

TE PAEPAE O AOTEA

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 961

Principal: Rachel Williams

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Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

TE PAEPAE O AOTEA

Annual Report - For the year ended 31 December 2022

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Te Paepae o Aotea

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

William John Werahiko Edwards
Full Name of Presiding Member

Rachel Diana Williams
Full Name of Principal

William Edwards
Signature of Presiding Member

R Williams
Signature of Principal

03 October 2023
Date:

03 October 2023
Date:

Te Paepae o Aotea
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,058,220	1,736,213	-
Locally Raised Funds	3	11,559	-	-
Interest Income		5,873	-	-
		<u>3,075,652</u>	<u>1,736,213</u>	-
Expenses				
Locally Raised Funds	3	178,264	-	-
Learning Resources	4	1,448,639	30,500	-
Administration	5	275,091	343,250	-
Finance		1,145	-	-
Property	6	5,232	-	-
		<u>1,908,371</u>	<u>373,750</u>	-
Net Surplus / (Deficit) for the year		<u>1,167,281</u>	<u>1,362,463</u>	-
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>1,167,281</u></u>	<u><u>1,362,463</u></u>	-

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

Te Paepae o Aotea
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		-	-	-
Total comprehensive revenue and expense for the year Contributions from the Ministry of Education		1,167,281	1,362,463	-
Equity at 31 December		1,167,281	1,362,463	-
Accumulated comprehensive revenue and expense		1,167,281	1,362,463	-
Equity at 31 December		1,167,281	1,362,463	-

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

Te Paepae o Aotea Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,074,862	1,347,351	-
Accounts Receivable	8	380,180	-	-
GST Receivable		9,208	9,080	-
Prepayments		22,569	22,569	-
		<u>1,486,819</u>	<u>1,379,000</u>	-
Current Liabilities				
Accounts Payable	10	402,932	32,537	-
Finance Lease Liability	12	14,158	-	-
		<u>417,090</u>	<u>32,537</u>	-
Working Capital Surplus/(Deficit)		1,069,729	1,346,463	-
Non-current Assets				
Property, Plant and Equipment	9	124,483	16,000	-
		<u>124,483</u>	<u>16,000</u>	-
Non-current Liabilities				
Finance Lease Liability	12	26,931	-	-
		<u>26,931</u>	-	-
Net Assets		<u>1,167,281</u>	<u>1,362,463</u>	-
Equity		<u>1,167,281</u>	<u>1,362,463</u>	-

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

Te Paepae o Aotea
Statement of Cash Flows
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,616,228	1,736,213	-
Locally Raised Funds		11,559	-	-
Goods and Services Tax (net)		(9,208)	-	-
Payments to Employees		(112,847)	(158,000)	-
Payments to Suppliers		(348,372)	(225,862)	-
Interest Paid		(1,145)	-	-
Interest Received		3,967	-	-
Net cash from/(to) Operating Activities		1,160,182	1,352,351	-
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(82,911)	-	-
Net cash from/(to) Investing Activities		(82,911)	-	-
Cash flows from Financing Activities				
Finance Lease Payments		(2,409)	(5,000)	-
Net cash from/(to) Financing Activities		(2,409)	(5,000)	-
Net increase/(decrease) in cash and cash equivalents		1,074,862	1,347,351	-
Cash and cash equivalents at the beginning of the year	7	-	-	-
Cash and cash equivalents at the end of the year	7	1,074,862	1,347,351	-

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

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

Te Paepae o Aotea

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Te Paepae o Aotea (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 11.



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 9.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 12. Future operating lease commitments are disclosed in note 17b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Buildings	40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

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

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

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTL programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,642,811	1,736,213	-
Teachers' Salaries Grants	1,414,423	-	-
Other Government Grants	986	-	-
	<u>3,058,220</u>	<u>1,736,213</u>	<u>-</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Fees for Extra Curricular Activities	1,357	-	-
Trading	10,202	-	-
	<u>11,559</u>	<u>-</u>	<u>-</u>
Expenses			
Extra Curricular Activities Costs	12,378	-	-
Trading	165,886	-	-
	<u>178,264</u>	<u>-</u>	<u>-</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>(166,705)</u>	<u>-</u>	<u>-</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Employee Benefits - Salaries	1,414,426	3,000	-
Staff Development	24,356	27,500	-
Depreciation	9,857	-	-
	<u>1,448,639</u>	<u>30,500</u>	<u>-</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	10,355	-	-
Board Expenses	6,800	11,000	-
Communication	2,270	1,250	-
Other	141,792	176,000	-
Employee Benefits - Salaries	111,874	155,000	-
Service Providers, Contractors and Consultancy	2,000	-	-
	<u>275,091</u>	<u>343,250</u>	<u>-</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grounds	100	-	-
Security	618	-	-
Employee Benefits - Salaries	4,514	-	-
	<u>5,232</u>	<u>-</u>	<u>-</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	1,074,862	1,347,351	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,074,862</u>	<u>1,347,351</u>	<u>-</u>

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

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables from the Ministry of Education	24,774	-	-
Interest Receivable	1,906	-	-
Teacher Salaries Grant Receivable	353,500	-	-
	<u>380,180</u>	<u>-</u>	<u>-</u>
Receivables from Exchange Transactions	1,906	-	-
Receivables from Non-Exchange Transactions	378,274	-	-
	<u>380,180</u>	<u>-</u>	<u>-</u>

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	-	52,383	-	-	(1,875)	50,508
Information and Communication Technology	-	36,811	-	-	(3,237)	33,574
Leased Assets	-	45,146	-	-	(4,745)	40,401
Balance at 31 December 2022	-	134,340	-	-	(9,857)	124,483

The net carrying value of equipment held under a finance lease is \$40,401 (2021: \$0)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	52,383	(1,875)	50,508	-	-	-
Information and Communication Technology	36,811	(3,237)	33,574	-	-	-
Leased Assets	45,146	(4,745)	40,401	-	-	-
Balance at 31 December	134,340	(9,857)	124,483	-	-	-

10. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	32,536	32,537	-
Accruals	10,355	-	-
Employee Entitlements - Salaries	353,500	-	-
Employee Entitlements - Leave Accrual	6,541	-	-
	<u>402,932</u>	<u>32,537</u>	<u>-</u>
Payables for Exchange Transactions	402,932	32,537	-
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>402,932</u>	<u>32,537</u>	<u>-</u>

The carrying value of payables approximates their fair value.

