

MOUNT MAUNGANUI
COLLEGE

ANNUAL
REPORT
2016

WHAIA TE ITI KAHURANGI, KI TE TUOHU KOE, ME HE MAUNGA TEITEI
PURSUE EXCELLENCE, SHOULD YOU STUMBLE, LET IT BE TO A LOFTY MOUNTAIN

Contact us

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INTRODUCTION



Principal's Report



Tihe Mauri Ora! E nga mana, e nga reo, e nga manuhiri tuarangi, tena koutou katoa.

I would like to begin my report by acknowledging those who have contributed to the corporate life of our school this year.

Firstly, thank you to our staff for your commitment to the wellbeing and future lives of our students. I respect the energy and dedication you devote in order to develop in our students those skills and knowledge that enable them to think independently and effectively. Yours is a commitment to a profession that is dedicated to improving society. Thank you.

To the senior leadership team thank you for all of the work that you do in supporting our students, staff and school to be all that we can be. Tina Yule, Jane Townsend, Ady van der Beek, Alastair Sinton and Brendon Ray Horlock. The combination of your skills and talents are a taonga to our school.

To the Board of Trustees, thank you for your support and enthusiasm for our school. Your desire that this school be the very best, is simply because you want the very best for the students that we serve. Thank you!

To the Parent Support Group, thank you for the shade sail and seating next to the library. This contribution is testament to your energy and support of our school. Thank you!

This list of thank you's could go on and on, and what unifies all of the people who support our school is the simple fact that they do what they do so that you our students can be all that you can be.

We celebrate those students who have achieved their personal best. Congratulations for your efforts and enjoy your success. Remember this feeling the next time you find yourself in a pit; know that this pit is exactly the right place where your strength can grow, especially in those moments when you think that you can't go on but you keep going anyway. The truth is that we all have levels of resilience that we don't mine nearly often enough, until we are faced with finding our way out of another pit. So to our students I say, keep on keeping on no matter what, because those who never seek to jump will never learn how to fly.

Russell Gordon
Principal

Chairman's Report

Tena koutou katoa,

2016 demonstrated yet again the diverse breadth and depth of Student, Staff and Community talent at Mount Maunganui College.

We started the year with an Education Review Office review. The reviewers were very impressed by what they saw, including on how relevant learning information is gathered from our student body and translated into programs that make a difference to individual students and contribute to the achievement of national goals and the culture within our school. The ERO team will not be back for at least 4 years. - This return time is a huge nod to the Principal, Senior Leadership Team and Staff on how confident the ERO is with the school achievement levels and direction.

Not long after ERO left, 2015 NCEA results were released which once again demonstrated high achievement levels at our school and further supports ERO confidence in us.

Mid year saw Board of Trustees elections, where 4 new Trustees (including our Student Trustee) were voted in after an election. The new Trustees bring energy, vigour and dynamism to the table and very quickly got up to speed in all aspects of BOT business and function at Mount Maunganui College.

Board work continued throughout the year with our specialist researcher employed to engage on a number of key outcomes within the school and develop our 5 year strategic plan – work which culminated in ratification of the plan only a couple of months ago. A special mention needs to be made in respect of Jodie Robertson for all of her time, effort and expertise that went into the production of this meaningful and living document which will inform the basis of strategic direction within the School for the foreseeable future.

The Board continues oversight of building programs and modernisation projects around the school. The school is well placed financially to move forward with improvements – both to the physical environment of the school and financial support to new programs within the school that will ultimately contribute to and benefit student achievement.

A very special highlight for 2016 was the unveiling of the Whakairo that now stands proudly at the school entrance.

Master carver Joel Komene and his Kaiwhakairo team created a very special piece which acknowledges all of the local points and history that is important to, and valued by our school and community. The project was 3 years in the making, commencing with Board sponsored research completed (again) by Jodie Robertson.

We were privileged to have Kaumatua Kihi Ngatai to officiate and lead the Karakia at the unveiling.

It is with this type of advancement that as a community we continue to incrementally make Mount Maunganui College an even better and better place where all students can all excel, achieve the best outcomes, feel valued and be proud of who they are and where they have come from.

The Board enjoyed the many and varied successes of Mount Maunganui College Students, including Academic, all Sports, Drama, Dance and the Arts. I personally never cease to be amazed and impressed by the calibre and achievements of our Students and always leave Student prizegivings with a great sense of upliftment and awe in regard to what our young people do.

Mount Maunganui College is thriving. We are secure financially, we have solid and determined leadership, we have a committed Staff, we embrace and challenge new ideas and we take pride in who we are, where we are and what we do. The Board's role is to continue and support the most excellent work that is happening within the school, and I can assure all that we will.

Stuart Taylor
Chairman - Board of Trustees



FINANCIAL REPORT 2016

Financial Statements Contents

For the year ended 31 December 2016

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Statement of Responsibility

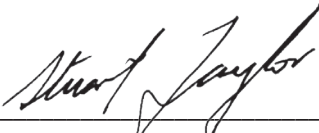
For the year ended 31 December 2016

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2016 fairly reflects the financial position and operations of the school.

The School’s 2016 financial statements are authorised for issue by the Board.


Stuart Taylor
Board Chairperson

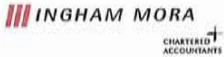
30 May 2017
Date


Russell Gordon
Principal

30 May 2017
Date



Auditor's Report



INDEPENDENT AUDITOR'S REPORT

To the readers of Mount Maunganui College's Financial Statements for the year ended 31 December 2016

The Auditor-General is the auditor of Mount Maunganui College (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of Ingham Mora, to carry out the audit of the financial statements of the School on her behalf.

Opinion

We have audited the financial statements of the School on pages 14 to 31 that comprise the Statement of Financial Position as at 31 December 2016, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Statement of Cash Flows for the year ended on that date, and the Notes to the Financial Statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2016; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30 May 2017. This is the date at which our opinion is expressed.

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

Basis for our opinion

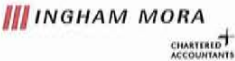
We carried out our audit in accordance with the Auditor-Generals Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards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

We have fulfilled our responsibilities in accordance with the Auditor-Generals Auditing Standards.

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

Responsibilities of the Board of Trustees for the financial statements

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



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

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

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditors 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-Generals 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 Schools 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-Generals 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 Schools internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Schools ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors 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 auditors report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.



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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 1 to 9, page 13 and pages 32 to 48, but does not include the financial statements, and our auditors report thereon.

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

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

Independence

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

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

Richard Dey
Ingham Mora
On behalf of the Auditor-General
Tauranga, New Zealand

Statement of Resources

Crown Property

The College buildings comprise:

- » 11 classroom blocks including technical workshops, home science classrooms, laboratories, specialist art, media and music rooms.
- » Resource and Research Centre
- » Swimming Pool
- » Administration Block
- » Gymnasium
- » Property Manager’s House
- » Whare Wananga
- » Canteen
- » Careers Centre
- » Learning Centre - Special Needs
- » School Hall
- » Media Design
- » Dance Studio
- » Drama Studio
- » International Students’ Centre

The College occupies 8.2629 hectares of land.

The ownership of the land and buildings is vested in the Ministry of Education apart from one relocatable owned by the Board of Trustees. The Board of Trustees is responsible for the management of a maintenance programme for the property.

Human Resources

The following staff have been employed by the College during the year:

2015 FTE	2016 FTE	Head Count	
1	1	1	Principal
5	5	5	Senior Management
80.14	84.65	89.79	Teaching Staff
36	39	39	Ancillary and Administration Staff
8	8	8	Caretaking, Grounds and Cleaning, Canteen

School Roll 1462.6 (including FFPS)

Number of 1/2 Days Open 380

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

		2016	2016	2015
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	11,614,946	11,547,565	11,114,378
Locally Raised Funds	3	1,410,970	1,055,849	1,239,313
Interest Earned		85,752	85,000	112,404
International Students	4	773,598	668,500	687,328
		<u>13,885,266</u>	<u>13,356,914</u>	<u>13,153,423</u>
Expenses				
Locally Raised Funds	3	737,987	701,116	680,135
International Students	4	366,290	344,000	399,237
Learning Resources	5	8,791,978	8,723,594	8,237,780
Administration	6	562,595	580,061	590,050
Finance Costs		3,421	-	-
Property	7	2,647,192	2,865,395	2,820,228
Depreciation	8	316,456	300,000	312,496
Loss on Disposal of Property, Plant and Equipment		2,777	-	11,362
		<u>13,428,695</u>	<u>13,514,166</u>	<u>13,051,288</u>
Net Surplus / (Deficit)		<u>456,571</u>	<u>(157,252)</u>	<u>102,135</u>
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>456,571</u></u>	<u><u>(157,252)</u></u>	<u><u>102,135</u></u>



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

Statement of Changes in Net Assets / Equity

For the year ended 31 December 2016

	Actual	Budget	Actual
	2016	(Unaudited)	2015
	\$	\$	\$
Balance at 1 January	<u>3,382,982</u>	<u>2,724,071</u>	<u>3,164,527</u>
Total comprehensive revenue and expense for the year	456,571	(157,252)	102,135
Capital Contributions from the Ministry of Education	-	-	116,320
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	<u>3,839,553</u>	<u>2,566,819</u>	<u>3,382,982</u>
Retained Earnings	3,839,553	2,566,819	3,382,982
Reserves	-	-	-
Equity at 31 December	<u>3,839,553</u>	<u>2,566,819</u>	<u>3,382,982</u>



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

Statement of Financial Position

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Assets				
Cash and Cash Equivalents	9	441,020	645,218	1,791,630
Accounts Receivable	10	435,618	672,312	672,312
GST Receivable		56,205	51,805	51,807
Prepayments		65,191	29,191	29,191
Inventories	11	-	2,616	2,616
Investments	12	2,792,600	1,057,405	1,057,405
		<u>3,790,634</u>	<u>2,458,547</u>	<u>3,604,961</u>
Current Liabilities				
Accounts Payable	14	613,209	793,428	793,428
Revenue Received in Advance	15	673,735	882,826	882,826
Provision for Cyclical Maintenance	16	209,336	53,100	53,100
Finance Lease Liability - Current Portion	17	18,678	-	-
Funds held in Trust	18	342,663	1,672	1,672
Funds held for Capital Works Projects	19	(2,668)	(2,485)	(2,485)
Funds held on behalf of Attendance Cluster	20	17,013	19,106	19,106
		<u>1,871,967</u>	<u>1,747,647</u>	<u>1,747,647</u>
Working Capital Surplus/(Deficit)		<u>1,918,667</u>	<u>710,900</u>	<u>1,857,314</u>
Non-current Assets				
Property, Plant and Equipment	13	2,136,054	2,148,519	1,818,268
		<u>2,136,054</u>	<u>2,148,519</u>	<u>1,818,268</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	187,900	292,600	292,600
Finance Lease Liability	17	27,269	-	-
		<u>215,169</u>	<u>292,600</u>	<u>292,600</u>
Net Assets		<u><u>3,839,553</u></u>	<u><u>2,566,819</u></u>	<u><u>3,382,982</u></u>
Equity		<u><u>3,839,553</u></u>	<u><u>2,566,819</u></u>	<u><u>3,382,982</u></u>



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

Statement of Cash Flows

For the year ended 31 December 2016

	Note	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash flows from Operating Activities				
Government Grants		2,956,969	2,889,858	2,851,903
Locally Raised Funds		1,438,659	1,067,689	1,251,153
International Students		559,156	781,029	799,857
Goods and Services Tax (net)		(4,398)	14,208	14,207
Payments to Employees		(1,750,458)	(1,664,583)	(1,561,275)
Payments to Suppliers		(2,647,149)	(2,910,744)	(2,922,548)
Interest Paid		(3,421)	-	109,968
Interest Received		87,584	82,564	7,062
Net cash from / (to) the Operating Activities		<u>636,941</u>	<u>260,021</u>	<u>550,327</u>
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	(21,923)	(11,363)
Purchase of PPE (and Intangibles)		(637,019)	(739,984)	(453,423)
Purchase of Investments		(1,735,195)	974,035	
Proceeds from Sale of Investments				974,035
Net cash from / (to) the Investing Activities		<u>(2,372,214)</u>	<u>212,128</u>	<u>509,249</u>
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	116,320
Finance Lease Payments		45,947	(88,358)	
Funds Administered on Behalf of Third Parties		338,715	7,062	
Net cash from Financing Activities		<u>384,663</u>	<u>(81,296)</u>	<u>116,320</u>
Net increase/(decrease) in cash and cash equivalents		<u><u>(1,350,610)</u></u>	<u><u>390,853</u></u>	<u><u>1,175,896</u></u>
Cash and cash equivalents at the beginning of the year	9	1,791,630	254,365	615,734
Cash and cash equivalents at the end of the year	9	<u><u>441,020</u></u>	<u><u>645,218</u></u>	<u><u>1,791,630</u></u>

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



Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2016

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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



g) Cash and Cash Equivalents

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

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

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

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

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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



Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	40–60 years
Furniture and equipment	10 years
Grounds equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value
Minor equipment	10 years
Motor vehicles	10 years
Plant & equipment	10 years
Software	5 years
Sports equipment	5 years
Textbooks	5 years

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

o) Revenue Received in Advance

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

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



p) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

q) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

s) 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.

t) Budget Figures

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

u) Services received in-kind

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



2. Government Grants

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operational grants	2,536,275	2,449,625	2,436,899
Teachers' salaries grants	6,860,450	6,860,450	6,526,014
Use of Land and Buildings grants	1,797,527	1,797,257	1,736,461
Resource teachers learning and behaviour grants	6,186	33,826	14,000
Other MoE Grants	341,452	334,308	325,831
Other government grants	73,056	72,099	75,173
	11,614,946	11,547,565	11,114,378

3. Locally Raised Funds

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue			
Donations	-	-	89,230
Fundraising	99,350	60,000	-
Trading	321,289	257,500	268,817
Activities	990,330	738,349	881,266
	1,410,970	1,055,849	1,239,313
Expenses			
Activities	501,281	467,416	456,366
Trading	228,320	233,700	221,434
Fundraising (costs of raising funds)	8,386	-	2,335
	737,987	701,116	680,135
<i>Surplus for the year Locally raised funds</i>	672,983	354,733	559,178

4. International Student Revenue and Expenses

	2016 Actual Number	2016 Budget (Unaudited) Number	2015 Actual Number
International Student Roll	59	61	47
	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue			
International student fees	773,598	668,500	687,328
Expenses			
Advertising	61,248	57,000	57,131
Commissions	79,543	68,000	66,811
International student levy	14,692	20,000	18,327
Employee Benefit - Salaries	171,000	171,000	226,944
Other Expenses	39,808	28,000	30,024
	366,290	344,000	399,237
<i>Surplus for the year International Students'</i>	407,308	324,500	288,091



5. Learning Resources

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	781,739	816,985	765,238
Equipment repairs	10,022	13,000	5,646
Extra-curricular activities	36,452	17,000	36,047
Library resources	14,410	13,100	13,411
Employee benefits - salaries	7,878,444	7,801,648	7,300,008
Resource/attached teacher costs	7,615	4,561	73,207
Staff development	63,297	57,300	44,223
	8,791,978	8,723,594	8,237,780

6. Administration

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,500	8,500	8,500
Board of Trustees Fees	10,892	11,200	11,203
Board of Trustees Expenses	25,483	13,000	10,052
Communication	35,075	38,500	36,481
Consumables	8,902	10,500	33,147
Operating Lease	7,188	8,750	7,344
Bad Debt Written Off	-	-	2,511
Other	124,006	143,042	134,489
Employee Benefits - Salaries	299,188	301,569	300,952
Insurance	30,494	32,000	31,481
Service Providers, Contractors and Consultancy	12,867	13,000	13,890
	562,595	580,061	590,050

7. Property

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,794	18,000	12,778
Consultancy and Contract Services	213,246	196,000	175,620
Cyclical Maintenance Provision	51,536	103,000	53,800
Grounds	31,394	45,000	39,552
Heat, Light and Water	162,845	145,000	128,893
Rates	12,508	13,000	12,939
Repairs and Maintenance	93,757	281,962	385,440
Use of Land and Buildings	1,797,527	1,797,257	1,736,461
Employee Benefits - Salaries	269,584	266,176	274,745
	2,647,192	2,865,395	2,820,228

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



8. Depreciation of Property, Plant and Equipment

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	21,589	20,673	21,534
Electronic Equipment	149,400	160,219	166,890
Furniture and Equipment	39,070	36,015	37,516
Grounds	23,812	7,661	7,980
Leased Assets	17,567	-	-
Library Resources	6,711	6,332	6,596
Minor Equipment	5,952	5,752	5,992
Motor Vehicles	231	9,531	9,928
Plant and Machinery	30,398	22,872	23,825
Software	860	3,303	3,441
Sports Equipment	4,196	4,637	4,830
Textbooks	16,669	23,005	23,964
	316,456	300,000	312,496

9. Cash and Cash Equivalents

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	286,905	145,218	1,239,740
Bank Call Account	154,115	500,000	551,890
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	441,020	645,218	1,791,630

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

Of the \$441,020 Cash and Cash Equivalents, \$17,013 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

10. Accounts Receivable

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	6,722	29,060	29,060
Interest Receivable	3,569	5,401	5,401
Teacher Salaries Grant Receivable	425,327	637,851	637,851
	435,618	672,312	672,312
Receivables from Exchange Transactions	10,291	34,461	34,461
Receivables from Non-Exchange Transactions	425,327	637,851	637,851
	435,618	672,312	672,312

11. Inventories

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Canteen	-	2,616	2,616
	-	2,616	2,616



12. Investments

The School's investment activities are classified as follows:

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Asset			
Short-term Bank Deposits	2,792,600	1,057,405	1,057,405

The carrying value of investments approximates their fair value

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Buildings - School	817,154	8,489			(21,589)	804,054
Electronic Equipment	424,751	99,086			(149,400)	374,437
Furniture and equipment	215,222	27,710			(39,070)	203,862
Grounds	73,603	328,062			(23,812)	377,853
Leased assets	-	59,088			(17,567)	41,521
Library resources	46,170	10,292	(2,775)		(6,711)	46,976
Minor Equipment	35,780	922			(5,952)	30,750
Motor vehicles	-	6,921			(231)	6,690
Plant and Machinery	160,099	62,006			(30,398)	191,707
Software	860				(860)	-
Sports Equipment	12,658				(4,196)	8,462
Textbooks	31,971				(16,669)	15,302
WIP	-	34,441			-	34,441
Balance at 31 December 2016	1,818,268	637,017	(2,775)	-	(316,456)	2,136,054

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Buildings - School	1,026,512	(222,458)	804,054
Electronic Equipment	2,046,167	(1,671,729)	374,437
Furniture and equipment	688,815	(484,953)	203,862
Grounds	475,724	(97,870)	377,853
Leased assets	59,088	(17,567)	41,521
Library resources	132,320	(85,344)	46,976
Minor Equipment	134,609	(103,860)	30,749
Motor vehicles	189,954	(183,264)	6,690
Plant and Machinery	524,210	(332,503)	191,707
Software	25,593	(25,593)	-
Sports Equipment	93,836	(85,374)	8,462
Textbooks	250,156	(234,855)	15,301
WIP	34,441	-	34,441
Balance at 31 December 2016	5,681,426	(3,545,371)	2,136,054

The net carrying value of equipment held under a finance lease is \$41,521



	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2015						
Buildings - School	838,688				(21,534)	817,154
Electronic Equipment	346,251	245,390			(166,890)	424,751
Furniture and equipment	167,927	84,811			(37,516)	215,222
Grounds	40,236	41,347			(7,980)	73,603
Library resources	55,436	8,693	(11,363)		(6,596)	46,170
Minor Equipment	37,703	4,069			(5,992)	35,780
Motor vehicles	9,928	-			(9,928)	-
Plant and Machinery	114,814	69,110			(23,825)	160,099
Software	4,301				(3,441)	860
Sports Equipment	12,011	5,477			(4,830)	12,658
Textbooks	50,046	5,889			(23,964)	31,971
Balance at 31 December 2015	1,677,341	464,786	(11,363)	-	(312,496)	1,818,268

The net carrying value of equipment held under a finance lease is \$81,583

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2015			
Buildings - School	1,018,023	(200,869)	817,154
Electronic Equipment	1,947,081	(1,522,330)	424,751
Furniture and equipment	661,105	(445,883)	215,222
Grounds	147,662	(74,059)	73,603
Library resources	129,835	(83,665)	46,170
Minor Equipment	133,687	(97,907)	35,780
Motor vehicles	183,033	(183,033)	-
Plant and Machinery	462,204	(302,105)	160,099
Software	25,593	(24,733)	860
Sports Equipment	93,836	(81,178)	12,658
Textbooks	250,156	(218,185)	31,971
Balance at 31 December 2015	5,052,215	(3,233,947)	1,818,268

14. Accounts Payable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operating creditors	97,069	72,071	72,071
Accruals	9,775	9,775	9,775
Employee Entitlements - salaries	420,061	632,585	632,585
Employee Entitlements - leave accrual	86,304	78,997	78,997
	613,209	793,428	793,428
Payables for Exchange Transactions	613,209	793,428	793,428
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	613,209	793,428	793,428

The carrying value of payables approximates their fair value.



15. Revenue Received in Advance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
International student fees	636,638	851,080	851,080
Other	37,097	31,746	31,746
	<u>673,735</u>	<u>882,826</u>	<u>882,826</u>

16. Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	345,700	345,700	319,800
Increase to the Provision During the Year	51,536	103,000	53,800
Adjustment to the Provision	-	(103,000)	(27,900)
Use of the Provision During the Year			
Provision at the End of the Year	<u>397,236</u>	<u>345,700</u>	<u>345,700</u>
Cyclical Maintenance - Current	209,336	53,100	53,100
Cyclical Maintenance - Term	187,900	292,600	292,600
	<u>397,236</u>	<u>345,700</u>	<u>345,700</u>

17. Finance Lease Liability

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	18,678	-	-
Later than One Year and no Later than Five Years	27,269	-	-
Later than Five Years	-	-	-
	<u>45,947</u>	<u>-</u>	<u>-</u>

18. Funds held in Trust

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds held in Trust on behalf of third parties - Current	342,663	1,672	1,672
	<u>342,663</u>	<u>1,672</u>	<u>1,672</u>



19. Funds Held for Capital Works Projects

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

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Admin Preliminary	<i>in progress</i>	(2,485)				(2,485)
F Block Lower Floor	<i>in progress</i>			(183)		(183)
Totals		<u>(2,485)</u>	<u>-</u>	<u>(183)</u>	<u>-</u>	<u>(2,668)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	2,668
Funds Due from the Ministry of Education	<u>(2,668)</u>

	2015	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Admin Preliminary	<i>in progress</i>			(2,485)	-	(2,485)
Totals		<u>-</u>	<u>-</u>	<u>(2,485)</u>	<u>-</u>	<u>(2,485)</u>

20. Funds Held on Behalf of Attendance Cluster

Mount Maunganui College is the lead school and holds funds on behalf of the Attendance Cluster, a group of schools funded by the Ministry of Education to enhance attendance.

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds Held at Beginning of the Year	19,106	19,106	11,231
Funds Received from MoE	80,941	72,800	72,800
Funds Spent on Behalf of the Cluster	(43,949)	(36,300)	(64,929)
Distribution of Funds			
Papamoa High School	(14,900)	(11,500)	
Te Puke High School	(24,185)	(25,000)	
Funds Held at Year End	<u>17,013</u>	<u>19,106</u>	<u>19,106</u>

21. Related Party Transactions

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

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



22. Remuneration

Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	10,892	11,203
Full-time equivalent members	0.21	0.43
<i>Leadership Team</i>		
Remuneration	636,170	740,975
Full-time equivalent members	6.00	7.00
Total key management personnel remuneration	647,062	752,178
Total full-time equivalent personnel	6.21	7.43

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

Principal

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

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	4-5	0
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2016 FTE Number	2015 FTE Number
100-110	4.00	1.00
110-120	1.00	0.00
	5.00	1.00

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

23. Compensation and Other Benefits Upon Leaving

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

	2016 Actual	2015 Actual
Total	\$14,563	\$0
Number of People	1	0

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2016 (Contingent liabilities and assets at 31 December 2015: nil).



25. Commitments

(a) Capital Commitments

As at 31 December 2016 the Board has no capital commitments.

(Capital commitments at 31 December 2015: nil)

(b) Operating Commitments

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

- (a) operating lease of laptop leases;
- (b) photocopiers;
- (c) car;
- (d) telephone system

No later than One Year
Later than One Year and No Later than Five Years
Later than Five Years

	2016 Actual \$	2015 Actual \$
No later than One Year	112,048	122,778
Later than One Year and No Later than Five Years	13,746	125,824
Later than Five Years	-	-
	125,794	248,602

26. Managing Capital

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

27. Financial Instruments

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

Loans and receivables

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	441,020	645,218	1,791,630
Receivables	435,618	672,312	672,312
Total Loans and Receivables	876,638	1,317,530	2,463,942

Financial liabilities measured at amortised cost

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Payables	613,209	793,428	793,428
Finance Leases	45,947	-	-
Total Financial Liabilities Measured at Amortised Cost	659,157	793,428	793,428

28. Events After Balance Date

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



Members of the Board of Trustees

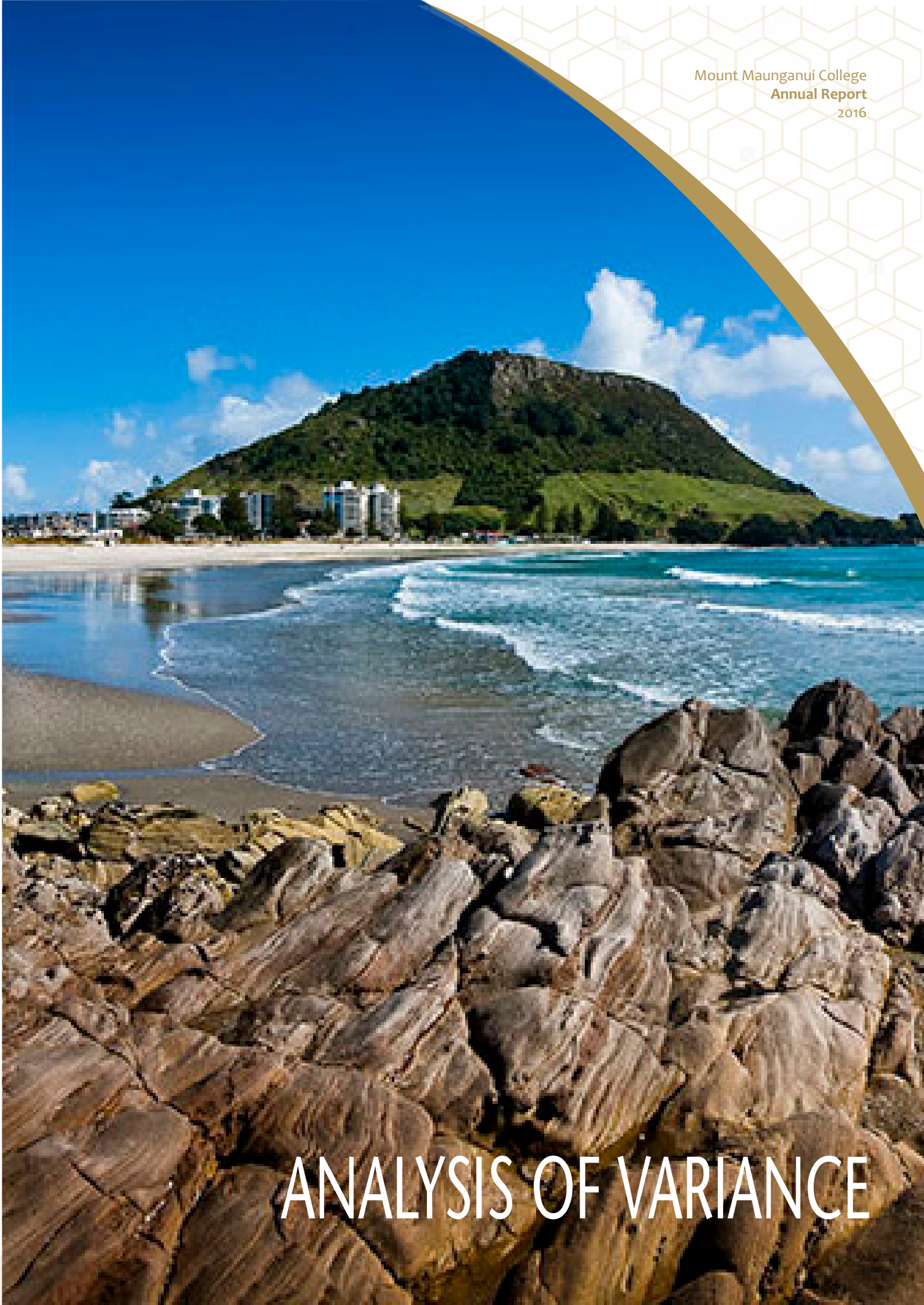
For the year ended 31 December 2016

Name	Position	How appointed	Term Expires/Expired
Stuart John Taylor	Parent Representative/Chairperson	Re-elected	Jun-19
Russell Gordon	Principal	Appointed	
David Patrick Weaver	Parent Representative	Re-elected	Jun-19
Graeme Skudder	Staff Representative	Re-elected	Jun-19
Helen Davina Hies	Parent Representative	Elected	Jun-19
Damien Paul Harris	Parent Representative	Elected	Jun-19
Naomi Lockett	Parent Representative	Elected	Jun-19
Louis Donovan	Student Representative	Elected	Sep-17
David Curd	Parent Representative	Re-elected	Jun-16
Gary Corbett	Parent Representative	Elected	Jun-16
Anne Power	Parent Representative	Re-elected	Jun-16
Tash Lewis	Iwi Representative	Co-opted	Jun-16
Bailey Pellow	Student Representative	Elected	Sep-16

Kiwisport Note

For the year ended 31 December 2016

Kiwi sport is a government funding initiative to support students' participation in organised sport. In 2016, the school received a total Kiwi sport funding of \$32,338 (excluding GST); [2015:\$30,214] The funding was spent on the Sports Coordinator's salary.



