309,705	8,807	8,807
Provision for Cyclical Maintenance	15	8,250	-	46,648
Finance Lease Liability - Current Portion	16	43,543	41,638	44,630
Funds held in Trust	17	3,363	-	4,983
Funds held for Capital Works Projects	18	(8,706)	-	321,082
		<u>1,335,042</u>	<u>636,060</u>	<u>1,062,707</u>
Working Capital Surplus/(Deficit)		560,209	475,669	436,324
Non-current Assets				
Investments	11	-	-	-
Property, Plant and Equipment	12	1,571,856	1,540,854	1,661,514
		<u>1,571,856</u>	<u>1,540,854</u>	<u>1,661,514</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	145,992	151,522	117,027
Finance Lease Liability	16	27,035	22,865	60,101
		<u>173,027</u>	<u>174,387</u>	<u>177,128</u>
Net Assets		<u>1,959,038</u>	<u>1,842,136</u>	<u>1,920,710</u>
Equity	24	<u>1,959,038</u>	<u>1,842,136</u>	<u>1,920,710</u>

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

Tamaki College

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	
		\$	\$	
Cash flows from Operating Activities				
Government Grants		3,208,192	2,803,596	2,876,499
Locally Raised Funds		860,824	637,541	481,415
Hostel		-	-	-
International Students		-	-	-
Goods and Services Tax (net)		(81,812)	22,546	22,546
Funds Administered on Behalf of Third Parties		(1,620)	(10,438)	(5,455)
Payments to Employees		(1,631,948)	(1,471,148)	(1,447,978)
Payments to Suppliers		(1,656,897)	(2,029,715)	(2,093,330)
Cyclical Maintenance Payments in the year		(21,800)	(3,397)	-
Interest Paid		(6,536)	(2,372)	(6,314)
Interest Received		15,874	30,000	31,594
Net cash from/(to) Operating Activities		684,277	(23,387)	(141,023)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(11,451)	(12,423)
Purchase of Property Plant & Equipment (and Intangibles)		(181,072)	1,356,899	(54,521)
Purchase of Investments		819	152,616	302,616
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		(180,253)	1,498,064	235,672
Cash flows from Financing Activities				
Furniture and Equipment Grant		103,870	-	4,402
Movement in Reserved Equity		-	-	(2,230)
Finance Lease Payments		(32,911)	(1,515,563)	(35,951)
Loans Received/ Repayment of Loans		-	-	-
Funds Held for Capital Works Projects		(329,788)	-	(130,485)
Net cash from/(to) Financing Activities		(258,829)	(1,515,563)	(164,264)
Net increase/(decrease) in cash and cash equivalents		245,195	(40,886)	(69,615)
Cash and cash equivalents at the beginning of the year	8	529,990	197,014	599,605
Cash and cash equivalents at the end of the year	8	775,185	156,128	529,990

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

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

Tamaki College

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

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 and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. 2020 Actual results may differ from these estimates.

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The 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 carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Art Prints	10 years
Building improvements to Crown Owned Assets	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	Term of Lease
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are 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.

n) Revenue Received in Advance

Revenue received in advance relates to Urgent Response Funding and Special Reasons Funding received from the Ministry of Education where there are unfulfilled obligations for the School to provide services in the future. The grants are recorded as revenue as the obligations are fulfilled and the grants earned.

o) Funds Held in Trust

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

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

o) Shared Funds

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

p) 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).

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

r) 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.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	2,379,395	2,438,130	2,273,533
Teachers' Salaries Grants	4,361,530	3,944,062	3,997,646
Use of Land and Buildings Grants	2,691,955	-	2,542,838
Other MoE Grants	741,294	471,246	597,329
	10,174,174	6,853,438	9,411,346

The school has opted in to the donations scheme for this year. Total amount received was \$86,850.

Other MOE Grants total includes additional COVID-19 funding totalling \$16,524 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	25,400	20,750	21,131
Activities	76,392	61,945	154,558
Trading	105,664	126,065	134,643
Fundraising	-	-	149
Other Revenue	494,137	443,768	174,085
	701,593	652,528	484,566
Expenses			
Activities	70,199	47,952	120,855
Trading	139,242	118,000	142,803
	209,441	165,952	263,658
Surplus/ (Deficit) for the year Locally raised funds	492,152	486,576	220,908

4. Learning Resources

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	832,565	813,283	879,073
Equipment Repairs	4,447	3,700	4,071
Information and Communication Technology	160,611	167,993	145,552
Library Resources	11,130	10,218	9,412
Employee Benefits - Salaries	5,320,226	4,899,290	4,890,640
Staff Development	49,796	54,900	42,351
	6,378,775	5,949,384	5,971,099

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	9,689	9,609	10,307
Board of Trustees Fees	2,043	8,000	4,600
Board of Trustees Expenses	27,437	9,500	4,606
Communication	43,874	47,500	49,795
Consumables	38,712	38,816	42,996
Other	76,876	60,114	64,460
Employee Benefits - Salaries	563,389	467,592	449,246
Insurance	23,873	28,100	40,022
Service Providers, Contractors and Consultancy	37,000	37,000	36,624
	822,893	706,231	702,656

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	139,703	149,100	141,840
Cyclical Maintenance Provision	12,367	34,495	52,625
Grounds	31,605	30,500	28,428
Heat, Light and Water	69,468	84,500	85,275
Rates	403	400	413
Repairs and Maintenance	135,755	123,495	120,986
Use of Land and Buildings	2,691,955	-	2,542,838
Employee Benefits - Salaries	103,052	96,111	91,303
	3,184,308	518,601	3,063,708

7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Art Prints	463	462	463
Building Improvements - Crown	104,554	104,530	105,910
Furniture and Equipment	47,635	47,627	40,539
Information and Communication Technology	44,693	48,690	58,547
Motor Vehicles	11,467	11,451	11,467
Textbooks	5,667	5,658	7,310
Leased Assets	44,808	44,798	37,634
Library Resources	3,016	8,784	3,804
	262,303	272,000	265,674

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	2,250	-	2,250
Bank Current Account	772,935	156,128	527,740
Cash and cash equivalents for Statement of Cash Flows	<u>775,185</u>	<u>156,128</u>	<u>529,991</u>

Of the \$775,185 Cash and Cash Equivalents, \$290,572 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$775,185 Cash and Cash Equivalents, \$309,705 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	106,719	64,692	61,586
Funds held for Rothery Trust	10,537	11,674	11,674
Interest Receivable	4,136	-	3,106
Teacher Salaries Grant Receivable	363,313	288,548	288,548
	<u>484,705</u>	<u>364,914</u>	<u>364,914</u>
Receivables from Exchange Transactions	121,392	76,366	76,366
Receivables from Non-Exchange Transactions	363,313	288,548	288,548
	<u>484,705</u>	<u>364,914</u>	<u>364,914</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	770	-	1,054
School Uniforms	57,225	62,304	61,250
	<u>57,995</u>	<u>62,304</u>	<u>62,304</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	500,000	500,819	500,819
Total Investments	<u>500,000</u>	<u>500,819</u>	<u>500,819</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Art Prints	5,889	-	-	-	(463)	5,426
Building Improvements	1,163,737	-	-	(1)	(104,554)	1,059,182
Furniture and Equipment	222,026	50,383	-	-	(47,635)	224,774
Information and Communication Technology	71,845	113,044	-	-	(44,693)	140,196
Motor Vehicles	61,306	-	-	-	(11,467)	49,839
Textbooks	7,335	3,044	-	-	(5,667)	4,712
Leased Assets	102,749	10,323	(1,651)	-	(44,808)	66,613
Library Resources	26,627	3,039	(5,537)	-	(3,016)	21,113
Balance at 31 December 2020	1,661,514	179,833	(7,188)	(1)	(262,303)	1,571,856

The net carrying value of equipment held under a finance lease is \$66,613 (2019: \$102,749).

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Art Prints	9,257	(3,831)	5,426
Building Improvements	4,330,601	(3,271,419)	1,059,182
Furniture and Equipment	923,564	(698,791)	224,774
Information and Communication Technology	823,382	(683,186)	140,196
Motor Vehicles	127,700	(77,861)	49,838
Textbooks	30,304	(25,592)	4,712
Leased Assets	154,043	(87,429)	66,613
Library Resources	80,649	(59,536)	21,113
Balance at 31 December 2020	6,479,500	(4,907,645)	1,571,856

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Art Prints	6,352	-	-	-	(463.00)	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	24,775	5,938	(282)	-	(3,804)	26,627
Balance at 31 December 2019	1,802,017	137,594	(12,423)	-	(265,674)	1,661,514

The net carrying value of equipment held under a finance lease is \$102,749 (2018: \$66,867).

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Buildings	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
Balance at 31 December 2019	6,331,606	(4,670,092)	1,661,514

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	432,881	240,684	149,600
Accruals	13,125	-	11,516
Banking Staffing Overuse	96,814	56,383	93,888
Employee Entitlements - Salaries	374,918	288,548	318,241
Employee Entitlements - Leave Accrual	61,149	-	49,872
	978,887	585,615	623,116
Payables for Exchange Transactions	978,887	585,615	623,116
	978,887	585,615	623,116

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance - Ministry of Education	97,671	-	-
Other	212,034	8,807	8,807
	309,705	8,807	8,807

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	163,675	163,675	136,959
Increase/ (decrease) to the Provision During the Year	12,367	34,495	52,625
Use of the Provision During the Year	(21,800)	(46,648)	(25,909)
Provision at the End of the Year	154,242	151,522	163,675
Cyclical Maintenance - Current	8,250	-	46,648
Cyclical Maintenance - Term	145,992	151,522	117,027
	154,242	151,522	163,675

16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	70,932	44,630	44,630
Later than One Year and no Later than Five Years	5,929	60,101	60,101
	76,861	104,731	104,731

17. Funds held in Trust

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	3,363	-	4,983
	3,363	-	4,983

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

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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Asbestos Removal	<i>in progress</i>	26,033	-	-	-	26,033
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>	(5,360)	-	-	-	(5,360)
Block BB ILE	<i>in progress</i>	320,913	401,984	(823,151)	-	(100,254)
Master Key Upgrade	<i>in progress</i>	-	51,300	(4,128)	-	47,172
HVAC Project	<i>in progress</i>	-	181,960	(137,753)	-	44,207
Totals		321,082	635,244	(965,032)	-	(8,706)

Represented by:

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

121,096
(129,802)

(8,706)

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Asbestos Removal	<i>in progress</i>	34,810	390,919	(399,696)	-	26,033
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

Funds Received from MoE

15,297

-

10,556

Funds Spent on Behalf of the Cluster

(5,683)

-

-

19. 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.

20. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
Board Members		
Remuneration	2,043	4,600
Full-time equivalent members	0.12	0.12
Leadership Team		
Remuneration	511,654	374,334
Full-time equivalent members	4.00	3.00
Total key management personnel remuneration	513,697	378,933
Total full-time equivalent personnel	4.12	3.12

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	6.00	4.00
110 - 120	4.00	-
	10.00	4.00

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- a) Contract for Block BB ILE to be completed in 2021, which will be fully funded by the Ministry of Education. \$899,771 has been received of which \$1,000,025 has been spent on the project to date; and
- b) Contract for Master Key Upgrade to be completed in 2021, which will be fully funded by the Ministry of Education. \$51,300 has been received of which \$4,128 has been spent on the project to date; and
- c) Contract for HVAC Project to be completed in 2021, which will be fully funded by the Ministry of Education. \$181,960 has been received of which \$11,171 has been spent on the project to date; and

(Capital commitments at 31 December 2019: \$350,630)

(b) Operating Commitments

As at 31 December 2020 the Board has no operating commitments (2019: Nil).

24. 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.

25. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Cash and Cash Equivalents	775,185	156,128	529,989
Receivables	484,705	364,914	353,240
Investments - Term Deposits	500,000	500,819	500,819
Total Financial assets measured at amortised cost	1,759,890	1,021,861	1,384,049

Financial liabilities measured at amortised cost

Payables	978,887	585,615	614,853
Finance Leases	70,578	64,503	104,731
Total Financial Liabilities Measured at Amortised Cost	1,049,465	650,118	719,585

26. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF TAMAKI COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

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 2020, 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 17 June 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

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

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.

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Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the Members of the Board of Trustees, Analysis of Variance and KiwiSport Statement, 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



Tamaki College

EAST AUCKLAND

Analysis of Variance 2020

Tamaki College (057) Analysis of Variance Descriptive Targets 2020

Area of Strategic Interest: To Raise Student Achievement					
Strategic Focus 2019 - 2023: 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.					
Annual Plan: Maori Achievement					
Target/Outcomes: To raise Maori student achievement and cultural visibility. That 85% of Maori students will achieve NCEA Level 2.					
Baseline data:					
Year	2016	2017	2018	2019	2020
Percentage	57%	43%	64%	68%	53%

Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
English To target teaching strategies to address areas of student need. To provide a termly focus on Maori text and New Zealand authors. To offer Year 11 students a choice of	The English Department established lists of the Priority Students who were tracked throughout the year. New Zealand authors and New Zealand films featured as options for students. Students valued the opportunity to	Interventions were provided by the Co-HODs English, in addition to seeking support from families. Student Voice and classroom observation indicated a greater degree of classroom discussion was generated as a result of New Zealand focus. Student Voice indicated that	To continue with the same goals for 2021.

teacher and workspace.	<p>choose their teacher and their workspace.</p> <p>87% of Year 11 students achieved Level 1 Literacy.</p> <p>9/12 Maori students who took Level 2 English achieved between 3 and 21 credits.</p>	students felt empowered by their choice.	
<p>Maths</p> <p>To ensure that all Level 2 Mathematics courses provide 14+ credits.</p> <p>To provide extra support to students via the Wednesday after-school study classes.</p>	<p>44% (4/9) Maori students who took Level 2 Mathematics achieved 14+ credits at Level 2.</p> <p>School holiday programmes were provided in addition to after school classes.</p>	<p>COVID19 brought about variations in attendance to both in-person and online classes.</p> <p>Extended Learning Time benefited students and increased credit count.</p>	To review the achievement goal for Maori learners and to continue to provide after school study classes.
<p>Science</p> <p>To focus on establishing effective relationships with Maori students as soon as possible.</p> <p>To ensure CRRP is evident in planning and classes.</p>	<p>At Level 2, one Maori student took Physics and achieved 3/10 credits.</p> <p>Access to online learning became the focus of Department planning.</p>	<p>The student concerned returned to the school part way through the academic year.</p> <p>The SLT audited teacher sites for accessibility.</p>	To continue to focus on the same goals for 2021.

<p>Social Science</p> <p>To focus on establishing effective relationships with Maori students as soon as possible.</p> <p>To create individual profiles for each student.</p> <p>To ensure CR&RP evident in planning and classes and for appraisal observations.</p>	<p>At Level 2, one Maori student achieved 18 credits in Social Studies and 14 credits in History.</p> <p>In addition one Maori student at Level 2 achieved 9 credits in History and 3 credits in Geography.</p> <p>With one further Maori student at Level 2 achieving 4 credits in Social Studies.</p>	<p>Individual Learning Plans were created for students as aid to improving outcomes and engagement.</p> <p>A Social Science PLD site was created to support each of the school goals, e.g information about CR&RP.</p>	<p>To institute a more purposeful focus to ensure that Maori students learning needs are being addressed.</p>
<p>Health and Physical Education</p> <p>To identify our Maori students.</p> <p>To ensure the correct pronunciation of students' names.</p> <p>To promote the daily use of Te Reo in a natural way.</p> <p>To set high expectations for all learners and valuing individual culture identities that our students bring to our classes.</p> <p>To regularly engage in activities that develop cultural visibility within the Health and Physical Education programme.</p> <p>To use a colour coded tracking sheets to identify learners and compare achievement data and analyse it at the end of the year.</p>	<p>At Level 2, one Maori student achieved 14 credits in Health and Physical Education.</p>	<p>All Maori students who took Health and/or Physical Education at Level 2 gained between 3 and 14 credits.</p> <p>The Department had a clear focus on Best Practice, that drove quality pedagogy on a day to day basis.</p>	<p>The Department will continue to practice the principles of Culturally Responsive and Relational Pedagogy.</p>

Technology To develop basic IEPs for Maori students in senior Technology. To meet with Level 2 Maori students who take senior Technology to co-design learning approaches. To enlist the support of the Director of Pastoral Care and Social Worker to engage with whanau.	At Level 2, 2 Maori students had 14+ credits in Building and Construction. The IEPs for Maori students in senior Technology, were designed using the Student Standard Data Updates that monitored formative updates of achievement, learning issues/barriers, interventions/strategies and outcomes.	As a Department 2/6 staff consistently updated the Student Standard Data Update 2020 Google sheet for their learners, including Maori learners. This includes standards, attendance, learning barriers, strategies and interventions, and outcomes.	As a Department, the next steps is to review the process, discuss the feedback and comments, and discuss what needs to be retained, adapted, changed or removed, in order for this approach to be effective, and for the outcome to be achieved for Level 2 Maori students.
Music To increase use of Te Reo and waiata in teaching and learning.	At Level 2, one Maori student achieved 4 Music credits.	COVID19 brought about variations in attendance to both in-person and online classes.	To encourage regular attendance and to follow-up on absences from class.
Art To visit Te Tuhi Gallery and to provide access to a Photoshop workshop at Yoobee School of Design, utilising images that identify with cultural visibility.	At Level 2, one Maori student took Art as a subject, but did not achieve any credits.	The workshop enabled students to visibly access cultural identity outside the school environment and utilise these practical workshops through Photoshop. Innovative techniques encouraged.	To continue to utilise innovative techniques to push students to stretch their imagination. To continue to develop imagery through Photoshop and Printmaking.

<p>ESOL</p> <p>To recognise, include and value Maori culture by providing teaching and learning opportunities where ELLs can learn about some aspects of the Maori culture.</p> <p>To make Maori culture physically visible in the classroom - including the display of artworks, patterning, and language.</p> <p>To participate in celebrating Maori culture with teachers and students at school, including powhiri, performances, language week events, and experiencing processes such as verbally acknowledging students' iwi or village by making a personal pepeha.</p>	<p>Senior ELLs students valued the opportunity to learn about the Treaty of Waitangi. In response the students wrote 2 essays about the Treaty which earned them NCEA Level 1 and 2 Literacy credits.</p> <p>Limited displays were created.</p> <p>A number of junior ELLs students completed their pepeha.</p> <p>All ELLs students had the opportunity to take part in the school Powhiri and Te Wiki o te Reo Maori.</p>	<p>Senior students had the opportunity to earn between 5 and 11 credits for essay writing.</p> <p>Due to COVID19 online took on a greater focus.</p> <p>Creating pepeha provided an opportunity for each ELs student to tell their story.</p> <p>Engaging in events such as the Powhiri gave ELs students the opportunity to engage with the culture of Aotearoa New Zealand.</p>	<p>To continue the focus on Maori visibility in the classroom in 2021.</p>
<p>Careers</p> <p>To build genuine relationships with students by getting to know their whānau, their whakapapa, their strengths and their interests, e.g. to Utilise the junior students Careers Education programme via junior</p>	<p>Despite COVID19 Lockdowns students were still engaged with learning tasks to complete work to anchor their identities. Students were readily able access the Junior</p>	<p>Not all students were able to access online learning during the COVID19 Lockdowns.</p>	<p>To embed the My Mahi Mentoring programme within the school.</p> <p>To continue to seek authentic Maori pathway programmes that are STAR funded.</p>

