

# TUAKAU COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

<b>Ministry Number:</b>	106
<b>Principal:</b>	Christopher Betty
<b>School Address:</b>	Elizabeth Street, Tuakau
<b>School Postal Address:</b>	PO Box 102, Tuakau, 2342
<b>School Phone:</b>	09 236 8521
<b>School Email:</b>	L.Burnett@tuakaucollege.com ; Ashley.Jacobs@tuakaucollege.com

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Sean Hyland-Mills	Chairperson	Elected	May 2019
Chris Betty	Principal	ex Officio	
Matthew Preston	Parent Rep	Elected	May 2019
Robyn Grey	Parent Rep	Co-opted	
Kelly Sinfield	Parent Rep	Elected	Nov 2020
Kelly McCardle	Parent Rep	Elected	Nov 2020
Claudia Duffus	Parent Rep	Elected	Nov 2020
Sue Askew	Staff Rep	Elected	May 2019
Carmen Delle Donne	Student Rep	Elected	Sep 2019
Lesley MacMichael	Other	Appointed	

**Accountant / Service Provider:** Education Services Ltd

# TUAKAU COLLEGE

Annual Report - For the year ended 31 December 2018

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# Tuakau College

## Statement of Responsibility

For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

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

Sean Hyland-Mills

Chris Betty

Full Name of Board Chairperson

Full Name of Principal



Signature of Board Chairperson

Signature of Principal

Date:

31/5/19

Date:

31/5/19

## Tuakau College

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	7,031,391	6,592,267	7,332,431
Locally Raised Funds	3	401,414	431,849	1,135,246
Interest Earned		14,958	12,000	16,479
International Students	4	48,967	145,673	26,393
		<u>7,496,730</u>	<u>7,181,789</u>	<u>8,510,549</u>
<b>Expenses</b>				
Locally Raised Funds	3	178,771	113,465	793,880
International Students	4	44,822	113,768	18,825
Learning Resources	5	4,787,581	4,589,002	5,122,094
Administration	6	419,936	475,612	506,897
Finance Costs		1,517	740	1,673
Property	7	1,921,153	1,722,289	2,032,776
Depreciation	8	145,429	153,000	153,719
Loss on Disposal of Property, Plant and Equipment		(3,256)	-	-
		<u>7,495,953</u>	<u>7,167,876</u>	<u>8,629,864</u>
<b>Net Surplus / (Deficit)</b>		<b>777</b>	<b>13,913</b>	<b>(119,315)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>777</u></u>	<u><u>13,913</u></u>	<u><u>(119,315)</u></u>

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

**Tuakau College**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>959,311</u>	<u>1,211,091</u>	<u>1,043,027</u>
Total comprehensive revenue and expense for the year	777	13,913	(119,315)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	35,599
<b>Equity at 31 December</b>	<u>960,088</u>	<u>1,225,004</u>	<u>959,311</u>
Retained Earnings	960,088	1,225,004	959,311
<b>Equity at 31 December</b>	<u>960,088</u>	<u>1,225,004</u>	<u>959,311</u>

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

**Tuakau College**  
**Statement of Financial Position**  
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	776,374	1,005,906	552,204
Accounts Receivable	10	308,853	232,915	299,970
GST Receivable		22,207	49,970	26,396
Prepayments		16,761	14,831	20,366
Inventories	11	39,547	19,660	15,574
Investments	12	-	163,122	166,297
Franklin Bus Network		44,367	55,604	44,367
		<u>1,208,109</u>	<u>1,542,008</u>	<u>1,125,174</u>
<b>Current Liabilities</b>				
Accounts Payable	14	403,979	375,163	428,536
Revenue Received in Advance	15	98,889	121,290	104,350
Provision for Cyclical Maintenance	16	72,891	31,262	55,055
Finance Lease Liability - Current Portion	17	34,371	27,770	33,119
Funds held in Trust	18	146,430	265,317	90,956
Funds held for Capital Works Projects	19	20,390	-	15,298
Funds held on behalf of Franklin South Bus Network Cluster	20	116,755	136,443	102,434
		<u>893,705</u>	<u>957,245</u>	<u>829,748</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>314,404</b>	<b>584,763</b>	<b>295,426</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	777,448	661,931	719,746
		<u>777,448</u>	<u>661,931</u>	<u>719,746</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	26,940	24,890	29,256
Finance Lease Liability	17	108,024	-	29,805
Student Scholarship fund		(3,200)	(3,200)	(3,200)
		<u>131,764</u>	<u>21,690</u>	<u>55,861</u>
<b>Net Assets</b>		<u><u>960,088</u></u>	<u><u>1,225,004</u></u>	<u><u>959,311</u></u>
<b>Equity</b>		<u><u>960,088</u></u>	<u><u>1,225,004</u></u>	<u><u>959,311</u></u>

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

**Tuakau College**  
**Statement of Cash Flows**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,448,473	1,438,056	1,503,924
Locally Raised Funds		388,304	408,496	1,178,962
International Students		50,239	145,673	26,393
Goods and Services Tax (net)		4,189	-	23,574
Payments to Employees		(918,318)	(914,252)	(960,277)
Payments to Suppliers		(895,733)	(794,119)	(1,705,390)
Cyclical Maintenance Payments in the year		(1,731)	(4,048)	2,319
Interest Paid		(1,517)	(1,300)	(1,673)
Interest Received		16,897	12,000	16,360
Net cash from / (to) the Operating Activities		90,803	290,506	84,192
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(74,180)	(70,453)	(111,197)
Purchase of Investments		166,297		
Net cash from / (to) the Investing Activities		92,117	(70,453)	(111,197)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	35,599
Finance Lease Payments		(37,181)	(29,177)	(48,840)
Funds Administered on Behalf of Third Parties		69,821	-	(207,625)
Funds Held for Capital Works Projects		8,610	-	(14,955)
Net cash from Financing Activities		41,250	(29,177)	(235,821)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>224,170</b>	<b>190,876</b>	<b>(262,826)</b>
Cash and cash equivalents at the beginning of the year	9	552,204	815,030	815,030
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>776,374</b>	<b>1,005,906</b>	<b>552,204</b>

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

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

# Tuakau College

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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



#### *Useful lives of property, plant and equipment*

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

#### ***Critical Judgements in applying accounting policies***

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

#### ***Other Grants***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

### **d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**i) Inventories**

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

**j) Investments**

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

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

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

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

## k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Leased Assets**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Buildings	40 Years
Furniture and Equipment	5-10 Years
Information and Communication	5 Years
Motor Vehicles	5 Years
Textbooks	3 Years
Leased Assets	3-5 Years
Library Resources	12.5% DV

Leased assets are depreciated over the 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. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

#### **m) Impairment of property, plant, and equipment and intangible assets**

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

##### *Non cash generating assets*

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

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

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

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

#### **n) Accounts Payable**

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

#### **o) Employee Entitlements**

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

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

These include salaries and wages accrued up to balance date, 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 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).

#### **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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

#### **u) Borrowings**

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

#### **v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

#### **w) Budget Figures**

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

#### **x) Services received in-kind**

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

## 2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	1,289,854	1,285,356	1,252,566
Teachers' salaries grants	3,899,689	3,798,117	4,149,722
Use of Land and Buildings grants	1,563,320	1,350,314	1,590,146
Other MoE Grants	278,528	158,480	339,997
	<u>7,031,391</u>	<u>6,592,267</u>	<u>7,332,431</u>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	10,682	17,000	13,223
Bequests & Grants	-	12,000	2,957
Activities	188,200	187,525	869,119
Trading	24,874	22,600	25,360
Fundraising	38,610	37,500	44,397
Other Revenue	139,048	155,224	180,190
	<u>401,414</u>	<u>431,849</u>	<u>1,135,246</u>
<b>Expenses</b>			
Activities	166,911	101,565	776,505
Trading	11,860	11,900	17,375
	<u>178,771</u>	<u>113,465</u>	<u>793,880</u>
<i>Surplus for the year Locally raised funds</i>	<u>222,643</u>	<u>318,384</u>	<u>341,366</u>

During the year ended 31 December 2018, the Principal travelled to the united states at a cost of \$4,774. The purpose of this trip was to attend a professional learning tour for Principals. The trip was funded by the counties Manukau Principals Association and the board.

