

# **TAIHAPE AREA SCHOOL**

## **FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2016**

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Ministry Number: 549



# TAIHAPE AREA SCHOOL

Financial Statements - For the year ended 31 December 2016

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# Taihapa Area School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

		2016	2016	2015
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	3,507,382	3,460,670	3,933,117
Locally Raised Funds	3	139,161	89,040	142,977
Interest Earned		1,799	6,000	7,408
Gain on Sale of Property, Plant and Equipment		-	-	752
		<u>3,648,342</u>	<u>3,555,710</u>	<u>4,084,254</u>
<b>Expenses</b>				
Locally Raised Funds	3	51,476	47,900	55,978
Learning Resources	4	2,265,619	2,199,679	2,303,819
Administration	5	255,308	239,210	289,134
Finance Costs		6,868	7,000	5,888
Property	6	988,704	983,243	1,421,324
Depreciation	7	91,602	77,861	78,882
Loss on Disposal of Property, Plant and Equipment		-	-	3,132
		<u>3,659,577</u>	<u>3,554,893</u>	<u>4,158,157</u>
<b>Net Surplus / (Deficit)</b>		<b>(11,235)</b>	<b>817</b>	<b>(73,903)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>(11,235)</b></u>	<u><b>817</b></u>	<u><b>(73,903)</b></u>

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

# Taihape Area School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
<b>Balance at 1 January</b>	76,058	76,059	149,961
Total comprehensive revenue and expense for the year	(11,235)	817	(73,903)
Capital Contributions from the Ministry of Education			
School Network Upgrade (SNUP)	32,575	-	-
<b>Equity at 31 December</b>	<b>97,398</b>	<b>76,876</b>	<b>76,058</b>
 Retained Earnings	 97,398	 76,876	 76,058
<b>Equity at 31 December</b>	<b>97,398</b>	<b>76,876</b>	<b>76,058</b>

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



# Taihape Area School Statement of Financial Position

As at 31 December 2016

		2016	2016	2015
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	121,766	91,619	116,408
Accounts Receivable	9	150,659	224,222	224,222
GST Receivable		13,034	17,734	17,735
Inventories	10	15,936	12,452	12,451
		<u>301,395</u>	<u>346,027</u>	<u>370,816</u>
<b>Current Liabilities</b>				
Accounts Payable	12	179,871	254,319	254,319
Revenue Received in Advance	13	100	2,500	2,500
Provision for Cyclical Maintenance	14	74,500	74,500	63,857
Finance Lease Liability - Current Portion	15	25,758	21,668	21,668
Funds held in Trust	16	6,748	6,748	6,748
Funds held for Capital Works Projects	17	108,298	-	138,353
Provision for Bad Debts		11,526	11,526	11,526
Trust Accounts		18,875	22,494	22,494
		<u>425,676</u>	<u>393,755</u>	<u>521,465</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>(124,281)</b>	<b>(47,728)</b>	<b>(150,649)</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	424,133	343,409	421,270
		<u>424,133</u>	<u>343,409</u>	<u>421,270</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	169,701	169,701	145,458
Finance Lease Liability	15	32,753	49,104	49,105
		<u>202,454</u>	<u>218,805</u>	<u>194,563</u>
<b>Net Assets</b>		<u><u>97,398</u></u>	<u><u>76,876</u></u>	<u><u>76,058</u></u>
<b>Equity</b>		<u><u>97,398</u></u>	<u><u>76,876</u></u>	<u><u>76,058</u></u>

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

**Taihape Area School**  
**Statement of Cash Flows**  
For the year ended 31 December 2016

		2016	2016	2015
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		909,919	805,775	923,165
Locally Raised Funds		144,705	172,372	179,889
Goods and Services Tax (net)		4,700	-	3,536
Payments to Employees		(396,767)	(299,950)	(377,892)
Payments to Suppliers		(540,626)	(675,235)	(656,963)
Interest Paid		(6,868)	(7,000)	-
Interest Received		1,799	6,000	7,408
Net cash from / (to) the Operating Activities		116,862	1,962	79,143
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	3,863
Purchase of PPE (and Intangibles)		(39,493)	-	(16,023)
Net cash from / (to) the Investing Activities		(39,493)	-	(12,160)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(27,232)	(26,751)	(27,336)
Funds Administered on Behalf of Third Parties		(44,779)	-	(75,364)
Net cash from Financing Activities		(72,011)	(26,751)	(102,700)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>5,358</b>	<b>(24,789)</b>	<b>(35,717)</b>
Cash and cash equivalents at the beginning of the year	8	116,408	116,408	152,125
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>121,766</b>	<b>91,619</b>	<b>116,408</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 omitted.

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

# Taihape Area School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2016

#### **a) Reporting Entity**

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

#### **b) Basis of Preparation**

##### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 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 11.

#### ***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 15.

#### *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 are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of 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 \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Leased Assets**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Equipment	4-15 years
Furniture	10-15 years
Leasehold Improvements	10-20 years
Library Resources	8 years
IT Equipment	4-5 years
Motor Vehicles	8 years
Buildings	50 years
Land	Nil
Miscellaneous	5-15 years

Leased assets are depreciated over the life of the lease.

#### **l) Intangible Assets**

##### *Software costs*

Computer software acquired by the School is 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. 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 participating schools within a cluster of schools. 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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operational grants	783,003	762,775	813,730
Teachers' salaries grants	1,884,522	1,884,522	1,859,520
Use of Land and Buildings grants	701,067	701,067	1,117,337
Other MoE Grants	97,707	73,906	84,486
Other government grants	41,083	38,400	58,044
	<u>3,507,382</u>	<u>3,460,670</u>	<u>3,933,117</u>

## 3. Locally Raised Funds

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Revenue</b>			
Fundraising	31,349	30,000	35,166
Other revenue	28,649	35,040	34,417
Trading	10,105	13,500	14,380
Activities	41,090	10,500	46,182
Curriculum Recoveries	23,918	-	8,379
Kiwisport	4,050	-	4,453
	<u>139,161</u>	<u>89,040</u>	<u>142,977</u>
<b>Expenses</b>			
Activities	1,996	-	2,394
Trading	5,428	2,700	8,256
Fundraising (costs of raising funds)	-	-	1,697
Other Locally Raised Funds Expenditure	40,302	45,200	40,223
Kiwisport	3,750	-	3,408
	<u>51,476</u>	<u>47,900</u>	<u>55,978</u>
<i>Surplus for the year Locally raised funds</i>	<u>87,685</u>	<u>41,140</u>	<u>86,999</u>

## 4. Learning Resources

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Curricular	96,525	65,921	105,377
Extra-curricular activities	23,083	2,300	38,093
Library resources	23,042	20,880	21,596
Employee benefits - salaries	2,034,437	2,014,722	2,034,845
Staff development	23,980	26,550	25,320
Resource Teacher Literacy	6,304	-	6,277
Star	21,956	33,906	19,439
Gateway	36,292	35,400	52,872
	<u>2,265,619</u>	<u>2,199,679</u>	<u>2,303,819</u>

## 5. Administration

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,098	5,100	5,098
Board of Trustees Fees	3,365	4,500	4,330
Board of Trustees Expenses	12,996	3,030	9,104
Communication	5,942	4,350	5,781
Consumables	3,809	3,600	7,637
Operating Lease	21,291	32,000	28,560
Other	56,549	44,380	51,153
Employee Benefits - Salaries	80,617	76,750	113,310
Insurance	5,296	4,500	4,456
Service Providers, Contractors and Consultancy	17,040	17,000	17,040
lct	43,305	44,000	42,665
	<u>255,308</u>	<u>239,210</u>	<u>289,134</u>

## 6. Property

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	18,358	14,490	19,522
Cyclical Maintenance Provision	34,886	34,886	34,886
Grounds	1,203	1,000	744
Heat, Light and Water	97,885	110,700	110,533
Rates	5,923	6,600	6,424
Repairs and Maintenance	32,891	21,500	27,717
Use of Land and Buildings	701,067	701,067	1,117,337
Employee Benefits - Salaries	96,491	93,000	104,161
	<u>988,704</u>	<u>983,243</u>	<u>1,421,324</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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.