<p>school website based pathway planning and to use Vision Boards to anchor their identities.</p> <p>To continue the work done to date with Whanau Student Pathway Information Evening.</p> <p>To recognise and value Maori students' culture as being culturally-located individuals and not just participants of a homogeneous cultural group. To provide Maori students with opportunities to explore, experience and engage with STAR Courses and resources.</p> <p>To engage students with external providers that support the Maori students career plans and assist with gaining relevant qualifications; e.g. AUT UNITEC and University of Auckland, and the Katti Programme.</p> <p>To provide targeted funds through STAR and CIG to support Maori Teachers and Maori Department initiatives; and Maori students to gain needed qualifications e.g. Outdoor Education opportunities offered by the Health and Physical Education Department.</p>	<p>Careers Education website and navigate their own learning.</p> <p>This event was cancelled due to COVID19.</p> <p>Of the 57 STARS places offered over 7 courses, 18 were taken up by Maori students. Courses included tourism, digital media, mountain biking and forklift licence.</p> <p>When COVID19 Alert Levels permitted 28 Maori students from Years 10 - 13 were able to attend the KATTI programme.</p> <p>The Mountain Biking course was targeted at senior Maori boys who required additional credits.</p>	<p>Information was provided online.</p> <p>Courses took place as COVID19 Alert Levels allowed.</p> <p>Students with leadership potential were targeted for this programme.</p> <p>The boys who attended the course, actively encouraged and supported each other to succeed.</p>	
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To display 'Success Stories' of former Maori students on a 'Wall of Success' on the corridor notice boards.	Due to COVID19 online took on a greater focus.		
Services Academy To ensure those students who are undertaking NCEA Level 2 or 3 obtain as many internal credits offered by the SAS programme as possible.	The 8 students who completed the 2020 Service Academy Course obtain between 12 to 28 Level 3 NCEA credits.	The variation in credit is attributed to the length of time students spend attending the programme, e.g some students only attended for Term 1 and 2, while others complete the full year programme.	In the 2021 30 Level 3 NCEA credits will be offered.
Planning for Next Year:	To provide staff PLD to support the use of My Mahi for Mentoring sessions.		

Area of Strategic Interest: To Raise Student Achievement
Strategic Focus 2019 - 2023: 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.

Annual Plan: Literacy and Numeracy**Target/Outcomes:**

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.

Baseline data:**Year 10 asTTle Writing**

1B	1P	1A	2B	2P	2A
2	2	3	2	7	6
3B	3P	3A	4B	4P	4A
8	10	7	11	3	6
5B	5P	5A	6B	6P	6A
6	5	1	2	2	

Year 10 PAT Reading

Stanine 1	Stanine 2	Stanine 3	Stanine 4
39	6	29	22
Stanine 5	Stanine 6	Stanine 7	Stanine 8+
13	6	1	1

Year 10 PAT Mathematics

Stanine 1	Stanine 2	Stanine 3	Stanine 4
29	18	16	32
Stanine 5	Stanine 6	Stanine 7	Stanine 8
12	5	3	2

Year 11

Criteria	2016	2017	2018	2019	2020
Literacy	81%	86%	82%	94%	87%
Numeracy	64%	80%	90%	91%	85%

Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
English To target teaching strategies to address areas of student need. To provide a focus for junior students on inferencing, reading for meaning, and word attack skills. To provide a focus for senior students on critical research skills. To implement 2 NCEA Level 1 standards in Year 10.	The Department in conjunction with the Language Enrichment Facilitator created a Year 10 Writing Programme (Let's Get it Write) which was delivered in Term 2. The programme focussed on re-teaching the basics of writing and getting the students to re-learn and love writing again. 20 Year 10 students achieved AS90856, 45 Year 10 students	Data from asTTle highlighted a gap in students' writing, particularly at Year 10. It was the Department's aim to address this before Year 10 students had begun working towards Level 1 credits. Due to the unsettled nature of the year, not all teachers were able to	The Department will use the Year 10 Programme (Let's Get it Write) junior English classes in 2021. To continue to offer NCEA Level 1 English credits to Year 10 students.

	achieved AS90854 and 19 Year 10 students achieved AS90855.	offer NCEA Level 1 credits to Year 10 students.	
Maths To provide an effective Junior Mathematics programme, using Education Perfect and shared department resources. To engage with PAT, e-asTTle and Education Perfect testing throughout the year for Year 9 and 10 students.	PAT, e-asTTle and Education Perfect testing was calendared throughout the year. The percentage of students in Year10 who achieved Stanine 4 and above in PAT Feb: $59/110 = 54\%$ PAT Mid-Year: $55/90 = 61\%$ PAT Nov: $60/107 = 56\%$ In 2020, 85% of the students in Level 1 achieved Numeracy, an achievement above the Department target of 80%.	The Mathematics Department used a tracking system to follow Numeracy progress in the Junior school. The Mathematics Department used a tracking system to follow Numeracy progress in the Senior school.	The Department will continue with the same goals in 2021. At least 50% of Year 10 students will achieve at or above the expected Curriculum Level in Mathematics in 2021. At least 80% of Year 11 students achieving NCEA Numeracy by the end of term 4 in 2021.
Science To plan the courses such that 10 Literacy credits and 10 Numeracy credits are offered to the students. To actively support the Accelerated Reader/MyON reading programme. To include mathematical calculations in appropriate topics at Year 9 and Year 10.	Level 1 Science offered 10 Literacy credits and 12 Numeracy credits. Level 1 BioChem offered 14 Literacy credits and 8 Numeracy credits. Level 1 Physics offered 2 Literacy credits and 16 Numeracy credits.	6 students in Science achieved 10 Literacy credits. 1 student in BioChem achieved 10 Literacy credits. 17 students in Physics achieved 10 Numeracy credits.	To continue with the same goals in 2021.

	Access to online learning became the focus of Department planning.	In the COVID19 environment the Department's focus became overall credits, rather than specifically Literacy and Numeracy credits.	
Social Science To work with Dr Jannie van Hees to develop a Departmental Literacy plan. To actively support the Accelerated Reader/MyON reading programme. To develop learning profiles for junior students in conjunction with the SENCO.	Junior students engaged in Accelerated Reading for 1 period a week during timetable Social Studies classes. Staff dedicated teaching time to structuring essays with a focus around exam essays.	There was a shift in writing between the mid year and end of year exam. The Department worked with the Literacy Facilitator to develop strategies for writing paragraphs, in addition to hosting in class discussions on how to write paragraphs, introductions and conclusions in preparation for junior Social Studies exams. A Social Science PLD site was created to support each of the school goals.	The Department's goal for 2021 is to shift achievement in Literacy and Numeracy in Year 10 Social Studies and across the Level 1 Social Sciences area.
Health and Physical Education To incorporate more Literacy activities into units of work for seniors students with the assistance of Dr Jannie Van Hees, the Language Enrichment specialist.	Teachers incorporated a range of Literacy Activities from the Effective Literacy Strategies in Years 9 to 13 - A guide for Teachers. Literacy Activities included Word Maps, Predicting and Defining New Words, Postbox Activity through the	Circumstances beyond the control of the Department, meant that staff could not work directly with the Language Enrichment Facilitator, however staff developed a range of Literacy Activities from the Effective Literacy Strategies in Years 9 to 13 - A guide for Teachers.	In order to ensure progress in 2021 the Department will keep this goal to ensure successful literacy activities are embedded into the Senior and Junior Programmes. For example the Department will aim to implement Health and Physical Education Sentence Starters, Key

	use of Post it notes and Reciprocal Interviewing.		Words and Phrases in all classrooms in 2021.
Technology To develop an 'Explanation Writing' display posters.	Explanation Writing posters have been developed and edited and are ready for printing.	As a Department 5/7 staff completed the digital version of the Explanation Writing poster for their Specialist Subject area, using the template supplied and submitted the poster for feedback from the Literacy Facilitator.	As a Department, the next steps are to review the process, discuss the feedback and comments, and discuss what needs to be retained, adapted, changed or removed, in order for this approach to be effective, and for literacy skills to improve for Technology students.
Music To ensure that Year 10 Music units have a more prominent Literacy aspect that aims to develop and extend literacy skills. To ensure that all Level 1 Music students achieve the Literacy credits offered in AS91095 (6 credits) by the end of Term 1.	Literacy skills have been documented in units of work. 108 Literacy credits from 91095 contributed to NCEA Level 1 Literacy for 18 students.	Literacy skills and associated learning activities were readily transferable to the online learning environment required during Lockdowns.	To continue seeking assistance from Literacy, and Language Enrichment Facilitators within the school and to upskill in relation to delivering and scaffolding for ELL students.
Art To provide a Making Sense of Art workshop at Auckland Art Gallery, where students will closely observe and interpret an artwork.	Approx. 64% of Year 11 Art students (9/14) achieved AS90913, which offers 4 Level 1 Literacy credits.	COVID 19 meant the Making Sense of Art workshop was held online for students to access.	To encourage students to complete the research standard for Level 1 Literacy. To further develop the standard through scaffolding and ensuring students understand it.