## 4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	2	2	2
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
International student fees	48,967	145,673	26,393
<b>Expenses</b>			
Advertising	7,484	29,800	705
Commissions	2,889	6,970	10,644
Employee Benefit - Salaries	36,181	27,038	1,125
Other Expenses	(1,732)	49,960	6,351
	<u>44,822</u>	<u>113,768</u>	<u>18,825</u>
<i>Surplus for the year International Students'</i>	<u>4,145</u>	<u>31,905</u>	<u>7,568</u>

## 5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	295,398	327,069	407,124
Employee benefits - salaries	4,480,699	4,240,433	4,693,658
Staff development	11,484	21,500	21,312
	<u>4,787,581</u>	<u>4,589,002</u>	<u>5,122,094</u>

## 6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	14,260	11,000	13,180
Board of Trustees Fees	4,765	7,980	5,005
Board of Trustees Expenses	24,989	38,530	48,364
Communication	8,870	8,500	8,121
Consumables	867	1,200	1,135
Operating Lease	1,906	3,500	7,998
Other	23,741	28,530	30,740
Employee Benefits - Salaries	293,023	327,136	344,401
Insurance	15,481	15,000	15,377
Service Providers, Contractors and Consultancy	32,034	34,236	32,576
	<u>419,936</u>	<u>475,612</u>	<u>506,897</u>

## 7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	34,422	28,500	33,151
Cyclical Maintenance Expense	17,251	17,125	63,787
Grounds	20,702	33,500	43,527
Heat, Light and Water	68,943	82,350	69,812
Rates	3,478	5,000	4,515
Repairs and Maintenance	32,920	47,200	58,067
Use of Land and Buildings	1,563,320	1,350,314	1,590,146
Security	16,855	13,500	17,550
Employee Benefits - Salaries	163,262	144,800	152,221
	<u>1,921,153</u>	<u>1,722,289</u>	<u>2,032,776</u>

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

## 8. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	10,161	10,113	10,161
Building Improvements	195	175	176
Furniture and Equipment	36,957	31,004	31,149
Information and Communication Technology	33,353	30,482	30,625
Motor Vehicles	28,553	34,810	34,974
Leased Assets	34,101	44,017	44,224
Library Resources	2,109	2,399	2,410
	<u>145,429</u>	<u>153,000</u>	<u>153,719</u>

## 9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	300	-	300
ASB 00 A/C	357,041	316,985	37,563
ASB 02 Franklin South Bus Network	55,464	80,459	37,483
ASB Omni A/C	28	6	28
School House	56,947	24,151	40,748
ASB 04 Development	17,894	9,939	11,688
ASB 05 A/C	122,203	-	120,686
ASB 51 Investment A/C	-	439,866	-
ASB 52 FSN Investment A/C	-	4,853	-
ASB Term Deposit	-	65,282	-
Term Deposit	-	-	50,000
Petrol Vouchers Float	-	200	-
Student centre Float	200	200	200
Short-term Bank Deposits	166,297	63,965	253,508
Cash equivalents for Cash Flow Statement	<u>776,374</u>	<u>1,005,906</u>	<u>552,204</u>

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

Of the \$776,374 Cash and Cash Equivalents, \$104,150 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

## 10. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	24,667	-	21,038
Interest Receivable	25	1,845	1,964
Teacher Salaries Grant Receivable	284,161	231,070	276,968
	<u>308,853</u>	<u>232,915</u>	<u>299,970</u>
Receivables from Exchange Transactions	24,692	1,845	23,002
Receivables from Non-Exchange Transactions	284,161	231,070	276,968
	<u>308,853</u>	<u>232,915</u>	<u>299,970</u>

## 11. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	1,110	482	287
Uniforms	38,437	19,178	15,287
	<u>39,547</u>	<u>19,660</u>	<u>15,574</u>

## 12. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	-	163,122	166,297



### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	288,963	-	-	-	(10,161)	278,802
Building Improvements	3,308	-	-	-	(195)	3,113
Furniture and Equipment	218,363	22,212	-	-	(36,957)	203,618
Information and Communication Tech	69,205	64,266	-	-	(33,353)	100,118
Motor Vehicles	60,592	-	-	-	(28,553)	32,039
Leased Assets	62,445	139,365	(22,713)	-	(34,101)	144,996
Library Resources	16,870	-	-	-	(2,109)	14,762
<b>Balance at 31 December 2018</b>	<b>719,746</b>	<b>225,843</b>	<b>(22,713)</b>	<b>-</b>	<b>(145,429)</b>	<b>777,448</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	406,457	(127,655)	278,802
Building Improvements	3,484	(371)	3,113
Furniture and Equipment	1,019,418	(815,800)	203,618
Information and Communication	584,273	(484,155)	100,118
Motor Vehicles	209,400	(177,361)	32,039
Textbooks	228,777	(228,777)	-
Leased Assets	301,875	(156,879)	144,996
Library Resources	97,727	(82,965)	14,762
<b>Balance at 31 December 2018</b>	<b>2,851,411</b>	<b>(2,073,963)</b>	<b>777,448</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	299,125	-	-	-	(10,161)	288,963
Building Improvements	-	3,484	-	-	(176)	3,308
Furniture and Equipment	174,287	75,224	-	-	(31,149)	218,363
Information and Communication Tech	85,113	14,717	-	-	(30,625)	69,205
Motor Vehicles	95,566	-	-	-	(34,974)	60,592
Leased Assets	99,472	7,196	-	-	(44,224)	62,445
Library Resources	19,280	-	-	-	(2,410)	16,870
<b>Balance at 31 December 2017</b>	<b>772,843</b>	<b>100,621</b>	<b>-</b>	<b>-</b>	<b>(153,719)</b>	<b>719,746</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	406,457	(117,494)	288,963
Building Improvements	3,484	(176)	3,308
Furniture and Equipment	997,205	(778,842)	218,363
Information and Communication	520,007	(450,802)	69,205
Motor Vehicles	209,400	(148,808)	60,592
Textbooks	228,777	(228,777)	-
Leased Assets	275,729	(213,284)	62,445
Library Resources	97,727	(80,857)	16,870
<b>Balance at 31 December 2017</b>	<b>2,738,786</b>	<b>(2,019,040)</b>	<b>719,746</b>

**14. Accounts Payable**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	77,068	116,456	118,734
Accruals	12,442	8,627	11,087
Employee Entitlements - salaries	284,161	231,070	276,968
Employee Entitlements - leave accrual	30,308	19,010	21,747
	<u>403,979</u>	<u>375,163</u>	<u>428,536</u>
Payables for Exchange Transactions	403,979	375,163	428,536
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>403,979</u>	<u>375,163</u>	<u>428,536</u>

The carrying value of payables approximates their fair value.

**15. Revenue Received in Advance**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income in Advance	-	89,623	10,093
Fee Paying Students	-	31,667	-
International Students in Advance	63,425	-	62,153
Other Funds In Advance	35,464	-	32,104
	<u>98,889</u>	<u>121,290</u>	<u>104,350</u>

**16. Provision for Cyclical Maintenance**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	84,311	39,027	68,582
Increase to the Provision During the Year	17,251	17,125	59,925
Use of the Provision During the Year	(1,731)	-	(44,196)
Provision at the End of the Year	<u>99,831</u>	<u>56,152</u>	<u>84,311</u>
Cyclical Maintenance - Current	72,891	31,262	55,055
Cyclical Maintenance - Term	26,940	24,890	29,256
	<u>99,831</u>	<u>56,152</u>	<u>84,311</u>

**17. Finance Lease Liability**

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	34,371	27,770	33,119
Later than One Year and no Later than Five Years	108,024	-	29,805
	<u>142,395</u>	<u>27,770</u>	<u>62,924</u>

### 18. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	146,430	265,317	90,956
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>146,430</u>	<u>265,317</u>	<u>90,956</u>

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

### 19. Funds Held (Owed) for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
C Block Internal Works	<i>in progress</i>	(736)	-	-	-	(736)
Bell/PA System & Fire Upgrade	<i>in progress</i>	16,034	-	1,410	-	14,624
106-03 Lab 4 Acoustic Ceiling Tiles	<i>in progress</i>	-	4,797	3,900	-	897
106-12 Blk H Canopy & D9 Flashings	<i>in progress</i>	-	21,402	23,575	-	(2,173)
106-06 Tech DB Upgrade	<i>in progress</i>	-	19,910	24,470	-	(4,560)
106-07 Gym Upgrade	<i>in progress</i>	-	-	55,150	-	(55,150)
106-09 Music Block Upgrade	<i>in progress</i>	-	-	21,141	-	(21,141)
106-11 Roof Replacement	<i>in progress</i>	-	90,102	1,473	-	88,629
Totals		<u>15,298</u>	<u>136,211</u>	<u>131,119</u>	<u>-</u>	<u>20,390</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	104,150
Funds Due from the Ministry of Education	(83,760)
	<u>20,390</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
B Block Internal Works	<i>completed</i>	7,565	-	7,565	-	-
C Block Internal Works	<i>in progress</i>	(8,285)	-	(7,549)	-	(736)
Bell/PA System & Fire Upgrade	<i>in progress</i>	30,973	-	14,939	-	16,034
Totals		<u>30,253</u>	<u>-</u>	<u>14,955</u>	<u>-</u>	<u>15,298</u>

## 20. Funds held on behalf of Franklin South Bus Network Cluster

Tuakau College is the lead school and holds funds on behalf of the Franklin cluster, a group of schools funded by the Ministry of Education to share transport costs.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	102,434	(538,557)	127,977
Funds Received from Cluster Members	690,610	675,000	681,969
Funds Spent on Behalf of the Cluster	676,289	-	707,512
Funds Held at Year End	<u>116,755</u>	<u>136,443</u>	<u>102,434</u>

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

### Current Assets

Cash at bank	55,464	37,483
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## 21. Related Party Transactions

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

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

Chris Betty is a trustee of the Board. A brother of Chris owns PipeCo Engineering Limited. During the year the School contracted PipeCo Engineering Limited for services to the school. The total value of all transactions for the year was \$3,220 (2017: nil) and no amount is outstanding as at balance date (2017: nil). Because this amount is less than \$25,000 for the year the contract does not require Ministry approval under section 103 of the Education Act 1989.

