Tangaroa College
Annual Report

For the year ended 31 December 2018

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Tangaroa College
Statement of Responsibility
For the year ended 31 December 2018

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

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

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

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

Allan Vār

Full Name of Board Chairperson

Danda Suasuq

Full Name of Principal

Signature of Board Chairperson

Signature of Principal

20 / 05 / 2019

Date:

20 / 05 / 2019

Date:

Tangaroa College
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Revenue				
Government Grants	2	9,579,572	9,290,230	9,782,102
Locally Raised Funds	3	662,019	525,932	555,024
Interest Earned		71,204	40,000	65,846
		10,312,795	9,856,162	10,402,972
Expenses				
Locally Raised Funds	3	175,331	138,000	158,486
International Students	4	2,793	-	4,208
Learning Resources	5	6,732,723	6,346,800	6,527,825
Administration	6	607,570	635,000	596,795
Finance Costs		3,162	-	1,277
Property	7	2,825,586	2,533,784	2,787,421
Depreciation	8	361,601	355,000	332,072
Loss on Disposal of Property, Plant and Equipment		5,342	-	4,738
		10,714,108	10,008,584	10,412,822
Net (Deficit) for the year		(401,313)	(152,422)	(9,850)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(401,313)	(152,422)	(9,850)

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

Tangaroa College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Balance at 1 January	5,192,195	5,192,195	5,202,045
Total comprehensive revenue and expense for the year	(401,313)	(152,422)	(9,850)
Equity at 31 December	4,790,882	5,039,773	5,192,195
Retained Earnings	4,790,882	5,039,773	5,192,195
Equity at 31 December	4,790,882	5,039,773	5,192,195

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

Tangaroa College
Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Current Assets				
Cash and Cash Equivalents	9	95,293	372,980	406,815
Accounts Receivable	10	486,708	399,000	413,912
GST Receivable		45,785	12,000	12,556
Prepayments		76,242	17,000	17,472
Inventories	11	190	500	467
Investments	12	1,765,372	1,800,000	1,812,492
		2,469,590	2,601,480	2,663,714
Current Liabilities				
Accounts Payable	14	571,583	422,000	414,332
Revenue Received in Advance	15	20,329	40,000	63,176
Provision for Cyclical Maintenance	16	44,907	35,000	47,500
Finance Lease Liability - Current Portion	17	50,907	33,000	12,860
Funds Held for Capital Works Projects	18	104,125	-	10,980
Funds Held for Teen Parent Unit	19	-	20,000	20,234
		791,851	550,000	569,082
Working Capital Surplus/(Deficit)		1,677,739	2,051,480	2,094,632
Non-current Assets				
Property, Plant and Equipment	13	3,295,398	3,213,293	3,263,293
Capital Works in Progress		49,000	-	-
		3,344,398	3,213,293	3,263,293
Non-current Liabilities				
Provision for Cyclical Maintenance	16	181,527	189,000	155,618
Finance Lease Liability	17	49,728	36,000	10,112
		231,255	225,000	165,730
Net Assets		4,790,882	5,039,773	5,192,195
Equity		4,790,882	5,039,773	5,192,195

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

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

	Note	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash flows from Operating Activities				
Government Grants		2,566,005	2,736,946	2,834,633
Locally Raised Funds		601,656	556,932	609,623
Goods and Services Tax (net)		(33,229)	19,000	19,397
Payments to Employees		(1,749,559)	(1,379,000)	(1,601,297)
Payments to Suppliers		(1,549,316)	(1,558,918)	(1,533,455)
Interest Paid		(3,162)	-	(1,277)
Interest Received		72,205	33,000	58,751
Net cash from / (to) the Operating Activities		(95,400)	407,960	386,375
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(326,100)	(251,455)	(212,121)
Sale/(Purchases) of Investments		47,120	(600,000)	(546,513)
Net cash from / (to) the Investing Activities		(278,980)	(851,455)	(758,634)
Cash flows from Financing Activities				
Finance Lease Payments		(30,287)	(52,000)	(2,868)
Funds Held for Capital Works Projects		93,145	-	10,980
Net cash from / (to) Financing Activities		62,858	(52,000)	8,112
Net increase/(decrease) in cash and cash equivalents		(311,522)	(495,495)	(364,147)
Cash and cash equivalents at the beginning of the year	9	406,815	868,475	770,962
Cash and cash equivalents at the end of the year	9	95,293	372,980	406,815

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.

Tangaroa College
Notes to the Financial Statements
For the year ended 31 December 2018

1. Statement of Accounting Policies

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

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

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

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

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

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

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

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

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

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

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

Tangaroa College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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

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

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

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.

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.

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

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.

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.

Investments

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

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 Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

Property, Plant and Equipment

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

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

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

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

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings - School	10-50 years
Furniture and equipment	10–15 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment

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 are 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.

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

Revenue Received in Advance

Revenue received in advance relates to fees received from unspent charitable donations 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

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).

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.

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

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

2 Government Grants

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Operational grants	2,498,922	2,566,488	2,599,786
Teachers' salaries grants	4,814,222	4,708,000	4,784,641
Use of Land and Buildings grants	2,117,157	1,846,284	2,130,635
Resource teachers learning and behaviour grants	5,423	15,000	9,933
Other MoE Grants	99,484	85,000	190,601
Other government grants	44,364	69,458	66,506
	9,579,572	9,290,230	9,782,102

3 Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
Revenue	$	$	$
Donations	78,871	70,000	17,948
Other Revenue	374,445	292,932	321,688
Trading	100,085	101,000	99,162
Activities	108,618	62,000	116,226
	662,019	525,932	555,024
Expenses			
Activities	95,027	66,000	75,545
Trading	80,304	72,000	82,941
	175,331	138,000	158,486
Surplus/ (Deficit) for the year Locally Raised Funds	486,688	387,932	396,538

The school would like to acknowledge the receipt of $2,000 from Dragon Community Trust, $10,000 from The Trusts Community, $4,000 from Southern Trust, $10,000 from Four Winds Foundation, $20,000 from The Freemasons Charity, $3,000 from North & South Trust, $5,000 from the Lion Foundation and $3,000 from the Milestone Foundation.

