

**TO THE READERS OF TE AROHA COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Te Aroha College (the School). The Auditor-General has appointed me, R K Owen, using the staff and resources of Owen McLeod & Co, 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 2 to 23, 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 19 October 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 Statement of Responsibility, page 24 Kiwisport note, Analysis of Variance report on pages 1 to 46, cover page and index page, 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.



R K Owen
Owen McLeod & Co
On behalf of the Auditor-General
Hamilton, New Zealand

TE AROHA COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 116
Principal: Heather Gorrie
School Address: 106 Stanley Avenue
School Postal Address: P O Box 218, Te Aroha, 3342
School Phone: 07 884 8625
School Email: rjohnson@tacol.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Heather Gorrie	Principal	ex Officio	
Teena Cornes	Parent Rep	Elected	May 2022
Fiona Ryan	Parent Rep	Elected	May 2022
Debbie Burge	Parent Rep	Elected	May 2022
Andrew Gemmell	Parent Rep	Elected	May 2022
Matthew Turner	Parent Rep	Elected	May 2022
Peter Jager	Staff Rep	Elected	May 2022
Braye Stewart	Student Rep	Elected	May 2022

Accountant / Service Provider: Education Services Ltd

TE AROHA COLLEGE

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 23	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Te Aroha 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.

Teena Cornes
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

24/09/2021
Date:

Heather Cornes
Full Name of Principal

[Signature]
Signature of Principal

24/09/2021
Date:

Te Aroha 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	5,054,213	4,228,606	4,280,749
Locally Raised Funds	3	296,822	322,325	315,010
Interest income		1,498	32,000	25,644
International Students	4	45,416	206,000	226,027
		<u>5,397,949</u>	<u>4,788,931</u>	<u>4,847,430</u>
Expenses				
Locally Raised Funds	3	66,545	104,100	153,247
International Students	4	15,486	95,500	81,639
Learning Resources	5	3,708,118	3,002,766	3,141,082
Administration	6	280,946	276,500	428,075
Finance		12,316	1,153	5,542
Property	7	1,270,421	1,150,557	1,182,850
Depreciation	8	197,665	157,296	170,409
Loss on Disposal of Property, Plant and Equipment		6,718	-	-
Loss on Uncollectable Accounts Receivable		1,031	-	-
		<u>5,559,246</u>	<u>4,787,872</u>	<u>5,162,844</u>
Net Surplus / (Deficit) for the year		(161,297)	1,059	(315,414)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(161,297)</u>	<u>1,059</u>	<u>(315,414)</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.



Te Aroha 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		1,206,579	1,413,231	1,521,993
Total comprehensive revenue and expense for the year		(161,297)	1,059	(315,414)
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	25	1,045,282	1,414,290	1,206,579
Retained Earnings		1,045,282	1,414,290	1,206,579
Equity at 31 December		1,045,282	1,414,290	1,206,579

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.



Te Aroha College
Statement of Financial Position
As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	9	1,225,790	1,078,714	653,632
Accounts Receivable	10	262,473	186,583	193,440
GST Receivable		32,651	31,579	43,176
Prepayments		28,138	16,632	25,964
Inventories	11	5,547	6,860	7,210
Investments	12	11,500	11,500	11,500
Funds owed for Capital Works Projects	19	-	-	164,254
		<u>1,566,099</u>	<u>1,331,868</u>	<u>1,099,176</u>
Current Liabilities				
Accounts Payable	14	650,724	311,539	355,794
Revenue Received in Advance	15	48,094	290,222	185,118
Provision for Cyclical Maintenance	16	122,702	44,759	123,004
Finance Lease Liability - Current Portion	17	77,657	39,293	54,608
Funds held in Trust	18	153	(2,820)	(6,651)
Funds held for Capital Works Projects	19	453,188	-	-
		<u>1,352,518</u>	<u>682,993</u>	<u>711,873</u>
Working Capital Surplus/(Deficit)		213,581	648,875	387,303
Non-current Assets				
Property, Plant and Equipment	13	971,687	801,744	887,558
		<u>971,687</u>	<u>801,744</u>	<u>887,558</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	38,209	-	31,423
Finance Lease Liability	17	101,777	36,329	36,859
		<u>139,986</u>	<u>36,329</u>	<u>68,282</u>
Net Assets		<u>1,045,282</u>	<u>1,414,290</u>	<u>1,206,579</u>
Equity		<u>1,045,282</u>	<u>1,414,290</u>	<u>1,206,579</u>

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

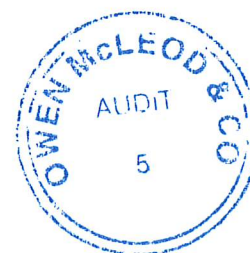


Te Aroha College
Statement of Cash Flows
For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	1,153,836	954,779	886,548
Locally Raised Funds	207,523	(87,578)	324,272
International Students	(14,100)	206,000	227,282
Goods and Services Tax (net)	10,525	-	(11,597)
Funds Administered on Behalf of Third Parties	12,078	-	(3,871)
Payments to Employees	(741,093)	(372,870)	(473,209)
Payments to Suppliers	(776,334)	550,412	(1,056,009)
Cyclical Maintenance Payments in the year	(7,060)	-	-
Interest Paid	(12,315)	(1,153)	(14,530)
Interest Received	1,212	32,000	29,899
Net cash from/(to) Operating Activities	<u>(165,728)</u>	<u>1,281,590</u>	<u>(91,215)</u>
Cash flows from Investing Activities			
Purchase of Property Plant & Equipment (and Intangibles)	(90,725)	(137,824)	(261,610)
Proceeds from Sale of Investments	-	-	1,064,784
Net cash from/(to) Investing Activities	<u>(90,725)</u>	<u>(137,824)</u>	<u>803,174</u>
Cash flows from Financing Activities			
Finance Lease Payments	(76,248)	(61,281)	(39,192)
Funds Held for Capital Works Projects	904,859	-	(15,364)
Net cash from/(to) Financing Activities	<u>828,611</u>	<u>(61,281)</u>	<u>(54,556)</u>
Net increase/(decrease) in cash and cash equivalents	<u>572,158</u>	<u>1,082,485</u>	<u>657,403</u>
Cash and cash equivalents at the beginning of the year	9 653,632	(3,771)	(3,771)
Cash and cash equivalents at the end of the year	9 <u>1,225,790</u>	<u>1,078,714</u>	<u>653,632</u>

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

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



Te Aroha College

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Te Aroha 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

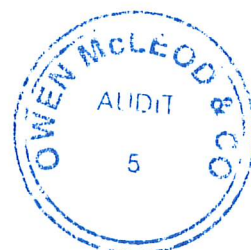
The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

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. 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 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

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

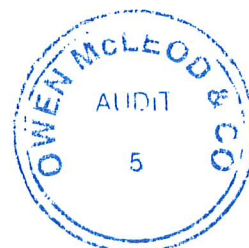
Government Grants

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 offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

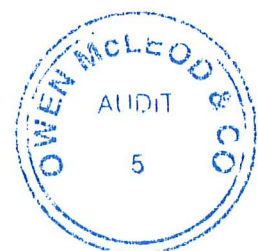
Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

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

i) Inventories

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



j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

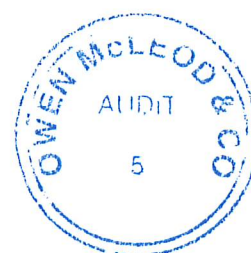
A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	75 Years
Furniture and Equipment	5-15 Years
Information and Communication	4 Years
Motor Vehicles	5 Years
Textbooks	5 Years
Leased Assets	5 Years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease



l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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.

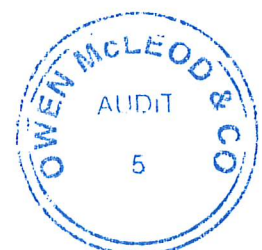
Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

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.

n) 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.



o) 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.

p) Revenue Received in Advance

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

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

q) 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.

r) 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.

s) 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).

t) 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, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.



u) Borrowings

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

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

v) 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.

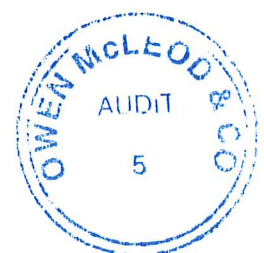
Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	919,336	853,665	815,898
Teachers' Salaries Grants	2,998,189	2,492,493	2,532,286
Use of Land and Buildings Grants	886,719	781,334	818,451
Resource Teachers Learning and Behaviour Grants	2,357	-	2,833
Other MoE Grants	183,757	35,114	74,588
Other Government Grants	63,855	66,000	36,693
	<u>5,054,213</u>	<u>4,228,606</u>	<u>4,280,749</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$33,960 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	5,273	10,000	3,338
Bequests & Grants	-	45,000	8,000
Activities	113,099	101,500	177,423
Trading	554	1,000	618
Fundraising	11,534	8,000	-
Other Revenue	154,806	123,825	92,129
Ct House Rental	-	10,000	13,000
30 Hanna St Rental	8,915	14,000	15,600
School Van	2,641	9,000	4,902
	<u>296,822</u>	<u>322,325</u>	<u>315,010</u>
Expenses			
Activities	52,187	49,000	143,796
Trading	2,926	-	(350)
Fundraising (Costs of Raising Funds)	1,845	45,000	-
Ct House Rental	547	4,000	403
30 Hanna St Rental	5,382	4,000	2,443
School Van	3,658	2,100	6,955
	<u>66,545</u>	<u>104,100</u>	<u>153,247</u>
<i>Surplus for the year Locally raised funds</i>	<u>230,277</u>	<u>218,225</u>	<u>161,763</u>



4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	3	0	3
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	45,416	206,000	226,027
Expenses			
Advertising	1,746	20,000	23,073
Commissions	7,338	7,000	14,160
International student levy	2,003	-	1,215
Employee Benefit - Salaries	2,408	12,500	10,484
Other Expenses	1,991	56,000	32,707
	15,486	95,500	81,639
<i>Surplus for the year International Students'</i>	29,930	110,500	144,388

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	289,305	317,803	286,412
Library Resources	3,556	7,800	1,171
Employee Benefits - Salaries	3,402,054	2,655,663	2,835,085
Staff Development	13,203	21,500	18,414
	3,708,118	3,002,766	3,141,082

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	5,500	5,500	5,300
Board of Trustees Fees	3,815	5,200	4,215
Board of Trustees Expenses	4,823	8,600	42,426
Communication	18,704	12,500	14,672
Consumables	45,626	74,780	77,182
Operating Lease	5,572	-	20,541
Legal Fees	-	2,000	32,986
Other	39,239	31,920	48,526
Employee Benefits - Salaries	129,777	100,000	151,316
Insurance	8,306	18,000	11,327
Service Providers, Contractors and Consultancy	19,584	18,000	19,584
	280,946	276,500	428,075



7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	22,990	8,750	9,039
Cyclical Maintenance Expense	13,544	24,173	13,178
Grounds	15,508	12,500	13,667
Heat, Light and Water	48,615	51,800	50,220
Rates	9,485	11,000	9,982
Repairs and Maintenance	68,319	75,000	100,328
Use of Land and Buildings	886,719	781,334	818,451
Security	1,304	2,000	-
Employee Benefits - Salaries	203,937	179,000	167,985
Consultancy Fees	-	5,000	-
	<u>1,270,421</u>	<u>1,150,557</u>	<u>1,182,850</u>

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

8. Depreciation

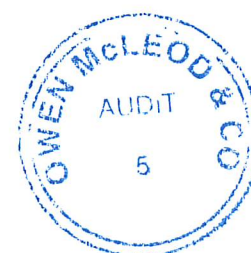
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings	4,200	3,877	4,200
Building Improvements	1,573	1,327	1,438
Furniture and Equipment	54,412	44,538	48,251
Information and Communication Technology	51,050	45,305	49,082
Motor Vehicles	17,888	13,569	14,700
Textbooks	2,408	2,965	3,212
Leased Assets	61,183	41,005	44,423
Library Resources	4,951	4,710	5,103
	<u>197,665</u>	<u>157,296</u>	<u>170,409</u>

9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	100	-	100
Bank Current Account	1,225,690	1,078,714	653,532
Cash and cash equivalents for Statement of Cash Flows	<u>1,225,790</u>	<u>1,078,714</u>	<u>653,632</u>

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

Of the \$1,225,790 Cash and Cash Equivalents \$896,761 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.