ANALYSIS OF VARIANCE

Strategic / Annual Aim:

EMPOWER ALL LEARNERS TO BE CONFIDENT, CONNECTED, AND TO SUCCEED WITH INTEGRITY
Kia whai kaha te ākonga kia tū toa tū māia i roto i ngā mahi

Baseline Data:
OVERVIEW: ACADEMIC PROGRESSION

NGĀ KAUNEKE MĀTAURANGA

5 YEAR GOAL		Increase NCEA academic outcomes by 10% by 2021										ANNUAL TARGET		Increase NCEA academic achievement by 2% in 2016																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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NB: Stanine 4+ represents that a student (Year 9-10) are either AT or ABOVE the average national expectation for that year level. During 2016, a new framework for reporting Year 9-10 data will be developed. The 2017 Annual Plan will reflect changes in the tracking and reporting of academic data for the junior programme.

	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION
PAT	Mount Maunganui College PAT data indicates that targets were met in three instances (comprehension, and mathematics for Maori and vocabulary for Pasifika students). A further 6 targets were within range of the targets and a further 9 outcomes were well below targets. All areas showed progress from the beginning of the year to the end of year with the exception of Maori vocabulary at Year 9.	Mount Maunganui College uses PAT testing to monitor student progress in a normative sense as our curriculum areas run learning progressions within each subject. This leads to aspects of PAT Comprehension, Mathematics and Vocabulary testing falling outside what our departments focus on throughout the year. Most of the areas that fell well below projected outcomes occurred in the Year 9 cohort. It is very difficult to project Year 9 outcomes using Year 8 data from feeder schools that, if PAT is used, does not form the sole determiner of student achievement. Our projections at Year 10 were largely met.	Mount Maunganui College is currently reviewing our junior assessment programme and the effectiveness of our learning progressions. PATs stand to feature more prominently as a form of baseline data to support the review. So the importance of these results and the accuracy are likely to increase moving toward 2020.
NCEA	Mount Maunganui College NCEA data indicates that targets were met or within an acceptable margin for 7 indicators. Particularly pleasing were the Level 2, 3 and UE results for Maori in 2016. Areas where outcomes did not meet projections by greater than 3% were at Level 3 overall (including male/female) Level One Female, Maori and 3 of 4 outcomes for Pasifika students. It must be mentioned that this data is preliminary only and will change when NZQA data is confirmed in early April.	One of the reasons for the varied Pasifika results is the small number of students at our school of Pasifika descent. This means that one or two student can affect results by 50% or more. Another area where projections were not met is with the 2016 Level 3 cohort. Historically this cohort has underperformed and in spite of targeted measures the leap for many to Level 3 and UE was too far. International students statistically affect Level 2 results and with them removed the roll based figure increases by around 9%.	Mount Maunganui College continues to look and improving outcomes for all learners with focus on Maori and Pasifika students. Academic tracking and monitoring has been reviewed in light of the 2016 results and measures are being developed to support transitioning and repositioning responsibility for tracking and monitoring.

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION
CONTINUE: Embedding & refinement of learning progression rubrics across all year groups PLAN: Solo taxonomy, learning progressions & feedback project	Ultimate Goal (three – five year plan): To be able to impact upon the breadth (progress) and depth (understanding) of our student's learning by: i. continuing to improve upon our Junior Learning Progressions to make them more student friendly and ii. designing deliberate learning activities that draw upon the different curriculum areas in order that we develop in our students a culture of thinking, the ability to solve problems innovatively, and deep understanding. To work with the trial teachers to integrate the Visible Learning SOLO Taxonomy into their pre and post assessment		
CONTINUE: Teacher as Inquiry, Student Voice, Visible Learning	A revision of our Professional Learning Group Structure was undertaken in 2016.	It was decided that core and applicable option teachers will continue to meet around the academic needs of our two lowest academic classes in Years 9 and 10. Instead of being on a Wednesday morning time slot, time will be made available during Term 1 and Term 3 (at a minimum) for teachers to meet and to discuss matters pertaining to these classes. The format will be: • identifying key priority learners • sharing of pastoral and academic information • identifying a teacher inquiry • working on inquiries • identifying specific professional development needs • the sharing of inquiry outcomes Whole school professional learning All teachers will meet as a department (smaller departments will meet as a collective) to plan for the following outcomes for Year 9 in 2019 and Year 10 in 2020. Our HOD sub-committee will identify a structure for meetings in departments as well as individual specific PD based around needs. 1) Responsive and Relational Pedagogy: an expectation that all teachers are operating at an average of 4/5 on our scale of responsive and relational practices (Appendix 1) 2) Learning Progressions: an expectation that all classes are using modified Learning Progressions to measure student progress 3) SOLO Taxonomy: an expectation that all classes are using a common language to scaffold student progress 4) Curriculum Based Learning Experiences: an expectation that all departments (where applicable) are using Curriculum Based Learning Experiences in order to support the key learnings from Topics / Units and to develop in our students agreed to learning dispositions. Your teacher inquiry will be expected to cover three of the four areas identified above over the next four years. From 2017 our Professional Learning will seek to incorporate a planned pedagogical shift as well as still addressing the needs of our priority learners in Years 9 and 10.	

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION
CONTINUE: Participation in Professional Development	63 staff have been involved with 25 professional development courses so far this year	Staff will be encouraged to attend professional development opportunities relevant to their needs as learners in order to achieve their personal goals, department goals and schoolwide goals. All teachers with PD goals that can't be met in school will have attended relevant external PD. For 2017 the aim is for all 50 staff who identified IT PD needs to have attended one or more sessions.	
PLAN: Literacy/ Numeracy programme (Year 9-10) INVESTIGATE: Increasing Teacher Aide Support for Priority Learners	Proposal: - Target students operating at Curriculum Level 2 / 3 (students who are working up to 3 years behind their peers) - Choose teachers to work with this programme in 2017 (and beyond) - These teachers work together in the second half of 2017 to create cross curriculum programmes that integrate Literacy and Numeracy across the core subjects. Their aim will be to accelerate the progress of Curriculum Level 2 / 3 students to allow them to access and know success in their Level 1 study in 2019.	2017 Goal: All students will focus on achieving 14 credits in each of 3 University Entrance approved subjects with the aim of achieving their University Entrance by 2021. A new teacher aide is being appointed in 2017 to support learners at curriculum level 2 / 3. - Kaitiaki / SENCO / Teachers will be responsible for contacting Parents / Families / Whanau to hold learning conversations - Co-constructed targets will be set based on teacher knowledge, data, parent input - Teachers establish learning-focused partnerships with students that build their capacity to take increased responsibility for aspects of their literacy and mathematics learning - Resources are provided to home that match these targets and align with classroom practice - Parent / Family / Whanau work at home on these targets and evaluates learning conversation - Kaitiaki / SENCO / Teachers review targets with Parent / Family / Whanau every 3 / 6 months - New target set	Moving forward in Term 3 2017 we will identify teachers along with our Kaitiaki and SENCO to discuss how we will analyse student achievement data and then plan curriculum changes to better meet the needs of these students.
PLAN: Māori Identity programme (Yr 9-10)	Our external researcher reported to the Board on 21 September 2016. He Waka Eke Noa implements a range of strategies across all three paddles: Academic Achievement, Place and Community and Culturally Responsive and Relational Pedagogy that would support Maori student strengthening of identity. These include but are not limited to; tikanga and te reo Maori activities for all Year 9 students, culturally responsive pedagogy focus, strong kapa haka tutelage, Maori student and family induction, Maori concepts of learning (pepeha and mihi) as part of the compulsory Year 9 and 10 Health curriculum, te reo Maori widespread in the school, tikanga Maori such as karakia and powhiri are regular aspects of school life. The newly formed Cultural Identity Paddle for 2017 and beyond is a reflection of voice as collected by Jodie Robertson.	A revised He Waka Eke Noa (Māori Strategic Plan) 2017-2020 has been developed for Mount Maunganui College (Appendix 1). A key strategy for 2017 as part of the Cultural Identity Paddle is opportunity for all Maori students to explore and identify their pepeha as well as assisting students to strengthen their connection to their iwi. Members of the paddle will also each mentor up to ten Maori students at Year 10, supporting them in their holistic development; including their Maori identity. Year 9 students will continue to participate in Year 9 activity days with a strong focus on Maori language, culture and identity.	

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION
PLAN: Digital submission of student work and assessments for NZQA purposes	Digital submission of student work and assessments for NZQA purposes	Deputy Principal Achievement went to Wellington to meet with NZQA officials to discuss whether Mount Maunganui College is ready to adopt these significant changes in assessment from a technological and pedagogical point of view. He has also attended professional development opportunities to ensure that we will meet this challenge head on. A report was presented to the HODs on what NZQA is proposing and invitation was offered to HODs to express interest in what this may mean for their students.	Departments will be encouraged to participate in digital trials and we will seek out opportunities to increase our digital capacity and capabilities. Deputy Principal will continue to seek support for staff and students as appropriate.
DEVELOP: Department based IT plan including IT professional development plan	All departments have been approached to ascertain their short term and medium term IT PD needs. A survey has been distributed and summarised for departments.	Departments filled out their 'wish list' of IT requirements which included hardware and software. A meeting was held to discuss these needs and resources have been allocated appropriately. The majority of needs were able to be addressed by John Humphries (our IT technician) and IT Ted (our IT support company) in this financial year, with the remainder being targeted for completion in 2017 and 2018.	
DEVELOP: Special Needs learning resources in collaboration with each department	A central repository for learning resources will be established in order that departments have access to existing resources as well as a place to store newly created resources at curriculum level 2/3.	Learning resources have been created and developed within the Learning Centre. These resources are being made available to teachers to access across the various curriculum levels. This resource bank will be added to over time so that a comprehensive library of resources can be accessed by all curriculum areas.	
DEVELOP: Consistency of Department policies	Our external researcher has been working with staff representatives from a majority of our departments to develop an 'Indicators Framework' that will also help to address this process.	All staff have received a staff information manual as well as a Teaching and Learning Handbook at the beginning of 2017 that covers all the administrative procedures along with a consistent approach to school wide behaviour management.	
REVIEW: Careers Service & Student Pathway Planning	This review has been deferred to 2017.		
REFINE: Articulate the Work Experience Programme including the development of a programme prospectus	The Work Experience programme is currently experiencing a time of transition and so we will focus on defining the evolution of this programme over the next 3 – 5 years once we have a better understanding of how the recent development of students choosing two options has impacted on the successful nature of this programme.	Different versions of the Work Experience programme were discussed and the decision has been made to allow students to choose their subject choices as opposed to them sitting in pre-determined classes.	Gr / Sk and Sb will be working together to establish a framework of achievement and a student pathway from Year 9 through to Year 13 for Work Experience students.

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION
INVESTIGATE & PLAN: Subject Streaming	The matter of subject streaming will be addressed as a matter of course as the school seeks to refine its pedagogical approach to teaching and learning.		
INVESTIGATE & PLAN: Learning Progression	The data indicates the number of sub level shifts that a student is making across a unit or in the subject. The expectation is that each student will have a positive shift of 2 sub curriculum levels, i.e. +2.0 would be the expected increase in a student's progress across a unit or across the year. These students who have progressed by 2.0 will be highlighted in yellow, those students who have progressed by more than 2.0 will be highlighted in green and those who have not yet achieved 2.0 will be highlighted in red. This provides a visual cue for the teacher, Head of Department or Professional Learning Group for those students who need to be the centre of teacher focus.	Learning progressions have been investigated and it was decided that the next steps in our learning progression journey will be to: 1) take our existing rubrics and re-write them into student and parent speak for students (and home) to better understand and gauge their level of understanding. 2) develop annotated exemplars in both hard copy and digital format for each subject area. These exemplars will enable students to see what the learning actually 'looks like' in successive sub-curriculum levels in order to better inform their next learning steps. 3) developing a junior tracking sheet to maximise feedback to teachers about their impact on student learning. This tracking will illuminate the progress a student is making in each of their core subjects and will also highlight class as well as cohort data that we can use to ensure that students / classes / cohorts are progressing at the expected rate. 4) continue to review the validity of learning progressions in their evolving state.	
INVESTIGATE & PLAN: Time-table Restructure	A timetable restructure will be addressed as a matter of course as the school seeks to refine its pedagogical approach to teaching and learning.		
INVESTIGATE & PLAN: Cross Curricular Learning	Cross-curricular learning will be addressed as a matter of course as the school seeks to refine its pedagogical approach to teaching and learning. Examples of this are YIA projects, end of Year 10 project learning and Outdoor Education / Maori and Physical Education / Food Technology.		

Goal Two

Strategic / Annual Aim:

FORM RESPECTFUL RELATIONSHIPS THAT ARE RESPONSIVE TO THE NEEDS OF ALL
Mā te whakawhanaungatanga me te manakitanga e tae te waka ki uta

Baseline Data:

Baseline data from the Strategic Plan Review process conducted in 2015 (teacher, student & parent consultation) indicated discrepancies in teacher pedagogy and teacher/ student relationships. These discrepancies included:

- Staff feedback indicating a perception that some staff (and some departments) are more ‘committed to the cause’ than others;
- Student feedback indicating that some teachers provide a supportive and nurturing learning environment, whilst other teachers do not; and,
- Parent feedback indicating that some teachers (and some departments) can teach their child better than others.

Teacher participation in professional development opportunities and support for school directed pedagogical focus further indicated a discrepancy in the number of teachers actively supporting school strategies to improve teacher performance and student outcomes. Feedback from stakeholders, including students, indicated inconsistencies in school rules and their applications between departments and staff members. These inconsistencies have led to a perception that school standards are ‘slipping’. Teaching staff have identified the need for a review of the restorative behaviour management systems, including the length of time required to resolve issues.

Additional feedback from all stakeholders indicated consistent concerns in regards to the high occurrence of negative student behaviours, including, but not limited to:

- Concerns about some student: lateness to school/ class, leaving during breaks, early leaving
- Instances of student bullying, substance use, and bad language

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION														
CONTINUE: He Waka Eke Noa Strategic Plan CONTINUE: Responsive & Relational Pedagogy programme	He Waka Eke Noa (We move forward together leaving no one behind) was established as a result of the research undertaken by our external researcher into Tane Achievement and is responsible for implementing our Māori Strategic Plan. He Waka Eke Noa is comprised of three separate 3 paddles: - Paddle 1 – Increasing Academic Achievement - Paddle 2 – Culturally Responsive and Relational Pedagogy - Paddle 3 – Place and Community Paddle 1 - Increasing Academic Achievement Increasing Academic Achievement, which aims to provide opportunities for Māori students to maximise their future pathways and experience success within Mount Maunganui College Level 1 <table><tr><th>Level 1 Māori</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr><tr><td>MMC %</td><td>49</td><td>59</td><td>76.3</td><td>79.2</td><td>82.3</td><td>75.5</td></tr></table> All Level 1 students at MMC – 78.4% Goal for Māori Level 1 at MMC 2016 – 78.7 (based on cohort trends)	Level 1 Māori	2011	2012	2013	2014	2015	2016	MMC %	49	59	76.3	79.2	82.3	75.5	Paddle 1 – Increasing Academic Achievement Level 1 NCEA Level 1 Māori student achievement is 2.9% below all Level 1 student achievement for 2016. This result however sits well above Māori at National level and Māori for our school decile. NCEA Level 1 Māori student achievement is 3.2% below the projected goal for this group. He Waka Eke Noa implemented a wide range of strategies in an effort to support student academic achievement. This included but was not limited to: - detailed tracking of student progress through a range of structures, for example one on one interviews and planning sessions with families, Māori boys form classes, teacher learning inquiry groups. - school wide focus on pedagogy that is responsive and relational to Māori students - a selection of Year 11 students undertaking wananga Māori outside of curriculum - specific and relevant support for Māori students with high and complex needs When identifying individual students and their reasons for not acquiring a minimum of 80 credits at Level 1; several students left school part way through the year, many into Alternative Education. We also had a number of students come into the school part way through the year without pre-requisite learning. However the negative disparity between the goal set for this cohort and actual achievement is quite small.	Paddle 1 – Increasing Academic Achievement Level 1 Continued implementation of the He Waka Eke Noa plan, revised at the end of 2016. The cultural identity paddle (new) will hopefully allow opportunity for a deeper connectedness of our students to their school and also to their own self identity. This will hopefully aid in limiting student negative behaviours and less students leaving our school to Alternative Education or other institute, especially if that institute does not promote the achievement of their goals and aspirations. The revised strategic plan also involves personal profiling in great detail which will allow for students to better see their pathways and what they need to do in order to get there.
Level 1 Māori	2011	2012	2013	2014	2015	2016											
MMC %	49	59	76.3	79.2	82.3	75.5											

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION														
<i>continued ...</i>	Paddle 1 - Increasing Academic Achievement <u>Level 2</u> <table><tr><td>Level 2 Māori</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>2015</td><td>2016</td></tr><tr><td>MMC</td><td>63.9</td><td>83.8</td><td>75</td><td>88.5</td><td>82.6</td><td>89.7</td></tr></table> All Level 2 students at MMC – 78.8% Goal for Māori Level 2 at MMC 2016 – 80.9 (based on cohort trends)	Level 2 Māori	2011	2012	2013	2014	2015	2016	MMC	63.9	83.8	75	88.5	82.6	89.7	Paddle 1 - Increasing Academic Achievement <u>Level 2</u> • NCEA Level 2 Māori student achievement is 10.9% above all MMC Level 2 student achievement for 2016. • NCEA Level 2 Maori student achievement is 8.8% above the projected goal for this group. • This result sits well above Māori at National level and Māori for our school decile. Level 2 Māori student achievement sits well when compared to goal set and achievement of other groups at Level 2. Nga Kete o te Wananga allows small groups of students to “achieve success as Māori”; the learning that occurs within this environment is unique and highly valued by students. Nga Kete o te Wananga is probably having a strong effect here as 25 level 2 credits are available through these wananga. Staff members have met and have identified that this is in fact the case. Other aforementioned strategies may also have a positive effect on student overall outcomes here.	Paddle 1 - Increasing Academic Achievement <u>Level 2</u> Implementation of the He Waka Eke Noa revised strategic plan.
Level 2 Māori	2011	2012	2013	2014	2015	2016											
MMC	63.9	83.8	75	88.5	82.6	89.7											

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION																												
continued ... CONTINUE: He Waka Eke Noa Strategic Plan CONTINUE: Responsive & Relational Pedagogy programme	Paddle 1 - Increasing Academic Achievement Level 3 <table><tr><td>Level 3 Māori</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>2015</td><td>2016</td></tr><tr><td>MMC</td><td>60</td><td>51</td><td>61.5</td><td>48.7</td><td>66.7</td><td>66.7</td></tr></table> All Level 3 students at MMC – 66.2% Goal for Māori Level 3 at MMC 2016 – 68% (based on cohort trends) <table><tr><td>UE Māori</td><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>2015</td><td>2016</td></tr><tr><td>MMC</td><td>31.4</td><td>35.3</td><td>42.3</td><td>17.9</td><td>42.4</td><td>42.1</td></tr></table> All UE students at MMC – 46% Goal for Māori UE at MMC 2016 – 43.2 (based on cohort trends)	Level 3 Māori	2011	2012	2013	2014	2015	2016	MMC	60	51	61.5	48.7	66.7	66.7	UE Māori	2011	2012	2013	2014	2015	2016	MMC	31.4	35.3	42.3	17.9	42.4	42.1	Paddle 1 - Increasing Academic Achievement Level 3 - NCEA Level 3 Māori student achievement is 0.5% above all MMC Level 3 student achievement for 2016. - NCEA Level 3 Māori student achievement is 1.3% below the projected goal for this cohort. - UE Māori student achievement is 3.9% below all MMC UE student achievement for 2016. - UE Māori student achievement is 1.1% below the projected goal for 2016. While the actual achievement of the cohort sits slightly below the goal for this group in both Level 3 and UE, when looking at individual students and the reasons for their level achievement, many Year 13 students in 2016 did not see out the school year, leaving without Level 3 qualification. Staff are currently identifying where these students are and what they are doing for 2017. Attendance is also an issue for some. When interviewing some students at the start of 2017 (as school leavers), several students were relying on external examinations and did not achieve as well as they had hoped. A number of students have fitted into this category.	Paddle 1 - Increasing Academic Achievement Level 3 Improved understanding of where students are and where they need to be, will be a focus for the academic achievement paddle moving forward. Year 13 Dean Jo Everett and Year 13 Senior Manager Brendon-Ray Horlock have interviewed students and parents of students whose attendance was poor in 2016, below 80%. These interviews allowed for detailed planning for the year and a strong understanding of what students need to do, with support from their parents and caregivers. Mentoring and profiling strategies are being implemented at Years 9, 10 and 11 therefore year 13 will not be as formally monitored and supported as those year groups. Senior Managers and Deans are increasingly aware of options available to students outside of school. Strategies that currently impact on Year 13 students and will be implemented this year include but are not limited to: - improved responsive and relational pedagogy specific to Māori - teacher learning inquiry with focus on Māori students - Kaitiaki and Dean working together to monitor student attendance and pathways - Careers advisor and Kaitiaki working with students to move into tertiary study, this includes visits for Māori students to tertiary institutions, applications for scholarships, Whakapiki Ake relationship with MMC where the Health Science faculty from University of Auckland works closely with our Māori students, among other things.
Level 3 Māori	2011	2012	2013	2014	2015	2016																									
MMC	60	51	61.5	48.7	66.7	66.7																									
UE Māori	2011	2012	2013	2014	2015	2016																									
MMC	31.4	35.3	42.3	17.9	42.4	42.1																									

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION																		
<i>continued ...</i> CONTINUE: He Waka Eke Noa Strategic Plan CONTINUE: Responsive & Relational Pedagogy programme	Paddle 2 – Culturally Responsive and Relational Pedagogy Culturally responsive and Relational Pedagogy has the goal of having Māori students experience a learning environment that embraces, understands, and respects their uniqueness. Observations of pedagogy. <table><tr><th></th><th>1 Basic</th><th>2 Developing</th><th>3 Developing</th><th>4 Integrating</th><th>5 Integrated</th></tr><tr><td>February 2016</td><td>5</td><td>12</td><td>20</td><td>9</td><td>3</td></tr><tr><td>November 2016</td><td>1</td><td>8</td><td>24</td><td>10</td><td>6</td></tr></table> At the second checkpoint, more teachers are positioned at 3 and above (developing to integrated) and less are positioned at 1 and 2 (basic) when compared to February.		1 Basic	2 Developing	3 Developing	4 Integrating	5 Integrated	February 2016	5	12	20	9	3	November 2016	1	8	24	10	6	Paddle 2 - Culturally responsive and Relational Pedagogy Paddle members have been observing and shadow-coaching in departments. The paddle feels there remains much room for improvement (despite 40/49 pedagogues at 3 or above in the November checkpoint). Time has been identified as the biggest barrier. Some departments have not yet engaged using the responsive and relational observation tool plus the coaching that goes along with this. The paddle members working with these departments teach 20 hours per week in some instances therefore would need to use relievers for their own classes in order for them to execute their coaching roles. This is seen as difficult. Despite this, the checkpoint data is favourable.	Paddle 2 – Culturally Responsive and Relational Pedagogy Development of an observation and shadow coaching cycle as well as confirmation of the observation tool. The paddle for 2017 will meet in upcoming weeks and discuss this. The most popular idea is that the paddle will, once per term, block out three days of observations and coaching conversations hoping to observe and coach the entire teaching faculty.
	1 Basic	2 Developing	3 Developing	4 Integrating	5 Integrated																
February 2016	5	12	20	9	3																
November 2016	1	8	24	10	6																

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION
<i>continued ...</i> CONTINUE: He Waka Eke Noa Strategic Plan CONTINUE: Responsive & Relational Pedagogy programme	Paddle 3 – Place and Community Place and Community with the goal of creating a trusting and engaging relationship between the school, the student, and their whānau Place and Community Outcome: There are approximately 25 staff attached to He Waka Eke Noa and these staff have selected to serve on one of the three paddles. Meetings run on a Thursday morning from 7:30 am – 8:30am and Paddle 1 will meet week one, Paddle 2, week 2, paddle 3 week 3 and then the combined waka on week 4 to provide feedback of progress of the individual paddles to the wider group. The cycle is then repeated. The Place and Community Paddle has implemented a range of strategies. These include but are not limited to student and whanau induction days, a variety of links with the mana whenua Ngai te Rangī, whanau Maori gatherings/information evenings, Maori student assemblies and development of Maori student form classes.	Paddle 3 - Place and Community Jodie Robertson research 2016: 88% of whanau stated they had trust in MMC 83% of whanau stated that their child enjoys MMC 87% of whanau stated that their child likes all or some of their teacher 71% of Junior Maori Boys reported having pride in MMC 57% of Junior Maori Girls reported having pride in MMC 51% of Senior Maori Girls reported having pride in MMC 85.1% of Senior Maori Boys reported not having pride in MMC 19% of Maori Boys have full knowledge of pepeha 38% of Maori Boys have partial knowledge of pepeha 43% of Maori Boys have no knowledge of pepeha 26% of Maori Girls have full knowledge of pepeha 31% of Maori Girls have partial knowledge of pepeha 43% of Maori Girls have no knowledge of pepeha 67% of whanau stated that they would like their child to become more familiar with their whakapapa	Paddle 3 – Place and Community Difficult to identify reasons for variance as the feedback is not clearly measurable. He Waka Eke Noa has discussed the feedback from Jodies review of trust, pride and knowledge of pepeha and have ascertained that while systems capability is definitely strong and improved, the next step is to build student cultural identity. The waka feels it is important that students are able to identify their whakapapa and pepeha however we need to question the students to identify if they too feel that level of importance associated with where an individual is from, their turangawaewae. The waka has also recognised the responses around student pride in the school and wish students to feel more confident and connected to their place. A number of strategies from this paddle have been moved to the new Cultural Identity paddle, newly formed by He Waka Eke Noa as a result of Jodies recent research. The Place and Community paddle (reviewed) will not be part of the weekly meeting cycle of He Waka Eke Noa in 2017. This will instead be lead and implemented by Brendon-Ray Horlock and the Kaupapa Maori Student Council. Reason for a three paddle meeting cycle with the fourth sitting outside is that a four weekly cycle is not frequent enough to meet for each paddle, plus, the Place and Community paddle has the fewest strategies.

