

TAUPO INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1988

Principal: William Clarke

School Address: 22 Kotare Street, Hilltop

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Accountant / Service Provider:

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TAUPO INTERMEDIATE

Annual Report - For the year ended 31 December 2021

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Taupo Intermediate

Statement of Responsibility

For the year ended 31 December 2021

The Board 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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.



Full Name of Presiding Member



Signature of Presiding Member

31 May 2022

Date:



Full Name of Principal



Signature of Principal

31 May 2022

Date:

Taupo Intermediate

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	4,682,414	4,433,738	4,789,512
Locally Raised Funds	3	401,294	358,000	373,874
Interest Income		5,403	-	11,910
Gain on Sale of Property, Plant and Equipment		-	-	39,969
International Students	4	5,700	18,000	28,222
		<u>5,094,811</u>	<u>4,809,738</u>	<u>5,243,487</u>
Expenses				
Locally Raised Funds	3	366,071	358,860	318,895
International Students	4	6,552	-	6,043
Learning Resources	5	3,283,250	2,891,378	3,180,616
Administration	6	290,979	307,744	305,200
Finance		1,598	1,304	13,045
Property	7	1,066,378	1,101,385	1,084,465
Depreciation	12	124,594	173,240	121,302
Loss on Disposal of Property, Plant and Equipment		-	-	1,673
Loss on Uncollectable Accounts Receivable		-	-	1,668
		<u>5,139,422</u>	<u>4,833,911</u>	<u>5,032,907</u>
Net Surplus / (Deficit) for the year		(44,611)	(24,173)	210,580
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(44,611)</u>	<u>(24,173)</u>	<u>210,580</u>

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

Taupo Intermediate
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,604,011	1,378,219	1,382,031
Total comprehensive revenue and expense for the year		(44,611)	(24,173)	210,580
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		1,875	-	11,400
Equity at 31 December		1,561,275	1,354,046	1,604,011
Retained Earnings		1,561,275	1,354,046	1,604,011
Equity at 31 December		1,561,275	1,354,046	1,604,011

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

Taupo Intermediate Statement of Financial Position As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	719,101	353,241	622,201
Accounts Receivable	9	296,551	264,372	304,266
GST Receivable		18,923	-	24,532
Prepayments		15,659	15,530	22,403
Inventories	10	1,972	-	1,499
Investments	11	522,989	406,784	518,051
		<u>1,575,195</u>	<u>1,039,927</u>	<u>1,492,952</u>
Current Liabilities				
GST Payable		-	3,209	-
Accounts Payable	13	338,232	295,189	269,247
Revenue Received in Advance	14	39,967	63,514	27,537
Provision for Cyclical Maintenance	15	119,762	56,907	118,830
Finance Lease Liability	16	79,479	120,220	80,621
Funds held for Capital Works Projects	17	226,180	-	210,493
		<u>803,620</u>	<u>539,039</u>	<u>706,728</u>
Working Capital Surplus/(Deficit)		<u>771,575</u>	<u>500,888</u>	<u>786,224</u>
Non-current Assets				
Property, Plant and Equipment	12	841,275	865,705	860,423
		<u>841,275</u>	<u>865,705</u>	<u>860,423</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	44,650	-	35,167
Finance Lease Liability	16	6,925	12,547	7,469
		<u>51,575</u>	<u>12,547</u>	<u>42,636</u>
Net Assets		<u>1,561,275</u>	<u>1,354,046</u>	<u>1,604,011</u>
Equity		<u>1,561,275</u>	<u>1,354,046</u>	<u>1,604,011</u>

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

Taupo Intermediate Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,182,478	1,150,520	1,173,452
Locally Raised Funds		417,004	75,600	356,891
International Students		5,700	18,000	28,222
Goods and Services Tax (net)		5,609	-	(27,741)
Payments to Employees		(497,435)	(427,754)	(485,634)
Payments to Suppliers		(793,981)	(1,058,794)	(731,356)
Interest Paid		(1,598)	(1,304)	(13,045)
Interest Received		5,403	-	13,508
Net cash from/(to) Operating Activities		323,180	(243,732)	314,297
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	41,391
Purchase of Property Plant & Equipment (and Intangibles)		(94,958)	(152,500)	(251,156)
Purchase of Investments		(4,938)	-	(111,267)
Net cash from/(to) Investing Activities		(99,896)	(152,500)	(321,032)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,875	-	11,400
Finance Lease Payments		(136,320)	(13,346)	(168,248)
Funds Administered on Behalf of Third Parties		8,061	-	22,965
Net cash from/(to) Financing Activities		(126,384)	(13,346)	(133,883)
Net increase/(decrease) in cash and cash equivalents		96,900	(409,578)	(140,618)
Cash and cash equivalents at the beginning of the year	8	622,201	762,819	762,819
Cash and cash equivalents at the end of the year	8	719,101	353,241	622,201

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

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

Taupo Intermediate

Notes to the Financial Statements

For the year ended 31 December 2021

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 and Training Act 2020. 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

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) 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.

e) 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.

f) 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.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprised 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.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	18-40 Years
Furniture and Equipment	5-15 Years
Information and Communication Technology	5 Years
Motor Vehicles	5 Years
Textbooks	4 Years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease



k) 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.

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.