## 22. Remuneration

### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,765	5,005
Full-time equivalent members	0.16	0.18
<i>Leadership Team</i>		
Remuneration	581,870	525,483
Full-time equivalent members	5.00	4.00
Total key management personnel remuneration	586,635	530,488
Total full-time equivalent personnel	5.16	4.18

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

### Principal

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

	2018 Actual \$000	2017 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	190 - 200	180 - 190
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	1.00	5.00
	1.00	5.00

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

## 23. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	\$5,000	-
Number of People	1	-

## 24. Contingencies

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

### 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, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

## 25. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

As at 31 December 2018 the Board has entered into contract agreements for capital works, which will be fully funded by the Ministry of Education.

\$151,509 has been received of which \$131,119 has been spent on the projects to date;

### (b) Operating Commitments

There are no operating commitments as at 31 December 2018 (Operating commitments at 31 December 2017: nil).

## 26. Managing Capital

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

**27. Financial Instruments**

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

**Loans and receivables**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	776,374	1,005,906	552,204
Receivables	308,853	232,915	299,970
Investments - Term Deposits	-	163,122	166,297
<b>Total Loans and Receivables</b>	<b>1,085,227</b>	<b>1,401,943</b>	<b>1,018,471</b>

**Financial liabilities measured at amortised cost**

Payables	403,979	375,163	428,536
Borrowings - Loans	-	-	-
Finance Leases	142,395	27,770	62,924
Painting Contract Liability	-	-	-
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>546,374</b>	<b>402,933</b>	<b>491,460</b>

**28. Events After Balance Date**

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

**29. Comparatives**

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



**TUAKAU COLLEGE**

*Pai rawa atu i nga mea katoa*  
*The very best in all things*

**Analysis of Variance**  
**for 2018**



## ANALYSIS OF VARIANCE for ANNUAL PLAN 2018

**VISION:**  
Tuakau College prepares students for life through a quality education promoting excellence in all things.

**TUAKAU COLLEGE**  
The best in Tuakau. The very best in all things.

**STRATEGIC GOALS: Tuakau College will:**

- Maximize opportunities for student achievement.
- Lead development in local education in a continuously changing world.
- Be the heart of the community where everyone wants to be.

This is our analysis of variance report and is a statement where Tuakau College provides an analysis of any variance between the relevant aims, objectives, directions, priorities or targets set out in the charter and actual performance and outcomes for 2018.

Our analysis of variance highlights for our community the progress our board has made in achieving the aims and targets set out in our Charter. It shows parents, families and whaanau the actions taken to achieve these and how successful these actions have been for improving student achievement.



# MAXIMIZE OPPORTUNITIES FOR STUDENT ACHIEVEMENT

## 1. IMPROVEMENT PLANS - STUDENT LEARNING

Improvement Plan: Years 7&8 Achievement		
Strategic Aim: Achievement through Learning and Teaching Strategies		
Annual Goal: To improve achievement and teaching practice		
Annual Target	Outcome	Analysis (Reason for Variation)
<p>To have a new measure for progress by the end of 2018 which shows progress</p> <p>End of Year 7 25% of the students have made progress at least 2+ sub-curriculum levels.</p> <p>End of Year 8 50% of the students have made progress at least 2+ sub curriculum levels.</p>	Partially achieved	<ul style="list-style-type: none"> <li>Working with the Kaahui Ako to determine a common measure for Tuakau College and the Kaahui Ako.</li> </ul>
	<p>Reading: Achieved</p> <p>Writing: Achieved</p> <p>Mathematics Achieved</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>72% (108/150) students are currently achieving <b>at or above</b> the curriculum expectations.</li> <li>28% (42/150) students are <b>below</b> the expected level in Years 7&amp;8, compared to 42% (62/147) students in 2017.</li> <li>24% (15/62) or 10% (15/150-whole cohort) Year 7&amp;8 students are well below the reading expectations compared to 35% (22/62) students in 2017.</li> <li>23% (35/150) students are achieving <b>above</b> the NZ curriculum expectation as we had 28% (41/147) students in 2017.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>68.6% (103/150) students are currently achieving <b>at or above</b> the curriculum expectations.</li> <li>26% (39/150) students are <b>below</b> the expected level in Year 7&amp;8, compare to 32% (47/147) students last year.</li> <li>28% (11/39) or 7% (11/150) Year 7&amp;8 students are well below the writing expectations compared to 9.5% (14/147) students in 2017. Only 1 student is well below the level category in Year 7 this year. We had 8 students well below in Year 7 last year.</li> <li>24% (36/150) students are achieving <b>above</b> the NZ curriculum expectation as we had</li> </ul>
		<p>Evaluation</p> <ul style="list-style-type: none"> <li>Will continue this work with the Kaahui Ako when the 'Across School' and 'Within School' leaders are appointed.</li> <li>Keep focusing on accelerated progress of students achieving below the expected curriculum levels.</li> <li>Cater for Level 5 Mathematicians, readers and writers</li> <li>Keep using the effective teaching lesson format by Helen Timperley as a guide for class lessons.</li> <li>Monitoring and tracking will be the focus this year.</li> <li>Ongoing relevant PLD provided</li> <li>Too many Year 7 students this year have arrived achieving well below the standards and with multiple learning needs. Therefore, we will need ongoing SENCO support.</li> <li>Work very closely with the 2019 Kaahui Ako group and the local feeder schools to share effective practice and to gather useful transition information.</li> </ul>



	<p>21.7% (32/147) students last year. There has been a slight increase in this area.</p> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>78.3% (119/152) students are currently achieving <b>at or above</b> Level 3 and 4 in Year 7&amp;8.</li> <li>21.7% (33/152) are <b>below</b> the curriculum level compared to 43.5% (64/147) in 2017.</li> </ul>	
<p><b>All teachers have embedded the inquiry cycle in their teaching</b></p>	<p>Achieved</p>	<p>➤ This has been confirmed thorough all staffs appraisal documents</p>
<p><b>By the end of Year 8 an increase in students receiving Diplomas</b></p>	<p>Partially Achieved</p>	<p>➤ Focus on increasing attendance rates and ensuring a number of students make it and enrol at the correct time BUT these still indicate a slight drop in the awarding of diplomas.          ➤ A good sign is the increase in 'Gold' awards which is not the same % decrease in Silver. May this continue.          ➤ Continue to review the rubrics to ensure criteria is relevant and matches the outcomes required.</p> <p>➤ Receiving Gold went from 21.5% in 2017 to 26.3% in 2018. Good increase of 4.8% of students receiving Gold          ➤ Receiving Silver went from 49.4% in 2017 to 42.5% in 2018. A drop of 7% students receiving Silver.          ➤ Receiving Bronze went from 17.3% in 2017 to 16.3% in 2018. A small drop of 1%          ➤ The number of students not receiving diplomas went from 11.8% to 15% an increase of 3.2%.          ➤ Overall 68/80 or 85% of students in Year 8 in 2018 received their Diploma compared to 82/93 or 88.2% in 2017. A drop of 3.2%</p>
<p><b>Strengthen literacy and numeracy with targeted PLD</b></p>	<p>Achieved</p>	<p>➤ Ongoing</p> <p>➤ This work is ongoing and will strengthen as the Kaahui Ako provides PLD across the schools.</p>