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION
DEVELOP: A safe & collaborative working environment (Embedding School Values)	Reported to the Board by external researcher 21 September 2016. In 2015, Jodie Robertson was contracted to support Mount Maunganui College in the development of the new five year Strategic Plan. The process included extensive consultation with staff, students, parents and the wider community. Results from consultation concluded that there was concern among staff that the school culture and staff morale was declining. Furthermore, student surveys indicated concerns relating to negative relationships within the school, including both student-student relationships and student-teacher relationships. As a result, the Strategic Plan outlined the need for further investigation into the school culture and recommended that this review occur throughout 2016. The review focused on two key areas: 1. Creating a Safe and Collaborative Working Environment for staff, and, 2. Creating a Safe Learning Environment for staff and students	The researcher has collated issued identified by staff and has created categories highlighting areas of focus. These areas have been the subject of four meetings with one additional meeting yet to occur as at the time of this report. The researcher will report back to staff and synthesise actions and next steps.	A sub-committee comprising of staff from the majority of departments have met on three separate occasions (late 2016) and will have another two meetings early in Term 1 2017. From these meetings indicators will be established as a 'litmus test' to gauge and monitor staff opinions and morale on a regular and ongoing basis. Our NZCER Me and My School longitudinal data is showing an increasing trend of student engagement in both Years 9 and 10.
DEVELOP: Parents Induction, Orientation & Communications Calendar	The schools calendar is being updated to better inform parents / family / whanau of the activities that typically relate to students across the five year levels.		
DEVELOP: Opportunities for active interaction of staff & students in school/ student organised events (FUN)	These (FUN) opportunities are being co-ordinated by our student leaders who have been given the Community portfolio. The calendar in KAMAR is now automatically linked to both the school website and web portal which allows parents to see current and future activities planned by the school.		
DEVELOP: MMC Code of Conduct, Staff Management System	Our external researcher has been working with staff representatives from a majority of our departments to develop an 'Indicators Framework' that will also help to address this process.	All staff received a staff information manual as well as a Teaching and Learning Handbook at the beginning of 2017 that covers all the administrative procedures along with a consistent approach to school wide behaviour management.	
REVIEW: Student Management System including restorative processes (T & L Handbook)	At the beginning of 2017 all staff received the Teaching and Learning Handbook that provides a consistent approach to school wide behaviour management. A clearfile with a hard copy of the Code of Conduct, Teaching and Learning Handbook and the A-Z along with any other important information relating to staff has been put into the staffroom.		
REVIEW: Form time & House structure – opportunities for increased mentoring	Form time and House structures will be addressed as a matter of course as the school seeks to refine its pedagogical approach to teaching and learning.		

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION
REVIEW: Identified Departments as required	Departments identified as required.	To date the Math department have received an external review by New Zealand Educational Consultants. This review has provided clarity within this department along with a number of 'next steps' that have come out of a department meeting following the publishing of this review	Departments identified as required. The Careers Department will be reviewed in 2017.
CONSULT: School community on reviews undertaken	The community has been consulted on the following: Parents / students / teachers have all been consulted on the development of our new Strategic Plan. A whanau hui was held to provide feedback on the review of our Māori strategic goals. Staff and students have been consulted on safe and collaborative school / workplace.	Māori Strategic Plan is being finalised following the consultation in November 2016. The safe and collaborative school / workplace plan is being finalised following the consultation in late 2016 and early 2017.	

Goal Three

Strategic / Annual Aim:

GROW ACTIVE LEARNERS WHO POSITIVELY CONTRIBUTE TO OUR SOCIETY
He poipoi rangatira hei ārahi i te iwi

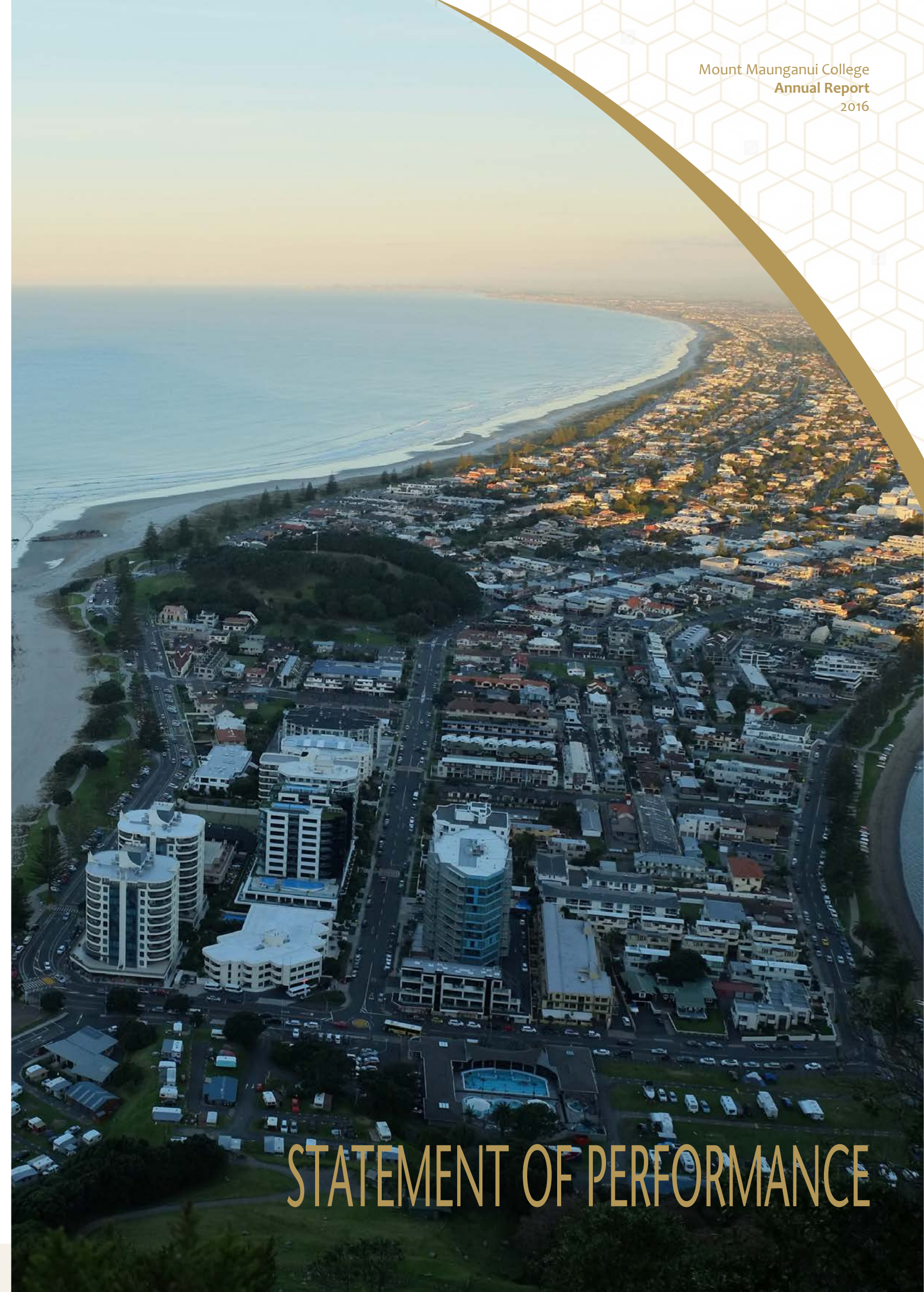
Baseline Data:

Baseline data from the Strategic Plan Review process conducted in 2015 (teacher, student & parent consultation) indicated that all stakeholders desire a stronger focus on developing students who can positively contribute to society upon exit from the College. This included:

- Students equipped with the skills necessary for gaining meaningful employment;
- Students equipped with the necessary life-skills to be functional members of society;
- Students equipped with a strong value based foundation; and,
- Students who are connected to the local community.

Student feedback highlighted the need for increased clarity on subject pathways, including a responsive timetable that enables them to pursue their desired subject pathways. Furthermore, students indicated the need to experience a higher number of options, therefore enabling wider choices and clarity for career planning. Lastly, feedback from stakeholders illustrated the need for the College to continue visibility in the local community, including increasing their connections with local industry to enrich learning experiences ‘in a real world context’ for students. Our College is committed to contributing to the growth, wellbeing & integrity of our community. We acknowledge our role in equipping students with the skills, values and knowledge to contribute to society meaningfully.

STRATEGIES	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION
PLAN: Life Skills & Values Programme (Year 9-10)	A plan has been formed to develop a programme that will focus on a wide range of skills including stress management, thought management, effective communication and relationships, social media management, memory and learning techniques, resilience and mindset. It will operate under five broad foci: emotional, social, cognitive, physical, motivation and success.	Mount Maunganui College will be trialling a Wellness Programme at the school in Terms 2 and 3 of 2017. This programme seeks to build resilience in students by addressing significant challenges in meeting their social and learning needs. The Year 9 assembly focus will be on the school values and the Year 10 assembly focus will be initially be on learning and then focussing on the school values.	
DEVELOP: Community Events Calendar for school participation	A community events calendar is being created to better inform parents / family / whanau of the activities that typically relate to students across the five year levels.		
REVIEW & PLAN: Relationships with mana whenua (Ngāi Te Rangī), Tauranga Moana iwi, and kura Māori (refer to He Waka Eke Noa)	Meetings have been held between representatives of Ngāi Te Rangī and Mount Maunganui College to discuss our relationship. Ngāi Te Rangī have given our strategic plan their blessing and appreciated that mana whenua is acknowledged at the forefront of the plan. Ngāi Te Rangī have offered to come to the College for an informal morning tea once a month to mingle with staff and be there for staff to ask questions that relate to their department. Ngāi Te Rangī will also provide a lunch with all Māori staff as a professional learning / mentoring session.		
INVESTIGATE: Year 9-10 Taster Options	An investigation into Year 9 and 10 taster options has been deferred to 2017.		
INVESTIGATE: Increased learning connections with local/ regional industry	The school has been increasing our connections with local/ regional industry through our Gateway and Work experience programmes. Rosie Swinkells and Lisa Sharrock have been doing an excellent job creating and maintaining relationships with these businesses.		



STATEMENT OF PERFORMANCE

Vision: Te Kitenga

Together as learners, we are inspired to grow

At Mount Maunganui College we believe it is important for our community to be inspired by a love of learning so that we discover and pursue our aspirations and dreams. We are committed to growing a community that continually strives to be the best that we can be.

“Mā tō rourou, mā tōku rourou, ka ora ai te iwi”



Strategic Focus: Te Rautaki Arotahi

As a community of learners, Mount Maunganui College will:

- » Empower all learners to be confident, connected and to succeed with integrity;
- » Form respectful relationships that are responsive to the needs of all; and,
- » Grow active learners who positively contribute to our society.

Strategic Direction (2016-2020):

GOAL ONE:

EMPOWER ALL LEARNERS TO BE CONFIDENT, CONNECTED, AND TO SUCCEED WITH INTEGRITY
Kia whai kaha te ākonga kia tū toa tū māia i roto i ngā mahi

Feedback from the Strategic Plan Review process conducted in 2015 (teacher, student and parent consultation) illustrated a belief that the College has a good reputation, and for the most part is providing a high standard of academic learning. However, stakeholder feedback also raised a number of concerns in relation to a student’s academic journey at Mount Maunganui College. Consultation received included:

- » Mixed perceptions on the school’s streaming structure and the benefits of this structure to the ‘B’ and ‘C’ bands within the school;
- » Parent perceptions that their child is not receiving the right help for catch up, or late identification of the need for additional support;
- » Student perceptions that they are not being ‘pushed enough’, or being given the opportunity to be innovative and creative in class;
- » General concern that students are progressing academically based on their year group, as opposed to individual student ability and needs; and,
- » General concern from parents & students in regards to subject pathway and careers planning, including feedback about the restrictive timetable.

Further feedback gained from teaching staff indicated a concern at the low levels of numeracy and literacy that students are presenting with upon entry into the College at Year 9. Staff feedback suggests the development (and enforcement) of a specialist numeracy/ literacy programme to support these students. Some teaching staff also identified a need to investigate simplifying the curriculum offered by the College to ensure that students are gaining the necessary credits to enable mastery across subjects. Lastly, some parent feedback highlighted the need for additional support for Māori students in furthering their identity as Māori, regardless of participation in the schools te reo Māori programme.





GOAL TWO:

FORM RESPECTFUL RELATIONSHIPS THAT ARE RESPONSIVE TO THE NEEDS OF ALL Mā te whakawhanaungatanga me te manaakitanga e tae te waka ki uta

Baseline data from the Strategic Plan Review process conducted in 2015 (teacher, student & parent consultation) indicated discrepancies in teacher pedagogy and teacher/ student relationships. These discrepancies included:

- » Staff feedback indicating a perception that some staff (and some departments) are more 'committed to the cause' than others;
- » Student feedback indicating that some teachers provide a supportive and nurturing learning environment, whilst other teachers do not; and,
- » Parent feedback indicating that some teachers (and some departments) can teach their child better than others.

Teacher participation in professional development opportunities and support for school directed pedagogical focus further indicated a discrepancy in the number of teachers actively supporting school strategies to improve teacher performance and student outcomes. Feedback from stakeholders, including students, indicated inconsistencies in school rules and their applications between departments and staff members. These inconsistencies have led to a perception that school standards are 'slipping'. Teaching staff have identified the need for a review of the restorative behaviour management systems, including the length of time required to resolve issues.

Additional feedback from all stakeholders indicated consistent concerns in regards to the high occurrence of negative student behaviours, including, but not limited to:

- » Concerns about some student: lateness to school/ class, leaving during breaks, early leaving
- » Instances of student bullying, substance use, and bad language

The College is committed to developing a community that strives to be the 'best they can be'. This starts with providing high quality and consistent pedagogy so that "Together as learners, we inspire each other to grow". Our College believes that respectful relationships are the foundation to all learning relationships. This includes maintaining a high standard of expectations and behaviours within our learning environments.

GOAL THREE:

GROW ACTIVE LEARNERS WHO POSITIVELY CONTRIBUTE TO OUR SOCIETY He poipoi rangatira hei ārahi i te iwi

Baseline data from the Strategic Plan Review process conducted in 2015 (teacher, student & parent consultation) indicated that all stakeholders desire a stronger focus on developing students who can positively contribute to society upon exit from the College. This included:

- » Students equipped with the skills necessary for gaining meaningful employment;
- » Students equipped with the necessary life-skills to be functional members of society;
- » Students equipped with a strong value based foundation; and,
- » Students who are connected to the local community.

Student feedback highlighted the need for increased clarity on subject pathways, including a responsive timetable that enables them to pursue their desired subject pathways. Furthermore, students indicated the need to experience a higher number of options, therefore enabling wider choices and clarity for career planning. Lastly, feedback from stakeholders illustrated the need for the College to continue visibility in the local community, including increasing their connections with local industry to enrich learning experiences 'in a real world context' for students. Our College is committed to contributing to the growth, wellbeing & integrity of our community. We acknowledge our role in equipping students with the skills, values and knowledge to contribute to society meaningfully.



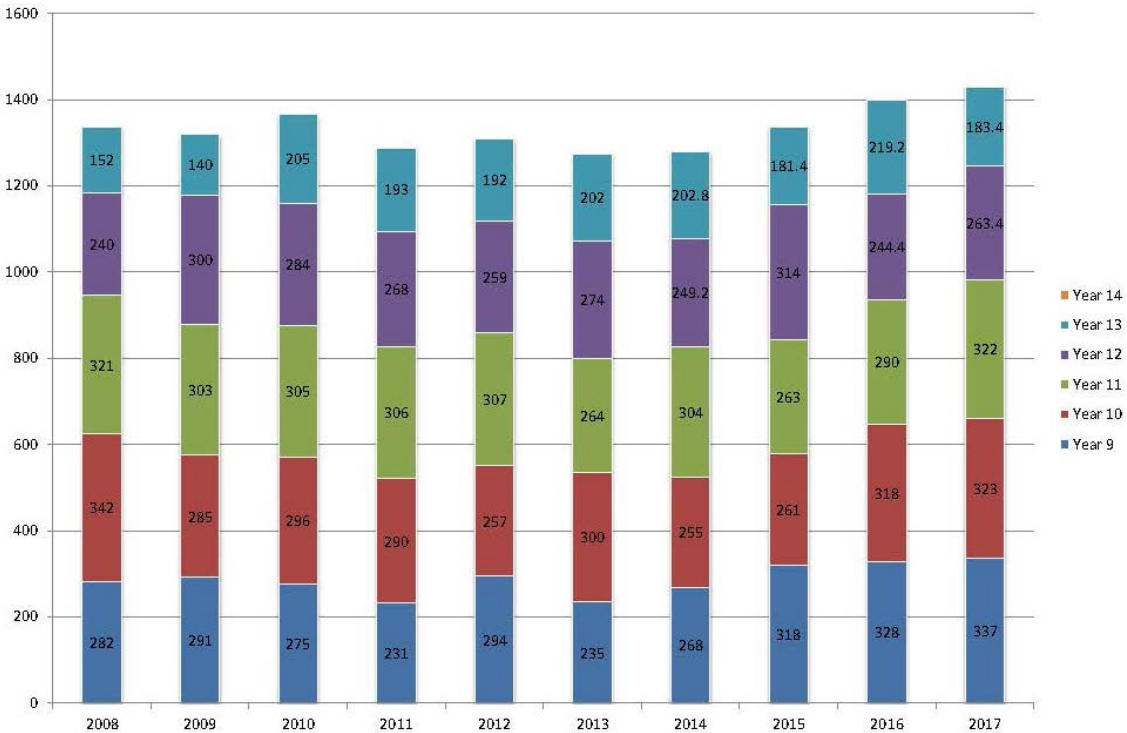
Mount Maunganui College's Students

March Regular Student Rolls by Year of Schooling

Student rolls in the following charts / tables exclude Foreign Fee Paying Students.

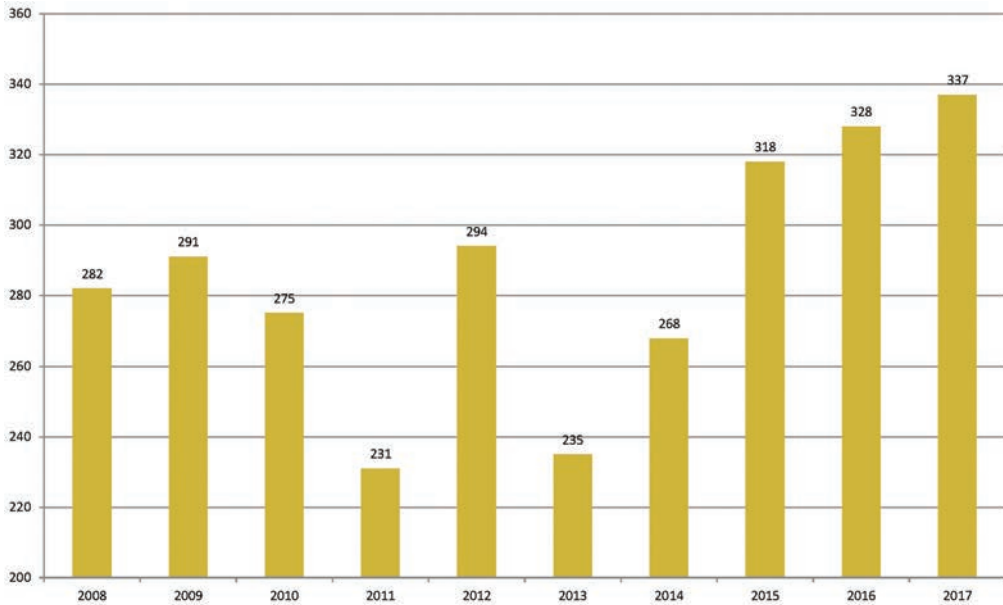
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Year 9	282	291	275	231	294	235	268	318	328	337
Year 10	342	285	296	290	257	300	255	261	318	323
Year 11	321	303	305	306	307	264	304	263	290	322
Year 12	240	300	284	268	259	274	249.2	314	244.4	263.4
Year 13	152	140	205	193	192	202	202.8	181.4	219.2	183.4
Year 14	0	0	0	0	0	0	0	0	0	2
Total	1337	1319	1365	1288	1309	1275	1279	1337.4	1399.6	1430.8
Variance	2.37%	-1.35%	3.49%	-5.64%	1.63%	-2.60%	0.31%	4.57%	4.65%	2.23%

Year Level March Student Rolls



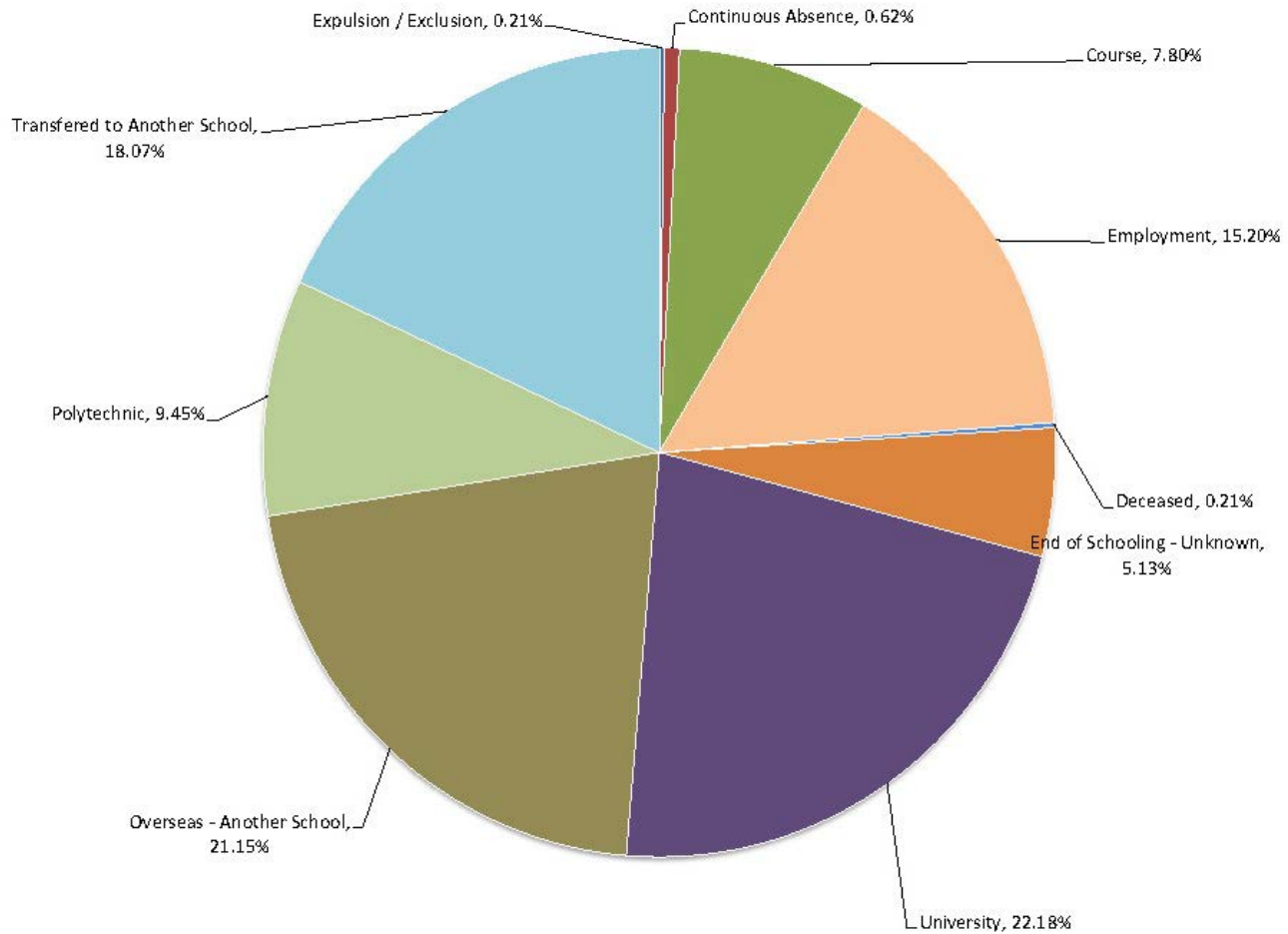
Year 9 March Student Rolls

The Year 9 roll remains strong and enrolments for 2016 are particularly encouraging, reflecting the confidence of the Mount Maunganui community in its schools.