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide 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, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) 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 students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expenses.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

t) Borrowings

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

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,084,030	1,064,984	1,085,857
Teachers' Salaries Grants	2,825,241	2,498,289	2,797,077
Use of Land and Buildings Grants	694,927	784,929	806,119
Other MoE Grants	77,989	81,063	95,696
Other Government Grants	227	4,473	4,763
	4,682,414	4,433,738	4,789,512

The school has opted in to the donations scheme for this year. Total amount received was \$95,550.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	1,664	-	2,115
Fees for Extra Curricular Activities	56,956	48,300	94,500
Trading	266,297	238,100	227,570
Fundraising & Community Grants	25,521	31,600	1,484
Other Revenue	50,856	40,000	48,205
	401,294	358,000	373,874
Expenses			
Extra Curricular Activities Costs	71,062	89,600	73,550
Trading	291,769	269,260	244,638
Fundraising & Community Grant Costs	3,240	-	707
	366,071	358,860	318,895
<i>Surplus/(Deficit) for the year Locally raised funds</i>	35,223	(860)	54,979

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	2	0	0
	2	0	0
Revenue			
International Student Fees	5,700	18,000	28,222
Expenses			
Other Expenses	6,552	-	6,043
	6,552	-	6,043
<i>Surplus/(Deficit) for the year International Students</i>	(852)	18,000	22,179



5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	150,481	140,300	166,858
Library Resources	917	1,700	2,440
Employee Benefits - Salaries	3,081,363	2,687,543	2,980,025
Staff Development	50,489	61,835	31,293
	3,283,250	2,891,378	3,180,616

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	8,613	5,800	5,700
Board Fees	2,530	4,500	4,750
Board Expenses	4,451	14,900	11,014
Communication	8,151	12,500	11,801
Consumables	48,997	47,800	49,811
Other	43,715	47,300	54,147
Employee Benefits - Salaries	142,097	141,000	137,216
Insurance	13,513	16,144	13,001
Service Providers, Contractors and Consultancy	18,912	17,800	17,760
	290,979	307,744	305,200

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	29,843	33,700	26,960
Cyclical Maintenance Provision	26,011	21,930	17,169
Grounds	27,815	23,100	21,082
Heat, Light and Water	42,232	42,726	25,486
Rates	27,026	22,000	18,457
Repairs and Maintenance	85,859	50,000	55,469
Use of Land and Buildings	694,927	784,929	806,119
Security	10,527	10,000	10,031
Employee Benefits - Salaries	109,163	97,500	92,071
Transport Expenses	12,975	15,500	11,621
	1,066,378	1,101,385	1,084,465

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% 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. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	719,101	353,241	622,201
Cash and cash equivalents for Statement of Cash Flows	719,101	353,241	622,201

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

Of the \$719,101 Cash and Cash Equivalents \$236,186 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	49,277	71,851	52,557
Receivables from the Ministry of Education	1,273	-	620
Banking Staffing Underuse	-	-	33,717
Interest Receivable	-	1,598	-
Teacher Salaries Grant Receivable	246,001	190,923	217,372
	296,551	264,372	304,266
Receivables from Exchange Transactions	50,550	73,449	53,177
Receivables from Non-Exchange Transactions	246,001	190,923	251,089
	296,551	264,372	304,266

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	311	-	376
Canteen	1,661	-	1,123
	1,972	-	1,499

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	522,989	406,784	518,051
Total Investments	522,989	406,784	518,051

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	403,294	2,787	-	-	(19,785)	386,296
Furniture and Equipment	278,671	81,911	-	-	(49,617)	310,965
Information and Communication Technology	85,595	10,785	-	-	(22,599)	73,781
Motor Vehicles	61,452	-	-	-	(16,430)	45,022
Leased Assets	18,728	9,963	-	-	(14,578)	14,113
Library Resources	12,683	-	-	-	(1,585)	11,098
Balance at 31 December 2021	860,423	105,446	-	-	(124,594)	841,275

The net carrying value of equipment held under a finance lease is \$14,113 (2020: \$18,728)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	600,331	(214,035)	386,296	597,544	(194,250)	403,294
Furniture and Equipment	1,134,717	(823,752)	310,965	1,052,805	(774,134)	278,671
Information and Communication Technology	368,927	(295,146)	73,781	358,142	(272,547)	85,595
Motor Vehicles	94,929	(49,907)	45,022	94,929	(33,477)	61,452
Textbooks	65,657	(65,657)	-	65,657	(65,657)	-
Leased Assets	56,127	(42,014)	14,113	45,015	(26,287)	18,728
Library Resources	126,692	(115,594)	11,098	127,841	(115,158)	12,683
Balance at 31 December	2,447,380	(1,606,105)	841,275	2,341,933	(1,481,510)	860,423

13. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	62,543	83,740	30,724
Accruals	5,468	3,381	6,010
Banking Staffing Overuse	10,465	-	-
Employee Entitlements - Salaries	246,001	190,923	217,372
Employee Entitlements - Leave Accrual	13,755	17,145	15,141
	338,232	295,189	269,247
Payables for Exchange Transactions	338,232	295,189	269,247
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	338,232	295,189	269,247

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Income in Advance	39,967	24,111	27,537
International Student Income in Advance	-	16,880	-
Noumea 2020	-	22,523	-
	39,967	63,514	27,537