4 International Student Revenue and Expenses

	2018	2018 Budget	2017
	Actual Number	(Unaudited) Number	Actual Number
International Student Roll	3	0	8

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
Revenue	$	$	$
International student fees	-	-	-
Expenses			
International student levy	2,793	-	4,208
	2,793	-	4,208
Surplus/ (Deficit) for the year International Students	(2,793)	-	(4,208)

Tangaroa College
Notes to the Financial Statements (cont.)
For the year ended 31 December 2018

5 Learning Resources

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Curricular	494,065	550,800	487,430
Equipment repairs	800	-	2,297
Information and communication technology	148,106	153,000	132,998
Extra-curricular activities	1,227	10,000	3,638
Library resources	7,209	10,000	7,717
Employee benefits - salaries	6,044,598	5,593,000	5,864,043
Staff development	36,718	30,000	29,702
	6,732,723	6,346,800	6,527,825

6 Administration

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Audit Fee	15,940	12,000	9,650
Board of Trustees Fees	7,439	8,000	12,618
Board of Trustees Expenses	50,869	66,000	72,812
Communication	21,409	30,000	28,814
Consumables	12,712	70,000	2,575
Operating Lease	5,782	-	-
Other	79,523	60,000	59,878
Employee Benefits - Salaries	374,503	356,000	372,193
Insurance	16,557	10,000	15,821
Service Providers, Contractors and Consultancy	22,836	23,000	22,434
	607,570	635,000	596,795

7 Property

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Caretaking and Cleaning Consumables	36,025	39,000	34,367
Consultancy and Contract Services	126,152	126,000	126,000
Cyclical Maintenance Expense	51,751	55,000	32,802
Grounds	38,701	38,000	31,455
Heat, Light and Water	143,436	92,000	124,177
Repairs and Maintenance	122,002	137,500	122,018
Use of Land and Buildings	2,117,157	1,846,284	2,130,635
Security	23,833	25,000	24,661
Employee Benefits - Salaries	166,529	175,000	161,306
	2,825,586	2,533,784	2,787,421

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

Tangaroa College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

8 Depreciation

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Buildings	67,118	63,450	71,311
Furniture and Equipment	107,058	97,400	105,727
Information and Communication Technology	139,880	148,520	132,503
Motor Vehicles	-	-	4,640
Leased Assets	36,742	34,465	7,220
Library Resources	10,803	11,165	10,671
	361,601	355,000	332,072

9 Cash and Cash Equivalents

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Bank Current Account	14,316	292,980	326,201
Bank Call Account	80,977	80,000	80,614
Cash and cash equivalents for Cash Flow Statement	95,293	372,980	406,815

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

Of the $95,293 Cash and Cash Equivalents, $45,972 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

10 Accounts Receivable

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Receivables	81,370	64,000	63,854
Receivables from the Ministry of Education	58,153	-	13,637
Interest Receivable	16,717	17,000	17,718
Teacher Salaries Grant Receivable	330,468	318,000	318,703
	486,708	399,000	413,912
Receivables from Exchange Transactions	98,087	81,000	81,572
Receivables from Non-Exchange Transactions	388,621	318,000	332,340
	486,708	399,000	413,912

11 Inventories

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Stationery	-	500	467
Canteen	190	-	-
	190	500	467

12 Investments

The School's investment activities are classified as follows:

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Current Asset			
Short-term Bank Deposits	1,765,372	1,800,000	1,812,492
	1,765,372	1,800,000	1,812,492

Tangaroa College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

13 Property, Plant and Equipment

2018	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	2,371,323	18,841	-	-	(67,118)	2,323,046
Furniture and equipment	465,316	123,645	-	-	(107,058)	481,903
Information and communication technology	326,632	117,544	-	-	(139,880)	304,296
Leased assets	25,322	121,947	-	-	(36,742)	110,527
Library resources	74,700	16,471	(4,742)	-	(10,803)	75,626
Balance at 31 December 2018	3,263,293	398,448	(4,742)	-	(361,601)	3,295,398

2018	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Buildings	3,084,955	(761,909)	2,323,046
Furniture and equipment	1,821,612	(1,339,709)	481,903
Information and communication technology	991,197	(686,901)	304,296
Motor vehicles	87,855	(87,855)	-
Leased assets	159,754	(49,227)	110,527
Library resources	196,949	(121,323)	75,626
Balance at 31 December 2018	6,342,322	(3,046,924)	3,295,398

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is $110,527 (2017: $25,322).

2017	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	2,442,634	-	-	-	(71,311)	2,371,323
Furniture and equipment	486,497	84,546	-	-	(105,727)	465,316
Information and communication technology	348,219	110,916	-	-	(132,503)	326,632
Motor vehicles	4,640	-	-	-	(4,640)	-
Leased assets	16,399	16,143	-	-	(7,220)	25,322
Library resources	73,449	16,660	(4,738)	-	(10,671)	74,700
Balance at 31 December 2017	3,371,838	228,265	(4,738)	-	(332,072)	3,263,293

2017	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Buildings	3,066,113	(694,790)	2,371,323
Furniture and equipment	1,697,968	(1,232,652)	465,316
Information and communication technology	873,652	(547,020)	326,632
Motor vehicles	87,855	(87,855)	-
Leased assets	37,806	(12,484)	25,322
Library resources	192,712	(118,012)	74,700
Balance at 31 December 2017	5,956,106	(2,692,813)	3,263,293

Tangaroa College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

14 Accounts Payable

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Operating creditors	176,567	53,000	52,930
Banking staffing overuse	17,160	30,000	-
Employee Entitlements - salaries	353,002	318,000	340,644
Employee Entitlements - leave accrual	24,854	21,000	20,758
	571,583	422,000	414,332
Payables for Exchange Transactions	571,583	422,000	414,332
	571,583	422,000	414,332

The carrying value of payables approximates their fair value.

15 Revenue Received in Advance

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Other	20,329	40,000	63,176
	20,329	40,000	63,176

16 Provision for Cyclical Maintenance

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
Provision at the Start of the Year	203,118	203,118	170,316
Increase to the Provision During the Year	51,751	55,000	32,802
Use of the Provision During the Year	(28,435)	(34,118)	-
Provision at the End of the Year	226,434	224,000	203,118
Cyclical Maintenance - Current	44,907	35,000	47,500
Cyclical Maintenance - Term	181,527	189,000	155,618
	226,434	224,000	203,118

17 Finance Lease Liability
The school has entered into a number of finance lease agreements for computer equipment and photocopiers.
Minimum lease payments payable (Includes interest portion):

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	$	$	$
No Later than One Year	57,224	33,000	14,410
Later than One Year and no Later than Five Years	52,368	36,000	10,680
	109,593	69,000	25,090

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

18 Funds Held for Capital Works Projects

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

2018		Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M)	Closing Balances $
Boiler Project	In progress	3,158	-	-	-	3,158
Toilet Upgrade	In progress	15,020	154,880	68,933	-	100,967
Roofing project	In progress	(7,198)	66,892	59,694	-	-
B Block Toilet Upgrade	In progress	-	7,660	7,660	-	-
TPU Upgrade	In progress	-	9,743	9,743	-	-
Totals		10,980	239,175	146,030	-	104,125

Represented by:

Funds Held on Behalf of the Ministry of Education	45,972
Funds Due from the Ministry of Education	58,153
	104,125

2017		Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M) $	Closing Balances $
Boiler Project	in progress	-	81,900	78,742	-	3,158
Toilet Upgrade	in progress	-	19,360	4,340	-	15,020
Roofing project	in progress	-	-	7,198	-	(7,198)
Totals		-	101,260	90,280	-	10,980

19 Funds Held for Teen Parent Unit

The school's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the school's Statement of Revenue and Expense. During the year the funds were spent on employee benefit expenses, administration and property management expenses.