Leavers 2016

2016 KAMAR Data - Leavers

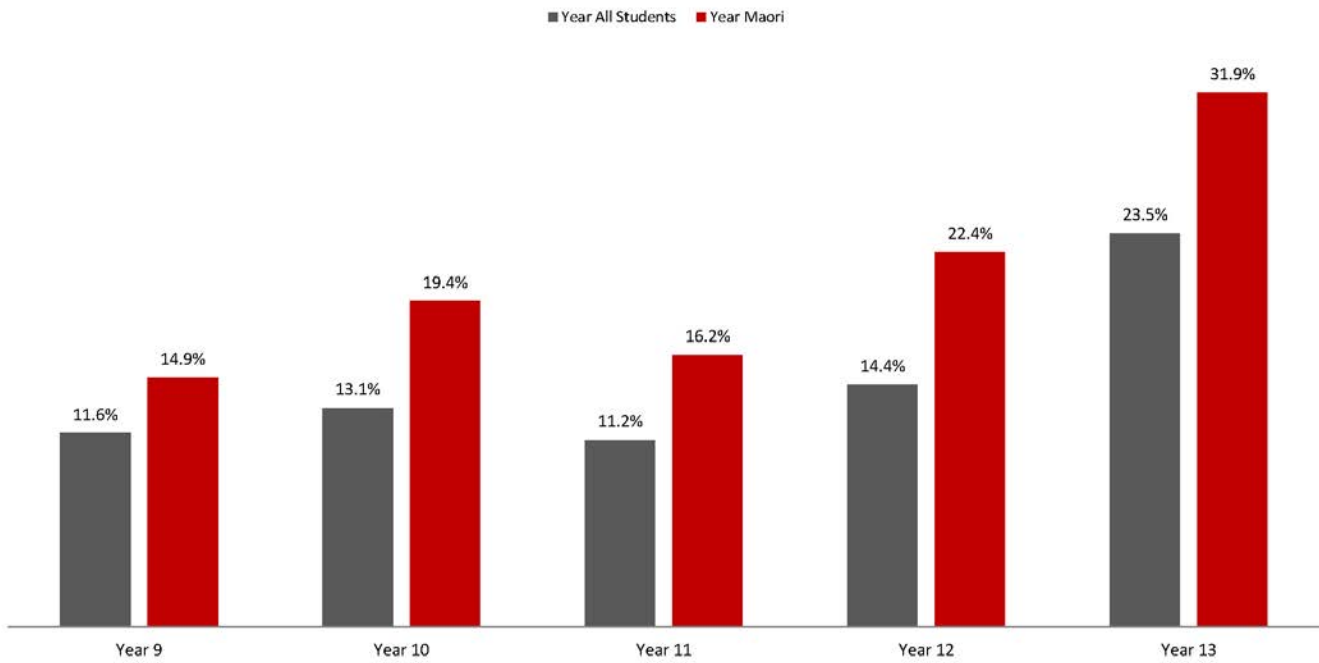


Attendance 2016

2016 KAMAR Data - Attendance

	Term 1		Term 2		Term 3		Term 4		Year	
	All Students	Maori	All Students	Maori	All Students	Maori	All Students	Maori	All Students	Maori
Year 9	6.9%	9.5%	8.7%	11.2%	12.0%	15.6%	19.6%	24.6%	11.6%	14.9%
Year 10	8.3%	12.0%	11.1%	17.8%	13.7%	21.2%	19.9%	28.4%	13.1%	19.4%
Year 11	8.6%	11.0%	11.4%	17.8%	11.6%	17.2%	16.7%	24.4%	11.2%	16.2%
Year 12	11.4%	17.0%	15.0%	22.6%	14.4%	24.6%	22.8%	35.3%	14.4%	22.4%
Year 13	16.5%	21.8%	25.2%	37.0%	25.2%	33.3%	38.3%	49.6%	23.5%	31.9%

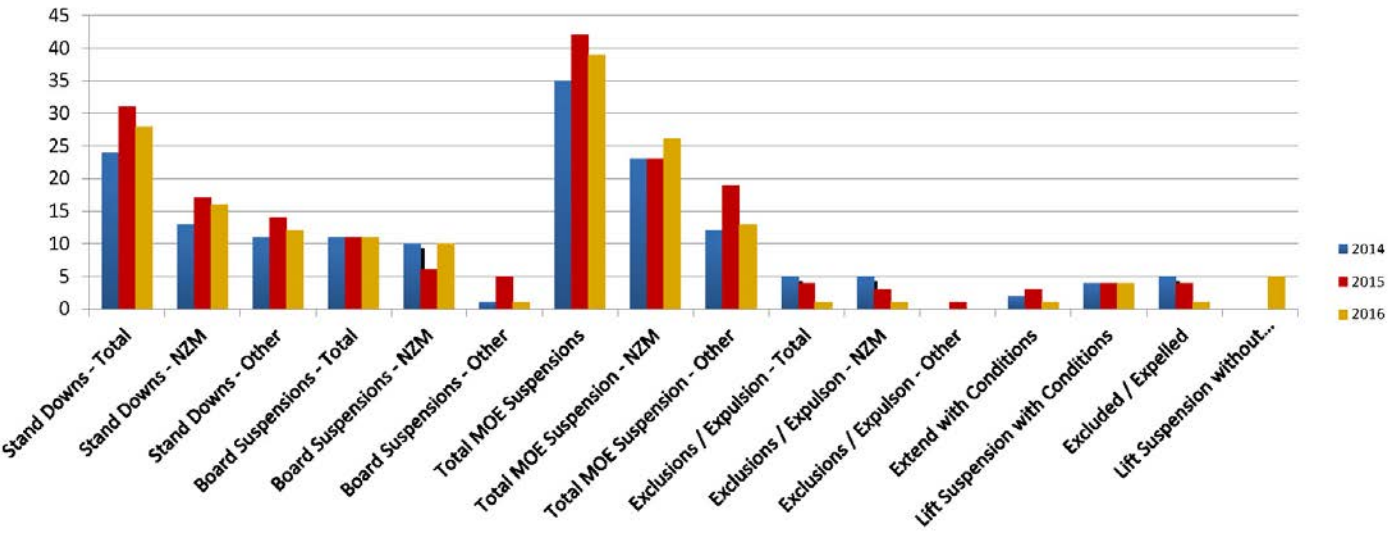
Student Absences 2016



Suspensions 2016

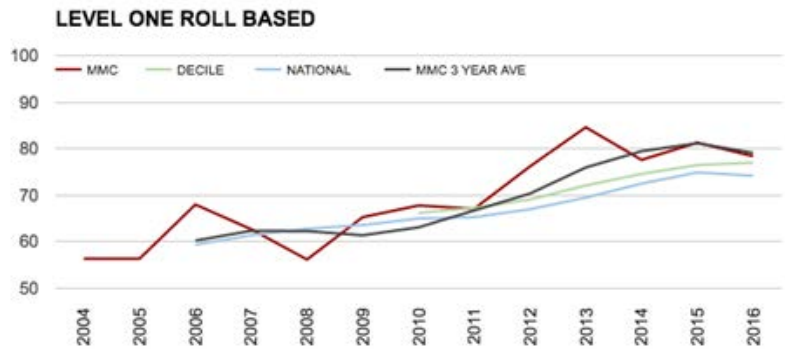
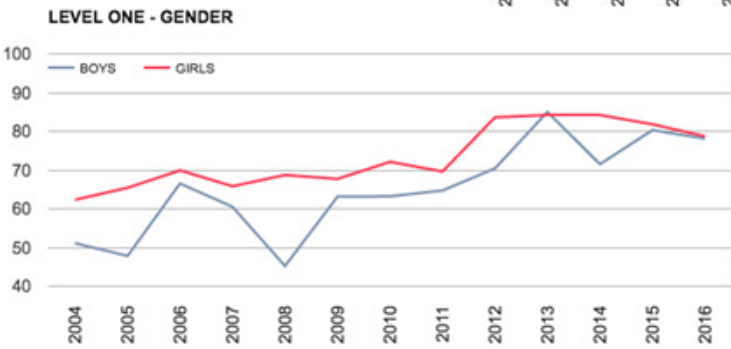
2016 School Year Data

	2011	2012	2013	2014	2015	2016
Stand Downs - Total	6	5	10	24	31	28
Stand Downs - NZM	1	1	7	13	17	16
Stand Downs - Other	5	4	3	11	14	12
Board Suspensions - Total	17	17	8	11	11	11
Board Suspensions - NZM	13	11	6	10	6	10
Board Suspensions - Other	4	6	2	1	5	1
Total MOE Suspensions	23	22	18	35	42	39
Total MOE Suspension - NZM	14	12	13	23	23	26
Total MOE Suspension - Other	9	13	5	12	19	13
Exclusions / Expulsions - Total	6	6	2	5	4	1
Exclusions / Expulsions - NZM	4	4	0	5	3	1
Exclusions / Expulsions - Other	2	2	2	0	1	0
Outcome Following Suspension						
Extend Suspension with Conditions	0	3	1	2	3	1
Lift Suspension with Conditions	10	5	4	4	4	4
Excluded	6	6	2	5	4	1
Lift Suspension without Conditions	0	3	1	0	0	5

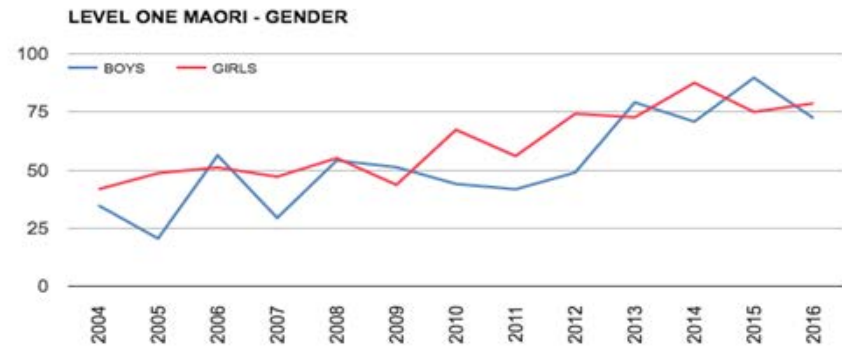
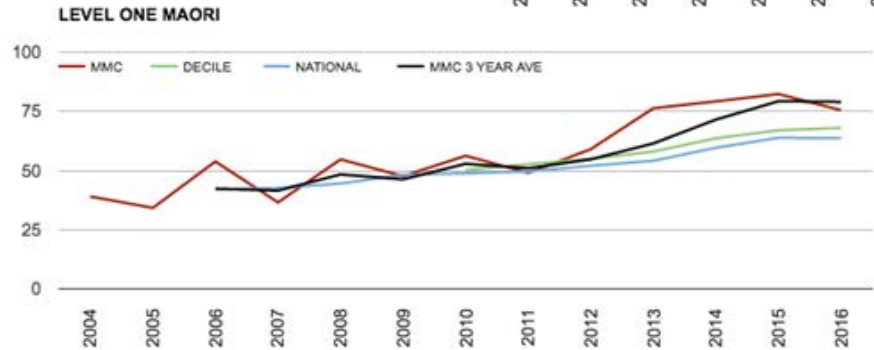


Academic Achievement Level 1 2016

	2015	2016
MMC	81.3	78.4
Decile	77	77
National	74.9	74.2

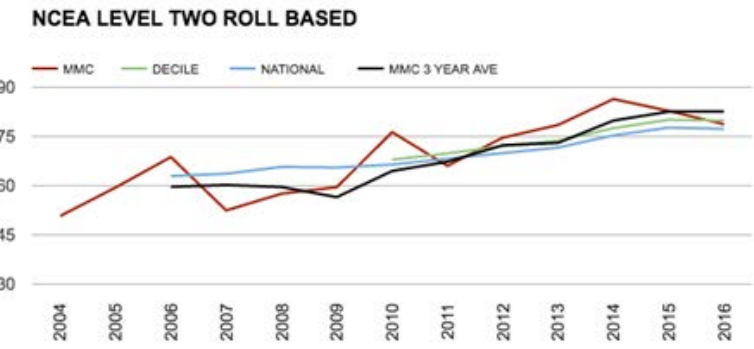


	2015	2016
MMC	82.3	75.5
Decile	67	68
National	63.8	63.7

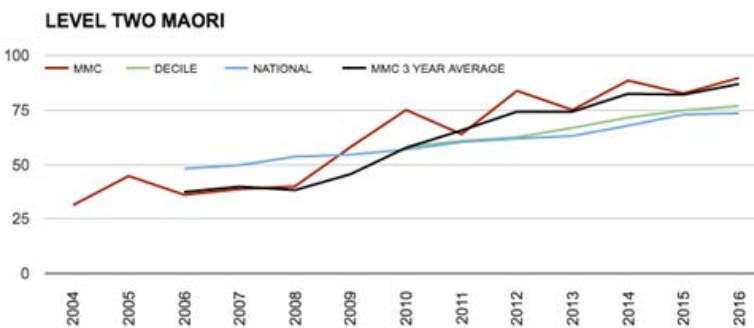
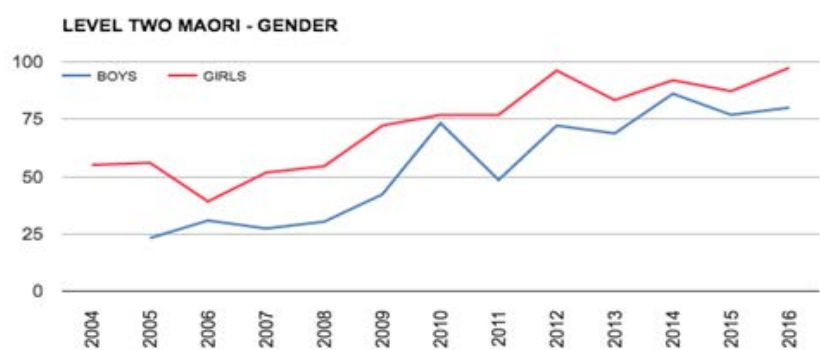


Academic Achievement Level 2 2016

	2015	2016
MMC	82.9	78.8
Decile	80.2	79.9
National	77.8	77.4

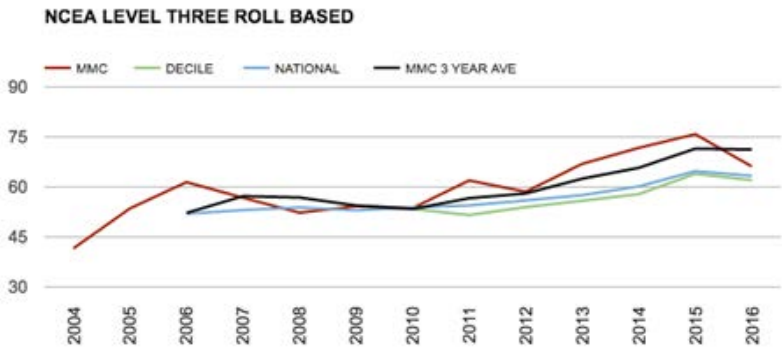
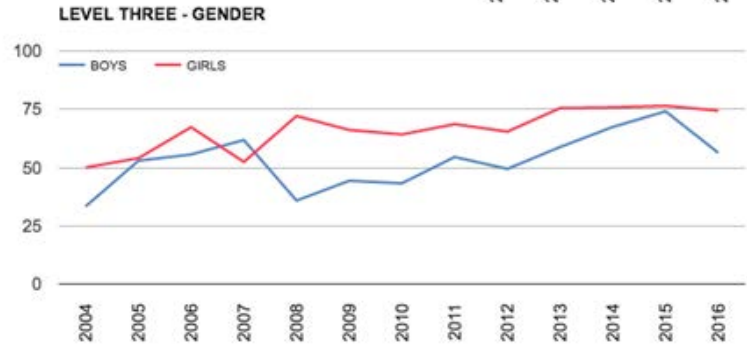


	2015	2016
MMC	82.6	89.7
Decile	74.8	76.8
National	72.9	73.5

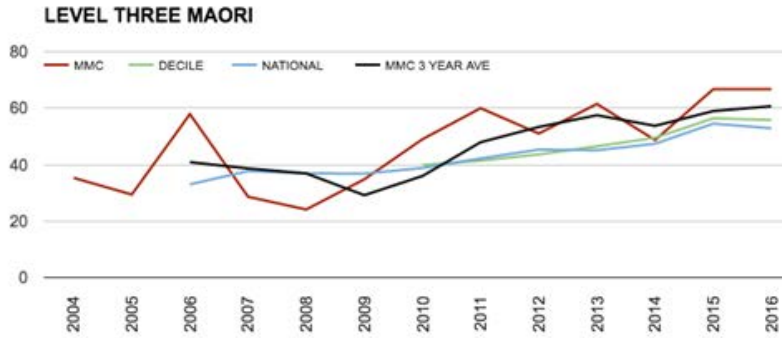
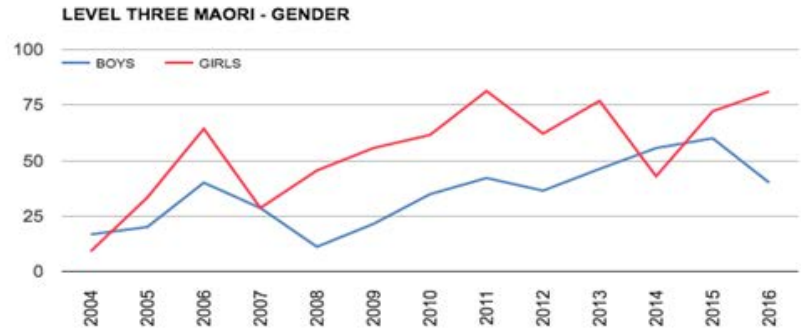


Academic Achievement Level 3 2016

	2015	2016
MMC	75.9	66.2
Decile	64	62.1
National	64.8	63.4

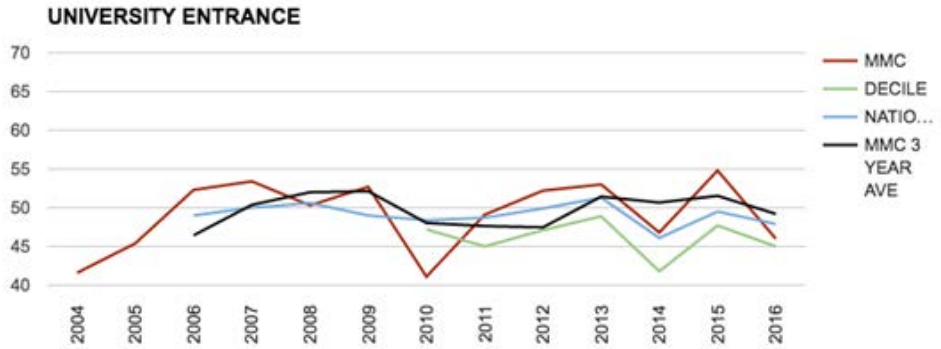
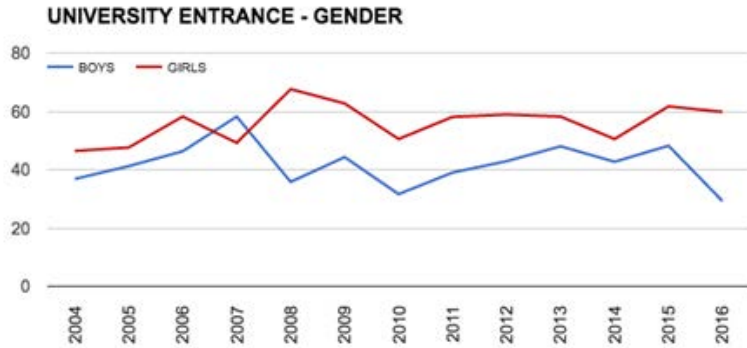


	2015	2016
MMC	66.7	66.7
Decile	56.4	55.8
National	54.5	52.9

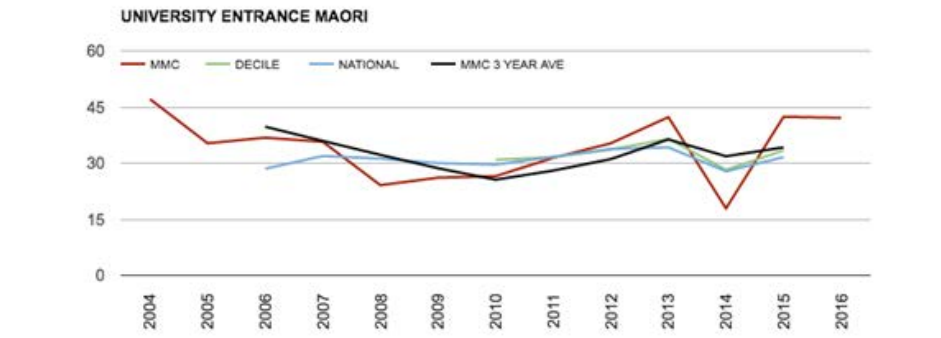
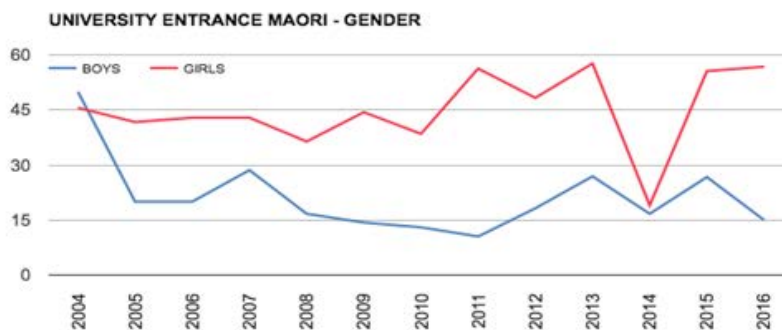


Academic Achievement UE 2016

	2015	2016
MMC	54.8	46
Decile	47.7	45
National	49.5	47.9



	2015	2016
MMC	42.4	42.1
Decile	33.4	31.1
National	31.6	30.2



Mount Maunganui College Staff 2016

104 staff were employed in either a full time or part time capacity. There was one Year Two teacher and three Year One teachers who received a programme of advice and guidance throughout the year.

Four teachers resigned at the end of the year, with one teacher moving into a deputy principals role, one teacher joining the Ministry of education, one teacher moved to another school, with the remaining staff member retiring from the teaching profession.

Our teaching staff participated in various professional development training opportunities throughout the

year with respect to our school wide initiative of 'Visible Learning'. In 2016 we saw the continuation of professional learning groups where core and option teachers met around common classes. This allowed for a more focused and cohesive approach to the needs of students in these classes.

Compliance with the Personnel Policy

The Board complies with the personnel policy on being a good employer including the equal employment opportunities programme.



Student Leadership 2016



- Olivia Johnson ..... Head Girl
- Fletcher Swan.....Head Boy
- Tessa Matier.....Head of Arts
- Jacob Nicholas.....Head of Arts
- Brigette Horgan..... Head of Community Service
- Elekis Poblete-Teirney ..... Head of Community Service
- Nina Lopes ..... Head of Executive
- Sarah Taylor ..... Head of Executive
- Maia Lenihan ..... Head of Kaupapa Maori
- Tama Taite..... Head of Kaupapa Maori
- Theresa Marie Kleine..... Head of International
- Robin Mutschler ..... Head of International
- Jannis Michel ..... Head of International
- Perry Preston.....Head of Sports
- Ruby Jensen .....Head of Sports

In 2016 student leaders at the college attended the GRIP Student Leadership Conference in Auckland which is unique in that it concentrates specifically on training student leaders for their role as school leaders. The style, topics, and content of this conference focused on what the students can do right now. The goal being that our student leaders left the conference with a clear vision, a solid understanding and dozens of ideas for their time as a leader.

HEAD OF DEPARTMENT REPORTS

Head of Department - Mike Linklater

1. To have a 100% submission rate for NCEA

- » Continue to break up NCEA standards into achievable outcomes for students to limit the overwhelm factor.
- » Develop a department culture of student learning conversation.
- » Contact with home and Deans.
- » Collect and store student work

101 Visual Art.....	97 % Submission
201 Painting.....	94 % Submission
201 Design.....	95 % Submission
201 Photography	93 % Submission
301 Painting	97 % Submission
301 Design.....	91 % Submission
301 Photography	89 % Submission

This goal continues to be a worthy target and the ultimate benchmark, the aim of total success for all students in the art department. An overall submission rate of 94% saw a similar result to 2015.

Student's lack of confidence in their own ability is a continual challenge to the department so the focus on submission rates has had a positive flow on effect in that it raises the level of achievement as students realise that they actually do have ability. This is actually a long-term strategy applied in shorter chunked annual timeframes.

Again 2016 yielded pleasing results that can be attributed to an intensive focus on the development of student-teacher learning partnerships as well as an

initiative to intensify positively and proactively with the 'tricky triangle' of parent-student-teacher on the part of department staff.

Both these foci are contributing to a strong culture of successful learning and achievement within the Department.

- » Provide models of excellence
- » Create culture of micro-conferencing and coaching to help students maintain focus.
- » In depth formative feedback

» 22% excellence rate.

While this rate is not as impressive as the 30% of 2015 it is still healthy and on a par with previous successful years.



- » Year 9 - 8% Operating at level four-curriculum level or above.
- » Year 10 70% Operating at level five-curriculum level or above.
- » 101 Visual Art 75%,
- » 201 Painting 69%
- » 301 Painting 83%
- » 201 Design 90%
- » 301 Design 61%
- » 201 Photography 100%
- » 301 Photography 75%
- » Overall Maori pass rate 79%

2016 has been a successful year academically with an overall pass rate in NCEA of 82%.

Senior students were again given the opportunity to exhibit their work and showcase the department in the Mount Art Group Exhibition held at the Mount surf club in April. This is an excellent partnership with the community and feedback from the public was extremely positive. We will work on maintaining this relationship.

The continual increase in the compliance requirements for teacher registration combined with NZQA administration and moderation has seen time and energy removed from the classroom. We will work to provide a better balance for this.

- » Michael Linklater:
  - » 301, 201 Painting, 101 Visual Art, Year 9 Art.
- » Aaron Hurley/ Laura Bell
  - » 301, 201 Photography, 101 Visual Art, Year 10 Art.
- » Christine Barron:
  - » 301, 201 Design, 101 Visual Art, Year 10 Art, Year 9 Art.

This has again been a successful year academically for the department despite the change over at the end of term two with Laura Bell leaving on maternity leave. All credit must go to Aaron Hurley for the way he managed what is always a difficult transition.

We are continually adapting to the challenge of meeting the ever-changing needs of our students.

Careers / Gateway Department Report

Head of Department - Jane Doherty

Department Goals

1. To implement our transition plan for our Gateway programme. New co-ordinator and teacher.

Actions:

- » Key focus is integration of Career guidance
- » Relationship building seen as a significant foundation between all stakeholders (student, caregiver, teacher and coordinator)
- » Wider reach of Gateway across the school

Outcome:

- » All students within the Gateway programme have had regular one-on-one career guidance conversations. Forming a solid foundation for career exploration relevant to student interests and needs.
- » Career guidance has facilitated relationship building with all Gateway students and caregivers as part of their learning journey through school.
- » Gateway's reach has included, 'learning centre', Work Experience students and students preparing for transition.

2. To transition our Career Administrator into the education sector and careers.

Actions:

- » Professional development on how to use DreamCatcher as a tool for communication with students.
- » Support from previous Career Administration person.
- » Learning through experiences and observing through her environment, as our students career specific progressions develop.
- » Research on NCEA how it works.

Outcome:

- » Communication streams using different tools within school have been used widely.
- » Understanding of year level and individual student career specific progressions, developing.
- » Understanding of NCEA has improved considerably.
- » Increased awareness of the tertiary education sector.

Successes

Career Pathways 2016

With a fundamental shift in direction, our Career Pathway Department, is able to offer more opportunities to a greater number of students.

- » 333 student placements were made available for students to gain relevant skills and knowledge with academic credits including: 427 credits at level 1 + 1893 credits at level 2 + 1120 credits at level 3. These opportunities were provided through the following; Health + Safety, First Aid, Red Shirts, Rebel Briscoes, Defensive Driving, Mitre 10, Swim Assistant Teacher and, Yr11 Future Focus classes.

Tertiary Provider Offer of Student Contact:

- » Onsite: Specific Events and Tertiary Awareness Day (TAD) and one on one opportunities.
- » Universities: All universities attended our Tertiary Awareness Day in May and provided students with liaison visits in Term 1 and 2 and course planning in Term 3. Waikato Uni also provided a Maori and Pacifica student visit.
- » Polytechnics: Toi Ohomai Institute of Technology, Wintec and Te Wananga O Aotearoa also attended Tertiary Awareness Day and provided liaison visits to our students.
- » PTE's: TAD attendees also included Avonmore Tertiary Institute, Bethlehem Tertiary Institute, Pacific Coast Technical Institute, PIHMS, YouBee School of Design and NZ School of Tourism. NZ School of Tourism also provided a separate information session at the college with the chance

to interview students for course placements so they knew straight away if they were accepted - two students took up this opportunity. Queenstown Resort College also visited the school for an information session.

- » ITO's: Hair To Train and BCITO attended TAD and Craig from BCITO also met with students at the college on various occasions.
- » Government: Defence Force and NZ Police attended TAD. NZ Police held an information session for Gateway students in Careers Centre.

Offsite: Open Days and Site Visits (Student for a day)

- » Universities: There was the Tauranga Careers Expo held on 12 August. All universities also had various Open Days throughout the year. We took Year 12s to Waikato Uni Open Day while students made their own way to other university open days of their choice if necessary. There was also the Year 10 Day held at Waikato Uni where 100 selected students attended. Waikato University also held Education Careers Expo Day, Law Student for a Day and Entrepreneur for a Day. Ten Year 10 Maori students attended the Auckland University BEAMS trip. Most universities have also held local information evenings for parents and students to attend.
- » Polytechnics: Toi Ohomai have also held evening information sessions and they had their open day in May which was attended by our Year 12s and selected Year 13s. We had approximately 25 students attend Student for a Day at Toi Ohomai. Wintec also held Taster Days throughout the year.
- » PTE's: Other Open days included Whitecliff College of Arts and Design, YouBee, NZ College of Chiropractic, Swiss Education Group seminar evenings and Career Week at PIHMS. Avonmore, and Taratahi Agricultural Institute also held Taster Days throughout the year.
- » ITO's: There was the opportunity during Trade Week for students to 'Shadow an Hairdressing Apprentice for the Day' made possible by HITO. One student took this up at Blow Hair Design, Mount Maunganui. Another student was a Student for a Day involving Beauty Therapy at Mount Skin and Body. Selected building students attended the Got A Trade Big Bus Tour.
- » Government: Selected students had a visit on the HMNZS Hawea and the Defence Force held a session at their centre for Aptitude/Fitness testing.