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	153,997	34,977	142,286
Increase to the Provision During the Year	20,021	21,930	20,953
Adjustment to the Provision	5,990	-	(3,784)
Use of the Provision During the Year	(15,596)	-	(5,458)
Provision at the End of the Year	164,412	56,907	153,997
Cyclical Maintenance - Current	119,762	56,907	118,830
Cyclical Maintenance - Term	44,650	-	35,167
	164,412	56,907	153,997

16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	80,525	120,220	81,925
Later than One Year and no Later than Five Years	7,449	12,547	7,865
Future finance charges	(1,570)	-	(1,700)
	86,404	132,767	88,090
Represented by			
Finance lease liability - Current	79,479	120,220	80,621
Finance lease liability - Term	6,925	12,547	7,469
	86,404	132,767	88,090

17. 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.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Boiler Upgrade project	209034	(26,639)	16,743	9,896	-	-
Hall Upgrade	216914	164,649	-	(138,818)	-	25,831
Louvre Windows Project	223299	11,125	-	(11,125)	-	-
Site Concrete Pathways	223303	15,501	114,647	(140,154)	-	(10,006)
Pool Geothermal Connection	223300	907	13,408	(14,315)	-	-
Reroof F & G Block	223301	33,315	4,669	(37,984)	-	-
Replacement Switchboard	223302	11,635	-	(11,635)	-	-
Outdoor Sports Canopy	232361	-	135,000	(11,000)	-	124,000
Hall: Replace Flotex flooring and markings	233248	-	86,355	-	-	86,355
Totals		210,493	370,822	(355,135)	-	226,180

Represented by:

Funds Held on Behalf of the Ministry of Education	236,186
Funds Due from the Ministry of Education	(10,006)
	226,180

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Hall Remedial Works	201392	4,761	-	(4,761)	-	-
Boiler Upgrade project	209034	155,193	-	(181,832)	-	(26,639)
Hall Upgrade	216914	35,200	160,932	(31,483)	-	164,649
Louvre Windows Project	223299	-	18,000	(6,875)	-	11,125
Site Concrete Pathways	223303	-	18,701	(3,200)	-	15,501
Pool Geothermal Connection	223300	-	31,440	(30,533)	-	907
Reroof F & G Block	223301	-	34,915	(1,600)	-	33,315
Replacement Switchboard	223302	-	59,299	(47,664)	-	11,635
Totals		195,154	323,287	(307,948)	-	210,493

18. 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.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	2,530	4,750
<i>Leadership Team</i> Remuneration	722,262	1,392,214
Full-time equivalent members	6.59	14.85
Total key management personnel remuneration	<u>724,792</u>	<u>1,396,964</u>

There are 8 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	5.00	2.00
	<u>5.00</u>	<u>2.00</u>

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, 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:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$201,055 contract for the Hall Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$197,632 has been received of which \$171,801 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$155,046 contract for the Site Concrete Pathways as agent for the Ministry of Education. This project is fully funded by the Ministry and \$133,348 has been received of which \$143,354 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$150,000 contract for the Outdoor Sports Canopy as agent for the Ministry of Education. This project is fully funded by the Ministry and \$135,000 has been received of which \$11,000 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$97,245 contract for the Hall: Replace Flotex flooring and markings as agent for the Ministry of Education. This project is fully funded by the Ministry and \$86,355 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020: \$965,331)

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	719,101	353,241	622,201
Receivables	296,551	264,372	304,266
Investments - Term Deposits	522,989	406,784	518,051
Total Financial assets measured at amortised cost	<u>1,538,641</u>	<u>1,024,397</u>	<u>1,444,518</u>

Financial liabilities measured at amortised cost

Payables	338,232	295,189	269,247
Finance Leases	86,404	132,767	88,090
Total Financial Liabilities Measured at Amortised Cost	<u>424,636</u>	<u>427,956</u>	<u>357,337</u>

24. Events After Balance Date

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

25. Comparatives

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

26. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAUPO INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

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

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

Other Matter – Breach of borrowing authority

Without modifying our opinion, we draw attention to the fact that the Board did not comply with section 155(2)(b) of the Education and Training Act 2020 in that the Board's borrowings, in aggregate, involved repayments of interest and capital in excess of one tenth of the Board's operational activities grant for the year, without consent from the Minister of Education or Finance. The extent of the unauthorised borrowing is assessed at \$86,404.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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

David Fraser

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

Taupo Intermediate

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Vanessa Donald	Presiding Member	Elected	Sep 2022
William Clarke	Principal		
John McIntyre	Parent Representative	Elected	Sep 2022
Bridget Hayes	Parent Representative	Elected	Dec 2023
Jacalyn Later	Parent Representative	Elected	Dec 2023
Dee Jay Tupe	Parent Representative	Elected	Sep 2022
Kerri Robinson	Staff Representative	Elected	Dec 2021



Kotare Street
TAUPO 3330

e-mail: admin@taupointermediate.co.nz

Telephone: 07 378 8097
Facsimile: 07 378 8618

I wish to advise that Taupo Intermediate School uses the funds each year from Kiwisport Y1 – Y8 to subsidise the students who participate in any sport, individually or in a team sport, with uniforms, transport, registration fees etc.