20 Related Party Transactions

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

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

Tangaroa College

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

21 Remuneration

Key management personnel compensation

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

	2018 Actual $	2017 Actual $
Board Members		
Remuneration	7,439	12,618
Full-time equivalent members	0.05	0.11
Leadership Team		
Remuneration	764,333	685,478
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	771,772	698,096
Total full-time equivalent personnel	7.05	7.11

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:

	2018 Actual $000	2017 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	140-150
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration $000	2018 FTE Number	2017 FTE Number
100-110	2	1
	2	1

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

22 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

23 Contingencies

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

(Contingent liabilities and assets as at 31 December 2017: The school had a contingent liability in respect to a photocopier lease with Konica that expired in 2017.)

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

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

24 Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) A contract was signed with Gym Leader New Zealand Limited in August 2018 to supply and install a rock climbing wall to the school for $99,215 (excluding GST). A deposit of $49,000 was paid in 2018. The project is approved by Ministry of Education and fully funded by the Board of the school. At balance date there was an outstanding amount due of $50,215.

(b) A contract was signed with Miro Project Management Limited in October 2017 to upgrade the boys and girls B block toilet for $193,600 (excluding GST). An amount of $73,273 has been spent on the project to date. The project is approved and fully funded by the Ministry of Education. At balance date there was an outstanding amount due of $120,327.

(c) A contract was signed with Commercial Projects in August 2017 to provide roof repairs for Block D, G2, L and A for $72,335 (excluding GST). An amount of $66,892 has been spent on the project to date. The project is approved and fully funded by the Ministry of Education. At balance date there was an outstanding amount due of $5,443.

(Capital commitments as at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:
- operating lease of a photocopier
- operating lease for digital video equipment

	2018 Actual $	2017 Actual $
No later than One Year	-	5,441
	-	5,441

25 Managing Capital

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

26 Financial Instruments

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

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Loans and Receivables			
Cash and Cash Equivalents	95,293	372,980	406,815
Receivables	486,708	399,000	413,912
Investments – Term Deposits	1,765,372	1,800,000	1,812,492
Total Loans and Receivables	2,347,373	2,571,980	2,633,219
Financial liabilities measured at amortised cost			
Payables	571,583	422,000	414,332
Finance Leases	100,635	69,000	22,972
Total Financial Liabilities Measured at Amortised Cost	672,218	491,000	437,304

27 Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TANGAROA COLLEGE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Tangaroa College (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe Horwath New Zealand Audit Partnership, 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 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

* present fairly, in all material respects:

    o its financial position as at 31 December 2018; and
    o its financial performance and cash flows for the year then ended; and

* comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 21 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees are responsible for the other information. The other information obtained at the date of our report is the School Charter and Strategic Plan and Kiwisport, 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.

Kurt Sherlock
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Tangaroa College

Annual Report

for the year ended

31 December 2018

Ministry Number:	0058
Principal:	Davida Suasua
School Address:	Haumia Way, Auckland
School Postal Address:	PO Box 61476, Manukau 2159
School Phone:	09 274 5764
School Email:	office@tangaroa.school.nz
Service Provider:	Edtech Financial Services Ltd

BOARD OF TRUSTEES
Tangaroa College
Contact details

Current Members

Tangaroa College

SCHOOL CHARTER AND STRATEGIC PLAN

PLAN

2018—2021

Our vision

At Tāngāroa College we excel in education through:

Innovative learning,

A tradition of caring, and

Partnerships.

Context

Tāngāroa College is a state co-educational secondary school catering for students from years 9 to 13. The school is located in the Otara suburb of Mānukau City and is the 'Heart' of our community, Tāngāroa has provided and will continue to provide our community with Arohā and Mātauranga.

Our College provides a very special learning environment. It is focused on developing outstanding citizens who are moral and respectful. We place an emphasis on ownership of learning and being actively involved so that our students are well equipped to seize opportunities offered by new technologies in a rapidly changing world.

Our 'Vision' is driven by the school's Learning Charter, which was designed to capture our philosophy of teaching and learning. The Learning Charter sets out the partnerships, standards and expectations for students, teachers and parents.

The role of the teachers at Tāngaroā College is to establish high quality learning environments where students, discuss and share ideas and knowledge, (new and existing), have skills to interact not only with others but also in a dynamically changing world of technology. The level of engagement is developed through quality relationships with students, families and whanau. Teachers challenge students to think, to evaluate and to reflect on their own learning and progress.

Students are encouraged to interact with teachers, technology and their peers to develop understanding, and most importantly, to apply their knowledge to problem-solving and be able to draw relevance and context to their learning.

Tāngaroā College is an exceptional school because we encourage and promote our students to be exceptional; we do not accept social beliefs and ideologies of who we are as a school, and who we are as people, as our school motto states ' Waiho i te tokā tu Moana' steadfast like a rock in the ocean.

Demographics

Rolls by funding year level, gender, and ethnic group, as at 1 July 2017

Funding year level	Gender	Māori	Pasifika	Asian	Other	European/ Pākehā	International students	Total
Year 09	Female	16	62	1	1	0	0	80
Year 09	Male	27	84	2	1	0	0	114
Year 09	Total	43	146	3	2	0	0	194
Year 10	Female	17	78	1	0	3	0	99
Year 10	Male	22	67	2	0	1	0	92
Year 10	Total	39	145	3	0	4	0	191
Year 11	Female	23	74	2	2	1	0	102
Year 11	Male	22	86	3	1	0	1	113
Year 11	Total	45	160	5	3	1	1	215
Year 12	Female	15	66	0	0	0	1	82
Year 12	Male	12	61	0	1	1	5	80

Year 12	Total	27	127	0	1	1	6	162
Year 13+	Female	8	61	1	0	0	1	71
Year 13+	Male	10	46	5	0	1	1	63
Year 13+	Total	18	107	6	0	2	2	134
Total	Female	79	341	5	3	4	2	434
Total	Male	93	344	12	3	3	7	462
Total	Total	172	685	17	6	7	9	896

Our mission

To nurture in each student a belief in self, a commitment to achievement and the spirit of aroha.

Our values

At Tāngaroā College we:

acknowledge Te Tiriti o Waitāngi

expect high standards of teaching and learning

lead a healthy school philosophy

encourage innovation and continuous improvement

positively affirm all cultures in the school

reflect community values and aspirations of providing quality learning experiences

promote the importance of learning for future generations

Guiding Principles

1. **We will nurture learners committed to personal excellence in all endeavours**

- Students will always be encouraged to take responsibility for their own learning.