10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	6,502	4,192	4,233
Receivables from the Ministry of Education	(2,783)	-	-
Interest Receivable	286	4,255	-
Teacher Salaries Grant Receivable	258,468	178,136	189,207
	262,473	186,583	193,440
Receivables from Exchange Transactions	4,005	8,447	4,233
Receivables from Non-Exchange Transactions	258,468	178,136	189,207
	262,473	186,583	193,440

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Uniforms	5,547	6,860	7,210
	5,547	6,860	7,210

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	11,500	11,500	11,500
Total Investments	11,500	11,500	11,500



13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Land	62,000	-	-	-	-	62,000
Buildings	125,189	-	-	-	(4,200)	120,989
Building Improvements	17,778	4,522	-	-	(1,573)	20,726
Furniture and Equipment	390,343	59,627	(1,824)	-	(54,412)	393,734
Information and Communication Tech	122,520	64,078	-	-	(51,050)	135,548
Motor Vehicles	50,793	-	-	-	(17,888)	32,904
Textbooks	5,636	-	-	-	(2,408)	3,227
Leased Assets	91,728	166,581	(11,190)	-	(61,183)	185,937
Library Resources	21,571	-	-	-	(4,951)	16,622
Balance at 31 December 2020	887,558	294,808	(13,014)	-	(197,665)	971,687

The net carrying value of equipment held under a finance lease is \$185,937 (2019: \$91,728)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Land	62,000	-	62,000
Buildings	168,000	(47,011)	120,989
Building Improvements	25,982	(5,256)	20,726
Furniture and Equipment	1,021,268	(627,534)	393,734
Information and Communication	653,577	(518,029)	135,548
Motor Vehicles	111,039	(78,135)	32,904
Textbooks	178,852	(175,625)	3,227
Leased Assets	321,502	(135,565)	185,937
Library Resources	116,040	(99,418)	16,622
Balance at 31 December 2020	2,658,260	(1,686,573)	971,687

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	62,000	-	-	-	-	62,000
Buildings	129,389	-	-	-	(4,200)	125,189
Building Improvements	19,215	-	-	-	(1,438)	17,778
Furniture and Equipment	325,168	113,426	-	-	(48,251)	390,343
Information and Communication Technology	86,108	85,493	-	-	(49,082)	122,520
Motor Vehicles	33,692	31,800	-	-	(14,700)	50,793
Textbooks	8,848	-	-	-	(3,212)	5,636
Leased Assets	70,661	65,490	-	-	(44,423)	91,728
Library Resources	23,785	2,892	-	-	(5,103)	21,571
Balance at 31 December 2019	758,866	299,101	-	-	(170,409)	887,558

The net carrying value of equipment held under a finance lease is \$91,728 (2018: \$70,661)



2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	62,000	-	62,000
Buildings	168,000	(42,811)	125,189
Building Improvements	21,461	(3,683)	17,778
Furniture and Equipment	1,022,911	(632,568)	390,343
Information and Communication	597,358	(474,838)	122,520
Motor Vehicles	111,039	(60,246)	50,793
Textbooks	178,852	(173,216)	5,636
Leased Assets	171,259	(79,531)	91,728
Library Resources	116,040	(94,469)	21,571
Balance at 31 December 2019	2,448,920	(1,561,362)	887,558

14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	312,363	88,953	79,139
Accruals	11,485	5,685	5,985
Capital Accruals for PPE items	-	-	39,738
Banking Staffing Overuse	26,763	-	-
Employee Entitlements - Salaries	258,468	178,136	189,207
Employee Entitlements - Leave Accrual	41,645	38,765	41,725
	650,724	311,539	355,794
Payables for Exchange Transactions	650,724	311,539	355,794
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	650,724	311,539	355,794

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue Received in Advance	-	205,648	-
Student Fees Received in Advance	19,831	11,024	16,995
International Students in Advance	-	73,550	59,516
Gateway	5,272	-	-
Funds & Reserves	22,991	-	108,607
	48,094	290,222	185,118



16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	154,427	20,586	141,249
Increase to the Provision During the Year	22,382	24,173	13,178
Adjustment to the Provision	(8,838)	-	-
Use of the Provision During the Year	(7,060)	-	-
Provision at the End of the Year	<u>160,911</u>	<u>44,759</u>	<u>154,427</u>
Cyclical Maintenance - Current	122,702	44,759	123,004
Cyclical Maintenance - Term	38,209	-	31,423
	<u>160,911</u>	<u>44,759</u>	<u>154,427</u>

17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	80,659	39,293	56,858
Later than One Year and no Later than Five Years	102,658	36,329	36,859
	<u>183,317</u>	<u>75,622</u>	<u>93,717</u>

18. Funds held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	153	(2,820)	(6,651)
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>153</u>	<u>(2,820)</u>	<u>(6,651)</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.



19. Funds Held (Owed) 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 Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Gym Upgrade	<i>in progress</i>	(190,047)	-	-	-	(190,047)
Water Damage Remedial Works	<i>completed</i>	-	21,764	(21,764)	-	-
Rationalisation	<i>in progress</i>	(5,038)	-	-	-	(5,038)
SIP AMS B,D ILE refurb, toilet, elec &	<i>in progress</i>	30,831	1,750,000	(1,153,946)	-	626,885
MOE Rekeying Project	<i>completed</i>	-	16,617	(16,617)	-	-
Stormwater Flooding	<i>in progress</i>	-	32,688	(11,300)	-	21,388
Totals		(164,254)	1,821,069	(1,203,627)	-	453,188

Represented by:

Funds Held on Behalf of the Ministry of Education	648,273
Funds Due from the Ministry of Education	(195,085)
	<u>453,188</u>

2019		Opening Balances	Receipts from MoE	Payments	BOI Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Gym Upgrade	<i>in progress</i>	(142,054)	-	(47,993)	-	(190,047)
Rationalisation	<i>in progress</i>	(6,836)	1,798	-	-	(5,038)
SIP AMS B,D ILE refurb, toilet, elec &	<i>in progress</i>	-	105,302	(74,471)	-	30,831
Totals		(148,890)	107,100	(122,464)	-	(164,254)

20. Related Party Transactions

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

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



21. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,815	4,215
Full-time equivalent members	0.10	0.14
<i>Leadership Team</i>		
Remuneration	1,324,015	1,272,807
Full-time equivalent members	13.00	13.00
Total key management personnel remuneration	1,327,830	1,277,022
Total full-time equivalent personnel	13.10	13.14

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	150 - 160	140 - 150
Benefits and Other Emoluments	-	-
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	2.00
110 - 120	2.00	-
	8.00	2.00

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



22. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	\$20,000
Number of People	-	1

23. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

Employment Relations Act Compliance

The College received several complaints from employees through Worksafe after balance date. At present, the complaints are under investigations and any obligation cannot reasonably be quantified, a contingent liability may exist

24. Commitments

(a) Capital Commitments

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

a) A \$1,280,218 contract for Gym Upgrade to be completed in 2021. which will be fully funded by the Ministry of Education. \$1,250,000 has been received of which \$1,440,047 has been spent on the project to date; and

b) A \$160,000 contract for rationalisation project to be completed in 2021, which will be fully funded by the Ministry of Education. \$114,298 has been received of which \$119,336 has been spent on the project to date; and

c) A \$2,150,820 contract for SIP: AMS, B, D, E, ILE Refurbishment to be completed in 2021, which will be fully funded by the Ministry of Education. \$1,855,302 has been received of which \$1,22,417 has been spent on the project to date; and

d) A \$50,750 contract for sewerage (storm flooding) to be completed in 2021, which will be fully funded by the Ministry of Education. \$32,688 has been received of which \$11,300 has been spent on the project

(Capital Commitments at 31 December 2019: \$105,302)

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).



25. Managing Capital

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

26. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	1,225,790	1,078,714	653,632
Receivables	262,473	186,583	193,440
Investments - Term Deposits	11,500	11,500	11,500
Total Financial assets measured at amortised cost	<u>1,499,763</u>	<u>1,276,797</u>	<u>858,572</u>

Financial liabilities measured at amortised cost

Payables	650,724	311,539	355,794
Borrowings - Loans	-	-	-
Finance Leases	179,434	75,622	91,467
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>830,158</u>	<u>387,161</u>	<u>447,261</u>

27. Events After Balance Date

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

28. Comparatives

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

29. Borrowings

The Board of Trustees did not comply with section 155 of the Education and Training Act in that no authority is held from the Ministry of Education for borrowing which, in aggregate, involves repayment of interest and capital excess of the allowed 10% of the operational grant for the year. The extent of the breach is assessed at \$6,043 in excess of the 10% allowable limit. (2019: Nil)



Te Aroha College

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$8,273 (excluding GST). The funding was spent on sporting endeavours.



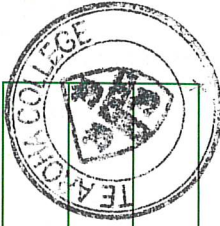
Te Aroha College For 2020 Year

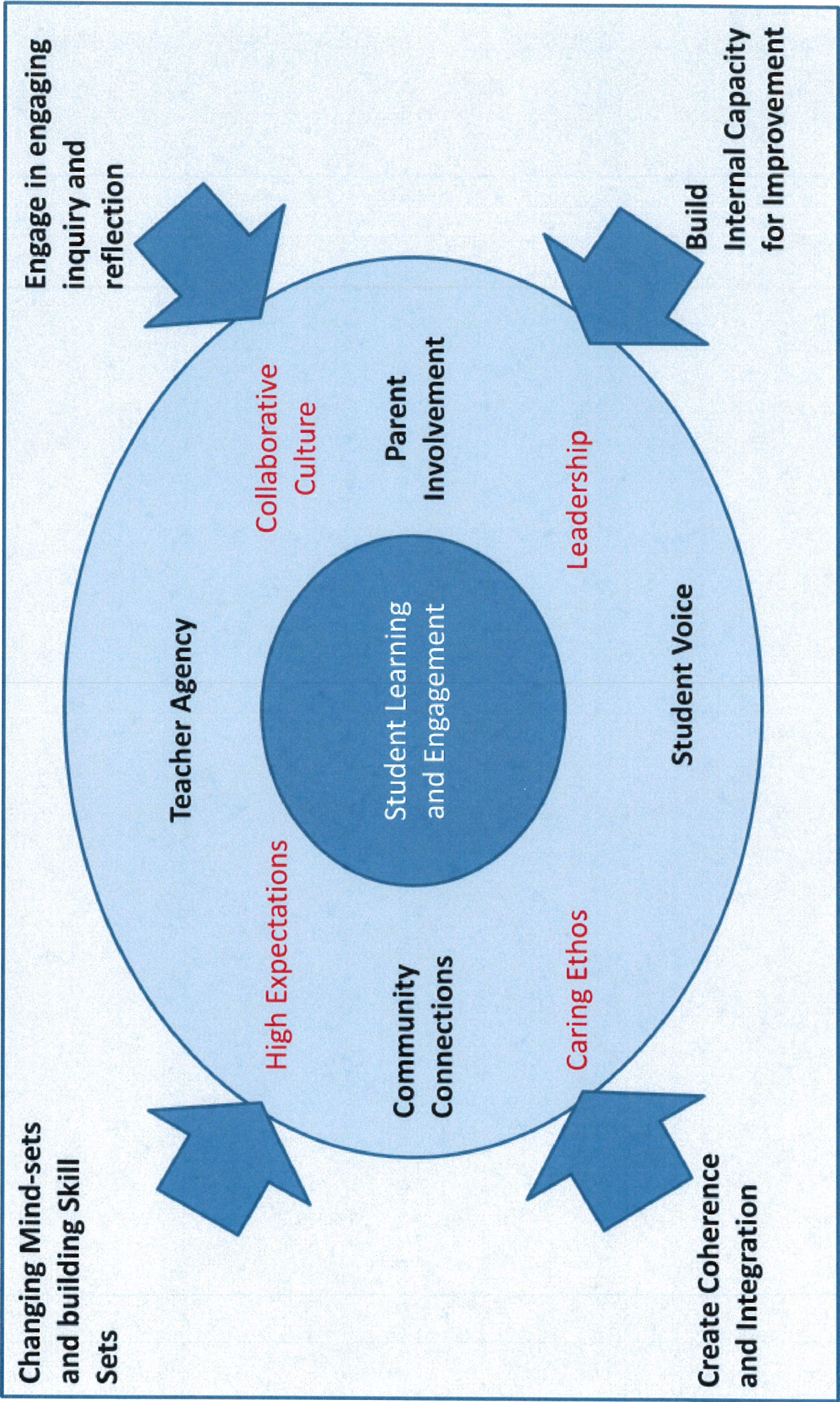
2020 Strategic Variance Report & 2021 Charter

Principal's endorsement: Provisional Approval on 22nd March – Final Approval 31st March 2021

Board of Trustees' endorsement: Approved on 31st March

Submission Date to Ministry of Education: 1st April 2021





Strategic Goals		Core Strategies for Achieving Goals 2020
<p>GOAL 1 Student Learning – Teaching for Learning</p>	<p><i>To enhance a pedagogical culture of ‘success for all’ through encouraging innovative teaching practice, power sharing and quality relationships and the facilitation of relevant and personalised learning experiences</i></p>	<ul style="list-style-type: none"> ● Identify key curriculum and learning pathway adaptations that further embed the developing responsive Te Aroha Curriculum through traditional and innovative curriculum. ● To continue an in-depth and robust formative review framework of pedagogical practice that focuses on the development of proven key effective classroom strategies. ● To utilise the appraisal system for supporting staff with strengthened pedagogical capacity and effectiveness. ● Identifying and developing key areas of pedagogical practice for school wide and individual professional development. ● Work in partnership with Māori to promote bi-culturalism and embed culturally responsive practice into teacher pedagogy. ● Increase the participation of Te Aroha staff in the Te Aroha Kahui Ako to ensure the development and sharing of best practice between and within schools including the establishment of in-school roles ● Continue to develop the capacity of the Teaching staff and students in using Restorative Practices
<p>GOAL 2 Student Learning – Pathways for Learning</p>	<p><i>To support all students to develop the skills and attributes of effective learning by developing strategies and programmes that are responsive to need</i></p>	<ul style="list-style-type: none"> ● To refine the Te Aroha Learning Model at Year 9/10 and further develop this to flow up through the school learning systems. ● To enhance a culture where all students are valued as individuals and can achieve in a culturally appropriate and culturally responsive environment. ● To continue to support and encourage the growth and development of Te Au Māori Te Reo Māori and Matauranga as a part of the curriculum at all levels of the school.

