

TE PUKE HIGH SCHOOL

Annual Report

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 123

Principal: Alan Liddle

School Address: 19 Tui Street, Te Puke, 3119

School Postal Address: PO Box 344, Te Puke, 3153

School Phone: (07) 573 9769

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Ministry Number: 123

School email: tphs@tepuke.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Expiry Date
Stephen Butler	Chair Person	Co-opted Sept 2012	June 2019
Alan Liddle	Principal	By virtue of Tenure	
Mark Boyle	Parent Rep	Elected June 2016	June 2019
Boyd Harris	Parent Rep	Elected December 2017	December 2020
Sherralee Barton	Parent Rep	Elected June 2016	Resigned June 2018
Andy Wichers	Parent Rep	Elected December 2017	December 2020
Sophie Thompson	Trustee	Co-opted December 2016	June 2019
Robyn Reid	Parent Rep	Elected October 2018	June 2019
Rebecca Wichmann	Staff Rep	Elected June 2016	June 2019
Stephen Bell	Student Rep	Elected Sept 2017	September 2018
Te Mote Marsh	Student Rep	Elected Sept 2018	September 2019

TE PUKE HIGH SCHOOL

Financial Statements - For the year ended 31 December 2018

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Te Puke High School

Statement of Responsibility

For the year ended 31 December 2018

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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Stephen Butler

Full Name of Board Chairperson



Signature of Board Chairperson

31 May 2019

Date:

Alan Liddle

Full Name of Principal



Signature of Principal

31 May 2019

Date:

Te Puke High School
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	9,445,434	8,946,788	9,026,511
Locally Raised Funds	3	653,898	540,737	682,225
Interest Earned		33,964	40,000	42,536
Gain on Sale of Property, Plant and Equipment		1,000	-	1,174
International Students	4	699,697	576,000	533,665
Other Revenue		4,938	4,500	3,726
		<u>10,838,931</u>	<u>10,108,025</u>	<u>10,289,837</u>
Expenses				
Locally Raised Funds	3	423,693	327,187	377,646
Hostel	4	-	-	-
International Students	4	396,593	379,625	359,693
Learning Resources	5	6,999,335	7,027,918	6,594,655
Administration	6	497,301	518,157	475,346
Finance		8,700	10,500	11,162
Property	7	2,504,378	2,085,613	2,362,478
Depreciation	8	423,570	414,000	439,821
Loss on Disposal of Property, Plant and Equipment		18,809	-	20,808
		<u>11,272,379</u>	<u>10,763,001</u>	<u>10,641,609</u>
Net Surplus / (Deficit) for the year		(433,448)	(654,976)	(351,772)
Other Comprehensive Revenue and Expenses		1,140	-	(8,923)
Total Comprehensive Revenue and Expense for the Year		<u>(432,308)</u>	<u>(654,976)</u>	<u>(360,695)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Te Puke High School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>1,735,152</u>	<u>1,735,152</u>	<u>2,095,847</u>
Total comprehensive revenue and expense for the year	(432,308)	(654,976)	(360,695)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	11,083	11,083	-
Equity at 31 December	<u>1,313,928</u>	<u>1,091,259</u>	<u>1,735,152</u>
Retained Earnings	1,300,935	1,079,407	1,723,299
Reserves	12,993	11,853	11,853
Equity at 31 December	<u>1,313,928</u>	<u>1,091,259</u>	<u>1,735,152</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Te Puke High School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	1,435,833	1,234,114	1,806,821
Accounts Receivable	10	855,074	718,000	714,332
GST Receivable		21,102	25,000	31,414
Prepayments		38,277	45,000	45,869
Inventories	11	-	-	41,930
Funds held for Capital Works Projects	19	124,448	-	21,518
Investments	12	110,000	-	-
		<hr/>	<hr/>	<hr/>
		2,584,734	2,022,114	2,661,884
Current Liabilities				
Accounts Payable	14	643,515	589,000	601,268
Revenue Received in Advance	15	1,000,597	930,000	916,921
Provision for Cyclical Maintenance	16	8,750	20,000	4,722
Finance Lease Liability - Current Portion	17	52,889	58,000	59,834
Funds held in Trust	18	468,975	420,000	447,969
Funds held for Capital Works Projects	19	5,448	-	-
Funds held on behalf of the Te Puke Transport Network	20	110,756	110,000	113,262
		<hr/>	<hr/>	<hr/>
		2,290,931	2,127,000	2,143,976
Working Capital Surplus/(Deficit)		293,803	(104,886)	517,908
Non-current Assets				
Investments	12	50,557	50,000	49,417
Property, Plant and Equipment	13	1,191,526	1,251,146	1,297,656
		<hr/>	<hr/>	<hr/>
		1,242,083	1,301,146	1,347,073
Non-current Liabilities				
Provision for Cyclical Maintenance	16	173,002	40,000	63,350
Finance Lease Liability	17	48,956	65,000	66,478
		<hr/>	<hr/>	<hr/>
		221,958	105,000	129,828
Net Assets		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		1,313,928	1,091,259	1,735,152
Equity				
		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		1,313,928	1,091,259	1,735,152

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Te Puke High School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		2,499,911	2,421,520	2,264,966
Locally Raised Funds		539,557	495,237	671,153
International Students		793,201	776,000	736,869
Goods and Services Tax (net)		10,312	15,000	14,717
Payments to Employees		(2,010,515)	(1,817,707)	(1,602,502)
Payments to Suppliers		(1,663,174)	(2,046,391)	(2,018,233)
Cyclical Maintenance Payments in the year		(29,295)	(35,000)	-
Interest Paid		(8,700)	(10,500)	(11,162)
Interest Received		35,328	40,000	41,452
Net cash from / (to) the Operating Activities		166,627	(161,841)	97,260
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		5,458	12,000	-
Purchase of PPE (and Intangibles)		(307,766)	(314,146)	(317,415)
Purchase of Investments		(110,000)	-	0
Proceeds from Sale of Investments		-	10,000	-
Net cash from / (to) the Investing Activities		(412,307)	(292,146)	(317,414)
Cash flows from Financing Activities				
Furniture and Equipment Grant		11,083	11,083	-
Finance Lease Payments		(57,409)	(33,000)	(53,856)
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		18,500	110,000	84,962
Funds Held for Capital Works Projects		(97,481)	-	-
Net cash from Financing Activities		(125,307)	88,083	31,106
Net increase/(decrease) in cash and cash equivalents		(370,987)	(365,904)	(189,049)
Cash and cash equivalents at the beginning of the year	9	1,806,821	1,600,018	1,995,870
Cash and cash equivalents at the end of the year	9	1,435,833	1,234,114	1,806,821

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 Cash Flow Statement should be read in conjunction with the accompanying notes.

Te Puke High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

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.

Critical Judgements in applying accounting policies

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.

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

For Non-integrated schools only:

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

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

i) Inventories

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

j) Investments

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

Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under paragraph 73 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

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

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

l) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party 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.

q) 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 school 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.

r) 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).

s) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" 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.

t) Borrowings

Borrowings are recognised at the amount borrowed. 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 the balance date.

u) 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.

v) Budget Figures

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

w) 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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	1,842,844	1,906,508	1,855,601
Teachers' salaries grants	5,122,720	4,928,129	4,834,720
Use of Land and Buildings grants	1,810,917	1,532,139	1,819,223
Resource teachers learning and behaviour grants	-	924	2,891
Other MoE Grants	253,875	151,600	184,725
Other government grants	415,078	427,489	329,351
	<u>9,445,434</u>	<u>8,946,788</u>	<u>9,026,511</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	80,193	143,000	154,519
Fundraising	15,000	-	64,836
Other revenue	-	-	25,546
Transport Revenue	25,149	-	26,116
Trading	123,058	61,050	63,396
Activities	346,952	286,687	292,990
Curriculum Recoveries	63,546	50,000	54,822
	<u>653,898</u>	<u>540,737</u>	<u>682,225</u>
Expenses			
Activities	306,668	236,687	283,450
Trading	117,026	90,500	48,684
Transport (local)	-	-	45,512
	<u>423,693</u>	<u>327,187</u>	<u>377,646</u>
<i>Surplus for the year Locally raised funds</i>	<u>230,204</u>	<u>213,550</u>	<u>304,581</u>

4. International Student Revenue and Expenses

	2018	2018	2017
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	47	33	36
	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International student fees	699,697	576,000	533,665
Expenses			
Advertising	11,658	20,000	27,309
Commissions	83,437	76,000	82,746
Recruitment	25,123	25,000	14,674
International student levy	17,476	14,000	12,626
Employee Benefit - Salaries	162,143	152,000	81,557
Other Expenses	96,757	92,625	140,781
	396,593	379,625	359,693
<i>Surplus/(Deficit) for the year International Students'</i>	303,104	196,375	173,972

5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	205,292	210,784	199,921
Equipment repairs	18,838	20,000	20,608
Information and communication technology	35	10,000	87
Extra-curricular activities	214,239	478,950	348,549
Employee benefits - salaries	6,490,226	6,107,765	5,893,292
Resource/attached teacher costs	54,579	134,345	92,460
Staff development	16,126	66,075	39,738
	6,999,335	7,027,918	6,594,655

6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,958	8,600	8,500
Board of Trustees Fees	8,863	5,300	8,303
Board of Trustees Expenses	12,690	18,700	20,479
Communication	16,005	22,660	11,111
Consumables	2,756	5,750	(6,970)
Operating Lease	5,358	30,000	5,358
Legal Fees	-	-	825
Other	69,969	41,450	50,141
Employee Benefits - Salaries	343,594	350,697	350,574
Insurance	19,727	22,000	21,623
Service Providers, Contractors and Consultancy	9,380	13,000	5,402
	497,301	518,157	475,346

7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	27,105	23,800	23,487
Consultancy and Contract Services	130,917	121,200	128,157
Cyclical Maintenance Expense	142,975	25,000	(35,737)
Grounds	16,014	15,500	25,765
Heat, Light and Water	93,132	97,000	91,437
Rates	13,433	13,000	12,287
Repairs and Maintenance	107,895	100,600	148,266
Use of Land and Buildings	1,810,917	1,532,139	1,819,223
Security	26,413	13,000	19,460
Employee Benefits - Salaries	135,577	144,374	130,133
	<u>2,504,378</u>	<u>2,085,613</u>	<u>2,362,478</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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	21,316	20,000	22,840
Furniture and Equipment	110,931	110,000	126,803
Information and Communication Technology	194,737	190,000	189,159
Motor Vehicles	28,459	28,000	30,702
Textbooks	5,660	6,000	8,497
Leased Assets	57,054	55,000	56,013
Library Resources	5,413	5,000	5,807
	<u>423,570</u>	<u>414,000</u>	<u>439,821</u>