11. Provision for Cyclical Maintenance

The School have been given permission by the Ministry of Education to not include a provision for cyclical maintenance while they are operating out of separate sites.

12. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	17,207	-	-
Later than One Year and no Later than Five Years	29,212	-	-
Future Finance Charges	(5,330)	-	-
	<u>41,089</u>	<u>-</u>	<u>-</u>
Represented by			
Finance lease liability - Current	14,158	-	-
Finance lease liability - Non current	26,931	-	-
	<u>41,089</u>	<u>-</u>	<u>-</u>

13. 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 conditions 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.

14. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration		
<i>Leadership Team</i>		
Remuneration	510,618	-
Full-time equivalent members	3.81	-
Total key management personnel remuneration	510,618	-

There are 8 members of the Board excluding the Principal. The Board had held 24 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (N/A members) that met 4 and N/A times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	-
Benefits and Other Emoluments	3 - 4	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	0.00	0.00

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



15. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

16. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022 a contingent liability for the school may exist.

17. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2022.

(Capital commitments as at 31 December 2021: Nil)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

18. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	1,074,862	1,347,351	-
Receivables	380,180	-	-
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	<u>1,455,042</u>	<u>1,347,351</u>	<u>-</u>

Financial liabilities measured at amortised cost

Payables	402,932	32,537	-
Finance Leases	41,089	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>444,021</u>	<u>32,537</u>	<u>-</u>

19. Events After Balance Date

The School have acquired assets from the closure of Hawera Intermediate and Hawera High School. The total value of these are \$1,331,722.

20. Comparatives

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

21. Breach of Law - Statutory Reporting

The Board of Trustees has failed to comply with section 137 of the Education and Training Act 2020, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2023.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF *TE PAEPAE O AOTEA* FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 03 October 2023. This is the date at which our opinion is expressed.

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

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.

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



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

Te Paepae o Aotea

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Will Edwards	Presiding Member	Appointed	Jul 2023
Cheryl Luke-Maraki	Presiding Member	Appointed	Jul 2023
Rachel Williams	Principal	ex Officio	
Dinah King - Ngāruahine representative	Other	Elected	Jul 2023
Hauraki Erb - Ngāti Ruanui representative	Other	Elected	Jul 2023
Neryda Sullivan	Other	Appointed	Jul 2023
Ross Dunlop	Other	Co-opted	Jul 2023
Te Kiri King		Co-opted	Jul 2023
Diana Reid		Co-opted	Jul 2023

Te Paepae o Aotea

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$0 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Te Paepae o Aotea Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Equal Employment Opportunities</i></p> <p>The Equal Employment Opportunities policy ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:</p> <ul style="list-style-type: none"> • to maintain, and comply with their school's Equal Employment Opportunities policy, and • to include in the annual report a summary of the year’s compliance. <p>To achieve this, the board:</p> <ul style="list-style-type: none"> • appoints a member to be the EEO officer – this role may be taken by the principal • shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development • selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude • recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups • ensures that employment and personnel practices are fair and free of any bias. <p>Employment of staff from a range of ethnic, cultural, etc. backgrounds and ensuring that all staff feel safe in our working environment.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Te Paepae o Aotea is a Values based school.</p> <p>All candidate selections are based on whether they meet our school values as well as their skill-set which matches their job description</p> <p>See Appendix A – Sample Job Description / Sample Interview template</p>

How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	Te Paepae o Aotea School Website See Appendix B - School Charter
How have you enhanced the abilities of individual employees?	This is managed through PLD which includes: <ul style="list-style-type: none"> • <i>Relationship Based Learning</i> • <i>Digital Competency</i> • <i>Cultural Competency</i> See Appendix C - Strategic Plan
How are you recognising the employment requirements of women?	Employment requirements for women and disabilities have been incorporated into the school culture from time of school introduction (2022)
How are you recognising the employment requirements of persons with disabilities?	

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes Policy	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		Yes
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		Yes
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		Yes
Does your EEO programme/policy set priorities and objectives?		Yes

Signed by
RACHEL WILLIAMS
Tumuaki/Principal



02/08/2023

Date

Signed by
WILL EDWARDS
Presiding Member
Te Paepae o Aotea Establishment Board of Trustees



14/08/2023

Date



Interview Questions

Position Details

Position Title	
Candidate's Name	
Date	
Interviewer	

Your role at the interview

The interview is a two-way process.

Whilst we are learning about the interviewee and their potential suitability, they will also be looking at our new school to see if it is the right fit for them and their career.

We will be looking for 'evidence based' conclusions at the end of the interview process, space is made available to note responses.

