

# TAUPO INTERMEDIATE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 1988  
**Principal:** Bill Clarke  
**School Address:** 34 Kotare Street, Taupo  
**School Postal Address:** 34 Kotare Street, Taupo, 3330  
**School Phone:** 07 378 8097  
**School Email:** accounts@taupointermediate.co.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Vanessa Donald	Chairperson	Elected	June 2019
Bill Clarke	Principal	ex Officio	
Kim Sullivan	Parent Rep	Elected	June 2019
DJ Tupe	Parent Rep	Elected	June 2019
Greg Dick	Parent Rep	Co-opted	June 2019
Emma Brennan	Parent Rep	Co-opted	June 2019
Kerri Robinson	Staff Rep	Elected	June 2019

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



# TAUPO INTERMEDIATE

Annual Report - For the year ended 31 December 2018

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## Taupo Intermediate

### 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.

Janessa Lee Donald

Full Name of Board Chairperson

Jan Donald

Signature of Board Chairperson

31 May 2019

Date:

William Dean CLARKE

Full Name of Principal

[Signature]

Signature of Principal

31 May 2019

Date:

**Taupo Intermediate**  
**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	3,891,397	3,663,207	4,084,781
Locally Raised Funds	3	513,062	221,800	615,903
Interest Earned		13,914	-	11,679
International Students	4	10,552	11,500	14,746
		<u>4,428,925</u>	<u>3,896,507</u>	<u>4,727,109</u>
<b>Expenses</b>				
Locally Raised Funds	3	449,572	119,719	556,428
International Students	4	687	-	2,676
Learning Resources	5	2,540,938	2,638,166	2,810,836
Administration	6	233,515	255,739	253,409
Finance Costs		1,211	1,200	1,429
Property	7	878,825	848,478	1,037,554
Depreciation	8	104,008	90,000	108,614
Loss on Disposal of Property, Plant and Equipment		271	-	-
		<u>4,209,027</u>	<u>3,953,302</u>	<u>4,770,946</u>
<b>Net Surplus / (Deficit)</b>		219,898	(56,795)	(43,837)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>219,898</u>	<u>(56,795)</u>	<u>(43,837)</u>

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

**Taupo Intermediate**  
**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>1,063,180</u>	<u>1,147,167</u>	<u>1,084,217</u>
Total comprehensive revenue and expense for the year	219,898	(56,795)	(43,837)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	16,875	-	22,800
<b>Equity at 31 December</b>	<u>1,299,953</u>	<u>1,090,372</u>	<u>1,063,180</u>
Retained Earnings	1,299,953	1,090,372	1,063,180
<b>Equity at 31 December</b>	<u>1,299,953</u>	<u>1,090,372</u>	<u>1,063,180</u>

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

## Taupo Intermediate Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	9	523,442	466,416	743,539
Accounts Receivable	10	213,405	211,427	245,896
GST Receivable		23,017	13,348	38,945
Prepayments		13,439	18,635	13,539
Inventories	11	770	1,237	1,696
Investments	12	400,000	-	-
Funds owed for Capital Works Projects	18	-	-	59,795
		<u>1,174,073</u>	<u>711,063</u>	<u>1,103,410</u>
<b>Current Liabilities</b>				
Accounts Payable	14	207,019	232,226	282,345
Revenue Received in Advance	15	60,181	30,682	16,680
Provision for Cyclical Maintenance	16	95,642	54,846	128,181
Finance Lease Liability - Current Portion	17	102,391	4,519	127,199
Funds held for Capital Works Projects	18	1,337	-	-
		<u>466,570</u>	<u>322,273</u>	<u>554,405</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>707,503</b>	<b>388,790</b>	<b>549,005</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	633,483	745,290	600,253
		<u>633,483</u>	<u>745,290</u>	<u>600,253</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	33,750	43,708	80,000
Finance Lease Liability	17	7,283	-	6,078
		<u>41,033</u>	<u>43,708</u>	<u>86,078</u>
<b>Net Assets</b>		<u><b>1,299,953</b></u>	<u><b>1,090,372</b></u>	<u><b>1,063,180</b></u>
<b>Equity</b>		<u><b>1,299,953</b></u>	<u><b>1,090,372</b></u>	<u><b>1,063,180</b></u>

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

**Taupo Intermediate**  
**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		872,126	905,763	977,103
Locally Raised Funds		578,597	121,800	635,867
International Students		10,552	11,500	9,246
Goods and Services Tax (net)		15,928	-	(25,597)
Payments to Employees		(313,891)	(368,600)	(368,547)
Payments to Suppliers		(727,925)	(668,525)	(787,164)
Cyclical Maintenance Payments in the year		(9,970)	(82,500)	(12,171)
Interest Paid		(1,211)	(1,200)	(1,429)
Interest Received		11,581	-	11,697
Net cash from / (to) the Operating Activities		435,787	(81,762)	439,005
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(121,652)	(164,000)	(207,697)
Purchase of Investments		(400,000)	-	-
Net cash from / (to) the Investing Activities		(521,652)	(164,000)	(207,697)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		16,875	-	22,800
Finance Lease Payments		(207,751)	(139,715)	(275,978)
Funds Held for Capital Works Projects		56,644	-	(86,484)
Net cash from Financing Activities		(134,232)	(139,715)	(339,662)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(220,097)</b>	<b>(385,477)</b>	<b>(108,354)</b>
Cash and cash equivalents at the beginning of the year	9	743,539	851,893	851,893
<b>Cash and cash equivalents at the end of the year</b>	9	<b>523,442</b>	<b>466,416</b>	<b>743,539</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.

# Taupo Intermediate

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

The estimated useful lives of the assets are:

Building Improvements	18-40 Years
Furniture and Equipment	5-15 Years
Information and Communication	5 Years
Motor Vehicles	5 Years
Textbooks	4 Years
Library Resources	8 Years 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. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

#### *Non cash generating assets*

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

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

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

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

### **n) Accounts Payable**

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

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

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

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

These include salaries and wages accrued up to balance date, 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	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	841,700	842,561	875,277
Teachers' salaries grants	2,236,341	2,241,166	2,446,634
Use of Land and Buildings grants	691,949	551,278	706,113
Other MoE Grants	108,892	21,452	50,375
Other government grants	12,515	6,750	6,382
	<u>3,891,397</u>	<u>3,663,207</u>	<u>4,084,781</u>

## 3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	1,197	500	4,123
Bequests & Grants	1,520	4,500	1,215
Activities	207,266	88,800	248,789
Trading	239,665	65,000	302,433
Fundraising	22,006	28,000	23,112
Other Revenue	41,408	35,000	36,231
	<u>513,062</u>	<u>221,800</u>	<u>615,903</u>
<b>Expenses</b>			
Activities	198,550	48,000	245,562
Trading	249,119	71,719	307,879
Fundraising costs	1,903	-	2,987
	<u>449,572</u>	<u>119,719</u>	<u>556,428</u>
<i>Surplus for the year Locally raised funds</i>	<u>63,490</u>	<u>102,081</u>	<u>59,475</u>

## 4. International Student Revenue and Expenses

	2018	2018	2017
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	1	1	2
<b>Revenue</b>			
International student fees	10,552	11,500	14,746
<b>Expenses</b>			
Other Expenses	687	-	2,676
	<u>687</u>	<u>-</u>	<u>2,676</u>
<i>Surplus for the year International Students'</i>	<u>9,865</u>	<u>11,500</u>	<u>12,070</u>

## 5. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	64,299	115,000	88,930
Library resources	949	1,000	1,350
Employee benefits - salaries	2,425,617	2,449,466	2,655,476
Staff development	39,744	51,700	46,917
Classroom Resources	10,329	21,000	18,163
	<u>2,540,938</u>	<u>2,638,166</u>	<u>2,810,836</u>

## 6. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	5,377	5,500	5,220
Board of Trustees Fees	3,590	4,000	3,180
Board of Trustees Expenses	7,885	7,400	4,319
Communication	10,915	12,300	11,409
Consumables	46,674	54,500	48,067
Operating Lease	8,355	4,200	21,371
Other	34,840	45,987	40,397
Employee Benefits - Salaries	87,159	92,300	89,347
Insurance	10,960	12,552	12,339
Service Providers, Contractors and Consultancy	17,760	17,000	17,760
	<u>233,515</u>	<u>255,739</u>	<u>253,409</u>

## 7. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	23,422	23,000	27,362
Cyclical Maintenance Expense	(68,819)	28,000	38,439
Grounds	21,542	20,200	20,290
Heat, Light and Water	44,909	47,200	46,606
Rates	9,391	13,500	18,605
Repairs and Maintenance	43,851	50,000	50,202
Use of Land and Buildings	691,949	551,278	706,113
Security	8,989	9,800	9,893
Employee Benefits - Salaries	90,125	90,000	94,783
Transport Expenses	13,466	15,500	17,801
Consultancy And Contract Services	-	-	7,460
	<u>878,825</u>	<u>848,478</u>	<u>1,037,554</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 (Unaudited)	Actual
	\$	\$	\$
Building Improvements	11,742	7,302	8,812
Furniture and Equipment	43,571	32,194	38,854
Information and Communication Technology	12,073	18,410	22,217
Motor Vehicles	14,566	16,202	19,553
Textbooks	4,501	4,472	5,397
Leased Assets	14,685	9,189	11,089
Library Resources	2,870	2,231	2,692
	<u>104,008</u>	<u>90,000</u>	<u>108,614</u>

## 9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
BNZ Call Account	32,593	466,416	17,078
ASB Imprest Account	490,849	-	726,461
Cash equivalents for Cash Flow Statement	<u>523,442</u>	<u>466,416</u>	<u>743,539</u>

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

Of the \$523,442 Cash and Cash Equivalents, \$81,200 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	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	58,419	68,328	81,399
Interest Receivable	2,350	35	17
Teacher Salaries Grant Receivable	152,636	143,064	164,480
	<u>213,405</u>	<u>211,427</u>	<u>245,896</u>
Receivables from Exchange Transactions	60,769	68,363	81,416
Receivables from Non-Exchange Transactions	152,636	143,064	164,480
	<u>213,405</u>	<u>211,427</u>	<u>245,896</u>

## 11. Inventories

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	354	730	1,149
Canteen	416	507	547
	<u>770</u>	<u>1,237</u>	<u>1,696</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	400,000	-	-

### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	259,603	47,887	-	-	(11,742)	295,748
Furniture and Equipment	232,279	42,222	-	-	(43,571)	230,930
Information and Communication Tech	40,529	8,279	(271)	-	(12,073)	36,463
Motor Vehicles	17,082	27,535	-	-	(14,566)	30,051
Textbooks	9,309	-	-	-	(4,501)	4,807
Leased Assets	22,519	10,438	-	-	(14,685)	18,273
Library Resources	18,932	1,149	-	-	(2,870)	17,211
<b>Balance at 31 December 2018</b>	<b>600,253</b>	<b>137,510</b>	<b>(271)</b>	<b>-</b>	<b>(104,008)</b>	<b>633,483</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	455,879	(160,131)	295,748
Furniture and Equipment	921,184	(690,254)	230,930
Information and Communication	272,920	(236,457)	36,463
Motor Vehicles	146,826	(116,775)	30,051
Textbooks	65,656	(60,849)	4,807
Leased Assets	48,595	(30,322)	18,273
Library Resources	127,841	(110,630)	17,211
<b>Balance at 31 December 2018</b>	<b>2,038,901</b>	<b>(1,405,418)</b>	<b>633,483</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	159,753	108,662	-	-	(8,812)	259,603
Furniture and Equipment	209,656	61,477	-	-	(38,854)	232,279
Information and Communication Tech	57,058	5,688	-	-	(22,217)	40,529
Motor Vehicles	36,635	-	-	-	(19,553)	17,082
Textbooks	14,706	-	-	-	(5,397)	9,309
Leased Assets	9,328	24,280	-	-	(11,089)	22,519
Library Resources	21,444	180	-	-	(2,692)	18,932
<b>Balance at 31 December 2017</b>	<b>508,580</b>	<b>200,287</b>	<b>-</b>	<b>-</b>	<b>(108,614)</b>	<b>600,253</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	407,991	(148,388)	259,603
Furniture and Equipment	878,962	(646,683)	232,279
Information and Communication	268,207	(227,678)	40,529
Motor Vehicles	119,291	(102,209)	17,082
Textbooks	65,657	(56,348)	9,309
Leased Assets	38,157	(15,638)	22,519
Library Resources	126,692	(107,760)	18,932
<b>Balance at 31 December 2017</b>	<b>1,904,957</b>	<b>(1,304,704)</b>	<b>600,253</b>

#### 14. Accounts Payable

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	32,615	69,588	72,948
Accruals	5,736	6,987	6,385
Capital accruals for PPE items	4,495	-	257
Banking staffing overuse	-	-	25,688
Employee Entitlements - salaries	152,636	143,064	164,480
Employee Entitlements - leave accrual	11,537	12,587	12,587
	<u>207,019</u>	<u>232,226</u>	<u>282,345</u>
Payables for Exchange Transactions	207,019	232,226	256,657
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	25,688
	<u>207,019</u>	<u>232,226</u>	<u>282,345</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Income in Advance	24,326	30,682	16,680
International Student Income in Advance	17,613	-	-
Noumea 2019	18,242	-	-
	<u>60,181</u>	<u>30,682</u>	<u>16,680</u>