Career Pathway Evening:

- » A successful night held on 30 August at Mount Maunganui College where we had approximately 55 attendees representing a broad range of careers within industries.

Career counselling statistics include, a total of 2545 actions for 511 unique students, consisting of 94 female and 62 male Maori students. Majority of the students are within Year 11 - 13 with 46% being male. Comparatively, these statistics are similar to 2015, except for a greater proportion of Year 13 students seen.

Gateway 2016

- » Continuation of a successful transition from Geoff to Rosie.
- » Together with other newly appointed Gateway staff in Tauranga, a collaborative approach has been introduced to facilitate learning support and sharing of best practice.
- » Creation of a modernised MMC Gateway brochure providing the school and business community with a brief overview of programme and stakeholder benefits. This has been well received by employers, plus resulted in increased awareness and interest among students and parents.
- » Implementation of new MMC Gateway shirt to raise community awareness of Gateway programme and level of professionalism from students in the workplace. Extremely well received by all stakeholders.
- » Wider reach of Gateway across Year 11 - 13.
- » Gateway students have undertaken Health and Safety and Comprehensive First Aid courses, plus specialised training aligned to their areas of occupational interest.
- » Forty-five students across Year 11 – 13 took part in cadetships through Red Shirts in Schools, Briscoes Group and Mitre 10 MEGA. These have led to growth in self-confidence and transferable skills, plus success in other areas of students' lives. Several students gained part-time work with these companies after their cadetships.
- » 68 Gateway placements reported to TEC, with average 27 credits per student.
- » GatewayPLUS option offered to one Year 13 male, which resulted in employment in building industry and apprenticeship planned to commence mid-2017.

Trades Academy

- » Commenced the year with 16 students, with 11 students completing the programme. Four students withdrew to relocate to other regions, one other student withdrew to pursue full-time tertiary study.

- » Students completing the programme achieved all standards on offer (approx 25-30 credits per student). All have confirmed employment aligned with their TA programme, or higher level study at Toi Ohomai. One student is returning to TA in 2017 for ECE Level 3.
- » TK Kopa received top student award for building and construction programme.

Staffing

- » Jane Doherty: NZCC, DIP Tchg, Level 7-Dip Specialist Subject Sec Tchr, Level 7-Grad Cert Career Development, Level 7-Grad Dip PP
  - » Career Pathway Manager: Career Education, Individual Career Counselling, Overview of: STAR, Gateway, Trades Academy
  - » Professional Development: Regular attendance of CATE and SECTER meetings. Attended 2016 CATE Conference. University of Waikato Careers Advisors Update. Tertiary Update Day. University of Auckland Careers Advisors Update.
- » Rosie Swinkels: NZDB (business admin), Dip Career Guidance (Distinction)
  - » Gateway, Gateway Plus, Trades Academy and Work Experience Co-ordinator
  - » Professional Development: Regular attendance of CATE and Trades Academy meetings. Attended 2016 CATE Conference. Bay of Plenty Polytechnic Careers Advisors update day. University of Waikato - Year 10 trip. Tertiary Update Day. Commencing Diploma in Advanced Career Guidance (Level 7) next year. DreamCatcher CPD.
- » Victoria Shelfer: NZCB (business admin)
  - » Career Pathway Administrator:
  - » Professional Development: Two separate days, DreamCatcher CPD

Year 13 Data Destination 2017 for 266 students:

Note: This information is an indication of destinations and is extracted from student's individual career plan information (Future planning classes finish early term 2).

There is a blur of data between polytechnic and university as student's staircase through diplomas towards degrees whilst living at home. New factors that will influence decisions include; Level 3 NCEA and University Entrance results, also lead-in time for the Defence Force.

Mount Maunganui College student's destinations:

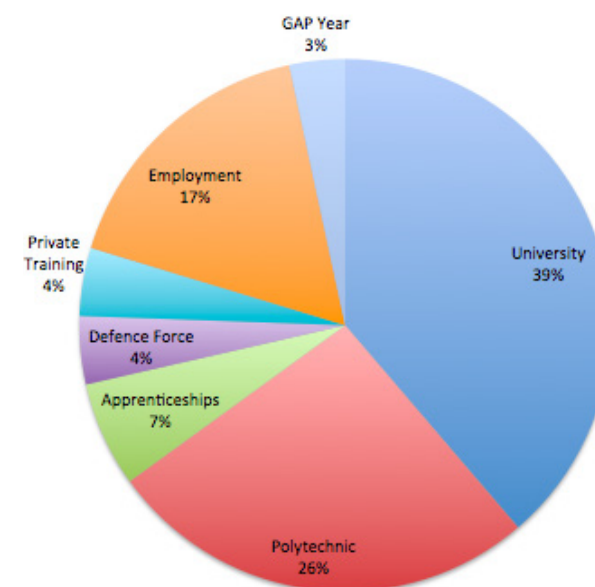
Our 2016 cohort of students is larger than previous years, with 39% aspiring to university study and a number of students starting with a diploma study level at polytechnic staircasing to degree level. Our student's universities of choice has provided an even distribution across most universities. This is pleasing to see in terms of students identifying and making informed choices about their own learning pathways to meet their own needs.

It is pleasing to see 17 students go direct into employment as an apprentice, with most students focusing in the construction industry. I believe we have added value to our students' fundamental employability skills, helping them win employment opportunities direct from school.

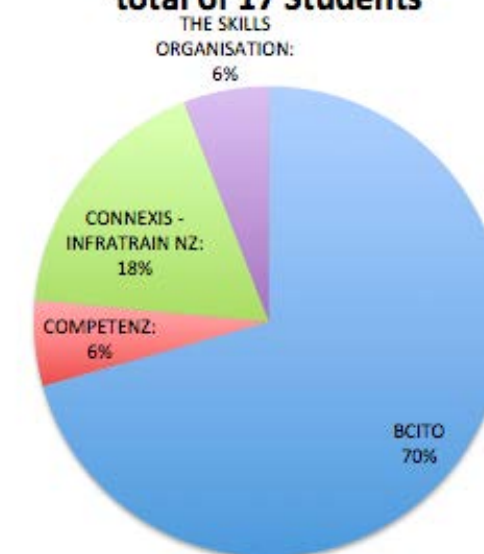
Summary

We have continued to build on our initiatives of 2014 with the added transition roles of two staff. We have continually evaluated, sort student feedback and refined what we do. This has been an exceptionally successful, extremely busy and rewarding year. A huge thanks goes to the Career Pathway team.

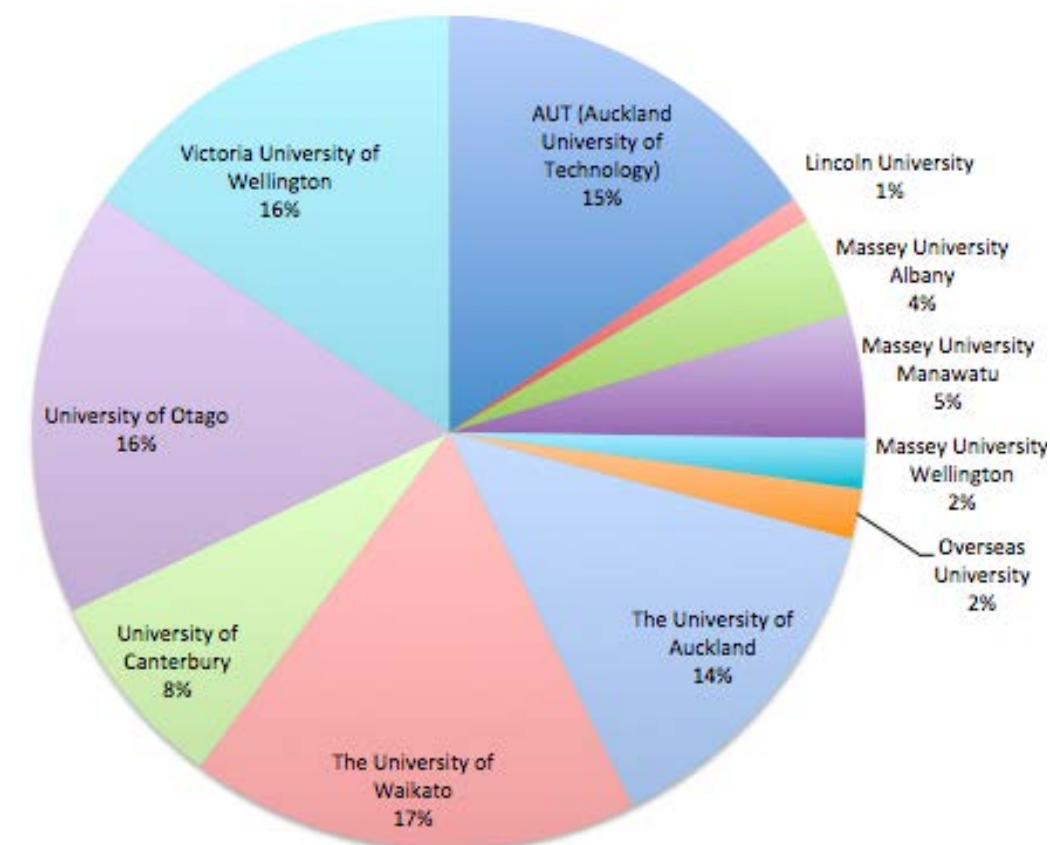
2016 Year 13 Destination Aspirations for 2017, from a total of 266 students



2016 Year 13 Apprenticeship Destinations, total of 17 Students



2016 Year 13: University Destinations for 2017, from a total of 103 students



Commerce Department Report

Head of Department - Dianne Hodge

Department Goals

1. **Junior:** Move all year 10 students a minimum of 2 curriculum sub levels, within the three sections we are working on in 2016.

Action:

- » Allocate space within department meetings to discuss approaches for supporting struggling students
- » Use pre/post assessments to show progress for each skill
- » Teacher planning provides opportunities for students to co-construct success criteria as a way to develop a more culturally responsive classroom and help accelerate male Maori student progress (PD required in this area)
- » Developing more 21st century skill based activities giving the students chances to be included from the start and assist their peers.

Outcome:

Pretest start new topic/ post test to see significant shift

Accounting:

- » 97% of students progressed by two or more sub levels, 8% increase from 2015
- » 100% of Maori males progressed by two or more sub levels

Economics:

- » 97% of students progressed by two or more sub levels, 30% increase from 2015
- » 100% of Maori male progressed by two or more sub levels, 14% increase from 2015
- » Internals Level 1

Business Studies: Marketing Mix:

- » Whole group gaining Achieve or better 88% an improvement of 21% from 2015
- » Maori Males gaining Achieve or better 67% an improvement of 24% from 2015

Variance:

With class work and progressions along the curriculum the Maori Male students have been very successful. We are very happy with the improvements across all three areas we have looked at in the junior level. We are very happy with the Maori Male results. One area we need to look at however would be getting more Maori Males into our courses.

2. **Senior:** All Year 11, 12 and 13 students to achieve a minimum of 14 credits in each NCEA course they are enrolled in.

Actions:

- » HOD to lead tracking of senior mark books to support teachers in identifying students that are at risk of not achieving
- » Teachers to share different approaches in the class to further develop a culturally responsive learning environment
- » Investigate possibilities for alternative assessment opportunities within the department to ensure all students succeed - tried separate, small working party with another teacher
- » Students results are entered within two weeks of assessment completion and student have received appropriate feedback/feedforward
- » Unable to complete this section until being of 2017.

Outcomes:

Accounting

- » Level 1 71* gained 14+ (67% Maori males)
- » Level 2 78% gained 14+ overall (40% Maori males)
- » Level 3 67% gained 14+ overall

Business Studies

- » Level 1 64% gained 14+ (17% Maori Male)
- » Level 2* 58% gained 14+ this includes the 14 credits young enterprise (100% Maori males with 14 credits young enterprise included)

Economics

- » Level 2 33%
- » Level 3 41%

Personal Financial Management

- » Level 2 and 3 Combined with Work Experience Students
- » No students gained over 14. One class was only offered 13 credits and the other 16 credits. The class make up continued to change throughout the year with leavers and new students from other subjects.
- » With the Maori Males 2 students gained 100% on all credits offered, 5 gained over 50% on all credits offered and 1 student did not reach this 50% threshold.

Variances:

- » Part of the students being visible learners, they are making more choices of which assessments they want and need to sit
- » Reducing the number of externals sat, to all levels and subjects only doing two. Overall checking the credits offered, if excess then only those who want to do the extra. Changing the order of standards.
- » Continue with the parental/home/student contacts to make sure all people are informed of progress and where to from here for success
- » Departmental matrix up in all rooms showing what is available – how they students can gain required credits – giving opportunities across the subject spectrum as needed.

3. **The third goal this year was the individual inquiry focus goals. These have been reported on in other areas of the College.**

Successes

2016 Dux for Mount Maunganui College, three of her top four subjects were Commerce, first in Economics, first in Business studies, and first in Accounting - which is a real feat as first year that Caitlyn had studied Accounting.

Growth in the department going through to 2017. Huge increase in number of year 9s selecting Commerce in year 10, as well as increase in 101 business classes.

The introduction at junior level of collaboration and driving using technology as a research and presentation tool. Letting students have input into their learning.

Barriers to Learning

Sometimes the resources don't meet the needs of the 21st century changes but working through this.

Maori Achievement

Junior School results for Maori Male have been very successful and an increase on 2015. This is very great so the focus now seems to be to have more Maori Males opting to take our subjects.

Staffing

- » Kent Fenneman
  - » 301 Economics, 101, 201, 301 Business Studies, 303 Personal Financial Management (Waterpolo)
- » Di Hodge
  - » 101 Accounting, 101 Business Studies, 10 Commerce, 303 Personal Financial Management (HOD)
- » Angela Young
  - » 10 Commerce, 201 Business Studies, Social Studies (Support for Stage Challenge)
- » Tina Yule
  - » 201, 301 Accounting, (Associate Principal)

Summary

As a department we are growing, and have to keep Angela on for 2017 full time in the Commerce area. Steps are being taken within the department to meet both the school direction and moving towards 21st century skill focus.

Dance / Drama Department Report

Head of Department - Wayne Flanagan

Department Goals

1. Minimum of 14 credits for NCEA students

Actions

- » To monitor full attendance at all assessments
- » Revision and thinking skills to be taught as part of all programmes of learning
- » Learning and Success Criteria to be displayed for each lesson
- » Exemplars to be available and used as part of each achievement standard

Outcomes:

NCEA Internal results: 14 credits or more:

- » 301 Drama - 100% Achievement
- » 201 Drama - 94.6% Achievement
- » 101 Drama - 91.5% Achievement
- » 301 Dance - 96.6% Achievement
- » 201 Dance - 100% Achievement
- » 101 Dance – 98% Achievement



Variance

- » Department goal is successfully being employed

2. That our year 9 students will have improved on average by at least 2 curriculum sub-levels within their option classes.

Actions

- » Teachers will use culturally responsive and relational approaches in their teaching
- » Pre-test and Post-test will be administered in at least two of their learning progressions to identify and target individual learning needs
- » To monitor full attendance at all assessments
- » Learning and Success Criteria to be displayed for each lesson
- » Literacy to be a basis for achievement

Outcomes:

- » All students improved by at least 2 curriculum sub-levels

Variance

- » Department goal is successfully being employed

3. Raise achievement of priority learners

Actions

- » Teachers will use culturally responsive and relational approaches in their teaching
- » Identify priority learners using school data on attendance, achievement, and pastoral comments
- » Initiate one to one conferencing focusing on attendance, submissions, and study routines

Outcome

- » Students achieving at a slightly improved rate

Variance

- » Students need milestone checks and improved attendance to maintain achievement



Successes

2016 has been a most successful year for the Drama and Dance department. Academic achievement is high, with achievement across all year levels well above the national average. Students have been involved in a number of outstanding performing arts events: Our 'A Midsummer Night's Dream' Sheilah Winn Shakespeare group came first in the Bay of Plenty and was awarded the Student Director's award at the Nationals in Wellington, David Simes travelled to London a member of the 2016 New Zealand Young Shakespeare Company, MMC 'DanceNZmade' dancers came first in the Year 9-10 category, second in the Year 11-13 category and first in the Open category at the BOP Regionals. Year 9-10 came first at Nationals and the Open team was awarded 'Director's Choice'. The drama department staged an 'Oliver' production and Stage Challenge received the National Backstage Crew award. Highlights also included Dance Night, lipsync, talent quest and the Performing Arts awards at Baycourt Theatre.

Awards achieved in 2016 include:

- » Sheilah Winn Shakespeare National Festival
- » First place Bay of Plenty

- » Student Director's award
- » DanceNZmade Regionals
- » 1st place Year 9-10 'Behind Closed Doors'
- » 2nd place Year 11-13
- » 1st place Open 'Fix You'
- » DanceNZmade Nationals
- » 1st place 'Behind Closed Doors'
- » Director's Choice 'Fix You'
- » Stage Challenge Auckland Finals
- » National Backstage Crew award
- » Barriers to learning
- » Time available for moderation

Maori Achievement

- » Maori students are achieving well in Dance and Drama
- » Priority learners are identified and strategies placed to increase achievement
- » Relationship building is a prime directive

Staffing

- » Wayne Flanagan
  - » Curriculum focus - Years 9-13
  - » Taught 301, 201, 101 Drama, Year 9EPA and Year 10EPA
- » Dani Miller
  - » Curriculum focus – Years 9-13
  - » Taught 301, 201, 101 Dance, Year 9 and 10 Dance
- » Karen McFarlane
  - » Curriculum focus – Years 9-10
  - » Taught Year 9 Drama, Year 10 Drama

Summary

2016 has been a most successful year for the Drama/ Dance department. This is due to the teaching staff who have supported and worked together to address the needs of the students. Teachers have worked with individual students to develop programmes of learning to suit their learning styles.

Programmes of learning have been monitored throughout the year and necessary changes have been made to courses to cater for the needs of students. NCEA results are excellent and students contribute vast amounts of their time to perform in performing arts events.

Digital Technologies Department Report

Head of Department - Martin Burch

Department Goals

1. Senior students will gain a minimum of 14 credits in each course for NCEA

Actions:

- » Communication with home
- » Follow up with attendance, (especially for assessments)
- » Follow up with not submitted
- » Exemplars available to demonstrate quality of work required

Outcomes:

A good rate of student submission. Students were followed up on to get assessments submitted. In particular, 301 Computer Science (301COS) priority learners were mentored by teacher and class to attain 10 credits. Five students had not taken this subject before and all were able to gain 10 out of the 16 available credits. This course had a 75% “pass rate” versus 71% Nationally. 101COS had a pass rate of 91% versus 78% Nationally and 201COS 85% versus 75% Nationally.

Adjusted programmes of learning in Digital Media Film (FLM) to cater for lesser academic students, offered Unit Standard credits to those not passing achievement standards- outcome students achieving credits from the course. All priority learners in 101FLM achieved 14 credits with an overall ‘pass rate’ of 84% versus 77% Nationally, 201FLM 79% versus 67% Nationally and 301FLM 87% versus 72% Nationally.

103 Computing students achieved a 100% pass rate versus 86% Nationally and 203 Computing students achieved a 94% pass rate versus 86% Nationally.

Students doing Computing as part of the Work Experience Programme were offered a course to suit their needs.

Variance:

103COM, 203COM and the Work Experience courses have an element of choice where students attempt different standards. There are a number of students who move in and out of these classes for various reasons. In the Computer Science and Film courses to get 14 credits students would have to achieve every standard on offer internally. (Due to offering a quality in depth course. Also, external results not available until next year).

2. Junior - Move our year 9 a minimum of 2 curriculum sub-levels within 9ICT.

Actions:

- » Discuss with staff the assessment template to be trialed on the programming unit of work.
- » Pretest and/or survey to gauge the level where students are initially sit.
- » Surveys/visible learning/peer assessment/self assessment to snapshot student learning.
- » Teachers will use culturally responsive and relational approaches in their teaching

Outcomes:

- » Improved learning and achievement
- » Able to see improvements in students’ participation
- » Students taking a more active role in their learning or responsibility for learning
- » Higher motivation rate by most students (student participation in class)

Variance:

- » Goal being managed successfully.

Successes

Mashup is a weekend event, delivering a unique learn-by-doing experience for senior secondary school students. Designed to introduce entrepreneurial and technical skills to solve problems in our community,

teams of four students develop a product idea, create a business plan and build a prototype with the help of expert mentors over 48 hours.

The challenge culminates in a final team presentation to a panel of judges from the local business community.

This year Mount Maunganui College had two teams compete over the weekend of 2nd and 3rd of April. Robert Calvert and Jackson Sale were in a composite team and we had team “Byte Me” consisting of Jardine Chapman, Emma Kay, Jessica Lennon and Caitlin Herring.

ByteMe, created a prototype for an app called Proof of Purchase – PoP.

PoP is an app downloadable on any smart device. It organises, collates and analyses your spending.

Byte Me demonstrated excellent business, technical and oratory skills to the panel of judges to win this competition with the BOP Regional Council’s prize for Best Mashup 2016.

Barriers to Learning

In the less academic courses i.e. Computing unit standard courses, barriers to learning continue to be attendance and task completion.

Maori Achievement

Those who gained Achieved, Merit or Excellence

- » Computer Science: 101 Computer Science (12 students) 84% pass rate, 201 Computer Science (4 students achieved 83% of credits),
- » 301 Computer Science 63% (1 student)
- » Digital Media: 101Digital Media Film 81% (8 students)
- » 201Digital Media Film 91% (4 students)
- » 301 Digital Media Film 100% (1 student)
- » Computing: 103 Computing 100% (1 student)
- » 203Computing 36% (2 students)

Staffing

- » Martin Burch
  - » Curriculum focus - 9ICT, 10ICT, 101Computer Science, 201Computer Science, 301 Computer Science
  - » Classes taught – 9ICT, 10ICT, 101 Computer Science, 201 Computer Science, 301 Computer Science.



Byte Me
BOP Regional Council's prize for Best Mashup 2016

- » Garth Holder
  - » Curriculum focus – Year 11, 12 Computing and Work Experience Computing.
  - » Classes taught – 9ICT, 10ICT, 101Computer Science, 203 Computing, Work Experience.
- » Chris Murden
  - » Curriculum focus – Digital Media Film Level 1, Level 2 and Level 3
  - » Classes taught – 9ICT, 10ICT, 101Film, 201Film, 301Film.

Summary

2016 has been a busy year with further consolidation of Computer Science in the Senior School and meeting the needs of students in Film. These courses are challenging but have allowed students to display their talents at the highest levels. Extremely satisfying to have a pathway for able students through to Tertiary Courses in Computer Science and Film.

English Department Report

Head of Department - Philippa Tinning

Department Goals

1. The English department will continue to look to raise the achievement levels for responding to unfamiliar texts at Levels 1 (in particular), 2, and 3.

Actions:

- » All teachers will develop strategies to help students access unfamiliar texts.
- » All teachers will add work into staff shared so that there is a bank of resources.
- » All teachers of senior NCEA classes will look to teach students to unpack questions and unfamiliar texts.
- » Teachers will use formative assessment to raise achievement senior students sitting unfamiliar texts in external examinations.

Outcomes:

- » Department minutes will record discussion and evidence of new strategies for unfamiliar texts.
- » A bank of resources will be available on staff shared.
- » Analysis of external results will show that the percentage of students achieving unfamiliar texts will exceed national averages.

Variance:

- » The analysis for this goal cannot be completed until external results are available.

2. The English department will look to improve the writing capabilities of male Maori students at all levels.

Actions:

- » Department meetings will be a forum for teachers to share best practice.
- » Teachers will use culturally responsive and relational approaches in their teaching.

- » Teachers will seek professional development around improving teaching writing for Maori male students in particular.
- » Teachers will contact the parents of students at risk of not completing internal assessments.
- » The HOD and teachers will continue to review programmes in order to make them more responsive.

Outcomes:

- » Department minutes will record discussion and evidence of best practice.
- » Kamar will show record of phone calls home by teachers and monitoring of students by HOD.
- » Internal assessments that require writing, for male Maori students at all NCEA levels will meet national averages.

Variance:

The following is the achievement of Māori males for writing standards compared to the 2015 national averages in brackets.

- » Level One:
  - » AS 90052 Produce Creative Writing
N 27% (17%) A 18% (38%) M 36% (18%) E 18% (18%)
  - » AS 90053 Produce Formal Writing
N 25% (20%) A 56% (40%) M 13% (24%) E 6% (16%)
  - » US26622 Write to communicate ideas for a purpose and audience
N 0% (11%) A 100% (89%)
- » Level Two:
  - » AS 91101 Produce a selection of crafted and controlled writing
N 33% (24%) A 33% (38%) M 22% (23%) E 11% (15%)
  - » US 3488 Write business correspondence for a workplace
N 40% (23%) A 60% (77%)
  - » US 3492 Write a short report
N 50% (30%) A 50% (70%)

- » Level Three:
  - » AS 91475 Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas
N 100% (19%) A 0% (36%) M 0% (25%) E 0% (20%)

3. The English department will look to ensure that junior students will improve two sublevels, on average, for all learning progressions monitored.

Actions:

- » Teachers will use culturally responsive and relational approaches in their teaching.
- » Staff will provide feedback to students to ensure they understand next learning steps.
- » Staff will guide students to use feedback to help reflect on their learning.

Outcomes:

- » Students in Year 9 and 10 classes will meet the two sub level targets for all learning progressions.
- » Priority students will meet the two sub level average target.

Variance:

- » Year 9 Māori at ELP 4E and above by year's end (overall in brackets):
  - » Creative writing deeper features pre assessment: 14% (27%)
  - » Creative writing deeper features post assessment: 23% (42%)
  - » Creative writing surface features pre assessment: 14% (28%)
  - » Creative writing surface features post assessment: 21% (38%)
  - » Close reading of unfamiliar texts pre assessment: 31% (47%)
  - » Close reading of unfamiliar texts pre assessment: 49% (57%)

- » Year 10 Māori at ELP 5E and above by year's end (overall in brackets):

- » Formal writing deeper features pre assessment: 12% (9%)
- » Formal writing deeper features post assessment: 20% (25%)
- » Formal writing surface features pre assessment: 08% (07%)
- » Formal writing surface features post assessment: 13% (22%)
- » Close reading of unfamiliar texts pre assessment: 08% (17%)
- » Close reading of unfamiliar texts pre assessment: 28% (44%)

Please note that at the time of writing, the data to show the two sub level shift was unavailable.

Successes:

- » Success of the 201 English course which has extended students and seen a high number of Excellence credits achieved.
- » The change to the junior course to have a far greater focus on formative assessment has opened the programme up for greater student input and flexibility to meet needs.
- » In department professional development has been really positive and provided a stronger sense of collegiality this year.
- » ICAS English saw Mount Maunganui College students gain 00 High Distinctions.
- » The embedding of the learning progressions has seen a greater sense of students taking responsibility for their own learning and understanding of their next steps, as evidenced in walkthroughs and observations.
- » English teachers are differentiating to a greater extent by adapting programmes and units to meet the varied needs of students.



- » Lack of reflection time for staff after professional development.
- » Lack of time for resource creation and development, especially for priority learners.