Section A

Questions	Descriptors	Evidence
Tell us a little bit about yourself and why you want to be a Classroom Teacher at Te Paepae o Aotea	<i>Confident, manner, ambitious, creative, new challenges, team player, visionary, embrace change, competent practitioner, culturally responsive. A student focused practitioner who is committed to developing strong connections with students and whānau.</i>	
What is your understanding of the role/s that you are applying for?		
Can you describe what you believe are the key attributes of your teaching?	<i>Beliefs /pedagogy of education *Growth mindset /RbL/student-led, committed to equitable access and outcomes, visionary and adventurous, caring,</i>	
What do you see are the opportunities of creating a new school?	<i>Where great relationships exist with students that are learning focused. student needs, community, equitable access and outcomes, flexibility, structure.</i>	

<p>What are the challenges?</p>	<p><i>Knowledge of a school, realistic, confident, clear process.</i></p>	
<p>Every teacher within our school will teach the social and emotional curriculum within Whanau hui (whanaungatanga). What do you think are the key characteristics of being a successful Whanau teacher?</p>	<p><i>Understanding of the social-emotional curriculum, importance of forming relationships with students and whānau time.</i></p>	
<p>Every teacher within our school will be involved in the revitalisation and teaching of Te Reo Māori/ Te Ao Māori. What is your capability with Te Reo Māori? Are you willing to undergo PD for this? How could you see yourself applying Te Ao Māori in this role?</p>	<p><i>Interested in professional development. Some understanding of respect for the indigenous culture of New Zealand. Growth mindset. Willingness to learn and developed their knowledge in this area. Treaty of Waitangi partnership and its importance</i></p>	

Section B

Key Indicator	Question	Descriptors	Evidence
Strategic capability	Integrated Learning Plan - 5 minute presentation.	<p><i>A purposeful lesson with an outcome. Two curriculum areas - clear links of objectives. Evidence of planned differentiation, student agency, relevant and meaningful for our akonga, local curriculum, Te Reo integration. RbL teaching practises/examples - power sharing/co-construction, prior learning, feedback and feedforward. Formative/summative assessment opportunities.</i></p>	
Relational (if not covered in Section A)	What do you believe are the key strategies in developing effective relationships with students?	<p><i>Personal skills (empathy, listening, confidential), making strong connections, extra-curricular, setting effective Professional boundaries (North-East teacher), learning based relationships. ALERT co-dependence, teacher driven relationships,</i></p>	
Resilience	<p>What recent situation most tested your ability to stay calm and composed? How did you de-escalate the situation?</p>	<p><i>Demonstrates composure (i.e. displays a calm and composed approach and a sense of perspective in challenging situations) ability to clearly show resilience. coping mechanism. Strategies used to de-escalate. reflective on personal experience and the impact on students.</i></p>	

Self-awareness	<p>What have you done to develop yourself in the past five years? How has this made your practice more relevant?</p>	<p><i>Shows commitment to development (i.e. sets challenging relevant self-development objectives; takes action; and achieves gains on the areas targeted for development.</i></p>	
Courageous	<p>Tell us about a time when you were courageous within your teaching practise, within the last 5 years.</p>	<p><i>Persuades and inspires across the school (i.e. gains active participation and/or support for initiatives from a range of school stakeholders). Ability to respond to constructive feedback. Identifying the cause of the setback from an agentic position. Competency in developing and implementing new strategy. reflective and proactive approach to changing outcomes.</i></p>	

Section C

Questions	Descriptors	Evidence
Describe how you would build a culture of inclusiveness with a focus on cultural awareness within the school community.	<i>Understanding of relevant research (i.e. Russell Bishop, Mere Berryman – Ka Hikitia, RbL, Tataiako), correct pronunciation, cultural inclusiveness,</i>	
What measures would you put in place to monitor the success of a culturally inclusive responsive school?	<i>Continuing Professional Development. Knowledge of the 'tail', disparity between NZ European and Māori achievement. Knowledge of the profile - Creating family-like context, interacting in this context, monitoring progress on a school wide level (i.e. aspiring to be a Northeast school Understanding of RbL on a school wide level.</i>	
As an effective teacher reflection and review is essential. What areas do you believe you need development with and what have you already done to address this?	<i>Clear understanding of their strengths (i.e. they can clearly articulate why they are best suited to a particular role/s)</i>	
What are your curriculum areas of strength? What areas of the curriculum are you willing to develop your skills in/teach?	<i>Literacy / Numeracy, Localised curriculum</i>	
Is there anything that we have not asked that you wish to tell us? OR do you have any questions for us?	<i>Thoughtful and considered questions to enhance their understanding of the position.</i>	

<p>If you were offered a classroom teaching position, would you accept it. (Start will be the beginning of Term 1 2023, there will be a requirement for call back days prior to school start).</p>	<p><i>Self-awareness (i.e. can articulate what areas they need further development in) Understanding of employment processes and the tikanga associated with moving schools.</i></p>	
<p>As an effective teacher what extracurricular activities have you been a part of/ can offer?</p>	<p><i>Clear growth of offering extracurricular support whether academic or sporting/cultural</i></p>	

POSITION DESCRIPTION



TE PAEPAE O AOTEA

Kia eke atu ki Taupaenui o te tangata

Classroom Teacher

Reports to	Tumuaki; The Whare Curriculum and Pastoral Leaders; Senior Learning Designers
Functional Relationships	Internal: Whare Curriculum Leaders; Whare Pastoral Leaders; Senior Learning Designers; Relief Coordinator External: MOE; Board of Trustees

Employment Status Full-time: 40h per week; usual school hours 8am to 4pm
Conditions of Service All teaching staff at Te Paepae o Aotea are employed on the terms and conditions of the PPTA Secondary Teachers' Collective Agreement.