		<ul style="list-style-type: none"> ● Review and adapt the structure and programme offerings of the Junior and Senior School so that the programmes of study remain relevant and contextualised to further tertiary study and/or employment. ● Further develop a framework of tools that allow for the early identification and intervention support of students at risk of underachieving or not achieving. ● Review and refine programme provision to ensure that students of all academic levels are provided with rich, valued and appropriate programmes of study.
GOAL 3 Student Learning – Assessment for Learning	<i>To develop a culture of scaffolded formative and summative assessment focusing on enhancing student readiness, agency, ownership and confidence to build successful learning outcomes that focus beyond basic achievement and aim for excellence and understanding</i>	<ul style="list-style-type: none"> ● To continue to develop a common understanding of innovative learning approaches for students, staff and families to support enhanced learning outcomes. ● To develop a coherent assessment approach in non NCEA year levels that has a common vocabulary, culture and drive to promote student success. ● To investigate methods of assessing and reporting individual growth in addition to cohort reporting. ● To continue to rationalise assessment opportunities at NCEA levels so that they are part of a whole school coherent plan, the value of which is recognised by students and their whānau. ● To explore and develop a wide range of individualised assessment opportunities and techniques. ● Explore models of recognition of prior learning. ● To continue to work actively to encourage student learners to progress beyond knowing, to understanding and applying learning.
GOAL 4 Student	<i>To develop an organisational culture that promotes the</i>	<ul style="list-style-type: none"> ● To introduce a school wide student leadership programme to support the growth of leaders as an ongoing process.

<p>Engagement – Wellbeing for Learning</p>	<p><i>engagement of all students and allows them, together with teachers, parents and whānau, to operate in a highly inclusive, restorative and learning focused community that embraces well-being as a key and fundamental priority of the learning process</i></p>	<ul style="list-style-type: none"> ● To develop and embed a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth. ● To continue to develop and embed a restorative practice culture focused on building individual and collective capacity to resolve relational issues to support building strong and focused learning relationships. ● To maintain and refine robust and focused communication structures and data gathering processes of students, staff and community to promote the engagement of all students in teaching programmes and school wide developments. ● Further explore and refine student, whānau and teacher conferencing that focuses on developing positive learning relationships that are focused on maintaining high aspirations that are individually based. ● Identify and adopt key support strategies that holistically contribute to supporting individual students in meaningful learning. ● To actively participate in the Kahui Ako strand on school wellbeing. ● Further develop programmes that overtly celebrate the successes of students and teachers alike.
<p>GOAL 5 School Finance and Property – Environment for Learning</p>	<p><i>To develop a rich and flexible environment that can be fully engaged with ensuring that innovative practices are fully supported in promoting deep and effective learning</i></p>	<ul style="list-style-type: none"> ● Further implement the 10-Year property plan that focuses on extending the development of innovative and flexible learning spaces and systematically enhances the learning environment. ● Ensure that all flexible learning spaces are equipped appropriately to fully support innovative learning practices. ● Connect the programmes of study to our learning spaces both within and beyond the classroom, ensuring that our students and staff are connected to the wider environment in sustainable ways.

		<ul style="list-style-type: none"> • Provide students with opportunity training and space to take ownership of their learning environment and implement positive sustainable change. • Review, refine and make systematic and transparent all financial procedures, processes and policy. • <i>In partnership, develop a school Wharematurationa and Te Kanga recognising the local kawa that promotes bi-culturalism.</i>
--	--	--

Progress Report on Goals Progress in 2020		
<p>GOAL 1 Student Learning – Teaching for Learning</p>	<p>2020 showed that regardless of a raft of significant challenges we were able to focus clearly on student achievement and success with lifts in our achievement at all levels. In the gains made, our results from 2020 show the importance of the work we had done to continue to grow an equity based digital environment where all students have access to a digital device for online learning. We showed that resilience and flexibility were key to help our staff redesign all our learning programmes to ensure student success and with changes made we were able to adapt to support and improve student learning.</p> <ul style="list-style-type: none"> • There were significant increases in achievement at Level 3 and positive increases with UE and Level 2 • There was a significant increase in overall endorsements at Level 1 • There is a marked decrease in learning disparities between boys and Māori at Level 2 and Level 3 • We are reporting results above or at National average in 10 of the 16 categories measured. 	
<p>GOAL 2 Student Learning – Pathways for Learning</p>	<p>Year 11</p> <p>Disparities still are an issue between Male and Female and between Māori and Non Māori at the critical Year 11 level. Transience and early exit at the Year 11 year remain the most serious issue we need to work to overcome along with mental health and support at this vital level.</p>	
<p>GOAL 3 Student Learning –</p>	<p>Direct NZQA DATA 2020 National</p>	

Assessment for Learning	Academic Year	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	
		NCEA L1	NCEA L2	NCEA L3	NCEA L1	NCEA L2	NCEA L3	NCEA L1	NCEA L2	NCEA L3	NCEA L1	NCEA L2	NCEA L3	UE
2020 TARGETS All students who leave TA at the end of Y13 have NCEA L2 – *75% have NCEA Level 3	2016	65.7	75.3	52.2	75.3	78.4	64.2	75.3	78.4	64.2	75.3	78.4	64.2	48.8
	2017	80.8	70.1	55.4	75.0	78.5	65.5	75.0	78.5	65.5	75.0	78.5	65.5	48.9
	2018	70.9	87.7	51.1	72.4	77.6	66.1	72.4	77.6	66.1	72.4	77.6	66.1	48.9
	2019	66.2	75.7	40.5	70.6	77.5	67.3	70.6	77.5	67.3	70.6	77.5	67.3	49.3
	2020	69.3	85.7	75.5	70.9	79.5	71.7	70.9	79.5	71.7	71.7	70.9	79.5	67.3
Achievement disparity between Māori and Whole Cohort is reduced to 5% at NCEA L1 and L2 and L3	2016	61.1	73.8	42.9	71.6	75.2	58.7	71.6	75.2	58.7	71.6	75.2	58.7	42.2
	2017	83.9	69.4	34.5	71.0	75.5	60.1	71.0	75.5	60.1	71.0	75.5	60.1	42.1
	2018	57.6	87.5	31.8	68.2	74.2	61.0	68.2	74.2	61.0	68.2	74.2	61.0	42.4
	2019	61.3	67.6	25.0	66.5	74.7	62.3	66.5	74.7	62.3	66.5	74.7	62.3	42.2
	2020	65.9	79.2	62.5	68.7	77.1	67.9	68.7	77.1	67.9	67.9	68.7	77.1	62.3
Male	2016	70.6	76.7	60.0	79.1	81.8	69.2	79.1	81.8	69.2	79.1	81.8	69.2	54.9
	2017	78.6	71.0	72.2	79.2	81.5	70.5	79.2	81.5	70.5	79.2	81.5	70.5	55.2
	2018	80.4	87.9	69.6	76.8	81.0	54.8	76.8	81.0	70.7	76.8	81.0	70.7	54.8
	2019	70.6	83.3	48.0	74.9	80.2	55.8	74.9	80.2	71.9	74.9	80.2	71.9	55.8
	2020	74.2	92.0	86.2	73.2	81.9	75.3	73.2	81.9	75.3	75.3	73.2	81.9	58.8
Female	2016	78.0	77.1	51.4	80.8	82.2	68.6	80.8	82.2	68.6	80.8	82.2	68.6	55.6
	2017	81.5	80.9	55.8	80.5	82.3	55.0	80.5	82.3	69.2	80.5	82.3	69.2	55.0
	2018	75.0	87.8	58.3	78.0	81.5	55.0	78.0	81.5	69.9	78.0	81.5	69.9	55.0
	2019	66.7	76.4	33.3	76.0	81.1	70.8	76.0	81.1	70.8	76.0	81.1	70.8	55.1
European students	2016	78.0	77.1	51.4	80.8	82.2	68.6	80.8	82.2	68.6	80.8	82.2	68.6	55.6
	2017	81.5	80.9	55.8	80.5	82.3	55.0	80.5	82.3	69.2	80.5	82.3	69.2	55.0
	2018	75.0	87.8	58.3	78.0	81.5	55.0	78.0	81.5	69.9	78.0	81.5	69.9	55.0
	2019	66.7	76.4	33.3	76.0	81.1	70.8	76.0	81.1	70.8	76.0	81.1	70.8	55.1
Male students reach	2016	78.0	77.1	51.4	80.8	82.2	68.6	80.8	82.2	68.6	80.8	82.2	68.6	55.6
	2017	81.5	80.9	55.8	80.5	82.3	55.0	80.5	82.3	69.2	80.5	82.3	69.2	55.0
	2018	75.0	87.8	58.3	78.0	81.5	55.0	78.0	81.5	69.9	78.0	81.5	69.9	55.0
	2019	66.7	76.4	33.3	76.0	81.1	70.8	76.0	81.1	70.8	76.0	81.1	70.8	55.1

comparative levels of Merit and Excellence achievement at L1 and L2

	2020	77.1	87.2	72.5	50.0	75.1	82.7	74.2	57.9
Māori									
2016	44.4	75.0	42.9	42.9	63.2	70.9	50.2	28.1	
2017	78.3	52.6	41.7	41.7	62.9	70.7	52.6	29.3	
2018	60.0	83.3	44.4	44.4	58.4	68.6	52.9	29.3	
2019	61.9	78.9	41.7	25.0	57.7	68.9	55.1	29.9	
2020	47.8	68.8	76.9	46.2	59.3	71.0	60.4	33.3	

2020 Performance Participation data	Level 1	Level 2	Level 3	University Entrance	Scholarship
Full Endorsement	Merits 20 Excellences 5 25/ 71 Significant lift in overall endorsements at Year 11 35% of entrants	Merits 8 Excellences 3 11/ 47 23% of Entrants	Merits 6 Excellences 5 11/ 47 23% of entrants	29 achieved UE	Scholarships 3 from 5

	2016		2017		2018		2019		2020	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
University Entrance										
Year 12										
European										
Female										
Male										
Year 13										
Māori										
European										
Female										
Male										
Asian										
Female										
Male										
Middle Eastern/Latin American/African										
Female										
Male										
Other Ethnicity										
Female										

Year 11 – Drilled Down Review

Disparities are particularly evident in the Level 1 results when we look at the 9% difference in achievement of boys vs girls and most notably the 30% difference in Māori vs European at Level 1. We have traced these statistics back to the results of 22 students who did not successfully complete L1 in 2020 and analysed these figures for the trends and patterns necessary to make change from the unacceptable disparity.

It is not until you break these results down layer upon layer that you see the disparities that need to be addressed. Even when compared to national averages there are clear targeted areas of work that we must focus on in 2021. The Green shows above National Average, the Red shows below National Average.