#### 16. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	208,181	70,554	181,913
Increase/(decrease) to the Provision During the Year	(68,819)	28,000	38,439
Use of the Provision During the Year	(9,970)	-	(12,171)
Provision at the End of the Year	<u>129,392</u>	<u>98,554</u>	<u>208,181</u>
Cyclical Maintenance - Current	95,642	54,846	128,181
Cyclical Maintenance - Term	33,750	43,708	80,000
	<u>129,392</u>	<u>98,554</u>	<u>208,181</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	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	102,391	4,519	127,199
Later than One Year and no Later than Five Years	7,283	-	6,078
	<u>109,674</u>	<u>4,519</u>	<u>133,277</u>



## 18. 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
		\$	\$	\$		\$
H Block Refurbishment	<i>in progress</i>	(12,503)	-	890	-	(13,393)
Hall Remedial Works	<i>in progress</i>	10,521	-	-	-	10,521
10YPP Preparation	<i>in progress</i>	1,014	-	-	-	1,014
Classroom Replacement	<i>in progress</i>	51,894	-	28,279	-	23,615
Pool Fencing	<i>in progress</i>	24,955	-	-	-	24,955
New Three Classroom Project	<i>in progress</i>	(128,281)	110,869	41,663	-	(59,075)
Grounds Repairs - Concrete Pathway	<i>in progress</i>	(7,395)	-	-	-	(7,395)
Boiler Upgrade project	<i>in progress</i>	-	33,264	13,759	-	19,505
Roofing Upgrades	<i>completed</i>	-	87,518	87,518	-	-
Block F reclad	<i>in progress</i>	-	50,841	50,141	-	700
Upgrade Material Tech	<i>in progress</i>	-	11,545	10,655	-	890
<b>Totals</b>		<b>(59,795)</b>	<b>294,037</b>	<b>232,905</b>	<b>-</b>	<b>1,337</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	81,200
Funds Due from the Ministry of Education	(79,863)
	<u>1,337</u>

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
H Block Refurbishment	<i>in progress</i>	(12,503)	-	-	-	(12,503)
Hall Remedial Works	<i>in progress</i>	6,953	3,568	-	-	10,521
10YPP Preparation	<i>in progress</i>	1,014	-	-	-	1,014
Classroom Replacement	<i>in progress</i>	65,405	51,521	65,032	-	51,894
Pool Fencing	<i>in progress</i>	24,955	-	-	-	24,955
New Three Classroom Project	<i>in progress</i>	(52,390)	505,456	581,347	-	(128,281)
Grounds Repairs - Concrete Pathway	<i>in progress</i>	(7,395)	-	-	-	(7,395)
<b>Totals</b>		<b>26,039</b>	<b>560,545</b>	<b>646,379</b>	<b>-</b>	<b>(59,795)</b>

## 19. Related Party Transactions

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

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

## 20. Remuneration

### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,590	3,180
Full-time equivalent members	0.17	0.41
<i>Leadership Team</i>		
Remuneration	723,502	326,389
Full-time equivalent members	7.52	3.00
Total key management personnel remuneration	727,092	329,569
Total full-time equivalent personnel	7.69	3.41

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

### Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	8 - 9	8 - 9
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
100 - 110	-	-
	0.00	0.00

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

## 21. Compensation and Other Benefits Upon Leaving

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

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

## 22. 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.

## 23. Commitments

### (a) Capital Commitments

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

### (b) Operating Commitments

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

#### (a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	1,154
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>1,154</u>

## 24. Managing Capital

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

## 25. Financial Instruments

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

### Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	523,442	466,416	743,539
Receivables	213,405	211,427	245,896
Investments - Term Deposits	400,000	-	-
Total Loans and Receivables	<u>1,136,847</u>	<u>677,843</u>	<u>989,435</u>

### Financial liabilities measured at amortised cost

Payables	207,019	232,226	282,345
Borrowings - Loans	-	-	-
Finance Leases	109,674	4,519	133,277
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>316,693</u>	<u>236,745</u>	<u>415,622</u>

## 26. Events After Balance Date

A new lease agreement was entered into with Equico in January 2019 for a term of 22 months for 250 laptops with a value of \$177,325 excluding GST.

## 27. Comparatives

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TAUPO INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Taupo Intermediate (the School). The Auditor-General has appointed me, David Fraser using the staff and resources of Silks Audit Chartered Accountants Ltd, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expenses, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2018; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

#### Emphasis of Matter – Breach of Borrowing

Without modifying our opinion, we draw attention to the fact that the Board of Trustees did not comply with Clause 29 – Schedule 6, of the Education Act 1989 in that no authority has been sought from the Ministers of Education and Finance for borrowing which, in aggregate, involves repayments of interest and capital in excess of one tenth of the Board's operational activities grant for the year. The extent of the unauthorised borrowing is assessed at \$8,420.

Our audit was completed on 31 May 2019. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

### **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the Board of Trustees schedule included under the School Directory page and the Analysis of Variance, Kiwisport statement and Principals included as an appendices, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



**David Fraser**  
**Silks Audit Chartered Accountants Ltd**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**



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## PRINCIPAL'S REPORT ANNUAL REPORT 2018

- including the Statements of Variance
- annual report for the year 31 December 2018

### TAUPO INTERMEDIATE SCHOOL ROLL – 2018

Roll: 580 (July 2018) Decile: 6

#### Ethnic Composition:

#NZ Pakeha – 306	# Maori - 200	# Fijians - 2	# Samoan – 3	# Pacific People – 3
# Indian – 3	# Chinese – 1	# Other Asian – 17	# Other European – 28	# Other Ethnicity – 13
# African – 1	# Tokelauan – 1	# Tongan – 1	# International Fee-paying – 1	

- Other Asian: Sri Lankan, Japanese, Korean, Other Asian
- Other European: German, Dutch, Greek, Polish, South Slav, Italian, Other European
- Other Ethnicity: Middle Eastern, Latin American, African, other Ethnicity

Year 7s = 289 - 136 males/ 153 females

Year 8s = 291 - 153 males/ 138 females

The roll was confirmed on the 1<sup>st</sup> July 2018: 580 pupils

We established 11 x year 7 classes and 11 x year 8 classes including a CWAA - Children With Academic Abilities Class at year 7 and a CWAA Year 8 level.

We have continued with our very successful 'Boys Only Class' in Year 8 to address the "under - achievement levels" and "dis-engaged boys" in our school.

We continue to promote classes in the Year 8 area based on the strengths of our teachers i.e.: Music, Science, Second Language (French), Physical Education and ICT

#### ***We employed 5 x specialist teachers to cover the areas of Technology***

- Fabric / Soft materials
- Workshop / Hard materials
- Arts and Craft
- Food technology
- Science

At the end of the 2<sup>nd</sup> Term we had to devolve our Workshop teacher as we were not able to staff this area effectively.

We intend to bring this area back into the equation in 2019

### **The Support Staff included:**

- Full Time Caretaker and part time grounds / maintenance person.
- Personal Assistant to the Principal and has responsibility as Office Manager.
- An Office / Clerical Receptionist
- Teacher Aide / Librarian
- Tuck Shop Manager.

Part - Time teacher hours allocated for a Teacher of Special needs and for some areas of teacher release.

Teacher aides were employed, to support teachers particularly working with pupils with high and special needs and in some cases students who needed direct support with behaviour. Some of these hours were ORRS funded, some hours were through Special Education Grants and some through Children and Young Persons while some funding was via the Bulk Grant.

### **STRATEGIC AIMS**

#### **TARGET 2018**

**Identify the needs of the Students based on the Strategic Plan Created by NZAIMS.**

**Consolidate the Health and Physical Education programme.**

**To consult with the community on the contents of the Health programme—within 2 years**

**To provide a health programme that includes:**

- Physical Changes at Puberty
- Education trust Programme
- Behaviour Management

**Establish a support network in the community—RTL, Counselling, Mentoring**

**Set the two year programme for EOTC.**

#### **Operate Specialisation programme**

- Music
- Kapa Haka Group – 150 members
- Technology
- Sports and Cultural elite programme.
- Rotation Activities Programme
- Teaching / tutoring for Te Reo Maori and French / Mandarin

Continue to pursue Overseas visits—Noumea / China

In 2018 we did not manage to establish contacts or Cultural Exchange with China and in particular with our Sister City Shuzhou.

We continued to actively participate in the Chinese lessons in Room 10 our CWWA class and will extend to Year 7 CWWA class for 2019

**“My Chinese Teacher” program for 2018! Lottie Dowling Program Manager My Education Group**  
**[www.myeducationgroup.org](http://www.myeducationgroup.org)**

Continue with enrolment of International Students with one student enrolled for the year

**Engagement** - Students need to be engaged and challenged to reach their full potential by providing appropriate opportunities for extension and enrichment at each stage in their learning pathway.

**Opportunity** - Taupo Intermediate School will provide a curriculum that is rich in diversity, age-appropriate and provides high quality opportunities for all students in extracurricular activities.

**Culture** - Taupo Intermediate School will also foster a culture among students, staff and whanau to encourage participation, celebrate success and challenge the boundaries

## Report on how we are working on these strategic Aims:

*“The school’s curriculum is designed to increasingly respond to the interests, strengths and abilities of the emerging adolescent. Students experience a wide range of learning opportunities and pathways that enable them to engage and enjoy success as learners. These opportunities include specific initiatives to engage boys and Māori learners in physical activities, challenges and leadership. The broad and rich curriculum is contributing to higher levels of student attendance, engagement and learning outcomes”. – Education Review Report 2017*

*Our school has a strong focus on getting students to ‘get involved’ in physical, cultural and personal activities that tests their abilities and enables them to experience success.*

- A very strong Kapa Haka group of 150 x students, with a high and important profile in our school and is a very strong performing group in and outside our school. As this group has a high profile in the school, it is an ideal platform for our Maori students to take a Leadership role and to experience real positive success and a huge boost to their self-esteem.

This year we have introduced a change to our Powhiri, as it is now a whole school expectation – led by our Kapa Haka group. Each class was required to learn the appropriate waiata and have a clear understanding of the protocols/ kawa involved in the Powhiri – welcoming visitors/ manuhiri to our school.

The Kapa Haka group have also been involved in the Community by:

- welcoming all visitors – manuhiri – to our school
  - being available to support the ceremonies of the Taupo District Councils “International Cultural Relationship Committee”
  - hosting International visitors from the Friendship Group, and this being organised by our own local group here in Taupo.
  - representing our school at the annual Tuwharetoa Kapa Haka Festival.
  - providing an opportunity for all our members of our “Boys Only Class” to be an integral part of this group, which fosters our beliefs about pride and leadership and being prepared to front up and to be able to harness all of that physical prowess and direct it into the most positive direction.
  - being actively involved during the week of our visits from the Contributing schools – which is our recruitment drive.
- Our Taupo Intermediate School Band – **TIS Band** – also has a high profile and has continued to develop within our school by:
    - performing in a number of area in and out of school. They have a prominent profile in our school and community.
    - providing an opportunity for an extension group in the TIS Band with the formation each year of a Rock Band.
    - being involved with the welcoming of visitors to our school including overseas visitors/ performing at the TIS has Talent and the Orientation visits from our Year 7s
    - providing entertainment for a number of organisations in Taupo.
    - By working alongside the other schools in our district when they all came together for a ‘Big Music Day’ with practice throughout the day and then a massive combined concert at the end of the Day for parents, teachers and invited guests.
    - Providing support at our Final School Assembly

- Bi-annually we have a **Major Musical Production** but in 2018 we produced a Show called “Creepy Town”
- **Taupo Intermediate School Has Talent** concept has now become an integral part of “the way we do things around here” This culminated into an excellent 2 x hour concert where the Musical, Dance and Drama abilities of our students were on show
- **Dance** – Dance NZ Made: We again participated in a venture called NZ Dance Made- 1<sup>st</sup> at regionals, then 1<sup>st</sup> at Nationals in Palmerston North.
  - We sent a Hip-Hop team to the AIMS GAMES and were very pleased with the results
- **2<sup>nd</sup> Languages** – such as Te Reo Maori, Chinese (Mandarin) and French were also offered to some of our classes and groups of students and teachers. The French were given the opportunity to be involved in Cultural exchanges by travelling and hosting students from New Caledonian – Noumea. The Chinese Mandarin class was offered to our Year 8 CWAA – Children with Academic Abilities Class. This was an online course at some expense to our school which we fund from the money generated from our International Students.
- A group of 26 x students and teachers made the trip to **Noumea – New Caledonia** as part of Taupo’s Sister City programme and Taupo Intermediate School – Jean Mariotti School, Cultural Exchange programme. Each year they also visit Daniel Talon Primary School and equivalent to our Decile 1 schools here in New Zealand

This gave students the opportunity to experience both the New Zealand and French culture with home stays a vital part of the programme.

The students from Jean Mariotti College then visit us in October each year and this gave us the opportunity to host them in our homes.

In 2017 The Senior Management, Principal and HOD English and Teacher responsible for their programme from Jean Mariotti College met with myself and Colleen Westerman, the teacher with responsibility for our Cultural Exchange.

#### **We reviewed our exchange and made the appropriate changes in 2018:**

- The activities that the students participate in Noumea are financed by Jean Mariotti. Jean Mariotti College have agreed to support our school with the cost of activities in Noumea which have become more expensive. and the activities in Taupo are financed by Taupo Intermediate how

One of our activities we have included was a farm visit organised here in the Taupo District instead of taking them to the Agrodome in Rotorua and another activity was using our Ski Lodge at Ruapehu for a mountain experience. Both very successful experiences.