TAUPO INTERMEDIATE SCHOOL



Kotare Street
TAUPO 3330

e-mail: admin@taupointermediate.co.nz

Telephone: 07 378 8097
Facsimile: 07 378 8618

PRINCIPAL'S REPORT ANNUAL REPORT 2021

- including the Statements of Variance
- annual report for the year 31 December 2021

TAUPO INTERMEDIATE SCHOOL ROLL – 2021

Roll: 613 (*July 2021*) Decile: 6

Ethnic Composition:

#NZ Pakeha – 289

Maori - 251

Other European – 19

Fijians - 5

Samoan - 3

Cook Island - 3

Tokelauan - 4

Pacific People – 1

African - 2

#Southeast Asian - 6

Indian – 3

Other Asian - 11

#Latin American – 5

Other Ethnicity – 9

International Students – 2

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 = 318 - 175 males/ 143 females

Year 8s = 295 - 162 males/ 133 females

pupils (March 2021)

We established 12 x year 7 classes and 12 x year 8 classes including a CWAA - Children With Academic Abilities Class at year 7 and a CWAA Year 8 level.

The two CWAA Classes continued with their online learning programme in a second language – Chinese Mandarin. “My Chinese Teacher” program for 2019. **Lottie Dowling Program Manager My Education Group**
www.myeducationgroup.org

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

Karen Turdeich agreed to carry on teaching in the Boys Class and had another very successful year but with all classes having to adjust to the effects of Covid 19.

In saying that, we had 3 x teachers who left during the year for:

- Room 18 – (Carrise) left end of term one to pursue another career outside of teaching
- Room 13 – Ashleigh) left at the end of term 1 to take up a position in Gisborne.
- Room 9 – (Stephen) left before the end of term 3
- Food Tech – (Morgan) left at the end of term to take up a position at Tauhara
- Science – (Marika) left as a result of the Vaccination Mandate.

We employed 6 x Specialist Teachers to cover the areas of Technology.

- Fabric / Soft materials
- Workshop / Hard materials
- Arts and Craft
- Food technology
- Science
- **The Learning Support Coordinator** was again established in our school for 2021 and has been accommodated in the converted Dental Clinic. We have agreed to see if the space needs any modifications, as it is also a shared space with our Counselling Service. We continue to use "real" – Ministry of Health supported service as our counselling service.

Part -Time teacher Hours allocated for.

- Release of Team Leaders, Heads of Curriculum Areas, and Provisionally Registered Teachers (PRTs).

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.

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.

STRATEGIC AIMS
TARGET 2020

**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.

- This programme is now administered and organized by our Learning Support Coordinator Linda Adams

Set the two-year programme for EOTC.

- With recent appointment of our new Deputy Principal – Sam Blake this programme is to be fully reviewed in 2022.
- The Health and Safety Systems will also be up for review.

Operation of a Specialisation programme.

- Music Whole School, TIS Band, Rock Bands
- Kapa Haka Group – 150 members plus continued integration into our class programmes
- Drama and Dance
- 5 x Specialist Technology areas – Food, Fabric, Visual Arts, ED tech, Science.
- Sports / Elite programme.
- Rotation Activities Programme
- Teaching / tutoring for Te Reo Māori and French and Chinese Mandarin

We were not able to continue with Overseas Cultural Exchange visits to and from New Caledonia - Noumea or undertake an investigative trip to China.

We continued with enrolment of International Students with two students enrolled for the year, one from Korea and one from China.

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 Māori students to take a Leadership role and to experience real positive success and a huge boost to their self-esteem.

We have continued our whole school involvement – led by our Kapa Haka group – that each class is 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
 - representing our school at the annual Tuwharetoa Kapa Haka Festival. **This did not happen again in 2021 due to COVID 19 – the festival was cancelled.**
 - 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.
 - Teaching other classes our haka and Waiata continued throughout the year./
- **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 areas 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 of Rock Bands.
In 2021. they did not get the opportunity to compete at the Battle of the Bands because of COVID 19 instead they had a virtual Band quest.
We entered a Year 7 and a Year 8 Rock combined Band into this competition and were rewarded with 2nd Place and Best Guitarist overall.
 - performing at the TIS has Talent and the Orientation visits from our Year 7s.
 - providing entertainment for several organisations in Taupo.
 - By working alongside the other schools in our district when they all come 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. **Again, this Music event did not take place because of COVID 19.**
 - Providing support at our School Assemblies again the final assembly was also online with us spending time pre-recording items.
- **Taupo Intermediate School Has Talent** concept has now become an integral part of ‘the way we do things around here’. **This did not take place because of COVID**

- **Dance** – Dance NZ Made: We again participated in a venture called NZ Dance Made- 2nd at regionals, then 2nd at Nationals in Palmerston North.
 - **2nd Languages** – such as Te Reo Māori, Chinese (Mandarin) and French were also offered to some of our classes and groups of students and teachers.
 - The French classes did not eventuate as these students would have been 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 7 and 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.
- **The Students and Teachers did NOT make the trip to Noumea – New Caledonia as part of Taupo’s Sister City programme and Taupo Intermediate School – Jean Mariotti School, Cultural Exchange programme due to COVID 19.**

A number of other activities took place in 2020.

- 18 x students and 4 x adults undertook a week-long tramp through the **Abel Tasman National Park**. This was our 11th successive year of undertaking this challenge and has now become one of the most sought-after activities in our school. Staff attendees – Baz Haydon / Stephanie Grimshaw
- 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.
A number of the planned events didn’t take place but were replaced with alternative activities.