<p>ESOL</p> <p>To identify the students' learning needs by analysing the learners' levels of reading, writing, and maths using ELLP, PAT, STAR assessments at the beginning of the year.</p> <p>To use those assessments as evidence-based information to plan and design relevant interventions and learning programmes to make shifts in students reading, writing, listening and speaking.</p> <p>To institute the refined recording of ELLP data. ELLP categories are very broad and do not show where, within a stage an individual's language development is placed.</p> <p>To offer 'Accelerated Reader' as an extensive tool reading to all ELLs from Years 9 - 13 and ensure that AR best practices are followed.</p> <p>To ensure that all Year 9 and 10 ELLs complete the end of the summative assessments in ELLP, PAT, and STAR, and use the results to measure any shifts.</p> <p>To collaborate with the Year 10 Maths teachers who teach Year 10</p>	<p>ELLP, PAT and STAR assessments were used to determine students' literacy needs.</p> <p>The Language Enrichment Facilitator assisted with programme design.</p> <p>The ESOL Department's energies shifted to focus on online learning.</p> <p>Accelerated Reader continued to be offered to students as a tool.</p> <p>ELLP, PAT and STAR assessments were undertaken at time two to determine progress during the year.</p> <p>COVID19 prevented the</p>	<p>ELLP, PAT and STAR assessments provided standardised results.</p> <p>The Language Enrichment Facilitator in particular worked with the newly appointed ESOL teacher.</p> <p>The HOD ESOL provided additional online learning opportunities (study classes) for ESOL students.</p> <p>COVID19 hampered the need to establish a routine in relation to the use Accelerated Reader</p> <p>ELLP, PAT and STAR assessments provided standardised results.</p> <p>Collaboration with DVC teacher became a focus in 2020.</p>	<p>The ESOL Department will focus on the following in 2021.</p> <p>To pre-assess Year 10 students in relation to reading and writing using ELLP, asttle, PAT and vocabulary to identify students' needs on those language skills.</p> <p>To design unit plans employing effective teaching strategies to address those needs.</p> <p>To provide students access to extensive reading using AR, and to teach vocabulary intensively.</p> <p>To design an appropriate Level 1 NCEA EL assessment programme with a combination of English standards and English for Academic Purposes to help students achieve Level 1 NCEA literacy.</p>
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<p>ELLs for vocabulary and content which can be used in teaching those learners in their English Language classes, so their numeracy may improve.</p> <p>To design a Year 11 English Language assessment programme with a combination of English standards for literacy, English Language standards, and English for Academic Purposes.</p> <p>To collaborate with the Year 11 Maths teachers who teach the Year 11 ELLs to identify vocabulary and ideas which can be used in English Language classes to help learners achieve their Level 1 numeracy.</p>	<p>collaboration with Maths teachers.</p> <p>Six standards were offered, three from English and three English Language.</p> <p>Of the 8/9 students who completed the academic year, all 8 students passed all 6 standards.</p> <p>COVID19 prevented the collaboration with Maths teachers.</p>	<p>Students benefited from having access to a range of standards.</p> <p>Collaboration with DVC teacher became a focus in 2020.</p>	
<p>Careers</p> <p>To enable the Careers Lead team to work in collaboration within the Tamaki College core curriculum to identify gaps in provision within their subjects areas and to apply through STAR Funding and the CIG for financial resources to support PLD courses and external programme providers that address students' learning needs in order to</p>	<p>During the year 8 STAR Courses were offered to a total of 57 students. Courses included tourism, digital media, mountain biking and forklift licence.</p>	<p>COVID19 meant that there had to be a degree of flexibility as to when students attended STAR courses.</p>	<p>To continue to engage with established programme providers.</p>

<p>credit gains.</p> <p>To support the Careers Lead team to analyse school data levels in Reading, Writing, and Mathematics using ELLP, PAT, STAR assessments at the beginning of the year, to inform and make evidence-based decisions on where funding is best allocated to support learners in making shifts.</p> <p>To support the Careers Administrator/STAR Co-ordinator to utilise school achievement data to engage with external providers who will assist students in gaining needed credits, so that students are able to self manage their future plans.</p> <p>To provide literacy enhancing resources e.g. Careers Kete Careers Match that enables students to engage with key careers related concepts and vocabulary in a context that raises their confidence and ability to engage in meaningful dialogue with adults internally and externally.</p>	<p>The Careers Lead team met regularly in person during Level 1 and 2. The team promoted My Mahi and worked with students who would benefit from STAR and other other courses.</p> <p>The Careers Administrator/STAR Co-ordinator oversaw the engagement with external providers to ensure that students were able to attend STARS and other courses.</p> <p>Posters were displayed at various locations around the school.</p>	<p>Careers Lead team meetings were timetabled so that teachers could be released from class to attend.</p> <p>Careers Administrator/STAR Co-ordinator sought new programmes as appropriate e..g Mountain Biking.</p> <p>The Deputy Principal Teaching and Learning took responsibility for this.</p>	<p>To utilise the dedicated meeting time for the Careers Lead team in 2021.</p>
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To produce Skills Related Subject Posters for display in classrooms.	Posters were displayed at various locations around the school.	The Deputy Principal Teaching and Learning took responsibility for this.	
To purchase Work Related Skills Posters from Work Choice for display in classrooms.	Posters were displayed at various locations around the school.	The Deputy Principal Teaching and Learning took responsibility for this.	
Services Academy To monitor Service Academy student achievement in relation to their Literacy and Numeracy.	The students within the academy who undertook Literacy and Numeracy standards were encouraged and monitored throughout the year, as part of the Academy's reporting process.	Results were greater for those students who stayed in the Service Academy programme for the entire academic year.	To continue to monitor students Literacy and Numeracy credits in 2021.
Planning for Next Year:	To continue to provide access to Accelerated Reader/MyOn for all Year 9 and 10 students. To support the work of Literacy Facilitator and the Language Enrichment Facilitator. To calendar PAT, STAR and asTTle assessments.		

Area of Strategic Interest: Safe and Healthy Learning and Working Environments.
Strategic Focus 2019 - 2023: 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.
Annual Plan: Student Wellbeing
Target/Outcomes: Increasing Student, Family and Community Engagement with Schools Student Support Network.
Baseline data: In 2020 Tamaki College offered 2 student wellbeing programmes, 3 co-curricula programmes, 5 mentoring programmes and 8 sporting codes.

Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
English To offer students 'choice' to increase engagement in English Level 1. To adapt student assessments in Level 3 English.	All Year 11/Level 1 English students were offered a choice of topic within a range provided by the English Department. Adapting internal assessments in Level 3 has continued throughout the year.	The Department wanted the students to take responsibility for their learning in English so giving them a choice of topic was way to empower and engage them. Moderation for Level 3 assessments highlighted the areas that need improvement when it comes to the quality of critical thinking for Level 3 English. Adjusting the Close Viewing Assessment (91480) and making some changes to the Writing Portfolio (3.4) has seen an improvement in the writing. Critical analysis and perspective have been the focus for both assessments.	To continue to include student choice in Department planning with the aim to increase engagement. To tailor external assessment preparation according to the assessment students have selected. To continue to review internal assessment, together with feedback from moderation to determine how the Department can improve its delivery of the assessment.
To send RISE postcards to students	RISE postcards were sent home to	The school physically ran out of RISE	To continue acknowledging student

and their families to acknowledge credit achievement and/or outstanding behaviour.	acknowledge credit achievement and/or outstanding behaviour.	postcards, such was the consistent use by the English Department.	achievement as it is a simple but effective way to encourage students.
Mathematics To increase engagement in Mathematics, through Maths week, World of Maths Roadshow, and Mathex competitions. To invite whanau to support students during Mathex evenings.	Student Voice (a short film) indicated what students learned during Cook Island Language Week /MathsWeek Tie-Dye sessions. The film was shown at the Manaiaakalani Film Festival. Mathex was cancelled due to COVID19.	While the Department could not conduct Maths week, World of Maths Roadshow and Mathex competitions in 2020 due to lock-downs, the Department was able to host Cook Island Language Week /MathsWeek Tie-Dye sessions and hold Education Perfect Maths competitions to engage the learners.	To maintain engagement in Mathematics throughout the year and during Maths week, World of Maths Roadshow and Mathex competitions in 2021.
Science To ensure regular contact with whanau to keep them informed and updated with their child's progress.	During 2020 the Department's focus shifted to establishing and maintaining online contact with students.	The Department believed that this was the best focus for its energies.	To continue to focus on the same goal in 2021.
Social Science To engage with community groups. To engage in social actions to support learning. To engage with whanau.	The Level 2 Social Studies class worked with the Red Cross during 2020. The Level 3 Social Studies class held a Social Action Expo and hosted Pink Shirt Day. The Year 9 Akomanga Kaihanga class engaged with whanau through their Parents Evening. The Department also engaged with	COVID19 limited the usual number of engagements with community groups. By postponing the Social Action Expo, students were able to continue with their plans for the event. Further Akomanga Kaihanga Parents Evenings were held online.	To support the wellbeing of students in Social Science classrooms. By the end of the year, the Department will have identified and developed a plan that supports the wellbeing of students in the classroom who find it challenging to engage with their learning because of issues that require extra support. The Department will

	Local Councillor Jo Bartley and Tamati Patuwai from Mad Ave.	A Social Science PLD site was created to support each of the school goals.	utilise the RTLB PLD sessions and the student support network to develop strategies that will be specific to the learners in our classrooms.
Health and Physical Education To send RISE postcards home for achievement and effort in classes. To change the context of units of work to suit learners ensuring that they are relevant and meaningful. To provide additional study and catch up sessions for students.	Units of work were modified throughout the year to meet the changes of the online learning environment. Staff provided opportunities for further study before school, during lunch and after school.	COVID19 required staff to be adaptive both in relation to online learning and learning outside of school hours.	The use of shared sites will be a significant emphasis for the Health and Physical Education Department in 2021, in order to manage consistency of our Pedagogy as well as Student Wellbeing.
Technology To develop student relationships through whole class, small group and individual discussions. To host conversations with students with regards to Pathways.	The following are the different ways that Technology staff incorporated Student Wellbeing Activities into their Specialist Subject Areas, that included whole class, small group or individual discussions, and celebrated student success: 1. More trips with senior students, prizes (fitbits and usb sticks from external providers) for student success 2. Food - Pizza, KFC, Chinese takeaway, Lollies, Chocolate, Pies, M&Ms.	The main outcome from the Technology Department relating to Student Wellbeing is that staff were approaching this goal differently. There were often similarities, however, the approach was still different in terms of what was being undertaken, the frequency, and the measures.	As a Department, the next steps are to review the process, discuss the feedback and comments, and discuss what needs to be retained, adapted, changed or removed, in order to address and support Student Wellbeing. For example: 1. What is the most effective way of <u>supporting student wellbeing</u> , regularly throughout the year? 2. What is the most effective way of <u>collating student voice</u> , regularly throughout the year? 3. What is the most effective way of communicating shifts <u>Student Wellbeing</u> ?

