Independent Auditor's Report

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

For the Year Ended 31 December 2019

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

In our opinion the financial statements of the School:

- present fairly, in all material respects:

  o its financial position as at 31 December 2019; and

  o 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 11 June 2020. 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.

Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to the fact that the Board of Trustees did not comply with sections 87A(1) of the Education Act 1989, which required the Board to provide its unaudited financial statements to the Auditor-General by 31 March 2020.

Without modifying our opinion, we draw attention to the fact that the Board of Trustees did not comply with section 87C(1) of the Education Act 1989, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

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Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 26 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and on pages 31 to 97, 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

TE PUKE HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	123
Principal:	Alan Liddle
School Address:	19 Tui Street, Te Puke
School Postal Address:	PO Box 344, Te Puke, 3153
School Phone:	(07) 573 9769
School Email:	tphs@tepuke.school.nz
Accountant / Service Provider:	Accounting For Schools Limited

TE PUKE HIGH SCHOOL

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Te Puke High School
Statement of Responsibility
For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

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

Andrew Wicitus
_____
Full Name of Board Chairperson

Alan Liddle
_____
Full Name of Principal

_____
Signature of Board Chairperson

_____
Signature of Principal

8/6/20
_____
Date:

8/6/2020
_____
Date:

Te Puke High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue				
Government Grants	2	9,255,373	9,293,503	9,448,900
Locally Raised Funds	3	513,106	510,208	615,709
Interest income		28,343	40,000	33,964
International Students	4	822,459	617,350	734,420
Other Revenue		8,128	1,600	4,938
Gain on Sale of Property, Plant and Equipment		1,513	-	1,000
		10,628,922	10,462,661	10,838,931
Expenses				
Locally Raised Funds	3	321,935	353,708	423,693
International Students	4	454,324	394,450	396,593
Learning Resources	5	6,715,800	6,734,451	7,003,875
Administration	6	499,057	534,573	492,761
Finance		7,137	11,000	8,700
Property	7	2,480,452	2,409,312	2,504,378
Depreciation	8	410,367	439,000	423,570
Loss on Disposal of Property, Plant and Equipment		-	-	18,809
		10,889,072	10,876,494	11,272,379
Net Surplus / (Deficit) for the year		(260,150)	(413,833)	(433,448)
Other Comprehensive Revenue and Expenses		14,983	-	1,140
Total Comprehensive Revenue and Expense for the Year		(245,167)	(413,833)	(432,308)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Puke High School

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

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Balance at 1 January		1,313,928	1,313,928	1,735,152
Total comprehensive revenue and expense for the year	25	(245,167)	(413,833)	(432,308)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		42,770	-	11,083
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December		1,111,531	900,095	1,313,928
Retained Earnings		1,083,555	887,102	1,300,935
Reserves		27,976	12,993	12,993
Equity at 31 December		1,111,531	900,095	1,313,928

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

Te Puke High School

Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Current Assets				
Cash and Cash Equivalents	9	1,411,369	1,244,667	1,435,833
Accounts Receivable	10	747,377	855,500	855,074
GST Receivable		-	21,102	21,102
Prepayments		36,772	38,278	38,277
Investments	11	250,000	110,000	110,000
Funds held for Capital Works Projects	18	44,423	-	124,448
		2,489,941	2,269,547	2,584,734
Current Liabilities				
GST Payable		171	-	-
Accounts Payable	13	752,913	647,500	643,515
Revenue Received in Advance	14	985,373	1,005,000	1,000,597
Provision for Cyclical Maintenance	15	83,702	8,750	8,750
Finance Lease Liability - Current Portion	16	57,341	50,000	52,889
Funds held in Trust	17	421,497	470,000	468,975
Funds held for Capital Works Projects	18		-	5,448
Funds held on behalf of the Te Puke Transport Network	20	102,017	110,757	110,757
		2,403,014	2,292,007	2,290,931
Working Capital Surplus/(Deficit)		86,927	(22,460)	293,803
Non-current Assets				
Investments	11	65,540	50,557	50,557
Property, Plant and Equipment	12	1,110,360	1,115,000	1,191,526
		1,175,900	1,165,557	1,242,083
Non-current Liabilities				
Provision for Cyclical Maintenance	15	122,006	198,002	173,002
Finance Lease Liability	16	29,290	45,000	48,956
		151,296	243,002	221,958
		1,111,531	900,095	1,313,928
Net Assets				
		1,111,531	900,095	1,313,928
Equity				

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

Te Puke High School

Statement of Cash Flows
For the year ended 31 December 2019

	Note	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash flows from Operating Activities				
Government Grants		2,442,476	2,468,415	2,499,911
Locally Raised Funds		729,213	515,627	539,557
International Students		677,350	619,737	793,201
Goods and Services Tax (net)		21,273	-	10,312
Payments to Employees		(1,927,391)	(1,532,893)	(2,010,515)
Payments to Suppliers		(1,568,796)	(2,041,776)	(1,663,174)
Cyclical Maintenance Payments in the year		-	-	(29,295)
Interest Paid		(7,137)	(11,000)	(8,700)
Interest Received		30,324	40,020	35,328
Net cash from Operating Activities		397,312	58,130	166,627
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		4,770	(251,179)	5,458
Purchase of PPE (and Intangibles)		(288,964)	(111,296)	(307,766)
Purchase of Investments		(140,000)	-	(110,000)
Net cash from Investing Activities		(424,194)	(362,475)	(412,309)
Cash flows from Financing Activities				
Furniture and Equipment Grant		42,770	-	11,083
Finance Lease Payments		(58,709)	(6,845)	(57,409)
Funds Administered on Behalf of Third Parties		(56,219)	1,025	18,500
Funds Held for Capital Works Projects		74,576	118,999	(97,481)
Net cash from Financing Activities		2,418	113,179	(125,307)
Net increase/(decrease) in cash and cash equivalents		(24,464)	(191,166)	(370,987)
Cash and cash equivalents at the beginning of the year	9	1,435,833	1,435,833	1,806,821
Cash and cash equivalents at the end of the year	9	1,411,369	1,244,667	1,435,833

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 which form part of these financial statements.

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

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 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

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

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

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

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.

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of 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 12.

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

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

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

c) Revenue Recognition

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

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

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

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

Other Grants
Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

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

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

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

d) Use of Land and Buildings Expense
The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

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

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

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

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

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

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

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

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

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

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.

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

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

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

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

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

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

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	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Library resources	12.5% Diminishing value
Leased assets	Over Life of the Lease

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

Computer software licences with individual values under $1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

m) Impairment of property, plant, and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

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

o) Employee Entitlements
Short-term employee entitlements
Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.
These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.
Long-term employee entitlements
Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

• likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and

• the present value of the estimated future cash flows.

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

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

q) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of 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.

s) Provision for Cyclical Maintenance
The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.
Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

t) 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 "amortised cost" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "fair value through profit or loss" for accounting purposes in accordance with financial reporting standards.

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

u) 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.

Te Puke High School

Notes to the Financial Statements
For the year ended 31 December 2019

2. Government Grants

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Operational Grants	1,923,174	1,892,949	1,842,844
Teachers' Salaries Grants	4,995,124	5,005,989	5,122,720
Use of Land and Buildings Grants	1,818,704	1,819,223	1,810,917
Other MoE Grants	435,766	358,289	415,085
Other Government Grants	82,605	217,053	257,334
	9,255,373	9,293,503	9,448,900

3. Locally Raised Funds

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

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
Donations	37,287	120,000	80,193
Activities	273,133	287,608	317,914
Trading	41,885	27,600	88,335
Fundraising	14,500	-	15,000
Other Revenue	146,301	75,000	114,267
	513,106	510,208	615,709
Expenses			
Activities	261,770	283,108	306,668
Trading	60,165	70,600	117,025
	321,935	353,708	423,693
Surplus/ (Deficit) for the year Locally raised funds	191,171	156,500	192,015

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	48	45	47

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
International Student Fees	822,459	617,350	734,420
Expenses			
Advertising	42,166	25,000	11,658
Commissions	103,654	79,800	83,437
Recruitment	28,683	30,000	25,123
International Student Levy	17,188	17,000	17,476
Employee Benefit - Salaries	132,333	147,000	158,998
Other Expenses	130,300	95,650	99,902
	454,324	394,450	396,593
Surplus/ (Deficit) for the year International Students'	368,135	222,900	337,827

5. Learning Resources

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Curricular	187,830	257,854	205,292
Equipment Repairs	10,682	20,000	18,838
Information and Communication Technology	2,726	16,000	4,575
Extra-Curricular Activities	287,214	422,777	214,239
Resource/Attached Teacher Costs	49,294	63,150	54,579
Employee Benefits - Salaries	6,153,298	5,919,670	6,490,226
Staff Development	24,756	35,000	16,126
	6,715,800	6,734,451	7,003,875

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

6. Administration

	2019	2019 Budget (Unaudited)	2018
	Actual $	$	Actual $
Audit Fee	9,124	9,200	8,958
Board of Trustees Fees	10,767	8,300	8,863
Board of Trustees Expenses	26,100	18,650	12,690
Communication	14,566	16,500	16,005
Consumables	2,707	5,700	2,756
Operating Lease	5,358	37,000	5,358
Other	48,393	78,300	69,969
Employee Benefits - Salaries	349,593	328,723	343,594
Insurance	22,161	24,200	19,727
Service Providers, Contractors and Consultancy	10,288	7,000	4,840
	499,057	534,573	492,761

7. Property

	2019	2019 Budget (Unaudited)	2018
	Actual $	$	Actual $
Caretaking and Cleaning Consumables	30,260	28,100	27,105
Consultancy and Contract Services	135,904	132,154	130,917
Cyclical Maintenance Provision	23,956	25,000	142,975
Grounds	18,871	16,700	16,014
Heat, Light and Water	101,019	96,000	93,132
Rates	13,616	13,500	13,433
Repairs and Maintenance	175,706	110,100	107,895
Use of Land and Buildings	1,818,704	1,819,223	1,810,917
Security	31,169	25,000	26,413
Employee Benefits - Salaries	131,247	143,535	135,577
	2,480,452	2,409,312	2,504,378

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

	2019	2019 Budget (Unaudited)	2018
	Actual $	$	Actual $
Building Improvements - Crown	23,067	24,000	21,316
Furniture and Equipment	109,072	124,000	110,931
Information and Communication Technology	187,562	218,000	194,737
Motor Vehicles	24,627	32,000	28,459
Textbooks	2,971	6,000	5,660
Leased Assets	58,210	29,000	57,054
Library Resources	4,858	6,000	5,413
	410,367	439,000	423,570

Te Puke High School

Notes to the Financial Statements
For the year ended 31 December 2019

9. Cash and Cash Equivalents

	2019	2019 Budget (Unaudited)	2018
	Actual $	$	Actual $
Cash on Hand	1,042	1,000	1,062
Bank Current Account	1,410,327	243,667	414,771
Short-term Bank Deposits	-	1,000,000	1,020,000
Cash and cash equivalents for Cash Flow Statement	1,411,369	1,244,667	1,435,833

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

Of the $1,411,369 Cash and Cash Equivalents, $12,146 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.
Of the $1,411,369 Cash and Cash Equivalents, $102,017 is held by the School on behalf of the Te Puke Transport Network.