9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	1,062	1,000	1,062
Bank Current Account	414,771	433,114	1,105,759
Short-term Bank Deposits	1,020,000	800,000	700,000
Cash equivalents and bank overdraft for Cash Flow Statement	<u>1,435,833</u>	<u>1,234,114</u>	<u>1,806,821</u>

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

Of the \$1,435,833 Cash and Cash Equivalents, \$5,448 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$1,435,833 Cash and Cash Equivalents, \$327,317 is held by the School on behalf of the Te Puke Transport Network. See note 20 for details of how the funding received for the Transport Network has been spent in the year

10. Accounts Receivable

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	451,805	380,000	342,353
Receivables from the Ministry of Education	27,124	35,000	35,259
Interest Receivable	3,520	3,000	4,884
Teacher Salaries Grant Receivable	372,626	300,000	331,836
	<u>855,074</u>	<u>718,000</u>	<u>714,332</u>
Receivables from Exchange Transactions	455,325	383,000	347,237
Receivables from Non-Exchange Transactions	399,750	335,000	367,095
	<u>855,074</u>	<u>718,000</u>	<u>714,332</u>

11. Inventories

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
School Uniforms	-	-	41,930
	<u>-</u>	<u>-</u>	<u>41,930</u>

12. Investments

The School's investment activities are classified as follows:

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Term Deposit	110,000	-	-
Non-current Asset			
Trustpower Shares	37,847	50,000	36,801
TILT Shares	12,710		12,616

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	226,873	-			(21,316)	205,556
Furniture and Equipment	426,240	125,692	(9,581)		(110,931)	431,420
Information and Communication	399,166	165,913	(12,824)		(194,737)	357,518
Motor Vehicles	74,934	14,348	-		(28,459)	60,823
Textbooks	10,536	-	-		(5,660)	4,876
Leased Assets	116,795	32,942	-		(57,054)	92,683
Library Resources	43,112	1,814	(863)		(5,413)	38,650
Balance at 31 December 2018	<u>1,297,656</u>	<u>340,708</u>	<u>(23,268)</u>	<u>-</u>	<u>(423,570)</u>	<u>1,191,526</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Buildings	392,656	(187,100)	205,556
Furniture and Equipment	1,730,991	(1,299,572)	431,420
Information and Communication	1,095,871	(738,353)	357,518
Motor Vehicles	312,002	(251,179)	60,823
Textbooks	108,288	(103,412)	4,876
Leased Assets	254,496	(161,813)	92,683
Library Resources	174,791	(136,141)	38,650
Balance at 31 December 2018	4,069,097	(2,877,570)	1,191,526

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Buildings	249,713	-			(22,840)	226,873
Furniture and Equipment	418,133	134,910	-		(126,803)	426,240
Information and Communication Technology	479,459	125,426	(16,560)		(189,159)	399,166
Motor Vehicles	56,052	49,584			(30,702)	74,934
Textbooks	16,274	2,759			(8,497)	10,536
Leased Assets	162,393	10,415			(56,013)	116,795
Library Resources	47,253	5,919	(4,253)		(5,807)	43,112
Balance at 31 December 2017	1,429,277	329,013	(20,813)	-	(439,821)	1,297,656

The net carrying value of equipment held under a finance lease is **\$92,683 (2017: \$116,795)**.

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Buildings	358,146	(131,273)	226,873
Furniture and Equipment	1,643,400	(1,217,160)	426,240
Information and Communication Technology	1,044,236	(645,070)	399,166
Motor Vehicles	297,654	(222,720)	74,934
Textbooks	108,288	(97,752)	10,536
Leased Assets	221,554	(104,759)	116,795
Library Resources	176,226	(133,114)	43,112
Balance at 31 December 2017	3,849,504	(2,551,848)	1,297,656

14. Accounts Payable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	158,058	154,000	144,942
Accruals	100,378	91,000	90,321
Banking staffing overuse	-	30,000	20,021
Employee Entitlements - salaries	372,626	300,000	331,836
Employee Entitlements - leave accrual	12,454	14,000	14,148
	<u>643,515</u>	<u>589,000</u>	<u>601,268</u>
Payables for Exchange Transactions	643,515	589,000	601,268
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>643,515</u>	<u>589,000</u>	<u>601,268</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
International Student Fees	682,613	600,000	589,110
Other	317,984	330,000	327,811
	<u>1,000,597</u>	<u>930,000</u>	<u>916,921</u>

16. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	68,072	68,072	116,988
Increase/(Decrease) to the Provision During the Year	142,975	(23,072)	(35,737)
Use of the Provision During the Year	(29,295)	15,000	(13,179)
Provision at the End of the Year	<u>181,752</u>	<u>60,000</u>	<u>68,072</u>
Cyclical Maintenance - Current	8,750	20,000	4,722
Cyclical Maintenance - Term	173,002	40,000	63,350
	<u>181,752</u>	<u>60,000</u>	<u>68,072</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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	52,889	58,000	59,834
Later than One Year and no Later than Five Years	48,956	65,000	66,478
Later than Five Years	-	-	-
	<u>101,845</u>	<u>123,000</u>	<u>126,312</u>

18. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	468,975	420,000	447,969
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>468,975</u>	<u>420,000</u>	<u>447,969</u>

These funds are held in trust for international students. They relate to homestay fees of the student.

19. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Blocks A & B (Performing Arts) <i>in progress</i>		(21,068)	-	103,380	-	(124,448)
Hall Refurbishment 2017 <i>completed</i>		(450)	23,785	23,335	-	-
Block A Partial Reroofing Works <i>in progress</i>		-	122,963	117,515	-	5,448
Gym Toilets Upgrade <i>completed</i>		-	54,146	54,146	-	-
Totals		<u>(21,518)</u>	<u>200,894</u>	<u>298,375</u>	<u>-</u>	<u>(118,999)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	5,448
Funds Due from the Ministry of Education	(124,448)
	<u>(118,999)</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Blocks A & B (Performing Arts) <i>in progress</i>		18,978	464,208	504,254	-	(21,068)
Room 702 Heat pump & ventilation <i>completed</i>		945	-	945	-	-
Hall Refurbishment 2017 <i>in progress</i>		-	-	450	-	(450)
Totals		<u>19,923</u>	<u>464,208</u>	<u>505,649</u>	<u>-</u>	<u>(21,518)</u>

20. Funds Held on Behalf of Te Puke Transport Network

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$	
<i>Income</i>				
Government Grants	1,055,112	1,031,000	1,043,653	
Interest Received	14,040	11,000	13,853	
Other Income	12,000	12,000	12,000	
	<u>1,081,152</u>	<u>1,054,000</u>	<u>1,069,506</u>	
<i>Expenditure</i>				
Bus Charter	1,004,919	1,044,000	991,770	
Administrative Expenses	11,080	10,000	10,077	
	<u>1,015,999</u>	<u>1,054,000</u>	<u>1,001,847</u>	
Surplus	<u>65,153</u>	<u>-</u>	<u>67,659</u>	
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$	
<i>Accumulated Funds</i>				
Opening Accumulated Funds	113,263	113,263	137,142	
Net Surplus/ (Deficit)	65,153	-	67,659	
	<u>178,416</u>	<u>113,263</u>	<u>204,801</u>	
LESS Disbursements	67,659	92,000	91,538	
Closing Accumulated Funds	<u>110,757</u>	<u>21,263</u>	<u>113,263</u>	
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$	
<i>Current Assets</i>				
Cash accounts	7,317	16,000	16,041	
Short-term deposits with a maturity less than three months	320,000	300,000	300,000	
Short-term deposits with a maturity more than three months	-	-	-	
RWT ANZ Bank	76	76	76	
	<u>327,393</u>	<u>316,076</u>	<u>316,117</u>	
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$	
<i>Current Liabilities</i>				
Accounts Payable	80,290	75,000	67,243	
Te Puke High School Loan account	136,347	219,813	135,611	
	<u>216,636</u>	<u>294,813</u>	<u>202,854</u>	
Net funds held on behalf by Te Puke High School	<u>110,757</u>	<u>21,263</u>	<u>113,263</u>	
	%age	Income 2018	Expend 2018	Surplus 2018
Fairhaven	6.5%	70,275	66,040	4,235
Otamarakau	3.4%	36,759	34,544	2,215
Paengaroa	7.6%	82,168	77,216	4,952
Pongakawa	18.7%	202,175	189,992	12,184
Pukehina	1.0%	10,812	10,160	652
Te Puke High School	38.6%	417,325	392,176	25,149
Te Puke Intermediate	12.8%	138,387	130,048	8,340
Te Puke Primary	6.4%	69,194	65,024	4,170
Te Ranga	5.0%	54,058	50,800	3,258
	<u>100.0%</u>	<u>1,081,152</u>	<u>1,015,999</u>	<u>65,153</u>
	Opening Balance	Less 2017 Payouts	Plus 2018 Surplus	Closing Balance
Fairhaven	8,000	4,398	4,235	7,837
Otamarakau	3,899	2,299	2,215	3,815
Paengaroa	8,343	5,142	4,952	8,153
Pongakawa	17,454	12,653	12,184	16,985
Pukehina	2,676	676	652	2,652
Te Puke High School	41,116	26,116	25,149	40,149
Te Puke Intermediate	21,662	8,662	8,340	21,340
Te Puke Primary	5,930	4,330	4,170	5,770
Te Ranga	4,183	3,383	3,258	4,058
	<u>113,263</u>	<u>67,659</u>	<u>65,153</u>	<u>110,757</u>

21. 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.

22. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	8,863	8,303
Full-time equivalent members	0.32	0.30
<i>Leadership Team</i>		
Remuneration	1,306,984	1,333,857
Full-time equivalent members	13	13
Total key management personnel remuneration	<u>1,315,847</u>	<u>1,342,160</u>
Total full-time equivalent personnel	<u>13.32</u>	<u>13.30</u>

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:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	21-22	19 - 20
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	1	-
100 - 110	2	2
	<u>3.00</u>	<u>2.00</u>

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

23. 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:

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

25. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) \$555,342 contract for Block A and B. This is partially funded by the Ministry and \$499,808 has been received and \$624,256 has been spent on the project to date.

(b) \$136,526 contract for the partial reroof of Block. This project is fully funded by the Ministry of Education and \$122,963 has been received and \$117,515 spent to date.

(c) On 3 Dec 2018 the school paid \$26,516.98 to Tarnix Security Ltd as a deposit for supplying and installing a new schoolwide CCTV surveillance security camera system. As at 31 Dec 2018 the school had a capital commitment for \$106,030 which was paid in full on completion of the works on 28 February 2019.