Music To host an NCEA Music Information Evening. To send Excellence letters and postcards to recognise excellence results. To make congratulatory phone calls to acknowledge excellent results and effort.	Information and recognitions were provided to families online.	During COVID-19 lockdowns engagement with whanau was strong and this is reflected in the positive results.	To continue with current programmes and collect more relevant Student Voice to better engage with all stakeholders.
Art To view selected NCEA Level 3 Portfolios at the NZQA Top Art Exhibition that achieved Excellence in the previous year, to allow students to extend ideas within their own art creativity and to contribute towards producing external submission of portfolios.	COVID19 prevented the Exhibition from taking place.	Students accessed online examples where appropriate.	To plan to attend the exhibition in 2021. To ensure that the community is aware of Tamaki College and it's student achievements and to encourage parents to become involved with their child's learning.
ESOL To know the learners better by collecting personal and background information through interviews and assessments and to use those to complete their Personal Profiles. The information will help in guiding and designing learning and interventions for the wellbeing of students. To implement a more co-ordinated approach to the support students from refugee background to	COVID19 limited the development of the students' Personal Profiles. The Language Enrichment Facilitator took on the task of working with the students from refugee backgrounds.	The ESOL Department worked the information it had to hand. As Alert Levels permitted the Language Enrichment Facilitator undertook home visits to students	The ESOL Department will focus on the following in 2021. To build students' personal profiles to identify issues needing attention, support, or intervention and connect with the school's Student Support network. To develop a coordinated approach to support refugee background students.

<p>address their high literacy needs, including application for additional funding for bilingual support services.</p> <p>To use culturally responsive practices to acknowledge the individual learner's culture and identity both in teaching/learning experiences and in learning spaces.</p> <p>To continue the 'Visioning My Future' programme with students to build their motivation, positive self-esteem, and confidence.</p> <p>To engage parents and whanau more through interviews and collaborative meetings.</p>	<p>COVID19 hampered the use of culturally responsive practices as learning shifted to an online environment.</p> <p>Due COVID19 restrictions the 'Visioning My Future' programme was unable to take place.</p> <p>During the COVID19 Lockdowns support for students and their families was provided by the school's Student Support team.</p>	<p>from refugee backgrounds.</p> <p>The HOD ESOL provided additional online learning opportunities (study classes) for ESOL students.</p> <p>The programme structure from 2019 reminds in place for future use.</p> <p>The school was able to access a range of internal and external resources to support families during COVID19 Lockdowns.</p>	<p>To educate and connect parents and whanau with schools' Student Support network.</p> <p>To use Mentoring sessions to build students' motivation, positive self-esteem, and confidence</p>
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<p>Careers</p> <p>To provide authentic events and activities e.g. Pathway Information Evening that connects all stakeholders that play a part in our rangitahi pathway plans.</p> <p>To connect school whanau, contributing Primary schools, the wider business community and external course providers.</p> <p>To investigate MOE pathways to Trades training funding projects.</p> <p>To use culturally responsive practices and thereby acknowledge the individual learner's culture and identity both in teaching and learning experiences and within learning spaces.</p> <p>To engage parents and whanau more through interviews and collaborative meetings, e.g. Student Achievement Conferences.</p> <p>To instigate Student Ambassadors at every year level to ensure Student Voice that is heard and acted upon.</p>	<p>COVID19 prevented the Pathway Information Evening from going ahead as planned.</p> <p>COVID19 curtailed planned engagement with contributing Primary schools and wider business community.</p> <p>COVID19 prevented this process.</p> <p>Access to online learning became the focus of Department planning.</p> <p>As Alert Level allowed the school was able to host Student Achievement Conference, where the Careers Department was able to engage with families.</p> <p>COVID19 hampered plans to instigate Student Ambassadors.</p>	<p>Although the event did not occur the school was able to access funds to purchase a display system for future events.</p> <p>Discussions were able to take place between the school and external course providers thanks to online forums.</p> <p>The school continued with its established Trades Academy programme.</p> <p>Only one set of Student Achievement Conferences were held instead of the usual two.</p>	<p>To investigate hosting the Subject Pathway Evening online.</p> <p>To utilise My Mahi during Student Achievement Conferences.</p>
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<p>Services Academy</p> <p>To invite whanau to attend a start of year briefing to outline the programme for the year.</p> <p>To invite whanau to attend the Induction Camp Passing Out Parade.</p> <p>To invite whanau to attend the combined Service Academies Graduation.</p> <p>To keep whanau informed by letter of Service Academy events.</p>	<p>A successful and well attended Whanau Evening was held in Term 1 before the first COVID19 Lockdown. Whanau readily engaged with information delivered.</p> <p>In keeping with school practice whanau were informed by letter of Academy events.</p> <p>The families of all Service Academy students attended the Graduation parade held at St Paul's College on 14th November 2020.</p> <p>In keeping with school practice whanau were informed by letter of Academy events.</p>	<p>In addition to letters sent to whanau, contact was made and established using a range of social media platforms.</p>	<p>To maintain the practice of hosting Whanau Evenings in 2021</p> <p>To share videos with whanau from each of the various camps and activities.</p>
<p>Deans</p> <p>To introduce a 'Class of Week' competition complete with trophy.</p> <p>To host an end of term lunch for the 'top' class.</p> <p>To practice positive conversations with students.</p> <p>To send RISE postcards to students who display the school values.</p>	<p>COVID19 curtailed plans for a 'Class of the Week' competition.</p> <p>Lunches for the Tutor class with top attendance in a given term were held as Alert Levels allowed.</p> <p>RTLb led PLD stressed the importance of this for teachers.</p> <p>This practice was particularly embraced the English Department.</p>	<p>A termly focus was chosen instead.</p> <p>Attendance data was determined via KAMAR.</p> <p>RTLb Resources were available for staff to access on the PLuG site.</p> <p>The school physically ran out of RISE postcards, such was the consistent</p>	<p>To continue with the same goals for 2020.</p>

		use by the English Department.	
Planning for Next Year:	To provide staff PLD to support the use of My Mahi for Mentoring sessions. Student Achievement Conferences. Future Pathways Evening.		

Area of Strategic Interest: Development of Professional Staff.
Strategic Focus 2019 - 2023: 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
Annual Plan: Teacher Wellbeing
Target/Outcomes: All teachers at Tamaki College will be well supported so that their practice meets the needs of their students.
Baseline data: In 2020 Tamaki College supported Mental Health Awareness week and provided the following PLD; Language Enrichment, Escalation Profiles, Middle Leaders PLD (Student Centred Learning) PAT Testing, and the Accord Teacher Only Day.

Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
English To award the Department 'Hug of the Month'. To provide regular 'check ins' for staff. To randomly leave positive notes for staff. To host Department Dinners. To encourage staff to take up PLD opportunities. To provide in class support for staff.	Hug of Month was awarded as COVID19 permitted throughout the year. Check in's took place both in-person and online. Staff were acknowledged at the end of each term for their work with students. The Department hosted Dinners for staff. Staff were encouraged to engage with appropriate PLD. In class support was provided by the Co-HODs both in-person and online.	COVID19 meant that the Hug of Month was presented less regularly than planned. Checks were adapted to an online setting. Both food and gifts were presented to staff. Department Dinners were held as COVID19 restrictions permitted. Staff engaged mainly with internal school PLD, as COVID19 prevented external programmes. In class support was adapted to the online setting.	To continue with the same actions in 2021.

<p>Maths</p> <p>To provide refreshments at Department meetings. To host End of Term Dinners and Drinks.</p> <p>To encourage all teachers to attend subject related PLD, e.g. HOD Day, AMA Saturday mornings, cluster meetings, and Maths, Calculus or Statistics Days.</p>	<p>Refreshments were provided at in-person Department meetings. Department Dinners and Drinks were held as COVID19 restrictions allowed.</p> <p>Mathematics Department teachers attend the following PLD; AMA Statistics Day AMA Calculus Day Digital Technologies Workshop Manaiakalani Data Review Escalation Profiles MOE Middle Leaders PLD Accord Teacher Only Days</p>	<p>Staff Voice indicated the value of the refreshments and Dinners etc, as it provided a valuable opportunity for social interaction.</p> <p>In an unsettled year Staff Voice indicated that PLD allowed teachers to refresh/strengthen their content knowledge.</p>	<p>The Department will continue to provide refreshments at Department meetings, and host End of Term Dinners and Drinks in 2021.</p> <p>The Department will continue to encourage all teachers to attend school and subject-related PLD in 2021.</p>
<p>Science</p> <p>To provide refreshments at Department meetings.</p> <p>To encourage teachers to attend subject related PLD outside the school, e.g. cluster groups.</p> <p>To encourage teachers to attend other relevant PLD outside the school, e.g. Manaiakalani Digital Fluency Intensive.</p>	<p>Refreshments were provided at Department meetings.</p> <p>Department members attended Physics and Chemistry PLD provided by the University of the Auckland NZQA.</p> <p>Department members also attended PLD provided by the MOE (PB4L) and Manaiakalani (Digital Fluency).</p>	<p>A number of Department meetings were held online due to COVID19.</p> <p>Dates for PLD needed to be adjusted to meet COVID19 restrictions.</p> <p>The school also provided PLD in relation to My Mahi and Student Centred Learning.</p>	<p>To continue with the same actions in 2021, in particular that all staff members have access to relevant PLD.</p>