- Students will be encouraged to aim for their very best performance in whatever they undertake whether it is in academic, cultural or sporting endeavours.

- All staff will work collaboratively to develop independent learners who enjoy their learning.

- Success in all endeavours will be acknowledged and rewarded.

- The college will foster the personal qualities which prepare students to make a positive contribution to our society.

2. **We will promote respect**

- The college will be a supportive, positive and caring place for students, teachers, support staff and parents.

- Students and staff will value an environment free from harassment of any kind.

- The physical environment will be safe and pleasant.

- Students will enjoy their learning in all its forms.

- All students will have equitable access to learning opportunities and support.

3. **We will actively encourage innovative, reflective and adventurous educational and school practice**

- Change based on solid research and data gathering will be encouraged and embraced; if there is a better way we will find it.

- Self-review will underpin all activities and initiatives.

- Thoughtful risk taking will be encouraged as people strive for personal excellence.

- The professional learning and development of all staff will be a major priority.

4. **We will develop and maintain positive and effective relationships with all those involved with the education of our students**

- Parents will be made aware of the progress and achievement of their children regularly and accurately so that appropriate action can be taken.

- The college will incorporate the Treaty of Waitangi and its principles into all aspects of the college.

- Teachers are our main learning resource and will be consulted and involved in all significant educational change.

- The local community including business, sporting, cultural and other organisations will be included in the development of our policies and priorities.

- Links with contributing schools will be valued and enhanced.

- The college will take a leadership role in educational matters as they relate to our community.

- The college will foster sustainability across the school.

5. **We will foster an appreciation of diversity in our school's national and global community**

- Students will celebrate and enjoy all forms of diversity in our college, nationally, and internationally. This includes cultural, gender, intellectual and physical difference.

- Staff will promote attitudes based around understanding, tolerance and knowledge of differences between people in the curriculum and the wider school environment.

National Administrative Guidelines

The Board of trustees has in place a set of policies which provide assurance and direction as to how the Board of Trustees will meet its obligations as outlined in the National Administrative Guidelines (NAGs).

Policies

These policies cover:

Nag 1 Curriculum

Nag 2 Planning and Reporting

Nag 3 Personnel

Nag 4 Finance and Property

Nag 5 Health and Safety

Nag 6 Legislative Requirements

Full policy documents are available on the college website www.tangaroa.school.nz

National Educational Goals

The College Strategic Plan aims to address the priorities outlined in the NEGs and as a school, Tāngaroā College is committed to the Treaty of Waitāngi principles of partnership, participation, and protection:

Community Consultation

The college consults the community on a regular basis. The approaches we use are through

- Parent and Teacher conferences
- Parent/ guardian meetings — Māori and Pacifica evenings
- Careers information days
- Ceremonial celebrations
- Board of Trustees
- Our school website
- Extra- curricular activities
- Newsletters
- Parent surveys

Overarching Student Achievement Goal

Tāngāroa College Students will achieve the highest standards of academic achievement, personal endeavour and community contribution

This will be achieved by:

A. Improving academic results at all levels for all our students

B. Developing all students' learning habits

C. Providing meaningful student leadership development and opportunities to enhance the culture of the school

D. Increasing the number of students engaged in co-curricular activities

E. Increasing the number of sports teams competing in top level competitions

F. Increasing the number of Arts and cultural groups participating in regional and national events

G. Ensuring that students develop all round capabilities and qualities in terms of character, service and contribution to the community.

Annual Achievement Targets for 2018 - 2020:

A. Literacy:

1. At least 55% of students in Year 10 will be reading at Level 5 of the NZC

B. NCEA Achievement Targets (NZQA Roll based data)

1. Maintain the % of students gaining NCEA level 1 literacy credits at 85% or greater

2. Increase the % of students gaining NCEA level 1 numeracy credits to 85% or greater

3. Increase the % of students gaining NCEA at their appropriate level (Roll based):

    a. Year 11 (NCEA level 1) to 85%

    b. Year 12 (NCEA level 2) to 85%

    c. Year 13 (NCEA level 3) to 85%

C. University Entrance

1. Increase the % of students eligible to gain the UE qualification (NZQA roll based data) to 55%

D. Maori Student Achievement

1. Increase and/or maintain the % of Maori gaining NCEA and University entrance qualifications (NZQA roll based data) to:

    a. Year 11 (NCEA level 1) to 85%

    b. Year 12 (NCEA level 2) at 85%

    c. Year 13 (NCEA level 3) to 85%

    d. UE to 55%

Annual Achievement Targets for 2018 and 2020:

A. Literacy:

1. By the end of the year at least **65%** of students in Year 10 will be reading at Level 5 of the NZC
2. By the end of the year at least **65%** of students in year 9 will be reading at Level 4 of the NZC

B. NCEA Achievement Targets (NZQA Roll based data)

4. Maintain the % of students gaining NCEA level 1 literacy credits at 85% or greater
5. Increase the % of students gaining NCEA level 1 numeracy credits to 85% or greater
6. Increase the % of students gaining NCEA at their appropriate level (Roll based):
   a. Year 11 (NCEA level 1) to 85%
   b. Year 12 (NCEA level 2) to 85%
   c. Year 13 (NCEA level 3) to 85%

C. University Entrance

2. Increase the % of students eligible to gain the UE qualification (NZQA roll based data) to 45%

D. Maori Student Achievement

2. Increase and/or maintain the % of Maori gaining NCEA and University entrance qualifications (NZQA roll based data) to:
   a. Year 11 (NCEA level 1) to **65%**
   b. Year 12 (NCEA level 2) at**65%**
   c. Year 13 (NCEA level 3) to **65%**
   d. UE to30%

Our targets are set high, this is to ensure that we as a school are continuously expecting high standards from students and teachers. Teachers are expected to analyse their teaching practice and their students achievement data. These are targets to be meet at the end of 2020, but reported on annually to ensure departments are tracking towards improving student achievement.