(Capital commitments at 31 December 2017: \$570,182)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of a photocopier;

	2018 Actual \$	2017 Actual \$
No later than One Year	5,563	5,563
Later than One Year and No Later than Five Years	5,563	11,126
Later than Five Years	-	-
	<u>11,126</u>	<u>16,689</u>

26. 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.

27. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	1,435,833	1,234,114	1,806,821
Receivables	855,074	718,000	714,332
Total Loans and Receivables	<u>2,290,907</u>	<u>1,952,114</u>	<u>2,521,153</u>

Financial liabilities measured at amortised cost

Payables	643,515	589,000	601,268
Borrowings - Loans	-	-	-
Finance Leases	101,845	123,000	126,312
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>745,360</u>	<u>712,000</u>	<u>727,580</u>

28. Events After Balance Date

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

Independent Auditor's Report

To the Readers of Te Puke High School's Financial Statements

For the Year Ended 31 December 2018

The Auditor-General is the auditor of Te Puke High School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, 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 21, that comprise the statement of financial position as at 31 December 2018, 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 2018; 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2019. 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 of Trustees 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.

CHARTERED ACCOUNTANTS & ADVISORS

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Tauranga 3110, New Zealand
PO Box 222
Tauranga 3144, New Zealand
Telephone: +64 7 927 1234

williambuck.co.nz

William Buck Audit (NZ) Limited

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and on pages 25 to 68, 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 (Revised): 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.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand

Kiwi Sport is a government initiative to support students' participation in organised sport. In 2018, the school received Kiwi Sport funding of \$20,356 which was spent on a wide variety of organised sports.

TE PUKE HIGH SCHOOL



Aim High

Whaia Te Matauranga Tiketike

2018 Annual Report



Portfolio:	Kāhui Ako (Community of Learning)
Strategic Goal:	1. To contribute to the success of Te Puke Community of Learning (COL).
<p>Background Information:</p> <p>At the end of 2012 the four Principals of Te Puke Primary School, Te Puke Intermediate School, Fairhaven School and Te Puke High School established a Learning and Change Network (LCN) called “Te Puke LCN” with support from the Ministry of Education and the University of Auckland.</p> <p>The Te Puke LCN was developed on the following principles: 1. Develop the learner from Year 1 to 13. 2. Engage our collective community to support our students.</p> <p>Monthly meetings were held throughout 2013, with representatives from each school and the MOE the University of Auckland.</p> <p>The ‘Achievement Challenge’ “Engaging the child, engaging the whānau, engaging the community” was developed.</p> <p>A model was developed to help our schools investigate the dimensions for a successful Te Puke student.</p> <p>Through 2015, the four schools engaged in a number of initiatives:</p> <ul style="list-style-type: none"> ● Combined Staff Only Day for teachers from the four schools at the beginning of the school year. ● ‘Enthusiast groups’ were set up early in Term One for ‘ICT’ and ‘Learner Agency’. These groups developed and delivered professional learning and development opportunities for all teaching staff of the four schools during Term 1, 2 and 3. ● The four Principals’ worked well together and with the local economic development group (Te Puke EDG) to develop the entity of Hua Pai Maota – Te Puke Learning Network, which connected well with the mantra of Goodness Grows Here for the Te Puke region. As a result of this support, Hua Pai Maota was launched at a community event on 25 March 2015. 	

- HPM partnered with a local technology company, Moai Tech Solutions, to provide parents/caregivers with the opportunity to purchase cost-effective digital devices for their child/children to assist their learning at school and home.
- In Term Four, the Boards of the four schools hosted a meeting with Director of Education for Bay of Plenty, Rotorua, Taupo: Ezra Schuster to discuss the concept of Community of Learning/Schools (COL/COS). Following the combined Board meeting, it was agreed that Hua Pai Maota – Te Puke Learning Network would put in an ‘expression of interest’ to become a COL/COS. Towards the end of Term 4, we received notification that the MOE had accepted our expression of interest.
- Midway through Term Four, the four Principals and Board representatives hosted an information meeting with Principals and Board Representatives from the other schools in the Te Puke region to offer the opportunity to become a member of the Hua Pai Maota Community of Learning.

In 2016, the twelve schools in the Te Puke region have met regularly. The purpose of these meetings has been to develop our collective understanding and agreement to form a Community of Learning. Although progress has been slow, it is very important that we develop our shared moral purpose before embarking on such an important project. By the end of 2016, we the Principals of the twelve schools had developed a vision for our Community of Learning and identified areas for improvement which will contribute to the development of our Achievement Challenges.

In 2017, eleven of the twelve Te Puke schools developed a successful proposal to the Ministry of Education to form Te Puke Community of Learning (CoL). This was followed by the appointment of Jill Weldon (Principal, Te Puke Intermediate) to the position of Lead Principal. Monthly steering group meetings of all Principals were held throughout the year, which included local iwi representation. Clear purpose was established of the priority focus areas. Towards the end of the year, two teachers from Fairhaven Primary were appointed to the ‘Across School’ positions for the first priority focus area; Culturally Responsive and Relational Pedagogy.

Objectives:

- 1.1 Support the establishment of Te Puke COL.
- 1.2 Support strategic and action plans to achieve the goals outlined in the proposal for Te Puke COL.
- 1.3 Employ personnel to the leadership roles; Lead Principal, Teacher role (across Community/between-schools) and Teacher role (within school).
- 1.4 Implement strategies outlined in the strategic and action plans.

Objectives	Actions	Responsibilities	Resources		Completion Date
<p>1.1</p> <p>Support the establishment of Te Puke COL.</p>	<p>1.1a</p> <p>Regularly attend Te Puke Community of Learning meetings.</p> <p>1.1b</p> <p>Contribute to the conversation amongst Principals of the eleven Te Puke schools towards a shared moral purpose.</p> <p>1.1c</p> <p>Facilitate the development of a shared commitment and purpose for Te Puke COL.</p>	<p>LDL</p>	<p>Provide the venue for Te Puke COL meetings.</p> <p>Attend meetings regularly.</p>	<p>Documentation that shows the shared commitment and purpose for Te Puke COL.</p>	<p>Throughout the year.</p>
<p>1.2</p> <p>Support strategic and action plans to achieve the goals outlined in the proposal for Te Puke COL.</p>	<p>1.2a</p> <p>Regularly attend Te Puke Community of Learning meetings.</p> <p>1.2b</p> <p>Contribute to the development of Te Puke COL.</p>	<p>LDL</p>	<p>Attend meetings regularly.</p>	<p>Meeting minutes.</p>	<p>Throughout the year.</p>

<p>1.3</p> <p>Employ personnel to the leadership roles; Teacher role (across Community/between-schools) and Teacher role (within school).</p>	<p>1.3a</p> <p>Form employment panel.</p> <p>1.3b</p> <p>Advertise positions.</p> <p>1.3c</p> <p>Appoint personnel from Te Puke schools to the leadership positions: Teacher role (across Community/between-schools) and Teacher role (within school).</p>	<p>LDL</p>	<p>Attend meetings regularly.</p> <p>Be on the selection panel.</p>	<p>Personnel are appointed to the three leadership positions.</p>	<p>Personnel are appointed to the three leadership positions.</p>
<p>1.4</p> <p>Implement strategies outlined in the strategic and action plans.</p>	<p>1.5a</p> <p>Regularly attend Te Puke Community of Learning meetings.</p> <p>1.5b</p> <p>Contribute to the implementation of strategies to meet the Achievement Challenges.</p>	<p>LDL</p>	<p>Attend meetings regularly.</p>	<p>People in leadership positions are carrying out their roles to implement the strategies outlined in the strategic and action plans.</p>	<p>People in leadership positions are carrying out their roles to implement the strategies outlined in the strategic and action plans.</p>

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

1 March meeting:

- Two teachers from Fairhaven have been appointed to the 'Across School' Leader positions with responsibility for implementing Culturally Responsive and Relational Pedagogical practices. Another two 'Across School' Leader positions are available, which will be advertised shortly. Polly will be providing advice and guidance for these leaders.

28 March meeting:

- The two Across School leaders, Ange McAllister and Tatai Takuira-Mita, were introduced to TPHS staff on the 19th March.
- Polly is being used in an advisory capacity for the Across School leaders.

24 April meeting:

- On the 4th April, I advertised the 'Within School' positions for our Kahui Ako - Te Puke CoL. Five staff replied with expression of interest.
- On the 5th April, I attended a Steering Group meeting for our Kahui Ako Te Puke CoL. Agenda items included: Update on progress with the 'Across School' and 'Within School' positions, along with the partnership with Poutama Pounamu as the CoL's expert partner.
- On the 9th and 10th April, Lisa, Polly and I carried out interviews for the two 'Within School' positions for our Kahui Ako Te Puke CoL.

27 June meeting:

- On the 29th May, I attended Kahui Ako/Te Puke Community of Learning meeting. The agenda for the meeting included a presentation by representatives of Poutama Pounamu and a discussion of the tool that can be used to assess the critical contexts for change towards a more culturally responsive environment.

25 July meeting:

- On the 5th July, I attended a Kāhui Ako/Te Puke CoL steering group meeting. The agenda included: update of progress from the Across School Teachers (AST), update of progress from the Early Childhood Education (ECE) sector and presentation by Alex Hotere-Barnes (Expert Partner). At the end of the meeting, I did express concern that Principals need to be meeting more often to ensure that they continue to support the kaupapa of our CoL.

Term 4:

- Over the October school holiday period a voluntary PLD day was held for teachers of the eleven schools the Kahui ako held. 160+ teachers attended. The PLD focused on challenging participants' thinking with respect to being culturally responsive. Feedback from teachers was very positive.
- The Across School Teachers (AST) and Within School Teachers (WST) developed their school Action Plans. Each school was provided with support from Poutama Pounamu to pull out the key themes from their Rongohia Te Hau survey data and the schools walk through data to develop their Action Plans.
- A two-day Wananga, led by Poutama Pounamu was held at Hei Marae. The wananga was for the 25 Kaiwhakaako and focused on Blended e-learning.
- Jill Weldon was appointed to another 1-2 years in the position of the Lead Principal role.

Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?

“By requiring an ‘analysis of variance’ in annual reports, the government is encouraging boards and school leadership to investigate and **respond to any differences between their planned improvement targets and the actual outcomes achieved** by the students.”

Planning for Better Student Outcomes, June 2003 Quarterly, Ministry of Education.

Good progress was made through 2018 in the development of Kahui Ako Te Puke Learning Community. Jill Weldon has done a great job in the position of Lead Principal and facilitated a strong team of AST and WST. There has been great progress in gaining an understanding of each school's capability with respect to their Cultural Responsiveness.