Key Responsibilities	Appraisal Indicators
Foundation Essentials	Teachers will work with the Whare Curriculum, Whare Pastoral Leaders and Senior Learning Designers to design and develop the curriculum and pastoral systems of our school.
The Role	<p>Teachers at Te Paepae o Aotea are responsible for providing quality and innovative learning programmes to students within our Year 7–15 school. They will work collaboratively with a team to deliver an integrated curriculum that allows successful and equitable educational outcomes for all learners.</p> <p>The teacher will:</p> <ul style="list-style-type: none">• be culturally inclusive• integrate Te Reo in their teaching practises and delivery• mentor a group of students and monitor their Individualised Learning Programme.• work collaboratively to design and deliver the curriculum (or an area of), integrating literacy, math/numeracy• deliver the social and emotional curriculum• track and monitor achievement and learning using the PaCT tool• display PB4L and RbL practises• be up to date with the latest research in effective pedagogy• engage effectively with students and whanau to develop and enhance relationships

Key Tasks	<p>Teaching staff shall:</p> <ul style="list-style-type: none">• Perform their duties in accordance with Te Paepae o Aotearoa annual goals of the school and the Registered Teacher Criteria for secondary teachers appropriate to their level of experience.• Deliver a programme of teaching and assessment to each of their timetabled classes consistent with the intent of the appropriate national curriculum statements and in accordance with the school departmental schemes.• Plan lessons which are relevant to student needs and which offer some variety and choice. Track student progress and use this information to inform lesson planning.• Maintain a safe ordered learning environment. (Staff and students should be treated with dignity and respect. Guidance should be positive, promoting appropriate behaviour through praise and encouragement.)• Attend and participate in scheduled meetings (including morning briefings, full staff and faculty meetings).• Assist in a timely fashion with the maintenance of school routines (such as scheduled grounds duty, monitoring attendance, reporting on student progress and attending parent teacher interviews).• Attend and participate in the wider life of the school (e.g., swimming and athletic sports).• Comply with all board policies and relevant legislation.
Employee Health & Safety	<ul style="list-style-type: none">• Work safely and take responsibility for keeping self and colleagues free from harm.• Report all incidents and hazards promptly.• Know what to do in the event of an emergency.

Guiding Objectives

- Ensure that learning is the central focus of the school and that staff are encouraged to learn new skills, new approaches, and widen their curriculum and assessment knowledge, and by doing so meet the individual learning needs of all ākongā.
- Ensure the school embodies opportunities to practice, teach and learn in a sustainable way – as this is a fundamental basis for the culture of the school.
- Develop and promote a school culture where ākongā feel safe, relaxed and encouraged to achieve and to mature physically and socially.
- Ensure the school is an orderly place, where facilities are well maintained and respected.
- Ensure that the core values and culture of the school is at the hub of all school activities.
- Encourage the staff, ākongā, whānau and wider community to take pride in the school and its achievements.

AREAS OF PRACTICE - PROFESSIONAL STANDARDS

Secondary Teachers' Collective Agreement 2019-2022

Professional Standards for Secondary Teachers – Criteria for Quality Teaching

Dimension	Experienced Classroom Teachers
<p>Experienced* Classroom Teachers are highly skilled practitioners and classroom Leaders (see clause 4.2.3 of the Secondary Teachers' Collective Agreement). They have a highly developed understanding of teaching and learning and as such, provide highly effective classroom environments and can support and aid teaching colleagues.</p> <p><i>*The professional standards for Secondary Teachers, either Experienced or Beginning Classroom Teacher apply as relevant to the teacher.</i></p>	
Professional Knowledge	<p>Demonstrate a significant depth of knowledge in the theory and practical application, where appropriate, of:</p> <ul style="list-style-type: none"> - curricula relevant to their teaching speciality(ies) - learning and assessment theory and developments - the current issues and initiatives in education, including Māori education
Professional Development	<p>Demonstrate a high level of commitment to:</p> <ul style="list-style-type: none"> - further developing their own knowledge and skills - encouraging and assisting colleagues in professional development - further developing understandings of the Treaty of Waitangi
Teaching Techniques	<p>Demonstrate expertise and refined strategies in:</p> <ul style="list-style-type: none"> - the development and practice of teaching programmes and resources, learning activities and assessment regimes - highly effective teaching techniques - evaluation, appraisal and reflection on their own and others' teaching practices with positive outcomes
Student Management	<p>Demonstrate expertise and refined strategies in:</p> <ul style="list-style-type: none"> - the development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students - managing student behaviour effectively

Motivation of Students	<p>Demonstrate a high level of effectiveness in:</p> <ul style="list-style-type: none"> - encouraging positive school-wide engagement in learning - fostering and practicing cultures of learning and achievement
Te Reo me ōna Tikanga	<p>Demonstrate commitment to the promotion in education of:</p> <ul style="list-style-type: none"> - the appropriate and accurate use of Te Reo Māori - the adoption of Māori protocols where appropriate
Effective Communication	<p>Demonstrate particular skill and success in:</p> <ul style="list-style-type: none"> - communicating effectively with students - reporting on student achievement to students, families, whānau and caregivers - inter-staff communications
Support for and Co-operation with Colleagues	<p>Demonstrate a high level of commitment to:</p> <ul style="list-style-type: none"> - encouraging and fostering effective working relationships with and between others - providing support and assistance to colleagues where appropriate
Contribution to Wider School Activities	<p>Contribute toward the effective functioning of the total school operation, including the school's relationship with parents and the wider community.</p>

Declaration:

<i>Approved by:</i>	Rachel Williams – Tumuaki
<i>Date approved:</i>	
<i>Reviewed:</i>	
<i>Appointee:</i>	
<i>Date appointed:</i>	



TE PAEPAE O AOTEA

Kia eke atu ki Taupaenui o te tangata

CHARTER



OUR STORY

Te Paepae o Aotea is a school of approximately 1100 students which opened at the start of the 2023 school year. We are a co-educational state school catering for students for Year 7-15. Te Paepae o Aotea was formed in response to the closure of Hāwera High School and Hāwera Intermediate at the end of the 2022 school year.

The Ministry of Education at the beginning of 2020 when they received the education building briefs from Hāwera High School and Hāwera Intermediate recognised that they both needed major building works. A period of community consultation led by the Ministry of Education started in 2020 and continued into 2021. This consultation focused on the community having their say on the future schooling provisions for Hāwera. The Minister of Education, Hon Chris Hipkins announced in November 2021 that both Hāwera High School and Hāwera Intermediate were due to be closed and a new Year 7-15 school would be opened.