10. Accounts Receivable

	2019	2019 Budget (Unaudited)	2018
	Actual $	$	Actual $
Receivables	373,709	450,000	451,805
Receivables from the Ministry of Education	1,069	-	27,124
Interest Receivable	1,539	3,500	3,520
Banking Staffing Underuse	-	27,000	-
Teacher Salaries Grant Receivable	371,060	375,000	372,626
	747,377	855,500	855,074
Receivables from Exchange Transactions	375,248	453,500	455,325
Receivables from Non-Exchange Transactions	372,129	402,000	399,749
	747,377	855,500	855,074

11. Investments

The School's investment activities are classified as follows:

	2019	2019 Budget (Unaudited)	2018
	Actual $	$	Actual $
Current Asset			
Short-term Bank Deposits	250,000	110,000	110,000
Non-current Asset			
Trustpower Shares	45,724	37,847	37,847
TILT Shares	19,816	12,710	12,710
Total Investments	315,540	160,557	160,557

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

12. Property, Plant and Equipment

2019	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	205,556	2,700	-	-	(23,067)	185,189
Furniture and Equipment	431,420	85,527	(41,545)	-	(109,072)	366,330
Information and Communication Technology	357,518	234,641	-	-	(187,562)	404,597
Motor Vehicles	60,823	-	-	-	(24,627)	36,196
Textbooks	4,876	1,859	-	-	(2,971)	3,764
Leased Assets	92,683	43,495	-	-	(58,210)	77,968
Library Resources	38,650	2,524	-	-	(4,858)	36,316
Balance at 31 December 2019	1,191,526	370,746	(41,545)	-	(410,367)	1,110,360

The net carrying value of equipment held under a finance lease is $77,968 (2018: $92,683).

2019	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	395,356	(210,167)	185,189
Furniture and Equipment	1,773,460	(1,407,131)	366,329
Information and	1,330,512	(925,915)	404,597
Motor Vehicles	312,002	(275,806)	36,196
Textbooks	110,148	(106,383)	3,765
Leased Assets	297,991	(220,023)	77,968
Library Resources	177,315	(140,999)	36,316
Balance at 31 December 2019	4,396,784	(3,286,424)	1,110,360

Te Puke High School

Notes to the Financial Statements
For the year ended 31 December 2019

12. Property, Plant and Equipment (Cont.)

2018	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	226,873	-	-	-	(21,316)	205,556
Furniture and Equipment	426,240	125,692	(9,581)	-	(110,931)	431,420
Information and Communication Technology	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	1,297,656	340,709	(23,268)	-	(423,570)	1,191,526

2018	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	392,656	(187,100)	205,556
Furniture and Equipment	1,730,991	(1,299,572)	431,420
Information and Communication Technology	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

13. Accounts Payable

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Operating Creditors	285,894	160,000	158,058
Accruals	74,860	100,000	100,378
Employee Entitlements - Salaries	371,060	375,000	372,626
Employee Entitlements - Leave Accrual	21,099	12,500	12,454
	752,913	647,500	643,515
Payables for Exchange Transactions	752,913	647,500	643,515
	752,913	647,500	643,515

The carrying value of payables approximates their fair value.

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

14. Revenue Received in Advance

	2019	2019	2018
		Budget	
	Actual	(Unaudited)	Actual
	$	$	$
International Student Fees	537,504	685,000	682,613
Other	447,869	320,000	317,984
	985,373	1,005,000	1,000,597

15. Provision for Cyclical Maintenance

	2019	2019	2018
		Budget	
	Actual	(Unaudited)	Actual
	$	$	$
Provision at the Start of the Year	181,752	181,752	68,072
Increase/ (decrease) to the Provision During the Year	23,956	25,000	142,975
Use of the Provision During the Year	-	-	(29,295)
Provision at the End of the Year	205,708	206,752	181,752
Cyclical Maintenance - Current	83,702	8,750	8,750
Cyclical Maintenance - Term	122,006	198,002	173,002
	205,708	206,752	181,752

16. Finance Lease Liability

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

	2019	2019	2018
		Budget	
	Actual	(Unaudited)	Actual
	$	$	$
No Later than One Year	57,341	50,000	52,889
Later than One Year and no Later than Five Years	29,290	45,000	48,956
	86,631	95,000	101,845

17. Funds held in Trust

	2019	2019	2018
	Actual	Budget	Actual
	$	$	$
Funds Held in Trust on Behalf of Third Parties - Current	421,497	470,000	468,975
	421,497	470,000	468,975

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

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

18. Funds Held for Capital Works Projects

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

2019		Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions	Closing Balances $
Blocks A & B (Performing Arts)	in progress	(124,448)	-	-	69,448	(55,000)
Block A Partial Reroofing Works	in progress	5,448	-	(7,017)	-	(1,569)
Keys Replacement	completed	-	18,258	(18,258)		-
Security Cameras	in progress	-	161,234	(149,088)	-	12,146
Totals		(119,000)	179,492	(174,363)	69,448	(44,423)

Represented by:

Funds Held on Behalf of the Ministry of Education	12,146
Funds Due from the Ministry of Education	(56,569)
	(44,423)

2018		Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions	Closing Balances $
Blocks A & B (Performing Arts)	in progress	(21,068)	-	(103,380)	-	(124,448)
Hall Refurbishment	completed	(450)	23,785	(23,335)	-	-
Block A Partial Reroofing Works	in progress	-	122,963	(117,515)	-	5,448
Gym Toilets	completed	-	54,146	(54,146)		-
Totals		(21,518)	200,894	(298,376)	-	(118,999)

Te Puke High School

Notes to the Financial Statements
For the year ended 31 December 2019

19. Funds Held on Behalf of Te Puke Transport Network

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
Government Grants	1,109,852	1,100,000	1,055,112
Interest Received	10,497	15,000	14,040
Other Revenue	12,000	12,000	12,000
	1,132,349	1,127,000	1,081,152
Expenses			
Administrative Expenses	19,968	15,000	11,080
Bus Charter	1,055,966	1,045,000	1,004,919
	1,075,934	1,060,000	1,015,999
Surplus/(Deficit)	56,415	67,000	65,153
Accumulated Funds			
Opening Accumulated Funds	110,757	110,757	113,263
Net Surplus/(Deficit)	56,415	67,000	65,153
	167,172	177,757	178,416
LESS Disbursements	65,155	67,000	67,659
Funds Held at Year End	102,017	110,757	110,757
Current Assets			
Cash Accounts	318,694	70,000	7,317
Short-term deposits with a maturity less than three months	-	320,000	320,000
RWT ANZ Bank	76	76	76
	318,770	390,076	327,393
Current Liabilities			
Accounts Payable	85,060	80,000	80,290
Te Puke High School Loan Account	131,693	199,319	136,347
	216,753	279,319	216,636
Equity	102,017	110,757	110,757

Te Puke High School

Notes to the Financial Statements
For the year ended 31 December 2019

19. Funds Held on Behalf of Te Puke Transport Network (Cont.)

Income Distribution

	%age	Income 2019	Expend 2019	Surplus 2019
Fairhaven	6.5%	73,603	69,936	3,667
Otamarakau	3.4%	38,500	36,582	1,918
Paengaroa	7.6%	86,059	81,771	4,288
Pongakawa	18.7%	211,749	201,200	10,550
Pukehina	1.0%	11,323	10,759	564
Te Puke High School	38.6%	437,087	415,311	21,776
Te Puke Intermediate	12.8%	144,941	137,720	7,221
Te Puke Primary	6.4%	72,470	68,860	3,611
Te Ranga	5.0%	56,617	53,797	2,821
	100.0%	1,132,349	1,075,934	56,415

School Current Accounts

	Opening Balance	Less 2018 Payouts	Plus 2019 Surplus	Closing Balance
Fairhaven	7,837	4,235	3,667	7,269
Otamarakau	3,815	2,215	1,918	3,518
Paengaroa	8,153	4,952	4,288	7,488
Pongakawa	16,985	12,184	10,550	15,350
Pukehina	2,652	652	564	2,564
Te Puke High School	40,149	25,149	21,776	36,776
Te Puke Intermediate	21,340	8,340	7,221	20,221
Te Puke Primary	5,770	4,170	3,611	5,210
Te Ranga	4,058	3,258	2,821	3,620
	110,757	65,155	56,415	102,017

20. Related Party Transactions

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

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

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

21. Remuneration

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

	2019 Actual $	2018 Actual $
Board Members		
Remuneration	10,767	8,863
Full-time equivalent members	0.32	0.32
Leadership Team		
Remuneration	1,411,487	1,306,984
Full-time equivalent members	13.60	13
Total key management personnel remuneration	1,422,254	1,315,847
Total full-time equivalent personnel	13.92	13.32

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

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

	2019 Actual $000	2018 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	23 - 24	21 - 22
Termination Benefits	-	-

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

Remuneration $000	2019 FTE Number	2018 FTE Number
110 - 120	-	1
100 - 110	3	2
	3.00	3.00

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

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

22. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

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

24. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:
(i) $555,342 contract for Block A and B. This is partially funded by the Ministry and $499,808 has been received and $554,808 has been spent on the project to date.
(ii) $136,526 contract for the partial reroof of Block A. This project is fully funded by the Ministry of Education and $122,963 has been received and $124,532 spent to date.
(iii) $161,234 contract for the installation of security cameras. This project is fully funded by the Ministry of Education and $161,234 has been received and $149,088 spent to date.
(Capital commitments at 31 December 2018: $797,898)

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following operating contracts:
(a) operating lease of a photocopier;

	2019 Actual $	2018 Actual $
No later than One Year	5,563	5,563
Later than One Year and No Later than Five Years	-	5,563
Later than Five Years	-	-
	5,563	11,126

25. Managing Capital

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

26. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash and Cash Equivalents	1,411,369	1,244,667	1,435,833
Receivables	747,377	855,500	855,074
Investments - Term Deposits	250,000	110,000	110,000
Total Financial assets measured at amortised cost	2,408,746	2,210,167	2,400,907

Financial liabilities measured at amortised cost

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Payables	752,913	647,500	643,515
Finance Leases	86,631	95,000	101,845
Total Financial Liabilities Measured at Amortised Cost	839,544	742,500	745,360

Te Puke High School
Notes to the Financial Statements
For the year ended 31 December 2019

27. Events After Balance Date

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

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

At this time the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

A reduction in revenue from student fees & charges from International students, including the potential loss of current and prospective students due to the disruption and/or pressures created by COVID-19.

28. Comparatives

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

29. Adoption of PBE IFRS 9 Financial Instruments
In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:
• Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
• Note 11 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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

Members of the Board of Trustees 2019

Te Puke High School
Kiwisport Statement
For the year ended 31 December 2019

Kiwi Sport is a government initiative to support students' participation in organised sport. In 2019, the school received Kiwi Sport funding of $20,857 (2018: $20,356) which was spent on a wide variety of organised sports.

TE PUKE HIGH SCHOOL

Aim High

Whaia Te Matauranga Tiketike

2019 Annual Report

TE PUKE HIGH SCHOOL

Aim High
Whaia Te Matauranga Tiketike

Portfolio	Kāhui Ako (Community of Learning)
Strategic Goal	1. To contribute to the success of Te Puke Community of Learning (COL).
Objectives	1.1 Support the development of Te Puke COL. 1.2 Support the employment of appropriate personnel to the leadership roles as requirement. 1.3 Resource the requirements associated with Te Puke High School being involved in Te Puke COL.
Historical Background	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. 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. Monthly meetings were held throughout 2013, with representatives from each school and the MOE the University of Auckland. The 'Achievement Challenge' "Engaging the child, engaging the whānau, engaging the community" was developed. A model was developed to help our schools investigate the dimensions for a successful Te Puke student. Through 2015, the four schools engaged in a number of initiatives: • 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 twelves schools in the Te Puke region have met regularly. The purpose of these meeting 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.