Principal’s Academic Award 2021

38 x Gold / 12 x Silver / 14 x Bronze

Donovan Bixley Award 2021

29 x Gold / 12 x Silver / 18 x Bronze

Bevan Docherty Sports Award 2021

71 x Gold / 23 x Silver / 19 x Bronze

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

At AIMS GAMES (New Zealand Association Intermediate Middle School’s) weeklong games was cancelled this year due to Covid 19.

This also affected our abilities to run alternative tournaments.

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

- **11 x Disciplinary Board meetings were held.**

- 1st April for a suspension of a student. The student was returned to Taupo Intermediate School with conditions.
- 21st May 2021 for a suspension meeting of a student. The student was excluded from Taupo Intermediate School.
- 31st May 2021 for a suspension meeting of a student. The result was that the suspension was lifted, and the student was reinstated into Taupo Intermediate School with conditions
- 4th June 2021 for a suspension meeting of a student. The result was that the suspension was lifted, and the student was reinstated into Taupo Intermediate School with conditions
- 15th June 2021 for a suspension meeting of a student. The result was that the student was excluded from Taupo Intermediate School.
- 9th July 2021 for a suspension meeting of a student. The result was that the student was excluded from Taupo Intermediate School.
- 9th August 2021 for a suspension meeting of a student. The result was that the student was excluded from Taupo Intermediate School.
- 13th August 2021 for a suspension meeting of a student. The result was that the student was excluded from Taupo Intermediate School.
- 17th August 2021 for a suspension meeting of a student. The result was that the suspension was lifted, and the student was reinstated into Taupo Intermediate School with conditions
- 17th August 2021 for a suspension meeting of a student. The result was that the suspension was lifted, and the student was reinstated into Taupo Intermediate School with conditions
- 17th August 2021 for a suspension meeting of a student. The result was that the student was excluded from Taupo Intermediate School.

- **Stand downs:** 56 x students for a maximum of 5 x days -

- 30 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.**

Overall attendance rate for the year was 79.5 %

The percentage of students attending regularly was highest in term 1 of 2021 (64.0%) and lowest in term 4 of 2021 (46.7%). Fewer students were attending regularly in term 4 of 2021 (46.7%) than in the same term of 2020 (55.3%)

- **Cases of Truancy or Questions about attendance**

- A number of 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.
- Our Learning Support Co-ordinator is directly involved in monitoring our attendance structure along with our Administration staff.

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

- Breakdown of the relationship with the classroom teacher.
- Issues and or difficulties with other students.
- Incomplete work – Homework
- ***Uncertainty created by COVID Levels has had an impact but unsurprising really is the high percentage of attendance, NOT, a lot of our students want to stay home!!***

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

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

Following the Covid 19 pandemic the Ministry asked all schools to provide them with up to date, data about school attendance.

The reason given was that there are still a high percentage of students who had not returned to school, as well as a concern that on a daily basis there were at least 30% of students in the total population who regularly didn't attend school each day.

Students who **arrive late** to school need to re-programme themselves. If they arrive late that is after 9.00am they are likely to be marked absent and parents receive a txt indicating that.

- ❖ **Our Learning Support Coordinator Linda Adams** appointed in 2020 – was responsible with looking at our attendance data and had been attending the TAAP – Taupo Attendance Action Partnership and some of our Family Conferences.

Learning Support Co-ordinator Role Description for Taupo Intermediate School

- 1. Support students through building an inclusive school culture where all students are able to participate, progress and make successful transitions into and out of TIS.**
 - Special; assessment conditions
 - Attendance
 - Health Nurse referrals
 - Counselling
 - Strengthening families
 - Family Works
 - Youth Aide
 - Oranga Tamariki
 - Contributing Schools
 - TNT/Tauhara
 - MOE behaviour team
 - MOE Learning Support Team
- 2. Support teachers to meet the needs of any students with learning disabilities, high health needs, physical disabilities.**
 - RTLB referral
 - Funding Applications
 - Assistive technology
 - Teacher Aides timetables
 - Small group intervention e.g., Donna and Alpha to Omega, remedial maths groups
- 3. Support parents/caregivers to partner with the school to develop positive relationships with Teachers, Teacher Aides, and any community agencies.**
 - Support and recommend which agencies may be of assistance to the family.
 - Attend Strengthening Family's meetings from school support perspective.

- Attend T-AAP meetings (Taupo Attendance Action Partnership)
- 4. **LSC to access services and resources to support learners and their parents/caregivers.**
 - Initial contacts to support parents/caregivers.
 - Agency contact details.
- 5. **Work with and influence the school leadership team to ensure all students receive appropriate support to enhance teaching and learning.**
 - Teacher Aide
 - Attendance procedures and targets
 - Resources for teacher aides.



Data 2021- End of Year

Data used for these graphs is from Overall Teacher Judgements.