The Establishment Board of Trustees were appointed on 21 December 2021 and were given eleven months to get the 'Hāwera New School' ready for students and staff for the beginning of 2023.

A school wide culturally responsive pedagogy builds a family like context, in which restorative practice promotes a healthy community and maintains authentic relationships.

School Contextual Information

Year Level Composition
Gender Composition
Ethnic Composition

To be added at the start of 2023
To be added at the start of 2023
To be added at the start of 2023



TE PAEPAE O AOTEA

Understanding our name

Te Paepae o Aotea is a state co-educational school for Year 7-15 students based in Hāwera, South Taranaki.

Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine have gifted the name of our school informed by the aspirations of our community. It is intended that the name will be clearly South Taranaki, be inclusive and relevant to the whole community and reflect our history and ambitions for the future.

There are two major components to the name. In summary:

Paepae refers to people who fill formal roles during pōwhiri including kaikaranga and kaikōrero. 'Paepae' represents the contest of ideas, mana enhancement, search for commonalities, the lifelong pursuit of improvement and excellence. 'Paepae' in this context is used as a metaphor for school, a place of learning. This connects with the 'Aotea' and journey narratives, but also to the terms 'pae tata' (near horizons or short-term goals) and 'pae tawhiti' (distant horizons or long-term goals).

Aotea While the name 'Aotea' refers to the origins of local iwi, it is an invitation to all students, staff, whānau and community to explore their own origins and history and thus their identity. It is anticipated that a secure local identity will provide a sound foundation for life's journey whether that unfolds locally, in other parts of Aotearoa or beyond. It conveys courage, adventure, strength, persistence and the pursuit of knowledge.

"South Taranaki people reaching their full potential"

KIA EKE ATU KI TAUPAENUI O TE TANGATA

Understanding our Whakatauākī

Kia eke atu ki Taupaenui o te tangata
People reaching their full potential

Taupaenui is drawn from the pure (purification karakia) 'Te Hā Oranganui' composed by Huirangi Waikerepuru in 1998. Te Hā Oranganui was first recited at the rising of the sun each day during a series of wānanga led by Huirangi in 1998 at Taiporohenui Marae.

Simply expressed, Taupaenui refers to the attainment of human potential.

Our school will succeed if it instills in students the tools to help them achieve their potential, in the pursuits they and their whānau deem important. The addition of 'o te tangata' is an explicit statement that this whakatauākī is for all members of the school community, not only students. Whānau, community and staff will not only support students to reach their potential but challenge themselves to do the same.

DISCOVER OUR LOGO



PUANGA

The elliptical form that encompasses the whole design. This is representative of Puanga and an understanding of Taranaki specific and Aotea knowledge. It is representative of the wrap around care students will receive at Te Paepae o Aotea.



TE ARA Ā TAWHAKI

Tawhaki features in Taranaki korero regarding the ascension to gather the three baskets of knowledge. The symmetry represents the cohesion of cultures working together. The concept of partnership, participation and protection of te Tiriti o Waitangi.



MANGOPARE

Mirrored to represent strength, kaha and mana of the school as a whole. Facing each other on the Paepae, this represents the two iwi affiliated with the ingoa.



AWA

The mangopare are a contemporary representation of Awa that flow around Taranaki, also depicting the Mangopare that journeyed along with Aotea waka.



MAUNGA TARANAKI

The single peak is the view of our maunga from Te Hāwera. This represents the strength to overcome challenges and new beginnings.

MAIN COLOURS



ORANGE is taken from the narrative of how Te Hāwera was named, reminiscent of burnt embers.

NAVY BLUE is associated with Awa, confidence, intelligence, stability and unity.

BRIGHT BLUE depicts the blue super giant Puanga. It is attention grabbing, bright, adventurous and courageous.

TE PAEPAE O AOTEA

Kia eke atu ki Taupaenui o te tangata

The following values are the way we do things at Te Paepae o Aotea

AOTEA



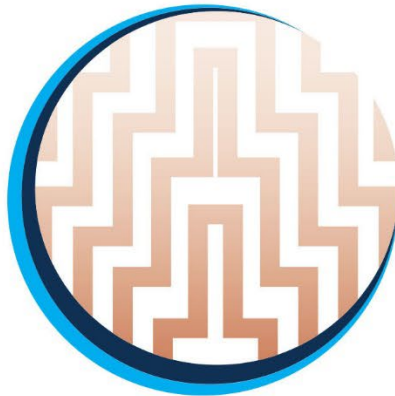
Our value of Aotea represents a caring environment for all students, staff, whānau and community, to explore identity.

We create safe and caring learning environments.

We value and celebrate individual mana.

We develop authentic relationships.

TAUPAENUI



Our value of Taupaenui supports the attainment of human potential, the pursuit of knowledge and striving for excellence.

We uphold a learning culture that is inclusive and diverse.

We strive for personal excellence.

We have a positive attitude and a growth mindset.

PAEPAE



Our Value of Paepae supports the courage, adventure, strength, persistence and the pursuit of knowledge in the learning environment.

We are courageous and visionary.

We challenge with confidence, where appropriate.

We support each other to overcome obstacles and build resilience.



OUR GUIDING PRINCIPLES



CULTURALLY INCLUSIVE

Knowing and respecting all students and their culture (beliefs and behaviours) is important to us. We use our name and our whakatauaiki to teach our local history. Local Tikanga and Te Reo are integrated across the curriculum. Respectful citizens are key members in our community.



PERSONALISED LEARNING JOURNEY

Students at Te Paepae o Aotea have an Individual Learning Programme. Students frequently plan, track and review their journal, alongside their teacher and whānau.



SOCIAL, PHYSICAL AND EMOTIONAL CURRICULUM

A family-like context underpins everything we do at Te Paepae o Aotea. Students are guided through a learning programme that supports their hauora/wellbeing. Students will become independent and resilient. Physical wellbeing through sport and regular activity promotes achievement. Restorative practices are used to build and maintain positive, respectful relationships across our school.