<p>Social Science</p> <p>To provide awards/recognition for teachers on a regular basis. To host end of term department lunch and dinners. To provide informal support meetings. To encourage teachers to attend subject related PLD outside the school. To encourage teachers to attend other relevant PD outside the school e.g. Manaiakalani Digital Fluency Intensive.</p> <p>To work with TIC Health and the wellbeing team.</p>	<p>Informal meetings were held in-person and online.</p> <p>Social Science Department teachers took part in the following PLD, STAR and PAT Tapasa Escalation Profiles Manaiakalani Data Review MOE Middle Leaders PLD Accord Teacher Only Days</p> <p>The Social Science Department was actively involved in Mental Health Awareness Week.</p>	<p>A Social Science PLD site was created to support each of the school goals.</p> <p>The Social Science Department proud that they one two of the Mental Health Awareness Week competitions.</p>	<p>To support the overall wellbeing of the teachers in the Social Sciences department.</p> <p>The Department will have developed relatable practical teaching and learning resources to support the varying learning needs of the students in Social Science classrooms with a focus on our Maori and Pasifika learners. The Department will construct a Social Sciences framework with which will apply the learnings from the Standards for Profession teaching using the Tapasā as a lense, to enable all Social Sciences teachers to have a kete/bank of strategies to support learners across each year level.</p>
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<p>Health and Physical Education</p> <p>To promote staff wellbeing through the promotion of healthy eating and weight loss challenges, together with sporting challenges and Department Dinners to celebrate success.</p>	<p>Department Dinners were held as COVID19 restrictions allowed.</p>	<p>During Lockdowns the Department continued, via Google Hangout to host, weekly google workouts and online coffee catch-ups to keep communication open and a sense of normality in place.</p>	<p>We look forward to continuing this Goal into 2021. Meeting for Department term dinners is not enough, the Department needs to further look into ways in which to meet more regularly as well as commit to additional meaning relationship building activities.</p>
<p>Technology</p> <p>To foster teacher well being within the Technology department by socially participating in lunches, dinners and other department-wide social activities throughout the year.</p>	<p>The Technology Department in the following social activities either offsite, onsite or online throughout the year:</p> <ul style="list-style-type: none"> *Dinner (The Bavarian, Lonestar) *Lunch (The Red Shed, Stonefields) *Mini Golf Sylvia Park *Lockdown Masterchef *Isolation Egg Hunt *May the 4th Be With You Video *Return to Work Techie Brekkie *Monster Mash PPE Video <p>In addition to morning teas to celebrate birthdays etc and afternoon served at Department meetings.</p>	<p>The Technology Department were adaptive when faced COVID19 restrictions and conducted a number of social activities online.</p>	<p>As a Department, the next steps is that we review the process, discuss the feedback and comments, and discuss what we would like to retain, adapt, change or remove, in order to address and support Teacher Wellbeing.</p> <p>Also it would be good to organise a roster system for Department nibbles, so that this is shared amongst staff.</p>

<p>Music</p> <p>To host 'Muffin Day', where by the Itinerant staff and HOD hold discussions on the day the Itinerant staff are at school.</p>	<p>Muffins and discussion continued as Alert Levels allowed.</p>	<p>The COVID19 lockdowns allowed staff an opportunity to support each other during these unprecedented times and created a supportive environment that benefited the well being of staff.</p>	<p>Continue with these initiatives and stay connected with all staff in our Department on Muffin Day.</p>
<p>ESOL</p> <p>To participate in purposeful PLD that focuses on school goals.</p> <p>To prioritise PLD for staff in relation to ESOL principles, as they relate to the secondary school classroom.</p> <p>To collaborate more within the department, acquiring assistance from professionals to identify areas for improvement.</p>	<p>The ESOL Department took part in the following PLD sessions; STAR and PAT Tapasa Escalation Profiles Manaiakalani Data Review MOE Middle Leaders PLD Accord Teacher Only Days COL Teachers PLD</p> <p>The following PLD was provided for the newly appointed ESOL teacher, Manaiakalani Orientation Introduction to Google and Workspace MOE PB4L Workshop SCT led weekly Mentoring and Guidance sessions. Language Enrichment PLD</p> <p>The newly appointed ESOL benefited from working with the Language Enrichment Facilitator.</p>	<p>The school's PLuG site allowed staff to access information and resources shared at PLD sessions.</p> <p>ESOL Department teachers' PLD is documented in its Annual Report to the Board of Trustees.</p> <p>Timetabled session were provided with the Language Enrichment Facilitator.</p>	<p>To promote teacher professional learning and development to build self-efficacy and teacher identity.</p> <p>To build positive, supportive and caring relationships among teachers, which will ensure teachers feel cared for, appreciated, and rewarded for good work.</p>

<p>To host Department dinners at the end of each term to celebrate staff achievements.</p> <p>To acknowledge each staff members' strengths and showing appreciation to each other.</p>	<p>COVID19 prevented Department dinners from taking place.</p> <p>The Principal supported the ESOL Department teachers to demonstrate their appreciation for each other.</p>		
<p>Careers</p> <p>To participate in purposeful PLD that focuses on school goals.</p> <p>To prioritise PLD for Careers Lead Team members (and their Departments) in relation to Career Development through Mentoring and Coaching Principles, relevant to secondary learners and their future pathways. PLD to include the CATE conference, My Mahi Mentoring training and online Life Coaching courses.</p>	<p>The Careers Lead Team attended the following PLD programmes, STAR and PAT Tapasa Escalation Profiles Manaiakalani Data Review MOE Middle Leaders PLD Accord Teacher Only Days</p> <p>A limited number of Careers Lead Team members were able to attend the My Mahi Mentor training course.</p>	<p>The school's PLuG site allowed staff to access information and resources shared at PLD sessions.</p> <p>Careers Lead Team meetings allowed the knowledge gained to be shared more widely.</p>	<p>To provide support for the Careers Lead Team to act as My Mahi Champions with their Departments and Houses.</p>

<p>To collaborate more within the department, acquiring assistance from professionals to identify areas for improvement.</p> <p>To engage Careers Lead Team members in team retreats and activities off campus, to recognise and celebrate team member achievements, to acknowledge a 'Team Member of the Week'.</p> <p>To hold a 'best Department stand' competition at the Pathway Information Evening, as voted by whanau and external providers.</p>	<p>The Careers Lead Team were able to contact in-person meetings as COVID19 Alert Levels allowed.</p> <p>COVID19 prevented Careers Lead Team retreats from taking place.</p> <p>COVID19 Alert Levels meant the Pathway Information Evening had to be cancelled.</p>	<p>Careers Lead Team meetings were timetabled to allow staff to attend.</p>	
<p>Services Academy</p> <p>To participate in Department Dinners and healthy eating and weight loss challenges in conjunction with the Health and Physical Education Department.</p>	<p>The Director of the Service Academy joined in the Health and Physical Education Department Dinners as COVID19 restrictions allowed.</p>	<p>During Lockdowns the Director of the Service Academy engaged with Health and Physical Education Department, via Google Hangout as they hosted, weekly google workouts and online coffee catch-ups to keep communication open and a sense of normality in place.</p>	<p>In 2021 the Service Academy Director will continue to join with the Health and Physical Education Department Dinners and other social activities.</p>
<p>Deans and Tutors</p> <p>To provide a Deans 'Mihi of the Month' award.</p>	<p>The awards were presented as COVID19 Alert Levels allowed.</p>	<p>The Executive Dean received nominations from Year Level Deans.</p>	<p>The awards will continue in 2021. The awards will continue to be</p>

To provide a 'Tutor of the Month' award.	Awards were documented in the school newsletter.		documented in the newsletter.
Planning for Next Year:	To provide staff PLD to support the use of My Mahi for Mentoring sessions.		

Tamaki College (057) Analysis of Variance Numeric Targets 2020

Area of Strategic Interest: Raising Student Achievement (in Year 9)					
Strategic Focus 2013 – 2018: 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.					
Annual Plan: Literacy and Numeracy					
Target/Outcomes: 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.					
Baseline data:					
Year 9 asTTle Writing					
1B	1P	1A	2B	2P	2A
3	1	3	4	4	5
3B	3P	3A	4B	4P	4A
7	10	8	7	4	7
5B	5P	5A	6B	6P	6A
6	6		4	2	
Year 9 PAT Reading					
Stanine 1	Stanine 2		Stanine 3		Stanine 4
23	3		21		35
Stanine 5	Stanine 6		Stanine 7		Stanine 8+
16	17		3		7

Year 9 PAT Mathematics

Stanine 1	Stanine 2	Stanine 3	Stanine 4
21	18	29	19
Stanine 5	Stanine 6	Stanine 7	Stanine 8
22	11	6	

Target or Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
To host the STARS Mentoring programme and the Year 9 Camp at Camp Adair.	The STARS Mentoring programme took place both online and in person. A Year 9 Activity Day was held in lieu of Camp.	COVID 19 meant that a number of the Mentoring sessions took place online, rather than in person. COVID 19 prevented the school from hosting the Year 9 Camp.	STARS Mentoring will continue in 2021. Year 9 Camp has been booked for 24th and 25th May.
To instigate the Year 9 Integrated Project; Akomanga Kaihanga.	30 students took part in the Akomanga Kaihanga programme, involving 6 community projects, 2 showcases, and 6 trips to various agencies and businesses.	The skills of an external facilitator and the team of teachers who meet weekly to plan for the programme.	Akomanga Kaihanga will continue into Year 10, with a new cohort being introduced in Year 9. Employment of an external facilitator to further develop the programme.
To host MOE and RTLB led staff PLD sessions to address the needs of Diverse Learners in the classroom.	The MOE hosted one PLD session and RTLB two sessions.	COVID 19 prevented MOE from continuing their sessions with the school.	The Learning Support team will provide PLD for staff on Diverse Learners in 2021.
To host RTLB and Learning Support team led Escalation Profile sessions.	Approx. 20 Escalation Profiles and follow-ups were held.	A dedicated session and venue was allocated each week to allow the profiles to take place.	Escalation Profiles will continue in 2021.
To instigate the Genome project in Year 9 Science classes.	Approx. 1 Year 9 class took part in the Genome project.	Timetabled classes time was used in conjunction with an outside facilitator.	The Genome project will continue in 2021, with continued support from the outside facilitator.

	In addition to three classes at Year 8, as part of the Intermediate Technology programme.		
To host Financial Wellbeing sessions as part of the Year 9 Business Studies programme.	Approx. 3 Year 9 classes took part in this project.	Timetabled classes time was used in conjunction with an outside facilitator.	The programme has not currently been renewed for 2021.
To instigate the Talanoa Ako Family Engagement Programme.	Families were provided with access to online resources.	COVID 19 prevented face to face gatherings.	The Talanoa Ako Family Engagement Programme will resume in 2021.
To promote Department based strategies address Literacy and Numeracy and Student Wellbeing.	Please see Department responses to School Goals 2 and 3.	Please see Department responses to School Goals 2 and 3.	Literacy and Numeracy and Student Wellbeing goals will remain in place for 2021.
Planning for Next Year:	STARS Mentoring. Year 9 Camp. Akomanga Kaihanga classes. The Genome project.		

Area of Strategic Interest: Raising Student Achievement (in Year 10)

Strategic Focus 2013 – 2018: 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.

Annual Plan: Literacy and Numeracy

Target/Outcomes:

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.