The AST and WST team has become a strongly committed group to ensuring change in the schools that make up Kahui Ako Te Puke Learning Community. I am pleased with the dedication of this group, but have expressed some concern to Jill that there is a need to ensure that the Principals from all schools are involved in the decision making and not side lined. Otherwise, embedded change may not happen as desired.

Evaluation

So what? Where to next?

“Evaluating progress will provide boards and school management teams with good **pointers to ways in which the strategy needs to be improved for the coming year in order to take the school closer to its overall (or strategic) goal.**” *Planning for Better Student Outcomes, June 2003 Quarterly, Ministry of Education.*

In 2019, I will continue to support the development of Kahui Ako Te Puke Community of Learning under the leadership of Jill Weldon. I intend to get more involved in one of the PLD groups being established at Te Puke High School to ensure that I am more embedded in the process of change.

Portfolio:	Wānanga (Learning)
Strategic Goal:	2. To achieve equity, excellence and belonging through curriculum, pedagogical and assessment practices, so that Māori learners can succeed as Māori at Te Puke High School.
Background Information:	
<p>This portfolio focuses on the concept of wānanga (learning) as a key factor for the progression of our future focused vision at Te Puke High School. The above objectives have been developed as a result of review of the NAG 1 and 3 strategic goals for 2016. They refocus the leaders and teachers on developing a greater understanding of how to apply culturally responsive and relational pedagogy within 21st century learning contexts. The rationale behind this strategy has emerged from a range of evidence which shows some learners are not yet realising their true potential, particularly some Māori, Pasifika and GaTE students. Thus, this plan places a greater emphasis on developing systems that will enhance the pedagogical practices that students themselves, have said work for them.</p>	
Objectives:	
<p>2.1 Continue to develop the Te Puke High School Learning Framework within the junior school.</p> <p>2.2 Continue to develop and implement the Te Puke High School Learning Progressions for Years 9 and 10, so students and their parents/caregivers understand current and next steps for learning.</p> <p>2.3 Trial and review the use of the Learner Profile at Year 10, to provide holistic assessment opportunities.</p> <p>2.4 Investigate tracking, monitoring and reporting systems to support the development of those students who are not yet realising their potential.</p> <p>2.5 Teachers and leaders develop improved understandings of how to use evidence more effectively to engage in ongoing review of pedagogy, curriculum and assessment.</p> <p>2.6 Develop learning partnerships with whānau to develop localised curriculum within the junior school.</p> <p>2.7 Implement and review some integrated/contextualised courses within the senior curriculum at Level 1.</p> <p>2.8 Continue PLD focus on culturally responsive and relational pedagogy within 21st century learning contexts, to accelerate the success of Maori learners.</p> <p>2.9 Provide and review new opportunities for Māori students to succeed as Māori</p> <p>2.10 Further develop engagement in collaborative inquiry and appraisal as a learning process.</p>	

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
2.1 Continue to develop the Te Puke High School Learning Framework	2.1a Work with teachers throughout the year to refine and develop professional understanding about concepts within the framework.	TLIF team	Time for PL	The TPHS Learning Framework has been completed and teachers are preparing to implement it within their learning programmes.	End of 2018
2.2 Continue to develop and implement the Te Puke High School Learning Progressions for Years 9 and 10, so students and their parents/caregivers understand current and next steps for learning.	2.2a LOLs lead Learning Areas in the development of Learning Progressions	TLIF and LOLs	Time factored into LA meeting structure for this	Learning Progressions have been completed and teachers are preparing to work with students and whānau using these.	End of 2018.
2.3 Trial and review the use of the Learner Profile at Year 10, to provide holistic assessment opportunities.	2.3a Work with 10C TTL and teachers to develop understanding of progressions in this framework. 2.3b 10C teachers review this process and	THP, WEK and TLIF	Time factored into TT meeting structure for this.	Evaluation of trial	End of 2018.

	make recommendations for the use of Learner Profile for 2019				
2.4 Investigate tracking, monitoring and reporting systems to support the development of those students who are not yet realising their potential.	2.4a Research effective methods to track and monitor in the junior school 2.4b Research online, just-in-time reporting models 2.4c Develop a strategy for 2019	THP	Time to research	Strategy for 2018.	End of 2018
2.5 Teachers and leaders develop improved understandings of how to use evidence more effectively to engage in ongoing review of pedagogy, curriculum and assessment.	2.5a SLT, LOLs and teachers conduct ongoing analysis of asTTle, attendance and NCEA data with particular focus on working towards solutions to provide equity for Māori learners	SLT, LOLs and TLIF	Time factored into meeting structures for this.	AsTTle, attendance and NCEA data shows improved outcomes for Māori learners.	End of 2018/2019

	2.5b Focus on gathering and using evidence in meaningful ways within collaborative inquiry process				
2.6 Develop learning partnerships with whānau to develop localised curriculum within the junior school.	2.6a Work with the University of Waikato to grow meaningful relationships with whānau 2.6b Theme teams co-construct with students and whānau to develop local learning contexts.	TLIF and Theme Team Leaders.	PL time and time to work work with whānau.	Māori students and whānau report improved sense of belonging during end-of-year interviews.	End of 2018
2.7 Implement and review some integrated/contextualised courses within the senior curriculum at Level 1/2.	2.7a Gather evidence to determine effectiveness of programmes 2.7b Review informs planning for 2019	THP and LOLs		Student, teacher and whanau voice	End of 2018.

<p>2.8 Continue PLD focus on culturally responsive and relational pedagogy (CRRP) within 21st century learning contexts, to accelerate the success of Maori learners.</p>	<p>2.8a</p> <p>Focus on</p> <ul style="list-style-type: none"> ● CRRP ● te reo Māori and tikanga ● integrated learning ● collaborative teaching ● differentiation ● literacy/numeracy ● meaningful partnerships with whānau ● 21st century tools 	<p>TLIF</p>	<p>Whole staff or group PL time.</p> <p>Kaumatua and kuaia</p>	<p>Rongohia te Hau</p> <p>End of year AssTTle data</p> <p>Māori students, whānau and teacher voice from Year 10 interviews</p>	<p>End of 2018</p>
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Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

2.1 Continue to develop the Te Puke High School Learning Framework

Significant progress has been made to develop the Learning Framework, through the Teacher-led Innovation Project to provide a broad overview of how learning happens at TPHS. This framework represents our *Ways of Being* such as our core teaching and learning approaches; cultural relationships for responsive pedagogy (CRRP), the 5 Cs (21st century dispositions), the 5 aspects of the Learner Profile (academic, physical, social, mental and emotional and cultural and spiritual) and our 5 core values (respect, relationships, resilience, realising potential and responsibility).

2.2 Continue to develop and implement the Te Puke High School Learning Progressions for Years 9 and 10, so students and their parents/caregivers understand current and next steps for learning.

Learning Progressions for all Learning Area have been completed up to level 6 of the New Zealand Curriculum. In 2019 and beyond these will be used as a means of assessment for learning and reporting, to make next learning steps more transparent for students and parents/caregivers.

2.3 Trial and review the use of the Learner Profile at Year 10, to provide holistic assessment opportunities.

Throughout the year, the Senior Leadership team (SLT), Leaders of Learning (LOLs) and Theme Team Leaders (TTLs) engaged in conversations around the Learner Profile. This helped inform the end-of-year Theme planning where it was decided that particular aspects of the Learner Profile would be used as key learning points that student are able to self evaluate each term. The Learner profile will be digitalised and placed on each student's Google-site for them to access and use. All staff were reintroduced to the background and purpose of the Te Puke Learner Profile during Term 4.

2.4 Investigate tracking, monitoring and reporting systems to support the development of those students who are not yet realising their potential.

Parent/caregiver feedback has identified that we need more consistent and clearer ways of reporting back on student progress. The following directive has been given to Theme teachers for 2019:

Regular recording of evidence in KAMAR to provide whānau, students and teachers with more evidence to track and monitor progress.

Each term we will do:

- *Diagnostic self-assessment at start (connected to Learning Progressions)*
- *Goal-setting and review each term (student and mentor teacher together)*
- *Summative assessment - Learner Profile (student self-assessment) and Learning Progressions (teacher assessment)*
- *asTTLe (2x year)*

As a result of the parent/caregiver surveys, junior reports will be redesigned to respond to their feedback. Aspects included will be things students have done really well (outside of class) and progress students have made across the year; both from a curriculum and holistic perspective to show value added.

2.5 Teachers and leaders develop improved understandings of how to use evidence more effectively to engage in ongoing review of pedagogy, curriculum and assessment.

The collaborative inquiry evidence shows that leaders and teachers are using evidence in an ongoing way to identify areas of practice that can be changed and improved upon. During 2018 there has been a broad range of evidence gathered and analysed, particularly at a leadership level. The TLIF team gathered and analysed asTTLe, attendance, whānau, student and teacher interviews, Rongohia te Hau data and teacher and parent surveys to determine next steps for professional learning and system change. The LOL team analysed asTTLe, attendance, NCEA and Rongohia te Hau data of which modifications have been made to planning and practice within learning areas. Identification of a school-wide focus for 2019 has come about because of this objective in action. This focus will be *Accelerating success for Māori learners using cultural relationships and responsive **literacy** approaches*. In order to achieve this goal we know we need to improve attendance, grow our knowledge of Te Ao Māori as well as deliver some specific literacy interventions to support students with their reading and writing.

2.6 Develop learning partnerships with whānau and community to develop localised curriculum within the junior school.

Significant progress has been made in this area during 2018, largely due to connections through the Kahui Ako. Throughout the year theme classes have been learning about our local histories, landscapes and people. Trips have included planting at the Maketu Wetlands, exploration of the Papamoa Hills, investigation of local Te Puke community initiatives (such as the Daily Cafe and Food Bank) and planting native trees at Makahae Marae. Other project based work has involved inviting community members and experts into support learning, as well as exhibition days/evenings for parents/caregivers and community members. There has been some excellent work planned for 2019, especially in the Maths and Science areas, where whānau and Iwi members have supported with the consultation and planning of local projects for the junior and senior school curriculum. When interviewed, a group of Year 10 Māori students and their whānau were positive about these developments, communicating an improved sense of belonging and engagement.

2.7 Implement and review some integrated/contextualised courses within the senior curriculum at Level 1/2.

Implementation of some Level 1 integrated/contextualised courses has occurred during 2018. This has involved offering Science/Maths, Science/Technology and Pacific Rim Culture courses. LOLs have reviewed these courses (with teacher feedback) and planned accordingly for Level 1 and 2 integrated courses for 2019. New courses will include; a Science course where students do all learning through the context of a journey down the Kaituna River, incorporating Science and local Māori histories as well as innovative assessment opportunities; a Financial Literacy course at Level 2 which involves practical applications of money matters; Level 1 and 2 Building Construction courses as well as the localisation of Level 2 and 3 Tourism courses.