Strategic Initiatives 2018 - 2021

Tangaroa College will work toward realising its vision and achieving the student achievement goals through pursuing the following key strategic initiatives

Strategic Initiatives	Strategies	Actions	Department Action Plans
1. To provide high quality innovative teaching and learning across all areas	➤ Having an effective staff development process including the provision of professional learning and development informed by research that is focussed on robust inquiries, effective pedagogies, and an effective and purposeful appraisal system ➤ Building teacher/student learning partnership ➤ Using assessment and engagement data to inform teaching and learning strategies ➤ Develop and enhance the eLearning platform to enable the application of modern pedagogies in lessons. ➤ Building leadership capacity in the college	• Professional Development Plans supported by external providers **Solo Taxonomy:** Faye Booker **Literacy:** Teams Solutions **E-Learning:** Cognition • Tutor Programs being Focused on Academic Mentoring Learning charter Kaupapa • Assemblies re-structured: Principal address at the Beginning and end of terms Level assemblies TBC on frequency of time • Strategic Plan for e-learning with clear outcomes for teaching and learning • Assessment data analysed by teachers, HoLs, deans and Senior leaders • Extended Leadership team reviews data to track students achievement	• Need to align with Strategic Initiatives and reflect the strategies and achieve the school wide targets

Term 1 Review:

• Literacy PLD - Led by Team Solutions and Literacy Committee members (a representative from each subject area). Training of committee members in research based literacy strategies by the team, who then return to departments to strengthen literacy practice within the department and throughout the school.

- Junior ELT (moving into second year) - All Year 9 &10s have completed the academic mentoring process. (+WG)

- Data analysis using AsTTle data tests carried out in Term 1 in the junior school - building the capacity of the LC representatives to; read and analyse data, replicate this in their own subject areas.

- Tutor based activities across the school, to assist in the building of a 'reading culture'. Stop Drop & Read at least once a week during Thursday Tutor period. Senior Leaders / Middle Leaders/ Office staff, without a tutor group are invited to sit and read with a tutor group.

- Academic mentoring on the most part has been completed at a senior level. Deans are still catching up with teachers and students with outstanding conversations. The concern is students who do not yet have a conversation as reporting to parents will be different (Term 2). There will be more of a focus on subject teachers which means tutors need to make sure they have supported students in their tutor class by following up on assessments/grades etc. WG: The number of completed academic conversations by tutors with individual students appears to be significantly increased compared to Term 1 last year.

- In senior tutor classes tutor teachers are becoming more "aware" on how to track and monitor UE (14+), reading, writing, literacy, numeracy etc. I also think the visual tracking in the staffroom has created more "buy in" across the board. The inclusion of this information which was normally a 'face to a name' means this process has more meaning and mana

- Building leadership capacity: I would really love to hear what more teachers are doing in their classrooms and what is working for them. Maybe a staff meeting with 4 mini presentations or an after school "cafe style workshop" that you can pick to attend two. I think for people that might identify "meeting deadlines" as a struggle it would be good to hear from staff members who are able to manage this with students (sorry team just a thought). I really like how Martin is developing leadership with staff members through e-learning PLG.

- WG: The teacher appraisal process has been implemented on a 100% digital platform. A major part of the appraisal obligations is for teachers to engage in professional learning, and this too is launched completely on a digital platform. Four PLG sessions have been completed so far. The five PLG team structure is deliberate to encourage staff to reveal more about their practice and seek to be seen to engage with the two pedagogies, namely SOLO and e-learning. The approach with e-learning is to be experiencing it as learners in the PLGs as to realise its potential in the classroom. The approach with SOLO is to expect teachers to demonstrate how they have extended their application of SOLO beyond what they currently do as routine. There are 14 PLG coaches who meet a few days before each session. Not only do they facilitate each session, they become professional leaders of the new technology.

- Development of Deans and the level of information they are providing back to ELT meetings is exceptional. As an SLT team we need to ensure we are supporting the deans and the students by ensuring we know what assessments will be late and the reasons why etc.

- Some Tutors/HOLs are accessing Course Outline information to enable better Academic conversations and deadline monitoring for students - HSA, Year 13 and Year 12 teachers specifically.

Principals Assemblies: Assembly 1: Choices and understanding your learning
Assembly 2: recognition of long services to the school 20 year plus: Head Girl leading this with a speech.
Acknowledgement given but appreciation of their commitment and what true commitment is.

Term 2 Review/Comments:

- Academic mentoring - needs to continue to be pushed at all year levels. We need to support our Deans and tutor teachers to make sure meaningful conversations are happening and that tutor teachers are following up with subject teachers consistently. In theory we would like the quality of conversation to be the drive for students to investigate into the current status of their credits (high quality teaching and learning across the board). WG: greater completion rate of LCs in Term 2.

- Further SOLO PD for staff would be great. We have had a huge focus on e-learning and we want to continue to encourage and support staff on their SOLO journey. How do we know that this is happening apart from department minutes? Maybe a survey? (Just an idea). WG: It seems that creating effective rubrics for junior programmes is difficult for many staff. This is a long process. Some believe that they have done what is required when the new rubric does not clearly link to SOLO. Keep going!

- WG: The Learning Impact Teams continued to meet on Monday afternoons - now completed seven sessions. Focus moves to teachers "taking action" in their lessons and reporting back to their teams. Fairly formal presentation process to ensure some rigor to the process. Six staff have given their presentations to the Teams already.

- WG: E-Learning is developing rapidly, with many staff converting to Google Classroom when they have access to devices. It is accepted that much use of devices is little more than substituting pen and paper, but that opens the way to greater collaboration, student autonomy and connection with expertise in the future. A big issue is when and how TC goes BYOD.

- WG: Staff have been using the digitised appraisal documentation. Most lesson observations have been recorded by appraisers directly into the My Observations document. Those who use it have not found a problem. Those who have record it using pen and paper will scan this and insert it into the digital version. The LIT sessions have required staff to complete short reflections of their inquiries in the My Inquiries doc. Both of these docs can be linked in the My Evidence and Appraisal doc. SLT can see the progress by accessing the shared Performance Management Packs.

- Literacy committee Meeting twice a term with each department represented at the meetings. Sharing of resources, department progress with SOLO/ Literacy aligned strategies, standing agenda item for all dept meetings.

Term 3 Review

- SOLO taxonomy - 2nd year nearly over. Supported by Literacy strategies. Next steps: continue with working with Faye Booker – works well one-to-one. Junior units aligned with SOLO. Work needed on getting consistent use of SOLO with unit documents to match. Many depts will not have all units with SOLO marking schedules, etc. In the case of the Maths Dept, lots of docs exist but not necessarily translated into delivery in lessons. Perhaps inquiry programme could be vehicle for enhancing performance of individual teachers. Line managers can suggests 2019 inquiry focus based on current performance.

- Data tracking is hindered at times as Staff are reacting after the deadline. rather than planning ahead. Missing deadlines frequently. WG seeks to require timelines for each programme. Maybe standardise this.

- PLG Inquiry programme (Learning Impact Teams) is almost complete. High completion rate among staff. Some presentations to be celebrated eg Monuia. Overall lift in use of Google g-suite for all aspects of management and lesson delivery. Strong evidence of SOLO being integrated into lesson plans.

- Planning for BYOD 2019 for Year 9 is well underway. Logistical complexity of ensuring sufficient devices for year 9 classes. Combo of families purchasing, loaners, and class sets. Issue of preparing departments for launching an e-learning programme on Google Classroom.