## 7. Depreciation of Property, Plant and Equipment

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Equipment	6,841	8,168	8,276
Furniture	21,656	21,204	21,482
Leasehold Improvements	3,277	3,224	3,266
Library Resources	7,950	7,655	7,755
Leased Assets	28,795	19,601	19,858
IT Equipment	11,813	5,810	5,886
Motor Vehicles	9,086	10,034	10,166
Buildings	2,120	2,093	2,120
Miscellaneous	64	72	73
	<u>91,602</u>	<u>77,861</u>	<u>78,882</u>

## 8. Cash and Cash Equivalents

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Westpac 00	96,222	-	-
ANZ 00 Bank Account (Ex 9000)	25,544	91,619	116,408
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	121,766	91,619	116,408

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

Of the \$121,766 Cash and Cash Equivalents, \$108,793 is held by the School on behalf of the Ministry of Education.

## 9. Accounts Receivable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Receivables	45,068	50,329	50,329
Teacher Salaries Grant Receivable	105,591	173,893	173,893
	150,659	224,222	224,222
Receivables from Exchange Transactions	45,068	50,329	50,329
Receivables from Non-Exchange Transactions	105,591	173,893	173,893
	150,659	224,222	224,222

## 10. Inventories

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Uniforms	2,751	2,362	2,362
Farm Account	13,185	10,090	10,090
	15,936	12,452	12,452

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2016</b>						
Equipment	22,449	18,048	-	-	(6,841)	33,656
Furniture	73,552	-	-	-	(21,656)	51,896
Leasehold Improvements	41,289	10,100	-	-	(3,277)	48,112
Library Resources	32,084	5,786	-	-	(7,950)	29,920
Leased Assets	68,663	12,335	-	-	(28,795)	52,203
IT Equipment	8,206	48,196	-	-	(11,813)	44,589
Motor Vehicles	36,678	-	-	-	(9,086)	27,592
Buildings	82,680	-	-	-	(2,120)	80,560
Land	55,450	-	-	-	-	55,450
Miscellaneous	219	-	-	-	(64)	155
<b>Balance at 31 December 2016</b>	<b>421,270</b>	<b>94,465</b>	<b>-</b>	<b>-</b>	<b>(91,602)</b>	<b>424,133</b>

# 11. Property, Plant and Equipment - continued

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2016</b>			
Equipment	301,555	(267,899)	33,656
Furniture	267,280	(215,384)	51,896
Leasehold Improvements	73,738	(25,626)	48,112
Library Resources	235,245	(205,325)	29,920
Leased Assets	165,858	(113,655)	52,203
IT Equipment	354,365	(309,776)	44,589
Motor Vehicles	81,327	(53,735)	27,592
Buildings	106,000	(25,440)	80,560
Land	55,450	-	55,450
Miscellaneous	24,130	(23,975)	155
<b>Balance at 31 December 2016</b>	<b>1,664,948</b>	<b>(1,240,815)</b>	<b>424,133</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2015</b>						
Equipment	29,245	1,480	-	-	(8,276)	22,449
Furniture	89,232	5,802	-	-	(21,482)	73,552
Leasehold Improvements	44,554	-	-	-	(3,266)	41,288
Library Resources	31,064	8,774	-	-	(7,755)	32,084
Leased Assets	36,432	88,522	(36,432)	-	(19,858)	68,664
IT Equipment	6,893	7,201	-	-	(5,886)	8,205
Motor Vehicles	49,955	-	(3,111)	-	(10,166)	36,678
Buildings	84,800	-	-	-	(2,120)	82,680
Land	55,450	-	-	-	-	55,450
Miscellaneous	292	-	-	-	(73)	220
<b>Balance at 31 December 2015</b>	<b>427,917</b>	<b>111,779</b>	<b>(39,543)</b>	<b>-</b>	<b>(78,882)</b>	<b>421,270</b>

## Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2015</b>			
Equipment	283,507	(261,058)	22,449
Furniture	267,280	(193,728)	73,552
Leasehold Improvements	63,638	(22,350)	41,288
Library Resources	229,459	(197,375)	32,084
Leased Assets	153,523	(84,859)	68,664
IT Equipment	377,871	(369,666)	8,205
Motor Vehicles	81,327	(44,649)	36,678
Buildings	106,000	(23,320)	82,680
Land	55,450	-	55,450
Miscellaneous	24,130	(23,910)	220
<b>Balance at 31 December 2015</b>	<b>1,642,185</b>	<b>(1,220,915)</b>	<b>421,270</b>

## 12. Accounts Payable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operating creditors	33,195	55,104	49,968
Accruals	5,098	-	5,098
Capital accruals for PPE items	10,100	-	38
Employee Entitlements - salaries	105,591	173,893	173,893
Employee Entitlements - leave accrual	25,887	25,322	25,322
	<u>179,871</u>	<u>254,319</u>	<u>254,319</u>
Payables for Exchange Transactions	179,871	254,319	254,319
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>179,871</u>	<u>254,319</u>	<u>254,319</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Scholarship Funds (Duddings T)	100	2,500	2,500
	<u>100</u>	<u>2,500</u>	<u>2,500</u>

## 14. Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	209,315	209,315	174,429
Increase to the Provision During the Year	34,886	34,886	34,886
Provision at the End of the Year	<u>244,201</u>	<u>244,201</u>	<u>209,315</u>
Cyclical Maintenance - Current	74,500	74,500	63,857
Cyclical Maintenance - Term	169,701	169,701	145,458
	<u>244,201</u>	<u>244,201</u>	<u>209,315</u>

## 15. Finance Lease Liability

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	32,844	21,668	27,629
Later than One Year and no Later than Five Years	43,348	49,104	64,253
Future finance charges	(17,681)	-	(21,110)
	<u>58,511</u>	<u>70,772</u>	<u>70,772</u>



## 16. Funds held in Trust

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	6,748	6,748	6,749
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>6,748</u>	<u>6,748</u>	<u>6,749</u>

These funds are held in trust for Taihape Principals Cluster Group and Student Engagement.

## 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:

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Build New Area School <i>in progress</i>		108,793	-	-	-	108,793
Special Needs - Block 1 <i>completed</i>		30,098	2,018	32,116	-	-
Water Main Replacement <i>completed</i>		(43)	43	-	-	-
Electrical & Plumbing Issues <i>in progress</i>		(495)	-	-	-	(495)
Classroom - Health & Safety <i>completed</i>		-	9,720	9,720	-	-
School Network Upgrade Project (SNI) <i>completed</i>		-	42,124	42,124	-	-
Totals		<u>138,353</u>	<u>53,905</u>	<u>83,960</u>	<u>-</u>	<u>108,298</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	108,793
Funds Due from the Ministry of Education	(495)
	<u>108,298</u>

	2015	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Build New Area School <i>in progress</i>		108,793	-	-	-	108,793
Floor Replacement-Gym/Hall <i>completed</i>		87,639	7,151	94,790	-	-
Special Needs - Block 1 <i>completed</i>		-	37,438	7,340	-	30,098
Water Main Replacement <i>completed</i>		-	15,579	15,622	-	(43)
Electrical & Plumbing Issues <i>in progress</i>		-	-	495	-	(495)
Totals		<u>196,432</u>	<u>60,168</u>	<u>118,247</u>	<u>-</u>	<u>138,353</u>

## 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.

The Principal occupies the school house.