2.8 Continue PLD focus on culturally responsive and relational pedagogy (CRRP) within 21st century learning contexts, to accelerate the success of Maori learners.

There has been good progress in this area in relation to ongoing PLD to support the development of teachers understanding of CRRP. This was evidenced by a recent survey where teachers indicated a significant shift in confidence and competence. Rongohia te Hau observations were administered mid year and again in Term 4, Week 8. These showed consistent outcomes which we believe is a positive indicator, considering the late time of year for the second round. Throughout the year the TLIF team have provided specific areas of [professional learning](#) to respond to teacher requests and needs.

2.9 Provide and review new opportunities for Māori students to succeed as Māori

Significant progress has been made in this area with the addition of our new te reo Māori teacher, Debbie Raurahu and the Ngā Pou Angitu (Māori Success) group. All te reo Māori and Māori Cultural Studies courses have been updated to offer mostly Achievement Standards. The number of students participating in reo classes has increased for 2019. The kapa haka group has had a spectacular year, going from strength to strength with the support of Che Maxwell as tutor. TPHS has facilitated three whānau hui, the latter two at Hei and Moko Marae, where numbers of whānau and community present was between 90 and 130. These were evenings to celebrate the success of our Māori students and as a result of these our relationships with our local Iwi are improving. The Year 10 Māori Boys Mentoring initiative was also trialled. The purpose was to support a small group of Māori boys to develop their confidence, culture and identity.

2.10 Further develop engagement in collaborative inquiry and appraisal as a learning process.

A concerted SLT effort has been made this year to streamline online tools to support teachers with collaborative inquiry, appraisal and teacher registration. A considerable amount of time has been provided to teachers to scaffold them through the collaborative inquiry process. This has challenged some teachers to go deeper into the inquiry cycle, questioning assumptions and beliefs of themselves and others.

Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?

“By requiring an ‘analysis of variance’ in annual reports, the government is encouraging boards and school leadership to investigate and **respond to any differences between their planned improvement targets and the actual outcomes achieved** by the students.”

Planning for Better Student Outcomes, June 2003 Quarterly, Ministry of Education.

2.1 Continue to develop the Te Puke High School Learning Framework

Final design of the TPHS Learner Profile is currently being undertaken by a former Year 13 Design student. It is likely this will be completed in the 2019 New Year, for consultation and eventual implementation across the school. Professional learning focusing on the Learner Profile will continue during 2019, alongside Te Puke Intermediate.

2.2 Continue to develop and implement the Te Puke High School Learning Progressions for Years 9 and 10, so students and their parents/caregivers understand current and next steps for learning.

Implementation of the Learning Progressions will occur during 2019. For Themes, this will include regular recording of student attainment for focus curriculum areas each term. These overall teacher judgements will be recorded in KAMAR for parents/caregivers to view.

2.3 Trial and review the use of the Learner Profile at Year 10, to provide holistic assessment opportunities.

Use of the Learner Profile was not trialled with 10C as there was some objection to implementation without professional learning to support this. Thus the start of 2019 will focus on unpacking and making sense of the Learner Profile across the teaching staff.

2.4 Investigate tracking, monitoring and reporting systems to support the development of those students who are not yet realising their potential.

The 2018 objectives set have been achieved. It is intended that SLT provide structured and ongoing support for the implementation of this process throughout 2019, as well as regular review checkpoints.

2.5 Teachers and leaders develop improved understandings of how to use evidence more effectively to engage in ongoing review of pedagogy, curriculum and assessment.

Evidence is starting to be used more effectively in leadership pockets. It is planned that this process of analysing and using data for strategic planning becomes more routine within SLT, LOLs and TTLs for 2019. Within the collaborative inquiry process, teachers could better access and use student achievement data to evaluate if acceleration has occurred, particularly for priority learners. This will be made easier in 2019 with regular recording of formative and summative assessment information.

2.6 Develop learning partnerships with whānau and community to develop localised curriculum within the junior school.

Outcomes towards this objective have started to be achieved. This work will be developed in an ongoing way during 2019 and into the future, with the support of the Kahui Ako and their connections to whānau and local Iwi.

2.7 Implement and review some integrated/contextualised courses within the senior curriculum at Level 1/2.

Outcomes have been met regarding the gradual implementation of more authentic and connected courses. The scope of the review process for 2019 should be broadened to capture more student and parent/caregiver feedback in relation to what is and isn't working for senior students.

2.8 Continue PLD focus on culturally responsive and relational pedagogy (CRRP) within 21st century learning contexts, to accelerate the success of Maori learners.

We cannot yet see how the focus on CRRP and 21st century approaches has made an impact on student learning. We should better be able to gauge this in 2019 with a greater focus on tracking and monitoring assessment information in the junior school. 2018 asTTle data has told us that significant work needs to be done on reading and writing to support the acceleration of our Māori learners and as stated above, this will be a priority for 2019.

2.9 Provide and review new opportunities for Māori students to succeed as Māori

We have had positive feedback from our Māori community regarding these new initiatives. Participants at whānau interviews indicated the school was making good progress and that we need to keep doing more of the same. Whānau are starting to engage with us more at particular school events, such as the Multicultural Performance evening, sports events and Small Group Conferences. There has been some evidence of how some senior Māori students, who were identified as priority learners in the junior school, have demonstrated accelerated success in relation to NCEA. Most of these students have been involved with kapa haka, te reo Māori and mentoring for the te reo Kori programme. Our next steps are to review the Māori Boys Mentoring programme, capturing student and whānau voice to evaluate its success and plan forward.

2.10 Further develop engagement in collaborative inquiry and appraisal as a learning process.

This new system will take more than one year to implement with confidence. More work needs to be done on supporting LOLs and teachers with appraisal. The next steps for the collaborative inquiry process is to encourage teachers to become action researchers; that is, What is going to be the most relevant evidence to use to determine whether you have accelerated student success? What does the research tell us works in relation to the inquiry focus? What happened when you tried new approach/es? What are our findings and conclusions? Where to next? As mentioned above, teachers could better access and use student achievement data to evaluate if acceleration has occurred, particularly for priority learners.

Evaluation

So what? Where to next?

“Evaluating progress will provide boards and school management teams with good **pointers to ways in which the strategy needs to be improved for the coming year in order to take the school closer to its overall (or strategic) goal.**” *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

Overall, significant progress towards identified objectives were made in the areas of curriculum, pedagogy and assessment during 2018. The above analysis indicates the following aspects should be focused on during 2019:

- *Accelerating success for Māori learners using cultural relationships and responsive **literacy** approaches* with a focus on improving attendance, growing our knowledge of Te Ao Māori as well as delivering some specific literacy interventions to support students with their reading and writing.
- Support teachers with the implementation of the Learner Profile
- Ensure new tracking, monitoring and reporting systems are embedded and reviewed within the junior school
- Continue to develop learning partnerships with whānau and community
- Continue to develop localised curriculum alongside local Māori community
- Invest in a more robust review of the senior curriculum
- Provide and review new opportunities for Māori students to succeed as Māori

Further develop engagement in collaborative inquiry and appraisal as a learning process.

Portfolio:	Whānaungatanga (Relationships)
Strategic Goal:	3. To investigate, develop and implement ways to build positive relationships and improve engagement within the Te Puke High School community.
Background Information:	
<p>NAG 5 was primarily focussed around Health and safety and attendance. This is more centred around whānaungatanga and relationships within and around the Te Puke High School Community. The overarching aim is to make TPHS a focal point of the community and a hub which thrives. This goal will be implemented through the foundation and continuation of increased staff positivity within the school, a consistent and supported structure to ensure maximum attendance and engagement at school and a scaffolded process of building positive relationships with all members of the school and wider community. All of this taking place within a safe and secure environment where Health and safety is at the forefront.</p>	
Objectives:	
<p>3.1 To investigate and implement ways of building and maintaining positive relationships within the school community with a focus on staff wellbeing and induction.</p> <p>3.2 To ensure a safe and positive environment for all within TPHS through the continued implementation of Health and Safety policies and procedures.</p> <p>3.3 To enhance the relationship between families, whānau, the community and Te Puke High School.</p> <p>3.4 To identify strategies and build positive relationships within the school community to support small group leaders to address attendance issues</p>	

Objectives	Actions	Responsibilities	Resources	Completion Date
<p>3.1</p> <p>To investigate and implement ways of building and maintaining positive relationships within the school community with a focus on staff wellbeing and induction.</p>	<p>3.1a</p> <p>Positive use of SLT meetings at least once a month to ensure effective communication across the school leaders and to assist with developing more meaningful and valued approaches towards staff collegiality.</p>	<p>MGY, SLT.</p>	<p>SLT and staff collaboration.</p>	<p>End of 2018</p>
	<p>3.1b</p> <p>Ongoing Classroom observations and support for teachers in the classroom environment to assist with building staff Hauora.</p>	<p>MGY, SLT</p>	<p>Board support</p>	<p>Ongoing</p>
	<p>3.1c</p> <p>Liaise with the Special Projects Manager around developing the Kaimahi Lounge and its functionality and appeal as a space.</p>	<p>MGY, SLT, SPM</p>	<p>Meeting time and Board support</p>	<p>End of 2018</p>
	<p>3.1d</p> <p>Work with a Social Committee to ensure opportunities are created to enhance staff wellbeing.</p>	<p>MGY, Social Committee</p>	<p>Creative thinking, BOT funding</p>	<p>Ongoing</p>

<p>3.2</p> <p>To ensure a safe and positive environment for all within TPHS through the continued implementation of Health and Safety policies and procedures.</p>	<p>3.2a.</p> <p>Continue to implement policies and procedures as laid out in our health and safety procedure manual.</p>	<p>MGY, H&S Committee</p>	<p>SLT and staff collaboration.</p>	<p>Ongoing</p>
	<p>3.2b</p> <p>Monitor hazard identification procedures consistently and report to BOT on a monthly basis.</p>	<p>MGY, H & S Committee</p>	<p>Meeting time and Board support</p>	<p>Ongoing</p>
	<p>3.2c</p> <p>Build the Health and Safety Committee as a school representative group which has regular meetings once a fortnight.</p>	<p>MGY, H & S Committee</p>	<p>Meeting time, SLT and staff collaboration</p>	<p>Ongoing</p>
	<p>3.2d</p> <p>Focus on Staff Wellbeing as a priority for the year</p>	<p>MGY, H & S Committee</p>	<p>Meeting time, SLT and staff collaboration</p>	<p>Ongoing</p>
<p>3.3</p> <p>To enhance the relationship between families, whānau, the community and Te Puke High School.</p>	<p>3.3a</p> <p>Continue to develop opportunities within the school calendar to enhance both internal and external relationships.</p>	<p>MGY, SLT, HOHs</p>	<p>Meeting time, SLT and staff collaboration and Board support</p>	<p>End of 2018</p>