## Improvement Plan: Years 9&10 Achievement

### Strategic Aim: Achievement through learning and Teaching Strategies

#### Annual Goal: To improve achievement and teaching practice

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>End of Year 9 50% of the students have made progress at least 2+ sub curriculum levels.</b>	Not Achieved	<ul style="list-style-type: none"> <li>➤ Unable to determine due to all classes not been assessed for this</li> </ul>	<ul style="list-style-type: none"> <li>➤ The delivery of the curriculum levels needs to be explicit with a person overall in charge to ensure these are completed according to the assessment plan of curriculum levels across the school</li> </ul>
<b>End of Year 10 50% of the students have made progress at least 2+ sub curriculum levels.</b>	Not Achieved	<ul style="list-style-type: none"> <li>➤ Unable to determine due to all classes not been assessed for this</li> </ul>	<ul style="list-style-type: none"> <li>➤ Put in place a person in charge of Curriculum levelling in Reading Writing and Mathematics in the Middle College</li> </ul>
<b>Have a literacy coordinator Y9&amp;10 in place</b>	Partially Achieved	<ul style="list-style-type: none"> <li>➤ Still disjointed and needs further strengthening</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review this area to ensure the person has the tools to do the job well</li> </ul>
<b>Increase the numbers getting Diplomas by 'Excellence' by 3%</b>	Partially Achieved	<ul style="list-style-type: none"> <li>➤ Receiving Excellence went from 3.0% in 2017 to 12.5% in 2018. Good increase of 9.5% of students receiving Excellence</li> <li>➤ Receiving Merit went from 30.7% in 2017 to 30.7% in 2018. No change in Merits.</li> <li>➤ Receiving Achieved went from 44.6% in 2017 to 29.5% in 2018. A drop of 15%</li> <li>➤ The number of students not receiving diplomas went from 22% to 27% an increase of 5%.</li> <li>➤ Overall 68/80 or 85% of students in Year 8 in 2018 received their Diploma compared to 82/93 or 88.2% in 2017. A drop of 3.2%</li> </ul>	<ul style="list-style-type: none"> <li>➤ Numbers of students getting diplomas went down not up because of the increase in several students enrolling past a point where getting the grades were impossible.</li> <li>➤ Substantial increase in student getting Excellence due to the top students knowing what to do to get these top grades</li> <li>➤ To improve the achieve grades there needs to be a review again on the rubrics to ensure students are able to meet the minimal criteria to get a diploma.</li> <li>➤ Although the number of students that did not get their diploma because of attendance went down there are still too many so a focus on Year 10 attendance is important.</li> </ul>



## Improvement Plan: NCEA Achievement

### Strategic Aim: Achievement through learning and Teaching Strategies

#### Annual Goal: To improve achievement and teaching practice

Annual Target	Outcome	Analysis (Reason for Variance)	Evaluation
<b>To increase levels of achievement L1 &amp; 2 by 5% - 5 students.</b>	Partially Achieved	<ul style="list-style-type: none"> <li>➤ Level 1 results decreased from 74.5% to 63.1% using the new enrolment-based measure</li> <li>➤ Level 2 was about the same. 2017 it was 80% and 2018 was 79.5% -0.5% difference</li> <li>➤ These results are based on Interim Results and we are expecting the picture to be significantly different with the final results                             <ul style="list-style-type: none"> <li>○ Final result prediction is that the level of achievement will be the same at Level 1 as previous years</li> <li>○ Level 2 we are expecting the same</li> </ul> </li> <li>➤ Level 3 results went from 70.4% to 46.9% and the National Average was 64.4%.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school is adjusting to the new measure and what it means for students.</li> <li>➤ Level 2 has not changed which means the courses and programmes are good for our students. A review in each area to indicate what is required to improve this has occurred</li> </ul>
<b>To increase the levels of achievement for L3 to National averages.</b>	Not Achieved	<ul style="list-style-type: none"> <li>➤ The UE rates dropped from 40.8% to 18.4% using the new enrolment-based measure.</li> <li>➤ Clarification has been made and is ongoing</li> <li>➤ Language is aligned</li> </ul>	<ul style="list-style-type: none"> <li>➤ Our results for Year 13 fluctuate greatly from year to year. We have several students who do not complete full academic course and hence do not get Level 3 BUT do go on and get jobs and go onto other courses.</li> <li>➤ All Heads of Learning are looking at courses, where they can be refined and changed to try and increase more students gaining Level 3.</li> <li>➤ These results depend on the cohort and their ability to achieve at 3 UE subjects at least 14 credits with a mixture of internal and external.</li> <li>➤ A review around the resubmission process has occurred and various learning areas have improved their practice.</li> <li>➤ The language that NZQA uses and Tuakau College has been aligned e.g. reassessment is defined as a 'Further Assessment'.</li> </ul>
<b>To increase levels of UE to 50%</b>	Not Achieved	<ul style="list-style-type: none"> <li>➤ All staff have been informed about what the NCEA review is going to do for teachers and students</li> <li>➤ This is completed every year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Waiting for the final review results to be published and an implementation plan of any changes that is going to occur in NCEA</li> <li>➤ No issues</li> </ul>
<b>Implement the recommendations from the MNA report</b> <ul style="list-style-type: none"> <li>• Clarify understanding and implementation of the resubmission process</li> <li>• Align language in school documentation with NZQA terminology</li> </ul>	Ongoing		
<b>To participate in the NCEA national review</b>	Completed		
<b>To continue to review all procedures around NCEA</b>	Completed		



## Improvement Plan: Maaori Achievement

### Strategic Aim: Achievement through learning and Teaching Strategies

#### Annual Goal: To improve achievement and teaching practice

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>A tikanga plan is implemented by the end of 2018</b>	Achieved	<ul style="list-style-type: none"> <li>This is a continuing process.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing work</li> </ul>
<b>Curriculum Level progress for Y7&amp;8 Maaori students are the same as non-Maaori</b>	Partially Achieved	<p>Reading:</p> <ul style="list-style-type: none"> <li>46.7% (29/62) Maaori students achieved <b>at and above</b> the expected level. However, 53.2% (33/62) Maaori students achieved <b>below Level 3</b> of the curriculum.</li> <li>47% Maaori compared to 72% All-a 25% difference</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>58.7% (37/62) Maaori students achieved <b>at and above</b> the expected level. 31% (19/62) Maaori students achieved at <b>Early Level 3</b> of the curriculum, last year there were 27 Maaori students. Only 8% (5/62) students were well below the expectations.</li> <li>59% Maaori compared to 69% All-a 10% difference</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>As for our Maaori students 28 students in Year 7 are <b>at or above</b> the expected level and 18/27 students are <b>achieving above level 4</b> in Year 8. 74.2% (46/62) Maaori students are achieving in Mathematics. This is an excellent improvement compared to last year. The above category in Year 7&amp;8 has also increased to 12 students.</li> <li>74.2% Maaori compared to 78% All-a 4% difference</li> </ul>	<ul style="list-style-type: none"> <li>Focus on Maaori students reading and writing with an accelerated programme especially for them.</li> <li>Introduce a Maaori language/tikanga programme that allows to succeed as Maaori in a Maaori context.</li> <li>Celebrate the students are achieving just as well at Mathematics as other students-percentages are very close.</li> <li>Continue to provide PLD around raising Maaori student achievement at Year 7&amp;8.</li> <li>Review transition processes and work with the Kaahui ako to improve Reading, Writing and Mathematics as the students move into their secondary education.</li> </ul>
<b>A transition plan is in place for all students</b>	Ongoing	<ul style="list-style-type: none"> <li>A review is taking place</li> </ul>	<ul style="list-style-type: none"> <li>A Kaahui Ako plan will be planned for in 2019.</li> </ul>
<b>L1 NCEA pass rates up by 10% (5 students) to same pass rates as non-Maaori</b>	Not Achieved	<ul style="list-style-type: none"> <li>There is a drop in achievement for L1 Maaori students from 59.5% enrolment-based to 55.3%. A drop of 4.2%. Compared to the cohort L1 Maaori are at 55.3% and All was 63.15 a 7.8% difference.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of why Maaori students are not achieving in their course is going to occur</li> <li>Change curriculum to suit Maaori students so they can achieve.</li> </ul>



<p><b>L2 and 3 pass rates are consistent from 2017 to 2018</b></p>	<p>Partially Achieved</p>	<p>➤ There is a drop in achievement for L2 Maaori students from 77.3% to 58.3%. A drop of 19%. Compared to the rest 58.3% and All was 80% a 21.7% difference</p> <p>➤ There is a drop in achievement for L3 Maaori students from 61.5% to 39.1%. A drop of 22.4%. Compared to the rest 39.1% and All was 28.6%. Means Maaori at Level 3 did better than everyone else by 10.5%.</p>	<p>➤ Tracking and monitoring and putting in place catch-up and programmes to capture students so they can achieve.</p> <p>➤ Analysis of why Maaori students are not achieving in their course is going to occur</p> <p>➤ Change curriculum to suit Maaori students so they can achieve.</p> <p>➤ Tracking and monitoring and putting in place catch-up and programmes to capture students so they can achieve.</p>
<p><b>To complete a review on Matariki, Maaori contexts and obligations under the Treaty of Waitangi.</b></p>	<p>Ongoing</p>	<p>➤ Reviewed Maaori language provision for Tuakau College and after increasing time for Y7&amp;8 Maaori the numbers in senior school has still not increased.</p> <p>➤ Ongoing Review.</p>	<p>➤ Introduce a bilingual course called Reo Rua at Years 7&amp;8 which will then progress into Years 9 in 2020 and Year 10 in 2021.</p>
<p><b>Ensure the tenets of Te Kotahitanga continue to be embedded</b></p>	<p>Ongoing</p>	<p>➤</p>	<p>➤ Need to readdress cultural responsiveness through a Hui Whakarewa in 2019 during one of the Staff Only days.</p>