## 19. Remuneration

### Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	3,365	4,330
Full-time equivalent members	0.15	0.11
<i>Leadership Team</i>		
Remuneration	404,393	318,168
Full-time equivalent members	4.00	3.00
Total key management personnel remuneration	407,758	322,498
Total full-time equivalent personnel	4.15	3.11

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:

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	3-4	0-10
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2016 FTE Number	2015 FTE Number
100 - 110	-	-
	0.00	0.00

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 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:

	2016 Actual	2015 Actual
Total	\$30,473	\$1,000
Number of People	1	1

## 21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2016 (Contingent liabilities and assets at 31 December 2015: \$4,000).

## 22. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2016 (Capital commitments at 31 December 2015: nil).

### (b) Operating Commitments

As at 31 December 2016 the Board has entered into the following contracts:

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

	2016 Actual \$	2015 Actual \$
No later than One Year	7,042	12,265
Later than One Year and No Later than Five Years	3,545	10,586
Later than Five Years	-	-
	<u>10,587</u>	<u>22,851</u>

## 23. 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.

## 24. Financial Instruments

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

### Loans and receivables

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	121,766	91,619	116,408
Receivables	150,659	224,222	224,222
Investments - Term Deposits	-	-	-
Total Loans and Receivables	<u>272,425</u>	<u>315,841</u>	<u>340,630</u>

### Financial liabilities measured at amortised cost

Payables	179,871	254,319	254,319
Finance Leases	58,511	70,772	70,773
Total Financial Liabilities Measured at Amortised Cost	<u>238,382</u>	<u>325,091</u>	<u>325,092</u>

## 25. Events After Balance Date

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

## 26. Going Concern

The Ministry of Education considers Taihape Area School to be essential to the network and will continue to provide resourcing (via teacher salaries, operational funding and support funding if necessary) for the foreseeable future.

The Ministry is aware of some financial concerns regarding a negative working capital of \$124,281 and will continue to work with the School regarding these matters.



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TAIHAPE AREA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

The Auditor-General is the auditor of Taihape Area School (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 19, that comprise the statement of financial position as at 31 December 2016, 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 2016; 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.

Our audit was completed on 31 May 2017. 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 arises 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 Trustee schedule, Analysis of Variance, Kiwisport statement, 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**

# TAIHAPE AREA SCHOOL

## Members of the Board of Trustees

### For the year ended 31 December 2016



Name	Position	How position on Board Gained	Occupation	Term Expires
Ngahina Transom	Chairperson & Joint Iwi Rep	Appointed Nov '08		Not applicable
Richard McMillan	Principal	Appointed April '10	Principal	Not applicable
Andy Fleury	Parent Rep	Elected May '16	Contractor	May 2019
Shari Chase	Parent Rep	Elected May '16		May 2019
Andy Law	Parent Rep	Elected May '16	Farmer	May 2019
Mere Bennett-Huxtable	Parent Rep	Elected May '16		May 2019
Stacey Simpson	Parent Rep	Appointed Oct '16		May 2019
Alan Carson	Staff Rep	Elected March '14	Teacher	May 2018
Tracey Hiroa	Joint Iwi Rep	Appointed Nov '08		Not applicable
John Geraghty	Student Rep	Elected Sept '16	Student	September 2017
Harry Randall	Student Rep	Elected Sept '15	Student	September 2016
Shelly Noble	Chairperson	Elected May '13		May 2016
Alison Bowsher	Parent Rep	Elected May '13		May 2016
Karen Meadows	Parent Rep	Elected May '13		May 2016



# Taihape Area School



## Analysis of Variance 2016

### Annual School Improvement Plan 2016

Domain	Strategic Goal	Target
<b>Student Engagement and Learning</b>	<p>To improve outcomes for all students, particularly Maori and children with special needs</p> <p>To accelerate the progress of students performing below expectations</p> <p>To utilise Information Communication Technologies (ICT) to promote best practice across the School</p>	<ul style="list-style-type: none"> <li>● 90 % of Year 1-8 Students will achieve at, or above, the National Standard for Writing and Reading, and 85% for Mathematics, excluding the one identified Year 2 student with Extremely High Special Needs;</li> <li>● 90% of all Year 9's to be at, or above, in English and Mathematics at the end of the year;</li> <li>● 90% Year 10's will be achieving at Level 5 for Reading, Writing and Math's;</li> <li>● 100% of Year 11 students will achieve Literacy and Numeracy except the three identified Year 11 with Special needs;</li> <li>● 80 % of Year 11 students will achieve NCEA Level 1 excluding the three identified Year 11's with special needs;</li> <li>● All Year 12 and 13 students will gain NCEA Level 2 or equivalent;</li> <li>● Increase the number of students achieving endorsement in all subjects from 2014 to 20% Levels 1-3;</li> <li>● 85% of School Leavers will have at least NCEA Level 2 (or equivalent).</li> <li>● To develop an ICT Strategy and replacement plan that will enable TAS to keep up to date with current thinking and innovation.</li> </ul>

#### **Outcomes** (*Analysis and Reflection*)

This year we offered the following Options for PTP (Primary Technology Programme):

- Robotics
- Science
- ICT
- Technology – Hard Materials
- Technology – Food



## **Classroom Practice in the Senior School**

**Aim: To begin to formalise lesson structure and the communication of learning that we can apply to all classrooms and curriculum area**

The first Year 9-13 Meeting focused on developing generic guidelines for the operation of a TAS (Senior - Year 9-13) Classroom.

Background - Education research in various forms suggests that not only consistency within the classroom, but the communication of goals and objectives, is very important for a learner to understand what the lesson is going to be about, and what they have to achieve in that lesson. With each learner having their own learning style teachers need to be aware that we have to communicate the lesson goals, and objectives, in various ways, so that all the learners understand what they have to achieve, and what they need to do, to achieve the lesson goals. The following themes were investigated:-

a. Lesson Structure - In groups discuss what do you see as key structure of a lesson, what does the lesson look like feel like for the learner

staff discussed lesson structure in the classroom.

b. Communication - Discuss the ways in which you communicate goals, aims, objectives, outcomes, tasks, to the learner.

staff discussed communication of goals in the classroom

c. Linking what we do to pedagogy - What are the reasons for structuring your lesson that way

Curriculum Leader of Maths, Vijya, is taking after school Maths Classes on Mondays and Thursdays.

Tim is took an Itinerant Music and Drama Class on Wednesdays from 3.00-4.00.

All Teachers were involved in Restorative Justice Training - this aligns very closely with PB4L philosophy and practices. We were also involved in the PB4L Restorative Practices, which dovetails the PB4L Programme.

There were 33 children in room 79 - a large class but the Teacher used Room's 7 and 9 as an Innovative Learning Environment. Personalised learning was a huge part of this, and the students were given the opportunity to work individually, and monitor their own learning.

A Goal Setting afternoon and evening was held in the Junior School. Goal Setting Conferences were ongoing for Year 9-13 Students.

Priority Learners were identified, and meetings held with parents.

The Rangitahi Mentoring Programme proved very successful and had excellent buy in from the students involved.

During the first week of Term 1 we undertook a SET analysis as part of P4L The feedback was very positive - *"As you may be aware our Ministry liaison for PB4L was here yesterday to do our SET analysis. Josh was very impressed with the students, staff and the school in general.*

*We got 100% on our SET for the first time and not only that he said we were exemplary in all aspects of our Tier 1 development. He could not commend us enough.*

*Please give yourselves a pat on the back and also praise our students for the way they conduct themselves every day.*

*Josh says that he always feel so welcome and at home here, and as he's been having a bit of a tough time recently he said his visit here yesterday warmed his heart, and uplifted him. He especially wanted to*

*acknowledge Anne's class who sang him the values song and did some cool dancing with him.*

*He is excited about how we will progress with Tier 2".*

From Term 2 Jason ran an evening (Wednesday's) Automotive Course for Students.

We entered into an arrangement with Noel Leeming to provide discounted electronic devices for Room 7/9 Families - to increase the number of devices available in this space where we are trialing Innovative Learning Environment strategies.

The Year 1-8 Students took part in the ASB Getwise Programme. The aim of this was to create Cash Clever Kiwis.