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. |

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
1.1 Support the development of Te Puke COL.	1.1a Regularly attend Kāhui Ako Te Puke Community of Learning meetings. 1.1b Contribute to the development of shared actions of our Kāhui Ako. 1.1c Support the shared actions of our Kāhui Ako.	LDL	Attend meetings regularly.	Minutes of meetings attended. Reports to Board of Trustees.	Throughout the year.
1.2 Support the employment of appropriate personnel to the leadership roles as requirement.	1.2a Be on the employment panel. 1.3b Collaboratively appoint personnel from Te Puke schools to the leadership positions.	LDL	Be on the selection panel.	Personnel are appointed to leadership positions.	During the year.
1.3 Resource the requirements associated with Te Puke High School	1.3a Support the implementation of the Action Plans developed by our	LDL	Attend meetings regularly.		Throughout the year.

being involved in Te Puke COL.	Within School Teachers.				

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

27 February meeting:

- On the 8th February, I met with Debbie Rahurahu, Kristina Peina (Within School Leaders) and Polly Thin Rhabb. I have scheduled monthly meetings with this group to ensure that I am supporting their respective roles in our Kahui Aho Te Puke Community of Learning.

27 March meeting:

- On the 1st March, I met with Kristina and Polly. The meeting focussed on the presentation of the school's action plan as part of our Kahui Aho Te Puke Community of Learning.

1 May meeting:

- On the 22nd March, I met with Debbie, Kristina and Polly for an update on the progress we're making on within the CoL.

30 July meeting:

- I attended Ākonga group meetings regularly throughout Term 1 and 2, which gave the opportunity to engage in conversation with staff in relation to readings provided by Potama Pounamu. This provided the opportunity to challenge some of our mindsets in relation to being culturally more responsive.

- 5th July 2019: I attended Te Puke Kahui Ako Conference. It provided a great opportunity for our staff (teaching and support) to engage in some quality professional learning and development. In addition to the keynote speakers, I attended workshops on the PaCT (Progress and Consistency Tool), which has now been developed through to Year 9 and 10. Since the workshop, I have contacted the MOE regarding the free PLD , which we will access for our teaching staff. In addition, I attended the Waitaha workshop, which provided some more insight into one of our local iwi.

30 October meeting:

- 17th October: I attended the inaugural Te Puke Kahui Ako Leaders Professional Learning Group at Fairhaven Primary. The purpose of the meeting was to explore the elements within various documents associated with education that relate to leadership and things Māori. The 'next steps' includes the principals developing an action plan for our collective and individual professional learning and development to improve our leadership of culturally responsive and relational pedagogies in our schools.

- Learning Support Co-ordinators (LSCs)

- 22nd October 2019: Lisa Austin (Deputy Principal) and I attended a meeting at Te Puke Intermediate to discuss the concept of the Learning Support Co-ordinator position. As mentioned in a previous report, TPHS will have 1.5 LSCs. As a follow up to that meeting, Lisa and I will develop the Job Description and go through the process of adverting these positions, which are due to start at the beginning of 2020.

- 22nd October 2019: I attended Ākonga Professional Learning, where Polly and Kristina gave staff an understanding of the plans for 2020.

2 December meeting:

- 14th November: Polly and I attended the Kahui Ako Steering Group Meeting. The agenda for this meeting included: an update on progress Cultural Relationships for Responsive Pedagogy within our Kahui Ako and the implementation of the Learning Support Delivery Model.

- **Learning Support Co-ordinator**

  Lisa, Polly and I conducted interviews for the position of Learning Support Co-ordinator (LSC). We had 1.5 Full Time Teaching Equivalent (FTTE) to use. Liana Gibson has been appointed as 0.8FTTE, Susan Ludbrook has been appointed 0.5FTTE and Emma Travers 0.2FTTE. These people will work together as a team with specific roles and responsibilities.

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 2019 in the development of Kahui Ako Te Puke Learning Community. Jill Weldon has continued to do 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 in the following areas:

Culturally Responsive for Relational Pedagogy

During the year, considerable investment of time and energy has gone into developing an effective and cohesive Across School Leaders (ASL) and Within School Teachers (WST) Team. This team has engaged in various activities together, including: regular meetings, the development of annual action plans for each school, professional learning and development opportunities, the review of the Rongohia te Hau tools to gather data from students, teachers and whānau perceptions of relational and culturally responsive pedagogy, as well as detailed information from classroom observations.

1. **AP/DP Conference - Wellington**

   The ASL attended the AP/DP Conference in Wellington, where they attended various workshops which had a significant impact on them.

2. **Blended e-Learning**

   24 teachers attended a two-day wananga early Term Three at Hei Marae with Poutama Pounamu.

3. **Ākonga Hui**

   Teachers from TPHS attended regular professional learning with session designed to challenge our teachers' thinking and mindsets with regard to their cultural responsiveness.

4. **Principals' Professional Learning Group**

   Principals formed a professional learning group focused on building our capabilities as leaders of our Kahui Ako.

Learning Support Co-ordinator(LSC) Position

In July, the government announced the first tranche of the Learning Support Co-ordinator position for schools. This new, fully funded and dedicated role was created to:

- support students in schools and kura.

- work with teachers and kaiako in schools and kura.

- work with parents, family and whānau.

- work with other LSCs across a cluster of schools and kura, be assisted by the Ministry's Learning Support Facilitator function and work within the Learning Support Delivery Model.

- work with the school or kura leadership team to plan support for all learners.

Te Puke Kahui Ako was included in the first tranche with an allocation of 6 positions. That is 6 extra staffing positions to be based in our schools to support us to better allocate resourcing and support to learners and their whānau. School Principals met numerous times in Term 3 and 4 to discuss the model and how best to utilise this resourcing across our schools. The LSC positions must be employed by the BOT of a school and the employing Boards will be:

School	Generated FTTE	Employing BOT	Transfer staffing	Final FTTE
Te Puke High School	1.91	YES 1 FTTE		1.5
Fairhaven	0.77	YES 1 FTTE	0.1 to Rangiuru	0.9
Te Puke Intermediate	0.75	YES 1 FTTE	0.2 to Otamarakau	0.8
Te Puke Primary	0.70	YES 1 FTTE	0.1 to Maketu 0.1 to Pukehina	0.8
Pongakawa	0.61	YES 1 FTTE	0.3 to Te Ranga	0.7
Paengaroa	0.4	YES 1 FTTE	0.5 to TPHS	0.5
Te Ranga	0.28			0.3
Otamarakau	0.16			0.2
Rangiuru	0.09			0.1
Maketu	0.07			0.1
Pukehina	0.02			0.1
Rounded up	0.24			
TOTAL	6	6 FTTE		6 FTTE

Two people have been appointed to the 1.5 positions stating in 2020.

Considerable progress has been made in the development of Te Puke Kahui Ako with respect to the main focus of Cultural Responsiveness for Relational Pedagogy, as well as the establishment of the Learning Support Co-ordinator positions.

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 2020, I will support the continued development of Kahui Ako Te Puke Community of Learning by:

- Being an active member of the Steering Group.

- Actively supporting our Within School Teachers and the Change Manager.

- Engaging in leadership professional learning and development with the other principals of Te Puke Kahui Ako.

- Engaging in Te Puke High School staff Akonga professional learning and development.

- Facilitating the establishment and support of the Learning Support Co-ordiantor positions at Te Puke High School.

TE PUKE HIGH SCHOOL

Aim High
Whaia Te Matauranga Tiketike

Portfolio	Wānanga (Learning)
Strategic Goal	2. To achieve equity, excellence and belonging through curriculum, pedagogical and assessment practices, so that all learners can succeed, with a focus on Māori students
Objectives	2.1 Accelerate success for Māori learners using cultural relationships for responsive literacy approaches
	2.2 Improve the attendance of our Māori learners, particularly Māori girls to ensure they have more opportunities for academic success
	2.3 Grow teachers knowledge of Te Ao Māori and Te Reo Māori to develop a more bicultural school
	2.4 With the support of our local Māori community, continue to develop our localised curriculum, with a particular focus on project based approaches
	2.5 Support teachers with the implementation of the Learner Profile and spread this learning to the Kahui Ako
	2.6 Support the implementation of the curriculum learning progressions at Years 9 and 10
	2.7 Ensure new tracking, monitoring and reporting systems are embedded within the junior school
	2.8 Continue to celebrate Māori student success to develop meaningful partnerships whānau and community
	2.9 Provide and review new opportunities for Māori students to lead and contribute to decision-making in the school
	2.10 Invest in a more robust review of the senior curriculum leading to a more seamless learning transition from junior school to the senior school.
	2.11 Further develop engagement in collaborative inquiry and appraisal as a learning process.

Historical Background	This portfolio focuses on the concept of wananga (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 2018. They refocus the leaders and teachers on developing a greater understanding of how to apply culturally relationships for responsive 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 learners. Thus, this plan places a greater emphasis on developing systems that will enhance the pedagogical practices that Maori students themselves, have said work for them.

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
2.1 Accelerate success for learners, particularly Māori, using cultural relationships for responsive literacy approaches.	2.1a Work with teachers and community throughout the year to develop and implement literacy interventions.	THP, MFD, PNA, RAD and UOW	Time for PL	Year 9 and 10 Māori learners are succeeding to their expected reading and writing level	End of 2019
	2.1b Provide professional development support for teachers in specific CRR literacy approaches, including differentiation and assessment for learning.				
2.2 Improve the attendance of our Māori learners, particularly Māori girls to ensure they have more opportunities for academic success	2.2a Initiate a Student Māori Success Group, where Māori leaders analyse attendance data and activate strategies to address this issue	Nga Pou Angitu THP, RAD, PNA		The attendance rate of Māori students is the same as their Pākehā peers	End of 2019.

2.3 Grow teacher knowledge of Te Ao Māori and Te Reo Māori to develop a more bicultural school	2.3a Support all teachers with regular professional learning and development	THP, RAD, PNA	Time factored into TT meeting structure for this. Release time may be required	Rongohia te Hau observation walkthrough data shows at least 10% shift in practice up to Integrating	On-going
2.4 With the support of our local Māori community, continue to develop our localised curriculum, with a particular focus on project-based approaches.	2.4a Share TLIF videos with staff and community as a means for on-going conversation.	THP		Rongohia te Hau survey data shows students, teachers and whānau perceptions of experiences are more aligned.	On-going
	2.4b Support the initiation and implementation of localised projects		Time available for teachers to connect with whānau, or Iwi.		
	2.4c Regular termly review meetings to evaluate implementation.				
2.5 Support teachers with the implementation of the Learner Profile and spread this	2.5a Set up electronic version of Learner Profile 2.5b	TLIF team	Time factored into meeting structures for this.	Students, parents and teachers engaging in richer conversations about aspects of learning	End of 2019

learning to the Kahui Ako	Provide professional development support for teachers to develop understandings of the Learner Profile 2.5c Regular termly review meetings to evaluate implementation				
2.6 Support the implementation of the curriculum learning progressions at Years 9 and 10	2.6a Ensure progressions are used to promote regular assessment for learning opportunities 2.5b Regular termly review meetings to evaluate implementation	THP, LOLs and TTLs	Time for PL	Survey students, teachers and whānau at end of 2019 to determine if changes have created greater clarity regarding where students are at, and where they need to go next	End of 2019
2.7 Ensure new tracking, monitoring and reporting systems	2.7a Set up systems on KAMAR	THP, LOLs, TTLs.		Survey students, teachers and whānau at end of 2019 to determine if changes have	End of 2019

are embedded within the junior school.	2.7b Work with Leaders of Learning and Theme Team Leaders to ensure practices are consistently occurring. 2.7c Regular termly review meetings to support implementation.			created greater clarity regarding where students are at, and where they need to go to next	
2.8 Continue to celebrate Māori student success to develop meaningful partnerships whānau and community.	2.8a Continue to organise whānau hui and celebrations at local marae. 2.8b Support the growth of kapa haka.	Nga Pou Angitu SLT	Budget for this	Capture greater numbers of whānau voice for Rongohia te Hau and the outcomes are more positive compared to 2018	End of 2019.
2.9 Provide and review new opportunities for Māori students to lead and contribute	2.9a Select, support and empower these Māori student leaders to enable change within the	Nga Pou Angitu THP, RAD, PNA		Evidence shows positive shifts eg attendance data for Māori girls	End of 2019

to decision-making in the school.	school, to benefit their peers.				
2.10 Invest in a more robust review of the senior curriculum leading to a more seamless learning transition from junior school to the senior school.	2.10a Gather a broader evidence base to review current courses. 2.10b Review current research and models of practice. 2.10c Develop a 3 years strategy for senior curriculum.	LOLs, SLT	Time factored into meeting structures for this.	Student, whānau/parent, teacher voice NCEA data Attendance data	End of 2019
2.11 Further develop engagement in collaborative inquiry and appraisal as a learning process.	2.10a Continue to develop the appraisal and inquiry process. 2.10c Continue to support teachers with the coherence of this process.	THP, AUS	PL time	Teachers and leaders demonstrate ongoing collaborative inquiry practice that demonstrate meaningful next steps and connect to strategic goals	End of 2019

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

MAY

2.1 **Accelerate success for learners, particularly Māori, using cultural relationships for responsive literacy approaches**

Through our analysis of data, reading has been identified as one of our key foci for 2019. The following actions have occurred so far:

- E-asTTle testing for Year 9-10 students and surveying of all Year 9-11 students and teachers to provide baseline data on reading engagement and proficiency

- PL sessions with Therese and Johnson (University of Waikato - Poutama Pounamu) with literacy steering group. CRRP literacy plan completed. This includes 3 strands: Pause, Prompt Praise (Year 9-10 developing readers); Reciprocal Reading (Year 9--11 all); Responsive Writing (Year 9-10 gifted readers).