- Use of online educational apps being used in some departments eg. Maths Buddy (Maths), BI/PA used 'Desmos' for level 2 Maths, Education Perfect (English), Use of Kahoot across all subject areas, Google classroom

Term 4 Review

- WG: The annual appraisal cycle was concluded in Term 4, with teachers ensuring evidence had been gathered and matched to the six STPs, and an appraisal interview between each teacher and their appraiser. It seemed that the process was smoother than a year ago and all evidence is in digital form with links into the documentation. Teachers have been gathering their evidence all year.

- WG: Teachers have completed two school-wide inquiries which specifically targeted e-learning and SOLO. The PLG team structure (LITs) have helped to make teacher learning transparent which has further implemented the two goals. All teachers have presented their inquiry in their teams.

- WG: Preparation for BYOD for Year 9s has ramped in Term 4. We held an "E-Learning Info Night" for Year 8s and their families. This was well attended and the mood in the community was very positive. Staff have been informed. SLT acknowledges that there will be challenges in 2019, but we can't let that be the reason to not do it.

2. To provide a curriculum that meets the objectives in the New Zealand Curriculum and provides opportunities and pathways for all students.	➢ Continue to develop a curriculum which equips students with the attributes of confident, connected, actively involved, lifelong learners. ➢ Embed the Learning habits into all curriculum planning and delivery ➢ Investigate alternative timetable structures - ➢ Continue to develop qualification pathways that meet the needs of all students	• Time table change • Careers dept. focus on supporting students academic journey - careers week / option selection week • Learning Charter embedded in everything we do • Solo taxonomy embedded in everything we do

Review Term 1:

- Learning Charter - How do we measure this is transparent throughout the school?? - collect student Voice and teacher practice.

- Learning habits: Introduction of SOLO and the school wide use of the terminology is becoming a "habit" for students and staff. This is also slowly being embedded across departments as assessments, rubrics, schedules etc are being re-written to incorporate SOLO. WG: It appears that there is much variation in the extent and depth of SOLO implementation in lessons. We have been pursuing SOLO for long enough now for the deeper challenges to become more apparent and SLT will need to be attentive to supporting departments and individual staff to embedding it more fully. For some departments, there is much work to be done.

- SLT/Deans are working with careers and Gateway to provide different options for students to gain credits.

- Personally I like the timetable change as I have more time with students and I feel that from a teaching perspective I have more time to develop students level of understanding (outcome expected: higher level of M and E achievement). Might be good to survey staff/students to see what they think on the timetable change?

- WG: The timetable change has been accompanied by the new requirement to enter senior students for at least one external Achievement Standard in each subject. It seems that Teachers and HOLs are comfortable with this expectation despite its challenges, and are getting on with it.

- Junior Curriculum - needs to be itemised agenda at SLT/HOLs/Departments - needs to be a strong key focus and driven by SLT. https://docs.google.com/document/d/1emx5NWzDzrClMVf1xbKQIoGnwB3kej3TD0nacCbZSel/edit

- The timetable allows for more indepth teaching/learning as whttps://docs.google.com/document/d/1emx5NWzDzrClMVf1xbKQIoGnwB3kej3TD0nacCbZSel/edite lose no momentum. One less class seems to have reduced the "pressure" to meet deadlines for a lot of students, and teachers. (+WG)

- Departments need to be encouraged to review their Units/courses after each assessment, and implement any changes that may benefit students achievement. There seems to be a reluctance to do this. Is our mechanism for this (Course variation Request) a barrier?

- Planning needs to integrate Solo and eLearning into lessons and Units. Are departments rewriting units as part of their reviews to include Solo and elearning? Deliberate teaching of literacy skills in all classes. Using literacy strategies that align with SOLO will make this focus manageable. (eg 3 level guide, Talk to the text, Thinking out loud).

Term 2 Review/Comments:

- Has been a shift in practice in some departments to become more "proactive" in allowing student autonomy. This fits in with "Continue to develop qualification pathways that meet the needs of all students". Examples are Jet-Lee's individual Computing programme and the willingness of BC to create an alternative standard (carving) for year 13s students. It is encouraging to see that more staff are thinking "outside the box" to provide alternative learning opportunities instead of relying on Gateway etc.

- WG: There has been much progress with developing e-learning among staff with increases in student autonomy and connectivity.

- WG: the timetable change continues to be felt in the (relatively) calmer classroom environment. However, the crunch will be whether we experience higher overall pass rates, and greater commitment to external exams.

- WG: Careers Dept have planned Careers events in Term 3 with a strong emphasis on engaging students. A different programme for each year level is planned. In Term 2, Year 13 students who attended enjoyed presentations from five tertiary providers. Ariana has implemented the Dream Catcher online programme to develop students' careers aspirations. Plan is to roll this out to other year groups in 2019.

Term 3 Review

- Timetable changes seem to be well embedded, and working well. Survey of staff and community completed with over 100 respondents. Issue of one less subject but the remaining five

- Careers Dept development.

  o Review of standards in the careers timetabled programmes - T4
  o Roll out of Dream Catcher to other year groups, as primary method of profiling students for careers opportunities
  o Review of Careers events - what is effective, timing, logistics.
  o Scholarship applications - 31 students are being assisted in their applications.

- VV is presently looking at a whole range of diverse programme topics for inclusion in the Senior Courses. Expressly, Life and Social skills developmental topics, and a range of off-site courses that better meet the needs of students, rather than for easy teaching.

- Attendance - lateness is the concern. The problem seems more to do with the families getting organised late, rather than the students deciding to be late.- need review and work on strategic plan to address issues

- Learning Charter still needs to be embedded throughout school, in classrooms and departments. Perhaps the vehicle for this is PB4L. Ongoing need for teachers to manage students behaviours, especially through relationships. WS: need to keep conversation going frequently, to remind staff, to make the TC way more normalised. TU to implement plan with SLT

- Restorative Practises are embedded in classroom practice.

Term 4 Review

- WG: Junior exams ran in week 4. A success. This will help students adjust to exam-style assessment in senior school.