	3.3b Support and enhance existing events which promote positive relationships within TPHS ie. Pasifika, Home School Partnership meetings, cultural gala, Kapa Haka development, by attending these events and meeting with the organisers to investigate ways we can further engage and add value.	MGY, Staff	Meeting time, SLT and staff collaboration and Board support	Ongoing
	3.3c Investigate student conferencing methods to maximise attendance and using parental and student voice to work on how these can be used as tools for enhancing relationships.	MGY, THP, AUS	Meeting time, SLT and staff collaboration and Board support	Ongoing
3.4 To identify strategies and build positive relationships within the school community to support small group leaders to address attendance issues.	3.4a Develop the attendance officer's role to being more proactive in targeting attendance issues by meeting with them fortnightly and supporting them.	MGY, CJU	Meeting time, SLT and staff support	Ongoing
	3.4b Gather data from stakeholders through meetings to identify strategies to support all Small Group Leaders (SGL) to address attendance issues.	MGY, SLT, SGL	Meeting time, SLT and staff support	Ongoing

	3.4c Design a strategy to reinvigorate the regular promotion of the inter-house attendance competition.	MGY, HOHs	Meeting time, SLT and staff collaboration and Board support	Ongoing
	3.4d Continue the use of TAG (Truancy Action Group) to address systematic absences in junior students.	MGY, JEP	Meeting time	Ongoing
	3.4e Investigate barriers to attendance by meeting and consulting with the community, social services, groups and iwi authorities.	MGY, THP	Meeting time, SLT & BOT support	Ongoing

Outcomes - Progress towards Objectives

[What progress was made towards the Objectives?](#)

3.1 To investigate and implement ways of building and maintaining positive relationships within the school community with a focus on staff wellbeing and induction.

- SLT have struggled to find suitable time for meetings. This is an area we are all aware of and will address next year by including regular scheduled meeting times on Monday afternoons, Wednesday afternoons and potentially during the day if we have shared free time. SLT meetings are positive and the focus has been student centred learning and staff support. Staff particularly appreciate the morning tea shouts from the BOT that have been the backbone of shouts this year. Unfortunately, staff were struggling to support shared morning teas with fears of being unable to meet expectations and inequity with numbers contributing. We have also continued the Staff Celebrations which consistently draw positive feedback from staff and visitors as well as provide us with an important opportunity to acknowledge our colleagues and potentially reward them with a “Pat on the Back”

- Ongoing support has been provided for staff and regular PL time has allowed teachers to target their practice in a collegial and meaningful way. SLT are taking on board some of the concerns raised by staff eg phone use and are working through steps to address these concerns.
- The use of the Kaimahi Lounge as a rest space has increased. Staff Celebrations and Happy Hour are regular events that are enjoyed by all, not just the teachers. Some feedback has been around the seating available, but staff are happy with the current arrangements.
- A small but positive and keen group of staff have been involved in running the Social Committee for the year. The highlight was the BOT supported Christmas and End of Year Function held on site with Mark from the canteen providing the catering and the Social Committee providing some of the drinks. Following the delicious lunch, a group of staff headed off to the races in Tauranga, in the mini vans organised by the Social Committee, and enjoyed the twilight event. Many thanks to the BOT for their support of this important occasion. We are looking forward to a larger group running the Social Committee next year and invite the BOT to join us if they are keen to attend any of the functions organised. Planning for a movie night early in 2019 is currently underway.

3.2 To ensure a safe and positive environment for all within TPHS through the continued implementation of Health and Safety policies and procedures.

- The Health and Safety Committee agreed to monthly meetings unless a serious incident needed urgent addressing. Due to the make up of the committee, lunch times were agreed to be the best time for the majority of regular members.
- Regular monthly reports are submitted to the BOT identifying and addressing hazards as well as updates on what is happening on site. We have fine tuned our risk analysis document to include more specific detail around Action Required.
- With the change overs in staff we will again promote representation from across the school to join the Health and Safety Committee. At the moment we have most areas represented regularly.
- Further targeting of staff wellbeing needs to continue. Internal and external support has been offered to staff if required.

3.3 To enhance the relationship between families, whanau, the community and Te Puke High School.

- A number of opportunities have been created to allow the development and enhancement of relationships with our contributing families and whānau and community. We have had meetings on site and after regular work hours to try and accommodate members of the community. We have also been more involved in the community this year with meetings at local marae as well as staff and students being actively engaged in community events. Feedback from the community has been positive around the profile of the school and the participation of the students.

- For the first time in a number of years the Kapa Haka Group have been training and performing. New uniforms have been purchased to support the group as it is expected to grow in numbers. The response from the community has been overwhelming impressive with many in awe of their achievements so far. We continue to celebrate the cultural diversity within the school and our Pasifika Group have been prominent as well. This group will also continue to grow as more juniors take up the challenge.
- This year we have used Student Led Conferences as part of the consultation we have with the community. Whānau Hui were also held to celebrate student achievement at two of our local marae. Some people in our community still prefer to speak to subject specialists, particularly in the senior school. Despite personal approaches made to parents and caregivers, there is still room to improve numbers attending.

3.4 To identify strategies and build positive relationships within the school community to support small group leaders to address attendance issues.

- The increase in hours for our Attendance Officer has allowed Julie to manage her workload better without making significant improvements in addressing attendance issues. It has been a learning time for Julie as she liaises between school, home and staff. Regular meeting times need to be adhered to in order to support her with next steps and dealing with staff and families or whānau.
- There is a growing concern nationally around the increasing number of 15 year olds who simply refuse to come to school without any sustainable pathway as an alternative. Community groups are working together to support students and encourage them to come to school. We need to remind Small Group Leaders to follow up promptly on unexplained or unjustified absences.
- Houses are working out the significance of maintaining good attendance rates if they want to win the House Cup. The Inter-House Attendance Competition needs regular promotion at assemblies so students can be proactively involved.
- TAG continues to be an effective group to address the high end attendance concerns brought in by the contributing schools.
- Community groups continue to show interest in supporting the school and students, particularly those at risk, who are often associated with attendance concerns.

Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?

“By requiring an ‘analysis of variance’ in annual reports, the government is encouraging boards and school leadership to investigate and **respond to any differences between their planned improvement targets and the actual outcomes achieved** by the students.” *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

3.1 To investigate and implement ways of building and maintaining positive relationships within the school community with a focus on staff wellbeing and induction.

- This will continue to be work in progress because of the dynamic nature of the staff and the importance of maintaining positive relationships. We will have a number of new staff and ensuring they are supported from induction through to the end of the year will be a priority for SLT and LoLs.

3.2 To ensure a safe and positive environment for all within TPHS through the continued implementation of Health and Safety policies and procedures.

- Staff are more conscious of Health and Safety around the school site and their individual responsibility to protect our safe work environment. We have a genuine and caring staff who do go the extra mile to support each other.

3.3 To enhance the relationship between families, whanau, the community and Te Puke High School.

- It has been an exciting year with the increased connections with the community. There are a lot of positive things happening in school and it is good to be given the opportunity and platform to share them with the community. The more we develop the relationships the more opportunities come up for our students to do more to support their learning.

3.4 To identify strategies and build positive relationships within the school community to support small group leaders to address attendance issues.

- There is a level of frustration around Small Group Leaders not being proactive enough in addressing attendance concerns and following up with contact home and an entry in KAMAR. This is an investment of time and needs to be a priority for SGLs to support student learning and strengthening relationships.

Evaluation

So what? Where to next?

“Evaluating progress will provide boards and school management teams with good pointers to ways in which the strategy needs to be improved for the coming year in order to take the school closer to its overall (or strategic) goal.” *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

3.1 To investigate and implement ways of building and maintaining positive relationships within the school community with a focus on staff wellbeing and induction.

- Scheduled SLT meetings need to be kept.
- We plan to meet new staff before we begin our Staff Only Days to allow them a bit more time to familiarise themselves with the campus and the Te Puke High School way and procedures.
- New staff and Year 2 teachers will be ‘encouraged’ to join the Social Committee and have a voice in ways to improve staff well being.
- SLT need to ensure they are a visible presence both inside and outside the learning spaces. This is important for staff around feeling supported and building stronger relationships with the teachers in particular.
- We need to investigate ways to make more profit for the Social Committee. At the moment we are not making enough to cover costs and do much more than provide a couple of bags of chips on Friday afternoons.

3.2 To ensure a safe and positive environment for all within TPHS through the continued implementation of Health and Safety policies and procedures.

- Members need to continue promoting a safe work environment and encouraging colleagues to join the Committee to ensure we have representation from all areas.
- Electronic reporting needs to be used more by staff.
- A focus that targets staff wellbeing needs to be developed and continued.
- Students need to be better informed of Health and Safety issues and concerns.

3.3 To enhance the relationship between families, whanau, the community and Te Puke High School.

- We need to continue to build Home and School Partnerships with some of our minority groups as well as enhancing the positive relationships we are developing with tangata whenua and other members of the community.
- We need to be prepared to continue consulting with the community around how best to engage with the school and enhance the relationships we enjoy for the benefit of our students.

3.4 To identify strategies and build positive relationships within the school community to support small group leaders to address attendance issues.

- SLT need to promote attendance and publish data more often with staff, students and the community.
- Senior students need to be challenged around their commitment to school earlier in the year. The attendance expectation for seniors to attend the Ball needs to be set higher to help students commit to their learning rather than wait for the Ball.
- SLT need to support HoHs and remind Small Group Leaders to follow up promptly on unexplained or unjustified absences and allow this to be a regular commitment. This as a priority, will support student learning and strengthen relationships with home.
- Get into the business community and gain their support to not serve students during the day.
- TLIF will be looking to engage and encourage our community to support initiatives to improve attendance.
- Continue involving the wider community in addressing attendance concerns.