AUTHENTIC CONNECTIONS

Relationships are vital for both the academic achievement and the wellbeing of all our students. Reducing transitions allow students, whānau and teachers to build authentic relationships.

Teachers develop a deep understanding of students and their learning and this is documented in their ILP (Individual Learning Programmes).



FUTURE-FOCUSED CURRICULUM

Students become lifelong learners who demonstrate the following key competencies: thinking, relating to others, using language, symbols and texts, managing self and participating and contributing. Students plan their learning programmes and have choice. Students are encouraged to investigate areas of interest - this encourages innovation and growth mindsets. Level 2 NCEA is a minimum expectation for school leavers.



EXPERT TEACHING

Students cover the full curriculum. Specialist teachers deliver the learning and access to labs/spaces are available. Research and professional development promote best practice teaching.



COMMUNITY CONTRIBUTION

All students are expected to get involved with extracurricular activities within the school or in the community through sport, culture and/or the arts.

In the Junior School students will complete at least one community project each year. Students will link their Community Contribution project to a minimum of three curriculum areas e.g. math, science, technology.



STRIVING FOR EXCELLENCE

Excellence and personal achievements are celebrated and shared with the learning community. Each term, Celebration Days welcome whānau into classes to share the learning journey.

OUR GRADUATE PROFILE



Our Graduate Profile recognises individual success at Te Paepae o Aotea. Students aspire to reach the criteria in the Graduate Profile at different stages during their learning journey.

Student Graduate Profile goals are planned at their Whānau Individual Learning Programme (ILP) meeting at the beginning of each year.

Students collect evidence to understand, create and promote criteria in their Graduate Profile and present this in their Digital Portfolio.

Successful Graduates from the Junior and Senior School are acknowledged and celebrated.

STRATEGIC FOCUS

Manaakitanga

Enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.

Use students, whānau and community' voice to help inform our curriculum design and pastoral systems.

Increase our engagement with, and participation in, our local community.

Develop and maintain a strong school culture through the explicit teaching of the Te Paepae o Aotea Values (PB4L).

Develop student leadership and ownership capabilities throughout the school.

Use appropriate data to advance our strategic pastoral and wellbeing initiatives.

The successful development and implementation of the social, physical and emotional fitness.

Whanaungatanga

Improve educational outcomes for all students, through improving relationships and staff capability across the school.

Develop staff competency in Te Reo and Te Ao Māori.

Good teaching practice is achieved through an effective professional growth cycle that promotes Relationship based Learning (RbL).

The successful implementation of RbL strategies leads to accelerated progress for Year 7 -10 students.

The successful implementation of RbL strategies leads to accelerated progress for Year 11-13 students.

Work with our Kahui Ako to implement strategies that support Relation Based Learning practices across the cluster and within our school.

Develop staff capability to work in a flexible and digitally enabled learning environment.

Wānanga

Designing rich opportunities and coherent pathways for all learners.

Develop and implement coherent and meaningful learning programmes for Year 7 -10 students that build on a student's prior knowledge and lead to success in the senior school.

Develop and implement coherent and meaningful learning programmes for Year 11 -13 students that build on a student's prior knowledge and lead to a successful transition to work or future study.

Use assessment tools that monitor student outcomes and provide next steps for learning.

Promote academic achievement across the school ensuring students have equitable opportunity to access the New Zealand Curriculum.

Develop learning programmes that are connected to our local community.

Develop learning programmes that focus on identity, belonging/connectedness and purpose.



Strategic Plan

BoT -Board of Trustees
BM -Business Manager
CDA -Creative Design
Administrator
EA -Executive Assistant
JPL -Junior Pastoral Leader
PM -Property Manager

RbL -Relationship based
Learning
SLD -Senior Learning
Designer
SLT -Senior Leader Team
SPL -Senior Pastoral Leader
WCL - Whare Curriculum
Leader

1. STRATEGIC GOAL 1

Strategic Focus		Manaakitanga		
Strategic Goal		Enhance wellbeing by developing a school culture so ākonga can successfully participate in learning and contribute to the community		
Objective (What)	Actions (How)	Outcomes (Why)	Led by	
1.1 Use students, whānau and community voice to help inform our curriculum design and pastoral systems	<ol style="list-style-type: none"> Term 1 Uniform consultation - community wide. Term 2 Collect whānau, student, staff voice using RbL methodology. Term 3 Collect community, whānau, student, staff voice to review learning programmes. Student voice built into review of learning modules. Term 4 Collect community, whānau, student, staff voice to review pastoral systems. 	<ol style="list-style-type: none"> To determine the permanent Te Paepae o Aotea uniform. To collect baseline data and identify major factors that contribute to student success. Clear and specific feedback and feed forward to inform module planning for 2024. Clear and specific feedback and feed forward to inform pastoral care systems for 2024. 	<ol style="list-style-type: none"> BoT, SLT SLT, RbL SLT, SLD, WCL SLT, SPL, JPL 	
1.2 Increase our engagement with and participation in our local community	<ol style="list-style-type: none"> Establish our guiding coalition. Establish pathway connections eg BA5, Gateway, Careers, community contribution Establish community links for extracurricular activities eg sports, band repertory, arts Use of school site for community activities Investigate adult learning options for 2024 Develop and maintain relationships with whānau through school events eg powhiri, bbq, classes hosting their parents early on, tours of the school, open days end of term Comprehensive communication plan developed for the community 	<ol style="list-style-type: none"> Authentic partnership with nga iwi. Establish student placements and programmes. Build industry partnerships. Develop a variety of experiences for students to be actively involved in the community. Build relationships in the community. Create a pathway for all learners in our community. Create an inclusive culture where the community is comfortable to attend school events. Open and transparent with the community. Community aware of school events and success. 	<ol style="list-style-type: none"> BoT, SLT, iwi, appointed delegates. SLT, transition and careers advisors and leads. SLT, sports and arts coordinators. BM, SLT, PM SLT All staff SLT, CDA, EA 	