- WG: Review of Dream Catcher in Term 4 by Careers Dept. Dream Catcher regarded as ineffective because students do not respond favourably to need to complete online forms independently. Ariana has plans for a replacement system for 2019.

| 3. To provide a safe, inclusive student learning environment | ➤ Ensuring a restorative approach across the college; valuing people and encouraging personal responsibility.
➤ Continue to develop the role of the tutor as the significant adult for students. | • Learning Charter
• Guidance Team processes and procedures clear |

➤ Ensuring that the school is an inclusive environment for all our Māori and Pasifika students ➤ Being proactive in identifying students at risk and providing targeted strategies to support engagement and achievement. ➤ Actively promote a culture of respect and care for all people ➤ Ensuring that staff are supported	• Departments having processes that align with school wide policies and processes • Tracking and Monitoring • Health and Safety plan implemented and embedded

Review Term 1:

- Attendance Processes: Developing new ways to improve better learning by identifying students who have low percentages. Encouraging punctuality and regular attendance through the House system - the 'attendance' cup presented end of Term 1. The message to the student body is, lateness and unexplained absences, impacts on your Houses' overall attendance percentage. Follow-up emails from office staff (Soana) is also supporting teachers in the accuracy of attendance data. Next steps Term 2 is to have a Attendance Weekly Board illustrating level attendance data each week, tutor class of the week, Data analysis for House percentages

- Department processes: Need to ensure all departments actually use their processes (e.g. removal room, instead of kicking students out) Next steps is to develop a template for departments to use so this allows students to think and reflect on their learning, then take responsibility to make this right.

- Restorative approach: Happens at Dean/SLT level. We need to somehow get HOLs to run resoratives in their departments and/or have some upskilling on repairing relationships with students (sorry another idea). Next steps would be to work with HOLs in developing their capacity around what restorative looks like for their Department and others. Teachers will need to reflect on their practise/involvement and how they could have approached this better.

- Deans are doing a really awesome job with identifying at risk students and are trying new things/putting plans in place to try and keep these students in school. They have put in some hard yards in Term 1 and I just want to acknowledge that.

- Mauri-ora another example of inclusive environment for all (those who came and also those who helped/participated). The 'learnings' (evaluations post Mauri ora by the committee) from this event has also been documented and shared with the BOT (via Marshy).

- Teachers are still very quick to want students removed from their class and think it is ok to absolve themselves from any responsibility for classroom management. How can we address this globally? WG: Deans are becoming more confident in advocating for the student in cases of poor teacher judgement and in expecting teachers to deal with student management, using the slogan "Student management is good pedagogy".

- There has been a noticeable change in students around the school out of class during lesson time. Teachers are more aware and questions students. WG: Yes, a definite reduction in numbers of students loitering in corridors.

- SLT being out every interval and lunchtime has had a really positive effect with staff on duty. Many teachers have commented on how supported they feel. WG: Less fights reported by deans, and less cases of students smoking.

- WG: Streamlining of deaning processes to enable better tutor accountability for attendance monitoring, conducting learning conversations, and implementing the tutor programme. The TC Pastoral Care Manual has been converted to a Team Drive. The Deans propose to change the time, frequency and purpose of the Tutors Meetings: fortnightly starting at 8.15am with greater emphasis on the mentoring role of Tutors.

Term 2 Review/Comments:

- Continue to develop the role of the tutor as the significant adult for students: SLT and Deans as mentioned previously - continue to support the tutor teacher to have this power and confidence to support the students and "chase credits" with subject teachers. This needs to be tutor driven.

- WG: The Tutor programmes have increased the thematic approach, with greater emphasis on values and key competencies. The Tutor programme has also increased its focus on tracking and academic mentoring. All together, it is not easy for the deans to achieve but I think the tutor time experience in 2018 is a little richer for students.

- WG: Very few stand-downs or suspensions in Term 2. Restorative conferencing has been used increasingly at large scale (with Paumea) and by SLT and Deans for student to student, and student to teacher.

Term 3 Review/Comments:

- Learning Charter still needs to be embedded throughout school, in classrooms and departments. Perhaps the vehicle for this is PB4L. Ongoing need for teachers to manage students behaviours, especially through relationships. WS: need to keep conversation going frequently, to remind staff, to make the TC way more normalised. TU to implement plan with SLT

- PB4L practices
- Tracking and monitoring achievement data- isolating students to individual achievement and ensuring external assessments are addressed, tracked and monitored NA's of these students.
- Follow up on attendance for practice exams - processes and department next steps?
- Health and Safety - MOE will now bring in someone to ascertain structural warrant of fitness - TC due early 2019. Uncertainty with how to manage eg extension leads, heaters in rooms. Wellbeing of staff: how do we manage this? Guidelines for response to stressed out teacher, or conflict between staff. SLT need set of guidelines (not a rigid set of steps) and principles to respond to situation. Maybe get in Lucy Home to conduct staff wellbeing PD. Also big decisions about lockdown for medical issues - like what happened in Carterton.

Term 4 Review:

- WG: Deans reviewed the "data cycle" and learning conversations. This has resulted in a refocusing of Tutor time. Now renamed "Wa Akoranga" and the push is for students to do study in this time, and for many more Learning Conversations (academic mentoring). In 2019, Deans will be a lot more specific in requiring LCs and what to focus on. This will increase the relationship with the significant other and provide a narrative of student progress for Tutors to comment on.

- WG: Deans attended two discussion sessions on restorative philosophy and practice, which was facilitated by Pat Tetley. Some Deans and SLT are requesting deeper learning on this subject so perhaps off-site PD for these staff next year.

| 4. To strengthen the home-school and school-community relationships | ➤ Ensuring home-school communication is appropriate, timely and effective
 ➤ Working in partnership with parent groups, e.g. Pasifika, Māori and other families
 ➤ Actively seeking feedback on the college's performance from the community
 ➤ Developing the school Alumni
 ➤ Develop strategic partnerships | • website continuously updated
 • Parent information evenings/days
 • parent portal opened
 • *teaching materials online for students and parents to view*
 • gateway partnerships developed
 • tertiary partnerships developed
 • celebrations of performances in public forums |

	➤ More active promotion of the College achievements and initiatives

Review Term 1:

- Mauri Ora Event - Opening our doors to the community by having a themed day based on getting Maori and Pasifika parents in for kai and a korero. What went well is that the school promoted past students who attended TC and celebrate their successes in where they are and who they are as South Aucklanders sending strong messages that you too can be successful. Also other community schools and local pre schools were invited to be part of the day which was great way to build partnerships with our neighbours

- Development of the school alumni underway (Go Marshy and Tau)

- Development of strategic partnerships: currently underway with the upcoming Talanoa nights - inviting members of the community and business to contribute to our school in whatever way they can (e.g. speaking at assemblies, part time jobs for students, scholarships etc)

- Participation of cultural groups at Polyfest

- Recognition of amazing staff and community members who help/contribute to our school.

- HSA academy continues to support students and parent partnership - tutorial for parents on how to use the parent portal

- Our new planned Report Days will also offer a more inclusive feel for the community as we will have stands with our other services and information available as well. We should aim for a more celebratory feel for these days, rather than just a clinical report event.

- WG: Members of the community are involved in coaching sports teams.

Review Term 2:

- Subject reporting seemed positive with whanau being able to directly engage with subject teachers regarding individual progress. This was more formal as the "speed dating" approach we have had in the past. Staff seemed to like the online booking system/tool also.