Baseline data: (at Time Two)

Year 10 asTTLe Writing

1B	1P	1A	2B	2P	2A
2	2	3	2	7	6
3B	3P	3A	4B	4P	4A
8	10	7	11	3	6
5B	5P	5A	6B	6P	6A
6	5	1	2	2	

Year 10 PAT Reading

Stanine 1	Stanine 2	Stanine 3	Stanine 4
39	6	29	22
Stanine 5	Stanine 6	Stanine 7	Stanine 8+
13	6	1	1

Year 10 PAT Mathematics

Stanine 1	Stanine 2	Stanine 3	Stanine 4
29	18	16	32
Stanine 5	Stanine 6	Stanine 7	Stanine 8
12	5	3	2

Target or Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
To host MOE and RTLB led staff PLD sessions to address the needs of Diverse Learners in the classroom.	The MOE hosted one PLD session and RTLB two sessions.	COVID 19 prevented MOE from continuing their sessions with the school	The Learning Support team will provide PLD for staff on Diverse Learners in 2021.
To host RTLB and Learning Support team led Escalation Profile sessions.	Approx. 20 Escalation Profiles and follow-ups were held.	A dedicated session and venue was allocated each week to allow the profiles to take place.	Escalation Profiles will continue in 2021.
To instigate the Talanoa Ako Family Engagement Programme.	Families were provided with access to online resources.	COVID 19 prevented face to face gatherings.	The Talanoa Ako Family Engagement Programme will resume in 2021.
To provide In Class Support for students identified as having High Learning Needs.	Five additional Teacher Aides were employed to provide in class support for students identified as having High Learning Needs.	27 successful In Class Support Applications meant that additional Teacher Aides could be employed.	A further 23 successful In Class Support Applications mean that the school's Teacher Aides can continue to be employed in 2021.
To train Teacher Aides to be able to offer In Class Support for students identified as having High Learning Needs.	The Learning Support Department, together with RTLB provided professional learning and development for Teacher Aides to provide in class support for students identified as having High Learning Needs.	Timetabled sessions were provided for Teacher Aides to attend professional learning and development sessions.	Professional learning and development sessions will continue for Teacher Aides in 2021.

To identify student learning needs through Special Assessment Conditions testing.	The Learning Support Department undertook a range of testing to identify students who qualified to access Special Assessment Conditions, in readiness for NCEA Level 1.	One Learning Support teacher and one Teacher Aide, from the Learning Support Department took on the role of testing students, in addition to taking on feedback and observations from classroom teachers.	Students who qualify Special Assessment Conditions will be registered with NZQA.
To promote Department based strategies address Literacy and Numeracy and Student Wellbeing.	Please see Department responses to School Goals 2 and 3.	Please see Department responses to School Goals 2 and 3.	Literacy and Numeracy and Student Wellbeing goals will remain in place for 2021.
Planning for Next Year:	PLD sessions for Teacher Aides. Timetable Escalation Profiles.		

Area of Strategic Interest: Raising Student Achievement (in Year 11)					
Strategic Focus 2013 – 2018: 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.					
Annual Plan: That 90% of Year 11 students will achieve NCEA Literacy. That 90% of Year 11 students will achieve NCEA Numeracy.					
Target/Outcomes: 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.					
Baseline data:					
Criteria	2016	2017	2018	2019	2020
% Achievement	37%	52%	41%%	52%	68%
Cohort No.	41/111	53/101	52/125	54/103	85/124
Literacy	81%	86%	82%	94%	87%
Numeracy	64%	80%	90%	91%	85%
Merit	10	11	11	15	21
Excellence	3	6	4	5	11

Target or Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
That 60% of the Year 11 cohort achieve NCEA Level 1.	This target was achieved with 65% of the Year 11 achieving NCEA Level 1.	An established online learning platform that meant a seamless transition to learning at home during each of the COVID19 Lockdowns. Extended Learning Time for senior students during the examination period meaning that 200 additional results were entered. Regular messaging at online and in person Year 11 assemblies with strong academic messaging from the Dean.	The Year 11 target for 2021 will be raised to 65%. Extended Learning Time will be embedded as a school practice.
That 90% of the Year 11 cohort achieve Numeracy.	85% of the Year 11 cohort achieved Numeracy.	The HOD Mathematics actively tracked Numeracy. Extended Learning Time for senior students during the examination period meaning that 200 additional results were entered.	The current target will remain in place for 2021.
That 90% of the Year 11 cohort achieve Level 1 Literacy.	87% of the Year 11 cohort achieved Level1 Literacy.	The Co-HODs English actively tracked Literacy. Extended Learning Time for senior students during the examination period meaning that 200 additional results were entered.	The current target will remain in place for 2021.
That 15 students from the Year 11 cohort achieve a Merit Endorsement.	This target was achieved with 21 students from the Year 11 cohort gaining a Merit Endorsement.	An established online learning platform that meant a seamless transition to learning at home during each of the COVID 19 Lockdowns.	The current target will remain in place for 2021.

		<p>Extended Learning Time for senior students during the examination period meaning that 200 additional results were entered.</p> <p>Regular messaging at online and in person Year 11 assemblies with strong academic messaging from the Dean.</p>	
That 10 students from the Year 11 cohort achieve an Excellence Endorsement.	This target was achieved with 11 students from the Year 11 cohort gaining an Excellence Endorsement.	<p>An established online learning platform that meant a seamless transition to learning at home during each of the COVID 19 Lockdowns.</p> <p>Extended Learning Time for senior students during the examination period meaning that 200 additional results were entered.</p> <p>Regular messaging at online and in person Year 11 assemblies.</p>	The current target will remain in place for 2021.
To track student achievement data and publish it for staff and the Board of Trustees on the Data Garden site.	Achievement data was collated and published weekly on the Data Garden website for both staff and Board of Trustees to access.	The collection of achievement data is an embedded process at the College.	The collection of achievement data will continue in 2021.
To establish target groups of Priority Students, so that progress data can be tracked and published for staff and the Board of Trustees on the Data Garden site.	As part of the MOE led Collaborative Leadership PLD for Middle Leaders, priority students were identified and Departments took responsibility to track them based on the data supplied on the Data Garden site.	Priority student data was shared regularly at Middle Leaders PLD sessions, providing a forum for accountability and an opportunity to discuss strategies and best practice.	The identification of Priority Students will continue in 2021.
To review entries to external examinations to ensure all students have the opportunity to achieve.	The NZQA Verification of External Entries process allowed staff to review entries to examinations.	Extended Learning Time used as preparation for examinations.	To continue and embed Extended Learning Time.

To host MOE and RTLB led staff PLD sessions to address the needs of Diverse Learners in the classroom.	The MOE hosted one PLD session and RTLB two sessions.	COVID 19 prevented MOE from continuing their sessions with the school	The Learning Support team will provide PLD for staff on Diverse Learners in 2021.
To promote Department bases strategies address Literacy and Numeracy and Student Wellbeing.	Please see Department responses to School Goals 2 and 3.	Please see Department responses to School Goals 2 and 3.	Literacy and Numeracy and Student Wellbeing goals will remain in place for 2021.
To host the MOE led Collaborative Leadership PLD for Middle Leaders.	The MOE hosted 6 sessions for Collaborative Leadership PLD with the Middle Leaders.	The MOE provided a structured programme for Middle Leaders.	The programme has not currently been renewed for 2021.
To instigate the Talanoa Ako Family Engagement Programme.	Families were provided with access to online resources.	COVID 19 prevented face to face gatherings.	The Talanoa Ako Family Engagement Programme will resume in 2021.
Planning for Next Year:	Extended Learning Time. Identification of Priority Students.		

Area of Strategic Interest: Raising Student Achievement (in Year 12)					
Strategic Focus 2013 – 2018: 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.					
Annual Plan: Literacy and Numeracy, Maori Achievement					
Target/Outcomes: 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.					
Baseline data:					
Criteria	2016	2017	2018	2019	2020
% Achievement	69%	72%	81%	74%	85%
Cohort No.	61/88	75/104	78/96	70/94	76/89
Merit	7	10	8	11	6
Excellence	3	2	4	3	5

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.	This target was achieved with 85% of the Year 12 achieving NCEA Level 2.	An established online learning platform that meant a seamless transition to learning at home	The current target will remain in place for 2021.

		during each of the COVID 19 Lockdowns. Extended Learning Time for senior students during the examination period meaning that 200 additional results were entered. Regular messaging at online and in person Year 12 assemblies with strong academic messaging from the Dean.	
That 10 students from the Year 12 cohort will achieve a Merit Endorsement.	6 students from the Year 12 cohort have achieved a Merit Endorsement.	Endorsement data was tracked and published weekly on the Data Garden website for staff to access.	The current target will remain in place for 2021.
That 5 students from the Year 12 cohort will achieve an Excellence Endorsement.	4 students from the Year 12 cohort have achieved an Excellence Endorsement.	Endorsement data was tracked and published weekly on the Data Garden website for staff to access.	The current target will remain in place for 2021.
That 80% of the Year 12 cohort will have passed their Learner's Licence.	56% (50 students) from the Year 12 cohort passed their Learner Licence. In addition to 17 Year 11 students and 20 Year 13 students who passed their Learner Licence and 18 Year 12 and 13 students who passed their Restricted Licence.	The Auckland Business Chamber also provided an opportunity for students to gain their Learners Licence.	The current target will remain in place for 2021.
That 50% of Year 12 cohort in the Trades Academy will achieve an additional National Certificate.	No National Certificates were awarded in 2020.	COVID 19 limited student access to external Trades courses and therefore the opportunity to gain credits towards National Certificates.	The school is in the process of applying for the National Certificate Hospitality programme from Service IQ.
That 75% of Year 12 cohort in the Trades Academy will receive a Vocational Pathway Award.	11 Construction and Infrastructure Vocational Pathway Awards, 4 Service Industries Vocational Pathway Awards and 1 Creative	COVID 19 limited student access to external Trades courses and therefore the opportunity to gain	The current target will remain in place for 2021.