By Megan Chapman

Reading Data Year 7 – where students are at Comparing Mid and End of year

Reading End Y7 - 2021 - 100% Bar Chart

Filtered By: Year 7



Reading Mid Y7 - 2021 - 100% Bar Chart

Filtered By: Year 7



EOY Reading Data Year 7s - split by Gender and Ethnicity

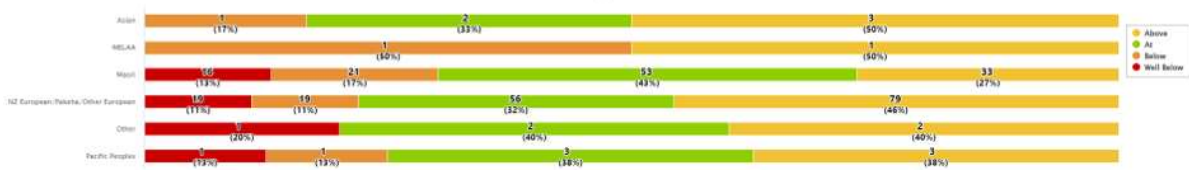
Reading End Y7 - 2021 - 100% Bar Chart

Split By: Gender
Filtered By: Year 7



Reading End Y7 - 2021 - 100% Bar Chart

Split By: Ethnicity
Filtered By: Year 7



Accelerated Reading Data = Yr 7 (progress from Mid to end of Year)

Accelerated Reading Data - 2021 Term 1 To 2021 Term 2 - 100% Bar Chart

Split By: Ethnicity
Filtered By: Year 7



Accelerated Reading Data - 2021 Term 1 To 2021 Term 2 - 100% Bar Chart

Filtered By: Year 7



Accelerated Reading Data - 2021 Term 1 To 2021 Term 2 - 100% Bar Chart

Split By: Gender
Filtered By: Year 7



READING – Year 8 Where students are at – Mid Year Vs End of Year

Reading End Y8 - 2021 - 100% Bar Chart



Reading Mid Y8 - 2021 - 100% Bar Chart

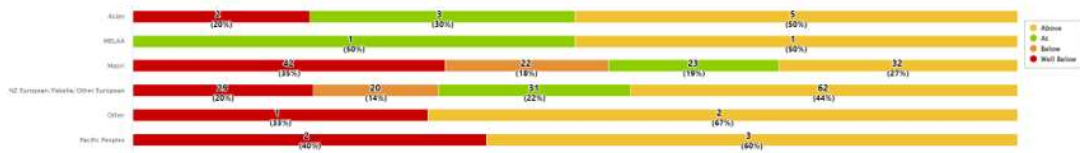


Year 8s End of Year Reading Data Split By Gender and Ethnicity

Reading End Y8 - 2021 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 8



Reading End Y8 - 2021 - 100% Bar Chart

Split By: Gender

Filtered By: Year 8



Accelerated Year 8 data (Mid Year 2020 to Term 4 2021)

Accelerated Reading Data - 2021 Term 1 To 2021 Term 4 - 100% Bar Chart



Accelerated Reading Data - 2021 Term 1 To 2021 Term 4 - 100% Bar Chart



Accelerated Reading Data - 2021 Term 1 To 2021 Term 4 - 100% Bar Chart



Where our year 7s are at in WRITING – End of Year OTJS Compared to Middle of Year

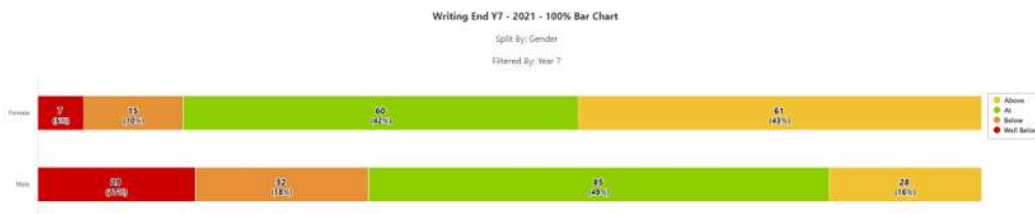
Writing End Y7 - 2021 - 100% Bar Chart



Writing Mid Y7 - 2021 - 100% Bar Chart



Year 7s EOY writing Data split by Gender and Ethnicity



Accelerated Writing Data = Yr 7 (progress from Mid to end of Year) OTJS Compared to Middle of Year



Where our year 8s are at in WRITING – End of Year OTJS Compared to Middle of Year