- Jean Mariotti College and Taupo Intermediate signed a new agreement ensuring this exchange continue for the next 3 x years.
- A copy of this agreement has been compiled in Noumea in French and English. A copy has been ratified by the Boards of both Schools.
- We will send only Year 8 students in future years allowing our students 2 x years to be able to fund their trip.
- We also had 3 x classes of 60 x students who elected to learn French as their chosen language throughout the year.

## **A number of other activities took place in 2018**

- 16 x students and 4 x adults undertook a week long tramp through the **Abel Tasman National Park**. This was our 8<sup>th</sup> successive year of undertaking this challenge and has now become one of the most sought after activities in our school.
- There are a number of major awards which we have established in our school which are called the “**Donovan Bixley Cultural Award**”, the “**Bevan Docherty Physical Challenge Award**”, and the “**Principal’s Academic Award**”.  
Students completed a number of cultural, sports or academic activities or challenges to gain a Gold /Silver or Bronze award, dependant on completion rate.

### **Principal’s Academic Award 2018**

31 x Gold / 6 x Silver / 9 x Bronze

### **Donovan Bixley Award 2018**

19 x Gold / 12 x Silver / 12 x Bronze

### **Bevan Docherty Sports Award 2018**

47 x Gold / 8 x Silver / 16 x Bronze

**There were seven students who achieved Gold Medals in all 3 awards.**

- We had 64 x Year 7 students and Year 8 students who undertook the **ICAS – International Competitions Assessments for Schools – Australian based in New South Wales University** - Tests in Science, Writing, Spelling, English, Mathematics and Computers.
  - 25 Merits
  - 55 Credits
  - 18 Distinctions
  - 3 High Distinctions

**At AIMS GAMES** (New Zealand Association Intermediate Middle School’s) week long games. 2018 saw us compete in BMX, cross country, yachting, squash, gymnastics, swimming, multi-sport, rock climbing, Hip Hop, 6 a side hockey and netball. Best results coming in gymnastics where we won gold and netball where we were placed 6<sup>th</sup> overall.

## **PASTORAL CARE**

Effective systems and practices support students’ emotional wellbeing. These practices are underpinned by respectful, caring relationships among teachers and children. Students feel well supported and are able to access specialist internal and external support and guidance when needed. Support staff provide further assistance to children with additional learning and care needs.

**Taupo Intermediate School is enhancing self - esteem, resilience, a focus on good citizenship and promoting positive interpersonal skills for all emerging adolescents.**

### ***Pastoral Care of Students***

- One Board meeting was held on 31<sup>st</sup> October 2018 for a suspension of a student. The Suspension was lifted and the Student was reinstated on conditions. She remained at school for the rest of the year
- Stand downs: 20 x students for a maximum of 5 x days -

- 6 x students were placed on 'In school Suspensions' where the students are removed from class into isolation within the school and are supervised by Senior Management:
- Our Attendance rate was on average 89.21 % for 2018
- Cases of Truancy or Questions about attendance – No x students were issued, with our truancy follow up letters during the year – A small number of occasions involved the use of the Truancy Service, which is now part of a new Taupo Initiative – “Rock On” an integrated service with Police and Community groups combining their resources.

Rock On meetings are held, monthly and truant referrals are discussed, and reports about each student tabled.

In the other cases of declared / questionable absences were due to factors within the school including:

- Break down of the relationship with the classroom teacher
- Issues and or difficulties with other students.
- Incomplete work – Homework

**We have continued to utilize our formal Counselling service using REAL – where students can;**

- Be referred by teacher or Parent
- Self-referred
- Agency referral

## **PROPERTY DEVELOPMENT**

### **TARGETS 2018**

**The implementation of our 5 year Property Plan:**

#### **· Refurbishing of the Technology Rooms Workshop/ Soft Materials –still to be completed**

The Fabric Technology room was refurbished early 2018 based on improving Safety aspects of the environment. The floor area was a trip and injury hazard with the broken lino and carpet joiner. The carpet was removed and the whole floor area replaced with lino

There are insufficient power outlets necessitating the use of “Multi- Plugs”.

The walls were relined and painted

Power sockets and Internet cabling were installed and a successful application was made to the Ministry of Education for an amendment to our long term Property Plan

#### **· Replacement of our prefab classrooms—Room 15 with a new building.**

- The 4<sup>th</sup> x classroom was started in September 2018
- In November of 2017, the Education Ministers office made an announcement that Taupo Intermediate was to receive 2 x new classrooms to help with “roll growth”. We await the eventuality of this announcement.

#### **· Replace Skylights in Rooms 3-8**

- Completed

#### **· Replace Louvre windows Rooms 9-11 / 15-16**

- This project did not eventuate Planned for 2019

#### **· Boiler Replacement—Coal to Geothermal**

- This project is now well underway - Planned for 2019 completion

#### **· Uneven playing surfaces Room 24 - 27**

- This project did not eventuate - Planned for 2019

#### **· Broken concrete in the Swimming Pools area**

- This area was remedied during the School summer Break January 2019

- Windows and doors to be repainted in 2019

**New Condition Assessment on Property to be completed by OPUS and Taupo Intermediate to establish a maintenance plan which will be included in our 10 Year Plan**

- This was completed with the signing of our new agreement in August 2017

**That we establish Modern Learning Environments—Buildings and also new Furniture—that will facilitate collaborative teaching style to enhance student engagement and ensure positive Teaching Practice.**

- All our new Classrooms have been equipped with the latest / modern furniture
- A number of classes have also taken the opportunity to order in new furniture to help with the facilitation of the Modern Learning Environment

**These projects from the 10 Year Property maintenance plan were undertaken during the 2018-2019 holiday break;**

**P Painting to be done to areas which need attention, following Chem wash of all the buildings /fences/decks/walls**

- Completed over the Christmas Holiday break

**P Re- stain decks and fences**

- Completed over the Christmas Holiday break

**P Buildings needing paint where cracks and peeling have occurred.-**

- Hall doors / Front walls of Room 9-11
- -

**P Upgrade Swimming Pool Filter and pool surrounds**

- New concrete laid around the pool – Health and Safety.
- No Filter replacement

#### **TECHNOLOGY STRATEGIC GOALS for 2018:**

**To continue to build on our teacher capacity and confidence when integrating e-learning technologies into our everyday teaching, using laptops as our device of choice.**

**We need to orientate new staff members as well and this will necessitate grouping for Professional Development dependant on skill level of the individual staff.**

**By using a variety of e-learning tools, our aim is to further assist and motivate the students at Taupo Intermediate School as they gain more access to online programmes and develop their personal skills and responsibility.**

- **2018 REPORT ON HOW WE ARE TRACKING:**

#### **Leadership & Strategic Direction**

- **Using digital technologies to engage with whanau/iwi and community in culturally responsive ways.**
  - In our school we integrate the use of digital technologies to engage with whanau/iwi and the wider community. (EXTENDING)

#### **EVIDENCE**

School Facebook (Taupo Intermediate School)

Emailing of school newsletter to those families who request it

School Website - [www.taupointermediate.co.nz](http://www.taupointermediate.co.nz)

- Our school and our whanau/iwi/community engage with each other effectively using digital technologies when our students work with their laptops at home and school. Our Facebook site continues to provide information to our community and its functionality gets reviewed from time to time.
- **Engage with whanau/iwi and community to help students learn effectively and safely online.**

- In our school we are engaging with whanau/iwi and the wider community to help students learn effectively and safely online. **(ENGAGING)**

**EVIDENCE**

Communication via school newsletter.

- In the event of a breach of safety policy/procedures, contact is made by the Principal with the parent of the student or students concerned.
  - We have adopted the Online Safety programme - NETSAFE – and use the resources available in our class programme
  - We have produced our own Digital Citizenship unit of work which is compulsory for all our teachers and students to be involved in.
  - We have installed a programme called AbTutor that teachers/Principal always has access to all the student's screens.
  - Parental communication is always accepted and encouraged to ensure that we have a collective responsibility to keep our students safe online.
  - Our school regularly reviews how we engage with whanau/iwi to help students effectively and safely online.
  - We are looking at more effective and or different ways of communicating.
  - We undertook community surveys using NZCER – New Zealand Council Education Research – “Me and My School” for Students and Teachers and the Well-Being Survey.
  - We used Survey Monkey to gauge opinion from our parents.
  - We undertook the Cultural competencies survey for Maori Parents Rongia te Hau.
- **Find ways to make digital technologies and digital literacy available to support –home-school partnerships.**
    - In our school we do not yet make digital technologies and digital literacy learning opportunities available for our school community. **(PRE-EMERGING)**
    - In our school we are identifying opportunities to make digital technologies and digital literacy learning available for our school community. We had 290 x students sign up for our Laptop Programme in 2019 – This continues to provide an ideal opportunity for our students and parents. Those not on the Laptop programme have access to our work stations - desktops.

- **Our school community uses digital technologies to connect for learning, locally and globally**

- In our school we use digital technologies to make connections (locally, nationally, internationally) as a planned part of learning programmes. **(ENGAGING)**

**EVIDENCE**

Use of Interface Magazine to create links with locally, nationally and globally.

- In our school we often use digital technologies to make connections (locally, nationally, internationally) as a planned part of our learning programmes.

We in fact learn Chinese online with our CWAA Year 8 Class – skype calls regularly with tutor in China.

We also use the LEARNZ Virtual Classroom programmes.

- **Embeddedness of e-learning across the curriculum.**

- Our school regularly reviews the way technology is embedded in effective learning and teaching. **(EMPOWERING)**

**EVIDENCE**

Assessment and Moderation of all Curriculum areas.

Staff discussion and feedback.

Analysis of student achievement results.

- Our school continue this focus of embedding learning in all our learning and teaching processes using our ICT Leadership team
- We will continue to undertake the implementation of the **Digital Technologies & Hangarau Matihiko curriculum** into schools/kura in 2018 -2020

- **A clear focus on student achievement.**

- In our school we are trialling ways e-learning can positively impact student achievement and we are refining programmes as a result. **(ENGAGING)**

**EVIDENCE**

Staff discussion re: effective programmes

Website of the Week

Interface Magazine

- In our school, there are clearly defined and understood practices to ensure e-learning pedagogy has a positive impact on student achievement and engagement. Our ICT Lead team of teachers continues to guide our development
  
- **Digital Literacy embedded in the curriculum.**
  - In our school we are beginning to design learning that guides students to access, critically evaluate and use digital information. **(ENGAGING)**

**EVIDENCE**

Use of marking rubrics, particularly when assessing Social Science and Science.
  - In our school we often guide students so they can access, critically evaluate and use digital information usually as part of the curriculum. This development continues across all areas of the curriculum.
  
- **Safe, responsible use of digital technologies.**
  - In our school the safe and responsible use of digital technologies is embedded in our curriculum programmes. **(EMPOWERING)**

**EVIDENCE**

Digital Citizenship Unit, Student and Staff process to ensure safe and responsible use.
  - In our school we have continued to ensure our digital responsibility and digital citizenship is of the utmost importance in our school.
  - Our program is based on the information from NETSAFE and this forms the basis of the unit of work covered in our classes.
  - Policies and procedures are now firmly in place in our school and in 2018 we sent home 6 x letters to parents about breaches to our protocols.
  - The expectation about coverage of this unit is clearly spelt out at our Teacher Only Days at the beginning of each year.

## **ASSESSMENT AND EVALUATION**

*“Internal evaluation practice is contributing positively to school-wide change and development.*

*Trustees are actively engaged with leaders and teachers in the evaluation of the school’s strategic direction. The charter and targeted action review, development of a formalised review schedule and participation in the Hautu School Trustee Association (STA) culturally responsive practice programme has significantly strengthened internal evaluation within and across the school. This more in-depth approach to internal evaluation is informing decision making and resourcing to support and improve outcomes for all learners particularly those at risk of not achieving.*

*There is a strong partnership for learning with parents across the school, particularly for families of those children whose learning is at risk. Effective communication systems enables them to know about their children’s progress and achievement”. ERO Report 2017*

## Mathematics

**Target:** for 2018 To target those students achieving 'Below' the National Standards for Mathematics and also monitoring the progress of those in the other categories. "Well Below / At and Above".

### **BACKGROUND:**

We will continue to focus at the results of these who are Maori /Pacifica or are somewhat disengaged from schooling particularly, in the academic.

We continued with the Inquiry Process as this model has been incorporated into our Numeracy programme where the teachers are required to identify priority learners from the below category and focus on making a difference and it's is an integral part of the Registered Teachers Appraisal process.

Teachers must keep an online professional log of their development and also be clear on what they wish to see as their challenge—what is it that they want to do with the student to be able to action some change.

In 2018 we have been fortunate to be granted a third year of the contract with Mathematics Facilitators from the Institute of Professional Learning Faculty of Education University of Waikato—Te Toi Tupu—Leading Learning Network with the following goals for our teachers;

To improve -

- ☑ their confidence with teaching different areas and levels of mathematics
- ☑ how they are currently teaching mathematics (groups, books, digital tools ...)
- ☑ their familiarity with documents
- ☑ assessments they are using
- ☑ how they are using student achievement data
- ☑ their students' needs in mathematics

how they gain information from students about their learning

To also work with the number of new teachers who were employed in the school.