	Industries Vocational Pathway Award were completed by students.	credits towards Vocational Pathway Awards.	
That 90% of Year 12 Maori cohort will complete the academic year and return to Year 13.	86% of the Year 12 Maori cohort completed the academic year and 100% have returned to Year 13.	Flexibility was provided to two students, who left during the year once Level 2 was achieved and then returned to Year 13.	The current target will remain in place for 2021.
To promote and support Mentoring programmes, e.g. Bell Gully, STARS, Dream Fono and the Solomon Group.	STARS Mentoring took place both online and in person.	COVID 19 prevented the Belly Gully, Dream Fono and Solomon Group programmes from taking place.	To offer the Lalanga Mentoring to eligible Year 12 students.
To track student achievement data and publish it for staff and the Board of Trustees on the Data Garden site.	Achievement data was collated and published weekly on the Data Garden website for both staff and Board of Trustees to access.	The collection of achievement data is an embedded process at the College.	The collection of achievement data will continue in 2021.
To establish target groups of Priority Students, so that progress data can be tracked and published for staff and the Board of Trustees on the Data Garden site.	As part of the MOE led Collaborative Leadership PLD for Middle Leaders, priority students were identified and Departments took responsibility to track them based on the data supplied on the Data Garden site.	Priority student data was shared regularly at Middle Leaders PLD sessions, providing a forum for accountability and an opportunity to discuss strategies and best practice.	The identification of Priority Students will continue in 2021.
To review entries to external examinations to ensure all students have the opportunity to achieve.	The NZQA Verification of External Entries process allowed staff to review entries to examinations.	Extended Learning Time used as preparation for examinations.	To continue and embed Extended Learning Time.
To host MOE and RTLB led staff PLD sessions to address the needs of Diverse Learners in the classroom.	The MOE hosted one PLD session and RTLB two sessions.	COVID 19 prevented MOE from continuing their sessions with the school	The Learning Support team will provide PLD for staff on Diverse Learners in 2021.
To promote Department bases strategies address Maori Achievement and Student Wellbeing.	Please see Department responses to School Goals 1 and 3.	Please see Department responses to School Goals 1 and 3.	Maori Achievement and Student Wellbeing goals will remain in place for 2021.

To host the MOE led Collaborative Leadership PLD for Middle Leaders.	The MOE hosted 6 sessions for Collaborative Leadership PLD with the Middle Leaders.	The MOE provided a structured programme for Middle Leaders.	The programme has not currently been renewed for 2021.
To instigate the Talanoa Ako Family Engagement Programme.	Families were provided with access to online resources.	COVID 19 prevented face to face gatherings.	The Talanoa Ako Family Engagement Programme will resume in 2021.
Planning for Next Year:	Extended Learning Time. Identification of Priority Students. Promotion of Mentoring programmes.		

Area of Strategic Interest: Raising Student Achievement (in Year 13)					
Strategic Focus 2013 – 2018: 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.					
Annual Plan: Literacy and Numeracy					
Target/Outcomes: 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.					
Baseline data:					
Criteria	2016	2017	2018	2019	2020
% Achievement	49%	48%	52%	51%	61%
Cohort No.	47/95	37/79	54/92	43/84	55/89
Merit	8	4	6	2	3
Excellence	3	1	2	4	4
UE % Achievement	14% (identified)	46% (identified)	62% (identified)	41% (identified)	78% (identified)
UE Cohort No.	15/41 (identified)	11/24 (identified)	15/24 (identified)	10/24 (identified)	18/23 (identified)

Target or Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
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That 95% of Year 13 cohort achieve NCEA Level 2 as their minimum qualification.	This target was achieved with 95% of the Year 13 cohort achieving NCEA Level 2 as their minimum qualification.	Regular tracking on a student achievement data through the Data Garden site and the identification of Priority Students.	The current target will remain in place for 2021.
That 50% of the Year 13 cohort will achieve NCEA Level 3.	This target was achieved with 61% of the Year 13 achieving Level 3.	An established online learning platform that meant a seamless transition to learning at home during each of the COVID 19 Lockdowns. Extended Learning Time for senior students during the examination period meaning that 200 additional results were entered. Regular messaging at online and in person Year 13 assemblies with strong academic messaging from the Dean.	The Year 13 target for 2021 will be raised to 60%.
That 5 students from the Year 13 cohort will achieve Merit Endorsements.	3 students from the Year 13 cohort have achieved a Merit Endorsement.	Endorsement data was tracked and published weekly on the Data Garden website for staff to access.	The current target will remain in place for 2021.
That 3 students from the Year 13 cohort will achieve Excellence Endorsements.	4 students from the Year 13 cohort have achieved an Excellence Endorsement.	Endorsement data was tracked and published weekly on the Data Garden website for staff to access.	The current target will remain in place for 2021.
That 65% of the Year 13 cohort achieve University Entrance Literacy.	50% (41 students) from the Year 13 cohort achieved University Entrance Literacy.	Students have the ability to work towards UE Literacy during both Year 12 and Year 13.	The current target will remain in place for 2021.
That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.	78% (18/23 students) from the Year 13 cohort identified as university bound achieved University Entrance.	This number included one student not previously identified. .	The current target will remain in place for 2021.

To promote and support Mentoring programmes, e.g. Russell McVeagh, STARS, the NIU programme and Solomon Group.	STARS Mentoring took place both online and in person. Russell McVeagh Mentoring met for two sessions.	COVID 19 prevented the NIU and Solomon Group programmes from taking place.	The school will seek to promote and support external Mentoring programmes in 2021.
To track student achievement data and publish it for staff and the Board of Trustees on the Data Garden site.	Achievement data was collated and published weekly on the Data Garden website for both staff and Board of Trustees to access.	The collection of achievement data is an embedded process at the College.	The collection of achievement data will continue in 2021.
To establish target groups of Priority Students, so that progress data can be tracked and published for staff and the Board of Trustees on the Data Garden site.	As part of the MOE led Collaborative Leadership PLD for Middle Leaders, priority students were identified and Departments took responsibility to track them based on the data supplied on the Data Garden site.	Priority student data was shared regularly at Middle Leaders PLD sessions, providing a forum for accountability and an opportunity to discuss strategies and best practice.	The identification of Priority Students will continue in 2021.
To review entries to external examinations to ensure all students have the opportunity to achieve.	The NZQA Verification of External Entries process allowed staff to review entries to examinations.	Extended Learning Time used as preparation for examinations.	To continue and embed Extended Learning Time.
To host MOE and RTLB led staff PLD sessions to address the needs of Diverse Learners in the classroom.	The MOE hosted one PLD session and RTLB two sessions.	COVID 19 prevented MOE from continuing their sessions with the school	The Learning Support team will provide PLD for staff on Diverse Learners in 2021.
To promote Department based strategies address Student Wellbeing.	Please see Department responses to School Goal 3.	Please see Department responses to School Goal 3.	The Student Wellbeing goal will remain in place for 2021.
To host the MOE led Collaborative Leadership PLD for Middle Leaders.	The MOE hosted 6 sessions for Collaborative Leadership PLD with the Middle Leaders.	The MOE provided a structured programme for Middle Leaders.	The programme has not currently been renewed for 2021.
To instigate the Talanoa Ako Family Engagement Programme.	Families were provided with access to online resources.	COVID 19 prevented face to face gatherings.	The Talanoa Ako Family Engagement Programme will resume in 2021.
Planning for Next Year:	Extended Learning Time. Identification of Priority Students.		

	Promotion of Mentoring programmes.
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Area of Strategic Interest: Raising Student Achievement (through Literacy and Learning Support)

Strategic Focus 2013 – 2018: 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.

Annual Plan: Literacy and Numeracy

Target/Outcomes:

ELLs Students

That 100% of ELLs students will progress to their agreed individual ELLP stage.

Whare Manaaki Students

That 100% of senior Whare Manaaki students gain 20 credits towards their National Certificate.

Baseline data:

ELLs

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
8 credits	8 credits	0 credits	3 credits	3 credits	6 credits	3 credits
Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14
0 credits	8 credits	0 credits	0 credits	3 credits	3 credits	8 credits

Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
To provide In Class Support for students in Whare Manaki who have been identified as having High Learning Needs.	Two Teacher Aides provided In Class Support for students in Whare Manaki who were identified as High Learning Needs.	Successfully In Class Support applications meant the school was able to employ Teacher Aides for Whare Manaki.	The two Whare Manaki Teacher Aides will continue in their roles in 2021.
To provide training for Whare Manaki Teacher Aides who work with students who have been identified as having High Learning Needs.	The Learning Support Department, together with RTLB provided Professional Learning and Development for Whare Manaki Teacher Aides to provide in class support for students identified as having High Learning Needs.	Timetabled sessions were provided for Whare Manaki Teacher Aides to attend Professional Learning and Development sessions.	Professional Learning and Development sessions will continue for Whare Manaki Teacher Aides in 2021.
To change the provision of oversight for Whare Manaki.	The HOD Learning Support became reasonable for the oversight of Whare Manaki.	The Literacy (ESOL) and Learning Support Department was separated and a Head of Learning Support appointed.	The arrangement will continue in 2021.
To provide opportunities for Whare Manaki students to attend appropriate mainstream classes.	Explorations were undertaken by the Learning Support team.	COVID19 limited the ability of senior Whare Manaki students to attend mainstream classes.	Three Year 13 students in Whare Manaki will be attending mainstream classes in 2021.
To put into practice the MOE recommendation to have separate junior and senior ESOL classes.	The recommendation was followed and separate classrooms were provided of junior and senior ESOL classes.	The dividing wall between the MLE was returned.	The current arrangement will remain in place for 2021.
To provide ongoing professional support for new ESOL teacher.	Professional support was provided for the new ESOL teacher by the HOD ESOL and the Language Enrichment Facilitator.	Timetabled PLD was provided for the ESOL teacher by the HOD ESOL and the Language Enrichment Facilitator.	PLD for the ESOL teacher will continue in 2021.
Planning for Next Year:	Provision for Year 13 Whare Manaki to mainstream classes. Provision for Teacher Aide Professional Learning and Development.		



31st March 2021

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 2020 the school received total Kiwisport funding of \$12,106 (excluding GST). The funding was put towards the purchase of sports teams' registration fees and transportation costs, the total cost of which was \$12,106 (excluding GST).

The number of students participating in organised sport at the end of the school year was 180 or 30% of the school roll.

Soana Pamaka
Principal