- Reading tutor volunteers (40 approximately) include teachers, Teacher Aides, Year 12 and 13 students and community. Five training sessions for Pause Prompt Praise (PPP) have occured. This will be ongoing.

- Reading coordinator employed (Susan Ludbrook), to assist with set up and implementation of PPP and coordination of tutors.

- Approximately 80 Year 9-10 students identified as being developing readers (Level 3 and below)

- PPP sessions have started for Year 9 students from Theme and ESOL classes.

- Reciprocal Reading training completed with teachers. Resources made and given to teachers to use the Reciprocal rReading cards

- Responsive Writing programme has begun, in collaboration with Te Puke Primary School. Our next step is to include parents and whānau in this programme.

From GATE and other student voice,we have identified the need to provide PL in differentiation. The following actions have occurred:

- Term 2 Staff Only Day focused on Differentiated Learning approaches (with Viv Russell UOW and Ali Rennie)

- All teachers developed surveys to better support their understanding of who their learners are, how they learn best and what they like to learn about. This evidence has fed into Collaborative Inquiries

- Teams (Themes and Options) have been asked to consider and include in their planning: Why is it important for students to learn this? Why does it matter? What concepts do students need to have or to develop if they are to understand this topic in-depth? What issues might arise when considering this topic? How can we use this topic to help students to explore and build values?

- They have also been asked to plan for and implement deliberate acts of teaching that will cater for a range of learners.

Kahui Ako Akonga learning:

- Our two Within School Teachers (Kristina Peina and Debbie Rahurahu) have set up Akonga sessions where staff engage with professional reading and learning to better understand the fabric of NZ society and how we can better support our Māori learners to succeed as Māori.

- These groups are currently made up of LOLs, TTLs and others.

- To support our focus around differentiation, cooperative learning strategies are being modelled in these sessions

2.2 Improve the attendance of our Māori learners, particularly Māori girls to ensure they have more opportunities for academic success.

- Within this portfolio, this objective relates to 2.9 *Provide and review new opportunities for Māori students to lead and contribute to decision-making in the school*. The intention here is to from a student leadership body where Māori students can help influence the change within the school, such as attendance. This initiative is yet to be initiated.

2.3 Grow teacher knowledge of Te Ao Māori and Te Reo Māori to develop a more bicultural school

- 15 staff are enrolled with Te Wānanga o Aotearoa course - He Papa Tikanga.

2.4 With the support of our local Māori community, continue to develop our localised curriculum, with a particular focus on project-based approaches

Year 11 Science

- A course has been established that is based on the development of a localised curriculum; namely exploring Scientific and Māori knowledge and phenomena through a study of the Kaituna River.

- Continued development of our localised curriculum at Years 9 and 10 through Theme leaning eg Rongoā: traditional local medicinal practices and current enterprise

- Sharing of TLIF video has occurred as well as Term 1 review meeting.

2.5 Support teachers with the implementation of the Learner Profile and ensure spread to the Kahui Ako

Focus on 21st century learning and specifically the 5Cs

- Professional Learning has provided an opportunity for teachers to delve deeper into their understanding of what research says are the key skills for 21st century success; Creativity, Communication, Collaboration, Critical Thinking and a fifth concept that we have added because we believe it is so important in learning; Culture.
- We have identified these five concepts as evident within two dimensions of the Te Puke Learner Profile; Academic and Cultural and students are beginning to explore these concepts within learning contexts, particularly as part of the Project-based Learning that is occuring during the second part of each term in the Themes
- Learners will self assess these aspects termly, alongside their mentor teachers
- SLT have been through a scoping exercise to have a Learner Profile App developed through SchoolPoint, to enable students greater access to this assessment tool
- Teachers will be required to comment on learner progress with the 5Cs in Term 2 and 4 reports.
- Present our journey thus far to the Kahui Ako at the Staff Only Day Conference at the end of Term 2

2.6 Support the implementation of the curriculum learning progressions at Years 9 and 10

Integration and tracking of Learning Progressions

- Year 9 and 10 Themes and Options are now using their established learning progressions to assess to and report on
- Teachers are required to specify these in their planning documentation
- They are required to assess students using some of these learning progressions each term (1-2 per Learning Area).
- They are also required to report to parents and whānau on these outcomes.

2.7 Ensure new tracking, monitoring and reporting systems are embedded within the junior school

Reports

- After consultation with parents and whānau from the TPI and TPHS, junior reports have been redesigned to provide a simplified and relevant format for our current context.

Tracking and monitoring of engagement

- A working group has been established to address issues of student disengagement for Year 9-13 students. Data gathering is about to take place.

2.8   Continue to celebrate Māori student success to develop meaningful partnerships with whānau and community

Planned events

- Year 10 Māori students to attend Toi Tū Te Wā at Makahae Marae
- Junior students GATE students participating in Ignition initiative run by Nga Potiki
- Whānau hui to celebrate kapa haka progress and success
- Whānau hui to workshop PPP reading process with parents to support the work happening in school
- End of Term 2 celebratory assemblies to acknowledge a wide range of learning and success

2.9   Provide and review new opportunities for Māori students to lead and contribute to decision-making in the school

- See 2.2

2.10 Invest in a more robust review of the senior curriculum leading to a more seamless learning transition from junior school to the senior school.

Junior and Senior Curriculum Reviews

- Due to the recent NCEA national review, we consider it fitting to focus our immediate school review process on our junior curriculum
- A Junior Curriculum Review will take place during 2019. The steering group, made up of SLT, representation from LOLs and TTLs and MOE, will begin the planning and implementation process during Term 2. This work will also form the heart of the SLT collaborative inquiry.

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

Collaborative Inquiry and Appraisal

- Teachers and leaders are using a wide range of evidence to engage in collaborative inquiries. This is being done in Theme teams or Learning Area teams. Using the Timperley Spiral of Inquiry model again, we anticipate that teachers and leaders will be more self-managing and self-determining with this action-reflection process this year

- The first series of teacher peer observations to shadow-coaching have occurred at the end of Term 1

- Tools for teachers and leaders to work with as part of this process have been refined to provide clarity and simplicity

- SLT have worked with LOLs to disseminate this information.

JULY

2.1 Accelerate success for ākonga, particularly Māori, using cultural relationships for responsive literacy approaches

- Reading - Pause, Prompt Praise has been implemented for one term with approximately 80 Year 9 and 10 students, and 40 senior students, teachers and community volunteers See details in the Term 2 Report, complete with examples of student progress and student voice here. Our next steps are to train more volunteers, as well as to connect with whānau and iwi to consult around their views on the programme and if it would be a useful way for them to provide extra reading support for their children. During Term 3 we would like to Include more Y9 and 10 students who are reading 2 years below their reading age. In order to do this we will shift some of the more able readers into regular Reciprocal Reading groups This will continue to support their progress while at the same time encouraging them to be more self-directed readers. We will increase the amount of Probe testing of students who are showing good progress with fluency and comprehension, in order to getter more consistent and accurate data. During Term 3 there will also be greater feedback and communication with Theme Team Leaders and all teachers. Finally, we will learn (from our University of Waikato colleagues) how to record and monitor our tutors delivery and offer feedback.

- Reading - Teachers are reporting their use of the Reciprocal Reading strategy in their Year 9-11 classrooms. Some have suggested that they need a refresher professional learning on this and therefore this will occur early in Term 3.

- Writing - 9A and 10A and some gifted students are engaging in Responsive Writing with Te Puke Primary School

- Differentiated Planning - Theme Team Leaders and some Theme teachers released for a day to develop differentiated, connected high challenge and contextualised plans for Terms 1, 2 and 3. The expectation is for collaborative planning to be recorded on our TPHS Theme planning template and stored in the Shared Drive to ensure all teachers have access in the future.

- Kahui Ako Akonga - our two Within School Teachers (Kristina Peina and Debbie Rahurahu) have continued to regularly facilitate Akonga sessions (as part of their e-learning study) where staff in leadership roles engage with professional reading and learning, in order to challenge current thinking and practice, particularly in relation to inequity for Māori in our education system and society. The purpose of this professional learning is for these leaders to share learning with their teams in order to open up dialogue to effect change.

- Kahui Ako Conference Day July 5 - organised by the Kahui Ako lead team and hosted at TPHS, this was a very successful day. International researchers, iwi, community, leaders and teachers (400 participants) all participated in learning around our Kahui Ako kaupapa of developing understandings of what cultural relationships and responsive approaches can look like in practice.

- During Term 2 the Pasifika Power-up programme was launched. This initiative is a Te Puke schools and Tauranga Pacific Island Community Trust partnership and its purpose is to grow partnerships with and support the wellbeing of our Pasifika students and their families. Attendance at the past four evening events has included primary, intermediate and secondary students, as well as parents, teachers and outside experts (such as NZQA). This will continue for part of Term 3.

2.2 Improve the attendance of our Māori learners, particularly Māori girls to ensure they have more opportunities for academic success

- Within this portfolio, this objective relates to 2.9 Provide and review new opportunities for Māori students to lead and contribute to decision-making in the school. The intention here is to from a student leadership body where Māori students can help influence the change within the school. Conversations have begun around this initiative within the Ngā Pou Angitu group. It is expected that there will need to be a period of consultation with Māori students before such an initiative is launched.

2.3 Grow teacher knowledge of Te Ao Māori and Te Reo Māori to develop a more bicultural school

- He Papa Tikanga - 15 staff continue to be involved with Te Wānanga o Aotearoa course - He Papa Tikanga, which will be completed by the end of September.

2.4 With the support of our local Māori community, continue to develop our localised curriculum, with a particular focus on project-based approaches

- Continued development of our localised curriculum at Years 9 and 10 through planning culturally responsive, contextualised and connected eg greater engagement with Makahae Marae: Year 10 Māori students attended Toi Tū Te Wā and senior

Māori students led workshops for primary students for Matariki, as well exploring concepts such as kaitiakitanga and the effect on our local community and environment, such as Maketu Wetlands, Kaituna and Papamoa Hills.