We hosted the Cosmodome from Te Manawara for a presentation of the "Perfect Little Planet". The children from Taihape Kindy joined us for this activity.

As well as the Rangatahi Mentoring Programme, 8 students were involved in a programme run by the National Mentoring Service. This is a community based mentoring programme which aimed to support young Maori and Pasifika Learners who were at risk of not achieving in NCEA> The MoE funded 14 Community Providers (in our case Te Wananga o Aotearoa), and 1050 students, throughout the Country, to mentor students identified by schools. The criteria for selection:

- Maori or Pasifika
- Born in 1999
- Currently enrolled in Secondary School
- Potentially at risk of not achieving NCEA Level 2 by the end of the year.

Counsellors from Youthline visited each Thursday to work with students. This organisation was a tower of strength to us, and we held a Mufti-day to support them.

Discussions started about possible changes to timetabling, with more integration and cross curricular-teaching. The goal was to provide more personalised learning pathways, and best utilise the teaching resources we have.

A number of students were selected, to attend the 2016 Global Summit in Palmerston North. The successful students were Codie Gray, Kelsey Eames, Millie Law, and Serenity Barry.

New Zealand Business Week - we have a number of students interested in attending Business Week in the holidays. Taihape Rotary sponsor a representative from TAS.

Mo Toeke from Corrections New Zealand spoke to the Year 9/10 Students, about life, choices, and the impact of drugs.

Speakers from SUP visited to speak to the Year 12 and 13 Students about alcohol and the implications of drinking in the lead up to the Ball.

The Year 11 Cohort spent 3 days in Wellington on a Careers Camp. They visited a number of Tertiary Institutions, and Business Organisations, and attended the Wellington Careers Expo

Mike King paid a return visit to work with Students and Staff.

The Year 7/8 Te Reo Class travelled to Te Manawa as part of their Maori Studies.

The Junior School is planning to implement the "Sounds Like Fun " Programme - this is a programme devised by Joy Alcock to assist students develop vocabulary, phonemic awareness, and phonetic knowledge to improve spelling.

Two Teams (Year 7/8 and Year 9/10) took part in the Annual Mathex Competition in Palmerston North.

A number of Students took part in the Australian Mathematics Competition.

**National Standards Mid-Year Data** is attached to this report. A Report from the MoE indicates that Primary School Achievement throughout the Country has stalled. The Government Goal is for 85% of all students to be at or above the Standard for Reading, Writing, and Mathematics. However at the end of 2015, the figures were 78% for reading (84.1% at TAS), 75% for Mathematics (78.7% at TAS), and 71.4% for Writing (77.9% at TAS).

We are now a KickStart Breakfast School. As part of this we receive Weetbix (donated by Sanitarium), and Milk (donated by Fonterra). As well Mokai Patea Services donate Bread, Spreads, and Milo. Mr Vijay organised the KickStart Breakfast Programme.

The Rangitahi Mentoring Programme has been extended to the Primary Schools with mentors working with children working below, or well below the National Standard.

After school, weekend, holidays classes operated to provide NCEA Students with additional support and assistance. Staff willingly gave up their time to assist students.

An NCEA Information evening (Expo) was held on the first Wednesday of term 4. Sarah Tipene (MoE) attended and provided a General Overview of How Parents can support their Kids Get Through NCEA. Each Curriculum Area had a display in the hub, and parents were given an opportunity to speak to Curriculum Leaders/Teachers. The changed format received very positive feedback.

External NCEA Examinations began on November 9th.

The Wetlands Project is a wonderful cross curricular learning opportunity for our students. After spraying by the Agriculture, 30 students planted over 250 trees, and shrubs.

5 Students took part in the New Zealand Secondary Schools Mini Bike Racing Event, at Manfeild. Jack Inwood was second in the Final, a best finish for us.

References for Hostel Boarding have been completed for students enrolling at Tertiary Institutions.

The Te Reo Class have travelled to Wanganui to visit the Museum, and to Otamangakau Dam to visit the Tuna Conservatory

PRIME Mathematics - we are delighted with the improvement in Mathematics results following the change from the Numeracy Project at the start of term 3 last year. The programme has now been running well for 18 months, and the results are very encouraging.

Room 3 travelled to Turangi as part of their Inquiry looking at the changing state of Water.

### **Level 1-3 NCEA**

Our predicted **NCEA pass rates** for 2016 are:

Currently

Level 1 - 84.4% (66.7% 2015)

Level 2 - 65.5% (80% 2015)

Level 3 - 16.6% (38.7% 2015) (NB 9 out of 22 students were completing L2 courses, 8 students enrolled without any intention of completing L3)

Projected after Externals:

Level 1 - 84.4%

Level 2 - 72.4%

Level 3 - 33.3%



## National Standards Data

### Reading

83.8% of all students are achieving at or above the National Standard for Reading (84.1% at end of 2015).

### Writing

68.3% of all students are achieving at or above the National Standard for Writing (77.9% at end of 2015).

### Mathematics

77.7% of all students are achieving at or above the National Standard for Math's (78.7% at end of 2015).

Domain	Strategic Goal	Target
<b>Cultural Competence</b>	To more fully engage teachers in cultural and linguistic practices that support teaching and learning for all students, and in particular Māori Students	<ul style="list-style-type: none"><li>• To utilise the aspirations contained within the Mokai Patea Matauranga Strategy to develop the cultural competence, and confidence, of students and staff;</li><li>• All staff will have participated in 8 Professional Development sessions reflecting the Mokai Patea Curriculum;</li><li>• Staff and Trustees</li><li>• participate in Mokai Patea Hikoi;</li><li>• All students throughout the school will have experienced a noho marae in 2015.</li></ul>

### Outcomes *(Analysis and Reflection)*

The Rangitahi Mentoring Programme added a very positive dimension to School. 21 Students were involved initially in this initiative. From the School's perspective, this programme formalises the relationship we have developed with Mokai Patea Services, and many of our whanau. The Rangitahi Mentoring Programme and involves weekly two hour sessions.

Participants and their whanau enjoyed a Dinner to celebrate the Matariki New Year, and their success in the programme. This was an excellent evening, and provided added motivation for the Students involved. The Rangatahi Programme was expanded in Term 4 to include students from the Junior School.

The Students involved in the Rangatahi Mentoring Programme travelled to Wellington to visit Victoria University. The purpose was to promote pathway options.

Ngahina has continued our work on the Mokai Patea Curriculum. This has involved unpacking the TAS Values.

All Teachers were involved in Restorative Justice Training - this aligns very closely with PB4L philosophy and practices. We are also involved in the PB4L Restorative Practices, which dovetails the PB4L Programme.

Our students demonstrated their growing Cultural Competence during the Sports Exchange with Otorohanga College.

The Te Reo Class attended the Manu Korero Secondary Maori Speech Competition held at the Linton Army Camp.

We were involved in Whakatau for Winter Tournament, and the Tri-Tournament. The Students attending the NZ Area Schools Tournament were involved in Powhiri.

The numbers opting to take Te Reo in term 4 are up considerably.

Domain	Strategic Goal	Target
Personnel	<p>To continue to provide quality PLD opportunities</p> <p>To embed Appraisal Processes and develop Teachers who are reflective practitioners</p>	<ul style="list-style-type: none"> <li>• All staff will be involved in the implementation of PB4L (Tier 2):-</li> <li>- Survey Staff regarding effectiveness of the PB4L Programme (SET Survey);</li> <li>• Restorative Practice PLD, including two Teacher Only Days with Margaret Thorsborne;</li> <li>• Best Practice Workshops – Year 9-13 Teachers;</li> <li>• Appraisal Goals will reflect School Development Goals and Te Taiako.</li> </ul>

### Outcomes *(Analysis and Reflection)*

In January we had 2 **Preparation Days**:

#### **Thursday 27th**

**Google for Education:** a look at Google for Education and how it can be used (in conjunction with Waiouru School - who have experience of utilising google for education in the classroom).