We continued to be part of the Community of Learning—COL— and be guided by the Lead Teachers. We will also have our Numeracy team leading within the school to assist with our PLD under the organisation of the COL

### **Action;**

- ☑ **Collation of mathematical achievement data through self review to gain a clear picture of achievement within mathematics. This will include PAT and Gloss testing with plans to implement the PACT Tool as part of the COL development Written report and Class Reviews due end of term one.**
- ☑ **Identify the students that are performing Well below and Below the National Standard. These will form the basis of the Targeted Learners. Focus on a mathematical assessment tool, that provides comparative data within the academic year and to provide guidance to staff in more focussed teaching of mathematics**
- ☑ **Promotion of numeracy across school environment by deliberate timetabling of subject and robust checking that the curriculum is being taught and covered.**
- ☑ **Teachers to devise teaching plans around a rich problem-solving questions, that are woven throughout the units of work. This year teachers will be able to use online programmes to teach and support our students—Laptops and Work stations**

☑ **Monitor teaching practice through performance monitoring and classroom observations. At times it will be necessary for the facilitator to role model what is required and for the teachers to follow up by trialling in their classrooms. Professional development to improve the understanding of mathematics and develop personal competencies. Identify good teaching practice and back up with good data / statistics.**

**TARGET STUDENTS:**

Students have been identified within their class who are underachieving in mathematics—below the standard and specifically monitored throughout the year to gauge improvement.

We will also collect data:

- on ethnic and gender groups.
- from our Boys Only Class
- from the CWAA Classes

**MONITORING:**

March: Base Line data PAT and EAsstle—details to analyse. OTJs to determine National Standards—placed on Term one reports

We will be introducing Curriculum Levels as the year progresses and be changing from National Standards

2019 will also see us working to implement the PACT Tool.

Class observations by Team Leaders and External Facilitators and Principal Observations in PRT classes

**BUDGET REQUIRED FOR 2018:**

Staff development is catered for in a separate budget with our contract with Te Toi Tupu and our involvement with the COL in Taupo Cluster Any other support for Technology development to support this area is budgeted for in 2018

**TEACHER ACHIEVEMENT AREAS:**

An increase in teacher confidence and personal knowledge based around the stages and the National Standards.

Improvement in the moderation process as a result of our 2nd year in the MOE funded PLD and our direct

involvement in the COL

**ANALYSIS / REFLECTION:** To be carried out towards the end of year—December 2018 although the process is on-going throughout the year

• **End of Year Mathematics Report 2018**

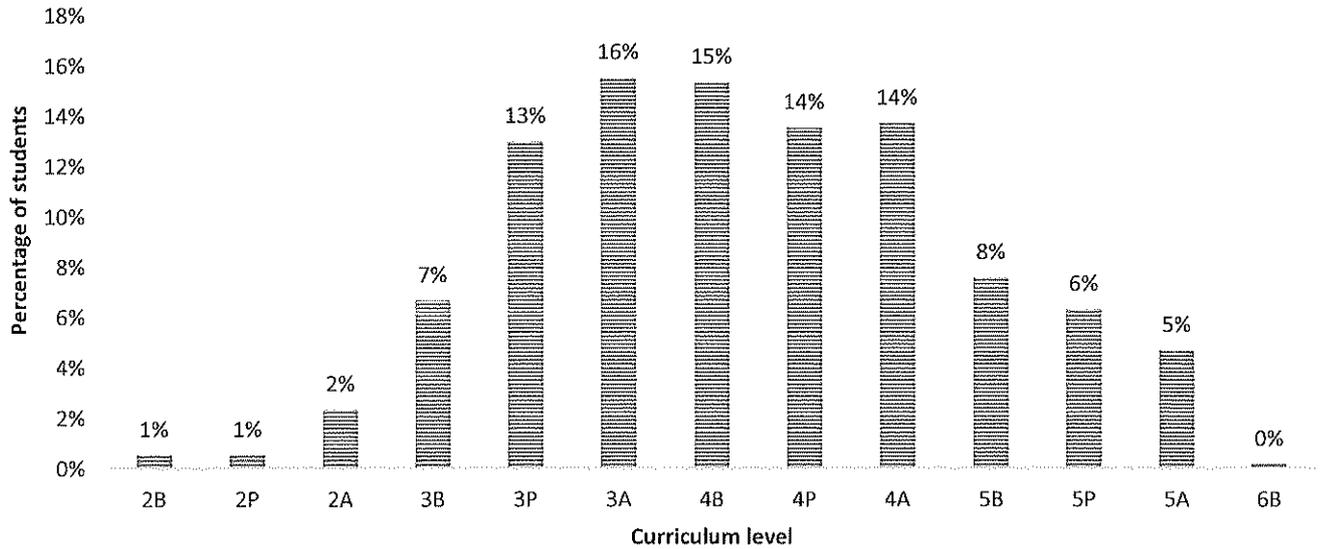
Cassie Nicholson – HOD Maths

**WHOLE SCHOOL DATA:**

This overall end of year progress report shows that, based on our end of year overall teacher judgements, 61% of students are operating at or above level 4 of the NZ Curriculum.

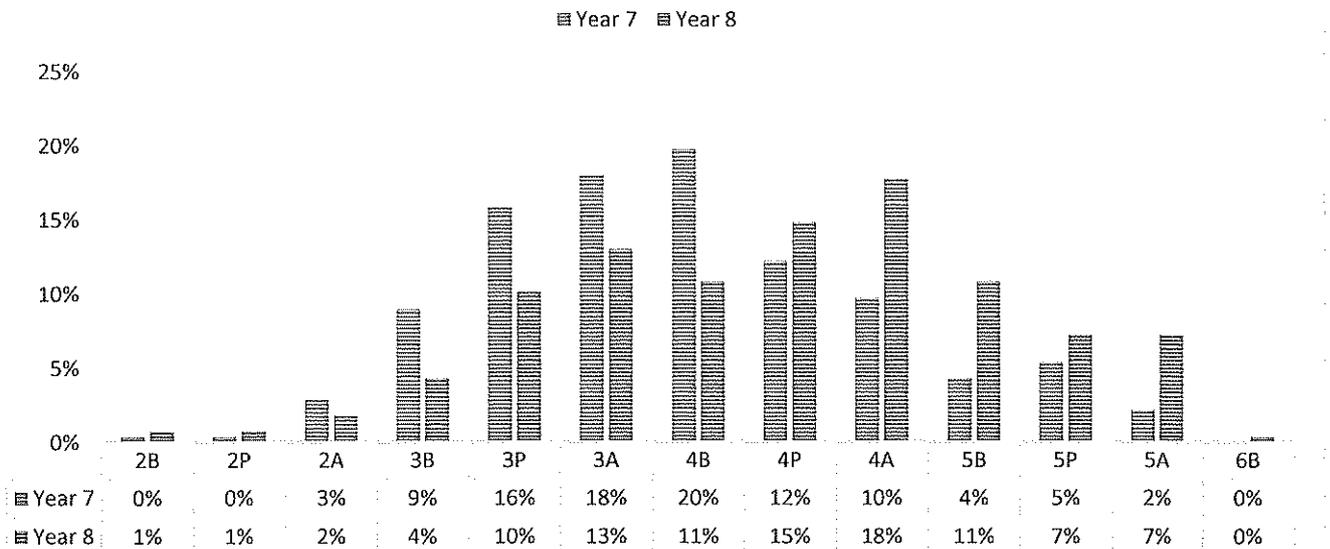
The graph below indicates the percentage of students that are operating at each curriculum level.

**MATHS - WHOLE SCHOOL END OF YEAR OTJS**



- 59% of our female students are achieving at level 4 or above
- 63% of our male students are achieving at level 4 or above
- Year 7 girls: 53% are achieving at level 4B or above
- Year 7 boys: 54% are achieving at level 4B or above
- Year 8 girls: 54% are achieving at level 4P or above
- Year 8 boys: 62% are achieving at level 4P or above

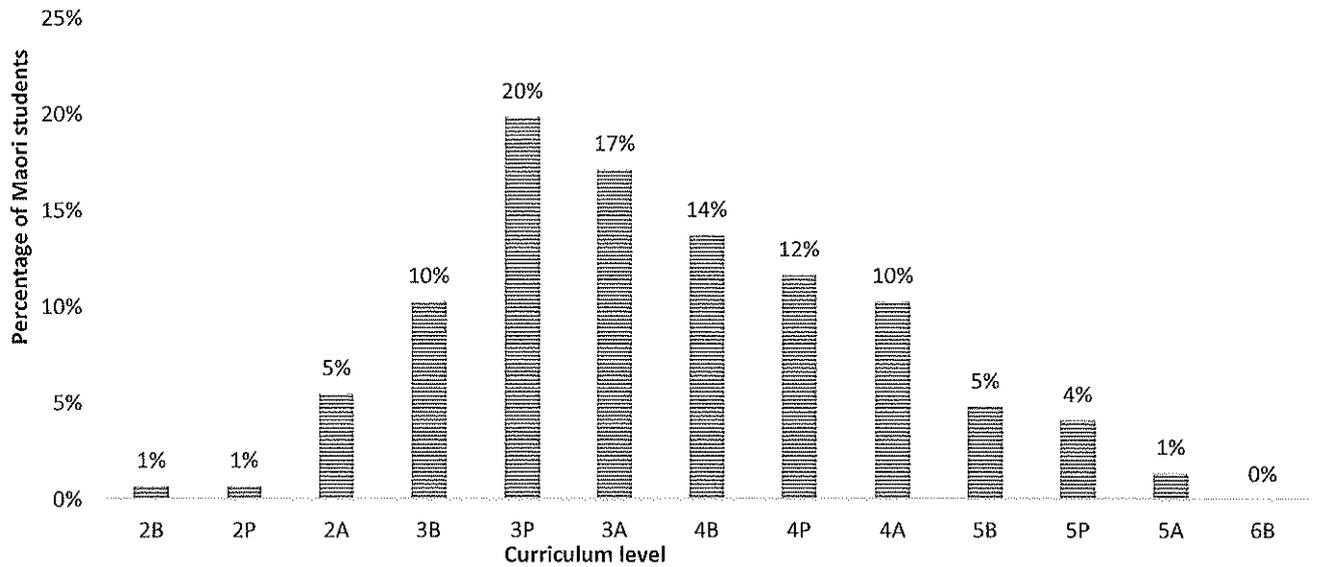
**MATHS - WHOLE SCHOOL END OF YEAR OTJS**



## MAORI STUDENTS:

As we are targeting our Maori learners, and particularly our Maori boys, the graph below shows the percentage of Maori students at each curriculum level. Currently, only 45% of our Maori learners are achieving at or above level 4.

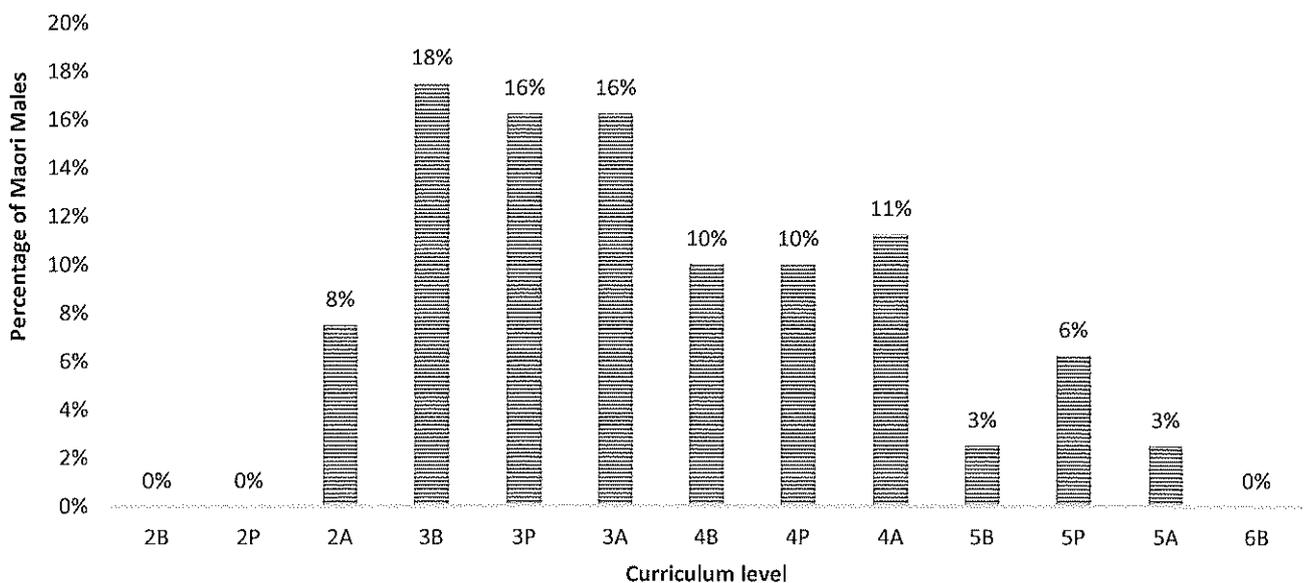
### MAORI STUDENTS 2018 - END OF YEAR OTJS



## TARGET STUDENTS: MAORI BOYS

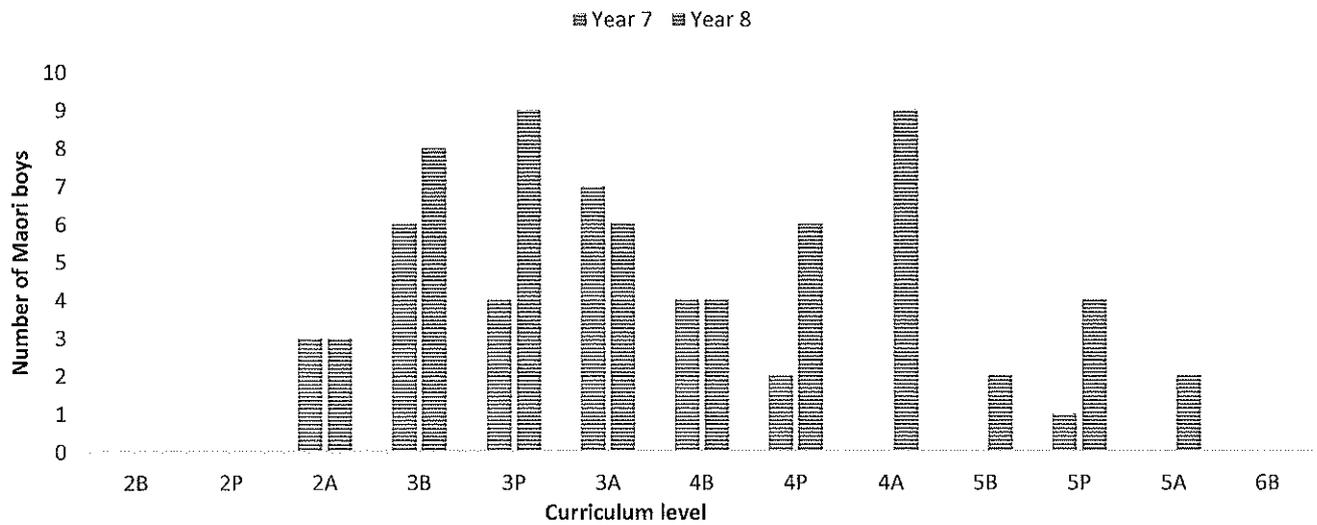
This graph focuses on Maori boys, which indicates 43% are achieving at level 4 or above, with majority sitting at level 3.