Senior:

- » Māori achievement in 101, 201 and 301 English is generally better than the national averages for the standards covered. There are only two exceptions: AS 90857 Construct and deliver an oral text and AS 91479 Develop an informed understanding of literature and/or language using critical texts.
- » Speaking at all levels proved to be a little problematic with a number of Māori students choosing to not deliver a speech even though we are increasingly moving to students recording these in their own time and either uploading them to Google classrooms or emailing them directly. As students and teachers get more comfortable with this option, then I am sure we will see a greater buy in and improved results.
- » Māori achievement in 202, 203 and 302 English was disappointing. The literacy and motivation required at these levels seems to provide some rather large obstacles for Māori students. The writing components of the internal standards in 202 and 302 English have highlighted the need to focus heavily on the basic writing skills of students as accuracy and the development of ideas need to be far more complex in order for students to meet the standards.
- » 203 English is an area that needs major focus as Māori students achieved below national averages in every standard offered.
- » It may be worth noting that the development of senior PLGs that focus on priority learners in these classes could be of value. Often the students that come through “B Band” classes continue through to 102 and then make up a large chunk of 202 and 203 English classes. These students also require some “wrap around” support in order to motivate and extend them further.

» Analysis of the shift to the expected level of performance has shown some gains in this area, which can be attributed to the greater use of formative assessment in the junior school. However, the number of Māori students entering Year 9 well below Level 4 of the curriculum poses some major issues.

- » Year 9 Māori who start at Level 3 and below are as follows:
- » Creative writing deeper features pre assessment: 33%
  - » Creative writing surface features pre assessment: 41%
  - » Close reading of unfamiliar texts pre assessment: 34%
- Year 10 Māori who are still achieving at Level 3 and below are as follows:
- » Formal writing deeper features pre assessment: 19%
  - » Formal writing surface features pre assessment: 25%
  - » Close reading of unfamiliar texts pre assessment: 10%

Year 10 Māori who are still achieving at Level 3 and below are as follows:

- » Formal writing deeper features pre assessment: 19%
- » Formal writing surface features pre assessment: 25%
- » Close reading of unfamiliar texts pre assessment: 10%

There may be options to take a more integrated approach with the Social Science Department to improve both students' ability to come up with and develop ideas as well as improve the technical accuracy of their writing through consistent literacy strategies. This sort of approach does take time which is not something that we always have.

- » Pip Tinning (HOD English)
  - » 2 x Year 10, 11WEN, 301
- » Sarah Roe (Asst HOD English, Literacy Co-ordinator)
  - » 2 x Year 9, 103, 202
- » Rianne Bidois
  - » 2 x Year 9, 101, 102, 202 (on maternity leave from Term 3)
- » Elise Brambley
  - » Maternity leave cover for Rianne Bidois.

- » Melissa Flett
  - » 2 x Year 9, 2 x 101
- » Lynne Gardiner
  - » Year 9, 202, 203
- » Sophie Hucker
  - » Year 9, Year 10, 102, 302, 303
- » Greg Lochead
  - » Year 10
- » Katie Kuiumjian
  - » Year 9SPS, Year 10, 102, 202, 203
- » Fiona Mannington
  - » Year 9, 2 x Year 10, 102, 202
- » Susan Neate
  - » Year 9, 2 x Year 10, 103, 202
- » Dinah O'Meara (GATE Co-ordinator)
  - » Year 10SPS, 201, 302
- » Ken Setiu
  - » 2 x Year 9, 102, 202
- » Jocelyn Shadbolt
  - » 11WEN
- » Lynda Whiting
  - » 2 x Year 10, 201, 303

It has been an incredibly settled year in the English Department with some innovative teaching and professional development occurring within the department. We have enjoyed the freedom that opening up the junior programme has created, and continue to reflect on the benefits and possible issues that have arisen because of this. It has been refreshing to work with such a cohesive team who are open to new ideas and are able to bring their own strengths and abilities to the table.

Māori achievement levels are really disappointing and require some major focus in the English Department. We are beginning to look more closely at how we can change, structure and tailor courses to meet the needs of our Māori students to a greater degree. The success of 103 English is not continued into 203 English and this needs some review. Clearly the step up and the required motivation are hindering success in this course and we need to go back to the drawing board to try and find some innovative way to manage this.

We are constantly revising and reflecting on our programmes and ways to reach all students in English. The use of department meetings for internal professional development has allowed us all to improve our practice and we really enjoy this aspect. As a department, we are now looking forward to 2017 and the challenges that lay ahead.



ESOL Department Report

Head of Department - Allan Goodhall

Main Goal

- 1. To effectively provide English language learning for all international students with a wide range of ESOL needs, from various source countries, staying for differing periods of time.

Actions

- » Programmes were developed to provide interesting content and worthwhile achievement target for long term academic (university literacy) candidates, through to shorter term (half year) students.
- » Programmes of learning used NCEA English level 1 and 2 achievement standards as forms of assessment.
- » Developments from previous years in reading and vocabulary acquisition were continued and consolidated.
- » An alternative English Learning programme was created for three weeks following the completion of senior mainstream classes.

Departmental Goals

- 1. To achieve 100% pass rate in NCEA

Actions

- » In 2016 most senior ESOL students attempted some level 1 standards. One student attempted a level 2 standard.
- » Two students attempted IELTS examinations.
- » Possible reasons why more did not attempt this were:
  - » New Zealand has moved from being one of the least expensive to one of the most expensive places in the world to sit IELTS (NZ\$395)
  - » With a two year validity it has less relevance to our generally younger international students
  - » We do not encourage participation
- » Several students were allowed the opportunity to deliver their speeches 1.6 at lunchtimes instead

of to the whole class. Students were also given the opportunity to resit 1.6 to achieve if initially they were borderline due to grammatical or pronunciation errors. This was instrumental in their success in this standard. Students who did not achieve was mostly due to the short length of their presentation.

- » The factors affecting students who did not achieve standards were absences, non-completion of task or task was not at NCEA level of achievement due to English level on entry.

Outcomes

Standard	Level	Numbers	Results
Achievement	1.5	60	NA=4 A=31 M=16 E=9
Achievement	1.6	62	NA=4 A=28 M=19 E=11

- 2. To develop end of year English activity programme.

Actions

In Term 4 we created an end of year English learning programme which incorporated English language drama games, poetry tasks, visual IT stories and shared culture, music and food.

Outcomes

- » Excellent
- » Term 4 English learning programme was a success with over 95% attendance on all days and very positive feedback.

- 3. Successful implementation of school-wide differentiated learning strategies in culturally and academically diverse contexts.

Action

Implementation of differentiated learning catering for wide diversity of backgrounds and abilities eg modifying film study to differentiate varied readiness and learning needs



Outcome

It was implemented with high level of participation and success (refer to academic outcomes).

Professional Development

Jill Vincent was involved in school wide PD initiatives on Teaching through Inquiry, Cultural Responsive Classrooms.

Jill also:

- » attended ESOL cluster group meetings at Otumoetai College and Te Puke High School.
- » met with Julie Luxton, ESOL advisor
- » actively participated in online ListServ Secondary English

Prize Winners

Senior ESOL	First place: Julia Fonseca
Year 10 ESOL	First place: Santiago Lemarroy
Year 9 ESOL	First place: Jiwoo Hu

Resources

MoE grants contributed \$15,000 towards staffing and resourcing. This grant was to support the 10% of ESOL students who were migrants, new residents or exchanges, and their counterparts in the mainstream.

Barriers to Learning

Challenges were provided by:

- » Attitude to academic programme of some students – due to the fact they were not registered for NCEA they felt completion or applied effort was optional or unnecessary.

- » Timetable creates a mix of students with a wide range of language proficiencies and needs in each of three senior classes.
- » Increased sizes of senior ESOL classes required modification of sound ESOL teaching and learning strategies.
- » Students in the first half year have 20 weeks of learning with no assessment period, whereas the students in second half year have seven weeks prior to senior assessment period. Mainstream class programmes and assessment dates often clash with arrival and departure of international students.

Successes

Exit surveys and ‘student voice’ indicate a high level of satisfaction with courses provided and help received from ESOL staff.

Observations and naturally occurring interviews showed all students have improved substantially in spoken English.

High levels of improvement were shown in oral English comprehension and use.

Maori Achievement

There were no students who identified as Maori.

Staff

- » Jill Vincent ESOL (relieving)
  - » From April until the end of the academic year, Jill provided a range of engaging and effective ESOL lessons. She developed excellent rapport with students, catering particularly successfully for a large intake from July.
- » Jo Millar ESOL (12 months refreshment leave from April 2016)
- » Maz Roberts Learning Assistant
  - » New to the ESOL team this year, Maz provided effective liaison and ESOL support. Her recent background at other local schools enabled her to develop links with teaching staff, quickly identifying and meeting learner needs.

Summary

ESOL is a small, well-resourced department providing important English skills, support and assessments for international, exchange and migrant students.

It is staffed by competent and professional ESOL staff, meeting diverse language needs.

GATE Report

Head of Department - Dinah O'Meara

Department Goals

1. To review, sustain, and improve current GATE actions to meet the requirements of MOE NAG (1) iii.

Actions:

- » Build and sustain relationship with Intermediates with a focus on enrichment and identification of gifted and talented Year 8 students intending to come to our college.
- » Profile incoming Year 8 students.
- » Advocate for incoming possibly gifted students who do not test well.
- » Support a team approach to meeting the needs of target students.
- » Offer specific enrichment/ extension opportunities to target individual students, including competitions, university papers, tutorials, mentoring, and publication of student work.
- » On-going GATE needs analysis for Mount Maunganui College (commenced 2006).
- » Attend BOP strategy group regional meetings.
- » Enrol and support Year 13 students doing extra-mural university papers.
- » The school has an on-going subscription to 'Tall Poppies', the quarterly magazine of the New Zealand Association for Gifted Children, and is a foundation member of GiftedNZ, the national association for professionals and teachers.
- » Work with individual staff on request on GATE strategies and planning.

Outcomes:

- » Regular email contact with the GATE personnel at our main contributing school: Mount Intermediate.
- » Meeting with the Mount Intermediate GATE class teachers in Term 4 to discuss the GATE registrations for Year 9.

- » Observation of Year 8 GATE class.
- » GATE identification parent and student questionnaires moved to electronic format.
- » GATE parent registration can now be done online. (Only 3 parents chose to do it this way.)
- » To date (23/11/16) I have profiled 51 incoming Year 8 students (31 girls and 20 boys) whose parents completed the GATE registration form in the enrolment pack (the seventh year we have done this.)
- » For all registered students the following data was collated:
  - » online parent and student questionnaires;
  - » input from Year 8 teachers; meeting at Mount Intermediate with Year 8 GATE class teacher/s
  - » short interviews with all Mount Intermediate students registered
  - » entry rankings
- » Of these Year 8 GATE registrations:
  - » Mount Intermediate: 40
  - » Other schools: 11
- » Post a brief summary of each child's talent areas, interests and academic history on KAMAR and advise all Year 9 teachers to read this information for students in their classes.
- » Liaise with Mr Lacey, the 2017 Year 9 Dean and Mrs Burns, SENCO, regarding gifted students with autism/ Aspergers/ severe learning difficulties.
- » Attended GATE regional meetings.
- » Facilitated Future Problem-Solving Year 9/10S team/s with outside tutors.
- » Facilitated staff PD sessions in GATE; and in differentiation.

Variance:

Two interested staff accompanied me to the GATE regional meeting on meeting the needs of gifted Maori and Pasifika students.

2. To monitor and advocate for enrichment and/ or acceleration choices for identified individual students.

Actions:

- » Meetings with Year 9 Dean, SENCO, HODs to discuss individual students. Students are identified based on academic results and teacher/ Dean/ SENCO / parent referrals. Future pathways also discussed especially if multi-level or higher level study is implemented.
- » Staff, HOD, and students consulted re academic extension for top Year 12 students. Options include university papers; multi-level courses; and/ or correspondence courses.
- » Staff and Dean consulted re advanced placement into Year 12 subject for highest achieving Year 10 students.
- » One-on-one weekly tutorial/ mentoring sessions with a twice exceptional Year 11 student (gifted and ASD).
- » Investigate student interest in a social justice project for 2017 designed to foster leadership in gifted Year 11 students, tied to two achievement standards in the Social Studies curriculum.

Outcomes:

- » 5 high achieving Year 12 students are interested in taking a university paper in 2017 (from a range of subject areas), subject to external examination results.
- » 3 Year 10 students have been identified as candidates for advanced placement in 2017 – two in History and one in IT.
- » 7 students have signed up for the Year 11 social justice action group.
- » A gifted blind student gained UE literacy under special assessment conditions, with tasks redesigned to meet his learning needs.

Actions for 2017:

- » Revising GATE Facilitator job description.
- » Faculty Review of GATE strategies.
- » Maintain and improve all current actions.
- » Year 11 leadership group trial.

Successes

- » Frequent dialogue and effective communication has been established between myself and the Learning Centre staff / SENCO, to set up and monitor the progress of gifted and talented students with very specific and complex special needs.

- » Timetabling individual students to work with me for weekly tutorials for academic support and mentoring is proving a rewarding strategy.
- » University Paper Results 2016
  - » Canterbury University Mathematics 199 paper
  - » Matthew Carroll – double semester paper - result pending.
  - » Ben Fletcher – one semester: C
  - » Sean Plane – one semester: B

Barriers to Learning

An on going goal is to identify and meet the needs of underachieving gifted students who may be placed in a mixed ability class where the general level of work is not sufficiently challenging for their cognitive ability.

Timetable constraints sometimes make it difficult to implement advanced placement in single subjects for a particularly high achieving student.

Māori Achievement

Profiling of incoming Year 8 students endeavours to identify Māori and non-European students with cultural, leadership, and spiritual gifts to ensure they are mentored and supported from Year 9. There are also Waikato University papers available to interested Year 13 students who need extension in Te Reo/ cultural perspectives. Concepts of giftedness from a Māori perspective have been shared with staff via voluntary PD sessions. Resources are available to all staff in the Gifted Education folder on staff shared.

The Year 11 social justice action group includes at least one targeted student of Māori descent with the goal of nurturing his obvious leadership potential.

Staffing

Dinah O'Meara

Summary

The entry GATE profiling process is working successfully to enable me to advocate for the small number of potentially gifted students who do not test well and for twice exceptional students who require SENCO support or IEPs.

The new online format for the identification questionnaires was a great success with parents and Year 8 students.

Home Economics Department Report

Head of Department - Claire Fuller

Department Goals

1. Academic Junior Achievement

Immediate aim for students to move 2 sublevels with an overall goal of getting them all to achieve post test within their curriculum level or above eg Year 9 working at Level 4 and Year 10 working at level 5.

Strategies:

- » use and regularly refer to the rubrics in their workbooks. All rubrics will be given to the students at the beginning of the topics and explained before pre-and post-testing takes place.
- » Teachers will reflect on their teaching and the resources used to develop a more engaged and responsive classroom.
- » Identify our priority learners and work out strategies to help assist their learning and achievements.

Outcomes:

Overall as a department we have achieved this outcome.

Variation:

- » For some students pre and post testing did not happen due to absences or illness.
- » Most students were able to move up a curriculum level and are working at the expected level 4 for the nutrition unit. Elements of Food Safety and Hygiene were harder for some students to grasp.
- » We spent time engaging our priority learners and most moved up at least one curriculum level. They found it easier to answer the questions when they were verbally asked rather than in test conditions.
- » Having access to the rubrics many year 9 students were working at a curriculum level 5 after post testing which was really pleasing.
- » After continually reviewing what we do at each level we have decided to get rid of the unit booklets as it is to restricting in terms of teaching.

2. Academic Senior Achievement

Home Economics - All senior students achieving at least 14 credits with the inclusion of one external.

Hospitality - All students to achieve a minimum of 14 credits with the aim for NZ students to achieve at least 18 credits.

Outcomes:

- » By the end of term 4 heading to exams in year 11 (where 10 credits were on offer) 39 /49 students had already achieved 14 credits, in year 12 only 10 credits were offered internally and 13/22 students had achieved these (10 credits were on offer in the externals) and in year 13 (where 5 credits were on offer in externals) 27/37 students had achieved 14 credits.

Strategies:

- » Home Economics less internal credits on offer with a drive toward focusing on the importance of the externals.
- » Hospitality - accommodating the program to suit both NZ and International students.
- » Continue to work on good effective subject specific literacy and numeracy skills across all classes.
- » Ensure that specific strategies are built into programs to encourage and promote improvements. Use differentiated and inquiry learning where possible to target all spectrums of abilities within our classes.
- » Teach key skills and methods to our senior students to enable them to read exam and assessment question properly, think critically, research efficiently, read and develop questionnaires, unpack data, and write structured answers and reports.
- » Continue exploring and using Kai Eku Panuku strategies within our learning environments and classrooms.

Outcomes:

- » Good progress to be made across all 3 levels. We used more conferencing and questioning techniques in class to work with all students to help their learning.
- » Google classrooms have been set up for each Home Economics class and relevant information was uploaded so students could access and unpack relevant info. At years 12 and 13 differentiated and inquiry learning tasks where produced to engage all students and give them the opportunities to challenge their knowledge. Those senior students who were on grade boundaries were given opportunities to resubmit.

Variation:

- » We accepted students during the term into our classes who had not previously taken our subject and had little prior knowledge. Some were prepared to work hard and give everything a go but some struggled to achieve at the required level
- » The international hospitality students struggle with the Service IQ assessment requirements and need further adaptations of the course to best suit their needs and understanding.
- » For those senior HOM and HOS students who did not achieve 14 credits this was due to combined attendance issues, teacher and NZQA expectations, and lack of personal commitment and motivation. Once overall credits were achieved across all levels they stopped working.

3. Department Focused Goal - Raising the Home Economics and Hospitality academic profile and future career opportunities

Strategies:

- » Bringing in local speakers to inspire and engage our students with potential career / job opportunities and enlighten them that food is an important aspect of life, health and the economy. eg Taneisha - Masterchef contestant, Peter Blakeway - celebrity chef, Kasey Hume - dietician, food caterer etc.
- » More in house catering of school events.

Outcomes:

- » We have not made good progress in this area and it is still a goal we are working towards achieving.

Variation:

- » Outside provider coming in to take a short course for Hospitality. She is a national judge for chef competitions and able to talk to students about real life situations.

- » Our successful trip to Fiji did increase our subjects profile at school.

Successes

Our junior class numbers continue to grow and student voice indicates they enjoy the programs delivered at Year 9 and 10. The Year 10 finished the year creating a Kai calendar inspired from their own food heritage and family favourite's and written memories of why they choose the dish.

In our senior classes (101HOM, 201 HOM and 301 HOM) students are recognising that we are a university approved and English rich subject and realise its potential and relevance in society. At year 13 many students combined two internal standards with Health which proved to be a positive outcome with many achieving 10 credits for one body of work.

Alastair Inwood continues to work with the International department to provide a kiwiana food experience. The foreign students thoroughly enjoy cooking up a feed!! (fish and chips and lemon meringue pies).

Barriers to Learning

Barriers to learning identified by staff - we feel students under estimate the academic and literacy need to pass.

In Year 13 Hospitality students choose this subject because they ran out of options and needed an extra subject rather than through passion or having an interest in a career in Hospitality.

Maori Achievement

We had very few Maori students in our classes this year (especially males). Despite the low numbers achievement improved in the Home Economics classes. In the Hospitality classes, we still found that they struggled to complete the last few units due to absence or lack of motivation. This is an area we need to explore further and find some strategies to help rectify this issue.

Staffing

- » Claire Fuller – HOD
  - » Curriculum focus – All of the Home Economics programs and a general overview of the Hospitality programs. The primary focus is overviewing, co- writing and implementing courses to build up the department and retain strong numbers in senior classes and improve the level of overall achievement.
  - » Taught – 2 x Year 9 Food and Nutrition classes, 1 x Year 10 Food and Nutrition class, and Year 11 and 2 x 13 Home Economics
- » Alistair Inwood – TIC Hospitality
  - » Curriculum focus – Development of the Hospitality courses
  - » Taught – 2 x Year 9 Food and Nutrition classes, 103, 203, 303 Hospitality classes. 1 lesson at Year 10.
- » Kate Daly
  - » Curriculum focus – Year 10 Home Economics, Kai Eku Panuku, Solo
  - » Taught – 4 x Year 9 Food and Nutrition classes, 2 x Year 10 Food and Nutrition class, Year 11 and Year 12 Home Economics.

Summary

2016 has been another great year for the Home Economics department. We continue to work hard as a team to inspire yet challenge our students by providing them with an understanding, control, choice and life skills linked to food, nutrition and well-being. We have integrated solo taxonomy into our junior programs



using the solo hexagons as a revision tool to connect pieces of the learning and as an investigative tool to describe prior of a concept. At year 10 we have built on this further developing a marking success rubric for two units of work (breakfast for champions, managing self). Three units of work one from each of year 11, 12 and 13 where sent away for external moderation. We hope our feedback continues to be positive and helpful in order to make relevant changes needed to enable our students to have better opportunities of achieving at each level. The assessments for 2016 will be adjusted where necessary.

We embarked on our first international service trip for school to Fiji with Break Free Expedition in August. Our team of 12 students were fantastic role models and ambassadors for our college. They all worked extremely hard and bonded as a team whilst learning basic building skills that they probably would never experience outside of Fiji. It was wonderful to experience this and watch different leadership skills develop amongst the group. "I would recommend to anyone who gets an opportunity like this to grab it with both hands and give back to the less fortunate because it really is a rewarding experience." - Blair McKenzie

Our commercial kitchen has been well utilised this year having catered for several school events. This has been invaluable to showcase what life in the hospitality industry involves. We hope to continue to grow in this area and offer further food experience for students and staff to enjoy.

Kate and Claire also successfully led the team of BOP teachers who organise the Pin'd Fashion and Art Showcase at Baycourt. It was another fantastic event allowing students to explore creativity and passion.



Maori Department Report

Head of Department - Te Manaakitanga Pryor

Department Goals

1. To improve retention of Year 10 students taking Te Reo Maori through to Year 13

	Yr 9	Yr 10		Yr 11		Yr 12		Yr 13	
2017	48	13	-18	18	-4	9		3	
2016	31	22	-11	4	-3	7	-2	11	-2
2015	33	7	-22	9	-10	13	+2	2	-3
2014	29	19	-12	11	+3	5	0	3	-1
2013	31	8	-25	5		4		2	
2012	33								

Actions

- » A strategy was created where a specific teacher continues to teach the year 10 class through to year 13, with HOD supporting when needed.
- » Regular review of content and delivery method to ensure on going responsiveness to class and individual needs and competencies

Outcomes

- » Year 10 students have signaled through Moodle that they wish to continue with Te Reo Māori the following year. Improved retention of students from year 10 to year 11 in 2017 (yellow highlight) and Year 11 to Year 12 in 2017 (orange highlight)
- » Students are more comfortable speaking Te Reo, with increased practice and familiarity with the language in a supportive environment that is encouraging of their efforts, giving them more confidence outside of the classroom. Several of our senior students would whakatau our visitors and speak on behalf of our school during our school Pohiri totally in te reo Maori.
- » Responsive and relational observations through He Waka Eke Noa have provided immediate and relevant feedback and feedforward to develop pedagogy for staff and students involved in this department. The checkpoint indicators that promote a whole school gauge of responsive and relational pedagogy involved observations of both te reo Māori teachers and the conversations that followed indicated strong learning opportunities for students. Both Py (Te Manaakitanga Pryor – HOD) and Hk (Brendon-Ray Horlock – teacher of

10Māori) are members of the He Waka Eke Noa strategic team for Māori student achievement and school wide tikanga and te reo. This group implement strategies from the school strategic plan and have been successfully presenting these opportunities to students, staff and whanau.

- » Py and Hk have been developing department resources, including learning progressions at Year 9 and 10. These have been developed for language modes Kōrero and Whakarongo. In 2017, these will be developed for Tuhituhi and Pānui.
- » A second teacher in the department has also been advantageous as when one teacher is absent, the other is able to support the implementation of the learning programme in a more effective manner, their knowledge of the subject area and of the students allowed for a more relevant, comfortable and accurate learning experience as opposed to relief teachers in the department

Variance

- » Year 10 students who displayed lack of interest invariably through a limited exposure to te reo and tikanga from their home environments did not meet pre-requisites to enter NCEA Level 1 therefore were offered an alternative option of Mahi Toi. Three students left MMC for other schools and three other boys selected Music as an option (this fell on the same option line as Te Reo Māori) therefore based on this, retention into Level One NCEA was very good. The more practically based Mahi Toi programme is better suited to these students as opposed to the Te Reo Māori programme that requires increased cultural toolkits of te reo and tikanga Māori.
- » Year 11 Te Reo Māori in 2017 also sees some new students undertake the subject.

2. Work Experience students to achieve all unit standards offered in the programme.

Actions

- » Student voice where students provided direct comment and input on learning needs that they considered were directly relevant to themselves.
- » Encouraged work experience students to participate in Māori activities around the school that included pohiri and kapa haka.

Outcomes

- » As a result of student voice, unit standards were strongly based on practical elements.
- » Some students participated in pohiri and kapa haka.
- » Students developed a better understanding of haka, and its meaning and relevance to them and their individual learning needs and were therefore far more confident to stand front row for the school haka competition.

Variance

- » Some students appeared to have minimal interest in wanting to learn about tikanga and te reo Māori, due in part to their limited exposure to these elements, according to their own feedback and teacher observations and discussions with students.
- » Despite this, the majority of students in the class were obligated to take tikanga Māori, as there were no other options available to them. The work experience students must take te reo Māori therefore some lack motivation (they had to take this subject for eight periods per week).

Successes

- » Māori boys form class was established and everyone who attended classes held period 1 Wednesday mornings gained 17 level 3 credits.
- » Year 11 and 12 students achieved a Certificate in Vocational Skills.
- » Another teacher in the Māori department was provided which greatly assisted in the achieving of outcomes for 2016.
- » More robust moderation is being practiced.
- » Te Reo Māori department continual involvement in Ngā Kete o Te Wananga programme highlighting roles and responsibilities on the marae. All students were able to achieve a minimum of 31 credits at Level 2 and 3.

Barriers to Learning

While the audio visual equipment in the wharenuī is excellent, the lack of access to chromebooks limits the use of google classroom, research opportunities and access to Te Aka, the Māori dictionary. The library chromebooks are dominated by the English department.

One of the more difficult and ongoing challenges experienced in the Māori Department in 2016, as in previous years, was ongoing absenteeism for particular students.

A more comprehensive and cohesive strategy may need to be developed that includes in specific cases home visits, newsletters and social media interaction with parents, caregivers and whānau to underscore the importance of attendance and participation.

Sponsors for prizes to encourage competition and excellence amongst students are also being considered as part of a broad strategy to encourage improved attendance. Input from relevant tribal authorities and their education advocates will also be explored in 2017. Meremaihi Aloua, one of the Kapa Haka tutors, is in charge of the Reo Māori Department at Te Runanga o Ngāi te Rangī Iwi.

Staffing

- » Te Manaakitanga Pryor
  - » HOD Te reo Māori
  - » Form teacher 11Py Māori Boys form class
  - » Kapa Haka Manager
  - » House Leader for House Haka Huia
  - » Member of He Waka Eke Noa
  - » Kaupapa Māori student council
- » Brendon-Ray Horlock
  - » Deputy Principal / Kaitiaki
  - » Kapa Haka Manager
  - » House Leader for House Haka Ruru
  - » Member of He Waka Eke Noa
  - » Kaupapa Māori student council
  - » Junior Girls Volleyball Coach

Summary

Much of the success in achieving, wholly or in part, the two goals identified for the Department were due to the addition of a staff member, this allowed for team teaching to occur. This level of mutual peer support was greatly appreciated and should continue.

The availability of a departmental colleague to bounce ideas off, share in the development of resources, moderate assessment internally and to observe teaching and provide feedback, among other things, has been a positive shape to the year.