**Rangitahi Mentoring Programme** (Mokai Patea Service) - introduction

#### **Friday 28th**

9.00 School Goals/expectations  
Appraisal  
11.00 TEAM Meetings

### **Meeting Structure**

Staff and Team Meetings were on alternate Tuesdays this year. Staff Briefings were also held each Monday. The Google Calendar is used as the core medium for communication.

### **PDC's (Personal Development Conferences)**

I have had one on one PDC's with Staff - to sign off Job Descriptions and discuss Roles and Responsibilities, and Appraisal.

### **PB4L**

This year we moved onto PB4L Tier 2 Training. This was focused on strategies for dealing with the top 5% (that is the group of children with the biggest behaviour issues/challenges). Currently we have a Tier 1 PB4L team. Another Team will be formed to undertake the Tier 2 Training.

### **Restorative Justice**

On the 18th March Margaret Thorsborne visited to facilitate Restorative Justice Training. This aligns very closely with PB4L. She was scheduled to be here for the Saturday as well, but due to the catastrophic loss of a Student this was cancelled. She is due to return at the start of 2017.

### **Appraisal**

The 2016 Appraisal Cycle was completed. Teachers set goals, meetings with Appraisers were held, and walk throughs by SMT were completed, Appraiser Observations were completed, and Appraisal Documentation is shared, via Google, between the Appraiser, Appraisee, and Principal.

Joseph Nepia visited Andrew Yates at Waiopahu College, Levin.

Joseph Nepia and Tim Pekamu attended an Art Course in Napier, and Joseph a second course in Napier.

Barb Wallis, Sharyn Adams, Anne Anderson, and Leah Collings attended a Tier 2 PB4L Training Day in Palmerston.

Vijay attended Maths PD Days in Palmerston North and Wellington.

Bev Symes attended a course on Food Technology

Tracey, Ngahina, and I attended a *Community of Schools* Presentation.

Ngahina, Andy, Shari, Tracey, Meretini, and Richard attended the NZSTA Conference in Wellington.

Miho Davis attended a Science Conference.

Barb Wallis and Leah Collings attended the NZ Area Schools Conference (Auckland).

EO Jenny Pearce and Alan Carson attended a Health and Safety Course.

Classroom environments reflect the Culture of our School, as well as Curriculum.

From Term 3 Weekly Staff Meetings included a PB4L Component.

Joshua Couperus (PB4L School-Wide Regional Practitioner- Educational Psychologist) ran na Staff Meeting and revisited the philosophies of, and rationale behind, PB4L.

Domain	Strategic Goal	Target
<b>School Finances and Property</b>	To operate within Annual Grant Allocations	<ul style="list-style-type: none"> <li>● To operate effectively within budgetary constraints;</li> <li>● Develop a programme of Cyclical Maintenance;</li> <li>● Begin developing a 10-Year Property Plan;</li> <li>● Research into Modern Learning Environments;</li> <li>● Develop displays that reflect the history of the amalgamation of the 2 previous schools – Primary and College e.g. Dux boards, trophies (referring to the hanging of the taonga from the old College);</li> </ul>
	To develop a Cyclical Maintenance Programme	
	To begin Development of the 5 and 10 Year Property Plans	<ul style="list-style-type: none"> <li>● Relocate Historical Building (Old Canteen) and double garage from College to Gully Area;</li> <li>● Continue work on the Gully;</li> <li>● Develop visual displays that reflects Mokai Patea tanga throughout the school;</li> <li>● Upgrade available technology, in particular computers.</li> </ul>
	To continue to upgrade and beautify the School environment – formal gardens, gully	
	To utilise ICT to promote best practice across the School	

#### **Outcomes** (*Analysis and Reflection*)

Roll changes make it difficult to ensure that our staffing and funding is able to sustain crucial programmes.

A new drinking fountain was been installed by the Cafe - this fills water bottles as well.

A number of school houses have been either unoccupied, or occupied by Private Tenants. The decision needs to be taken as to whether these are retained, or disposed.

Andy, Jenny, and I met with Jack Morris (MoE) to discuss the development of our 10YPP. The Property Funding comes on stream 1st July, 2017 (the start of the MoE Financial Year). I approached Education Services to act as our Consultant - the first step will be to conduct a Conditional Assessment Report. This forms the basis for MoE decisions on 10 Year Property Funding.

Plans were drawn up for the next stage in the Development of the Gully. Richard Fleury quoted on this. We had the following funding available for this:

\$3,600 - Powerco

\$6,000 - MoE (amount set aside for new garage)

\$1,500 - reimbursement for double garage (St Joseph's)

The plans are for finishing the steps, and beginning developing the storage space under the turf, including putting up a retaining wall.

Following the NZSTA Conference, I contacted the Associate Minister of Education, Nikki Kaye, regarding our Property issues. Unfortunately our MoE Property Person (Jack Morris), is no longer at the Ministry, meaning that once again there will be a lack of continuity in terms of dealing with our Property issues. Since then there have been further developments. Lucy Ross took over our Portfolio. She indicated that we may not enter into the normal 5 YPP, but follow an alternative pathway.

Mayor Andy Watson brought up some of our concerns at a high level meeting - regarding the reimbursement of expenses incurred in the upkeep and maintenance of the College during the disposal process. He has continued to work on this.

Gardens - Ian gave the formal gardens a makeover, including re-barking, and planting gap fillers,

The Rental on the School-House increased by \$15 per week.

Brett Smith (from Education Services) visited for a catchup regarding our Finances. He was feeling as frustrated as we were regarding the inaction from the MoE relating to:

1. the inaction from the MoE in terms of the reimbursement of expenses incurred maintaining the Rauma Road Site;
2. the fact no decision has been made regarding the \$108,000 that appears on the Balance Sheet as a Current Liability. He believes that after 10 years, this should be written off, particularly in lieu of the property issues we have funded;
3. He also suggested that we prepare a Cyclical Maintenance Plan (in conjunction with Education Service) in the hope that a portion of the \$168,000 showing in the Balance Sheet can be uncommitted.

If these issues were addressed, our overall Financial situation would improve dramatically. We are being constrained by historical issues that should have been rectified by now.

The House at 151 Hautapu Street is now on the open market.

Reid Stiven (MoE), and an associate from Capital Works, visited for an update regarding our Property issues. Following robust discussions about the challenges we face, he intended working through the issues, in the hope that they can be resolved. A Business Plan is to be developed to remedy the major problems (in particular the roof).

<b>Community Engagement</b>	To continue to develop positive relationships with all sectors of the Community	<ul style="list-style-type: none"> <li>● The School will be involved in a range of Community Events and Activities, e.g. Gumboot Day, Matariki, Christmas Parade, Daffodil Day, ANZAC Day Commemorations, and Rotary;</li> <li>● The Open Door Policy will be promoted;</li> <li>● An Open Day will be held;</li> <li>● Seek opportunities to engage with all aspects of our School community e.g. Contributing Schools, Iwi, Marae, Army, Rural, Local Businesses, Rangitikei Council, Taihape Community Board.</li> </ul>
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### **Outcomes** *(Analysis and Reflection)*

The Principal attended Taihape Community Civil Defence Response Group Meetings.

A whakatau was held to welcome new students and their whanau. After the welcome, the **Rangitahi Mentoring Programme** was formally launched.

The Computers in Schools Programme began on the 9th March, and continued until the 18th May. 20 people were registered, with 19 Graduating. This was a very successful and inclusive activity - special credit to Eyup Erkilic the Tutor, and Andy Lincoln, the coordinator. Another group will run next year.

Students and Staff were involved in the Annual Gumboot Day.

Michael Andrews, from Rotary, spoke to the SLT about the possibility of establishing a Junior Rotary.

The School received enormous Community Support dealing with a recent tragedy.

A group of Year 7 / 8 Students helped with the Annual Community St John's Appeal.