### MAORI MALES



The graph below shows exactly the number of boys from each year group and where they sit on the curriculum scale for mathematics. Majority of our year 7 Maori boys are achieving at level 3 and will need to be targeted when they move to year 8 next year.

## MAORI MALES

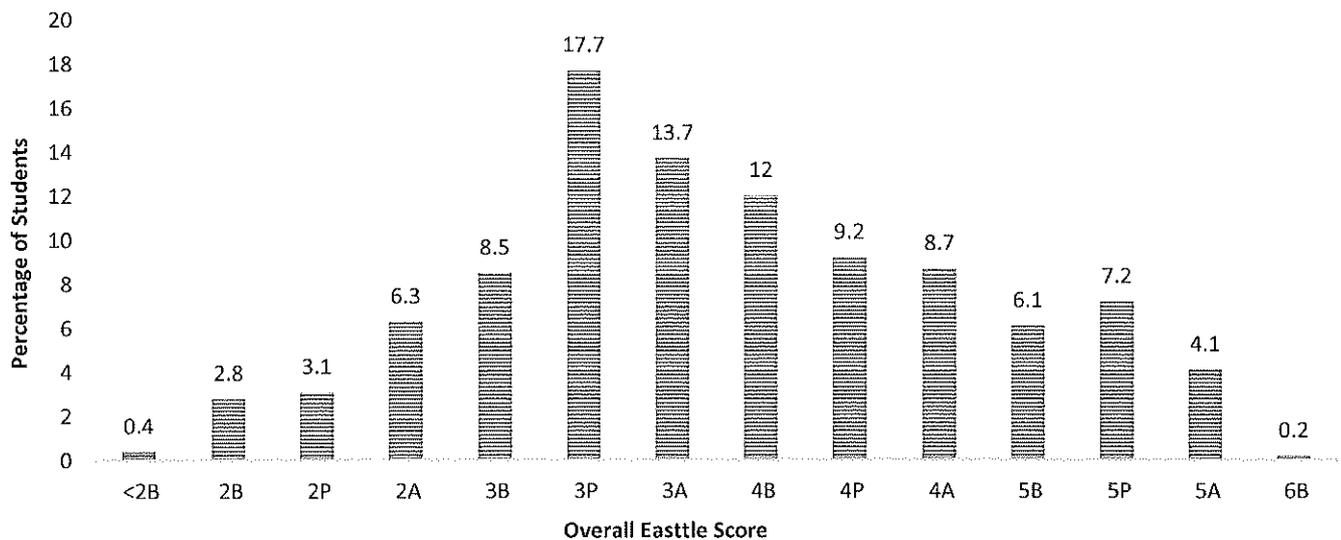


- There are only 7 year 7 Maori boys who are achieving at level 4B or above (23%)
- 23 year 8 Maori boys are achieving at level 4P or above (43%)

### EASTTLE DATA

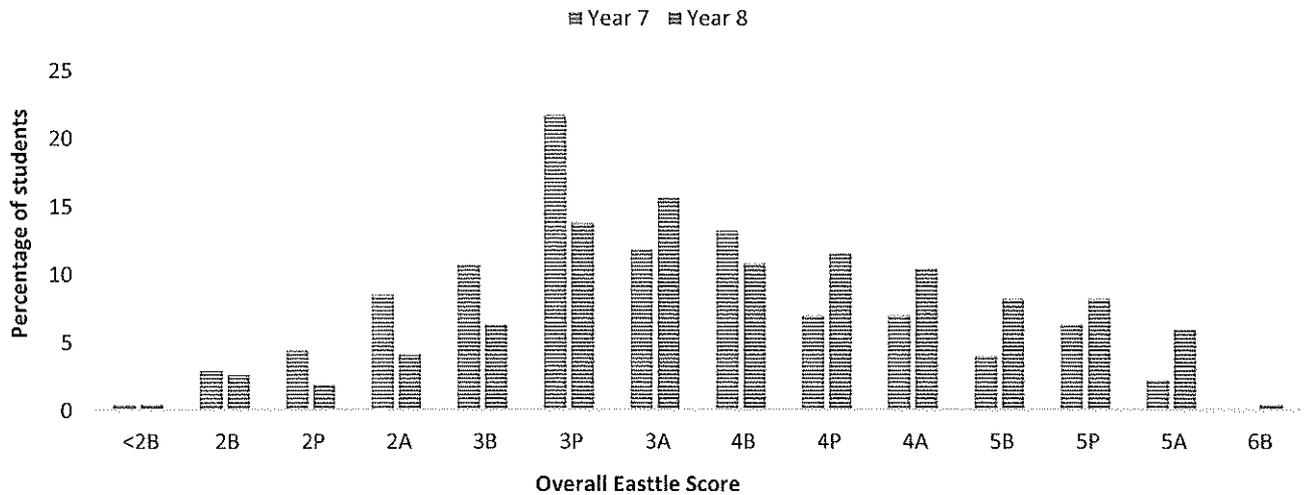
2018 has been a year of transition, where we have had to move away from national standards. In order to help us collect data on where our students are working within the mathematics curriculum, we have used E-asttle Maths this year, along with IKAN and GLOSS testing. The graph below shows the overall end of year E-asttle Maths results for the whole school.

## TERM 4 EASTTLE MATHS



This graph breaks the above information down into Year 7 and Year 8 end of year test results:

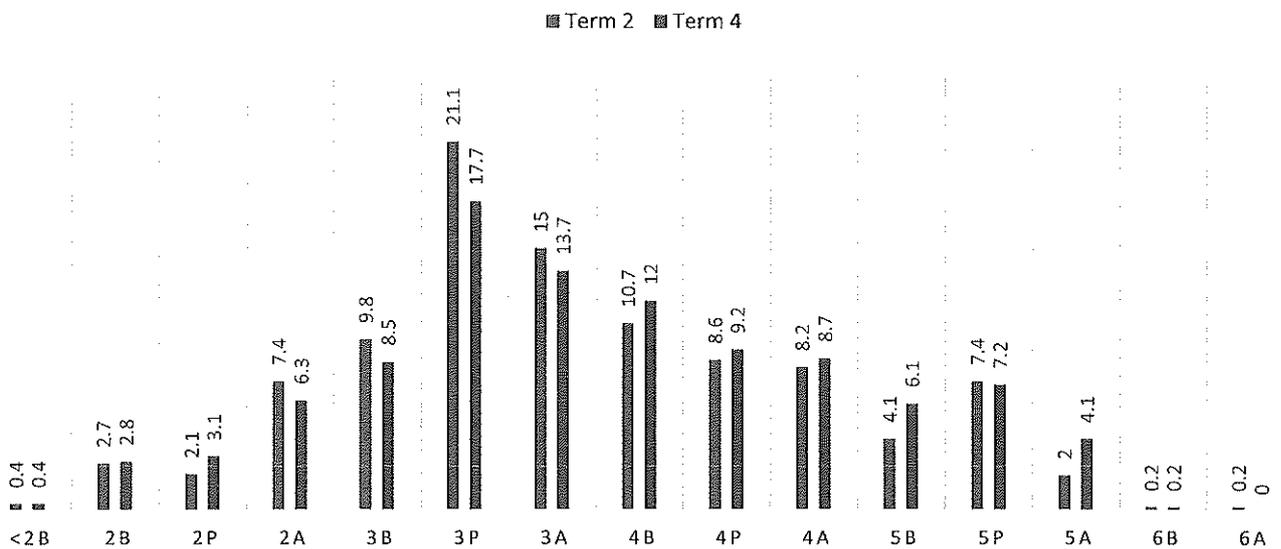
## TERM 4 EASTTLE MATHS



These test results indicate that:

- 40% of our year 7 students achieved level 4B or above
- 45% of our year 8 students achieved level 4P or above
- Overall, 48% of our students in the school scored at or above level 4 of the NZ Curriculum.
- When compared with our E-asttle test results from term 2, this is an increase of 7% (from 41%). The graph below shows these changes from mid-year to end of year.

## 2018 EASTTLE MATHS RESULTS



It is difficult to compare this data with 2017. We can only look at the overall end of year analysis statement which claims that 69% of students were At or Above the National Standard level last year, compared to 61% of our students this year operating at or above level 4 (which is the expectation for year 7 and 8).

In terms of PLD funding for 2019, we have not been granted funding for term one, but we will resubmit for term 2 in hopes of getting additional support for our PRTs and new teachers.

HOD Maths has been a learning curve for me this year and I would like to thank you for your sup

## **LITERACY REPORT:**

### **Writing**

**TARGET FOR 2018: To target the number of students ‘Well Below’ and ‘Below’ the National Standards for Writing.**

**The writing target would be to accelerate the progress of those operating below the standard in relation to the writing standards and raise the achievement of all students**

### **BACKGROUND ;**

**2018** - As members of the Community of Learning - COL—Across School Lead Teachers continue to work with our Literacy team—a team of dedicated teachers whose role is to provide the support and guidance to sustain the development from the previous years.

The Ins-school Lead Teachers /Literacy team in our school continued to work hard to have clear protocols for our Inquiry Learning development and in particular that all our teachers were demonstrating high levels of teaching practice based on the work with the Priority Learners.

Literacy team lead the PLD in our school:

- Writing Inquiry Learning
- Guide the Implementation of the PACT Tool
- Focus on interactive writing plans and activities to reinforce/develop spelling, grammar and punctuation.
- Provide guidance on surface features especially with grammatically correct sentences, use of complex sentences, correct use of paragraphing and the deliberate use of written language features (metaphors, rhetorical questions etc)
- To continue to work hard on the moderation process

We have worked particularly hard on our OTJs and not used the exemplars purely as check lists but we now have more confidence to make a judgment and back this up with evidence.

In the past, there were too many levels of discrepancy and inconsistency when making our OTJs. across our teachers in Taupo Intermediate School but we believe that we continue to make progress with this development.

We still have concerns about the large discrepancies with the OTJs from our Contributing schools but we have to accept them initially and then make OTJs later once we have collected our own data and information I believe the introduction of the PACT tool will help, and the decision from the COL to get all schools involved will help this process.

### **ACTION:**

**We continued to dedicate staff meeting time to teaching strategies for improvement of writing.**

- Promoted the use of correct grammar, complex sentences, re crafting and proof reading skills within relevant writing tasks linked with Inquiry Learning by means of observation.
- Implemented the “Write my Essay” project across the whole school instead of just the Priority Learners in 2018
- There was a continuation of the work between the COL and our Literacy team.
- Support for teachers, through the COL, the Literacy Team and Classroom Teacher
- Sharing of ‘good’ practice across the community and our school.

- An action plan for writing was compiled by each teacher based on the data gathered in term one
- Teachers utilised the curriculum so that regular writing was happening for students.
- Across the school writing logs / books and samples, demanded and assessments carried out by teachers then brought together for “moderation” process to take place with links to the Literacy progressions. This process is an important part in getting consistency across the school.
- The “Well Below” and “Below’ the Standards will need critical analysis—and appropriate action being taken.
- Our Laptop programme continues to support the development of our writing programmes, as in the past 3 years, we believe that our students were much more receptive to writing when using their Computers in the class programme. A major contributor to the positivity of writing in our school can be attributed with the introduction of our Laptops and especially with our boys who have made a positive difference when they are asked to write.
- We continue to use the Moderation process to compare samples of students work in teams then across the Year groups – Year 7 and Year 8 - to ensure consistency of standard throughout the school. This is an extremely important part of the monitoring process.

#### **TARGETED STUDENTS / STAFF / PARENTS FOR 2018**

##### **Students:**

need to be achieving at their Year level or at the very least one year off.

##### **Staff:**

To develop action plans for Writing Strategies, the motivation of students, moderation and formative assessment. Links to grammar and surface features, links to digital learning should be inherent.