## 2. IMPROVEMENT PLAN – STAFF DEVELOPMENT

Improvement Plan: Professional Learning and Appraisal

Strategic Aim: Improve achievement through improvements in pedagogy and teaching practices

Annual Goal: To increase the amount of PLD

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>A delivery review is completed, and a plan is written for 2019</b>	Ongoing	<ul style="list-style-type: none"> <li>➤ An inquiry was completed for this and it was decided to keep with the status quo and look at variations within what we already have</li> </ul>	<ul style="list-style-type: none"> <li>➤ This was introduced to look at a delivery plan within school time to deliver better outcomes of PLD</li> <li>➤ The consultation with the community was inconclusive</li> <li>➤ Staff felt should be at the end of the day not at the beginning</li> <li>➤ Decided to not implement a delivery plan</li> </ul>
<b>ICT, PB4L and Te Reo Maaori modules are delivered regularly</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Waned to be more consistent with these approaches across the school</li> <li>➤ ICT is compulsory in 2020 and an approach is required that fits with the learning outcomes required</li> <li>➤ PB4L needs to be explicit and progress against the goals of PB4L is required</li> <li>➤ Te Reo Maaori improvement required across all areas of the school</li> </ul>	<ul style="list-style-type: none"> <li>➤ ICT is moving away from the delivery on how to use it to programming and using it as an interface with technology</li> <li>➤ PB4L – reviewing where we are at and revisiting many of the tenets where we have had slippage.</li> <li>➤ Buy in from the staff and a collaborative approach to resolve some of the issues we have.</li> <li>➤ Improvement of Te Reo Maaori across the school with the introduction of Reo Rua</li> </ul>
<b>New criteria from Teachers Council are implemented</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Compulsory change by Teachers Council to have all staff measured against the criteria</li> </ul>	<ul style="list-style-type: none"> <li>➤ A revamp of the appraisal documents for all teaching staff so they can be measured against the compacted criteria.</li> </ul>
<b>All support staff are appraised</b>	Achieved	<ul style="list-style-type: none"> <li>➤ All support staff were measured against their job descriptions</li> <li>➤ Paper booklets were used.</li> </ul>	<ul style="list-style-type: none"> <li>➤ More review work is required. Gathered feedback on the process and this will be implemented in 2019</li> </ul>





### 3. IMPROVEMENT PLAN – CURRICULUM DEVELOPMENT

#### Improvement Plan: Trades & Vocational Pathways

#### Strategic Aim: Improve achievement through curriculum developments

#### Annual Goal: Continue to develop different pathways across the curriculum

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>A curriculum review is completed</b>	Not Achieved	<ul style="list-style-type: none"> <li>➤ Many minor reviews have occurred over the past year</li> </ul>	<ul style="list-style-type: none"> <li>➤ To ensure we are not repeating many of the small reviews this has been postponed till 2020</li> <li>➤ A full review will occur in 2020</li> </ul>
<b>Timetable structures are reviewed</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Ongoing review into 2019</li> </ul>	<ul style="list-style-type: none"> <li>➤ Principal reviewed the timetable structure</li> <li>➤ Inconclusive around what the staff and students thought was best</li> <li>➤ Further research required The smaller numbers saw the numbers of courses being reduced</li> <li>➤ The time allocation for some learning areas are out of sync with other areas. These times are based on historical allocations. Need to review this.</li> <li>➤ A system that meets the needs of the students and staff is required</li> </ul>
<b>Keep the present levels of students doing trades</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Wanted to keep an eye on the numbers of students out of school at any one time to ensure attendance and work in other areas does not suffer</li> </ul>	<ul style="list-style-type: none"> <li>➤ Found we had students at a number of Trades courses which placed pressure on their staff in other subjects</li> <li>➤ Introduce supervised study in 2019 to support students on Trades</li> </ul>
<b>A review of VC work is completed</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Completed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Need to look at the type of students that we can offer this too</li> <li>➤ Needed to be explicit around what was required when the students take this</li> <li>➤ Superbly looked after by the teacher in charge</li> <li>➤ Able to offer a range of subjects we could never offer</li> <li>➤ Student agency has increased and further support from other teachers is clearly evident</li> <li>➤ Students doing this are now being very successful</li> <li>➤ The environment they learn in is a ILE and well supervised</li> </ul>
<b>A review of the Forces Academy is completed</b>	Partially Achieved	<ul style="list-style-type: none"> <li>➤ MOU needs reviewing to understand the requirements of Tuakau College and High Wire Trust</li> </ul>	<ul style="list-style-type: none"> <li>➤ CBE and AJA to complete the review in Term 1 so the new MOU reflects what Tuakau College wants.</li> </ul>



**Improvement Plan: Pathways to Success**

**Strategic Aim: Improve achievement through curriculum developments**

**Annual Goal: To increase the number of students gaining success**

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>Complete a review on combined classes</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Heavy on staffing with some classes covering three levels</li> </ul>	<ul style="list-style-type: none"> <li>➤ In a review we need to look at senior courses not levelled but across the three levels</li> <li>➤ Look at using VC and Trades to reduce the number of combined classes</li> </ul>
<b>A career plan is in place for all Y11-13 students</b>	Partially Achieved	<ul style="list-style-type: none"> <li>➤ Some students were interviewed, and some were not. A more consistent approach required</li> </ul>	<ul style="list-style-type: none"> <li>➤ A plan is in place to see all Y11-13 students in 2019</li> <li>➤ More students need to be interviewed by Careers team</li> <li>➤ Good decisions are made around course selection</li> </ul>
<b>Reduce the numbers of students in the non-achieve areas of the Diploma by 6%</b>	Not Achieved	<ul style="list-style-type: none"> <li>➤ Numbers in Year 8 were constant</li> <li>➤ Numbers in Year 10 increased</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance is an area we need to continue to improve to decrease the numbers in the non-achieved areas</li> <li>➤ Finley tune the rubrics</li> </ul>
<b>Increase the “Excellence” diplomas by 5%, “Merit” by 12% and decrease the number in “Achieved by 12%.</b>	Partially Achieved	<ul style="list-style-type: none"> <li>➤ Excellence went up by 9.5%</li> <li>➤ Merit was constant</li> <li>➤ Achieved went down by 17.5%</li> </ul>	<ul style="list-style-type: none"> <li>➤ An increase in the Not Achieved area has assisted in the reduction of the Achieved area.</li> <li>➤ Continue to review rubric</li> <li>➤ Look at eligibility and attendance to see if these will make a difference</li> </ul>
<b>Complete a review on the awarding of Diplomas over two years.</b>	Ongoing	<ul style="list-style-type: none"> <li>➤ The review must be ongoing to reduce the variability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Keep looking at ways to improve Diploma data</li> </ul>



# LEAD DEVELOPMENT IN LOCAL EDUCATION IN A CONTINUOUSLY CHANGING WORLD

## 4. IMPROVEMENT PLANS – Modern Learning

**Improvement Plan: Innovative Learning Spaces**

**Strategic Aim: Improve achievement in an environment conducive to learning and teaching**

**Annual Goal: To have majority of classrooms converted to ILEs**

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>IEL are included in the next 5YA plan</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Ongoing work to ensure all revamped rooms are ILEs</li> </ul>	<ul style="list-style-type: none"> <li>➤ A new Master Plan needs to be written in 2019</li> <li>➤ Involve the architect once the Gym project is completed</li> </ul>
<b>Music Room, P-block and inside Gym are refurbished and completed by end T1 2019</b>	Ongoing	<ul style="list-style-type: none"> <li>➤ Ongoing delays with changes in Project Manager and architects</li> </ul>	<ul style="list-style-type: none"> <li>➤ A delay in the starting of Project is not good enough and PMO to give notice to Project Manager</li> <li>➤ A push for tenders and to ensure project is completed by end of 2019</li> </ul>
<b>The development plan is completed</b>	Ongoing	<ul style="list-style-type: none"> <li>➤ Not started yet</li> </ul>	<ul style="list-style-type: none"> <li>➤ A plan will be drafted in 2019</li> <li>➤ What we have and what our present master plan indicates are very different</li> <li>➤ Work needs to start so we can use the funds appropriately for the benefit of the students</li> <li>➤ Need to seriously look at the Admin area especially under Health and Safety aspect down at the student centre.</li> </ul>