2.5 Support teachers with the implementation of the Learner Profile and ensure spread to the Kahui Ako

- Polly facilitated a workshop at the Kahui Ako conference to share TPHS journey so far in using the Te Puke Learner Profile

- Continued professional learning this term will has provided an opportunity for teachers to delve deeper into their understanding of what research says are the key skills for 21st century success; Creativity, Communication, Collaboration, Critical Thinking and a fifth concept that we have added because we believe it is so important in learning; Culture.

- Learners continue to self assess these aspects termly, alongside their mentor teachers

- The Learner Profile App continues to be developed through SchoolPoint, to enable students greater access to this assessment tool

- Teachers have focused their comments on learner progress using the 5Cs in Term 2 Junior Reports

2.6 Support the implementation of the curriculum learning progressions at Years 9 and 10

- Curriculum learning progressions - Year 9 and 10 Themes and Options are now using their established learning progressions to assess and report on (using the Beginning, Proficient and Advanced criteria). Teachers are required to specify these in their planning documentation and when reporting to parents and whanau.

2.7 Ensure new tracking, monitoring and reporting systems are embedded within the junior school

- The new junior report format has been published and distributed at the end of Term 2. The redesign of this report was in response to feedback from Year 8-10 parents and whānau surveys, which were distributed at the end of 2018

- System set up in KAMAR to record evidence of learning progressions, 5Cs, asTTle data and other formative tests

- A steering group has been established to work towards better engaging those students (Years 9-13) who have poor attendance and/or engagement. There is the possibility of TPHS being part of an MOE project called Kohiko Mai, to work with whānau and identified Year 9 and 10 students and whānau, to co-create approaches that will better work for these students. We are also looking to better support our struggling Year 11-12 students with one-on-one literacy and numeracy support.

2.8 Continue to celebrate Māori student success to develop meaningful partnerships with whānau and community

- Year 10 Māori students attended Toi Tū Te Wā at Makahae Marae

- Junior students GATE students participating in Ignition initiative run by Nga Potiki

- Whānau hui to celebrate kapa haka progress and success

- Consultation on the Pause, Prompt, Praise reading process with iwi representatives/whānau, to determine their views on the programme and if it would be a useful way for them to provide extra reading support for their children

- End of Term 2 celebratory assemblies were postponed due to Spirit Week. It is hoped that we can do these in Term 3.

2.9   Provide and review new opportunities for Māori students to lead and contribute to decision-making in the school

- See 2.2

2.10   Invest in a more robust review of the senior curriculum leading to a more seamless learning transition from junior school to the senior school.

- (See May update for explanation) The Junior Curriculum Review process has begun. The steering group is made up of SLT, representation from LOLs and TTLs and MOE. We are working through the review inquiry process and so far we have consulted with staff on their 'noticings' around the junior curriculum, collated these into themes, split into working groups to research each of these and devised questions for surveying and interviewing our stakeholders. Evidence gathering and analysis will take place during Term 3. All stakeholders will have the opportunity to participate in the review and findings/recommendations will be shared as soon as possible.

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

- The collaborative inquiry process with teachers and leaders appears to be bedding in at TPHS. Teachers are being supported to go deeper into the inquiry process through a more deliberate and on-going collection of evidence and the critical examination this evidence to develop inquiry foci that research shows will make a difference for ākonga, particularly Māori.

OCT

2.1   Accelerate success for Māori learners using cultural relationships for responsive literacy approaches

- The Aim High Reading initiative has continued to be highly successful this term, with an increased number of volunteers participating in the Pause Prompt Praise programme. This has meant that we have been able to increase the number of

reading sessions for akonga each week. Susan Ludbrrook is currently completing Probe Tests to gather data on shifts in reading ages for akonga, and so far the results look extremely promising. One of the volunteers recently wrote:

- *As I am unable to be there to celebrate the PPP programme next week I would like to share my thoughts in an email with you all. After living in Auckland for a long time and being involved in community work - I was looking for a 'project' that I could be involved in, that was about people and children. When I saw the notice about PPP I thought that this could be it. PPP has been just the thing for me as it is about giving support/praise to those that were struggling to read to their potential. As we all know, being able to read and comprehend what we are reading is so important. I also liked the 'team' aspect of the programme - naturally, of course it is about the children primarily, but it is also about the wider team of volunteers, and Susan Ludbrook who runs the programme. I have so enjoyed the building of a relationship with the children that I have 'listened' to. Seeing them 'blossom' from when I first listened to them read, their attitude changing when greeting me, when I went to pick them up - even if was a small smile. The icing on the cake 'so to speak' - for me, was to hear that after retesting by Susan Ludbrook (programme co-ordinator) of children on this programme – that there have been some great results! I was seeing two children that morning that had grown in their reading level - one child by 2 years and another by 18 months. This is a team effort by all the volunteers that listen to these children. Both the boys had smiles on their faces when I praised them - this is so fantastic as it gives them confidence in so many ways. I do hope that this programme will be continuing next year due to its success with the children involved, and for me personally I would love to be part of it again. A huge compliment to the school for providing this programme.*

- Furthermore, reciprocal reading continues to be used as a strategy in Year 9 and 10 classrooms to promote more confident and competent readers. It is also great to see the responsive writing strategy being taken up by some kaiako who have connected with local primary schools to provide an opportunity for gifted writers to develop tuaka teina writing relationships with younger peers.

- Overall, this Aim High programme has anecdotally proven to be a highly effective culturally relational response to our 2018 data, which told us that Māori students were underperforming in reading, in comparison to their peers. Probe tests and asTTle data will provide us with 2019 summative data to evaluate this hunch.

2.2 Improve the attendance of our Māori learners, particularly Māori girls to ensure they have more opportunities for academic success

- Within this portfolio, this objective relates to 2.9 *Provide and review new opportunities for Māori students to lead and contribute to decision-making in the school*. The intention here is to from a student leadership body where Māori students can help influence the change within the school. This objective should be carried over to 2020 as a key priority. The development of Māori student leadership was also identified as a result of the Rongohia te Hau data analysis.

2.3 Grow teachers knowledge of Te Ao Māori and Te Reo Māori to develop a more bicultural school

- The 15 staff involved with He Papa Tikanga course have all completed this course and graduated. Our recent Rongohia te Hau (snapshot of pedagogical practice) classroom walkthrough data showed us that kaiako are not yet using Te Reo Māori consistently in classroom learning contexts. Therefore, Te Puke High School will encourage kaiako to engage with the Wānanga o Aotearoa Te Reo Māori course next year and/or participate in a local night class for staff and community.

- Furthermore, a major focus for our Term 3 professional learning has been on developing our critical consciousness and realising our unconscious biases and prejudices in order to determine how we as teachers can plan determined acts of decolonisation.

2.4 With the support of our local Māori community, continue to develop our localised curriculum, with a particular focus on project based approaches

- Year 9 and 10 Theme classes have continued to explore concepts which focus on Māori world views. Last term, Year 10s focused on Kaitiakitanga and visited Te Whare Tuhoe, the only living building in Aotearoa. Year 9s explored the concept of Tūrangawaewae and visited The Buried Village. During the second half of the term all Theme classes engaged with Project Based Learning where students were able to create projects based on their understanding of these concepts and their own creative ideas. These Term 3 projects were particularly successful as akonga were able to drive their own learning and demonstrate a greater sense of agency.

- We are looking forward to a closer working relationship (around local curriculum) with Waitaha Iwi with the recent Memorandum of Understanding having been established. We are also working alongside our Kahui Ako Across School Leaders who are currently liaising with Tapuika on this kaupapa.

2.5 Support teachers with the implementation of the Learner Profile and spread this learning to the Kahui Ako

- Aspects of the Learner Profile (the 5Cs) continue to be a tool for student self assessment to contribute to Term 4 junior reports. Further professional learning on the 5Cs should be a focus for 2020.

2.6 Support the implementation of the curriculum learning progressions at Years 9 and 10

- Curriculum learning progressions - Year 9 and 10 Themes and Options are now using their established learning progressions to assess and report on (using the Beginning, Proficient and Advanced criteria). Teachers are required to specify these in their planning documentation and when reporting to parents and whanau.

- During Term 4 Leaders of Learning we will be engaging in professional learning around the Curriculum Framework Progressions in literacy and numeracy.

2.7 Ensure new tracking, monitoring and reporting systems are embedded within the junior school

- The new junior report format is proving effective and will continue to be used.

2.8 Continue to celebrate Māori student success to develop meaningful partnerships whānau and community

- Junior GATE students have participated and completed Ignition initiative run by Nga Potiki
- Whānau hui Term 4 Week 2, to share current developments/successes and to consult with whānau regarding their aspirations/ideas
- TPHS is participating in an MOE project called Kohiko Mai, to work with whānau and identified Year 9 and 10 students and whānau, to co-create approaches that will better work for these students.
- Celebratory junior assembly Term 3
- Celebration of success of Pause Prompt Praise programme Term 4
- Te Roopu Taurahere Graduation Evening Term 4

2.9 Provide and review new opportunities for Māori students to lead and contribute to decision-making in the school

- See 2.2

2.10 Invest in a more robust review of the senior curriculum leading to a more seamless learning transition from junior school to the senior school.

- As stated above, review has focused on out junior curriculum in response to evidence. The steering group for the Junior Curriculum Review have been working hard this term. So far we have surveyed teachers and students and conducted Focus Group Interviews for teachers. The student Focus Group Interviews will take place in Week 3 of Term 4 and the community consultation during Week 4 if Term 4. After this time the steering group will meet to analyse and make sense of the data to produce findings and recommendations.

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

- Teacher feedback from the Junior Curriculum Review stated the current Collaborative Inquiry process is adding to workload issues. The Rongohia te Hau team recommended we change the model for 2020 to a Co-Inquiry process where kaiako drill down deeper into their classroom practice with the support of a critical friend, planning deliberate acts of teaching that will better support Māori students in particular. This will become the iterative cycle of inquiry and will provide a more focused and less time-consuming approach.

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 Accelerate success for learners, particularly Māori, using cultural relationships for responsive literacy approaches

- As a result of the Aim High Reading strategy, all Year 9 and 10 ākonga who were below their expected reading level were involved with the Pause, Prompt, Praise programme (and other classroom reading initiatives). The outcome of this initiative was that almost all ākonga improved between 1-4 reading years over two and a half terms. % reading not, at and above year level now. Furthermore, this programme has inadvertently helped grow our connection with our community, which we will continue to work on during 2020.

2.2 Improve the attendance of our Māori learners, particularly Māori girls to ensure they have more opportunities for academic success

- This objective has not yet been focused on and therefore the target has not yet been met.

2.3 Grow teachers knowledge of Te Ao Māori and Te Reo Māori to develop a more bicultural school

- Rongohia te Hau walkthrough data suggests there has been no shift in pedagogical practice during 2019 in comparison to 2018. Therefore the 10% target for improvement has not been met. This may partially be due to the fact that our professional learning focused on tikanga rather than te reo and therefore we heard little reo in classrooms. As a result of this outcome, there will be more targeted focus on improving culturally relational and pedagogical practice for all teachers during 2020.

2.4 With the support of our local Māori community, continue to develop our localised curriculum, with a particular focus on project based approaches

- Rongohia te Hau survey data shows that although there was an improvement and greater consistency between the perceptions of Māori learners and other learners, the gap has not yet closed between whānau and ākonga, and whānau and kaiako. In fact, whānau/parent perceptions have slightly declined, particularly in relation to creating a responsive curriculum and communications.

2.5 Support teachers with the implementation of the Learner Profile and spread this learning to the Kahui Ako

- With the implementation of student-led conferences, overall ākonga, whānau and kaiako conversations have been richer this year. Reports comments and learning conferences have focused more on evaluating progress in the 5Cs (culture, creativity, communication, collaboration and critical thinking). This suggests kaiako are developing understandings of 21st century skills and implementing these into planning and teaching.