##### **Parents:**

We need to provide good concise information so they can understand the information we use to report on National Standards

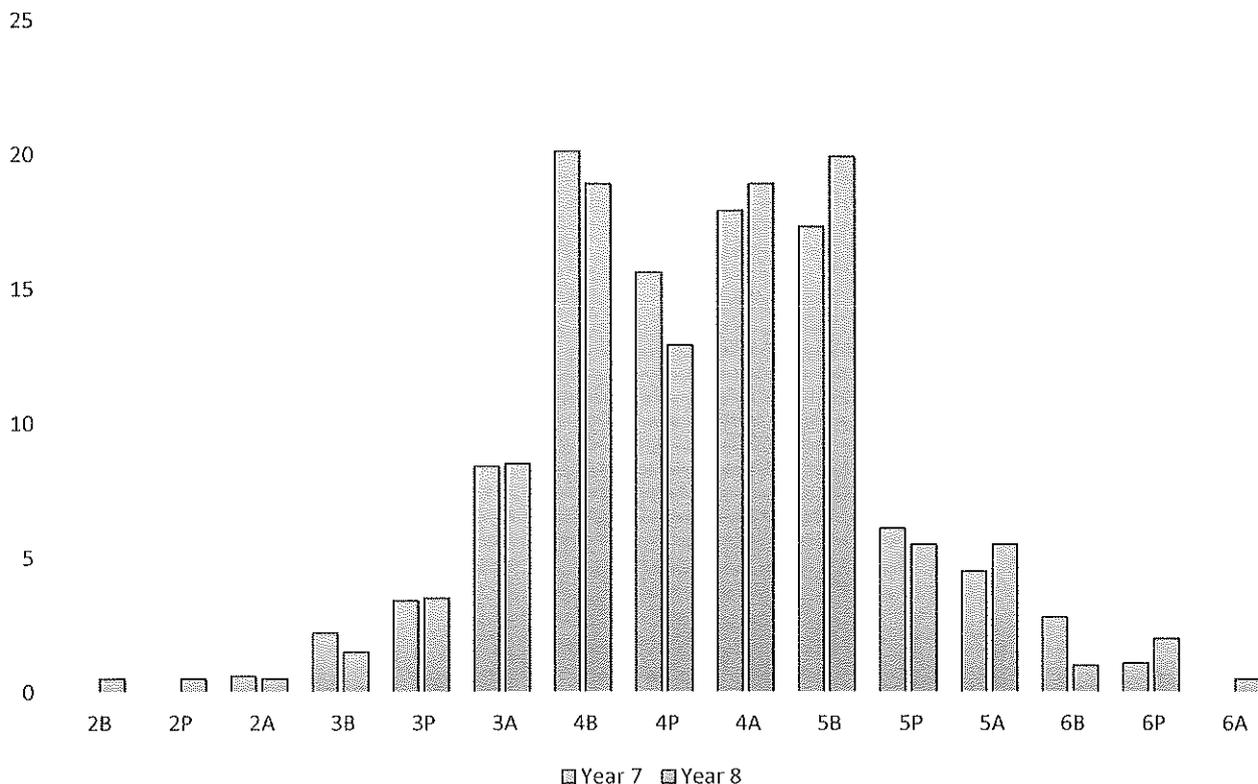
**Report as Prepared by Rachael Barr HOD Literacy**

**WRITING**

**Whole School Data:**

This overall end of year progress report shows that 90.3% of students are operating at level 4 of the curriculum or above

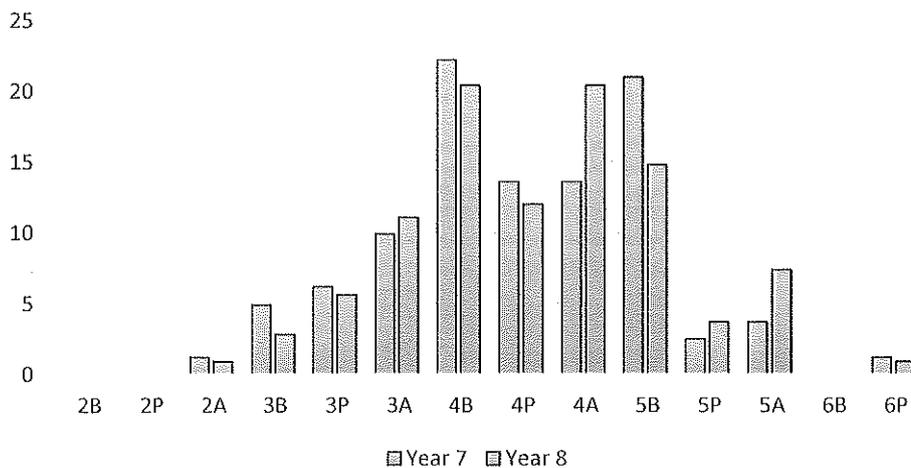
**Whole School Writing levels**



**Male students**

The graph below breaks the above information down further to focus on male students. This shows that 79% of male students are operating at level 4 of the curriculum or above

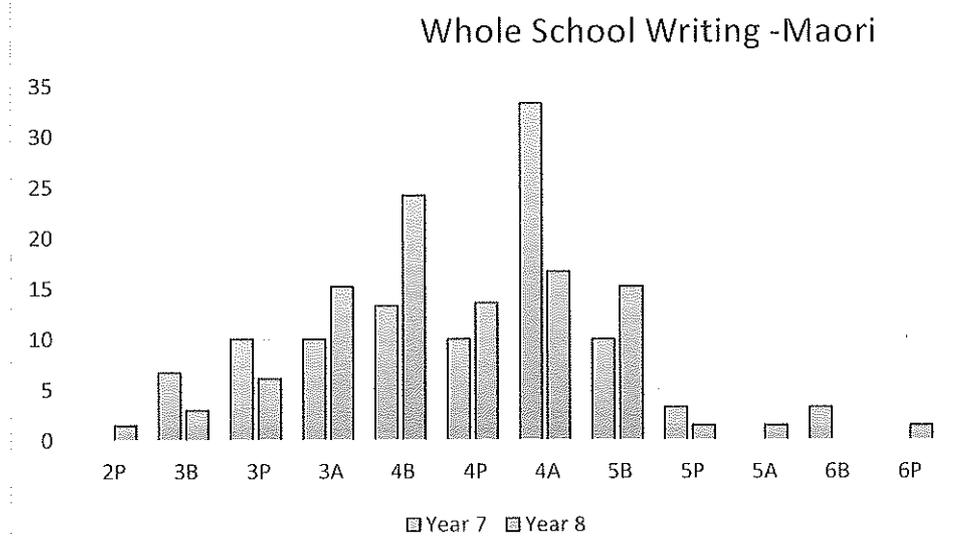
**Whole School Writing - Male**



- 77.8% of Year 7 Male students are operating at or above level 4b
- 59.2% of Year 8 Male students are achieving at or above level 4p

**Maori Students**

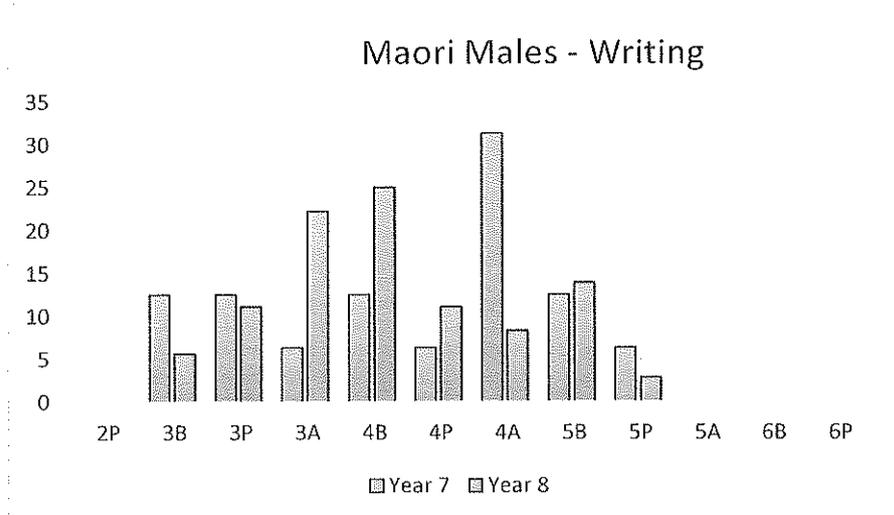
This graph focuses on Maori students. This shows that 73.8% of Maori students are achieving at level 4 or above



- 73.2% Year 7 Maori students are achieving at or above level 4b
- 50% of Year 8 Maori students are achieving at or above level 4p
- 78.5% of Year 7 Female Maori students are achieving at or above level 4b
- 68.9% of Year 7 Male Maori students are achieving at or above level 4b
- 66.7% of Year 8 Female Maori students are achieving at or above level 4p
- 36.1% of Year 8 Male Maori students are achieving at or above level 4p

**Maori Male students**

This graph focuses on Maori boys. This shows that 63.5% of Maori male students are achieving at level 4 or above



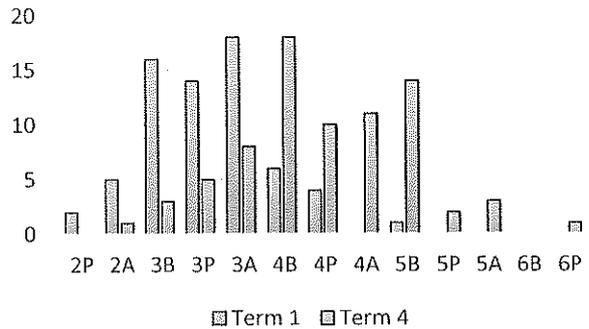
- 68.9% of Year 7 Male Maori students are achieving at or above level 4b
- 36.1% of Year 8 Male Maori students are achieving at or above level 4p

**Year 7**

**Year 7 Male**

- This shows that there are 41 male students achieving above 4b, compared with 5 in Term 1
- There are 18 male students achieving at 4b compared to 6 male students in Term 1
- It also shows that there are 17 male students achieving at 3a or below compared to 55 in Term 1

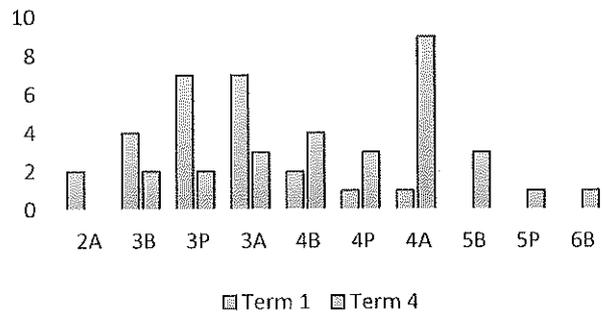
**Year 7 Male - Writing**



**Year 7 - Maori**

- This shows that there are 17 Maori students achieving above 4b compared with 2 in Term 1
- There are 4 Maori students achieving at 4b compared to 2 Maori students in Term 1
- It also shows that there are 7 Maori students achieving below 4b compared to 20 in Term 1

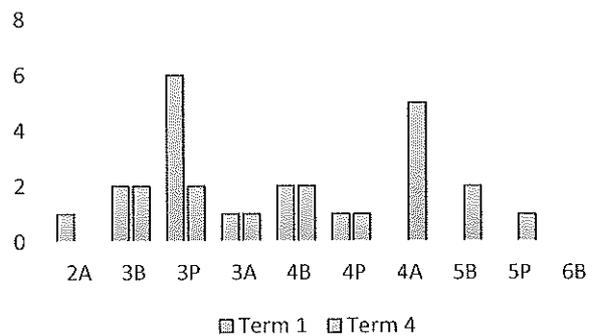
**Year 7 Maori - Writing**



**Year 7 - Maori Male**

- This shows that there are 9 Maori students achieving above 4b compared with 1 in Term 1
- There are 2 Maori students achieving At 4b compared to 2 in Term 1
- It also shows that there are 5 Maori students achieving below 4b compared to 10 in Term 1

**Year 7 Maori Male - writing**

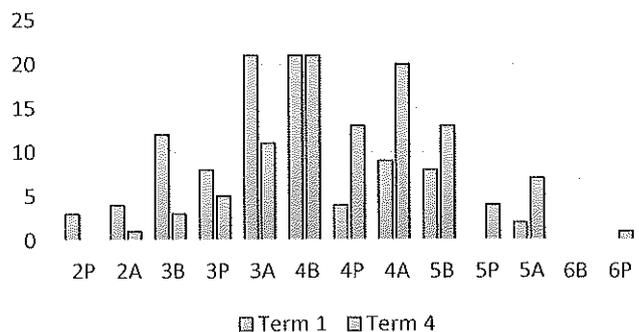


**Year 8**

**Year 8 - Male**

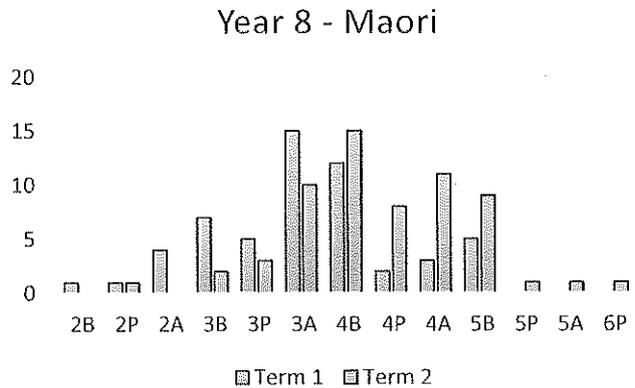
- This shows that there are 25 male students achieving above 4a compared with 10 in Term 1
- There are 33 male students achieving At 4p or 4a compared to 13 male students in Term 1
- It also shows that there are 41 male students achieving below 4p compared to 69 in Term 1