Year 8s Writing Data: Accelerated Progress from mid 2020 – end of 2021

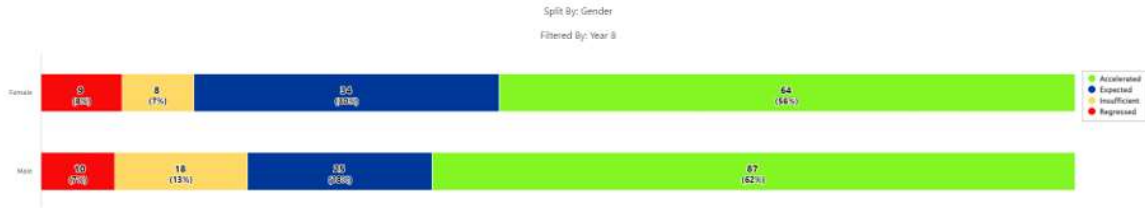


Year 8s Writing Data: Accelerated Progress from mid 2020 – end of 2021

Accelerated Writing Data - 2021 Term 1 To 2021 Term 4 - 100% Bar Chart



Accelerated Writing Data - 2021 Term 1 To 2021 Term 4 - 100% Bar Chart



Maths – where our year 7s are at Comparing Mid 2021 to End 2021

Maths End Y7 - 2021 - 100% Bar Chart

Filtered By: Year 7



Maths Mid Y7 - 2021 - 100% Bar Chart

Filtered By: Year 7



EOY Maths – where our year 7s are at split by Gender and Ethnicity

Maths End Y7 - 2021 - 100% Bar Chart

Split By: Gender

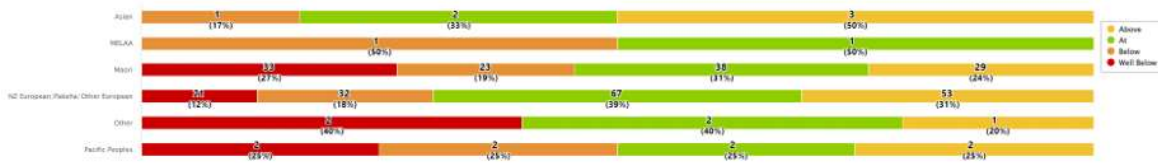
Filtered By: Year 7



Maths End Y7 - 2021 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 7



EOY Maths – where our year 7s are at split by Gender and Ethnicity

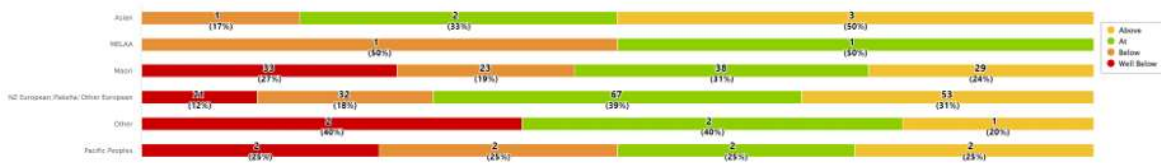
Maths End Y7 - 2021 - 100% Bar Chart

Split By: Gender
Filtered By: Year 7



Maths End Y7 - 2021 - 100% Bar Chart

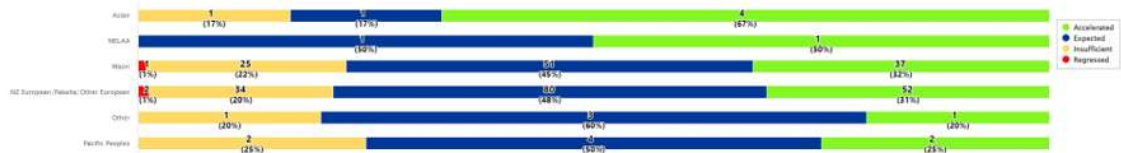
Split By: Ethnicity
Filtered By: Year 7



Year 7 Math Accelerated Progress split by Gender and Ethnicity

Accelerated Math Data - 2021 Term 1 To 2021 Term 2 - 100% Bar Chart

Split By: Ethnicity
Filtered By: Year 7



Accelerated Math Data - 2021 Term 1 To 2021 Term 2 - 100% Bar Chart

Split By: Gender
Filtered By: Year 7



Maths – where our year 8s are at Comparing Mid 2021 to End 2021

EOY



Maths Mid Y8 - 2021 - 100% Bar Chart

Filtered By: Year 8

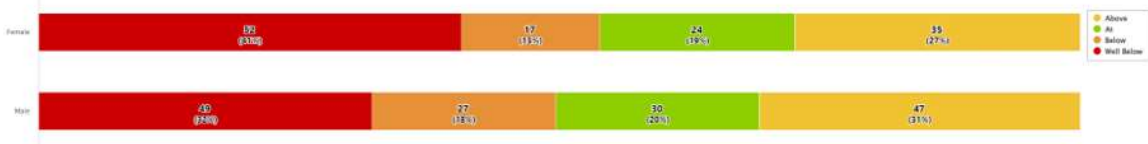


Year 8 Maths Data where our students are at – split by Gender and Ethnicity

Maths End Y8 - 2021 - 100% Bar Chart

Split By: Gender

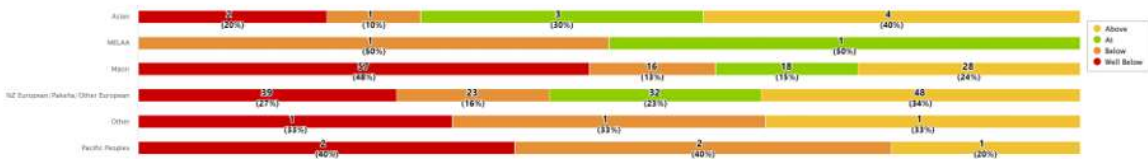
Filtered By: Year 8



Maths End Y8 - 2021 - 100% Bar Chart

Split By: Ethnicity

Filtered By: Year 8



Year 8 Progress – Accelerated Math Data from Mid Year 2020 to End of 2021

Accelerated Math Data - 2021 Term 1 To 2021 Term 4 - 100% Bar Chart

Filtered By: Year 8



Year 8 Progress – Accelerated Math Data from Mid Year 2020 to End of 2021

Accelerated Math Data - 2021 Term 1 To 2021 Term 4 - 100% Bar Chart

Split By: Gender

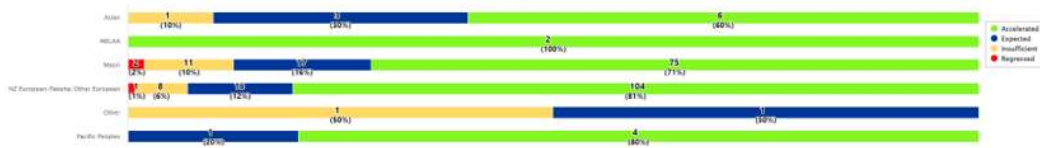
Filtered By: Year 8



Accelerated Math Data - 2021 Term 1 To 2021 Term 4 - 100% Bar Chart

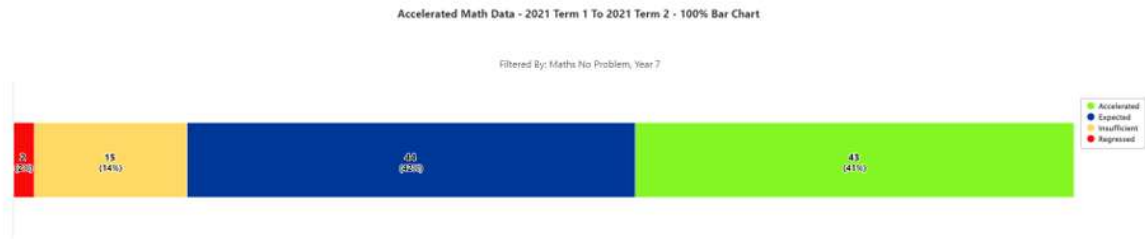
Split By: Ethnicity

Filtered By: Year 8

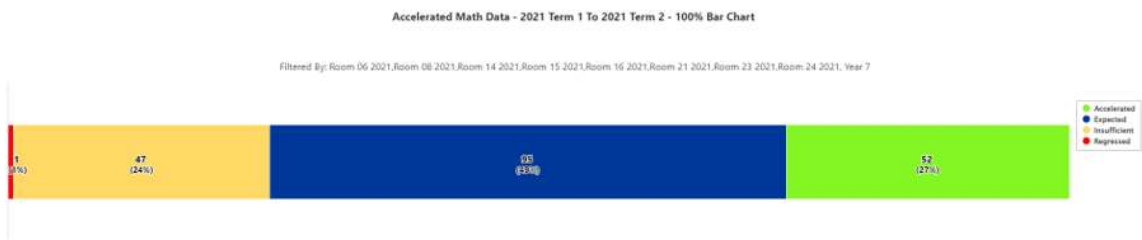


Maths No Problem Progress

Yr 7 Classes using MNP:



Yr 7 Classes not using MNP:



NEXT STEPS for 2022

Continue to monitor effect from Maths No Problem Program – will take baseline data of new year 7s in 2022

develop teachers understanding and use of e-asTTle for teaching and learning

Identify students in year 7 who have regressed or not made any progress in 2021 and work with their year 8 teachers to track them and put interventions in place

Support new teachers with Write that Essay

Continue working with CORE on Assessment for learning, developing teachers' data literacy so they can track student's progress

Continue to work with CORE on Local Curriculum to integrate the NZ histories curriculum and develop rich learning experiences to lift engagement