Future focus will be around:

- » Development of resources
- » Development of scaffolded and comprehensive learning programmes, including learning progressions for junior students in four language modes
- » Development of education outside the classroom
- » Development of responsive and relational pedagogy
- » Continued development and effective implementation of the moderation process.

Mathematics Department Report

Head of Department - Mark Wilson

Department Goals

1. Junior -To move our year nine and ten students 2 or more sub levels in mathematics

Actions:

- » Introduction of paper based tests at year nine and ten instead of doing e astle
- » Teachers will use culturally responsive and relational approaches in their teaching
- » All students will have learning portfolios to help them become more assessment enabled.
- » Priority students will be tracked and discussed at PLG and department meetings.

Outcomes:

- » Use of paper tests has proved very successful as teacher are marking the test themselves and can see which areas need attention
- » Possibly the tests will need some attention as some staff thought they were a little long.

Variance:

- » Absentees was still a big problem. But it was easier to catch up students using paper tests
- » The paper pre test were not as good at outlining student weaknesses. This is something to target for 2017.

2. Senior students will achieve 14 or more credits in mathematics in each year group.

Actions

- » Teachers will use culturally responsive and relational approaches in their teaching
- » Teachers will track priority students throughout the year particularly in Year 11 where mathematics is compulsory
- » Teachers will monitor student's credits through KAMAR and the summary sheet in their mark books.

- » Students will be reminded of how many credits they have and how many they have to come
- » Teachers will ring parents particularly those at level one who are in danger of not getting numeracy

Outcomes:

- » 69 % of 103 students had 14 or more credits this went up to 91% with 13 or more (similar to 2015)
- » 88% of 202 had 11 or more credits with the 4 credit external to come (up from 83% in 2015)
- » 82% of 302 students had achieved 14 or more credits with 4 credits from the external still to come (77% 2015)

Variance:

- » Absenteeism is still a problem In but teachers did find the standard of work output much better in 2016
- » All junior students will have a learning portfolio to display their work and help them become more assessment enabled.

Actions:

- » Students all have clear files
- » These will be updated regularly and will contain all formative and pre and post paper tests

Outcomes:

- » Teachers were able to put more responsibility on the students when revising for their tests
- » All students were catching up work by themselves
- » Students will rise at least one sub level

Variance:

- » This worked really well in the A and higher B band classes but was more difficult in the lower classes who struggle to even bring a pen and paper and quickly had lost their portfolios.

Successes

- » Results for 2015 externals were again above national average
- » 100% pass rate in numeracy in year 11
- » The maths computer room was again used extensively by all teachers
- » Almost a third of 103 students passed the mcat an overall percentage of 77% which was the national average last year
- » A marked reduction in parent complaints in 2016

Barriers to Learning:

Attendance continues to be a major issue especially with our priority students. This was particularly evident with the gaps on the pre and post tests

Maori Achievement

The 2015 external results (seen below) were once again way above the national average. Except for Algebra but this was everyone in the year group doing it

Level One External Achievement standards

	MMC	NATIONAL:
Algebra	60%	65%
Graphs	80%	73%
Geometry	75%	55%
Chance	63%	61%

Level One Internal achievement Standards

	MMC	NATIONAL
Number	96%	85%
Trig	90%	75%
Multivariate	88%	82%
Bivariate	98%	83%
Probability	96%	73%

Observations All internal were way above national average

Staffing:

- » Paul Clague
  - » Assistant HOD, Numeracy and ALPS maths co-ordinator Eastle implementation
  - » Curriculum Focus, Numeracy at Junior levels, in charge of Year 9 for 2016
  - » Taught 10c1, 103 201, 202

- » Leisa Renwick
  - » Taught 9b3 10a2 202,201
  - » Curriculum Focus, , Responsible for 202,
- » Jane Tyler
  - » Taught 9 A2, 10MAT7, 101MAT,, 202MAT
  - » Responsible for 202
- » Carl Mawer
  - » Curriculum Focus, 13MAS, , Carl continued to monitor internal assessments for the 301 Statistics course and made sure the requirements of the new standards were introduced.
  - » Taught 9SPS 10SPS ,301MAS
- » Khan Butler
  - » 9B 10A4 101A 202 302
  - » 101 MAT, Helped department use relevant Maori phrases learnt to teach 302 for first time
  - » Taught 10A3, 10 C1, 201MAT, 202MAT, 103MAT
- » Taryn Johnson
  - » Curriculum Focus, 301 Calculus course
  - » Taught 10b4, 9B! 102 MAT ,202MAT, 301 Calc
- » Phil Roger
  - » 10 B5 MAT 103 MAT
- » Alison Hamp
  - » Taught 9 C! MAT, 9A1 MAT, 10 MAT 103 Mat 302MAT
  - » Alison will move into the stats and calc in year 13 next year
- » Yana Butler
  - » Curriculum focus C band classes
  - » Taught 9C 9A3 10 CMAT 102MAT,101MAT C band advisor
- » Greg Lochhead
  - » Worked in conjunction with Yana on the numeracy classes
  - » Taught 9C 10 C 10B 103

Summary:

2016 was a much better year than 2015. The two new teachers were a valuable addition to the maths department We had possibly a tenth of complaints compared to 2015. Good results as always were above the national average in almost all of the externals.

Music Department Report

Head of Department - Wendy Stewart

1. To expand report matrix for year 9 music in order to move students at least 2 curriculum sub-levels in Communicating and Interpreting in Music (performance)

Actions

- » Pre-tested all year 9 students to find their starting level in performance music.
- » Gave 2 post-test assessments during their 2 terms in Music in order to check their progress and final grade.

Outcomes

- » Less than 50% achieving at least 2 sub-levels.
- » Variances
- » A lot of the students did not even reach the level 3 category, as many had not participated in this subject previously. However, there were some students who were at level 6 to begin with. In order to improve the levels the assessment matrix will be adapted in 2017 to fit better with the NCEA levels and the teaching process will be more student centred with small achievable milestones.

2. To continue to aim for all senior students to gain a minimum of 14 credits in this subject

Actions

- » Spread standards out during each term in order for the students to gain at least 4 each term. Have the group performances in term one as quite a few year 13 students drop out in late term 3/term 4.

Outcomes

- » There was some success. The 101 and 301 classes all achieved 14 or more credits. The 103 and 201 classes did not. There was still a large drop-out rate in year 13 so this affected other standards.

Variances

- » In 2017 there will be a focus on Composition at all levels of Music. Term 1 will be purely focused on achieving credits in this area. This can also be used towards their solo and group performance standards. Composition will replace Music Works and if students want to sit the Score Reading examination they will have an online learning programme to follow. All students in year 11 will be required to do the Aural standard. The 103 class will be focused on Music Technology.



Successes

2016 has again been a very successful year for the music department. There have been 4 senior music classes with achievement rates remaining steady.

The music highlight of the year was the selection of Annabelle Stewart into the New Zealand National Secondary Schools Brass Band. The “Night is Young” concert was held again at Baycourt with a great variety of acts from our school. The school stage band continue to grow and the school vocal group also put on a great performance at the performing arts evening.

Barriers to Learning

One of the main barriers to learning in our subject area is the student motivation to increase their skill levels on their instruments. In 2017, the inquiry focus for our staff is motivation and we will be hoping to engage the students interest by composing music related to their lives and musical interests including song writing, hip hop etc.

The music department numbers continue to grow which still makes it difficult to implement full practical music programmes with the given facilities. As there are now 2 classes often running simultaneously, there will be a need for more funding for extra resources and instruments in the future.

Maori Achievement

Overall NCEA results overview of credits earned/ attempted.

- » 103 - 91%
- » 101 - 75.7%

- » 201 - 89.3%
- » 301 - 100%

Staffing

- » Wendy Stewart
  - » HOD
  - » Curriculum focus – years 9-13
  - » Taught year 9, 10, 101, 201
- » Julian Clark
  - » Curriculum focus – years 9-13
  - » Taught year 9, 10, 301

Summary

2016 has been a successful year for the music department. This is due to the hard work and commitment of the staff towards the students. The teachers have worked on developing programmes that suit individual learning styles and involved as many enthusiastic students as possible in performance opportunities. The music department is seen as a positive environment for all students as can be seen by the numbers practising during break times.

There is ongoing work for changing and making new resource material to suit the students’ needs. A new reporting system is in place for the junior school so there is ongoing curriculum work involved with developing the matrixes required.

The performance side of the department is going from strength to strength with an emphasis on student responsibility and organisation for events and concerts. Many music students have given their own time to help promote Mount Maunganui College in the outside community through events and concerts.



Physical Education and Health Report

Head of Department - Erin Porteous



1. Academic achievement

Junior courses - Increase use of, and further develop junior rubrics for consistency through units.

Action

- » Develop rubrics for junior Health courses and maintain use of Physical Education rubrics.
- » Increase moderation between teachers, including cross marking.
- » Develop moderation examples including video evidence and ‘student speak’ examples.
- » Use ipad for evidence of marking and moderation.
- » Identify opportunities in junior units for diagnostic and post testing.

Outcome

- » Development delayed as SOLO introduction will be made school-wide in 2017/18 for year 9 and 10. Terminology will be introduced concurrently with SOLO through the rubrics. Applications have been made for PD time in 2017 and one will be used to address this introduction into the Physical Education program.
- » More robust moderation is being practiced between all teachers. This could be done through the year more, especially in the practical aspects of the junior program.

- » Did not occur explicitly in 2016.
- » The use of the ipad has varied between teachers. Those using Google classroom and Evernote have made good use of these technologies.
- » Staff are using diagnostic testing more readily with the current rubrics, in particular the Active Participation rubric. Students are able to identify where they are at, and set goals with teachers.

Variance

- » The goals set for 2016 will be ongoing for 2017 and 2018, as they are linked to the development of the junior program as a whole. As new rubrics are developed to support and underpin the program content, there will be new assessment and therefore moderation practices and evidence created.

Senior courses - Increase overall NCEA pass rate in all senior Health and Physical Education courses by 2%

Actions:

- » Identify Achievement Standards that could increase pass rate to increase overall Physical Education and Health statistics.
- » Increase Merit and excellence grades in courses, including overall endorsements.
- » Aim for all teacher to contact home at least once per term with course information including term



outline and due dates.

- » Encourage at-home communication between students and parents about their academic progress.
- » Continue to monitor student access to Physical Education and Health subjects to ensure correct allocation to classes.

Outcome

- » The overall outcome of this goal was the following:
- » Over eight of the senior courses we offer, the overall percentage of increase in pass rates was 5.75%.
- » Two of the courses were not taught in 2015, so were not able to be compared.
- » Three of the courses had a reduction in pass rates. The significant one was 301 sports science with a 13% Not Achieved rate, versus only 2% from 2015. However, the level of Excellence grades also increased significantly.

Targets for student achievement in 2016:

There was varying success across courses in achieving this goal. It has been found that is not necessarily the Achievement Standard in particular that needs targeting, it is most commonly the final Standard of the year, regardless of what it is. Gains were made in most areas, with just 3 courses not maintaining or increasing their pass level.

All Health courses had particular success in 2016, and strategies they used to maintain motivation through to the end of the year are being identified and shared. One key aspect is that the courses offer less Achievement Standards, due to external Standards being offered. In this way, the learning around the internal Standards is focussed on with quality as the key. Strategies such as reducing non-submissions, particularly through allowing students to build their own courses in terms of Achievement Standards they will complete, will be further investigated for 2017.

The majority of courses had an increase Merit and Excellence grades. The quality of credits is increasing as courses are looking at optional Standards and creating more individualised programs.

Home contact has become a strength of the physical education department and all staff endeavour to contact home once per term minimum. Staff are finding that these kamar generated emails produce many further cases of individual contact.

Encouraging at-home communication between students and parents is a new strategy and this has been effective. This is more the role of the form teacher in some ways, as they can encourage these interactions when the students are given credit updates. However, the Physical Education department both encourage the communication, and often initiate it by contacting home.

Monitoring student access to our courses has proved challenging, in particular as Deans are limited in their options for placing at times. Another option discussed in 2016 is to look at making some Achievement Standards optional so students can develop their own pathway to success. Look at 'green light as we go' option as a better compromise than attempting to stream all students into courses.

Variance

Variance occurred in only 3 courses and robust reflection has taken place to ensure where possible this will not happen in 2017. Strategies such as looking at individual course construction is being looked at to overcome this scenario.

2. Enhance relationships between staff, students and school whanau groups.

Actions:

- » Maintain high presence of Physical Education staff in Waka Eke Noa initiative.
- » Continue to pursue outdoor education and EOTC opportunities for our students.

- » Continue to look for opportunities to adapt programmes to reflect cultural and place based pedagogies.
- » Increase lunchtime duties in terms of opening more spaces for students to use for recreation and organised physical activity.
- » Maintain high level of extra-curricular involvement through coaching.
- » Respond to the needs of individual learners and classes.
- » Create PD opportunity for PE staff to enhance beach/surf safety skills to allow these to be more effectively used in programmes of learning.

Outcome

- » Pt, Dn, Oc, Cd, Hk, Tn all actively involved in He Waka eke noa and remain active contributors who believe this initiative has made a difference and will continue to do so.
- » Development of programmes has occurred, in particular the 202 outdoor education (Internationals) course and the sport, leisure and recreation courses.
- » Opportunities to use cultural and place based pedagogies have been highlighted, and in particular cultural practices are being cemented in the junior program. This is through explicit learning of each students pepeha, looking at our 'place' in this area. Jarrod Clark and Paul Teitjens also attended a course on traditional Maori games and were able to lead a full PE staff PD. Most staff implemented aspects of these games immediately.
- » The gym was booked for the majority of lunchtimes for training sessions through the year. It was given to the student leaders one day a week for terms 2 and 3 but this was not utilised as well as it could have been. There is a strong need for lunchtime activities, and this could be effectively run outside by the student leaders.
- » All staff are involved in extra-curricular to some level, with coaches and TIC's of rugby and volleyball doing big hours on top of their teaching roles.
- » Student voice has been gathered constantly through the year by staff, both in terms of single classes through to full cohorts. In particular the current year 11 group were surveyed for their voice surrounding the junior program and their feedback was invaluable.
- » Not formally done in 2016.

Variance

- » The variance in this area occurs as this is ongoing and must be worked on consistently over the years. The goals were mostly achieved but this must be maintained and grown by all staff.



3. Investigate further opportunities to create links between MMC and the local community.

Actions:

- » Maintain current involvement with local industry, including Flex fitness, Step into Life, surf life-saving clubs, sports coaches and managers, community car wash and others.
- » Develop vocational links between senior courses and outside providers.
- » Identify appropriate guest speakers for role modelling academic, sporting and cultural success from within our community and beyond.

Outcome

- » Existing relationships were maintained and a new relationship was developed with a local gym called The Athlete Factory

- » A key opportunity was started this year in bringing the police fitness appraisal test into the 302 sport, leisure and recreation course. This link was generated due to several students in the class expressing their desire to join either the police or the armed forces. The students were required to write an improvement training program for the test and the police visited 3 times during the unit of work to test them formally. This was a great success in motivating our students.
- » This goal is appropriate every year and is appropriate to strive for annually. This year there were not the opportunities for the students through PE explicitly, though speakers such as Sophie Pascoe and Pat Buckley were made available school-wide.

Variance

- » There is still room for more outside providers for our students to access. If an appropriate person or group is found, the positive effect on our students is outstanding. The junior program had access to several outside providers, including the police which proved to be very valuable. The junior program development will look to increase opportunities to link in a variety of ways.

Successes

- » There were many successes in the physical education department in 2016. The staff have remained positive and motivated about the growth of our area and seek out new ways to enable this. Staff have been fully involved in initiatives through the school, and are key members of the waka eke noa, the safe and collaborative group, and have been vital with year 9 and 10 camps, year 9 activities and year 10 project based learning (PBL). Mikaere October has developed the year 10 PBL further to integrate vital student voice to become a truly responsive program of learning.
- » A key area of success has been the review of the junior physical education and health program that started mid 2016. This has enabled and encouraged the Department to begin the process of change, and the desire to develop an innovative and inspiring integrated junior program.

Other successes include:

- » Janet Townsend gaining the Deputy Principal position in Nelson. We will miss her leadership but wish her well in her new direction.
- » Erin Porteous gaining Masters in Education, with a focus on Maori male achievement.

Barriers to Learning

There were very few barriers identified by staff in 2016. Factors such as our classroom spaces are improving, and access to our own set of laptops has been a great asset for the Department. Working through google classroom has also benefitted most courses, as students can readily access their learning from home or in their free lessons.

2016 was a unique year to date in terms of the Year 13 cohort. It was strongly felt that many students in this cohort lacked motivation and drive to succeed, and were taking opportunities to remove themselves from Achievement Standards. The rate of Not Achieved in some courses were due to non-submissions and this was a concern. This was mostly due to students identifying that they didn't 'need' the credits and so would not attempt the Standard. Strategies are being put in place to overcome this for 2017.

Maori Achievement

Maori achievement is variable across the NCEA levels in physical education. A snapshot of results indicates the following:

Level 1

There is a huge reduction in Not Achieved grades in level 1 courses, with 101 Health having 0%, and all other courses (101OED, 101SPS, 102SLR, 103 WPE) having reductions to around 4% Not Achieved grades. This is also reflected in the other ends of the grade boundaries, with an increase in Excellences. In particular 101 Health has an increase in Excellence grades by over 30%, to reach an overall 50% Excellence pass rate

Level 2

The majority of the courses (201 health, 201 SPS, 201 OED) recorded no movement in their Not Achieved grades, all sitting between 6 and 10%. 201 sports science recorded a big increase of 20% in Excellence grades to reach a total of 41%. 201 sport, leisure and recreation had a decrease in Not Achieved grades to 14%, and an increase in Excellence grades. 203 work experience did not experience this success, with an overall Not Achieved statistic of 30%.

Level 3

Three of our courses gained an amazing 0% Not Achieved rate (301 Hea, 301 Hea and 301 Oed). In contrast they had little or no Excellence grades. The other three courses had significant Not Achieved grades, with 303 Wpe gaining a 50% Achieved to Not Achieved statistic. Whilst 301 SPS had an increase in

their Not Achieved grades, this was due to reporting non submissions as Not Achieved. In contrast, the rate of Excellence grades increased to nearly 30%.

An overview of these results suggest a positive increase across most areas in physical education. However it seems that some courses, specifically work experience and sport, leisure and recreation, could use a stronger focus on Maori achievement for 2017.

Staffing

- » Erin Porteous (Pt)
  - » Area of Responsibility – Head of Faculty, 301 Sports Science, 202 Outdoor Education, 302 Sport, Leisure and Recreation, Junior Physical Education and Health, Year 9 Sports Performance, Level 3 Moderation Leader.
- » Jane Townsend (Tn)
  - » Area of Responsibility – Deputy Principal, 301 Outdoor Education, Junior Physical Education and Health.
- » Holly Koningsveld (Kv)
  - » Area of Responsibility- Assistant Head of Faculty, 101OED, 102SLR, 202OED, Junior Physical Education and Health, Level 1 Moderation leader
- » Mikaere October (Oc)
  - » Area of Responsibility – Specialist Classroom Teacher, 201HEA, 202HEA, 301HEA, Junior Physical Education and Health, Level 2 and 3 Moderation leader.
- » Paul Tjetjens (Tj)
  - » Area of Responsibility – Junior Physical Education and Health.
  - » 101Health, 302Health, 101SPS, Level 1 Moderation leader
- » Damon Haenga (Dn)
  - » Area of Responsibility – Year 10 Sports Performance, 201SPS, 202SLR, 301SPS, Junior Physical Education and Health, Level 2 Moderation leader
- » Alex Parker (Pk)
  - » Area of Responsibility – 101SPS, 201SPS, 103WPE, Senior Sports Performance, Junior Physical Education and Health.
- » Brendon-Ray Horlock (Hk)
  - » Area of Responsibility – Deputy Principal, 201 Health
- » Tuahu Waretini Thomas (Tt)
  - » Area of Responsibility – 203WPE, 102SLR, Junior Physical Education and Health.

- » Jarrod Clarke (Cd)
  - » Area of Responsibility – 201OED, 202SLR, Junior Physical Education and Health.
- » Terry Cochrane (Cc)
  - » Area of Responsibility – Director of Sports, Junior Physical Education and Health.
- » Anna Walker (Wa)
  - » Year 9 Physical Education and Health

Summary

2016 was another busy and successful year for the physical education department. It has marked the beginning of significant change in many areas and we are unified in our motivation to succeed in providing the best possible programs of learning for our students. The key strength of our department is our staff, and we are committed to uphold the strong relationships we have with our students. We believe in the shared vision that every student counts and that we can always do better. We are committed to school wide enterprise, growth and initiative, and feel that 2016 has been a strong year for us, and we look forward to going from strength to strength in 2017 and beyond.



Science Department Report

Head of Department - Rose Burggraaf

Department Goals

1. Juniors -Students are assessment capable learners and PLG tracking is carried out

Actions

- » Teachers use culturally responsive and relational approaches in their teaching
- » Students peer and self review
- » Staff use learning progression assessments to collect data on skill levels
- » Staff support learning with relevant learning opportunities
- » Staff participation in PLG
- » Staff have tracked progress of individual PLG juniors in their class
- » Staff using inquiry to guide them in good teaching practice.
- » Staff modifying schemes

Outcomes

- » Staff and students using learning progression rubrics to guide next steps.
- » Staff involved with PLG groups
- » Classroom environments, topic unit planning and learning showing more evidence of cultural responsiveness.

- » Comparing the 2016 Year 10 data to 2015 Year 9 students for the same planning skill (improvement of two or more sub-curriculum levels); all students increase from 56-66%, Maori increase from 48-68%, Maori males increase from 35-61%.
- » Comparing the Year 10 data to 2015 Year 9 students for the same processing skill (improvement of two or more sub-curriculum levels) all students decline 77.5-65%, Maori decline from 73- 64%, Maori males decline 61-55%.
- » In Year 9 Maori and Maori males are lagging behind the general cohort in the % showing an improvement of two or more sub-curriculum levels for planning, processing and reporting skills.
- » In Year 10 Maori and Maori males are lagging behind the general cohort in the % showing an improvement of two or more sub-curriculum levels for planning, processing and evaluating skills.
- » Analysis of PISA Science data from 2015 indicated students perceived that teachers adapted lessons to suit student's needs, gave relevance of science concepts to their lives, and gave feedback on how to improve to reach individual learning goals.

Variance:

- » Only students who were present for pre and post tests can be compared for inclusion in this data.
- » Maori male data may be skewed as many were absent from pre and/or post tests so their data is not included in the analysis.

Year Level and Skill	% that showed improvement of at least two or more sub-curriculum levels		
	All students	Maori	Maori male
9. Planning	77	76	72
9. Processing	75	60	50
9. Report writing	69	66	68
10 Planning	66	68	61
10. Processing	65	64	55
10 Evaluating	65	62	60

- » Lower level classes still developing an understanding of how to use learning progression rubrics to indicate their next steps.

2. Seniors - Maori male achievement tracked in 102 & 103 science with 50% of theses Maori males achieving at least 14 credits

Actions

- » Build good relationships with Maori male students
- » Maintain high expectations and keep students accountable
- » Track their progress and discuss with the students
- » Teachers used culturally responsive and relational approaches in their teaching
- » Develop courses which contain relevance to Maori where possible.
- » Worked with Ngāi Te Rangi to assist them developing a resource for use in Level 1 Science (although this was not available until after the particular assessment had been completed)
- » Encourage participation in tutorials
- » Focus on internal assessments as the results for these are poor in comparison with the national average.

Outcomes

- » The goal has not currently been met in November although 31% of 102 students and 40% of 103 students are on track to achieving 14 or more credits at this stage, based on internal credits achieved and practice exam results.

- » In 103 Science of the 20 compulsory standards that were attempted by these five Maori boys, 17 were achieved. This is 85% and a significant improvement on last year's pass rate of 65%.
- » In 102 Science 65% of the internally assessed standards were achieved by this group. All 102 students are entered for three external achievement standards so it is anticipated that we may still meet the goal.

Variance:

- » Unable to gather any data on Maori male students as a group in KAMAR without actually viewing and collating each individual's data and then analysing.
- » Absenteeism among some target students

3. Focus on improving grades above 'Achieved' in senior school

Actions:

- » Using learning progressions focussing on investigation skills in junior school 2014 and 2015.
- » Scaffolding templates for Level 1 Science standards developed and used.
- » Developing research & literacy skills in junior school by practising socio-scientific report writing.
- » Purchase of new equipment enabled changing the context of standards to more engaging and relevant learning experiences, plus the collection of more reliable data.
- » Offering tutorials
- » Change of internal assessment at Level 1 for 103 students to increase student interest and participation.

Subject	% grades above Achieved level 2016 (internal assessments)	% grades above Achieved level 2015 (internal assessments)
Level 1 science	26.3	39.7
Level 201 biology	66.3*	37.5
Level 202 biology	24.9	Course not offered
Level 3 biology	45	44.9
Level 2 chemistry	68.3	73.8
Level 3 chemistry	63.8	85.2
Level 2 physics	63	54.4
Level 3 physics	57.4	67
Level 2 Earth & space	27.9	18.9
Level 3 earth & space	21.3	9.1

- » There has been a pleasing improvement in practical investigation results in Year 11 following two years of junior learning progressions focussed on this skill. AS90930 “Carry out a practical investigation, with direction” results show 60.5 % above ‘Achieved’ in 2016 compared to 43.1% (2015) and 30.9% (2014). In 2016 it is particularly pleasing to have 22.7% of students achieving an Excellence grade compared to 9% (2015) and 9.5% (2014).
- » Level 2 Biology showed a substantial improvement in students gaining above the ‘Achieved’ grade for both internals. One was due to a change of context as new equipment purchased meant more reliable collection of data with more reliable biological material. The other standard is well understood by teaching staff. Also a cohort of well engaged students with less able students now in the 202 Biology course. Prior to 2016 201 Biology was the choice of less able students wishing to take a science subject and this was reflected in results.
- » Level 2 Chemistry met the goal for two standards.
- » Level 2 ESS showed an improvement in results above the ‘Achieved’ grade as better resourcing enabled a change to a more relevant context for two internals. For the other internal, teacher familiarity with the standard, plus student use of google classroom, may have helped improve results.
- » Level 3 ESS showed an improvement in results above the ‘Achieved’ grade due to a changes in context and better resourcing.
- » Level 2 Physics met the goal for two of the three internal assessment standards.

Variance:

- » AS 90935 “Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction” results don’t show an improvement above Merit because of the difficulty students continue to have relating the mathematical relationships to variables involved. This is a skill extra to the practical investigation skills developed in the junior school.
- » Level 1 results impacted by students failing to submit or complete their last internal assessment (particularly 103) as they had lost motivation after the exams or decided they already had enough Level 1 credits overall.
- » New staff who are not familiar with the standards.
- » * One standard’s result for 201 Bio was not included as one student attempted that standard when they arrived from another school. They had already completed the internal the class at MMC was doing at the time.
- » Level 202 Biology class was set up to give a pathway to students into a Level 2 science.

Students in this class had borderline results in Level 1 Science 2015 and continue to have varied success in 2016.

- » In Level 2 Chemistry the last internal assessment was poorly done. In 2016 there was a larger cohort including students working at a greater range of abilities.
- » Level 3 Chemistry students chose between AS3.1 Investigation or AS 3.2 Spectroscopy and worked independently on either standard with teacher support. For AS3.2 students were supplied with a learning guide and were required to work through the tasks at their own pace where as in 2015 this topic was taught directly by the teacher. The difference in M/E grades is partially due to this difference in mode of delivery. However, used the self-directed method will be used again as it is important for students to learn self-efficacy as learners. In addition to this, some students chose to do both AS3.1 and AS3.2, teaching themselves AS3.2 in their own time with very little teacher support and just attempting the reassessment. This may also have accounted for the decrease in M/E grades. The students who opted to do another standard offered were, in many, cases students who needed more credits as they had not achieved other standards earlier in the year or were not confident about the externals that is the weaker students. This accounts for the significant decrease in M/E grades for that standard.