**Year 8 - Male - Writing**



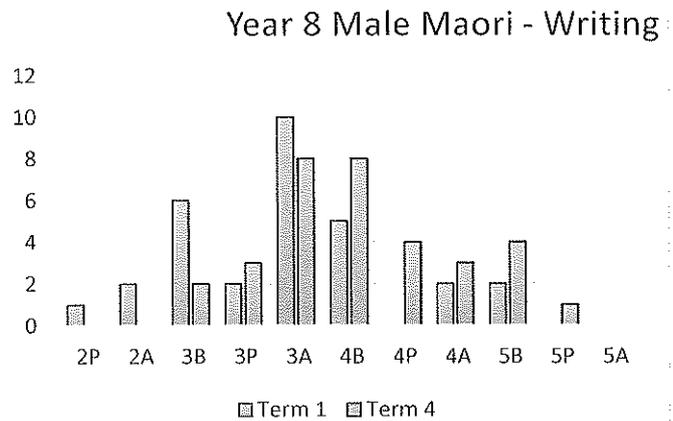
**Year 8 – Maori**

- This shows that there are 25 Maori students achieving above 4a compared with 10 in Term 1
- There are 19 male students achieving at 4p or 4a compared to 5 Maori students in Term 1
- It also shows that there are 31 Maori students achieving below 4p compared to 45 in Term 1



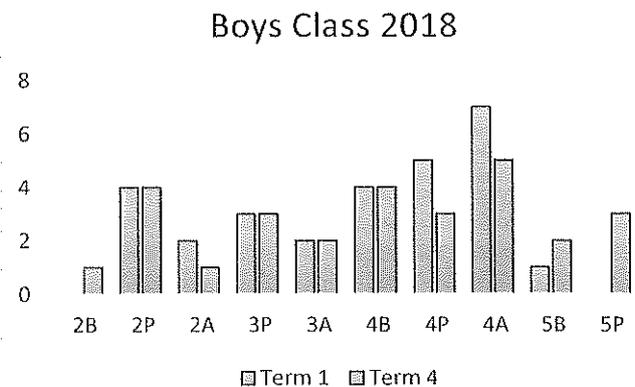
**Year 8 - Maori Male**

- This shows that there are 5 male Maori students achieving above 4a compared with 2 in Term 1
- There are 7 male students achieving at 4p or 4a compared to 2 male Maori students in Term 1
- It also shows that there are 21 male Maori students achieving below 4p compared to 26 in Term 1



**Boys class 2018**

- 13 students are achieving at or above 4p in Term 4 compared to 13 in Term 1
- 14 students are achieving below 4p in Term 4 compared to 15 in Term 1
- 5/11 Maori boys are achieving at or above 4p compared to 4/11 in Term 1



### **Overall:**

- Writing results are looking very positive.
- Most Year 7 & 8 students are working 'At' or above Level 4 based on 1 writing sample
- Only a small number of students working below level 4.
- Of concern is the increase in Year 7 Maori males working 'Below' NS which need to be addressed.
- The Year 8 Writing results showed much progress for Maori males and females, with a few number working 'Below' N.S. Although, it is of concern the higher number of males and females working 'Well Below' NS.
- As many Year 7 students are now working at Level 4 in the NZ Curriculum, it will take many 2 years to achieve the expected NS results.
- The Boys Only class is showing slight progress with moving students from at to above in writing

### **What does this mean**

As there has been focusing o Writing this year our results have increased. This data is based on one sample and not an OTJ from the teachers. we need to continue to focus on our targeted students in literacy which is our male Maori students. Write that essay is giving students structure for their writing. There has been a huge increase in our writing levels over the year.

### **Next year goals 2019**

- To increase all areas including Maori students, male students and Maori male students to over 80% as an OTJ for the year, not based on 1 sample
- To lift the level Writing for Maori male students from 63,5% to 80% working At or Above level 4
- To identify new Year 7 students 'at risk' and working Below level 4 to achieving level 4 by the end of the year.
- To continue using Write That Essay Writing programme with students.
- For **all** teachers to use the online tool for Write that Essay.
- Teachers to continue with Professional Development in Writing.
- To continue focused group writing with students targeted at their needs
- For teacher to attend across school writing moderation and within school writing moderation
- Get teachers to enter the OTJ from the end of 2018 at the beginning of 2019 and then make an OTJ in Term 4 so the data is more relevant than just one test.

## **READING**

### **TARGET FOR 2018:**

To raise the achievement levels of those students 'Well Below' and 'Below' the National Standard for Reading. The reading target would be to accelerate the progress of those operating below the standard in relation to the reading standards and raise the achievement of all students

### **BACKGROUND;**

As part of our Literacy programme we continue to look at more specifics in our reading.

Some of our strategies were to analyse, collect and collate both student and teacher data as evidence of ongoing monitoring and relating teacher practice to student achievement leading towards embedded inquiry and sustainable practice.

Emphasis being the achievement of students being directly related to the effectiveness of teaching. To this end we continue yearly to revisit the Reading area of the Literacy Curriculum.

We also continued to practice the teaching style of Inquiry Learning and continue to pursue high levels of teaching practice identifying priority learners and providing the learners with strategies to help improve levels of achievement.

### **Some aspects remain a focus for our Reading programme in our school :**

1. Develop a sound understanding of the **progressions** become familiar with the **framework documents...** 'Unpacking the Reading and Writing Standards.' (esp for PRT teachers).
2. Shared understanding of the levels below, at and above their teaching level (Well below, Below, At and Above National Standards) to make consistent judgements.
3. Reinforcing the **key vocabulary** for Writing & Reading – develop cross-curricular writing samples for evidence (integration).
4. Reinforce Reading strategies (Sheena Cameron resource books).
5. We will continue to use STAR and PAT for assessment analysis of data and for this year we will be involved with the COL in trying to implement the PACT Tool to get some consistency across the community and our school.
6. We will continue to use our Current Issues / Events programme to broaden our exposure to vocabulary, to encourage more discussion and to be able to take advantage of the events that are happening in our world on a day to day basis.

### **ACTION:**

**Taupo Intermediate** is a member of the Community of Learning.

Our actions will remain the same for 2018 but will involve some PLD across the Community. We will continue to:

- p Work to increase teacher capability and knowledge of reading .
- p Dedicate staff meeting time to teaching strategies for the improvement of reading.
- p Support for teachers through the COL, the Literacy Leadership group and our Teaching Teams.
- p Classroom Release and Observations remain an important component for us to share 'good' practice.
- p Hold Team meetings and ensure that they have a major emphasis on professional development., sharing of ideas.
- p To improve reading comprehension skills through focussed teaching and specific acts of teaching during Guided Reading.

- ▷ To monitor closely student achievement of critical students through effective use of NZCER—PAT comprehension , Vocabulary and also STAR along with Probe and Running Records and the continued development of the PACT Tool in 2018.
- ▷ Ability grouping will need to be utilized in classrooms with resources selected specifically for their age group.
- ▷ Deliberately timetabling Reading—Literacy and numeracy—during the optimum learning times of the day—9-11.30am for all classes. READING becomes the focus everyday in every classroom.
- ▷ To encourage the use of “print-rich” environments where word lists are co-constructed to promote a wider vocabulary base.
- ▷ To have clear guidelines for the use of Technology - / LAPTOPS into our classroom programmes and to this end all our students are signed up for EBooks at the Taupo Library.

#### TARGETED STUDENTS / STAFF/ PARENTS.

##### **Students:**

need to be achieving at their Year level or at the very least one year off.

##### **Staff:**

To develop action plans for Reading Strategies, and the motivation of students.

##### **Parents:**

Each class teacher will be required to report to their Parents by:

- producing an End of Term One Class Report which will summarise the gathered Data and indicate where the learning levels are at.
- hold focussed Parent Interviews at the end of Term two, to provide some information for future direction.
- at the end of the year, issue a summative report of the years progress and achievements.

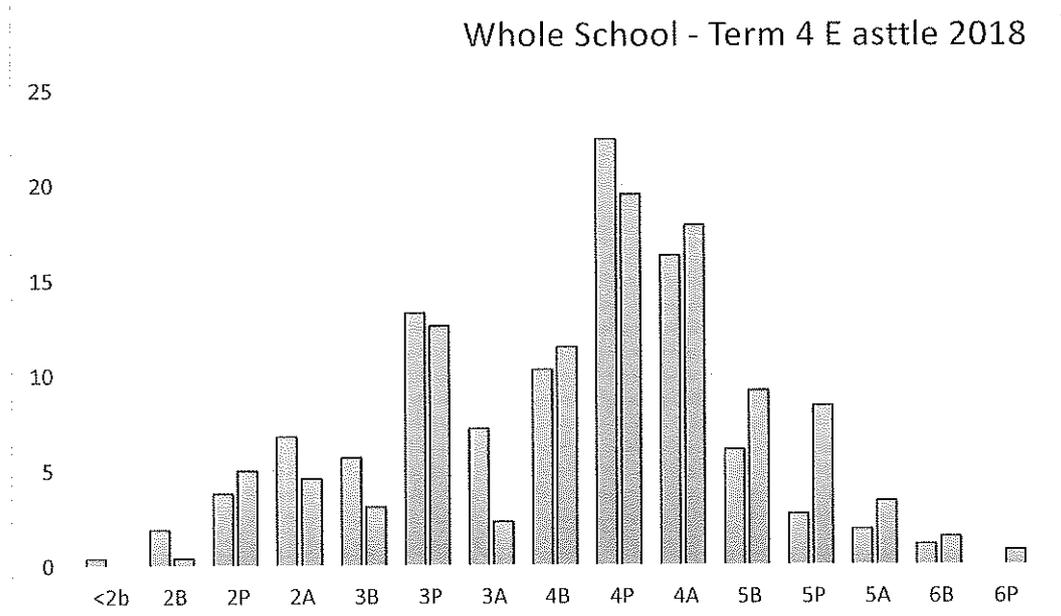
**End of Year Literacy report 2018**

**Rachael Barr - HOD Literacy**

**Reading**

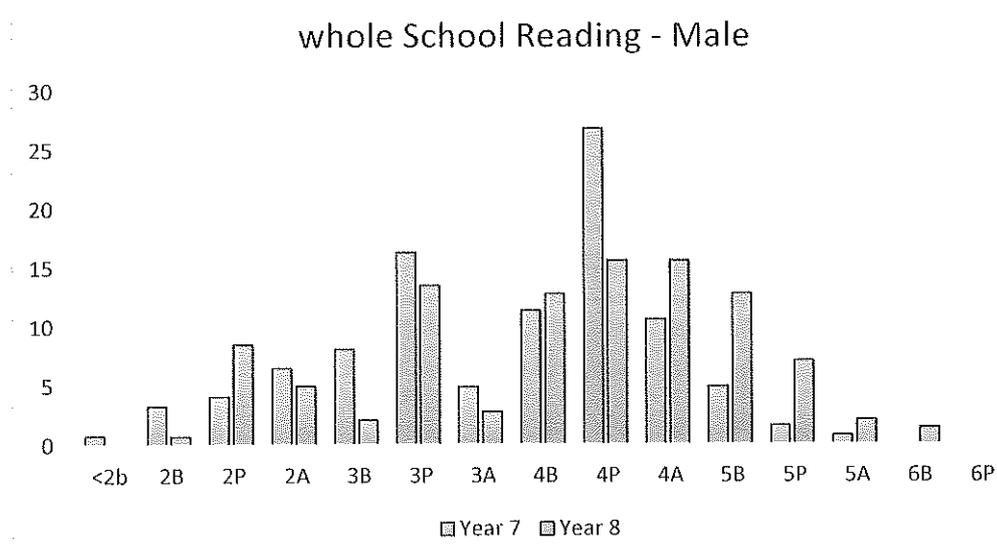
**Whole School Data:**

This overall end of year progress report shows that 66.5% of students are operating at level 4 of the curriculum or above



**Male students**

The graph below breaks the above information down further to focus on male students. This shows that 62.1% of male students are operating at level 4 of the curriculum or above.