Portfolio:	Whānaungatanga (Caring)
Strategic Goal:	4. To enhance the Pastoral Support Systems at Te Puke High School by the further development of PB4L, Small Groups, Student Support Services and Restorative Processes.
<p>Background Information:</p> <p>We have been a part of the PB4L programme since 2010 and started implementing the programme in 2011. This has been integrated alongside our Small Group Approach which was introduced in 2012 to provide a pastoral care system which provided support for students to help ensure they are made to feel connected and valued at Te Puke High School.</p> <p>PB4L is a Ministry of Education Initiative which has been rolled out over the last six years to a large number of schools in New Zealand.</p> <p>It is a three pronged approach to improving behaviour in schools by creating consistent processes and procedures that all staff and students follow.</p> <p>Tier 1 is looking at school wide processes that can be implemented to ensure our structures and processes are as effective as possible in making sure that we are encouraging students to follow our school values.</p> <p>Tier 2 is entered into once the majority of elements have been met to a level of 80% or higher and end this level caters for the 15% of students who are not managing to get it right with the Tier 1 strategies.</p> <p>Tier 3 is for those students who fit into the top 5% of behaviour issues in the school. These are students who need specific behavioural plans created for them. At present we are not at this level as a school as far as PB4L is concerned but largely we are already doing this with our SSS committee.</p> <p>At TPHS have not gone down the traditional PB4L framework but have incorporate the PB4L into the Small Group and House System. This has highlighted some real strengths in relation to our school wide values being entrenched and students having a good understanding of the values that are part of our school culture and largely for most students showing the 4Rs.</p> <p>There was some trepidation from the regional co-ordinators about how successful we would use this rather than the true model. Our school wide evaluations that have been conducted over the last three years have shown that we have achieved very pleasing results in relation to the implementation of whole school behaviour processes.</p> <p>Our set results were as follows Start of 2011 starting set 61% – end of 2011 – 78.9% 2012 – 93.2%– 2013 – 97.7%. 2014 – (Still waiting for result, but excellent feedback).</p> <p>School wide evaluation completed by PB4L regional co-ordinators.</p>	

In 2013 we have implemented the SSS committee which I initially thought would fulfil the requirement of a Behaviour Team for Level 2 PB4L however on completing the training in Term 2 it is now obvious that this team is actually dealing with those students who are at a Tier 3 Level of intervention rather than Tier 2.

This has meant we now need to create a system or refine our current processes to ensure that we are providing support for those students whose needs are not being met by the whole school behaviour practices that have been implemented in line with Tier 1.

In 2014 several staff involved in PB4L Tier 1 underwent training for Tier 2 this took place over 4 days and involved a number of schools within the wider Bay of Plenty including a couple of schools in our Tier 1 Network. Tier 2 interventions are for those 10 – 12% of students for whom whole school behaviour processes do not work.

As part of the work we have been doing in PB4L we have been approached to be part of a pilot project for developing Restorative Processes at TPHS.

In 2015 We have continued the development of the co-ordinated approach to Student Support Services in the School. We have become part of a Secondary Cluster for PB4L and took part in the training days that have been run by the MOE.

We have conducted several staff PL sessions on Restorative practice and are looking at having this as an ongoing aspect of staff PL in 2016.

The Restorative Practices Implementation Team has been set up and will continue to work together to implement this practice into TPHS.

The two levels of PB4L and the restorative practices team are working to ensure that there is a link to Small Groups, House System, The new curriculum at Year 9 and 10 and Te Kotahitanga.

All committees meet on a regular basis with several staff overlapping to ensure a united approach to Pastoral Care in the School.

2016 has seen major changes at TPHS due to the development of the Junior Curriculum. There was a decision to scale back the introduction of Restorative Practices this year to enable the staff to concentrate their efforts on the new integrated curriculum and 100 minute periods. Hence the Restorative Team and PB4L teams have been doing a lot of background work preparing for 2017. A number of staff have attended Restorative Training this year and are implementing the strategies learnt in their own teaching so that they can share the experiences that they have had with staff in 2017. PB4L has had some major drop off of staff due to changes in Job Descriptions, impact of workload due to new curriculum and staff leaving. The team needs to be added to in 2017 particularly around the data collection role. The Schoolwide Evaluation we undertook in 2016. Showed that Schoolwide PB4L is successfully embedded within TPHS and we need to continue moving forward to ensure that the sustainability of this is continued in 2017.

The Small Group review was not conducted last year as staff were under pressure with the implementation of the Junior Integrated Curriculum. This will be carried forward into 2017.

2017 saw the continued review of Small Groups with Staff and Student feedback obtained. There is further feedback needed to be obtained from community.

There was a more consistent and structural approach achieved particularly in the long pastoral periods. The sharing of what was to happen on the morning of the long pastoral meant that staff had experienced what was to happen immediately prior to the activities taking place and this was much more effective.

The Small Group interviews which were run by the Small Group Leader has solidified the relationship between learner, school and home. This has also meant that the broadening of the Pastoral aspect into further academic knowledge of the students is developing further.

The students involved in the PB4L group has provided extra depth and they are very passionate. Unfortunately, all of this group have secured Student Leader roles within the school and this has meant that a new group of students will need to be sought and trained.

2017 also saw the change of the school values and a 5th value being added. The five Rs are now Relationships, Responsibility, Respect and the change of Reaching Potential to Realising Potential and the 5th value of Resilience being added. This will require some unpacking of the values and some work in relation to student understanding of these changes.

Objectives:

- 4.1 To continue the review of the Small Groups Approach by gaining feedback from school community.
- 4.2 To continue the development of a consistent approach to Small Groups at Te Puke High School.
- 4.3 To continue to foster the development of meaningful home school partnerships between students/whanau and Small Group Leaders.
- 4.4 To continue the implementation and embedding of PB4L at TPHS and create structures to continue the sustainability of this programme.
- 4.5 To develop an integrated programme that supports the learning of students within the CASH classes. To review the testing and data collection around the students in these classes..

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
<p>4.1</p> <p>To continue the review of the Small Groups Approach by gaining feedback from school community.</p>	<p>4.1a</p> <p>Invite new students onto the PB4L committee and train them to ensure sustainability of this group.</p>	<p>AUS, PB4L team.</p>	<p>Meeting Schedule.</p>	<p>PB4L Team has a number of students from different year groups.</p>	<p>March 2018.</p>
	<p>4.1b</p> <p>Develop a review process to go out to caregivers about the current status of Small Groups.</p>	<p>AUS, PB4L, HOHs.</p>	<p>Google Survey</p>	<p>Google survey has been developed, administered and information collated.</p>	<p>May 2018</p>
	<p>4.1d</p> <p>Implement the recommendations that have been decided on by feedback from school community in 2017 and 2018.</p>	<p>AUS, PB4L Team, STAFF, Board, SLT</p>		<p>Changes have been made to implement recommendations.</p>	<p>Ongoing 2018.</p>
<p>4.2</p> <p>To continue the development of a consistent approach to Small Groups at Te Puke High School.</p>	<p>4.2a</p> <p>Share the vision of Small Groups with staff, students and caregivers at the beginning of 2018. Particularly important for new staff and students.</p>	<p>AUS, SLT, HOHs.</p>	<p>Staff Meeting time. Parent Evening.</p>	<p>Vision shared to various stakeholders.</p>	<p>Feb 2018.</p>

	4.2b Continue the development of structural component of SGT and Long Pastoral that reflects the needs of the school community.	HOHs.	Continued PL around SG Time activities and SGL role.	Regular PL and ability to see more SGs having structured SG Time.	June 2018.
4.3 Continue to foster the development of meaningful home school partnerships between Students/Whanau and Small Group Leaders.	4.3a Ensure that all SGLs are aware of the importance of contacting SG student homes in the first few weeks of school.	AUS, HOHs.	PL.	All Small Groups have contacted home and documented this on the KAMAR system.	March 2018.
	4.3b Develop regular slots in Pastoral Care and House Meetings to discuss development of Home and school partnerships.	AUS, HOHs.	HOH meetings.	Documented ideas that can be implemented about communication between SGLs and Home.	Feb 2018 and then ongoing.
	4.3c Continue to develop regular slots in Pastoral Care and House Meetings to discuss development of Home and school partnerships.	AUS, SLT, HOH, LOLs.	Reporting System, KAMAR, Meeting Time.	Reporting process and documentation standardised across all Small Groups so that SGLs follow a procedure to provide meaningful conferencing.	June 2018 and then ongoing.

				Feedback from Caregivers.	
<p>4.4</p> <p>To continue the implementation and embedding of PB4L/Restorative Practices at TPHS and create structures to continue the sustainability of this programme.</p>	<p>4.4a</p> <p>Further development of gaining new members for PB4L Team and upskilling these people in their respective roles.</p>	AUS, Existing PB4L Team.	Time.	Team is up and running with a mix of staff and students and is functioning well.	March 2018.
	<p>4.4b</p> <p>Continue to provide Staff PL on PB4L and Restorative strategies using the skills attained by the teachers who have trained already.</p>	PB4L and Restorative Teams.	PL, Outside PL Training for staff on PB4L and Restorative Teams.	Effective PL for staff within TPHS which then results in an increase in staff skills around PB4L and Restorative strategies.	Ongoing 2018.
	<p>4.4c</p> <p>Continue to provide Professional Learning for Staff around process and procedures in relation to Student Support Structures within school.</p>	AUS, THP, SSS, PB4L team.	PL Time.	Staff will be aware of where and who to direct students to for the right support in relation to their needs.	May 2018.
<p>4.5</p> <p>To develop an integrated programme that supports the learning of students within the CASH classes. To review the testing and</p>	<p>4.5a</p> <p>Work alongside teachers of 9A and 10A to review current programme.</p>	AUS, HOL, SUL, HEA, RTLB	Theme Team Meetings	Current programme from 2017 is reviewed and a PMI conducted.	April 2018

data collection around the students in these classes.	4.5b Work with Teachers of 9A and 10A, Senco and RTLB to ascertain needs of students within these classes.	AUS, HOL,SUL, SENCO, RTLB SERVICE	eASTLE, Probe and Numeracy tests. Previous year data formative and summative.	Collated Data showing evidence of where each student is at in relation to their learning.	April 2018
	4.5c Work alongside key staff (as above) and LOLs to develop a programme aimed at providing a programme that is engaging and fulfils the learning needs of 9A and 10A.	AUS, HOL,SUL, SENCO, RTLB SERVICE, LOLs	Time, reflection of previous years, evidence of 2017 programme.	Revamped Programme	May 2018
	4.5d Complete IEPs for each of the students in the CASH class twice a year.	AUS, HOL,SUL, SENCO, RTLB SERVICE	IEP Template	IEP for each student	1 st June 2018 30 Nov 2018

Outcomes - Progress towards Objectives

[What progress was made towards the Objectives?](#)

MAY

4.1a /4.4a

Have had a number of Staff opt into PB4L Team. Struggling at present to find a relevant meeting time within the current meeting schedule that suits students and staff. AUS has been attending Te Reo classes on Friday mornings however this is the only time that we can meet in reality so will go back to this historical time for meeting from Term 2 onwards.

4.1b/c

Looking at the possibility of providing survey for Small Group Review by Caregivers to go out before the end of Term 2 so this can be collated with other information that has already been collated to provide feedback in relation to Small Groups.