1.3 Develop and maintain a strong school culture through the explicit teaching of the Te Paepae o Aotea Values (PB4L)	<ol style="list-style-type: none"> 1. Develop and implement explicit teaching in whānau hui of school values. 2. Staff development to support the teaching of school values. 	<ol style="list-style-type: none"> 1. Strong, positive and inclusive culture within the school. 2. Staff feel confident to deliver the explicit teaching of the school values. 	<ol style="list-style-type: none"> 1. SLT, JPL, SPL 2. SLT, JPL, SPL
1.4 Develop student leadership and ownership capabilities throughout the school	<ol style="list-style-type: none"> 1. Develop and implement a formal leadership structure. 2. Provide multiple opportunities across the school environment eg community contribution, tuakana teina, lunchtime recreation activities. 3. Investigate, develop and implement a leadership development programme. 	<ol style="list-style-type: none"> 1. Structure in place and students appointed. 2. 25% are in some form of leadership throughout the school. 3. Programme developed. 	<ol style="list-style-type: none"> 1. SLT 2. All staff 3. SLT
1.5 Use appropriate data to advance our strategic pastoral and wellbeing initiatives	<ol style="list-style-type: none"> 1. Use available data tools to inform pastoral and wellbeing initiatives: <ul style="list-style-type: none"> • PIVOT • PB4L data on kamar • AREA data • Stand down and suspensions • Pastoral hub eg guidance, student support referrals. • Referrals to outside agencies • Wellbeing at school data • HEEADSSS assessment – Year 9 students 	<ol style="list-style-type: none"> 1. Gather baseline AREA data. 2. Use AREA data to inform decision making. 	<p>All staff</p>
1.6 The successful development and implementation of the social, physical and emotional mental fitness	<ol style="list-style-type: none"> 1. Development of Hauora curriculum. 2. Professional development for Teacher capability. 3. Health consultation Term 4, 2022, use of these results. 	<ol style="list-style-type: none"> 1. Strong tuakana teina relationships. 100% of students participate in targeted Taha tinana programme until end of Year 10. 2. PLD plan includes specific hours dedicated to the development of teacher capability. 3. Baseline data to inform curriculum programme. 	<ol style="list-style-type: none"> 1. All staff 2. SLT 3. SLD – Physical Education Hauora Lead

STRATEGIC GOAL 2

Strategic Focus	Whanaungatanga		
Strategic Goal	Improve educational outcomes for all students through improving relationships and staff capability across the school		
Objective (What)	Actions (How)	Outcomes (Why)	Led by
2.1 Develop staff competency in Te Reo and Te Ao Māori	<ol style="list-style-type: none"> 1. PLD offered, internal and external. 2. Time allocated for staff to learn and practice in a safe space. 3. Guiding coalition to play a critical role in this development. 	<ol style="list-style-type: none"> 1. Te Ao Māori/Te Reo Māori is integrated into all learning programmes across the school. 2. Increased staff capacity of Te Reo Māori, Te Ao Māori, Matauranga Māori. 3. Local dialect, tikanga, matauranga Māori is evident in all learning programmes across the school. 	<ol style="list-style-type: none"> 1. All Staff, Te Reo Lead, external facilitators 2. SLT 3. Guiding Coalition
2.2 Good teaching practice is achieved through an effective professional growth cycle that promotes Relationship based Learning (RbL)	<ol style="list-style-type: none"> 1. Professional growth cycle developed and implemented. 2. Identify RbL Champions. 3. Develop and implement an RbL Plan, driven by voice and school wide expectations. 4. Co-construction meetings. 5. PLD specific to RbL. 	<ol style="list-style-type: none"> 1. All staff track and monitor their professional growth cycle. 2. Trained and accredited Impact Coaches leading RbL sessions. 3. Improved teacher capability and teaching. Area data is improved – attendance, engagement and achievement. 4. Shared best practise. 5. Improved teacher RbL capability. 	<ol style="list-style-type: none"> 1. All staff 2. SLT 3. Impact Coaches 4. Impact Coaches 5. All staff
2.3 The successful implementation of RbL strategies leads to accelerated progress for Year 7 -10 students	<ol style="list-style-type: none"> 1. Development of Individual Learning Plan Template (ILP). 2. All students complete ILP in conjunction with whānau and teacher. 3. Termly review of ILPs for each student. 4. Use of achievement data to inform practice. 5. Every module/programme taught is reflected upon and evaluated. 6. Review and reflection programme is developed for middle leaders to report to senior leaders. 	<ol style="list-style-type: none"> 1. ILP developed and implemented. 2. All students have a completed ILP. 3. 95% of students reach their ILP goals set by student, whānau and teacher. 4. Evidence of progress in achievement data for each student. Eg value added. 5. Modules are adapted to meet student needs. 6. Ensure each curriculum area within the school is being taught effectively meeting NZC requirements. 	<ol style="list-style-type: none"> 1. SLT, middle leaders 2. All staff 3. All staff 4. All staff 5. All staff 6. SLT and middle leaders