GENDER and ETHNICITY

2020 TAC	Level 1	Level 2	Level 3	UE
Male	65.2	79.2	62.5	33.3
Female	74.2	92	86.2	69.0
European	77.1	87.2	72.5	50.0
Māori	47.8	68.8	76.9	46.2

2020 NAT.	Level 1	Level 2	Level 3	UE
Male	68.7	77.1	67.9	45.6
Female	73.2	81.9	75.3	58.8
European	75.1	82.7	74.2	57.9
Māori	59.3	71.6	60.4	33.3

LOOKING AT YEAR 11

NZQA Data – Drilled down below the surface
(Source - snip of the information from NZQA)

Te Aroha College in Waikato

	2016		2017		2018		2019		2020	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 1)										
Year 11										
Maori	8	44.4	18	81.8	12	60.0	13	65.0	11	47.8
Female	5	55.6	9	90.0	7	58.3	6	75.0	5	55.6
Male	3	33.3	9	75.0	5	62.5	7	58.3	6	42.9
European	39	78.0	44	83.0	45	75.0	33	66.0	37	77.1
Female	20	76.9	25	78.1	31	86.1	19	70.4	17	81.0
Male	19	79.2	19	90.5	14	58.3	14	60.9	20	74.1
Pacific Peoples	3	100.0	2	100.0			2	66.7	4	66.7
Female	1	100.0	2	100.0			1	100.0		
Male	2	100.0					1	50.0	4	80.0
Asian	1	50.0	2	100.0	5	83.3	1	100.0	5	83.3
Female	1	100.0	1	100.0	2	100.0	1	100.0	3	100.0
Male			1	100.0	3	75.0	1	100.0	2	66.7
Middle Eastern/Latin American/African			1	100.0	1	100.0	1	100.0		
Female					1	100.0				
Male			1	100.0						
Other Ethnicity			1	100.0			1	100.0		
Female			1	100.0						
Male							1	100.0		

The following analysis shows the Year 11 students who did Not Achieve Level 1 NCEA in 2020. Link here https://docs.google.com/spreadsheets/d/1LB2ZbdmV_wfhuOEKNEEv-vSZqWYjOSgQ60_0MsvtUCU/edit?usp=sharing

This snip shows students sorted according to who was actually entered into 80 credits.

1	Student Name	Ethnicity	Year	NCEA L1	80+L1+crec Lit/Num	Not Achieved Credits (with NA externals in brackets)
2		European	11 N	11 N	No (0)	4
3		Maori	11 N	11 N	n(0)/n(0)	0
4		Maori	11 N	11 N	n(6)/n(0)	12
5		European	11 N	11 N	No (10)	32
6		European	11 N	11 N	No (12)	52
7		Maori	11 N	11 N	n(7)/n(0)	3
8		Maori	11 N	11 N	No (16)	4
9		European	11 N	11 N	No (28)	3
10		Maori	11 N	11 N	No (3)	12
11		Maori/Samoan	11 N	11 N	No (30)	24 (12 ext)
12		Maori/Samoan	11 N	11 N	No (30)	7
13		Maori	11 N	11 N	No (37)	0
14		Maori	11 N	11 N	No (4)	16 (ext 4)
15		European	11 N	11 N	No (54)	7
16		European	11 N	11 N	No (67)	18
17		European	11 N	11 N	No (25)	21
18		Maori	11 N	11 N	Yes (55)	17
19		European	11 N	11 N	Yes (57)	12
20		European	11 N	11 N	Yes (58)	42 (26 ext)
21		European	11 N	11 N	Yes (61)	19 (ext 8)
22		Other	11 N	11 N	Yes (64)	23 (ext 4)
23		European	11 N	11 N	Yes (66)	29 (ext 4)
24		European	11 N	11 N	Yes (67)	19 (ext 8)

25 Not entered in 80 credits

27 Consider NA and externals. A here would have got them over the line.

This snip shows students sorted according to ethnicity

1	Student Name	Ethnicity	Year	NCEA L1	80+L1+crec Lit/Num	Not Achieved Credits (with NA externals in brackets)
2		European	11 N	11 N	No (0)	4
3		European	11 N	11 N	n(0)/n(0)	32
4		European	11 N	11 N	No (12)	3
5		European	11 N	11 N	No (3)	7
6		European	11 N	11 N	No (67)	18
7		European	11 N	11 N	No(25)	21
8		European	11 N	11 N	Yes (55)	12
9		European	11 N	11 N	Yes (58)	42 (26 ext)
10		European	11 N	11 N	Yes (61)	23 (ext 4)
11		European	11 N	11 N	Yes (66)	29 (ext 4)
12		European	11 N	11 N	Yes (67)	0
13		Maori	11 N	11 N	No (0)	12
14		Maori	11 N	11 N	No (10)	52
15		Maori	11 N	11 N	No (14)	3
16		Maori	11 N	11 N	No (16)	4
17		Maori	11 N	11 N	No (26)	12
18		Maori	11 N	11 N	No (30)	0
19		Maori	11 N	11 N	No (4)	16 (ext 4)
20		Maori	11 N	11 N	Yes (57)	17
21		Maori/Samoan	11 N	11 N	No (30)	24 (12 ext)
22		Maori/Samoan	11 N	11 N	No (37)	7
23		Other	11 N	11 N	Yes (64)	19 (ext 8)

25 Not entered in 80 credits

27 Consider NA and externals. A here would have got them over the line.

LOOKING AT 2020 STEM data from NZQA

Stem data shows another area of work to address deficits in the Science, Maths and Tech areas. We note that very small numbers make this challenging particularly for Pacifica.

Year 13 Equity in STEM Level 3 Subject Achievement for Te Aroha College
STEM: Science, Technology, Engineering, and Mathematics

Generated 18-Feb-2021

Year 13 Students	Māori Students			Pacific Students			Other Students		
	Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
2016	7	3	42.9%	0	0	0.0%	40	19	47.5%
2017	12	5	41.7%	0	0	0.0%	59	26	44.1%
One or More	9	4	44.4%	1	0	0.0%	38	22	57.9%
STEM Subjects	12	3	25.0%	2	1	50.0%	26	9	34.6%
2020	13	5	38.5%	0	0	0.0%	45	20	44.4%
2016	7	0	0.0%	0	0	0.0%	40	6	15.0%
2017	12	1	8.3%	0	0	0.0%	59	13	22.0%
Two or More	9	2	22.2%	1	0	0.0%	38	8	21.1%
STEM Subjects	12	0	0.0%	2	0	0.0%	26	4	15.4%
2020	13	1	7.7%	0	0	0.0%	45	7	15.6%
2016	7	0	0.0%	0	0	0.0%	40	3	7.5%
2017	12	1	8.3%	0	0	0.0%	59	8	13.6%
Three or More	9	0	0.0%	1	0	0.0%	38	4	10.5%
STEM Subjects	12	0	0.0%	2	0	0.0%	26	3	11.5%
2020	13	0	0.0%	0	0	0.0%	45	2	4.4%

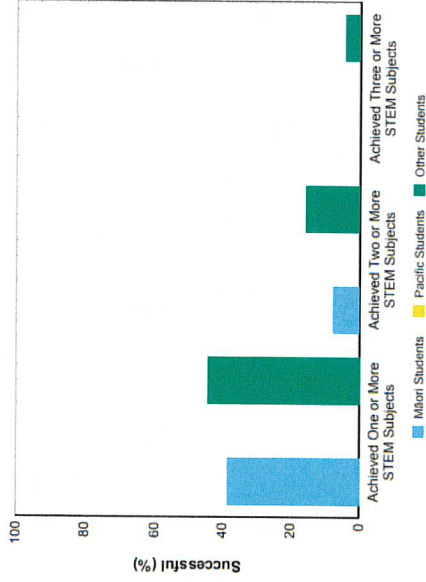
Who is included?

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

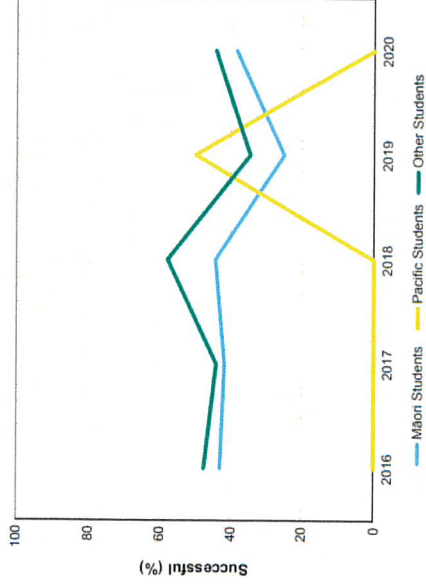
Who counts as successful?

Students who achieve 14 or more credits in any of the following UE approved subjects:
Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies)
Composite subjects (Science/Piatao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.
Credits achieved in, or prior to, the academic year specified are included.

Year 13 Equity in STEM Level 3 Subject Achievement for Te Aroha College (2020)



Year 13 Equity in STEM Level 3 Subject Achievement for Te Aroha College (Achieved One or More STEM Subjects)



Planning and Operations in 2020 for Intensified Support around Pathways for Learning at Junior Level – Goals 2 Building on our Core Class Programme

At the beginning of term 1, through our junior co-construction meetings, core teachers accessed and discussed feedback from the primary schools using the Learning Support register to get a solid base line.

At the first co-construction meetings, core teachers discussed every student in their class in terms of both academic learning and wellbeing.

During Lockdown we firstly focused on the wellbeing of all of our students, then for our juniors we focused on engagement and for our seniors we wanted them to focus on engagement and working towards NCEA.

In terms of the junior curriculum, teachers worked to develop the learning scaffold with their classes. Our next steps of a more collaborative learning culture and a personalisation to what a student needs to improve were a focus for 2020. Although this began in 2020 it will continue to be addressed in 2021.

We are continuing to work with a strengths-based approach with all of our students. Smart day continues to offer great opportunities for all of our students. Our commitment to the William Pike Challenge gives our students opportunities to have adventures in our own back yard, reward our students for giving back to our local community

and encourage them to find new passions. The addition of the Student Volunteer Army programme has given a renewed focus in this area.

Our school Librarian has worked with Staff and Danielle Gemmell on report comments to continue to make them meaningful and appreciative, supporting strengths. Although there has been a lot of progress in this area, it will be a focus for 2021 to try and improve the level of consistency across our staff reporting platform.

2020 proved to be an incredibly challenging year and has provided clarity around where we as a school organisation needs to shift focus for 2021 and beyond.

Junior Data Analysis Māori achievement – Literacy Results and Comparisons

2020 end Year 9 Curriculum Level			
20 students or 35% of Y9 identify as Māori			
3a	4b	4p+	M/F
1	3	5	Māori Male
0	4	7	Māori Female
2	6	20	Cohort Male
0	0	32	Cohort Female

Overall males have lower literacy rates than females with 32% being below expected curriculum level at the end of their first year at College.

Māori Males achieve slightly less than their male cohort.

Māori Females achieve significantly less than female cohort, but better than Māori males.

2020 end Y10 Curriculum Level			
10 Students or 15% of Y10 identify as Māori			
4	5b	5p+	M/F
0	0	3	Māori Male
1	1	5	Māori Female
1	4	21	Cohort Male
0	3	23	Cohort Female

Overall males achieve slightly lower than female, except that where males achieve lower, they achieve significantly lower.

Māori males achieve significantly higher than the average male cohort.

Māori females achieve at similar rates to the female cohort, except that, one of the two students who is below expected curriculum level, is significantly lower.

Science: Thinking with evidence by NZCER

These tests give us an insight into the way students understand Science, investigating in Science, communicating in Science, participating and contributing in Science. The expected level score in each Year level is as follows as given by NZCER:

Yr 7	Yr 8	Yr 9	Yr 10
49.7	53.2	55.8	60.5

Year 10	Mean scale score TAC (NZ Ave)	Number of students at Year level 6/7	Number of students in Yr 8 level	Number of students at Yr 9 level	Number of students at Yr 10 level
Year 10 Ruru (19/22) completed JKU	46.8 (60.5)	12	2	3	2
Year 10 Kea (17/20)	52 (60.5)	6	3	3	5
Year 10 Tui	48.7 (60.5)	9		1	
Year 10 Weka (24/25) completed SRE	63.8 (60.5)	2	1	4	17
Total		23	11	12	22
Year 9 Arawa (12/16)	47.4 (55.8)	4	6	1	1
Year 9 Tokomaru (13/18)	53.4 (55.8)	4	2	4	5
Year 9 Tainui (18/19) Completed SRE	50.2 (55.8)	10	5	2	1

Year 9 Aotea	48.9 (55.8)	11	2	2	3
Total		29	15	9	10

We note here that although there is improvement for Year 10 students after their first college year compared to their Year 9 entry results from 2020, a year of direct Science teaching is not sufficient to bring this area of learning up to national norms. We also note that the 7 to 9 week unit of Science done as part of the technology manual programme for all students in Years 7 and 8 is only a small start for many of these cohorts and basic knowledge is very low.