2.6 Support the implementation of the curriculum learning progressions at Years 9 and 10

- Kaiako are using the new curriculum learning progressions developed in 2018. These have been used to assess and report on. Ākonga voice suggests that we now need to refine the use of these progressions, using them to provide more regular and on-going formative feedback and feedforward to learners, so that they can take greater ownership of their learning progress.

2.7 Ensure new tracking, monitoring and reporting systems are embedded within the junior school

- Survey data has not been collected on the effectiveness of the new junior reporting system due to distribution being late in the school year. With numerous conversations occurring around lifting academic achievement within the school (especially amongst LOLs and SLT), we have opted for a two-weekly reporting system across the school for 2020. Tracking in the senior school will be tightened and academic mentoring will be formalised into the school timetable.

2.8 Continue to celebrate Māori student success to develop meaningful partnerships whānau and community

- TPHS has continued to celebrate Māori student success this year. The development of a new whānau steering group to support the investigation of Māori immersion pathways will likely be a positive outcome.

2.9 Provide and review new opportunities for Māori students to lead and contribute to decision-making in the school

- This objective will be prioritised for 2020.

2.10 Invest in a more robust review of the senior curriculum leading to a more seamless learning transition from junior school to the senior school.

- In response to ākonga, kaiako and whānau/parent voices, it was determined that priority needed to be given to a junior curriculum review process during 2019. A steering group of kaiako and SLT was set-up. Led by Pat Workman from MOE we gathered, collated and analysed a range of stakeholder voices. Our findings were based on common threads across the evidence. An action plan was developed and fed back to staff at the very end of Term 4. This action plan will inform the construction of this part of the annual strategic plan for 2020 and beyond. Stakeholder feedback will continue during Term 1 of 2020.

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

- As a result if this objective, teachers and leaders demonstrated ongoing collaborative inquiry practice that in some cases demonstrated   more meaningful goal-setting and next steps. Most connected to strategic goals. As a result of the junior curriculum review, modification around this process will occur during 2020.

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, progress towards identified objectives was made in the areas of curriculum, pedagogy and assessment during 2019. Evidence shows that there is still significant work to do in this portfolio. The above analysis indicates the following aspects should be focused on in the Strategic and Annual for 2020 and beyond:

- Work alongside whānau to investigate and strategise the development of Māori immersion/bilingual pathways for ākonga

- Focus professional learning on developing in-depth understanding and a more effective integration of culturally relational and responsive practices

- Develop kaiako engagement in co-inquiry as a learning process.

- Establish a Māori student leadership council, to ensure Māoriākonga can better contribute to decision-making and change within the school
- Implement and review the junior curriculum review recommendations
- Review the current senior curriculum in hope of leading to a more seamless learning transition from junior school to the senior school.
- Reinvent reporting across the school to ensure whānau and parents have access to regular information about their child's progress
- Improve tracking, monitoring and mentoring across the school

TE PUKE HIGH SCHOOL

Aim High

Whaia Te Matauranga Tiketike

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.
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.
	3.2 To ensure a safe and positive environment for all within TPHS through the continued implementation of Health and Safety policies and procedures.
	3.3 To enhance the relationship between families, whānau, the community and Te Puke High School.
	3.4 To identify strategies and build positive relationships within the school community to support small group leaders to address attendance issues.
Historical Background	NAG 5 was primarily focussed around health and safety and attendance. This strategic annual plan 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 will be taking place within a safe and secure environment where health and safety is at the forefront. An increase of information sharing continues to remain essential in achieving these objectives.

Objectives	Actions	Responsibilities	Resources	Completion Date
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.	3.1a 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. Timetable a regular meeting time.	MGY, SLT.	SLT and staff collaboration.	End of 2019
	3.1b Ongoing Classroom observations and support for teachers in the classroom environment to assist with building staff Hauora. Increase the SLT profile in the school.	MGY, SLT	Board support	Ongoing
	3.1c Liaise with the Special Projects Manager around the role of the Kaimahi Lounge and its functionality and appeal as a space.	MGY, SLT, SPM	Meeting time and Board support.	Ongoing

	3.1d Organise a time for an induction for new staff before the 'official' start date.	MGY, SLT	Liaise with new staff	Before the start of the year
	3.1e Work with a Social Committee to ensure opportunities are created to enhance staff wellbeing. Recruitment drive with new staff. Investigate ways to improve our profits.	MGY, Social Committee	Creative thinking, BOT funding	Ongoing
3.2 To ensure a safe and positive environment for all within TPHS through the continued implementation of Health and Safety policies and procedures.	3.2a. Continue to implement policies and procedures as laid out in our health and safety procedure manual.	MGY, H&S Committee	SLT and staff collaboration.	Ongoing
	3.2b Monitor hazard identification procedures consistently and report to BOT on a monthly basis. Encourage electronic reporting of hazards.	MGY, H & S Committee	Meeting time and Board support	Ongoing

	3.2c Build the Health and Safety Committee as a school representative group which has regular meetings.	MGY, H & S Committee	Meeting time, SLT and staff collaboration	Ongoing
	3.2d Include student representation on the committee and ensure students are aware of Health and Safety expectations.	MGY, H & S Committee	Meeting time, SLT staff and student collaboration	Ongoing
	3.2e Focus on Staff Wellbeing as a priority for the year	MGY, H & S Committee	Meeting time, SLT staff and student collaboration	Ongoing
3.3 To enhance the relationship between families, whānau, the community and Te Puke High School.	3.3b Continue to build Home and School Partnerships with some of our minority groups.	MGY, SLT, HOHs	Meeting time, SLT and staff collaboration and Board support	End of 2019
	3.3c Develop greater communication with stakeholders and the community by increasingly using the technology and resources available	MGY, SLT	Meeting time, SLT and staff collaboration and Board support	End of 2019

	3.3d Support and enhance existing groups and events which promote positive relationships within TPHS ie. Pasifika, Home School Partnership meetings, cultural gala, Kapa Haka growth, 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
	3.3e Investigate student conferencing methods to maximise community attendance and using parental and student voice to work on how these can be used as tools for enhancing relationships and improve student learning outcomes.	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	3.4a Develop the attendance officer's role to being more proactive at school and in the community, in	MGY, CJU	Meeting time, SLT and staff support	Ongoing

support small group leaders to address attendance issues.	targeting attendance issues by meeting with them fortnightly and supporting them.			
	3.4b SLT need to promote attendance and publish data more often with staff, students and the community in order 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, SGLs, CJU	Meeting time	Ongoing

	3.4e Investigate barriers to attendance by meeting and consulting with the community, social services, groups and iwi authorities.	MGY, THP, TLIF Team	Meeting time, SLT & BOT support	Ongoing
	3.5f Find ways to support senior students to improve their attendance or look at their options and commitments.	MGY, Careers staff, CJU	Meeting time	Ongoing

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.

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

- The SLT have changed their meeting schedule and meet more regularly, including during the day. The whole staff comes together every Friday morning to celebrate and acknowledge staff and student achievements.
- SLT are frequently out in classes supporting teachers. Observations are ongoing and coaching and support is provided to meet individual staff needs. Staff are appreciative of SLT support and interventions.
- The Kaimahi Lounge is a comfortable space for staff to relax in. Planning is underway around adding some student commissioned art to the walls.
- A new staff induction was held at the start of the year. It was a great opportunity to meet SLT, get an understanding of the Junior Integrated Curriculum and have a wander around the school. Trainee teachers reflect positively about the induction process.
- The Social Committee organised a staff & whanau BBQ at the start of the year. A number of staff enjoy a Happy Hour on Friday afternoons and a core group organise some social activities, mainly around the end of year function. BOT support of the whole staff occasions is appreciated. Fundraising ideas have proved difficult.

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.

There is always work to do to support staff, build positive relationships and make them feel valued. The feeling at the end of the year was that despite a difficult start, things have significantly improved and there was goodwill among the staff. The end of year programme with Junior Prize Giving and camps and Activity Week worked well leading into a Friday Christmas Lunch.

Evaluation

So what? Where to next?

- Continue to find ways to support staff. This includes physically in the teaching spaces, at Staff Celebrations with morning teas and listening to staff feedback on any concerns and trying to co-construct solutions. The Health & Safety Committee will also be researching ways to support staff holistically.
- Talk to the Art teachers around culturally responsive murals or paintings for the Kaimahi Lounge
- Allow regular meeting times for staff to get on top of workload issues and support each other in their teams.

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

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

- Continue to implement policies and procedures as laid out in our health and safety procedure manual.
- Staff are using the Staff Intranet to report hazards and near misses. From there the Committee has updated their Hazard Analysis Procedure to identify next steps.
- Monthly meetings are voluntary and representation varies although Technology, Sciences, Admin and Pod staff are regularly represented.
- We have not had any students volunteer to join the Health & Safety Committee.
- Further ways to support staff wellbeing will be explored in 2020.

Analysis of Variance

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

- Staff are using the Hazard Register to address concerns they have identified and potentially impact on their wellbeing. The hazards are then assessed by the Committee before agreeing on the best way to address the issue.

Evaluation

- Continue to invite staff and students to join the Committee. Once we have volunteers identified we will have an election to appoint Health and Safety Officers.

- Give staff a focus on a specific Procedure as part of our meeting schedule.

- Travel to other schools to find out how they support their staff wellbeing and see what we could do to further enhance what we have.

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

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

- Communication with the community and whānau groups has been increased in 2019, including connections with Waitaha, student celebratory graduations, information sharing and award events. Learning Conference attendance numbers have fluctuated.

- A Te Puke community meeting for Pasifika families was hosted by TPHS and was a great opportunity to strengthen ties. The Power Up Pasifika Programme ran for 5 weeks followed by the Malohi Pasifika Programme for 8 weeks. Our Pasifika students were representing and hosted at the Te Puke Fia Fia Night.

- KAMAR and Google are being increasingly used to communicate with the school community or survey parents for feedback. The school Facebook pages are proving popular. The website is often referred to for updates and news on school events.

- Relationships have been strengthened with TPI and TPP in developing a Pasifika Support Network. Kapa haka group continues to grow in popularity. The Cultural Week included an evening performance to accommodate the community. The Year 10 Te Reo Kori competition remains popular with Year 10 whānau.

- Parents fed back they enjoy meeting with subject teachers as well as Small Group Leaders. We had booking system issues.

Analysis of Variance

- Relationships between the school and community continue to grow and improve. Staff are engaging with the community more often and local expertise is often used to support our students' learning.

- Some of the opportunities for parents and whanau to come into school and engage with staff were not as well attended as anticipated. This could be because parents felt they had adequate information or they did not have a reason to meet.

Evaluation

- The development of a local curriculum will continue in 2020 with offers of support and opportunities coming into the school, especially from tangata whenua.

- Continue to build strength with the Pasifika community and the Indian community.

- Feedback from parents has been taken on board and the format of Learning Conferences will be different in 2020. Subject teachers will be available to parents and whānau as well as SGLs

- We need to be more proactive around making sure parents and whānau are aware of opportunities to come into school and meet some of the teachers. Personal phone invites will be made.

- At the start of the year we will host a BBQ for parents of students in Years 9 & 10 to share some of the key features of the Junior School, including our SG system, Junior Curriculum and our Positive Learning Culture Contract.

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

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

- Julie is attending the fortnightly HoH/SLT/AA/Careers meeting to share students of concern with them. We met with WINZ to discuss any support they might be able to offer us.

- Whole school attendance data has been shared with all staff.

- There is limited interest at this stage from HoHs in running the attendance competition.

- TAG continues to meet twice a term to discuss truancy concerns around students from the local schools.

- The school is engaging with EmployNZ, Te Wananga o Aotearoa, Toi Ohomai, Waitaha and Fruition for students struggling at school.