<p>2.4 The successful implementation of RbL strategies leads to accelerated progress for Year 11- 13 students</p>	<ol style="list-style-type: none"> 1. Development of Individual Learning Plan Template (ILP). 2. All students complete ILP in conjunction with whānau and teacher. 3. Termly review of ILP's for each student. 4. Use NCEA data to inform practice. 5. Every module/programme taught is reflected upon and evaluated. 6. Review and reflection programme is developed for middle leaders to report to senior leaders. 	<ol style="list-style-type: none"> 1. ILP developed and implemented. 2. All students have a completed ILP. 3. 95% of students reach their ILP goals set by student, whānau and teacher. 4. 95% of students reach their ILP NCEA goals set by student, whānau and teacher. 5. Modules are adapted to meet student needs. 6. Ensure each curriculum area within the school is being taught effectively meeting NZQA requirements. 	<ol style="list-style-type: none"> 1. SLT, middle leaders 2. All staff 3. All staff 4. All staff 5. All staff 6. SLT and middle leaders
<p>2.5 Work with our Kahui Ako to implement strategies that support Relation based Learning practices across the cluster and within our school.</p>	<ol style="list-style-type: none"> 1. Appoint and induct Within School Teachers (WST). 2. Goals set for WST team. 3. Position descriptions set for WST team. 4. Engage at all levels within the South Taranaki Kahui Ako (STKA). 5. Support teachers to take professional development opportunities including leadership. 	<ol style="list-style-type: none"> 1. WSTs/WST's appointed. 2. Goals set as part professional growth cycle. 3. Position descriptions set, understood and implemented. 4. Active engagement with STKA. 5. Teachers take up professional development and leadership opportunities. 	<ol style="list-style-type: none"> 1. SLT 2. WST, RbL Lead 3. WST, RbL Lead 4. All staff 5. 5. All staff
<p>2.6 Develop staff capability to work in a flexible and digitally enabled learning environment</p>	<ol style="list-style-type: none"> 1. Professional development offered to staff. 2. All staff engaged in the school wide digital strategy. 3. Master building plan developed. 	<ol style="list-style-type: none"> 2. Staff capability increased in flexible and digital environments. 3. Digital strategy implemented. 4. Master plan complete and sent to Ministry of Education. 	<ol style="list-style-type: none"> 1. SLT 2. All staff 3. 3. BoT, SLT

STRATEGIC GOAL 3

Strategic Focus	Wananga		
Strategic Goal	Designing rich opportunities and coherent pathways for all learners		
Objective (What)	Actions (How)	Outcomes (Why)	Led by
3.1 Develop and implement coherent and meaningful learning programmes for Year 7 -10 students that build on a student's prior knowledge and lead to success in the senior school	<ol style="list-style-type: none"> 1. Plan and implement professional development in the following areas: <ul style="list-style-type: none"> • localised curriculum • Aotearoa NZ histories • Maturanga maori • Integrated Curriculum Planner • NZC refresh • NCEA refresh • Literacy and Numeracy 2. Gather and use of data from feeder schools. 3. Develop and implement a structure for Learning support in the school. Eg use of ENCO, LSC, RTLb, ORS 4. Develop and implement learning programmes that provide connections from Year 7 -13. 	<ol style="list-style-type: none"> 1. Delivered professional development. 2. Data from feeder schools used to inform 3. ILP. 4. Structure developed. 	<ol style="list-style-type: none"> 1. SLT, Middle Leaders 2. All Staff 3. SLT
3.2 Develop and implement coherent and meaningful learning programmes for Year 11 -13 students that build on a student's prior knowledge and lead to a successful transition to work or future study	<ol style="list-style-type: none"> 1. Plan and implement professional development in the following areas: <ul style="list-style-type: none"> • localised curriculum • Aotearoa NZ Histories • Maturanga maori • Integrated Curriculum Planner • NZC refresh • NCEA refresh • Literacy and Numeracy 2. Gather and use of data from junior school to create programmes that meet the needs of our learners. 	<ol style="list-style-type: none"> 1. Delivered professional development. 2. Data from feeder schools used to inform ILP. 3. Structure developed. 	<ol style="list-style-type: none"> 1. SLT, Middle Leaders 2. All Staff 3. SLT

	<ol style="list-style-type: none"> 3. Develop and implement a structure for Learning support in the school. Eg use of ENCO, LSC, RTLB, ORS 4. Develop and implement learning programmes that provide connections from Year 7 -13. 		
3.3 Use assessment tools that monitor student outcomes and provide next steps for learning	<ol style="list-style-type: none"> 1. Implement the use of assessment tools to monitor student progress. 2. Monitor NCEA progress of students through student ILP/IEP. 	<ol style="list-style-type: none"> 1. Assessment tools provide next steps for learning. 2. Students meet their NCEA goals set in their ILP/IEP. 	<ol style="list-style-type: none"> 1. All Staff 2. All Staff
3.4 Promote academic achievement across the school ensuring students have equitable opportunity to access the New Zealand Curriculum	<ol style="list-style-type: none"> 1. Develop the structure for celebrating success: <ul style="list-style-type: none"> • Open days • Assemblies • Badge systems • Prize giving 	<ol style="list-style-type: none"> 1. Student success is celebrated. 	<ol style="list-style-type: none"> 1. All Staff
3.5 Develop learning programmes that are connected to our local community.	<ol style="list-style-type: none"> 1. Establish pathway connections eg BA5, Gateway, Careers, community contribution. 2. Establish strong links with outside education agencies. 3. Establish connections with local businesses/Industries to develop a strong gateway/work placement programme. 	<ol style="list-style-type: none"> 1. Connections are built within the community. 2. Students utilise other educational agencies to gain qualifications. 3. Students gain experience and employment with local businesses and industries. 	<ol style="list-style-type: none"> 1. Transition Careers lead 2. Transition, Careers lead 3. Transition, Careers lead
3.6 Develop learning programmes that focus on identity, belonging/connectedness, and purpose.	<ol style="list-style-type: none"> 1. 1.Develop and implement learning programmes that promote the social, physical and emotional curriculum. 2. Whānau hui. 3. Tuakana / Teina 4. Develop and implement learning programmes that focus on our school identity through utilising the school narrative and local identity. 5. Develop and implement Community action day/enrichment programmes that connect with our local community. 	<ol style="list-style-type: none"> 1. Students will have a sense of belonging. 2. Students have a sense of school identity. 3. Students will have a sense of connectedness to our local community. 	<ol style="list-style-type: none"> 1. WPL 2. All Staff 3. All Staff