For us to begin to lift the overall STEM results we need to use the Community of Learning to promote the introduction of an area wide quality Science programme as a core factor of the Year 7 and 8 curriculum in all of our feeder schools during 2021.

Again the students most affected in these results are male, Male Māori and students with learning difficulties and these groups need to be a key focus in 2021.

OUR 'WHERE TO FROM HERE' for 2021 and beyond

Focused work must intensify immediately in Year 11, in the junior school and in the feeder schools to change the trajectory for Māori achievement, general student engagement and close the gender gap prior to Level 1 and during Level 1.

The Impacts of Covid

We note here that it is clear from our ongoing reviews that the impact of Covid was greatest on this cohort of families through 2020 where poverty, transience and mental health issues significantly increased. Covid, from our data and dialogue with students and families, not only intensified what we were already seeing as a growing pattern in our community and for some households placed them significantly in risk across all our identifiers. The wider body of research and intervention work supporting these findings is shared later in this report.

Looking Behind Level 1

We cannot view the results for Level 1 2020 in isolation and as we progressed through 2020 we strengthened interventions to support a greater retention and engagement culture particularly at Year 9.

For 2021 we have set a clear focus in the whole of the junior school and are working with our Community of Learning to reach back as far as we can into Years 7 and 8.

Key initiatives:

Building Culture before Assessment and Ranking

We have worked with our feeder schools to make a significant change to the structure of Year 9 classes with the active removal of streaming for at least the first 20 weeks.

This decision resulted from a six-month longitudinal study looking at how Mathematics was taught by our feeder schools and an in-depth review of national and international material looking at the negative impacts of streaming on teenage learners. (This is further reported on under student engagement findings)

The Free Lunch Programme and the critical effects of 'Hangry' – 'when students are hungry they become angry'

We have also addressed a significant and rapid increase in regional poverty with a student-run lunch programme while we await national funding from the MOE set for mid-2021. (This is further reported on under student engagement findings)

Working on Work together

Intensified mentoring and homework support is also being engaged to transition Year 10 students to Year 11 successfully without the current achievement lag. Most importantly the 'TAC way' of consistent teaching and learning expectations is being significantly advanced at the Teacher level, alongside a strong increase in relational contact with families where students are not working to their potential at the early stages of the year.

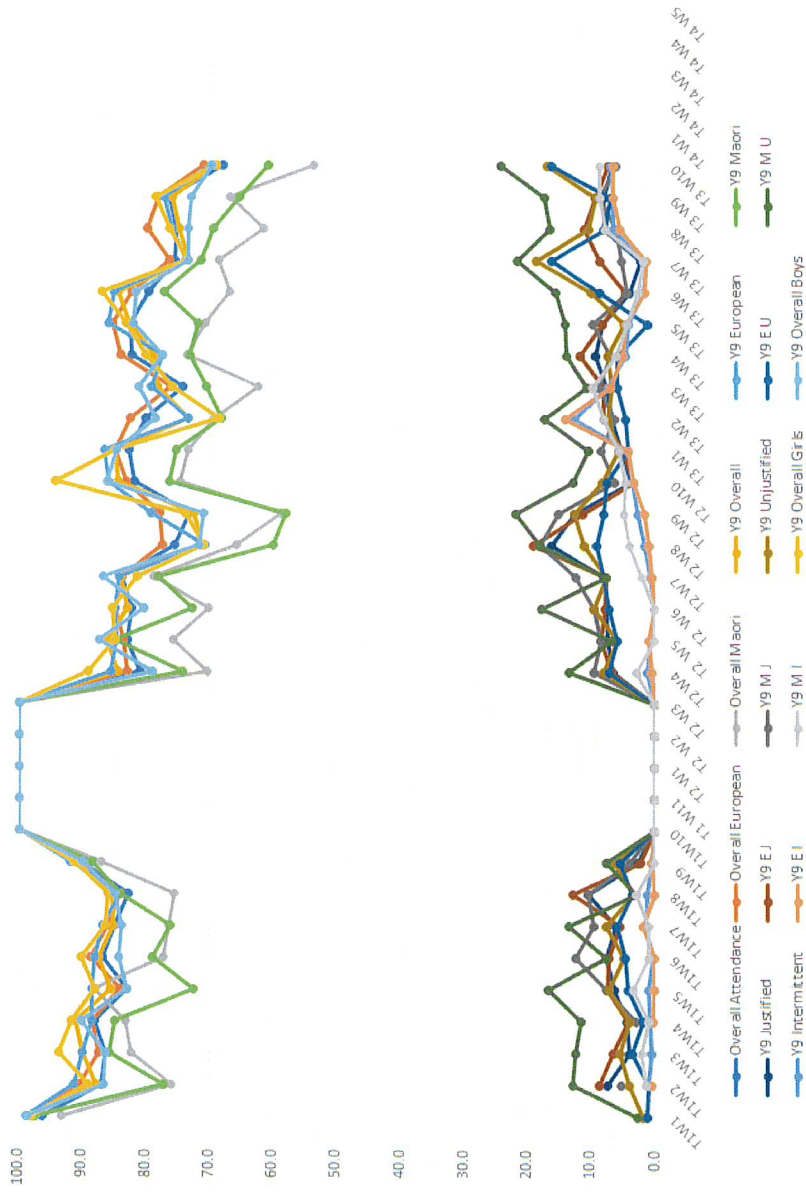
Working with the COL to build a base of SCIENCE understanding prior to secondary school

Our across school the COL lead teacher has undertaken work to establish where Science is at across our feeder schools and how we can work to develop a community-wide approach for the development of a relevant and challenging Science programme using our combined resources.

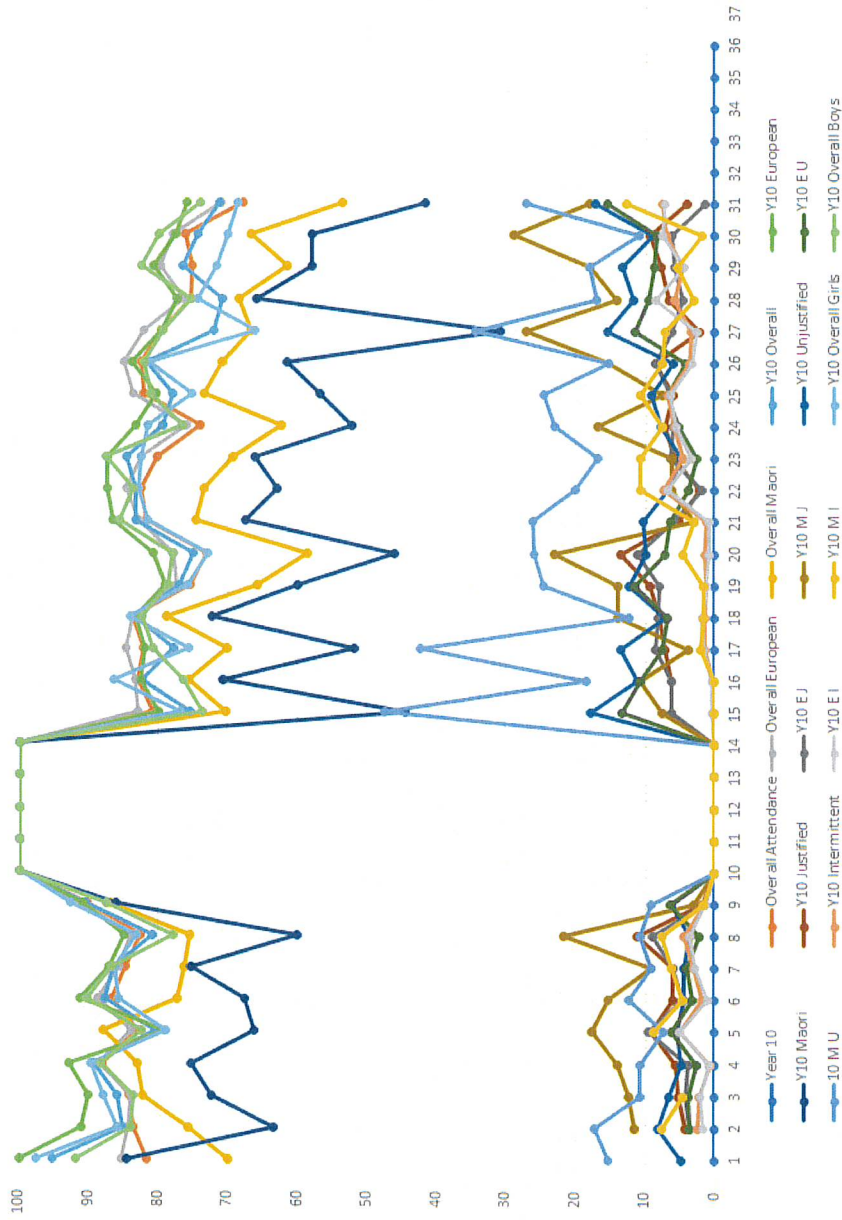
Holding ALL our Students In

	<p>Noticeably, the decrease in disparity between Māori and European shows the higher the achievement level with NCEA Level 3, showing Māori were higher and only a slight difference for UE. This shows the need to hold students in the system, as the longer our students attend school, the more successful they become.</p>
<p>Student Engagement</p>	<p>Attendance</p> <p>One of the key factors in ensuring effective learning is supporting students to attend school on a regular basis. Covid created many challenges to this as we shifted between Lockdown levels.</p> <p>Despite an increase in the consistency of student attendance across the board, there remains a negative differential between our priority students and the whole school cohort with a notably positive decreasing difference between Boys and Girls.</p> <p>In addition to frequent attendance, the duration of a student's stay at school improves their chances of a suitable outcome.</p> <p>Year 10 and 11 were hardest hit by the after effects of Covid, with a number of priority students struggling to get back into strong attendance patterns. We also saw a new group of non-attendees emerge with parents suffering considerable anxiety with students going out in public and school was perceived as a significant risk. Requirements to stay home even for a basic cold also changed our attendance patterns considerably.</p> <p>Due to Covid and the on-site time lost, Senior Students in 2020 did not leave for study leave as in previous years so patterns of attendance for the last 8 weeks of 2020 are based on students invited to stay if they had not completed their year's programme.</p>