## 5. IMPROVEMENT PLANS – A Digital World

**Improvement Plan: ICT**

**Strategic Aim: Improve 21<sup>st</sup> century learner capability**

**Annual Goal: To improve the present ICT platform we have**

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>Completed a review of ICT support/provider</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Completed</li> </ul>	<ul style="list-style-type: none"> <li>➤ An upgrade of provisional computers has</li> <li>➤ Changed providers to new ERA IT</li> <li>➤ New system has allowed staff better access</li> <li>➤ Technician on site assists staff and students</li> <li>➤ Better service in the last 6 months</li> </ul>
<b>Increase the levels of chrome books in the school</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Completed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing review to provide ICT in the classroom for students</li> </ul>



<p><b>A BYOD plan is written</b></p>	<p>Not completed</p>	<p>➤ A Board approved plan required</p>	<p>➤ A plan needs to be written in 2019 ➤ New Era IT can assist with this</p>
<p><b>Wireless SNUP is completed</b></p>	<p>Achieved</p>	<p>➤ Completed</p>	<p>➤ More access to fast Broadband Internet available to all classes ➤ New ERA IT assisted with the plan ➤ Minimal changes were required</p>
<p><b>ICT rubric completed to show progress</b></p>	<p>Not Achieved</p>	<p>➤ Work required on ICT curriculum</p>	<p>➤ Teacher has been put in charge of this ➤ Rubric not completed ➤ PLD is applied for ➤ Shift in thinking around the implementation of IT in the classroom and across the school</p>



**6. IMPROVEMENT PLANS – Te Kaahui Ako o te Puuaha o Waikato**

**Improvement Plan: Teaching and Learning**

**Strategic Aim: To align the Goals of the kaahui ako to Tuakau College**

**Annual Goal: To develop a plan related to the Strategic Aim.**

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>Transitions have been discussed and a plan in place across the kaahui ako are implemented at the College</b>	In Progress	<ul style="list-style-type: none"> <li>➤ Have not discussed a transition plan across the Kaahui Ako as yet due to the Across and Withinb School positions not being in place</li> <li>➤ We have reviewed the transition plan within our school and continue to use curriculum levelling and e-asttle to measure students placement and progress as they move from level to level</li> <li>➤ Increase in learner agency with the implementation of more students completing VC work through 'Zoom'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Have to complete an agree on an inquiry across the kaahui ako about transition of students as they move from school to school</li> <li>➤ Determine the transitions between classes in schools and share with the kaahui ako</li> </ul>
<b>Learner agency definition is espoused to all College learners</b>	In Progress	<ul style="list-style-type: none"> <li>➤ Increase in learner agency with the implementation of more students completing VC work through 'Zoom'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue through all learning areas about the importance of learner agency</li> <li>➤ PLD strand giving staff what tactics and learning plans can increase learner agency</li> </ul>
<b>The measures agreed upon at kaahui ako are implemented 2019</b>	Not completed	<ul style="list-style-type: none"> <li>➤ Work to be done.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A priority</li> <li>➤ An inquiry across all schools to be completed by the Across School facilitators</li> <li>➤ Needs to be completed by end of Term 3</li> <li>➤ Once measures are completed then a rewrite of the Achievement Challenges and goals need to be realigned</li> <li>➤ Tuakau College will continue to use its measures and then realign with the kaahui ako measures</li> </ul>



## Improvement Plan: Cultural Responsive Communities

Strategic Aim: To align the Goals of the kaahui ako to Tuakau College

Annual Goal: To develop a plan related to the Strategic Aim.

Annual Target	Outcome In Progress	Analysis (Reason for Variation)	Evaluation
<b>To improve our reciprocal relationships with the Maaori community</b>		<ul style="list-style-type: none"> <li>➤ Strengthen relationships with activities like:                             <ul style="list-style-type: none"> <li>○ Continued attendance at Poukai</li> <li>○ Continued attendance at Marae functions like swearing in of local Maaori judges</li> <li>○ Having a presence at Marae activities like tangi etc</li> <li>○ Continuing to meet with elders and kaumatua</li> <li>○ Strengthening relationships by having marae, members support kapa haka and whanau pumananwa</li> <li>○ Have a presence and perform at kinigitanga events</li> <li>○ Have a cultural evening and inviting all Kaahui Ako schools to perform as well as International students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Continued to build these relationships with a number of marae by being present at their events</li> <li>➤ Ensure there is a seamless relationship</li> <li>➤ Encourage to have staff and students involved in their marae and the events that are occurring</li> <li>➤ Strengthen the cultural evening with the PTA organisation being more precise and organised.</li> </ul>
<b>To continue to monitor cultural responsiveness in our classrooms by completing another Rongohia te hau observation tool and sharing this with other schools</b>	Not completed	<ul style="list-style-type: none"> <li>➤ At a stage where this has to occur because in terms of cultural responsiveness we have definitely has slippage over the pass years</li> </ul>	<ul style="list-style-type: none"> <li>➤ Must have a Hui Whakarewa</li> <li>➤ Must complete a Rongohia te Hau survey on staff. Must give feedback to all staff from the observation and the nature of their relationships in the classroom</li> <li>➤ Use the student voice feedback about our teaching. Very powerful to indicate where the school is at with our Maaori students</li> <li>➤ Look at what other schools are doing with cultural responsiveness.</li> <li>➤ Complete an inquiry and develop a kaahui ako wide strategy to address culturally responsiveness approaches and forming of good professional relationships</li> </ul>
<b>To develop tikanga using Tainui contexts</b>	In Progress	<ul style="list-style-type: none"> <li>➤ Formed stronger ties with Tainui through the kawenata</li> <li>➤ Attended hui with regard to the Tainui education strategy</li> <li>➤ Using the Tainui spelling through out most of the documentation at Tuakau College as well as the kaahui ako living document</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to strengthen ties with Tainui and their strategy</li> </ul>



**Improvement Plan: Wellbeing**

**Strategic Aim: To align the Goals of the kaahui ako to Tuakau College**

**Annual Goal: To develop a plan related to the Strategic Aim.**

Annual Target	Outcome In Progress	Analysis (Reason for Variation)	Evaluation
<b>Have a plan written to improve wellbeing of all learners in the College community</b>	In Progress	<ul style="list-style-type: none"> <li>▶ Developing slowly</li> <li>▶ Tuakau College is strengthening this through a focussed PB4L approach</li> <li>▶ Survey was completed</li> </ul>	<ul style="list-style-type: none"> <li>▶ PB4L needs to be at the end of Tier 1 by the end of 2019</li> <li>▶ Need to relay as often as possible to all staff and students the requirements of the PB4L approach</li> <li>▶ Positive actions needs to be the focus and not the consequences</li> <li>▶ A regular time slot needs to be given to PB4L in 2019 so we are constantly reminded of wellbeing and the purposes of PB4L</li> <li>▶ A committee needs to be strengthened with members from all areas of the College</li> </ul>
<b>Promote wellbeing in all areas of the College</b>	In Progress	<ul style="list-style-type: none"> <li>▶ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>▶ Complete another survey at the end of 2019 to see how well we are doing in terms of wellbeing</li> <li>▶ Use the Within School person to run this survey</li> </ul>



## BE THE HEART OF THE COMMUNITY WHERE EVERYONE WANTS TO BE

### 7. IMPROVEMENT PLANS – Student Engagement

Improvement Plan: Attendance			
Strategic Aim: Improve student Attendance			
Annual Goal: To raise the levels of Attendance overall			
Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>Improve attendance by 5% up to 92%</b>	Not Achieved	<ul style="list-style-type: none"> <li>➤ Attendance did not change - 87%</li> <li>➤ Ongoing work throughout the year to ensure more occurs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Need a concerted effort in all areas to improve attendance up to and past 90%</li> <li>➤ Strategies such as:                             <ul style="list-style-type: none"> <li>○ Monitoring and tracking students</li> <li>○ Closer look at the serious truants to put them back on track of having better attendance</li> <li>○ Ensure the completing of KAMAR is appropriate and at the correct time</li> <li>○ Review the Attendance excuses and revise the schools stance on these</li> <li>○ Monitor and track lateness to class</li> <li>○ User of the Solomon group to pre-empt possible long term lateness</li> </ul> </li> </ul>
<b>Improve the attendance of Māori students to 88%</b>	Not Achieved	<ul style="list-style-type: none"> <li>➤ Once again this needs to continued work the attendance fell to 82%</li> </ul>	<ul style="list-style-type: none"> <li>➤ Need a concerted effort in all areas to improve attendance up to and past 90%. Use the strategies above</li> </ul>
<b>Develop an Attendance support group across the kaahui ako</b>	Ongoing	<ul style="list-style-type: none"> <li>➤ Needs to be looked at as one of the theories of improvement once the Across and Within School facilitators are in place</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>