- Course outlines will be going on the parent portal (fantastic!).

- Kirk Jennings has maintained the school Facebook page with photos of sports and high achieving alumni. The First XV RugbyTeam is unbeaten this term so building a following in the community and getting noticed.

- Talanoa Event involved Alumni, Community people talking to students / parents about their career journey. Successful event for the yr 13 students organised by the Level 13 Dean / Marshy.

Review Term 3:

- Follow up with Junior Hui Event, formation of Maori parents' committee - TU/FI to collaborate Term 4 Week 1 with parents around their role. To also set up a draft action plan for 2019 (Events Planner). Aim to build stronger connection with Tangaroa and our Maori whanau/parents.

- NZQA / NCEA information Hui / Event for Parents/Students earlier in the year. Possibly in the first 4 weeks of term to set the expectation for what the year is about and the importance of being present at school - engaged, on time, participating.
- Career opportunities with parents-Yr13 off site.
- Food Tech students involved in Dine Academy 'Dine Auckland Event' / Business students selling own products (food covers, cups etc)/
- Language weeks celebrated involving parents/ community people holding cultural workshops eg weaving, language
- Sports teams - coaches from community groups, links also with our COL schools with some staff at Ferguson coaching/managing teams / parents / TC alumni - coaching / managing teams.
- Korean Language Classes started this term 10 week course - a range of students from Tangaroa, McAuley, Botany Secondary School, and adult participants / including teaching staff from TC
- TC Thunder - very popular with TC students / families from the community involved in this basketball initiative (building skills and supported by Tangaroa and Auckland Basketball.

Review Term 4:

- WG: The E-Learning for Year 8s info night was a success with a full staffroom. WG had earlier visited Ferguson Intermediate and spoke to a year 8 assembly about BYOD and e-learning, so building community awareness of the e-learning programme.

5. To provide the resourcing and infrastructure needed to effectively deliver an	➤ Implement the 10 year development plan (Property Plan)	• Toilets in B block upgraded begin end of 2017 and completed 2018 T1 week 4

innovative educational experience	➤ Identify and developing facilities that support a forward thinking future focused education ➤ Identify and develop facilities that support comprehensive e-Learning across the school. ➤ Fully develop the International education programme	• D block upgraded and remodelled - T3 2018 • external person fundraising for resources with clear a wish list of purchasing resources for the school • Climbing Wall in gym • Cover for the back courts • cover between B and D block • School Vans • Spaces remodelled for e-learning opportunities 'C Block' • Enrollments for International students process and procedures reviewed to align with Ministry requirements

Review Term 1:

- More technology/devices have become available for departments this year. The implementation of a "School wide booking system" will also allow fair access for all staff and students (+WG)

- PE/Health classrooms purchased "innovative furniture" for their classrooms which encourages a different/engaging learning environment - are there any other areas which might benefit?

- Mini revamp of library with furniture etc gives a different experience and personally I find it more welcoming and enjoyable. Will there be an upgrade of our school library in the future? Lunchtimes there are many boys playing chess and it can be quite noisy for those students who would just like to read or study.

- Department resourcing allows students to participate in other 'learning experiences" e.g. salsa dancing, white water rafting, biology trip to long bay etc. As mentioned above we need to look into funding not only got resources but also educational learning experiences and trips

- C Block sound-proofing needs to be looked at. Both Music and Art are struggling at time with the noise levels.

- Reconfiguration of the deans work areas with all deans in one space encourages a more collaborative team culture.

Review Term 2:

- WG: New photocopying contract has given us lower costs and more integrated accounting. Teachers can access cheaper colour photocopying. Combined with greater use of devices, the p/c bill has declined.

- WG: Devices are now more available to staff through COWs, online booking systems and more devices.
- Kirk continues to apply for funding for the climbing wall and cover and making good progress with $84000.00 raised to date for the wall another $30,000 required. We are currently waiting on a council application for the cover which may give us between 40 to 60% of the total cost.

Review Term 3:

Review Term 4:

- WG: IT Committee has approved purchase of 56 chromebooks to backup BYOD in year 9 lessons, together with cabinets. These will arrive in Jan 2019. The applications (through Kirk) for charitable funding of a further 56 chromebooks to loan to poorer students, have been turned down so far. But we will keep trying. We have secured a discount deal on a chromebook package from PBTech for all families associated with TC.

NOTES:

- Improving teacher "buy in" and student achievement
- Embedding this pedagogy
- Every department meeting lesson plans shared and reviewed?
- Marking schedules (need to be reviewed and aligned with SOLO/literacy)
- Discourse SLT/HoLs - the same across the school

How?

- HoLs reflect on action plans and how have these been met? HoL then facilitates a department reflection
- Staff forums/ Teachers who are meeting deadlines to share their strategies/ actions

What?

SLT	HoL	Staff

- Meetings
- Coaching
- Analysing document representing organisation of department
- Exemplars for juniors
- Critique document
- We as SLT need to check the checkpoints for units
 	
Standing items for HoL/SLT/Department meetings
- Tracking and monitoring checkpoints - go back to the unit of work and check that it all aligns
- Evidence presented (e.g. google docs
	- Supporting individuals (meetings)
	- HoLs in leading their departments?
	  ○ Unit/checkpoints set to meet the deadlines
	  ○ Marking schedule (exemplars)
	  ○ Departments/teachers completing the assessment themselves
	- Conversations need to be around pedagogy
	
	Due to LN:
	- Assessment task
	- Marking schedule
	- Unit plan/outline/timeline to meet
		- Individual planning around the marking schedule
		- Teacher annotated exemplar
		- Appraisal system - provide a vehicle for teachers to self review and identify their own pedagogical growth/development
		- Identify staff who need support

- and meeting notes)
- Review data Term 1
- P.M.I
- Actions required to address issues of underachievement
- SOLO/Literacy/E-learning
- What support to SLT need from Mike? External PD?
- SLT to inquire into their own leadership application with student achievement underpinning all actions
  - meeting deadlines
  - planning
  - delivery (evidenced through walkthroughs and observations)
- Leaders of portfolios to "talanoa" with SLT managers of departments how they are supporting this initiative (e.f. literacy, SOLO, E-learning)

- deadlines
- Meeting deadlines for senior and junior
- Share school charter (review) and HoLs to reflect on their departments contribution to the charter and meeting school achievement targets
- HoL/ student voice re: SOLO, literacy, e-learning, the learning charter (in preparation for the ERO visit) - reflection of practice

Tangaroa College

Statement of Kiwisport Funding

Year ended 31 December 2018

Kiwisport is a government funding initiative to support student's participation in organised sport. In 2018, the school received total Kiwisport funding of $5,832 (excluding GST).

The funding was supplemented by the school and spent on extra equipment, uniforms, assistance with transport and coaching training.