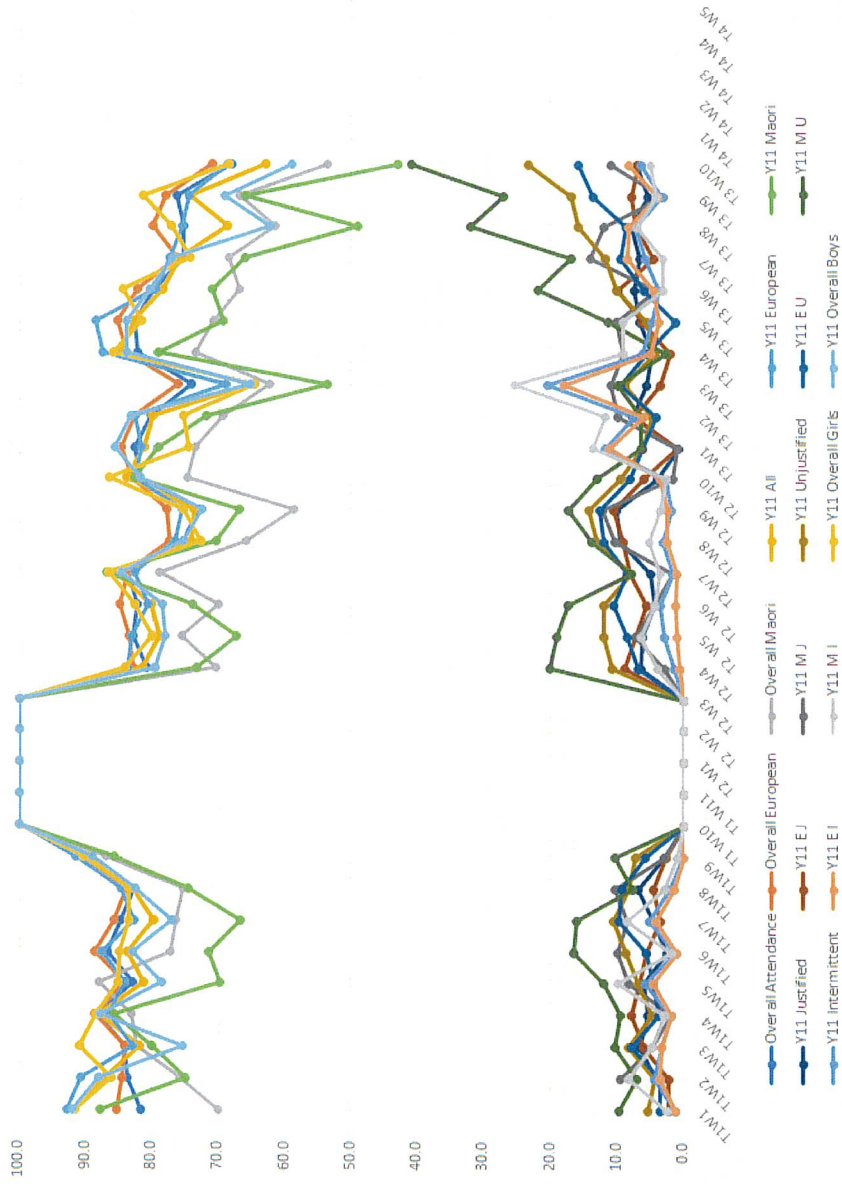
Year 9 2020 Full Year Attendance Track



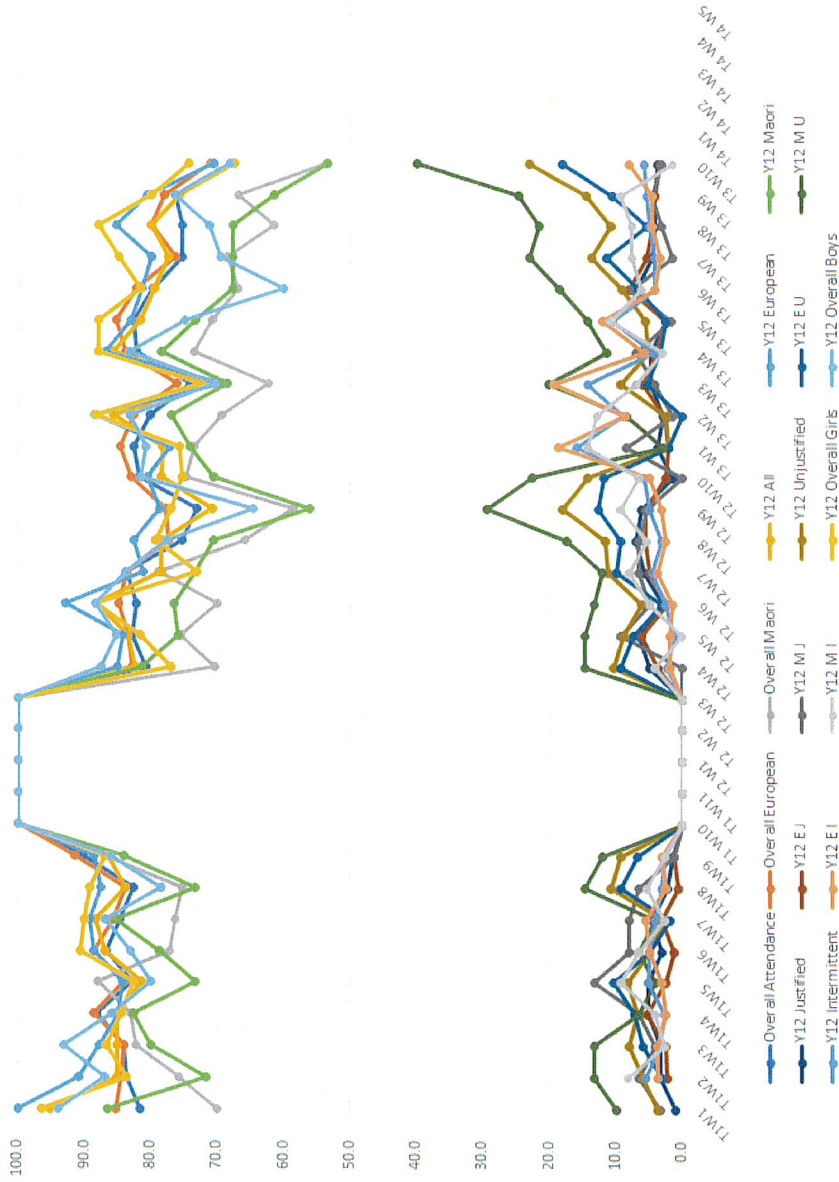
Year 10 Full Year Attendance Review 2020



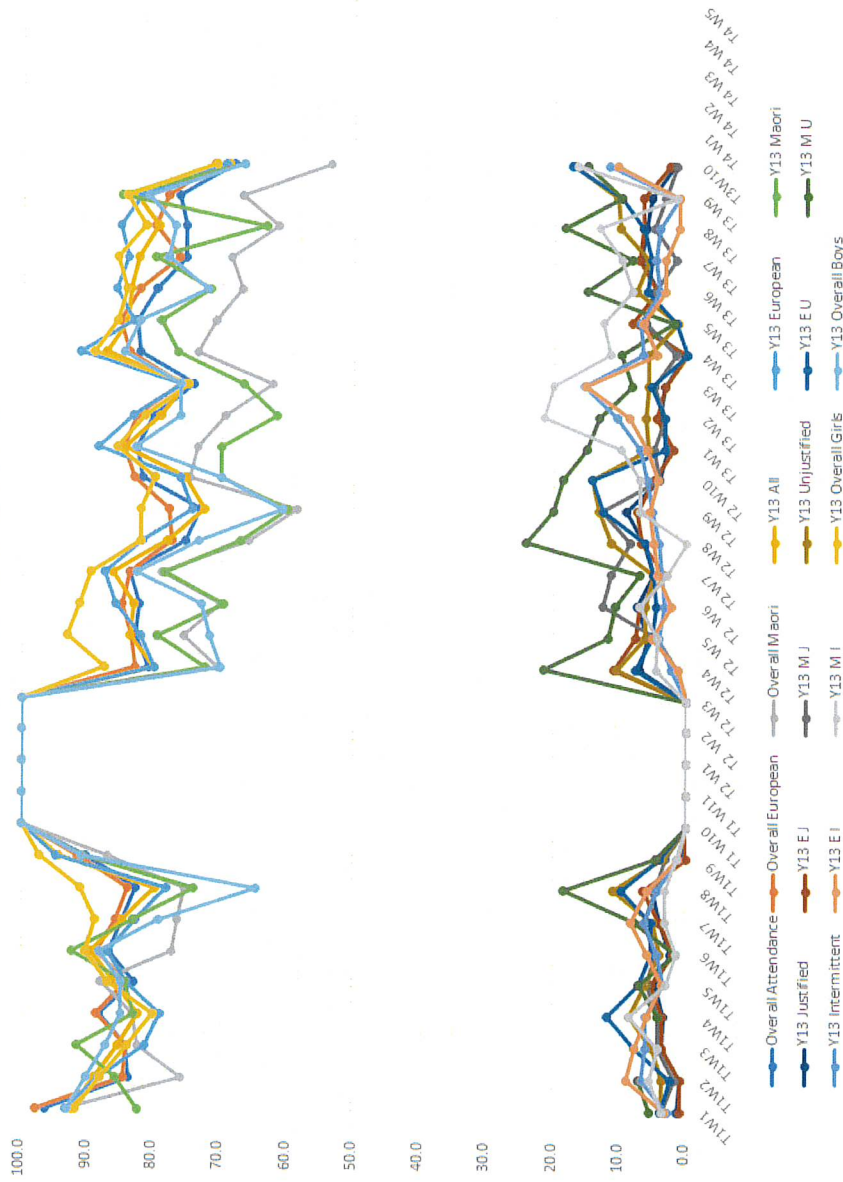
Year 11 Full Year Attendance Review 2020



Year 12 Full Year Attendance Review 2020



Year 13 Full Year Attendance 2020



School Exit and Destination Data

In 2020, 15 students left before completing their Year 13 studies. Whilst a high percentage of the cohort transitioned into full tertiary programmes or directly to employment as a result of our partnership programmes, we still have some students that leave school for limited employment and do not complete NCEA at Level 2 or 3 respectively.

2019 Year 13 Leavers Destination Data	2020 Year 13/12 Leavers Destination Data Total 60
28% University	University 20 33%
27% Polytechnic	Polytechnic 15 25%
30% Direct Employment	Direct Employment 13 21%
12% Apprenticeships	Apprenticeships 9 15%
3% Job seekers	Job seekers 0 0%
	Returns 2 3%

Engagement Through Enhanced Transition Planning and Systems

In 2020 our classes at Year 9 were streamed into an upper class and 3 mixed classes for core subjects. Options were unstreamed. Allocations to the core classes were made based on student performances in pre-entry testing from feeder school information.

We saw through our Community of Learning work in 2020 the disparities and idiosyncrasies in how each of our feeder schools approached the curriculum, particularly in Mathematics, English, and Science. The data and narratives collected from this work have made this process very questionable in terms of accurate or 'fair placement' of students especially when coupled with the national research into the negative effects of streaming, particularly for Māori.

What we have learned through our Community of Learning work is that our feeder schools all operate unique versions of the curriculum. Like tribal dialects, each is very different from the others and yet we relied on their testing and feedback as if they all spoke the same language of learning. This has led to significant disparity in results and placements.

For students, it is also a very clear message that on entry to College you are somehow less than other students or more than others depending on placement. Off the back of years of National Standards, this is a further indication to students that somehow, they are not as good or will not achieve. At Year 9 the messaging is potentially causing more harm than good at a

critical time when there may be a great deal more benefit in focusing on positive transitions and teaching a common language of learning and skills for secondary level for at least the first 10 to 20 weeks before looking at wider options for placement.

As we have also seen in the data, the primary curriculum currently favours female learning styles over male learning styles creating a divide that also needs to be challenged. This is reflected in the COL decision to shift a focus on to Boys' Learning in the primary sector 2021 and is a further shift in looking to grow a more collective and balanced learning culture.

Our own junior research also shows the strong effect of unconscious teacher bias where those in lower streamed classes have less expectation placed upon them. It also highlighted that poor behaviour could be normalised if this was the 'bulk of the class'. Countless research papers have shown – if we expect less we get less.

MOE nationally have put in strong guidance around the need to reconsider the way we approach class design for entry at Year 9 to support a more positive and effective transition to College. Nationally it is recognised that traditional streaming has a very detrimental effect on the perceptions of both students and teachers around levels of possible achievement.

Grouping is not happening based on ability, given what we have learned. It is certainly reflective of the argument from Hattie heard in his piece on ability grouping <https://www.youtube.com/watch?v=m6czhy6kPpc>. What is clear is that with the enactment of the Education and Training Act in August 2020 and the position of Sec 9 (The Treaty) at the root of the Act, it falls on us to ensure that we do not persist with actions disadvantageous to Māori. We need to further understand what is going on here but until we do, we can't continue to do what we have done for the sake of it. <https://www.newshub.co.nz/home/new-zealand/2020/09/opinion-evidence-suggests-academic-streaming-should-be-on-the-way-out.html>

This information linked with our own research and work through the COL strongly suggested the need for urgent change from our traditional models.

After considerable work and research with our own Community of Learning, reviewing school transitions and listening to Teachers of Year 7 and 8 students across our district and our own staff and student voice, we have adjusted our Year 9 class structure for 2021.

We will start 2021 with our traditional House groups of Tainui, Tokomaru, Aotea and Arawa. Our houses have been a tradition for many generations and 2021 marks the 40th anniversary for the school house system.

- This will provide the structure for our incoming students for core classes and build engagement in our house system.
- This will support and strengthen the transition, allowing students to build a new 'secondary school' culture of learning, develop new friendships and settle into College life.