- We have enrolled with the MOE programme, Every Day Matters, to support us around improving attendance.

- Senior students were told at the start of the year they will need 90% attendance if they want to attend the Ball. Some senior students have been challenged around their poor attendance and have been exploring options. The Careers Department are part of the consultation.

Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?
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Planning for Better Student Outcomes, June 2003 Quarterly, Ministry of Education.

- Attendance continues to be an issue, particularly with some of the senior students who have reached a point where they struggle to see the value of what school offers them. We also have issues with transient students. Punctuality also poses problems for some students.

- SGL often feel they lack time to follow up on attendance issues with students and whānau. Contact details are not always correct.

- Accuracy around entries on KAMAR are inconsistent; from class attendance entries to annotated notes re follow ups.

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.

- Find new ways to address punctuality and attendance with students and whānau. HoH or SLT interventions? Reward system? SGLs and Careers consult with students around their goals and ways to achieve them.

- Follow up with individual staff re inaccuracies in entries.

- Promote positive attendance as part of expectations around representing the school and attending the Ball.

TE PUKE HIGH SCHOOL

Aim High
Whaia Te Matauranga Tiketike

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.
Objectives	4.1 To continue the review of the Small Groups Approach by gaining further 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.
	4.6 PL for staff around effective classroom management strategies and restorative practices.
	4.7 To develop a student leadership programme within the school at the House Level.
Historical Background	PB4L is a Ministry of Education Initiative which has been rolled out to a large number of schools in New Zealand. Although we have been part of this project it has become increasingly obvious that it is a primary focused programme that we have had to adapt to fit our Te Puke Secondary School needs.
	This we have done over the last ten years as a three pronged approach to improving behaviour in our school by creating consistent processes and procedures that all staff and students follow.
	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.

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.

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.

At TPHS we have not gone down the traditional PB4L framework but have incorporated the PB4L philosophies 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 5 Rs.

The major changes at TPHS due to the development of the Junior Curriculum has impacted on the Values for Learning and Restorative Practices processes being implemented as our primary focus for PL and staff focus has been getting the Junior Curriculum up and running. This has had an impact in relation to staff management of classroom behaviour and providing consistent processes and programmes at the Small Group Level and this need refocusing on in 2019.

2018 saw the continued review of Small Groups with some community feedback obtained however there does need some further feedback sought to improve our understanding of what our whanau feel about Small Groups. In 2019 there is further feedback needed to be obtained from the 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 are being 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.

2018 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. There have been some lessons developed around the new values but this will need further work in 2019.

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
4.1 To continue the review of the Small Groups Approach by gaining feedback from school community.	4.1a Develop a further review of Small Groups to go out to caregivers at the second set of Small Group Conferences.	AUS, PB4L, HOHs.	Google Survey	Google survey has been developed, administered and information collated.	October 2019
	4.1b Add this information to the data that was collated in 2018 and continue the review	AUS, PB4L Team, STAFF, Board, SLT.	Staff Meetings, Board Meetings, Community Feedback.	Information has been shared and meetings have been held in relation to introducing improvements to SG structure.	Ongoing 2019.
	4.1c Implement the recommendations that have been decided on by feedback from school community in 2017 and 2018.	AUS, PB4L Team, STAFF, Board, SLT		Changes have been made to implement recommendations.	Ongoing 2019.
	4.1d Strengthening of the Values for Learning Team (aka PB4L) with a range of teachers from	AUS	Staff Meeting	Have a range of people on the Values for Learning Team	March 2019

	various subjects and representatives from TTLs.				
4.2 To continue the development of a consistent approach to Small Groups at Te Puke High School.	4.2a Share the vision of Small Groups with staff, students and caregivers at the beginning of 2019. Particularly important for new staff and students.	AUS, SLT, HOHs.	Staff Meeting time. Parent Evening.	Vision shared to various stakeholders.	Feb 2019.
	4.2b Continue the development of structural component of SGT and Long Pastoral that reflects the needs of the school community.	AUS HOHs.	Continued PL around SG Time activities and SGL role.	Regular PL and ability to see more SGs having structured SG Time.	June 2019.
4.3 Continue to foster the development of meaningful home school partnerships between Students/Whanau	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 2019.

and Small Group Leaders.	4.3b 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. Feedback from Caregivers.	March 2019 and then ongoing.
	4.3c Continue to develop a consistent approach to Small Group Conferences where meaningful academic information is shared with Whanau and Students.	AUS, THP, HOHs, AAs	Kamar reports, Pastoral Team, Schoolpoint	All students and whanau participate in a Conference and have an Individual Education Plan recorded for reference.	May 2019
4.4 To continue the implementation and embedding of PB4L/Restorative Practices at TPHS and create structures to continue the	4.4a Strengthening of the Values for Learning Team (aka PB4L) with a range of teachers from various subjects and representatives from TTLs.	AUS	Staff Meeting	Have a range of people on the Values for Learning Team	March 2019

sustainability of this programme.	4.4b Continue to provide Staff PL on PB4L and Restorative strategies using the skills attained by the teachers who have trained already.	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 2019.
	4.4c Continue to provide Professional Learning for Staff around process and procedures in relation to Student Support Structures within school.	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 2019.
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.	4.5a Work alongside teachers of 9A and 10A to review current programme.	AUS, JAM, SUL, TRE, BLT HEA, RTLB	Theme Team Meetings		Ongoing 2019
	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	e-ASTTLE, 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 2019

	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 as well as following a similar but adapted programme that is a reflection of what is going on in the rest of the Junior Curriculum.	AUS, HOL, SUL, SENCO, RTLB SERVICE, LOLs	Time, reflection of previous years, evidence of 2018 programme.	Revamped Programme	May 2019
	4.5d Complete IEPs for each of the students in the CASH class twice a year.	AUS, TRE,SUL, SENCO, RTLB SERVICE	IEP Template	IEP for each student	June 2019 Nov 2019
4.6 PL for staff around effective classroom management strategies and restorative practices.	4.6a Gain some evidence of what our staff know already about classroom management strategies.	AUS, THP	PL Time	Feedback	April 2019

	4.6b Provide PL for staff around effective classroom management strategies for a variety of learners.	AUS, RTLB,	PL Time, RTLB service. 5 R Posters	Staff feeling more confident in relation to dealing with students from varying educational needs.	Ongoing
4.7 To develop a student leadership programme within the school at the House Level.	4.7a. To identify students in each house who would like to be involved in House Committees and Leadership development.	AUS, HOH, SGLs	Information from Primary Schools. Feedback from SGLs	List of interested students.	March 2019
	4.7b Develop a programme that identified students can take part in regularly to develop their leadership capacity.	AUS, HOH, SLT	Lean In Programme Adventure Based Learning Books Offsite Time	Student Feedback SGL Feedback	Ongoing 2019
	4.7c Conduct programme throughout the year to develop students leadership skills	HOHs, SLT, Outside providers	Lean In Programme Adventure Based Learning Books	Students participating in programme	Ongoing 2019

	across all levels at TPHS.		Offsite Time	Feedback of success Leadership capacity developed.	

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

MAY

4.1a

- Survey planned to go out at Senior Learning Conferences for Parents to complete around review of Small Groups.

4.1c

- PB4L Team transition into Wellbeing Committee to look at ways to enhance school wellness/ready for learning for all members of school community.

4.3c

- Small group Conference interviews were much more structured with a prescriptive plan for staff to follow and Long Pastoral periods prior to Conferences students prepared their interview with the Small Group Leader. Junior students were able to share their google sites with caregivers. Academic goal setting was carried out by all students and entered into Kamar so Students/Staff and whanau have a record of what these plans were.

4.3 a

- Majority of Small Group Leaders did make contact home in Term 1. Increased numbers at Small Group Conferences was a result of this.

4.3b

- Julie Cole attendance officer has been attending Head of House Meetings has enhanced conversations around strategies for recidivist truants and other issues in relation to attendance.

4.4c/4.6b

- Staff PL conducted around who are our students run by Mark, Lisa and Hannah (RTLB) service. Continue on with this around Structures and Processes.

4.5a

- Number of students in 9a with very high needs. This has proven very challenging in relation to teaching and ensuring student and staff needs are being met. Have had lots of meetings and Individual plans developed for these students. This is going to be an ongoing issue as students learning and social needs increase. Juggling act of attempting to meet student need with limited resourcing from outside agencies.

4.5c

- 9a and 10a learning programme has strengthened with the introduction of Emma Travers. Her strengths in relation to literacy strategies is excellent and the team is working well together. The introduction of a third member to the team Tayla Blanchard has meant that the class is being taught in line with the same philosophy as the other junior classes within the school. Still some work to do and to get the balance of literacy and numeracy propulsion.

4.7a

- Leadership Committees are underway and providing leadership to build House Spirit alongside HOHs.

4.7c

- Plan developed for identification and development of leadership within Houses. Heads of Houses coming up with a proposal for programme to facilitate this.

July

4.1c

- Pastoral Team meeting regularly to discuss students and strategies for issues with students. Number of students who have been highlighted for working with Employ NZ to develop pathways out of school into vocation.

4.1c

- Heads of House Meetings have a time slot to raise students of concern with Heads of House. Which is then discussed at Pastoral Meeting Level.

4.3b

- Julie meeting with HOHS and Pastoral Team is continuing. Great communication to work with our recidivist truants.

4.4c/d

- Behavioural Strategies PL continuing with staff. Week 4 plan for RTLB service to come in and work with staff for second PL session.

4.5

- Class has really settled from being volatile at the beginning of the year. Some great successes with 9a/10a. Letter from MOE about how successful transition has been for one of the students coming from a contributing school who is under Intensive Wraparound Service. Transitioning of another student back into mainstream Education from SEU. Twice exceptional student in relation to giftedness and special needs has settled well from really struggling in Term 1. There have been some more students added in as the year has progressed from the mainstream due to them not being able to cope with the mainstream. Issues have ranged from academic to anxiety issues.

4.5

- The integrated program is working really well having 3 staff with different strengths working together. This has allowed a real diversity in the program whilst still supporting the extra literacy and numeracy needs of these students.

4.7b

- House committees are working well with a mix of students from Year 9 to 13. Really great to see Junior students stepping up and being involved in leadership with the seniors. Some great House activities that students have got up and running to create house spirit.

October

4.1

- Working alongside Careers Dept and MGY in establishing Pathways for students leaving school. A number of students have started an employment course through Fruition to create pathways between school and work. This is also happening with other outside organisations such as Employ NZ.

4.2

- Conducted interviews at contributing schools for 2020 Year 9s. Shared philosophy and structure of Small Groups. Parents very receptive to this line of communication for them, particularly for those who this is their first child into High School.

4.2

- Long Pastoral Time has been used for a huge variety of activities this term including assemblies, whole school activities, Learning Conferences, this has meant that the actual time for Values lessons has not been as often as normal. These activities are an important part of our Pastoral Care system under the Values for Learning (PB4L) philosophy. Students have a good understanding of what our values are but there is still work to do around unpacking what these look like in practice. These are the foundation of our school behaviour system from simple classroom behaviour to re-entry for more serious discipline issues. It is vital that students have a good understanding of what they look like in practice in a variety of situations. This will be looked at in the planning afternoon for the HOHs/AAs being held once the seniors depart on exam leave.

4.4a

- Continuation of PL for staff around Restorative Practices. Workshop planned with National Restorative Practices Team from Ministry to provide Professional Learning for new staff around Restorative Practice Essentials Training on Staff Only Day in November. Staff who have already completed the training will complete a refresher course in Restorative Practice.

4.4 b

- Attended PL for AE around Restorative Practice in Auckland and then met with all AE staff for a second PL session on Brain development. Would be great PL for all staff in our COL and for Parents of students in Te Puke Schools.