## Improvement Plan: Retention & Transition

### Strategic Focus: Improve retention and transition of students

#### Annual Goal: To increase retention rates and have a smooth transition programme for students

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>Increase retention by 10%</b>	Unknown	<ul style="list-style-type: none"> <li>➤ Could not use MOE data because it was unavailable</li> <li>➤ BUT the numbers of students staying at school indicates a retention of students</li> <li>➤ A quick review of where the students are going is dynamic. Many have gone onto further education and some have gone onto other schools because they students have shifted</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to monitor and evaluated where the students are going to and why. This data assists us in determining what changes we need to make to develop our marketing and enrolment strategy</li> </ul>
<b>Review where students are going to and adjust retention %</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>
<b>Review marketing aspects to get students to enrol instead of leaving Tuakau</b>	Achieved	<ul style="list-style-type: none"> <li>➤ Retention rates continue to increase. Qualitative evidence indicates more and more students are directly and staying at Tuakau College from the contributing schools.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>
<b>Transition plan is in place</b>	Partially Achieved	<ul style="list-style-type: none"> <li>➤ Some work has been completed with the enrolment zone but is ongoing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>



8. IMPROVEMENT PLANS – School Wellbeing

Improvement Plan: PB4L			
Strategic Aim: Provide a safe learning environment			
Annual Goal: To build capacity around PB4L			
Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>All staff have been trained in restorative practices</b>	Partially Achieved	<ul style="list-style-type: none"> <li>➤ This is going to occur but needs to fit into the PB4L plan which will see school wide restorative practices introduced in 2019/2020</li> <li>➤ The school will still use this with the staff that have already be trained but need to get the framework for its implementation correct first and that is a deeper understanding by all staff around what PB4L is about</li> <li>➤ A new chart was created and up in every classroom</li> <li>➤ Ongoing work required</li> <li>➤ Have a solid basis to continue with PB4L</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing</li> <li>➤ Need to bring back into play the overall chart which sits on the wall in the iHub's quad</li> <li>➤ Be completely aware of the ramifications of PB4L and what it can do for the students and the staff to build a learner and teaching culture</li> <li>➤ Revisit all the work completed before with PB4L and strengthen these</li> <li>➤ A committee needs to be strengthened with members from all areas of the College</li> <li>➤ Ensure an active and productive committee is in place</li> <li>➤ Ensure that PB4L is revisited often. Have a time slot in our meeting schedules especially for PB4L</li> <li>➤ PB4L needs to be at the end of Tier 1 by the end of 2019</li> <li>➤ Need to relay as often as possible to all staff and students the requirements of the PB4L approach</li> <li>➤ Positive actions needs to be the focus and not the consequences</li> </ul>
<b>Majors and minors have been implemented</b>	Achieved		<ul style="list-style-type: none"> <li>➤ Use extensively</li> </ul>
<b>A behaviour matrix has been agreed upon by all staff</b>	Partially Achieved		<ul style="list-style-type: none"> <li>➤ Ongoing</li> <li>➤ Need to bring back into play the overall chart which sits on the wall in the iHub's quad</li> </ul>
<b>To be PB4L focussed again by the end of the year</b>	Achieved		<ul style="list-style-type: none"> <li>➤ Be completely aware of the ramifications of PB4L and what it can do for the students and the staff to build a learner and teaching culture</li> <li>➤ Revisit all the work completed before with PB4L and strengthen these</li> <li>➤ A committee needs to be strengthened with members from all areas of the College</li> <li>➤ Ensure an active and productive committee is in place</li> <li>➤ Ensure that PB4L is revisited often. Have a time slot in our meeting schedules especially for PB4L</li> <li>➤ PB4L needs to be at the end of Tier 1 by the end of 2019</li> <li>➤ Need to relay as often as possible to all staff and students the requirements of the PB4L approach</li> <li>➤ Positive actions needs to be the focus and not the consequences</li> </ul>



## Improvement Plan: Behaviour Management

Strategic Aim: Provide a safe learning environment

Annual Goal: To continue to develop this through PB4L

Annual Target	Outcome	Analysis (Reason for Variation)	Evaluation
<b>A updated policy is in place</b>	Achieved	<ul style="list-style-type: none"> <li>Work in progress and will continue to develop with PB4L making progress</li> </ul>	<ul style="list-style-type: none"> <li>Revamping</li> </ul>
<b>A review on Bullying is completed</b>	Achieved	<ul style="list-style-type: none"> <li>Once again working through the PB4L analysis</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
<b>Stand-downs are reduced by 10%(7 less students)</b>	Achieved	<ul style="list-style-type: none"> <li>A reduction of stand-downs from 63 to 55 a total of 8 students</li> </ul>	<ul style="list-style-type: none"> <li>Use of Section 27 as an alternative to Stand-down.</li> <li>With the strengthening of PB4L and a reintroduction of cultural responsiveness focus we are expecting a further decrease in Stand-downs for 2019</li> </ul>
<b>Suspensions are reduced by 2 students to 4</b>	Not Achieved	<ul style="list-style-type: none"> <li>An aberration where the numbers of Suspensions went up to 13.</li> </ul>	<ul style="list-style-type: none"> <li>Relook at an Awhi Whaanau concept before suspension is given to curb the behaviours of the student.</li> </ul>
<b>An alternative plan for exclusions is discussed and put in place</b>	Ongoing	<ul style="list-style-type: none"> <li>Looked at an intervention before suspension and possible exclusion where students are placed in Alternative Education for a period of time and then re-integrated back into school</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing especially with the rules changing for getting students into Alternative Education</li> </ul>
<b>Reduce the number of Maaori students by 20% (8 students)</b>	Not Achieved	<ul style="list-style-type: none"> <li>Reduced Maaori students by 2.5% only</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing and will attempt to further reduce in 2019</li> </ul>
<b>Reduce the number of male student stand down by 20% (8 students)</b>	Not Achieved	<ul style="list-style-type: none"> <li>There was an increase by 1 student. Males still make up the bulk of all stand-downs and suspensions</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing work required in this area</li> </ul>



## 9. IMPROVEMENT PLANS – Community Engagement

### Improvement Plan: Linking with the Community

#### Strategic Aim: Engage with the community

#### Annual Goal: To increase engagement with the school community

Annual Target	Outcome	Analysis (Reason for Variance)	Evaluation
<b>Complete a review on what our links are and is included in school review</b>	Ongoing	<ul style="list-style-type: none"> <li>➤ There is ongoing work with links to the community</li> <li>➤ Increase community links with the International programme</li> <li>➤ More international students in the community with it expected to grow in 2019</li> <li>➤ Start of the next overseas tour with community events put on by the College for the community to get involved in</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to be at important events in the community each year as a College</li> <li>➤ Building on the International focus within the community</li> <li>➤ Introduce a Interact Club to the College to forge stronger links with community organisations like Rotary</li> <li>➤ Participate in events like the Children's Day</li> <li>➤ Continue to use Website, Facebook to link with the wider community and school community</li> </ul>
<b>More of the school community attend the Poukai</b>	Achieved	<ul style="list-style-type: none"> <li>➤ A good turnout to all events is seen especially the Tuakau College students participating where and when we can</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>
<b>Academic conferencing reaches 70% participation</b>	Not Achieved	<ul style="list-style-type: none"> <li>➤ A 50% attendance rate.</li> <li>➤ A need to relook at the purpose of this event</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase the numbers of times we see the parents/caregivers by introducing a Meet the teachers evening-using the Gym and use the speed dating concept to re-engage with parents</li> <li>➤ Revamp the Academic conferencing to meet the needs of parents and students. Avoid taking out whole days for this because of the low attendance it affects overall attendance</li> <li>➤ Insist all whanau teachers contact parents to make appointments to see the student and whaanau</li> </ul>
<b>A community service plan is written</b>	Ongoing	<ul style="list-style-type: none"> <li>➤ More work required in this area</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing</li> </ul>





# TUAKAU COLLEGE

KIWI SPORT STATEMENT  
2018

KIWI SPORT

## The Kiwisport funding 2018:

The kiwisport funding over the past three years has declined. These figures are based on roll numbers and the overall roll over the past three years has declined. This is a problem we have with the fluctuations in roll which ensures we have fluctuations in funding BUT our purpose of the funding does not change. We have been trying to strengthen the use of this funding so we have had to dip into other areas to ensure there is a continuity of funds for Sport in the school. We predict we are at the bottom of the growth curve and will increase beginning 2020.