We held multi-days to support the Autism Awareness Week, the Cancer Society, the Rotary Disasters Relief Appeal, and Kaikoura Primary School.

Kelsey Eames and Teresa Sumich spoke at the Annual ANZAC Day Service.

16 Students played an active role in the Stage Production "Dusty Springfield". A large number of staff attended The Show, and "The Beat Girls" fundraiser. A number of school resources were used for both events.

Mental Health Educator Mike King, visited during the last week of Term 1. Mike rang two sessions, the first a **Community Korero** for parents, whanau, and community members. The **Cool to Korero School Programme** was for Year 7-13 Students, although a number of adults attended as well. Both sessions were extremely well received.

Taihape College CLASS OF 66 REUNION - the attendees had breakfast here and a tour of the School, during this celebration held over Labour Weekend.

We were enormously encouraged by the support we received from Community Groups to assist with the costs of our Students attending the NZ Area Schools Tournament in Dunedin:

- Taihape Masons (facilitated by the late Gordon Riach);
- Local Marae;
- The Taihape Sports Club;
- Mokai Patea Services.

The School was the venue for a number of NZSTA Board Training evenings. The Food Technology Students did the catering for these evenings (and earning credits).

McDonald's (Taihape) offered sponsorship in the form of sports gear, as well as an Annual Scholarship valued at \$1,000. We also received a large amount of sports gear from them - including rugby balls, netballs, soccer balls, drink bottles, marker cones, and nets for the netball and basketball goals.

I had a meeting with the Anglican Church regarding Scholarships and support for our students. A decision was made to award annual Scholarships, (the "St Margaret's Scholarships"), valued at \$3,000 for the next 3 years to support students pursuing tertiary training.

Mokai Patea Services assisted with our Term 3 Breakfast Club and donated a considerable amount of food for this.

Taihape Rotary presented our Year 4 Students with Dictionaries. This is a regular gesture from them, and much appreciated by our Students..

TAS hosted a very successful Winter Tournament - 29 teams from the Central Plateau were involved in Rugby, Netball, and Football Competitions.

Richard attended Community Meetings re Gumboot Day.

The Student Leadership Team (plus Principal, and Deans) attended a Weekly Meeting of Taihape Rotary. The students are given the opportunity to run the Meeting (in the Traditional way).

Children from Taihape Kindy visited to spend time in the school, during which they visited Room 3, and visited the Cosmodome.

Richard was involved in the selection of the recipients of the Rangitikei District Council Youth Awards.

The Taihape Civil Defence Community Plan is almost complete - TAS is the Emergency Control Centre.

Students were been involved in a Wetlands Restoration Project - initiated by Andy Law, and in partnership with Doc, Horizons, and local iwi.

Year 7/8 Students from our Contributing Schools used a Classroom here for Team Building Activities B1 on Tuesdays (PTP Day). This was run by Sport Wanganui.

Year 7 and 8 Students from Waiouru visited in Term 4, Week 1.

For the first three weeks of Term 3 we hosted Bundit Sakonthavat, a Teacher from Thailand as part of the AFS Programme.

The MFC was used for a two day Cricket Clinic in the Holidays.

The MFC was used for a very well attended Rangatahi: Traditional Maori Games Workshop.

A group of 25 Year 7 and 8 Students spent a morning here as part of a Public Promotion. The feedback has been positive.

Approximately 60 People attended an NCEA Information evening (Expo).

“TAS has got Talent” was very successful and attracted an excellent turn-out.

An Open Afternoon attracted 7 families and was well received. Our Student Leaders did a great job as hosts. A New Entrant Open Morning was also very successful.

The School (Kitchen and Hub) was used for the Annual Taihape Community Christmas Dinner.

Primary Hockey was held on the Turf after School on Wednesdays. 40 children are participating. This run throughout Term 4.

Cricket coaching was held on the Turf (Tuesdays) after school during Term 4.

Richard was involved in shortlisting and interviews for the North Rangitikei Youth Development Coordinator. Student Pia Huxtable was also involved in the interviews.

TAS took part in the Annual Taihape Christmas Parade.

## Improvement Goal: Learning

### Strategic Aims

To improve outcomes for all students, particularly Maori and children with special needs

To accelerate the progress of students performing below expectations

### Annual Aims

To improve outcomes for all students, particularly Maori and children with special needs

To accelerate the progress of students performing below expectations

### Annual Target/s

- 90% of Year 1-8 Students will achieve at, or above, the National Standard for Writing and Reading, and 85% in Mathematics, excluding one identified Year 2 student with Extremely High Special Needs;
- 90% of all Year 9's to be at or above in literacy and numeracy at the end of the year;
- 90% Year 10's will be achieving at Level 5 for reading, writing and math's;
- 100% of Year 11 students will achieve literacy and numeracy except the three identified Year 11 with Special needs
- 80 % of Year 11 students will achieve NCEA Level 1 excluding the three identified Year 11's with special needs
- All Year 12 and 13 students will gain NCEA Level 2 or equivalent;
- Increase the number of students achieving endorsement in all subjects from 2014 to 20% Levels 1-3.

## Baseline Data 2015

### National Standards

84.1% of all students are achieving at or above the National Standard for Reading. 77.9% of all students are achieving at or above the National Standard for Writing. However only 78.7% of all students are achieving at or above the National Standard for Math's.

### Year 9 and 10 Data

Year 9 Maths Data	2012	2013	2014	2015
Below	40%	35%	41%	33%
At	53%	50%	44%	57%
Above	7%	15%	15%	10%

Year 9 English Data	2012	2013	2014	2015
Below	25%	12%	5%	22%
At	53%	54%	57%	56%
Above	22%	34%	37%	22%

Year 10 Maths Data	2012	2013	2014	2015
Below	40%	16%	35%	29%
At	40%	74%	50%	54%
Above	20%	8%	15%	17%

Year 10 English Data	2012	2013	2014	2015
Below	18%	21%	25%	33%
At	64%	64%	53%	53%
Above	18%	15%	22%	15%

### NCEA Results 2015

<b>2014 Data:</b>	L1 - 56.7%	L2 - 76.7%	L3 - 23.3%	
<b>2015 Roll Based:</b>	L1 - 66.7%	L2 - 80%	L3 - 38.7%	UE- 25.8%
<b>2015 Participation Based:</b>	L1- 82%	L2 - 90.9%	L3 - 63.2%	UE - 42.1%

### Key Improvement Strategies

The PB4L Programme will be implemented to improve academic outcomes for all students  
The progress of all students will be regularly monitored  
PLD opportunities will be provided for all staff (Maths PLD, Best Practice Workshops, Physics Cluster)  
PLD opportunities will be provided for teachers to enhance cultural and linguistic practices that support teaching and learning for all students  
Identify Priority Learners for accelerated progress  
Implement positive strategies that accelerate the progress of the Priority Learners  
Continually review the progress of all students, including Priority Learners, and modify programmes accordingly  
Utilise a range of ICT's, including online environments and Apps, to support class programmes  
Involvement in the Taihape Cluster Schools Learning and Change Network

When	What	Who	Indicators of Progress
2015+	PB4L PLD \$10,000 from MOE PB4L Data used to inform decision making Math's PLD (MOE Funded) Taihape Learning and Change Network	PB4L Change Team MOE SMT HOD Staff	Improved Behavior School-wide Higher levels of Student Engagement Higher levels of Academic Achievement
2015	Year 1-8 Staff involved in Mathematics PLD	Junior Team	Improved National Standards Data in Mathematics Improved Year 9 and 10 data Improved NCEA data

**Monitoring** – Student Outcomes will be monitored every term. Programmes will be modified to ensure ongoing progress.

**Resourcing** – MOE PB4L Funding, external Mathematics PLD, Physics Cluster funding, MOE Bulk Grant

### Outcomes *(Analysis and Reflection)*

#### Year 9 -10 English and Maths Data

While there are Learning Progressions in Maths and Reading and Writing of where students should be at the end of Year 10 (finishing Level 5 of the New Zealand Curriculum – NZC) there are not the same measures as in Year 0-8 and Year 11-13. NZCER have developed a number of standardised normed tests that are used with students in Year 9 and 10 as a benchmark for data collecting. All teachers are teachers of literacy and numeracy and work in all curriculum areas involves students working with texts and vocabulary and numbers.