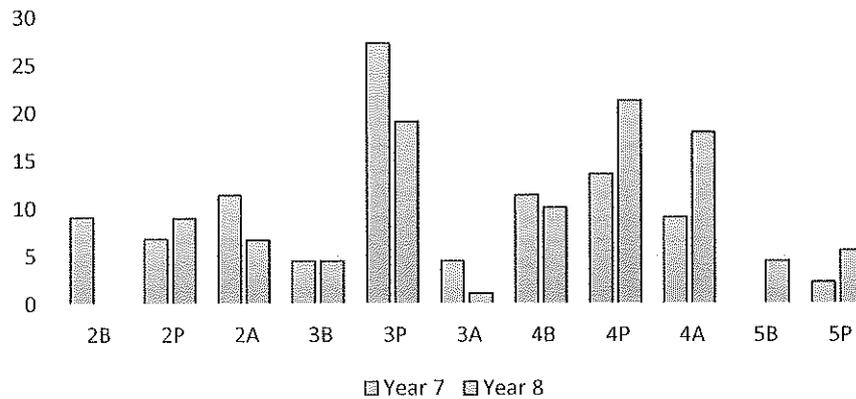


- 56.1% of Year 7 Male students are operating at or above level 4b
- 54.6% of Year 8 Male students are achieving at or above level 4p

## Maori Students

This graph focuses on Maori students. This shows that 51.8% of Maori students are achieving at level 4 or above

### Whole School Reading - Maori

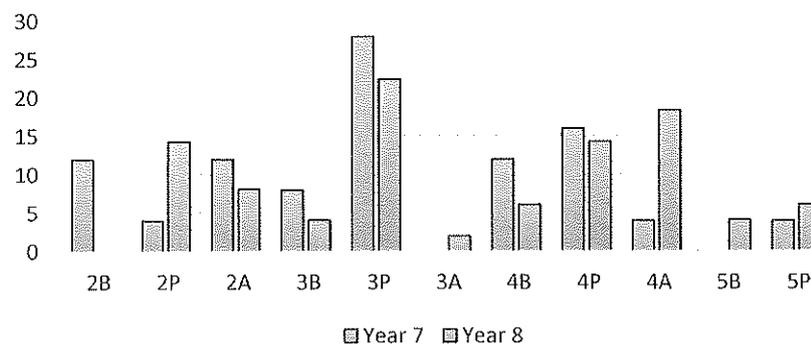


- 36.4% Year 7 Maori students are achieving at or above level 4b
- 49.4% of Year 8 Maori students are achieving at or above level 4p
- 36.8% of Year 7 Female Maori students are achieving at or above level 4b
- 36% of Year 7 Male Maori students are achieving at or above level 4b
- 57.5% of Year 8 Female Maori students are achieving at or above level 4p
- 42.9% of Year 8 Male Maori students are achieving at or above level 4p

## Maori Male Students

This graph focuses on Maori boys. This shows that 44.6% of Maori male students are achieving at level 4 or above

### Reading data - Maori male



- 36% of Year 7 Male Maori students are achieving at or above 4b
- 42.9% of Year 8 Male Maori students are achieving at or above 4p

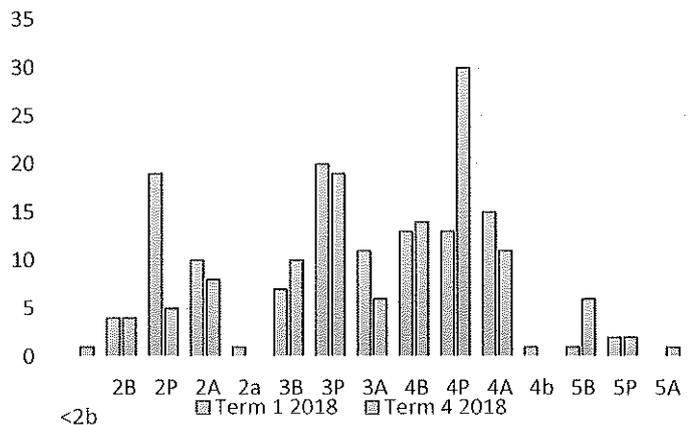
**End of Year data when compared with Term 1 2018 data**

**Year 7**

**Year 7 - Male**

- This shows that there are 50 male students achieving above 4b, compared with 32 in Term 1
- There are 14 male students achieving at 4b compared to 13 male students in Term 1
- It also shows that there are 53 male students achieving at 3a or below compared to 72 in Term 1

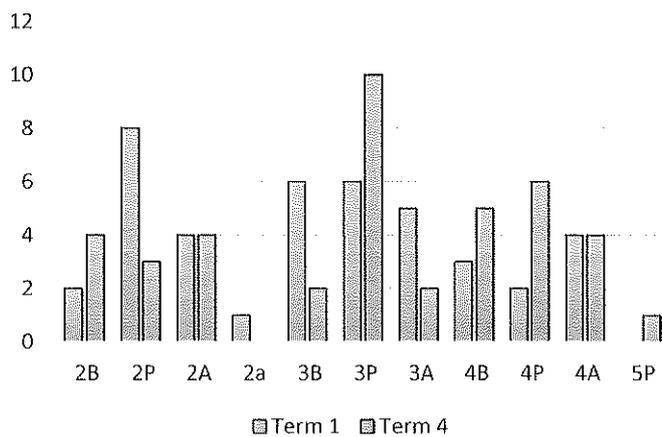
**E asttle Reading - Term 1 and Term 4 2018**



**Year 7 - Maori**

- This shows that there are 11 Maori students achieving above 4b compared with 6 in Term 1
- There are 5 Maori students achieving at 4b compared to 3 maori students in Term 1
- It also shows that there are 25 Maori students achieving below 4b compared to 32 in Term 1

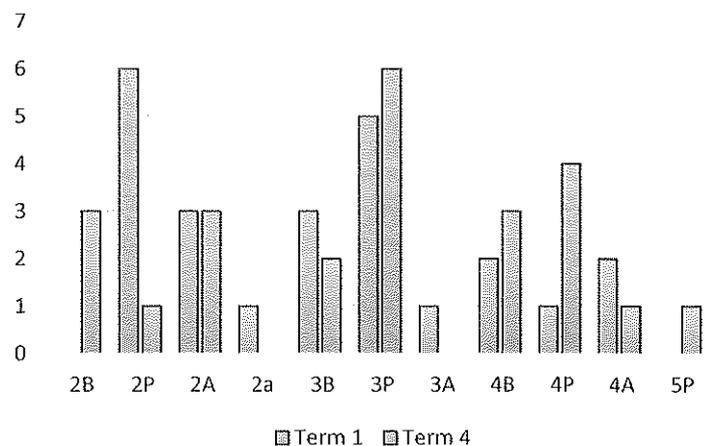
**Year 7 Maori**



**Year 7 - Maori Male**

- This shows that there are 6 Maori students achieving above 4b compared with 3 in Term 1
- There are 3 Maori students achieving At 4b compared to 2 in Term 1
- It also shows that there are 15 Maori students achieving below 4b compared to 19 in Term 1

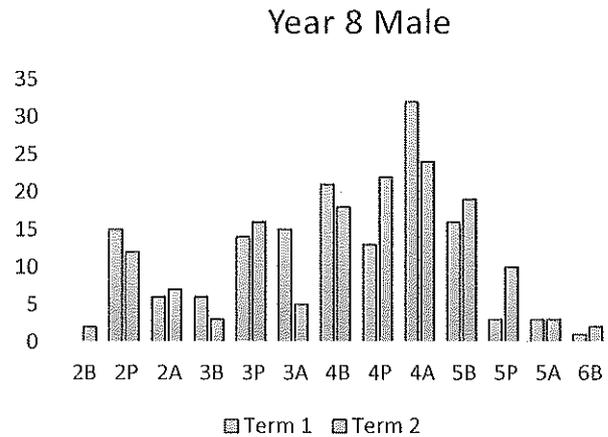
**Year 7 Maori Male**



**Year 8**

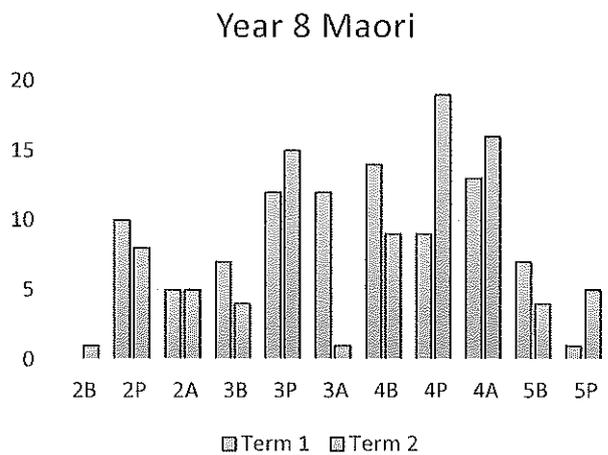
**Year 8 – Male**

- This shows that there are 34 male students achieving above 4a compared with 23 in Term 1
- There are 46 male students achieving At 4p or 4a compared to 45 male students in Term 1
- It also shows that there are 63 male students achieving below 4p compared to 77 in Term 1



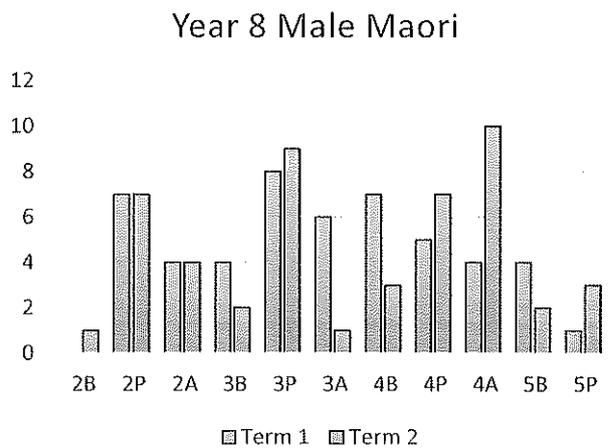
**Year 8 - Maori**

- This shows that there are 9 maori students achieving above 4a compared with 8 in Term 1
- There are 35 male students achieving at 4p or 4a compared to 22 maori students in Term 1
- It also shows that there are 43 maori students achieving below 4p compared to 60 in Term 1



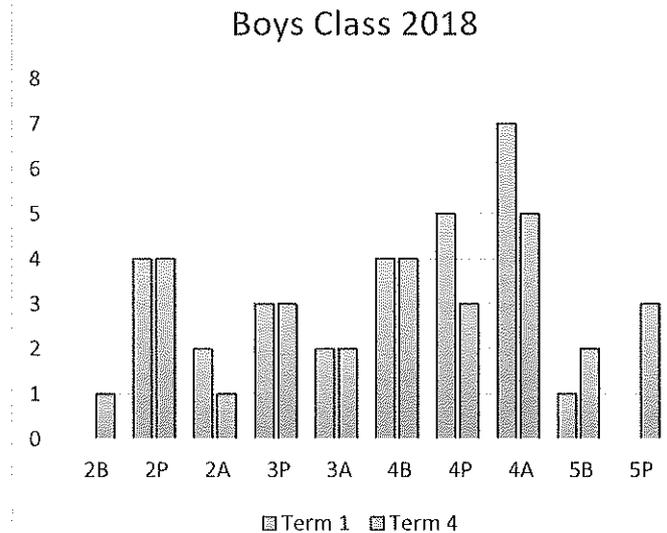
**Year 8 - Maori Male**

- This shows that there are 5 male Maori students achieving above 4a compared with 5 in Term 1
- There are 17 male students achieving at 4p or 4a compared to 9 male Maori students in Term 1
- It also shows that there are 27 male Maori students achieving below 4p compared to 36 in Term 1



### Boys class 2018

- 13 students are achieving at or above 4p in Term 4 compared to 13 in Term 1
- 14 students are achieving below 4p in Term 4 compared to 15 in Term 1
- 5/11 Maori boys are achieving at or above 4p compared to 4/11 in Term 1



### Overall

- Although this data does not look as flash as last year there are still very obvious positive movements in the right direction.
- This data is based on a sole test which sometimes students score lower in compared to their otj. As this is a transition year from national standards to curriculum levels it was hard to compare 2017 to 2018 so I have compared Term 1 to Term 4
- Reading results are looking good with approximately 66.5% of all students including Maori and males achieving at or above the standard.
- Year 7 male students and Year 7 Maori students are achieving at a lower rate than the whole school, in particular, Maori Year 7 boys with only 36% compared to the whole school data of 66.5%.
- There are more male students achieving above the expectation in Term 4 than in Term 1.
- There are less male students achieving below the expectation in both Years 7 and 8

### What does this mean

As there has been a focus on numeracy for the last 2 years, and writing this year, reading hasn't been the focus for a while. Reading results for the school have always been quite a lot better than mathematics and writing.

We need to focus more on our targeted students in literacy and move our level 3s to level 4.

### Next year goals

- To increase all areas including Maori students, male students and Maori male students to over 80% based on an OTJ made by the teacher.
- To target Maori males in Reading to increase their achievement.
- Teaching reading comprehension and decoding strategies to students below Level 4
- To move Level 3's to Level 4
- Get teachers to enter the OTJ from the end of 2018 at the beginning of 2019 and then make an OTJ in Term 4 so the data is more relevant than just one test.

## **MONITORING:**

In 2018 the Principal Bill Clarke continued to work with an Mentor John Crone as part of the requirements of the Board and the Registered Teacher Criteria.

The Board Chair Vanessa Donald worked with the Principal and Appraise his performance

Anne Giles our Literacy facilitator has continued to work in the school building the capacity of our Senior and Middle Management.

Team Leaders and Senior Management through various processes, continued to work closely with our teachers as well monitoring teacher capability and effectiveness by Classroom observations and working with the Professional Logs as required under the Registered Teacher Criteria.

*“Teacher professional learning and development is contributing to improved learning outcomes for children. There is positive alignment between the learning needs of students and priorities for teacher professional development. This is particularly strong in relation to culturally responsive and relational pedagogy, mathematics and more recently in writing. Leaders and teachers are continuing the development of ‘teaching as inquiry’ and are working towards a more integrated and collaborative approach to teaching and curriculum design. The school has a clear focus on improving learner outcomes for their at risk children”. ERO Report 2017*

Taupo Intermediate School continues to stand out in this community in a number of important areas and continues to reinforce that it is an important provider of education for the emerging adolescents in the Middle Years, 10 – 14 years of age.

**Mr William Dean Clarke**  
**PRINCIPAL**



Kotare Street

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Telephone: 07 378 8097

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### **Kiwisport**

Kiwisport is a government funding initiative to support students' Participation in organised sport.

In 2018, the school received a total kiwisport funding of \$7,858.75

The funding was spent on sporting endeavours for our students.