	<ul style="list-style-type: none"> • This will remove the stigma of being placed in 'lower ability' classes for both students and staff, balancing our staff teaching loads and encouraging students to challenge themselves to work more effectively with positive peer role models. <p>Our new students will have the opportunity to learn the 'Te Aroha College Way' and establish the skills and self-management necessary to be successful secondary learners where they change classes, work with multiple teachers, work in new subject areas, manage their own books and equipment and get involved in sports and cultural activities.</p> <p>Through this time we will be working to establish our student strengths, talents and passions and provide opportunities for extension and support where it is needed.</p> <p>This is a key time where students will learn to work in new ways from the primary school system, and by dedicating time to this, we believe our students will achieve better results as they progress through the school year. All junior students will be supported by the Junior Teaching and Pastoral team and by our Year 13 student leaders.</p> <p><i>This will be a critical area of study and review throughout 2021 to track the progress of this key change</i></p>
<p>GOAL 4 Student Engagement – Wellbeing for Learning</p>	<p>Transition Centre</p> <p>In January 2020 the Transition Centre moved into a school house on the College site due to significant construction across the rest of the school. The transition team all have worked hard to make this house into an active learning space while keeping its important character as an actual house.</p> <p>The students used this as an opportunity to learn those important life skills which will be needed later in life. They maintain the garden, clean the house, do the laundry, recycle, do basic repairs, maintain the worm farm and use garden machines such as the leaf blower or water blaster. All transition students also signed up for the Student Volunteer Army and the majority of them received a bronze pin for more than 32 hours of community service.</p> <p>Individual students continued working towards the New Zealand Certificate in Skills for Supported Learners (2020)</p> <p>Learning areas include:</p> <ul style="list-style-type: none"> • Literacy and English • Numeracy • Dealing with emotions (Zones of Regulation Programme) • Social skills • Horticulture • Art and Crafts • Physical activity • Smart days - small animals, enviro group, fashion • Cooking and Baking • Wood work (building a bluetooth speaker)

- Robotics

Eleven students accessed the Transition Centre during 2020. One moved to fulltime mainstream classes after Lockdown, 6 students accessed one or more mainstream classes and the rest spent their time fully at the centre. In 2021 three of these students will return fully or 95% of their time into mainstream classes. The accessibility to school while maintaining a safe space for these students has been very successful. The Transition Centre also appeared as part of an Education Gazette story in 2020, celebrating the importance of school being a place for all students to be able to access learning at their particular level.

The Introduction of the LSC's Learning Support Co-ordinators

After Lockdown we began to work closely with our Learning Support Co-ordinators (LSC) to develop the learning support register and test each student who was identified from the register or flagged by teachers / whānau. The LSCs worked closely with the pastoral team and many outside agencies to support our students who had learning or wellbeing needs. In 2021 the LSCs will continue to do this and are planning to test every incoming Year 9 student using LUCID testing which will give us a better overview of our students' learning needs.

School Nurse

Teresa McGovern, our school nurse, has played an integral part in the school in 2020. She has completed 99% of HEADZ tests and seen all apart from 2 students at this critical level. She has supported the Health and Physical Education team around teaching students about contraception and also the newly-formed wellbeing group. Teresa organised professional learning for all staff on asthma. She has attended attendance meetings with our attendance officer and the pastoral lead to support the school with specific students. Teresa works with a number of outside agencies including psychologists and Oranga Tamariki. Having this as a funded role in school has been a significant success in improving the health and wellbeing of our students and has supported our emergency response systems for all students.

Support for attendance and wellbeing

We received over \$6,560 for extra teacher aide and guidance counsellor support for our most vulnerable students post Covid. With part of this money, we picked up students from their homes to support with attendance in this critical time. Many of our students from challenging homes found the lockdown experience very difficult and we have continued through 2020 to work to support these students.

	<p>It has given us a very clear picture on the 'crashing financial situation' and growing mental health issues of this community and work in 2021 will need to be intensified to ensure our students have their basic needs met as part of our learning programme.</p> <p>Teacher Aide Support</p> <p>We received a number of hours support for teacher aide time from the Ministry of Education and Ministry of Social Development. This ranged between 58 and 38 hours per week during the year. Some of the hours were allocated for high health needs and others for in-class support and general support.</p> <p>In 2020 the Guidance Counsellor played a critical role around the wellbeing of staff and students.</p> <p>The summary of Counselling Activities for 2020</p> <ul style="list-style-type: none"> ● Invited and arranged attendance and participated in 1:1 meetings with families and SLT. ● Contacted, liaised and consulted with numerous agencies – SLT, Child Protection issues, School nurse, Oranga Tamariki, Social workers in Schools, Te Korowai, Nga Ringa Awhina, ICAHMS, Strengthening Families, Other Specialist and MOE Psychologists. ● Engaged with and built working relationships with Community Based Organisations – Epilepsy Waikato, Drug and Alcohol support. ● Provided support, advice and other necessary interventions for students, their families and staff. ● Recorded, documented and filed notes for all the above contacts. ● Worked in collaboration with the School Nurse and Gateway and Careers to support students with Health and Work Ready concerns. ● Supported SLT as required when meeting with students and their caregivers. ● Provide occasional counselling support for local Primary School Students. ● Supported ways of working that promote Respectful Relating, Positive Motivation and Resilience. ● Promoted Positivity and Solution Building Skills by being Solution Focused.
<p>GOAL 5 School Finance and</p>	<p>Follis Street House (mentioned above in detail)</p>

Property – Environment for Learning

Due to the ongoing upgrade of Blocks B and D, the Follis Street School House was repurposed from staff use to the International and Transition Centre to support the use of class space through the rebuild process. This has provided effective and linked educational space allowing for inclusion.

Pavilion Paint

The Pavilion exterior paint was completed with BOT funds in early February 2020 in line with the school painting schedule.

Food room Flood – Insurance

We began 2020 with a power surge on 6th February 2020 that resulted in a fault in a water zip that flooded the Food room complex for a 12 hour period with boiling water. This resulted in a substantial insurance claim and the redevelopment of 1 of the rooms that was most affected by the hot water damage. The result has been two fully operational kitchen based teaching spaces completed by mid-year 2020. As a BOT funded enhancement opportunity, the flood work allowed for the BOT to strategically build on this to complete the second kitchen using BOT funds in reserve.

Doors and Access project – ongoing from 2019

We have struggled with an externally controlled project for access providing two mini lifts and wheelchair-compatible doors for the majority of the school. Multiple complaints were laid regarding poor workmanship and a number of remediations were required. The project remains unfinished and with faulty workmanship but we are unable to manage this as it sits with MOE directly and is outside ours and our Project manager's control. This area of MOE funding needs urgent review as the child at the centre of the work has now left the school, given the time taken to complete the project and no student should have to wait 3 years for wheelchair access.

B and D Block – Modernisation and Toilet Upgrades – \$2.1 million upgrade

Major property works began at mid-year having been approved during Covid Level 3 Lockdown as part of the regional stimulus package. Due to Covid having directly affected our student population, the need for toilets with hot water was critical to guarantee student safety. It was a huge gamble to undertake a two block upgrade simultaneously but given the disruptions of 2020 it was with the risk to get both builds completed for 2021.

The \$2.1 million injection was welcomed by the Board and we are grateful to MOE national office for the approval to work in this way to make substantial changes in one 'bite' rather than staging the works.

The first of the (interiors) D block was handed over for use on February 5th 2021 and B block will be handed over in early April 2021.

Foods Sewage Rupture

In late term 3 of 2020 plumbing work from a local plumber resulted in a slow rupture of the kitchen waste lines. This created a serious health and safety issue as sewage waste water filled the under-section of the kitchen cabinetry and resulted in emergency support from the MOE emergency support team. Remediation took place over Christmas and remains incomplete in 2021 pending a delayed shipment of lino. As with the first food complex, the Board took the opportunity to extend the works with reserve funds and ensure that all cabinetry was replaced rather than just the affected side of the room.

Hanna Street Upgrade

The bathroom of the Board-owned school house was upgraded in line with its ongoing maintenance plan.

Finance

Finance Review

International

Covid reduced our international income to approximately one fifth of the budgeted figures. Although we received a top up of \$22K from the Ministry of Education and could not spend the proposed marketing budget, the rapid reduction of income from short stay groups was intense and required considerable re-management. We were lucky to have 4 students remain through 2020 and this softened the situation. We were also in the fortunate position the international funds had not been used for ongoing staffing and had worked up to 2020 to be within our staffing formula reducing the potential of overstaffing.

The risk of no international funds income for 2021 has resulted in a drastically reduced budgeting approach for 2021 with a 25% reduction for all budget areas that could be reduced. With limited likelihood of borders opening in 2021, we have worked to maintain our international relationships using digital platforms.

Our Taiwan Team of senior students from 2019 defended their title online with 16 international schools from the Asia region in December 2020 and were lucky to come away with a Gold award. They presented on Cyber safety for youth in the age of digital technology.

Holding our Leadership Camp at Waihi Academy also maintained our relationships with our international agents in early 2021.

Finance Areas of Variance

Key areas:

- International budget decimated with Covid
- The retirement of the groundsman – long service payout
- The final long service payout – Business Manager
- Increased audit fees due to a full financial review of the 2019 accounts
- Board contribution to upgrade flood works x 2

- Additional school insurance costs due to full insurance review and pending risk of ongoing legal risk – carrying two insurance platforms until sign off of 2019 financials
- Intensive costs associated with a staff exit at BOT consultancy level held over from 2019
- Substantial staff sick leave and relief costs due to significant absences of 3 staff
- Increased cleaning requirements due to Covid and a complete cleaning restructure.

Key Financial Actions for 2021

- 25% reduction in all reducible budgets while Internationals remain out
- Staffing to be held within MOE staffing parameters
- No replacement of administration and grounds staff on departure to support budget stability
- Minimised capital expenditure
- Minimised project expenditure

Summary of Targets for 2021 and Progress towards these

Strategic Plan Trajectory 2021 - 2023				
Goals	2021	2022	2023	2024
<p>GOAL 1 Student Learning – Teaching for Learning</p> <p><i>To enhance a pedagogical culture of ‘success for all’ through encouraging innovative teaching practice, partnerships, quality relationships and the facilitation of relevant and personalised learning experiences</i></p>	<p>Identify key curriculum and learning pathway adaptations that further embed the developing responsive Te Aroha Curriculum.</p> <p>To build on an in-depth and robust formative review framework of pedagogical practice that focuses on the development of proven key effective classroom strategies.</p> <p>To utilise the pedagogically focused attestation system for supporting staff to engage effectively with students for the best possible learning outcomes.</p> <p>Identifying and developing key areas of pedagogical practice for school wide and individual professional development.</p> <p>Embed bi-cultural and culturally responsive practice into teacher pedagogy.</p> <p>Increase the participation of Te Aroha staff in the Te Aroha Kaahui Ako to ensure the development and sharing of best practice between and within schools.</p> <p>Continue to develop the capacity of the Teaching staff and students in using Restorative Practices</p>	<p><i>Refine and Embed</i></p>	<p><i>Review and Re-evaluate</i></p>	<p><i>Refocus and Reset</i></p>

<p>GOAL 2 Student Learning – Pathways for Learning <i>To support all students to develop the skills and attributes of effective learning by developing strategies and programmes that are responsive to need</i></p>	<p>Introduce Te Aroha Learning Model at Year 9/10 and refine and develop this to flow up through the school learning systems.</p> <p>To develop a culture where all students are valued as individuals and can achieve in a culturally appropriate and culturally responsive environment.</p> <p>To continue to support and encourage the growth and development of Te Ao Māori Mātauranga Māori and Te Reo Māori as a part of the curriculum at all levels of the school.</p> <p>Review and adapt the structure and programme offerings of the Junior and Senior School so that the programmes of study remain relevant and contextualised to further tertiary study and/or employment.</p> <p>Further develop a framework of tools that allow for the early identification and intervention support of students at risk of underachieving or not achieving.</p> <p>Review and refine programme provision to ensure that students of all academic levels are provided with rich, valued and appropriate programmes of study.</p> <p>To introduce a school wide holistic approach to environmental sustainability that focuses on the growth and development of student lead initiatives and student leadership</p>	<p><i>Refine and Embed</i></p>	<p><i>Review and Re-evaluate</i></p>	<p><i>Refocus and Reset</i></p>
<p>GOAL 3 Student Learning – Assessment for Learning</p>	<p>To continue to develop a common understanding of innovative learning approaches for students, staff and families to support enhanced learning outcomes.</p>	<p><i>Refine and Embed</i></p>	<p><i>Review and Re-evaluate</i></p>	<p><i>Refocus and Reset</i></p>