<b>Year 9 Maths Data</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Below</b>	35%	41%	33%	41%
<b>At</b>	50%	44%	57%	51%
<b>Above</b>	15%	15%	10%	8%

In 2016 we did not meet the target of 90% being at or above it Maths but this was a huge increase from the data collected at the start of the year when 75% of students were below! Again in 2016 many students struggled to meet the criteria to be working within Level 5 of the New Zealand Curriculum (NZC) due in part to the different ways numeracy had been taught in the contributing schools and at TAS and that there was a structured 'Year 9 Maths' programme. The use of the Prime Math Programme should result in marked improvements in targets for future years for Year 9's and some of the contributing schools are beginning to use or are looking at this programme, as this programme should ensure more students have ready to begin working at Level 5 of the NZC.

Strategies to try and increase the Year 9 cohort data in the future include continuing to use the PRIME programme taking the students from where they are and working through a more differentiated programme instead of beginning the 'Year 9' Maths programme. With such a small cohort going through the school and to cater for their needs we have already begun to look at ways to have a more integrated approach around themes for this cohort in Year 11. It is acknowledged that targets are aspirational but with such a small cohorts aiming for 90% means only one or two students can be below.

<b>Year 9 English Data</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Below</b>	12%	5%	22%	15%
<b>At</b>	54%	57%	56%	65%
<b>Above</b>	34%	37%	22%	20%

The target of 90% was almost meet. The progress through the year in reading comprehension was outstanding as 50% were below where they should be at the start of the year. Vocabulary development let some students down especially in writing but overall the reading decoding and comprehension showed outstanding improvement.

<b>Year 10 Maths Data</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Below</b>	16%	35%	29%	25%
<b>At</b>	74%	50%	54%	66%
<b>Above</b>	8%	15%	17%	9%

The target of 90% of Year 10's achieving at Level 5 of the NZC was not meet in 2016. The 25% of students below equates to eight students with only one of these students being critically below. This should bode well for a lower number of students having to take a Unit Standard Course over an Achievement Standard Course.

The aim for 2017 is to introduce a more hands on course for Year 10's although the cohort is much smaller and as seen above there is still a large number struggling with a negative attitude towards Maths and in many cases are confused about what 'strategy' they should be using. Again the greater use of a differentiated programme along with some concepts from PR1ME beginning used should assist.

<b>Year 10 English Data</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Below</b>	21%	25%	33%	25%
<b>At</b>	64%	53%	52%	60%
<b>Above</b>	15%	22%	15%	15%

The 90% target was not meet again this year but an increase from 2015. At the beginning of the year over half the cohort had poor vocabulary skills and were below where expected but by the end of the year 65% of students were at or above so the progress made was notable. Reading comprehension skills by the end of the year saw 90% of the cohort at or above. This should bode well towards NCEA.

***Factors to take into account***

*Staffing issues saw an English teacher leave at the beginning of June the Year 9's and one of the Year 10's got new English teachers.*

*The Year 9 cohort had two boys with extremely high behavioural needs that hindered the teaching and the learning of students and teachers at the beginning of the year.*

# National Standards - End of Year Data 2016

## Reading

**83.8% of all students are achieving at or above the National Standard for Reading** (84.1% at end of 2015).

16.2% of all students are below or well below the National Standard for Reading.

84.7% of Maori students are achieving at or above the National Standard for Reading (**83.1%** at end of 2015).

81.4% of NZ European students are achieving at or above the National Standard for Reading (88.2% at end of 2015).

77.9% of Boys are achieving at or above the National Standard for Reading (75.9% at end of 2015).

89.7% of Girls are achieving at or above the National Standard for Reading (92.7% at end of 2015).

56.6% of Year 1 Students are achieving at or above the National Standard for Reading.

75% of Year 2 Students are achieving at or above the National Standard for Reading.

100% of Year 3 Students are achieving at or above the National Standard for Reading.

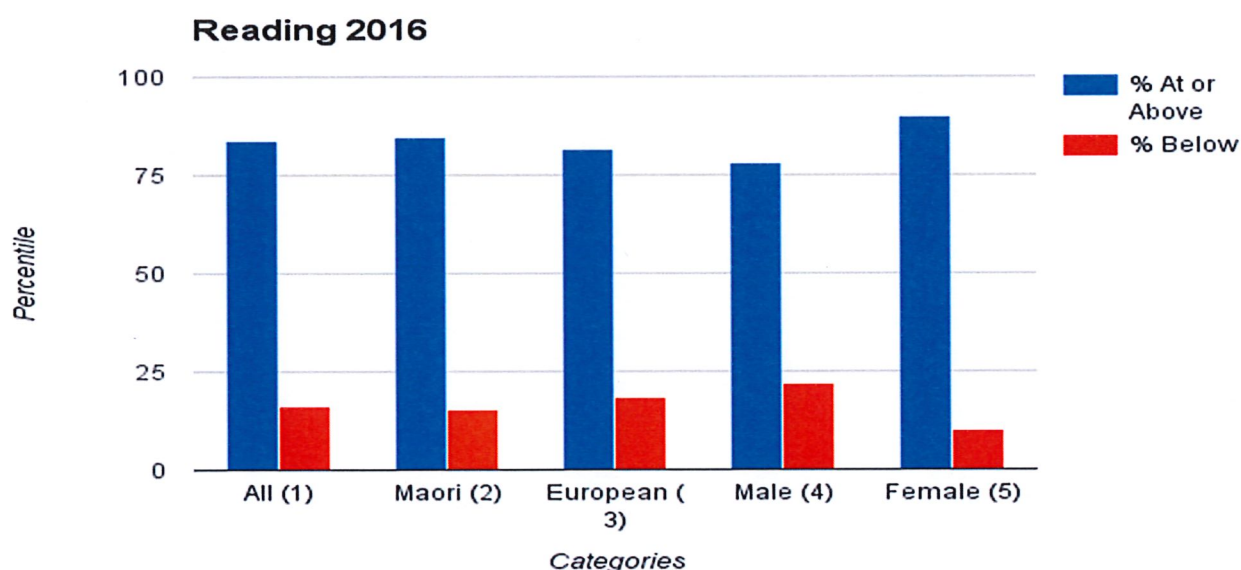
76.9% of Year 4 Students are achieving at or above the National Standard for Reading.

85.7% of Year 5 Students are achieving at or above the National Standard for Reading.

69.3% of Year 6 Students are achieving at or above the National Standard for Reading.

100% of Year 7 Students are achieving at or above the National Standard for Reading.

90% of Year 8 Students are achieving at or above the National Standard for Reading.



## National Standards Reading – End of Year 2016

	All (1)	Maori (2)	European (3)	Male (4)	Female (5)
% At or Above	83.8	84.7	81.4	77.9	89.7
% Below	16.2	15.3	18.6	22.1	10.3

## Writing

**68.3% of all students are achieving at or above the National Standard for Writing** (77.9% at end of 2015).

31.7% of all students are below or well below the National Standard for Writing.

72.2% of Maori students are achieving at or above the National Standard for Writing (78.9% at end of 2015).

60.5% of NZ European students are achieving at or above the National Standard for Writing (72.8% at end of 2015).

59.3% of Boys are achieving at or above the National Standard for Writing (65.5% at end of 2015)

77.5% of Girls are achieving at or above the National Standard for Writing (90.9% at end of 2015).

55.6% of Year 1 Students are achieving at or above the National Standard for Writing.

75% of Year 2 Students are achieving at or above the National Standard for Writing.

36.4% of Year 3 Students are achieving at or above the National Standard for Writing.