Investigate Structured Literacy as part of the Kahui Ako

Investigate Real Time Reporting

Investigate spelling tests that inform teaching and learning

Develop collaboration amongst teams using 6 Day timetable as a vehicle - Known to have a huge affect on achievement (1.57 effect size)

PROPERTY DEVELOPMENT

TARGETS 2021

The continued implementation of our 5-year Property Plan:

- **Working with new Ministry of Education Property Facilitator Kiri Cheetham.**

- **Replace Louvre windows Rooms 9-11 / 15-16**
 - This project has still not eventuated.
 - Planned for 2021 - an alternative solution was made using Perspex.

- **Uneven playing surfaces Room 24 - 27**
 - This project was completed in October 2021 and then had to all be resealed after laid asphalt began to break down. Concrete drains had to be redone as well.
 - Remedial work carried out.

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

- This was completed with the signing of our new agreement in August 2020.

That we establish Modern Learning Environments—Buildings and also new Furniture –that will facilitate collaborative teaching style to enhance student engagement and encore 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.
-

Two new Additional Classrooms have been installed into our school late 2020 and were opened for business in the New Year 2021.

These projects from the 10 Year Property maintenance plan were undertaken during the 2021 holiday break.

▷ 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

▷ Re- stain decks and fences

- Completed over the Christmas Holiday break

▷ Buildings needing paint where cracks and peeling have occurred.-

- Hall doors
- Interior Walls of toilet blocks refixed and painted

▷ Upgrade Swimming Pool Filter system with new filters being fitted sourced from Palmerston North.

TECHNOLOGY STRATEGIC GOALS for 2021:

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 had a number of new teachers joining our staff and our beginning teachers come with a better level of understanding and practical skill.

We needed 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.

Well at Taupo Intermediate School we were grateful that we had implemented our laptop programme 7 years ago and are still very thankful for the community support for this scheme. We have not had the same support from the Ministry of Education, but I am grateful to our Board of Trustees who have realized the benefits to our students and have indeed supported us to introduce and continue this scheme

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
 - 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 Ab-Tutor 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 workstations - 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.

MONITORING:

In 2021 the Principal Bill Clarke worked with a Mentor Peter Ferris as part of the requirements of the Board and the Registered Teacher Criteria.

The Board Chair Vanessa Donald worked with the Principal and Appraised 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.**