<p><i>Using the wider vehicles of project based and problem based learning to develop a culture of scaffolded, formative and summative assessment focusing on enhancing student readiness, agency, ownership and confidence to build successful learning outcomes that focus beyond basic achievement and aim for excellence and understanding</i></p>	<p>To develop a coherent assessment approach in non NCEA year levels that has a common vocabulary, culture and drive to promote student success.</p> <p>To investigate methods of assessing and reporting individual growth in addition to cohort reporting.</p> <p>To continue to rationalise assessment opportunities at NCEA levels so that they are part of a whole school coherent plan, the value of which is recognised by students and their whānau.</p> <p>To explore and develop a wide range of individualised assessment opportunities and techniques.</p> <p>Explore holistic models of recognition of prior learning through sustainability and environmental opportunities</p> <p>To continue to work actively to encourage student learners to progress beyond knowing to understanding and applying learning and Te Ao Māori</p>			
<p>GOAL 4 Student Engagement - Wellbeing for Learning <i>To develop an organisational culture that promotes the engagement of all students and allows them together with teachers, parents and</i></p>	<p>To develop and embed a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth</p> <p>To continue to develop and embed a restorative practice culture</p>	<p><i>Refine and Embed</i></p>	<p><i>Review and Re-evaluate</i></p>	<p><i>Refocus and Reset</i></p>

<p><i>whānau to operate in a highly inclusive, restorative and learning focused community that embraces wellbeing as a key and fundamental priority of the learning process</i></p>	<p>focused on building individual and collective capacity to resolve relational issues to support building strong and focused learning relationships</p> <p>To maintain and refine robust and focused communication structures and data gathering processes of students, staff and community to promote the engagement of all students in teaching programmes and school wide developments.</p> <p>To refine the range of opportunities for student, whānau and teacher conferencing that focuses on developing positive learning relationships that are focused on maintaining high aspirations that are individually based.</p> <p>Identify and adopt key support strategies that holistically contribute to supporting individual students in meaningful learning.</p> <p>Actively participate in the Kaahui Ako strand on school wellbeing.</p> <p>Further develop programmes that overtly celebrate the successes of students and teachers alike.</p>		
<p>GOAL 5 School Finance and Property – Environment for Learning <i>To develop a rich and flexible environment that can be fully engaged with ensuring that innovative practices are fully supported in</i></p>	<p>To continue to roll out the 10-Year property plan that focuses on extending the further development of innovative and flexible learning spaces and systematically enhances the learning environment.</p> <p>Ensure that all flexible learning spaces are equipped appropriately to fully support innovative learning practices.</p> <p>Connect the programmes of study to our learning spaces both within and beyond the classroom ensuring that our students and staff are connected to the wider environment.</p>	<p><i>Refine and Embed and Action Developments</i></p>	<p><i>Review and Re-evaluate Developments</i></p> <p><i>Refocus and Reset</i></p>

<p><i>promoting deep and effective learning</i></p>	<p>Provide students with opportunity and space to take ownership of their learning environment.</p> <p>Investigate and develop in partnership Wharematauranga that promotes a culture of inclusiveness and that recognises the unique place of Māori culture in New Zealand</p> <p>Invest and support the development of student lead sustainable initiatives in school and within the community.</p>			
---	---	--	--	--

Strategic Direction 2021

Strategic Goals		Core Strategies for Achieving Goals 2021 - 2023		
<p>GOAL 1 Student Learning – Teaching for Learning</p>	<p><i>To enhance a pedagogical culture of 'success for all' through encouraging innovative teaching practice, power sharing and quality relationships and the facilitation of relevant and personalised learning experiences</i></p>	<ul style="list-style-type: none"> ● Identify key curriculum and learning pathway adaptations that further embed the developing responsive Te Aroha Curriculum through traditional and innovative curriculum delivery. ● To refine an in-depth and robust formative review framework of pedagogical practice that focuses on the development of proven key effective classroom strategies. ● To utilise the ATESTATION system for supporting staff with strengthened pedagogical capacity and effectiveness. ● Identifying and developing key areas of pedagogical practice for school wide and individual professional development. ● Work in partnership with Māori to promote bi-culturalism and embed culturally responsive practice into teacher pedagogy. ● Increase the participation of Te Aroha staff in the Te Aroha Kaahui Ako to ensure the development and sharing of best practice 		

<p>GOAL 2 Student Learning – Pathways for Learning</p>		<p>between and within schools including the introduction of in-school roles.</p> <ul style="list-style-type: none"> • Continue to develop the capacity of the Teaching staff and students in using Restorative Practices.
	<p><i>To support all students to develop the skills and attributes of effective learning by developing strategies and programmes that are responsive to need</i></p>	<ul style="list-style-type: none"> • To refine and embed the Te Aroha Learning Model at Year 9/10 and further develop this to flow up through the school learning systems with a major focus on non-streamed classing at Year 9 • To enhance a culture where all students are valued as individuals and can achieve in a culturally appropriate and culturally responsive environment with particular focus on reviewing how gender is defined appropriately and reducing performance gaps between girls and boys. • To continue to support and encourage the growth and development of Te Ao Māori Te Reo Māori and Matauranga Māori as a part of the curriculum at all levels of the school with particular focus on staff Te Reo development and the development of the school Waiata and Haka to be taught to the whole school. • Review and adapt the structure and programme offerings of the Junior and Senior School so that the programmes of study remain relevant and contextualised to further tertiary study and/or employment. • Further develop and embed a framework of tools that allow for the early identification and intervention support of students at risk of underachieving or not achieving with support from the Learning support team. • Review and refine programme provision to ensure that students of all academic levels are provided with rich, valued and appropriate programmes of study with appropriate levels of support.

<p>GOAL 3 Student Learning – Assessment for Learning</p>	<p><i>To develop a culture of scaffolded formative and summative assessment focusing on enhancing student readiness, agency, ownership and confidence to build successful learning outcomes that focus beyond basic achievement and aim for excellence and understanding</i></p>	<ul style="list-style-type: none"> ● To continue to develop a common understanding of innovative learning approaches for students, staff and families to support enhanced learning outcomes. ● To develop a coherent assessment approach in non NCEA year levels that has a common vocabulary, culture and drive to promote student success with primary focus on the YEAR 9 TRANSITION. ● To investigate methods of assessing and reporting individual growth in addition to cohort reporting. ● To continue to rationalise assessment opportunities at NCEA levels so that they are part of a whole school coherent plan, the value of which is recognised by students and their whānau with particular focus on the development of a strengthened exam culture. ● To explore and develop a wide range of individualised assessment opportunities and techniques focusing on pre-assessment, milestone reporting and readiness prior to sitting formal assessments. ● Explore models of recognition of prior learning. ● To continue to work actively to encourage student learners to progress beyond knowing to understanding and applying learning to real life contexts. ● To provide strong effective and timely learning support based on professional diagnostic processes for all students with additional learning needs.
<p>GOAL 4 Student Engagement – Wellbeing for Learning</p>	<p><i>To develop an organisational culture that promotes the engagement of all students and allows them together with teachers, parents and whānau to operate in a highly inclusive,</i></p>	<ul style="list-style-type: none"> ● To fully implement a school wide student leadership programme to support the growth of leaders as an ongoing process across all year levels as the key ‘Te Aroha College Way’ promotion team. ● To implement a full ‘food in schools’ programme providing free and affordable food for all students.

	<p><i>restorative and learning focused community that embraces wellbeing as a key and fundamental priority of the learning process</i></p>	<ul style="list-style-type: none"> • To develop and embed a culture that is built on relational focus on learning, supports learners to achieve from a position of what they bring to the learning experience and recognises individual worth. • To maintain and refine robust and focused communication structures and data gathering processes of students, staff and community to promote the engagement of all students in teaching programmes and school wide developments. • Further explore and refine student, whānau and teacher conferencing that focuses on developing positive learning relationships that are focused on maintaining high aspirations that are individually based. • Identify and adopt key support strategies that holistically contribute to supporting individual students in meaningful learning. • To actively participate in the Te Aroha Kaahui Ako strand on school wellbeing, making full use of the Learning Support Co-ordinators to support early identification of learning support needs. • Further develop programmes that overtly celebrate the successes of students and teachers alike. • To continue to develop and embed a restorative practice culture focused on building individual and collective capacity to resolve relational issues to support building strong and focused learning relationships.
<p>GOAL 5 School Finance and Property – Environment for Learning</p>	<p><i>To develop a rich and flexible environment that can be fully engaged with ensuring that innovative practices are fully supported in promoting deep and effective learning</i></p>	<ul style="list-style-type: none"> • Continue to implement the current 10-Year property plan that focuses on extending the development of innovative and flexible learning spaces and systematically enhances the learning environment – (Major project completion phase – B and D – planning for E and C). • Ensure that all flexible learning spaces are equipped appropriately to fully support innovative learning practices.

		<ul style="list-style-type: none"> • Connect the programmes of study to our learning spaces both within and beyond the classroom ensuring that our students and staff are connected to the wider environment in sustainable ways. • Provide students with opportunity training and space to take ownership of their learning environment and implement positive sustainable change. • Review, refine and make systematic and transparent all financial procedures, processes and policy. • In partnership, re-develop our school Wharematauranga and Tikanga recognising our local kawa that promotes bi-culturalism, appreciation and understanding.
--	--	---

Annual School Improvement Plan 2021 - SUMMARY

Domain	Strategic Goal	2021 Targets	Short Report
Student Learning – Teaching for Learning	To build on an increased pedagogical capacity through review and development that is effective in supporting the educational growth of all learners whilst celebrating the uniqueness of the individual	All students who leave TAC at the end of Y13 have NCEA L2 – *80% have NCEA Level 3 Achievement disparity between Māori and Whole Cohort is reduced to below 5% at NCEA L1 and L2 Male student achievement disparity is lowered to below 5% gap with female students Male and Māori students reach comparative levels of Merit and	

		<p>Excellence achievement at Levels 1, 2 and 3</p> <p>Attendance is lifted to over an 85% level for all cohorts post Covid</p> <p>Develop a formal culture of pre-assessment and testing</p>	
<p>Student Learning – Teaching for Learning</p>	<p>To investigate and develop a system of 'Student Voice' that provides rich and constructive feedback and feed-forward information that can be used to further develop staff pedagogical practice</p>	<p>Student surveys are enhanced with student input and used at all levels on a calendared 5 weekly check point system.</p> <p>A programme of in-depth student feedback is developed in which at least 80% of all students participate and respond to support live time review. This is advanced to provided 5 weekly Teach the Teacher meetings with student and staff</p>	
<p>Student Learning – Pathways for Learning</p>	<p>To implement a coherent set of diagnostic tools and strategies school wide that can be used to identify and support students at risk of not achieving</p>	<p>All Teachers are accessing student data from summative testing, previous schools' feedback, student assessment and the Learning Support register to inform planning and programme development.</p> <p>Reporting school wide is further overhauled to provide a clear picture of consistent:</p>	

			<ul style="list-style-type: none"> • Progress based on real measures • Personalisation to what a student needs to improve for next steps • Meaningful and appreciative comment supporting strengths. 	
Student Learning – Pathways for Learning	Apply a bicultural approach across Years 9 and 10 which includes Te Ao Māori, Matauranga Māori and Te Reo Māori including methods of assessment	For the majority of Māori students to make achievement gains in NCCER, e-asTTle/ OTJ's greater than the cohort average.		
Student Learning – Assessment for Learning	Develop a coherent approach to assessment, both formative and summative in Years 9-10 that has a shared vocabulary, is accessible for both Students and whānau, is timely and provides students with an understanding of how they can improve.	For an intensive system to be refined and in full use by all Teachers by the mid year mark for all core classes at Year 9.		
Student Engagement – Wellbeing for Learning	To develop and embed a positive relational culture using restorative practice that values all the participants in the learning process.	To fully implement a school wide student leadership programme to support the growth of leaders as an ongoing process across all year levels as the key 'Te Aroha College Way' promotion team.		

		<p>Student Attendance increases to 90%.</p> <p>Negative reported pastoral incidents decrease by 10%.</p>	
<p>Student Engagement – Wellbeing for Learning</p>	<p>Role model scholarship and acknowledge progress by further developing a widespread approach to positive public celebration of academic success</p>	<p>Academic awards included in all Assemblies for all Terms, recognising success and promoted in the community</p> <p>Values and Service awards including Manaakitanga awards are regularly announced at Assemblies and promoted in the community</p> <p>That every Assembly focus on student, cultural and sporting success</p> <p>That a Cultural Awards Prize giving be held alongside the Sports Awards Prize giving with SLT organising the cultural event</p> <p>That Challenge awards – PIKE and SVA are regularly recognised through 2021</p>	
<p>School Finance and Property – Environment for Learning</p>	<p>To develop a rich and flexible environment that can be fully engaged with ensuring that innovative practices are fully</p>	<p>Activate Building and Grounds planning to support all building upgrades completion for the B, D project. Completing planning for E, C and F.</p>	

	supported in promoting deep and effective learning.	Investigate the changeover of the Pavilion to the Wharematauranga that promotes a culture of inclusiveness and that recognises Māori culture practice in our kura.	
--	---	--	--