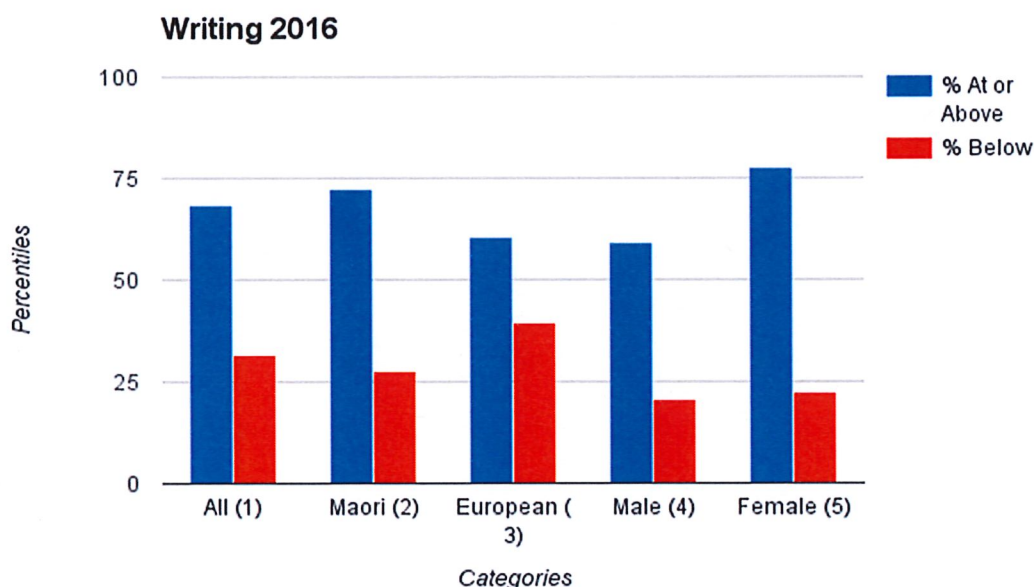
61.6% of Year 4 Students are achieving at or above the National Standard for Writing.

71.4% of Year 5 Students are achieving at or above the National Standard for Writing.

53.9% of Year 6 Students are achieving at or above the National Standard for Writing.

91.6% of Year 7 Students are achieving at or above the National Standard for Writing.

80% of Year 8 Students are achieving at or above the National Standard for Writing.



### National Standards Writing – End of Year 2016

	All (1)	Maori (2)	European (3)	Male (4)	Female (5)
% At or Above	68.3	72.2	60.5	59.3	77.5
% Below	31.7	27.8	39.5	40.7	22.5



## Mathematics

77.7% of all students are achieving at or above the National Standard for Math's (78.7% at end of 2015).

22.3% of all students are below or well below the National Standard for Math's.

77.8% of Maori students are achieving at or above the National Standard for Math's (77.8% at end of 2015).

76.8% of NZ European students are achieving at or above the National Standard for Math's (80.7% at end of 2015).

76.3% of Boys are achieving at or above the National Standard for Math's (69% at end of 2015).

79.3% of Girls are achieving at or above the National Standard for Math's (89.1% at end of 2015).

88.9% of Year 1 Students are achieving at or above the National Standard for Math's.

76% of Year 2 Students are achieving at or above the National Standard for Math's.

81.8% of Year 3 Students are achieving at or above the National Standard for Math's.

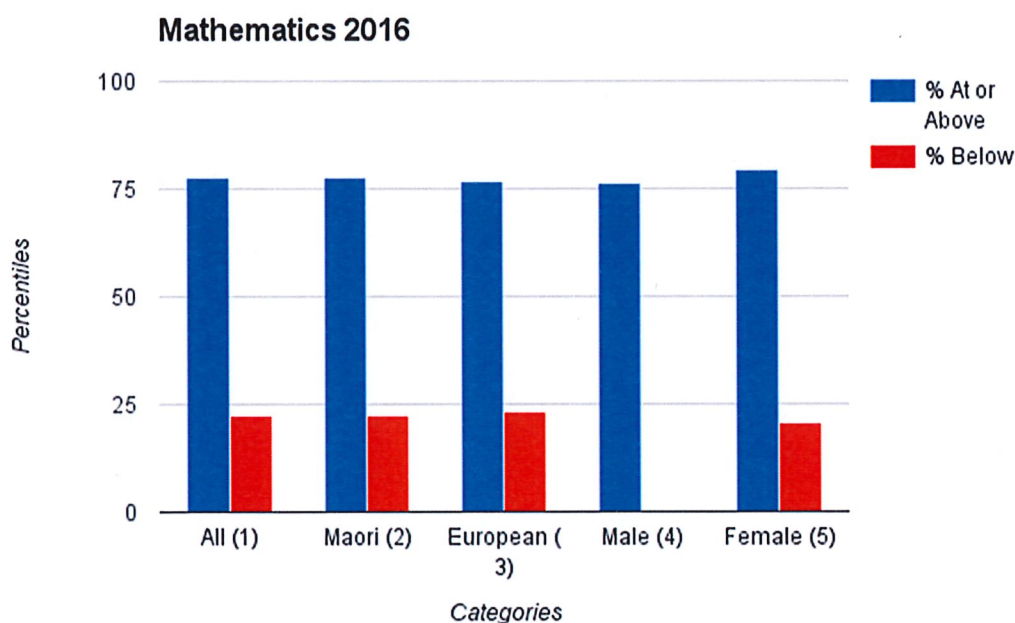
69.3% of Year 4 Students are achieving at or above the National Standard for Math's.

71.4% of Year 5 Students are achieving at or above the National Standard for Math's.

53.9% of Year 6 Students are achieving at or above the National Standard for Math's.

83.3% of Year 7 Students are achieving at or above the National Standard for Math's.

90% of Year 8 Students are achieving at or above the National Standard for Math's.



### National Standards Mathematics – End of Year 2016

	All (1)	Maori (2)	European (3)	Male (4)	Female (5)
% At or Above	77.7	77.8	76.8	76.3	79.3
% Below	22.3	22.2	23.2	23.7	20.7

## Level 1-3 NCEA Results

<b>2015 Roll Based:</b>	L1 - 66.7%	L2 - 80%	L3 - 38.7%	UE- 25.8%
<b>2015 Participation Based:</b>	L1- 82%	L2 - 90.9,%	L3 - 63.2%	UE - 42.1%

Our predicted **NCEA pass rates** for 2016 are:

Roll Based:	Participation based:
UE = 21.4	UE = 54.5
Level 3 = 21.4	L3 = 60
Level 2 = 66.7	L2 = 90.9
Level 1 = 84.4	L1 = 96.4

# TAIHAPE AREA SCHOOL

## Kiwisport Report - 2016



Last year we received \$1,503.84 for Year 1-8, and \$3,128.30 for Year 9-13. Sport is a massive part of our School Culture, and plays an important part in the overall hauora, and physical and personal development of our students.

The expenses for 2016 were as follows:

Uniforms	13,376
Hockey	7,184
Area Schools	4,989
Netball	3,379
Touch	1,394
Basketball	1,091
Rugby	705
Sports Levies	465
Swimming	353
Soccer	<u>310</u>

**Total** \$33,246

Less Grants \$16,261

**Total** \$16,985

As well as Class Physical Education Programmes that cover the Strands outlined in the New Zealand Curriculum, we have a large number of students participating in organised sports competitions which are played locally, and in Palmerston North or Wanganui.

As well we participate in a number of annual events such as Winter Tournament (which we host - last year 26 Teams participated), Rugby 7's, Rippa Rugby, Interschool Fixtures, Primary and Secondary Interschool Championship Events for Swimming, Athletics, and Cross Country, and Central North Island and New Zealand Area Schools Coaching Clinics and Tournament.

We have a high proportion of multi-talented athletes, and a number of students also graduate to Representative Status.

Our relative isolation is a massive challenge, and the cost of travel is huge.