4.2a

AUS has meet with all the PRT students and given some PL training on the philosophy behind Small Groups, Pastoral Care processes, Restorative Practices and Kamar Training. This was well received. HOHs have been working with new SGLs in an induction process to embed the Small Group practices within Small Group Time. The meet the Small Group Leader evening that was held at the beginning of the year was reasonably successful but discussions around the timing for next year being on the first day that Year 9s are at school would have a bigger turn out. Would also mean that SGLs would make their phone calls prior to students starting hence making the connection right at the beginning of the student's time at TPHS.

4.2b

Continued development of meaningful, integrated Pastoral time that reflects the relationship building, academic and school spirit aspects of Pastoral Care at TPHS. This year so far there has been Values Lessons, Battle of the Houses Day, Academic Interviews and Cross Country during these Pastoral Periods. Small Group structure posters are up in classrooms with time allocated at house meeting times to plan weekly what is happening for students at SG Time.

4.3a

Small Group Leaders have contacted parents of new students at the beginning of the year and then made contact with parents in relation to making appointments for School conferences. There was a good uptake of interviews for subject teachers which can be partially attributed to the efforts of the SG Leaders making phone contact for those students who had not made bookings.

4.3b/c

Running PL with staff in Week 3 to discuss running an effective Small Group Interview, creating packs for staff to follow, providing extra support for staff who may not have the skill set to run interviews e.g. support and new staff. This will help ensure consistency around what is happening across the school and also build the capacity of academic mentoring for Small Group Leaders within the school. This is building on the feedback obtained from subject interviews as the Small Group Leader is the person who is tracking the progress of the students within their Small Group.

4.4c

Staff at AE are going to undertake Restorative Practices PL Training in the next month to ensure they are using the strategies. These students are our students with a real need in relation to having staff who are restorative and although Cathy and Noel both come from this mindset it will be good for them to have the PL training to back this up.

4.4d

All Small Groups through HOHs are being encouraged to use the Circles Training to utilize these techniques within Small Group Time particularly on the Monday with feedback and goal setting session. This has helped to ensure all students are fully engaged in the feedback and developing group unity.

4.5a,d,c

AUS working with RTLB service to look at a different model for IEPs for students in the CASH class through a process where whanau and student and staff are involved. It is an IEP which looks at a wider range of goals than purely academic and has short and long term component as well as career pathways. Theme team Leader for 9A/10 A, SENCO, Academic Advisors, AUS and RTLB staff have met and come up with a proposal for some funding from RTLB service to get project up and running. Have developed a team of people to approach to work in the initial phase and we are collating information about current practice and how this can be developed and refined with new system. In the process of collating evidence of what is currently in practice and the skill set of those who will be involved and what further PL and resourcing will be required.

AUGUST

4.1 b/c Survey to Parents/Caregivers will be given out at Small Group Conferences obtaining Whanau feedback about Small Groups. This will be added to information that has already been gathered from staff and parents, in relation to moving forward with Small Groups.

4.2a/b Pastoral Care Team continues to provide fortnightly PL for staff on the Pastoral Activities for the week. This has included lessons to be taught around our 5 Rs. Preparation for Small Group Conferences to ensure quality interviews are taking place. How to run Academic Interviews with students. House Spirit information and information sharing. This process is to ensure as much as possible that we are achieving consistency and quality in relation to time spent in Pastoral Periods and Small Group Time. Great to see a large number of Small Groups involved in the Cultural Gala and working together with one another to achieve a common goal alongside the Cultural Committee.

4.3 a

Small Group Conferences coming up. PL will be run on how to run conference. Packs will be made up with information re preparing for exams for Seniors. Study Plans. Discussion of progress for credits. Subject Selection discussions.

Target of achieving all students at Parent Teacher Interviews. Important that these are given the time and energy that is needed to ensure that we are reporting to Whanau about how students are going academically in all classes.

4.5a,d,c

AUS working with RTLB service to look at a different model for IEPs for students in the CASH class through a process where whanau and student and staff are involved. It is an IEP which looks at a wider range of goals than purely academic and has short and long term component as well as career pathways. Theme team Leader for 9A/10 A, SENCO, Academic Advisors, AUS and RTLB staff have met and come up with a proposal for some funding from RTLB service to get project up and running. Have developed a team of people to approach to work in the initial phase and we are collating information about current practice and how this can be developed and refined with new system. In the process of collating evidence of what is currently in practice and the skill set of those who will be involved and what further PL and resourcing will be required

There is a team of people working on this project to look at an alternative way for reporting and providing an Individual Educational Plan for our learners in the school who require extra support or a more individualized learning plan.

We have been meeting with the RTLB service, Academic Advisor, ESOL co-ordinator, 9a/10a Teacher, Special Education Leader of Learning, Alternative Education Teacher.

At present we are in the process of collecting data on the students that we are going to trial this system with. We are also looking at how we are going to measure the success of this initiative.

The process is one that will be tailored to Te Puke High School. At present we have not come up with a name.

The Individual education plan will be created by the student, staff member and whanau. It is a two hour process for each child where there plan is created with all parties contributing. The student will then own this plan themselves and will be able to track their progress. They have a mixture of short and long term goals and these are tied into their long term aspirations after school.

Barriers and enablers are identified and then either utilized or strategies for overcoming these are put into place. The plan is a visual one which students can refer to and mark off as they reach their goals.

We are also doing a comparison with a group of students from each of the cohorts that we are trialing to ascertain which method of IEP is more effective in achieving the set goals.

The reasons for trialing a new system was because our previous IEPs were not particularly engaging for the student or whanau and primarily focused on academic goals rather than looking at other areas of development.

Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?

“By requiring an ‘analysis of variance’ in annual reports, the government is encouraging boards and school leadership to investigate and **respond to any differences between their planned improvement targets and the actual outcomes achieved by the students.**” *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

4.1 To continue the review of the Small Groups Approach by gaining feedback from school community.

To continue the review of the Small Groups Approach by gaining feedback from school community.

Although there was some feedback sought from Community around Small Groups at Parent Teacher Conferences at the end of Term 3. The sample of feedback obtained was not enough to make any decisions on and needs some further feedback.

There will be a survey conducted with caregivers at the first Parent Teacher conferences conducted in 2019.

4.2 To continue the development of a consistent approach to Small Groups at Te Puke High School.

Continuation of development of a consistent approach to Small Groups at TPHS

There definitely has been a vast improvement in the quality and consistency of what is being conducted in Small Group Time. Heads of House have provided feedback that most staff are following the schedule for Small Groups to some degree. There are still some challenges with this in relation to the degree of Pastoral Care in relation to the PPTA contract.

4.3 To continue to foster the development of meaningful home school partnerships between students/whanau and Small Group Leaders.

Continue to foster the development of meaningful home school partnerships between Students/Whanau and Small Group Leaders.

The further development of Small Group Leaders in being the facilitator in the Learning Conferences for the students in their Small Groups

has cemented the whole package of the Small Group Leader being the parent at school for the children in each Small Group. The relationship between the whanau, child and Small Group Leader is a great platform to have conversations about the learner from a holistic perspective. There still needs to be some improvement with the quality of the information being prepared prior to the interview but also relayed and again that consistency throughout all Small Group Leaders. The blurb on what to cover was much more effective and the Kamar Individual Support Plans are definitely the way moving forward to ensure that all teachers can access this information on each student.

4.4 To continue the implementation and embedding of PB4L at TPHS and create structures to continue the sustainability of this programme.

To continue the implementation and embedding of PB4L/Restorative Practices at TPHS and create structures to continue the sustainability of this programme.

We have moved away from the PB4L initiative as the school has moved into its own model of Values for Learning. Right from the beginning the philosophy of Small Groups and the Pastoral Care system had already been implemented and the PB4L model did not fit neatly with the path that we wished to go down. We have decided to continue on our own path and utilise the best of both aspects.

We had a large turnover of staff this year and also with the Junior Curriculum embedding the Values for Learning and Restorative PL has taken a bit of a back seat. This has meant that although we have targeted some staff e.g. PRTs with the philosophy and support needed for good restorative and Values for Learning pedagogy this needs to be increased next year.

4.5 To develop an integrated programme that supports the learning of students within the CASH classes. To review the testing and data collection around the students in these classes.

To develop an integrated programme that supports the learning of students within the CASH classes. To review the testing and data collection around the students in these classes.

The appointment of a Theme Team Leader for this class has meant there is more consistency and integration occurred in 2018. However due to the Theme Team Leader being pregnant and then on Maternity leave there was still further room for improvement in this in 2019.

The data collection and recording of information in relation to these students has improved this year with ILPs being developed for the high needs learners in these classes, This needs to be more regular and involve Whanau more in 2019 and again changes in staff have impacted on this in 2018.

The Path process was started but again needs further development in 2019. This year was primarily focused on upskilling staff on the process again some issues through TTL going onto Maternity Leave further upskilling of staff is required.

Evaluation

So what? Where to next?

“Evaluating progress will provide boards and school management teams with good **pointers to ways in which the strategy needs to be improved for the coming year in order to take the school closer to its overall (or strategic) goal.**” *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

There has been some positive progress in the above aspects of the **Whanaungatanga (Caring)** portfolio however it does feel that some aspects need highlighting for 2019. The Junior Curriculum and other initiatives have taken priority over the last few years in relation to PL and meeting time for staff Our student body is getting more challenging as society issues become more challenging. The number of students and the complexity of issues our students and their whanau are bringing to TPHS means that it is vital that we equip our staff with the management skills required to work with these students in the class and outside. It has become evident that the outside resourcing that is available is stretched and does not seem enough to cater for the growing needs of students. This coupled with the fact that we have had a large turnover of our staff in the last few years and there are a number of staff who have not been a part of the PL that was undertaken in relation to Restorative Training and PB4L theory means that there are gaps that need to be filled.

I feel that a return to developing the skill set of staff to have at their disposal various strategies to deal with students needs focussing on in 2019 including:

- Strengthening of the Values for Learning Team (aka PB4L) with a range of teachers from various subjects and representatives from TTLs. If we can get the 90 percent part of the pyramid right the rest falls into place.
- PL for staff around effective classroom management strategies and restorative practices.

- Further develop Individual Learning (PATH) Plans for high needs students which are holistic, strength based and have whanau involvement.
- Further develop the role of the Small Group Leader into having a really good grasp of where each learner is at in their Small Group and can create meaningful learning and career pathways with students and whanau as the child progresses at TPHS.
- Have a consistent meaningful programme for Small Group and Pastoral Time that engages students and provides support for them pastorally and academically.
- Provide a Student Support Programme that meets the growing needs of our student body so they are able to realise their full potential at TPHS.