The money received in 2018 was:

Year 7 & 8: **\$2031.53** a decrease of **\$158.25** from 2017

Years 9-13: **\$9327.10** a decrease of **\$731.20** from 2017

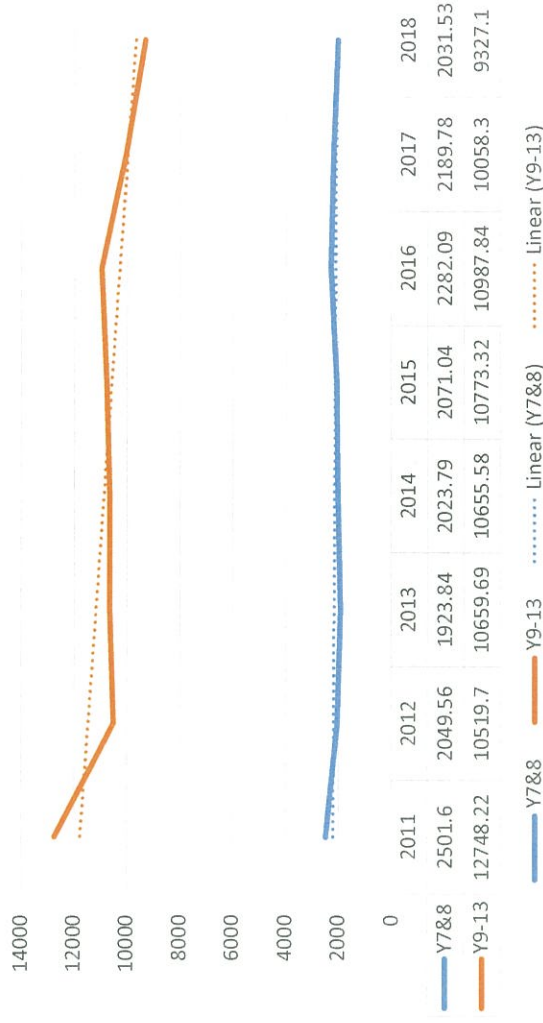
All of the money has been allocated to fund the **Sports Co-ordinators** position. As a school we add in an additional \$20,000 from operations grant to supplement the Sports Coordinators role. This is an essential position in the school to support the Physical Education department and to implement, promote, monitor, and encourage sport at Tuakau College.

An ongoing review occurs each year around participation and the number of sports we offer. An incentive scheme for staff to take sport will be looked at. Also when the College employs staff we always look for staff that will commit to extra-curricular sport.

Our kiwisport goals are to:

- **Continue to increase the number of students participating in sport at Tuakau College and to**
- **Continue to increase the number of sports in the school or made available to students in Tuakau College and to**
- **Increase the commitment of students to whatever they do through extra-curricular participation (Sport included) by putting in place an extra-curricular agreement.**

Kiwisport funding trend



### Participating in Sport by students at Tuakau College:

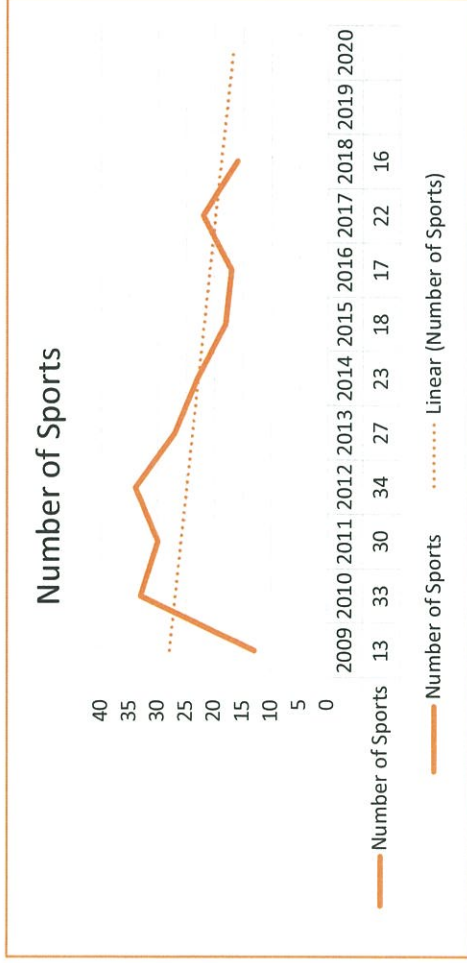
In 2018 participation increased to 79%. We had 342 students participate in sport out of a roll 431. But the numbers of students representing the school is 193 out of the 431 a 45% rate. This participation figure counts all the students involved in sport divided by the total number of students in Y9-13 sport using the NZSSSC Census data from KAMAR.

The changes in participation is due to:

- Decrease in the numbers playing Soccer
- Decrease in the number of sports
- Increase in some sports which has never happened before e.g. swimming
- The monitoring and tracking of students who have not paid sport fees
- The decrease in roll has meant that we have kept the number of student participating with a lower roll which creates an increase in participation. If we had two teams playing Soccer the percentage would have been higher



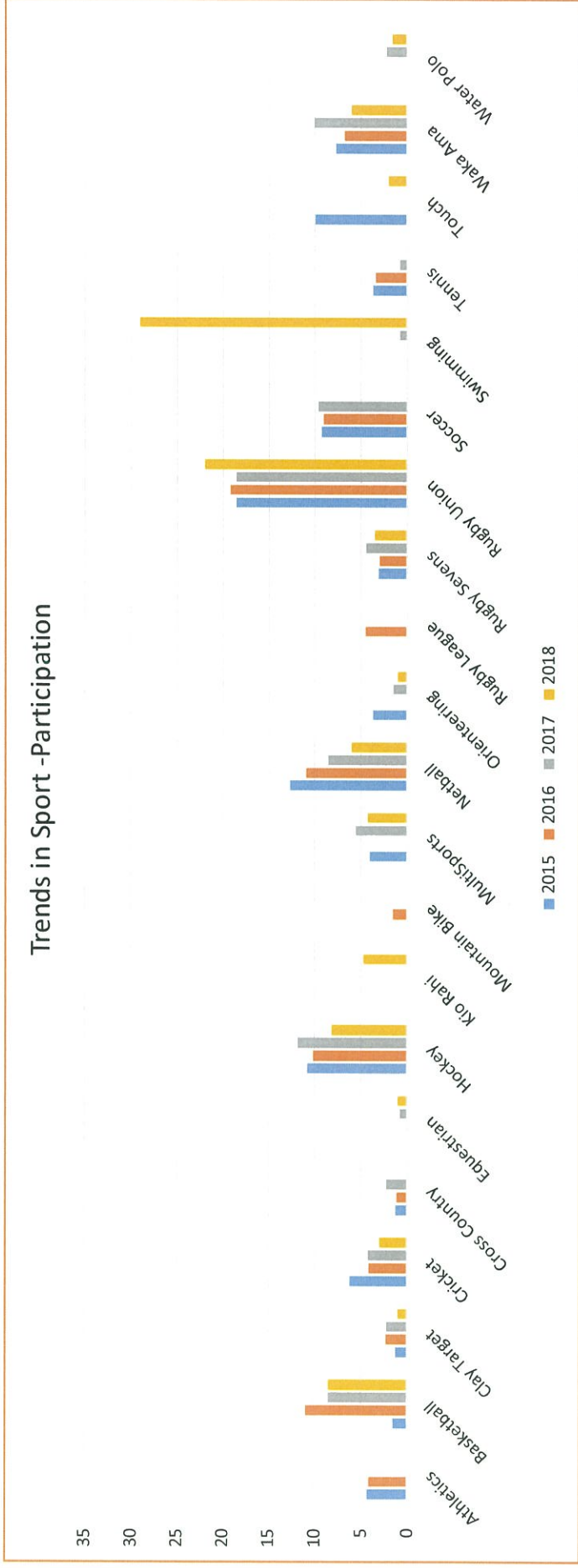
## Number of Sports offered at Tuakau College



The numbers of sports went down by 6 in 2018 from 22 to 16.

The sports that were offered in 2018 reflects the decrease in participation due to roll decline.

We will continue to make available sport to all of our students by keeping the costs as low as possible. This means we have to have a drive on recruitment of members for teams as the school grows. There is an expectation that the roll will grow and participation in sport will also grow. been successful at increasing the number of sports and participation. Each sport will continue to look at how it can increase participants and ensure students get the best possible outcome.



Trends in Sport -Participation



### Comments on Trends

- Rugby Union continues to grow in the College
- Basketball continues to grow as with an increase in the number of students using the basketball hoops. This has not yet translated hugely into competitive teams
- Swimming had a big contingent in 2018
- Soccer was disappointing have no teams for the College but there were students playing for club sides. We usually have a boys and a girls team participating in competitions through the year.
- The percentages for each sport will vary as it depends on the numbers participating in other sports.
- The number of students participating is more than

### Coaches at Tuakau College

13 out of 83 staff were involved in sport in 2018. 5 teaching and 2 Support staff coached. 17% of the staff assisted in sport in 2018.

We will continue to encourage the staff to coach teams. We continue to have a number of students coaching and or managing teams as well.

### Conclusions:

- Increased participation in sport with a nice increase in the number participating
- Continue to offer a wide range of sports at all levels
- Increase the levels of participation by staff and parents to assist in raising levels of sport