4.4c

- Student Support Services Team has been greatly enhanced by the addition of extra support in relation to the Team. The addition of Kate Rive and the two student teachers in this area has meant that more students with mid to low level support are now being seen by the team. The full team are meeting as often as possible and action plans for our top 10 percent have been developed and key workers assigned. New RTLB for TPHS has been allocated and Matt will be attending these meetings when possible to ensure that there is continuity between his role and the SSS team.

4.5a

- Review of the programme for 9 and 10a being conducted by AUS and Teachers on the 21/10/19. The change to a more theme based approach and more in line with the rest of the school has worked well this year. There has been some transitioning of students in and out of this class but this has been much more streamlined with a similar approach to integrated learning and 3 teachers teaching across all subject areas. The support class is an area that we need to consider how we contain the numbers with the increase in special learning needs students and the lack of ability to cope in Open Learning situations.

4.6

- Staff meeting organised for 21/10/19 around philosophy of current Pastoral Care philosophy at TPHS. This will lead into Restorative Practice Training on Teacher only day. Follows previous PL that was run at the end of Term 3 for staff.

4.7b

- House Committees are meeting regularly. This is providing some leadership opportunities for our Junior Students. They are involved in the running of the school wide activities that are run for Houses. They also help out with the planning for Assemblies. Heads of Houses are developing a programme to develop the leadership skills of our students from Year 9 through to Year 13 to be conducted in Houses for one day per term. This does require an investment in resourcing and relief but is worthwhile.

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 further feedback from school community.

General consensus in relation to Small Groups at Te Puke High School is that it is an effective way of maintaining a whanau connection to the school in relation to having a consistent person that students and parents are able to contact for Pastoral issues and the introduction of a consistent Small Group Interview process has meant that the Small Group Leader has been able to share a broad overview of the learning of each student but more in depth at Senior Levels with the tracking of NCEA credits. The importance of establishing a positive relationship between the School (through the Small Group Leader) the Whanau and the Student cannot be underestimated. Those students whose Small Group Leader has a good understanding of the child and their home situation combined with their academic progress have strong connections to the school and the significant adult in their life at school. This is particularly important for those students transitioning between Primary Education and Secondary School and even more so for those families for whom it is their first year at High School. There has been some feedback that not all whanau understand the significance of the Small Group philosophy and its importance for their child's success at TPHS. The focus on the Junior Curriculum has taken priority over the last five years and this has come at the expense of other successful initiatives within the school. Staff have been very insistent of their stress and workload issues that have arisen from the necessity of collaborative planning and learning a new way of teaching. It is my belief that the effort that has been made in relation to Small Group and other initiatives within the school such as Restorative Practices have been impacted by this. It is very difficult to keep loading up staff with more work when they are already stating that they are near capacity. I feel that the Small Group and Restorative Practice work needs to be prioritised again as if these things are not done well then the other parts of teaching cannot occur as effectively without these basics being focused on.

Those students whose Small Group Leaders organise meaningful activities regularly and follow up on behaviour, attendance and pastoral issues within school and home recognise the value of Small Group. Those students who do not have Small Group Leaders who do this regularly see little purpose in having Small Group Time.

A review of the year was conducted with the Heads of House in late November. Feedback from the review was that they are struggling to get staff to prioritise Small Groups. Much of their feedback also reflected the focus of staff had been deflected from Small Group and had been directed at the Junior Curriculum particularly for those teachers in theme classes. The time allowance for Heads of House and their capacity to do the job in the allocated time was a concern for them. The opportunity to visit all Small Groups within their house on a regular basis as well as chasing up students who are not attending Small Group Time was very time consuming. The difficulty of all other staff within the school having a Small Group means that there are only 5 staff to monitor this. The review also sought clarification of exactly what was expected of the HOHs and their role. The running of events and these being held in Pastoral Time including Learning Conferences, Assemblies, Cross Country, etc etc meant that the Values for Learning activities which had been a fortnightly focus previously had fallen by the wayside and HOHs felt that this was partly the reason for the decline in student behaviour around expectations and our 5 Rs.

The importance of our PL programme including behaviour management and support for staff in relation to procedures and strategies to use was also raised in the HOH review. HOHs felt that the school is focussing on too many different initiatives rather than ensuring we are focussing on the basics of getting what we have got going well.

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

Progress has been made this year with a very structured approach to Small Group Conferences. This has meant that all Small Group Leaders have followed a similar process when conducting their Learning Conferences with the students within their Small Group and Whanau. Preparation prior to the conferences was conducted in Long Pastoral Time so that students were rehearsed in what they were going to share with parents and had the work and their results accessible during the conference time.

The structure for what is expected for Small group was shared with all staff at the beginning of the year and students being part of the co-construction and support of running activities is happening effectively in a number of Small Groups. The students who attend Year 13 camp are trained while out there in the running of various activities that they can then come back and share with their Small Group. This does two things. firstly it establishes a leadership capacity within the Year 13 students but it also frees up the Small Group Leader to have time to spend following up with individual students on any urgent matters during Small Group Time. Some Small Groups manage to do this effectively throughout the whole year and others need further support and guidance from HOHs to ensure that this is able to occur on a regular basis throughout the year.

More work needs to be done to share the philosophy of The Small Group Approach with new staff. This has been an embedded part of the school for a period of time and their is an assumption that all staff understand this. However upon reflection and from feedback from some new staff this needs to be revisited. This is going to happen at the beginning of the year with the introduction to TPHS for Year 9 and 10 students. The sustainability of things that have happened and then dropped off such as this evening which has run previously ties into my earlier statement about the Junior Curriculum focus.

The expected structure of Small Group will be shared with staff at the SODs at the start of the year. This will be reiterated in the time at camp which has been allocated for the Small Group Activity slot. The importance of following the structure will be reinforced with staff and the expectations around this will be followed up by HOHs throughout the year.

HOHs have asked for support from SLT for those staff who are not following the structured approach or not following up on Students not maintaining our expectations around our 5 Rs.

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

The importance of contacting home has been shared with Small Group Leaders and most do complete this. There has been feedback from staff about the difficulty of contacting new students before the school year starts. Many students had already been introduced to the school for a couple of weeks prior to the Small Group Leader making contact. In 2020 the decision to have the Whanau meeting on the first day of school for the Year 9s and a time allowance for staff to make contact during the SODs will mean that all SGLs should be able to contact whanau prior to the start of the year. This positive contact is very important and sets the scene for good home school

partnerships for the student whilst at TPHS. Feedback from Parents previously has been that the contact from the SGL prior to their child starting at TPHS has alleviated any nervousness on the part of the child and parent about High School.

Providing a regular time slot in House Meeting time for discussing students of concern but also time for staff to contact home if necessary has been beneficial and will continue in 2020. Staff are appreciative of the time allocation as it means that they can complete it within their allocated meeting time. It has also enabled the HOHs to gain an understanding of the issues around various students that the SGLs are dealing with and this has allowed them to offer advice to SGLs about strategies to use if a SGL is needing support.

The more structured approach to Small Group Learning Conferences has meant that the time has been used more meaningfully. The students and whanau have had a more insightful meeting and next steps have been set. The next steps for 2020 are to ensure that all Small Group students are attending these conferences. There needs to be further investigation into why some parents do not want to attend and actions to overcome any barriers need to be sought. The goal of 100 percent of all students having a Learning Conference where whanau, the student and the sSmall Group Leader are present is ultimately what we wish to achieve. At present we are a long way from achieving this target. This needs to be a focus that Polly, Simon and I have in our Portfolio's and work on together to get this to happen.

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

The PB4L team has become more so the Student Support Services Team as staff have become more tied up with the Junior Curriculum the availability for staff to join committees and have free meeting slots has become less over the last few years. Staff who have previously been keen to be part of the PB4L and Restorative Teams has lessened and there has ended up with the same people on the three committees. This has meant that the focus of the team has changed and it has become more about the top 5 percent of students who require specific and intensive action plans for them rather than the previous focus for the PB4L team where school wide systems and processes were considered. The work that was initiated out of the staff meeting around behaviour management strategies at TPHS that was run by Alan Liddle has created a great platform to get the PB4L team up and running again. The importance of this team and the work they had been doing along with the Restorative Practices Team has been made obvious with the support asked for by staff. This alongside continued professional development on effective classroom management strategies particularly attuned to the Modern Learning Environment will be focused on in 2020. The return of a student group linked to this team will also be one of the things that the team will be looking at reinstating at the start of the year.

The change of name from PB4L to align with the work that has been done with the Behavioral Procedures and tying this into the 5Rs will ensure that staff and students have a better understanding of how all these aspects tie in together better.

The Student Support Services Team is operating really effectively. The skill set of all members of the team complement one another extremely well and the addition of Kate Rive has been very well received. This has meant that we now have a female 'Counsellor" up in the Student Support Area and it has also alleviated Mark Bramley's workload. Hence students are able to receive support much more

readily. The effectiveness of providing support for students in need has continued to improve and action plans for our most vulnerable students are set and carried out effectively from the school's perspective. The employment of the Learning Support Coordinator for 2020 will provide even greater strength for the team in 2020 in being able to develop better strategies in relation to the learning difficulties and strategies required to provide support for students referred to the Student Support Services Team.

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.

The introduction of a third teacher into the 9a/10a class has been a real success in 2019. The composition of teachers in this class and the subjects that they can teach has meant that an effective integrated programme has been implemented during 2019. The strength and passion of these staff members have seen most students within the class raise their academic capacity more than a year of improvement. The connection to TPHS and that the students within the class have exhibited as the year has progressed has been excellent. This was a challenging class at the beginning of the year with numerous students with diagnosed and undiagnosed learning issues. The work that has been done by the teachers of this class has been superb and there have been lots of great success stories with the students within the class. All students have IEPs that they are working towards and there is a good understanding by students and staff of the next steps. This is particularly important for those students transitioning into the Senior School and NCEA.

Again the appointment of the Learning Support Teacher for 2020 will further strengthen the work that has been done previously with the students of 9a/10a.

4.6 PL for staff around effective classroom management strategies and restorative practices.

There has been a need identified in 2019 for staff to have more PL on effective classroom management strategies and restorative practices training. This needs to be made specific for Modern Learning Spaces. The open plan nature and numbers of students in classes brings its own set of challenges for staff. Again due to the focus being on the integrated curriculum other areas have had to be put on the back burner. This has eventuated in situations with staff dealing with student behaviour being not handled as effectively as it possibly could. It has also meant that SLT are dealing with student behaviour situations when they have escalated. PL for staff has been carried out after identifying with staff what the needs were. Several staff PL sessions have been held from where to refer students with special issues or learning needs through to specifics around what to refer and to who. A successful restorative practices SOD was conducted in term 4 with lots of positive feedback from staff. This then flowed into a committee being developed and an updated behavioural processes system been introduced to staff by Alan. Further staff PL has been planned for 2020.

4.7 To develop a student leadership programme within the school at the House Level.

The student house committees have been running effectively throughout 2019. Students have been nominated or self nominated to join these. HOHs have run these committees on a fortnightly basis. This has been effective in getting junior students more involved with leadership opportunities within the school. A more formalised programme has been developed for 2020 and this will in turn provide support for students wishing to move into leadership roles within the school.

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.

Next steps 2020

4.1   Conduction of Small Group Review within shorter time frame in 2020

4.2   Co-construction of Weekly Structure of Small Groups for 2020 and beyond

4.3   Investigate and attempt to eliminate barriers for all whanau to attend Learning Conferences

4.4   Values for Learning focus return for 2020

4.5   Continue with interventions to close gaps for student learning in 9a/10a

4.6   Continued PL for staff in relation to effective classroom management and restorative practices in Modern Learning Environments 2020

4.7   Leadership programme development 2020

4.8   Integrate Careers Department into Student Support Services Team to develop better pathways for students particularly those at risk.