- » Level 3 Physics students achieved a lower total % of M or E in 2016 than in 2015 across all four standards. In particular two optional standards were poorly completed this year. Several students acknowledged they had rushed one of the tasks to gain the credits and had not taken up opportunities for re-assessment or conferencing. For the other standard the drop can be attributed to the modification of the marking schedule in 2016, as the original scheme used in 2014 and 2015 did not meet the achievement standard criteria (this was discovered during the moderation process in 2015).

Successes

The Science Department continues to review and modify the courses at each level to engage students with more relevant learning opportunities and assessments, with the aim of making success more achievable. This includes reducing the number of credits in some courses to aim for quality in understanding rather than quantity of credits. Some courses also offer optional internals to give students choice.

The scaffolding for the programmes has been built directly from the New Science Curriculum both in practice and delivery. This has resulted in a completely different look and feel for our junior and senior Science courses. Of key importance, is that we are endeavouring to get students to take responsibility for their own learning.

Evidence for increased student engagement was confirmed by the number of senior classes for the year especially when this trend goes against the national trend of falling science student numbers.

The learning progression rubrics have been completed and modified, and are imbedded in lesson planning. They are helping with student understanding of where they are in their learning and the next steps they need to take.

Employing a laboratory manager who understands the compliance required under the new School exempt laboratories code of practice has been a welcome addition to the Science department. She is also able to support staff with ideas and reliable preparation of equipment and chemicals. This has made a difference to staff morale. The lab manager role has had an increase in hours from 20 to 30 hours per week.

The purchase of more teaching resources to support student learning through authentic learning experiences. This has also enabled the collection of more reliable data and a change of context

for assessments. This has also improved student engagement and staff morale.

Improvements in buildings to help support teaching and learning (also meeting health and safety requirements) – new whiteboard surface in E 1, extractor system for D block laboratories due for instalment in the holiday period 2016/2017.

Working with Ngāi Te Rangi in the development of a teaching resource for Level 1 Science, to include Mātauranga and Western Science, was a success. The aim is to engage Māori students in their learning with a relevant local context based on the Rena event of 2011.

Evidence for increased student engagement was confirmed by the number of senior classes for the year especially when this trend goes against the national trend of falling science student numbers.

More students are choosing science as a subject to study. All students in years 9-11 take Science and on average most students in years 12 and 13 take at least one science course. Science is the biggest subject in the school with 14 teachers taking 56 classes. That is 1244 students in total, or on average 88% of the school take at least one science subject.

Barriers to Learning

There are a number of the most experienced and expert staff who have responsibilities in other areas of the school or are part time. As a result they are not available to teach at some levels where their expertise and experience would be invaluable to both students and staff.

Frequent absences of students has impacted on results. Staff have offered tutorial support throughout the year but this has been poorly attended unless students have been specifically directed to attend.

Not sufficient specialist science laboratories to enable students to have all science lessons in a laboratory. A need for another fume cupboard in the Chemistry area as class numbers continue to grow.

Maori Achievement

Staff continue to strive to aim for a culturally responsive curriculum by modifying their teaching practice and improving relationships with Māori students. Data analysis indicates that we are making small steps towards improving Māori male student achievement whereas female Māori students are achieving similar results to the general cohort in the junior school.



Results from Year 9 and 10 skills analysis indicate that where there is a high numeracy component required for a skill then Maori male students under perform compared to the general cohort.

Internal assessment results for all Maori 2016 compared to National average 2015 and Mount Maunganui College results 2015

Subject	% Pass rate MMC internals 2016 (all Maori) achievement standards	% Pass rate National internals 2015 (all Maori) achievement standards	% Pass rate MMC internals 2015 (all Maori) achievement standards
Level 1 science	60.9	79.5	74.8
Level 201 biology	75.1*	77.4	80.4
Level 202 biology	37.5	77.4	80.4
Level 3 biology	97	81.5	76.5
Level 2 chem	90.2	81.9	90
Level 3 chem	87.5	87.3	91.7
Level 2 phys	91.7	79.7	84.6
Level 3 phys	93.8	80.6	100
Level 2 Earth & space	80	60.7	64.7
Level 3 earth and space	55.2	66.3	50
Level 2 and Level 3 Marine	100		59.8

Variance:

- » Very small numbers of Maori students in Levels 2 & 3 can statistically skew data
- » Poor attendance by Maori students throughout the period preparing for an assessment and then absent from the assessment
- » New staff teaching standards for the first time
- » New staff who have yet to develop relationships with students
- » Many Level 1 students did not complete two standards offered at the end of the year because they had determined that they had sufficient credits to pass level 1 and this has skewed the results substantially. The two standards that the whole cohort attempted earlier in the year had an average pass rate of 91% for Maori students.
- » The standard offered to Level 202 Biology students at the end of the year was not completed by any Maori students. Maori students also failed to attend another standard which required compulsory attendance to set up a practical and gather data. Analysis of attendance indicates an average of 79.8% attendance (with the lowest attendee having 60% and the lowest grades in the class) which is equivalent to almost one lesson a week being missed. Those other ethnicity students who passed the internals usually had greater than 88% attendance.
- » One standard* in 201 Biology was attempted by only one student who arrived from another school and was given this alternative standard to the one being studied by the class. This result was not included as it would skew the results substantially.
- » The two standards in biology that the whole cohort attempted had an average pass rate of 69.5% for Maori students.

Staffing

- » Rose Burggraaf
  - » (HOD) 301 & 201 Bio, year 10 science
- » Claire Lindsay
  - » (Assist HOD/TIC Chem) 301 & 201 Chem
- » Jenny Harray
  - » (Dean years 9 & 13 /TIC Phys): 301 Phys, 201 Phys
- » Andrea Braithwaite
  - » (TIC Level 1 Science): 301 Chem, 201 Chem, year 10 science
- » Dani Shepherd
  - » (Dean year 10/TIC ESS): 301 & 201 ESS, year 10 science

- » Hamish Lacey
  - » (TIC Marine Studies/TIC biology share): 303 & 203 Mar, 201 biology, 102 science, year 9 science
- » Derek Beard
  - » 201 Phys, 102 Science, year 9 science
- » Jim Critchley
  - » 201 ESS, 103 science, year 10 science
- » Phil Rietema
  - » 102 Sci, year 9 & 10 science
- » Phil Rodgers
  - » 301 Phys, 201 Phys, year 9 science
- » Debs Ward
  - » 201 Phys, 101 & 102 science, year 9 science
- » John Devery
  - » year 10 science
- » Phillipa Jackson
  - » 301 Bio, 101 & 103 Science, year 10 Science
- » Ben Wood
  - » (TIC Biology share): 201 & 202 Biology, 101 Science, year 9 Science
- » Georgina Harrison
  - » Laboratory Manager

The science department continues to meet on Wednesday Department meeting times, and informally at interval and lunch which enables sharing of resources, pedagogical discussions, and promotes working as a team.

Summary

The science department remains a cohesive group who are focussed on facilitating the learning of students in Science. Programmes of learning continue to be modified to meet the needs of the students, including finding ways to incorporate a more culturally responsive curriculum and pedagogy.

The department continues to grow as more students are aware of the science learning opportunities that lead to future careers, and therefore choose science in the senior school.

Science skills and an understanding of concepts and processes are important for everyday living and innovation, and the science department endeavours to foster those skills and an understanding of science in Mount Maunganui College students.

We look forward to seeing the NCEA results for 2016 as we have worked hard to prepare our students for success.

Social Science Department Report

Head of Department - Derek Boston

Department Goals

1. That our NCEA students achieve a minimum of 14 credits from their course of study

Actions:

- » Teachers will endeavour to ensure that students gain the maximum credits possible from internal assessment opportunities provided during the year
- » Teachers will use Credit Tracking Summary Sheet from KAMAR to monitor student progress during the year
- » Teachers will use culturally responsive and relational approaches to their teaching

Outcomes:

NCEA Results 2015 – Students gaining 14 credits or more:

» 301 Classical Studies	50%
» 301 Geography	62%
» 301 History	100%
» 201 Geography	33%
» 201 History	75%
» 101 Geography	84%
» 101 History	79%

5 out of 7 subject areas have shown improvement

Variance:

There is a variance between Geography and History outcomes which is partly explained by the inequity between the number and credit value of internal assessments offered by NZQA in these courses. To meet the target of 14 credits, geography students require greater success at external exams than history students.

That our Year 9 and Year 10 students make learning progressions of at least 2 curriculum sub levels in core Social Studies skills.

Actions:

- » Pre test and post test data will be used to measure learning progressions in core Social Studies skills
- » Teachers will use culturally responsive and relational approaches to their teaching.

Outcomes:

Learning Progression Results 2016 – Students making 2 or more curriculum sub level progress:

SKILLS:	
Year 9	84%
Year 10	58%

WRITING:	
Year 9	63%
Year 10	45%

VALUES:	
Year 9	63%
Year 10	44%

SOCIAL DECISION MAKING:	
Year 9	51%
Year 10	61%

Variance:

Outcomes show that this department goal has been successful. All areas have shown improvement when compared to the previous year except for Year 10 writing which fell below expected targets.

Successes

Level 2 and Level 3 Geography fieldtrip to the Tongariro Crossing with its focus on the impact of people on the natural environment; Level 1 Geography fieldtrip to Waimangu Valley and Buried Village (Rotorua) with its focus on volcanic processes and the effect on people

Junior and Senior Model United Nations Assembly (MUNA) winners.

Positive feedback from external moderators on our ability to mark internal assessments accurately to the national standard (8 out of 8 in Level 3 Classical Studies, Level 3 Geography, Level 3 History, Level 2 History)

Consolidation of Learning Progression rubrics across curriculum levels 3 to 6

Integration of SOLO taxonomy into Learning Progression rubrics, and learning intentions and success criteria

Maori Achievement

A significant improvement has been noticed compared to the previous year, though Maori still under perform when compared to their European peer group. The Year 10 cohort not as successful this year with written skills when compared to the previous year.

Year 9:

- » Skills – 62% at expected level of performance (82% Europeans)
- » Writing – 27% at expected level of performance (45% Europeans)
- » Values – 32% at expected level of performance (48% Europeans)
- » Social Decision Making – 19% at expected level of performance (42% Europeans)

Year 10:

- » Skills – 40% at expected level of performance (68% Europeans)
- » Writing – 8% at expected level of performance (21% Europeans)
- » Values – 15% at expected level of performance (32% Europeans)
- » Social Decision Making – 27% at expected level of performance (63% Europeans)

Staffing

- » Mr D. Boston (HOD)
  - » Curriculum focus – Junior Social Studies; Senior History
  - » Taught – 9Bt SOS, 10Dn GHY, 101 HIS, 301 HIS
- » Mrs F. Stubbins (Assistant HOD)
  - » Curriculum focus – Junior Social Studies; Senior History & Classical Studies
  - » Taught – 10Cy GHY, 10lw GHY, 201 HIS, 301 CLS
- » Mrs J. Ball
  - » Curriculum focus – Junior Social Studies
  - » Taught – 9Br SOS, 9Dr SOS, 10Jn GHY, 10SI GHY

- » Mr H. Burns
  - » Curriculum focus – Junior Social Studies; Senior History
  - » Taught – 9Cd SOS, 9Pt SOS, 101 HIS, 201 HIS
- » Ms J. Everett
  - » Curriculum focus – Junior Social Studies; Senior Geography & Classical Studies
  - » Taught – 9Wx SOS, 102 GHY, 301 CLS, 301 GEO
- » Mrs M. Furneaux
  - » Curriculum focus – Junior Social Studies
  - » Taught – 9Wm SOS, 10Jp GHY
- » Ms K. McFarlane
  - » Curriculum focus – Junior Social Studies
  - » Taught – 9Wx SOS, 10Dw GHY, 10lw GHY
- » Mr J. Pringle
  - » Curriculum focus – Junior Social Studies
  - » Taught – 10Fc GHY, 10Wi GHY
- » Mr C. Richardson
  - » Curriculum focus – Junior Social Studies; Senior Geography
  - » Taught – 9Bh SOS, 9Cn SOS, 10Rm GHY, 101 GEO, 201 GEO
- » Mr K. Setiu
  - » Curriculum focus – Junior Social Studies
  - » Taught – 9Su SOS
- » Mr A. Sinton (Associate Principal)
  - » Curriculum focus – Junior Social Studies
  - » Taught – 9Hw SOS, 9Th SOS
- » Miss T. Williams
  - » Curriculum focus – Junior Social Studies
  - » Taught – 10Ku GHY, 10Wh GHY
- » Mrs A. Young
  - » Curriculum focus – Junior Social Studies
  - » Taught – 9DI SOS

Summary

2016 has been a successful year for our Department. We had an increase in the number of part-time teachers, but all had high expectations and delivered a quality programme with strong cultural links. We work well as a team and are committed to encouraging student-centred learning in the classroom. We take pride in establishing positive working relationships with our students and strive to deliver interesting lessons that are challenging. A key focus this year has been to monitor learning progressions across the curriculum levels for junior students. Next year SOLO taxonomy will be integrated into classroom activities and student exemplars will support the learning progression rubrics.

Special Education Department Report

Head of Department - Amanda Devereux / Kate Burns

Department Goals

1. To increase community participation for ORS students.

Action

- » Adapt teaching and learning programmes to include community based opportunities.
- » Provide training to specialist teacher around community participation based learning.
- » Increase work experience placements for senior students.

Outcome

- » Specialist Teachers evaluated learning intentions to include specific success criteria that ensured new learned skills were being applied to 'real-life' situations. Students' were involved in many community based learning opportunities such as - preparing for work, completing money transactions in the community, supermarket shopping, road safety, using public transport and increasing independence for recreational activities.
- » Four senior students completed work placements in with local businesses. These included Spongedrop Cafe, Gwen Rogers Kindergarten, Switched On Gym, Classic Flyers and Bunnings have offered placements for 2017.

2. To further develop the breadth of the Learning Centre by looking at the care and well being of students with mental health concerns/issues

Action

- » Identification of students with mental health needs - Teachers, Deans, Parents, students, Guidance counsellors, outside agencies, School Nurse
- » Parental contact and meeting to ascertain concern, current treatment (if any), referral to outside agency (if required). Produce an interim plan that addresses mental health need. Contact any outside agency working with student. Is Northern Health School on board? Should they be?

- » Inform LON of student and produce timetable (change codes through Senior Administrator if needed for roll to change for attendance purposes)
- » Liaise with CAMHS / other and Northern Health School (if on NHS roll) regularly. Attend CAMHS meeting if needed and keep parents informed of student progress.
- » Communicate students new timetable and basic notes on current health need to teachers. Co-ordinate any work from subjects and keep teachers informed.

Outcome

At the start of the year there were 19 students on the NHS roll. This has peaked to 27 at some point later in the year. We currently have 24 students in Year 10 to 13 are on the Northern Health School role who have an adapted programme that is monitored closely. Of the 24 students 7 are at home full time. A further 10 -15 students have been allocated time in the Learning Centre without NHS involvement but have significant emotional/mental health needs that are being monitored or are awaiting a referral to CAMHS.

Variance

- » Further work needed understanding Mental Health and its impact - Staff need to have further training on Mental Health issues and the impact on teenagers.
- » Information to staff on the progress of the student needs to be developed (good but not good enough)
- » NCEA administration needs to be carefully monitored (co-ordinating Te Kura credits and School Education credits)

Successes

- » Two new students with high needs were successfully transitioned into College from contributing schools.
- » Four ORS students completed work experience placements within the local community.
- » One ORS student was successfully transitioned into further tertiary study for 2017.

- » A closer working relationship was formed with the Careers Department. Through this relationship student's partook in training programmes, work experience opportunities and Trades Academy.
- » Students with significant mental health needs have been able to continue with their education, have been able to have stability and routine in their programme and have achieved some NCEA credits. They have also been able to be supported with their treatment through the Learning Centre close contact with CAMHS/hospital and NHS.
- » Student's timetables have been adapted to meet the changing needs of the their mental health progress which has allowed all students to continue to be part of Mount Maunganui College.
- » Close links with CAMHS have been established making enquiries and referrals a smoother process and direct access to clinicians for 'conversations' have been possible.
- » Students have a 'safe' place and feel supported at College.

Barriers to Learning

Physical space is an ongoing issue. We have struggled to support small learning groups and the expanding Leisure Time Club at Interval and lunch break that provides for so many pastoral & learning needs. Next year our ORS numbers are increasing and will continue to struggle to meet learner's needs.

Ongoing professional development for Teacher Aides. The student's would really benefit from the upskilling of Teacher Aides, especially in supporting students' in Literacy and Numeracy. Professional development opportunities for Teacher Aides are to be funded by the department and our budget did not allow for this.

A large number of part time Teacher Aides. Due to people decreasing hours throughout the year our numbers of part time employees increased. This created a barrier to learning because students had different T.As for one subject and the consistency of learning was interrupted.

Maori Achievement

At present the department does not collate statistics for Maori achievement. We provide additional support to all learners either on a temporary or full time basis.

The SENCO works closely with Kaitiaki and is proactive with involvement in the Maori Strategic Team (He Waka Eke Noa)

Staffing

- » Amanda Devereux continued in the role of SENCO (ORS) also providing 0.7 specialist teaching
- » Callum Harnor remained in the position of Specialist Teacher 0.7
- » Kate Burns continued in her role as SENCO (Learning and Behaviour).
- » Josephine Longmore continued in the role of Learning Centre Support
- » We have continued to place a full time Teacher Aide in the lower academic year 9 classes.
- » Jenny Beard continued to support Special Assessment Conditions.
- » Learning Centre Teacher Aide Team:
  - » Chazee Bidois
  - » Nichola Creed
  - » Alison Desmond
  - » Anita Eaton
  - » Pete Fountain
  - » Caroline Gilmour-Pope
  - » Michelle List
  - » Jo Longmore
  - » Glenn Osborne
  - » Lesley Martin
  - » Lynley Mathie
  - » Elizabeth Rust
  - » Justine Taylor
  - » Vince Thompson

Summary

The student funded by ORS have made good progress academically and socially. IEP's have been successful and parents have been positive of their overall development.

The learning Centre has utilised its minimal space and have supported a wide range of students and their needs. These groups of students include; ORS students, students with Autism, low level learners, students with mental health issues, Students requiring Special Assessment Conditions, Students with moderate to high behaviour needs, students with health issues, students that teachers have refused to have back in their class. The Leisure time club at interval and lunch also caters for students who need some security and may need some support with their social skills.

Resources and support continue to be given to the students in the lower academic classes.

A collaborative approach has insured that all team members have a voice and subsequently student's needs are met.

Sports Report 2016 and Planning for 2017

Head of Department - Terry Cochrane

1. Improve the schools website sports section

Actions

- » Regularly update the sports section on the school website throughout 2016 by including:
- » Upcoming dates and relevant information regarding all sporting events and codes
- » Draws and results for all winter sport codes
- » Current sport photos
- » Students sporting achievements

Outcomes

- » All stakeholders were able to access detailed information regarding sporting codes through the website.
- » Improved communication about the sports the school offers to all stakeholders.
- » The department was able to direct parents to the school website if the parent required further information about the sporting code.

Variance

- » The Department goal is successfully being employed
- » All teachers in charge of major sports should help update the site when appropriate in 2017. The more people contributing to the site the better it will become.



2. Set up committees in order to run some sporting codes

Actions

- » Talk to the teachers in charge asking them if they would like help by running their sport through committee.

Outcomes

- » Netball went into committee for the start of the season in order to organise the 2016 season.
- » Five of our Rugby coaches were from the PE Department. This was the closest we came to a sport being run in a committee situation all year.
- » While some of our major sports were not run by parent/teacher committees some of the sports had a group of parents supporting the teacher in charge.

Variance

- » In order for a sport to successfully run through committees the teachers in charge needs to want to put the sport into committee.
- » In 2017 the sports department is looking at Water Polo and Basketball being run by sports committees.

3. Sports Department to have meetings with Sports Captains.

Actions

- » Organise meetings with the sport leaders to help organise and run sporting events throughout the year.

Outcomes

- » The sport leaders had regular meetings with Mr Sinton. They also had meetings with their student sports committee and the sports office to organise several events during the year.
- » Some sporting events benefitted from meetings with the sport leaders. One of these events was the school Athletics, which the sport leaders organised well.



Variance

- » The department and senior management could create a list of events and tasks the leaders are required to organise throughout the year and schedule regular meetings together.
- » The structure of the student sport committee could be improved.

4. Find a Major Sports Sponsor / Sponsors.

Actions

- » Approach companies in the community for Sponsorship.

Outcomes

- » The Department secured three sponsors this year including:
- » John Pasley, Ray White Realty
- » Steve Long Auto
- » FlexFitness 24hour Gym. Owner John Appel
- » Both John Pasley and Steve Long will continue with their sponsorship of our car wash in 2017 paying \$800 per month when they are the monthly sponsor. FlexFitness will be our major Sports Sponsor in 2017.

Variance

- » Department goal is successfully being employed
- » There is a possibility of another major sponsor in 2017.

5. Complete grants regularly

Actions

- » Regularly apply and complete grants for sporting codes

Outcomes

- » The department applied for a number of grants throughout the year and successfully received three grants including:
- » Basketball Uniforms
- » Basketball Tournament
- » Volleyball Tournament

Variance

- » The department needs to apply and complete more grant application in 2017.

6. Have regular feedback meetings with senior management re Alastair Sinton

Actions

- » Organise regular meetings with senior management to gain feedback on how the department is operating.

Outcomes

- » Several meetings occurred during the year with Alastair, Russell and Donna.

Variance

- » More regular meetings should be scheduled for 2017.

Successes

Participation levels have continued to rise with a record number of students playing in our sports teams. 39% of female and 40% of male students played sport for the school throughout 2016. Individual success saw 19 of our students represent New Zealand age group teams in 2016. Elin Tawharu came 3rd at the World Surfing Championships in the under 16 girls division and for these efforts she was named Bay of Plenty Secondary School Sports Girl for the year at the Bay of Plenty Sports Awards. At the same awards George Haswell won the Bay of Plenty Secondary School



Contribution to Sport Award for his services to the sports of Rugby and Touch as a referee. There have been many other individual successes this year. Our most successful team performance was our school surfing team winning the New Zealand Secondary School Surfing teams title for a record 5th successive year. Our senior A boys and girls Water Polo teams placed in the top ten in New Zealand in the premier divisions as did our Senior A boys volleyball team at their respective national competitions.

Barriers to Learning

Finding quality coaches in the community to coach our increasing number of teams is also a challenge.

Better communication, more money through sponsorship, another gym and more coaches/managers are some of the issues currently facing the sports department.

Maori Achievement

The New Zealand Secondary School Sports Census is completed every year on KAMAR and is a requirement of every school in New Zealand. This census does not require us to monitor the percentages of Maori participating in sport at Mount Maunganui College. What I do know however is that sport plays an important part in the lives of many of our Maori students.

Staffing

- » Terry Cochrane
  - » Sport Director
- » Leah Marumaru-Flynn
  - » Sport Administrator – 10 hours per week
- » Loren Riddall
  - » Sport Administrator – 8 hours per week

Summary

The increasing number of students playing in our school sports teams has been a feature of the sports programme over the last two years. The increase in participation numbers requires the sports department to meet these demands as best it can. The ideal of having all the major sports covered with a teacher in charge and the sports department supporting these people should work well in 2017. The sports department with two staff cannot run major sports and all the special events by themselves and I look forward in supporting as many teachers in charge as we can get in 2017.

Sports Department Goals for 2017

Continue the improvement of our school sports website and improve the day to day communication by utilising the sports Facebook pages for the department and individual sporting codes.

Support all teachers in charge, coaches and managers. They are critical to the smooth running of the sports department.

Set up student sport team managers in order to improve the running of the sport department.

Work Experience Department Report

Head of Department - Graeme Skudder

Department Goals

1. To start a Learners Drivers License course.

Actions:

- » Engage an outside provider to facilitate this course.

Outcomes:

- » The course was run in the first part of the year with our Year 12 students.

Variation:

- » No variation good progress made with most students completing the course and gaining the 6 Level 2 Credits available.

2. 85% of Year 12 Students to have Level 2 by the end of the year.

Actions:

- » Ensure that enough Level 2 credits are available to enable this goal to be achieved.

Outcomes:

- » Good progress has been made once again with our students achieving very well this year.

Variation:

- » 75% achieved at the time of writing this report, we are waiting on some final results which should see 85% achieved.

3. Retain as many students through Level 2 as possible.

Actions:

- » Encourage and support students to stay and to continue to provide a pathway into Year 13.



Outcomes:

- » Outcomes for this goal have seen a large number of our students move on to further education outside the College or in to employment.

Variations

- » With the large number of our students moving on to other opportunities we will not be offering a Year 13 course next year.

Successes

Our programme continues to be successful, the introduction of the Learners License course has been a definite positive for the year.

Staffing

- » Lisa Sharrock
  - » Work Experience co-ordinator for years 11-12-13.
- » Jocelyn Shadbolt
  - » Curriculum focus years 11 and 12.
  - » Taught: Year 11 mathematics. Year 11 English, Year12 Life Skills (4 classes)
- » John Devery
  - » Curriculum focus years 11 and 12.
  - » Taught: Year 11-12 Horticulture.
- » Sioux Clarkson
  - » Curriculum focus year 12.
  - » Taught: BAC.
- » Garth Holder
  - » Curriculum focus years 11 and 12.
  - » Taught: Computing skills.
- » Holly Koningsveld/Alex Parker/Tuahu Waretini-Thomas
  - » Curriculum focus years 11, 12, and 13.
  - » Taught: Physical Education.
- » Di Hodge
  - » Curriculum focus year 13.
  - » Taught: Business skills.
- » Te Manakitanga Pryor
  - » Curriculum focus year 13.
  - » Taught: Maori.
- » Karen MacFarlene
  - » Curriculum focus year 13.
  - » Taught: Employment skills and tourism.
- » Sean Embling
  - » Curriculum focus year 11
  - » Taught: Food

Resources

Funding has been sufficient to cover expenses in 2016 (but only just). Most funding was used to provide resources for students including exercise books, materials for technology lessons etc and allowing students to fully participate in the programme.



Barriers to Learning

The main barrier to learning identified by staff is attendance. To reduce these barriers attendance is closely monitored by HOD, Form teachers and the Year 11 /12 Deans. When needed, extra assistance is requested from the Truancy Officer to follow up students and families. Programmes have continued to be developed and modified to meet the academic level of the group, relevant to student's lives and to allow for frequent ongoing assessment as skills/knowledge are mastered.

Maori Achievement

Maori Students continue to achieve well in the Work Experience Programme.

Strategies are put in place to help increase achievement.

Relational trust is a key aspect of increased achievement.

80% Level 1 NCEA

75% Level 2 NCEA

Summary

2016 has once again, been a highly successful year for the Work Experience Programme.

75% of our Year 11 students have Level 1.

(At time of writing) 75% of our Year 12 students finished the year with Level 2.

A large number 18/26 of our Year 13 students have moved into employment or other education opportunities.

I am always pleased to see our students grow in confidence and self belief which leads them to look for the next challenge rather than shying away from it.

It is my belief that this success comes about from 3 main factors:

- » Number 1 being an expectation of success . "We expect you to succeed."
- » Number 2 being an expectation of high standards of achievement, effort and behaviour.
- » Number 3 being an expectation that you will attend regularly (you can't succeed if you are not here).

All of these are supported by a consistent approach to school rules, especially around uniform, punctuality, phones and music devices.

A total commitment from staff is also evident with many putting in extra time to support students to achieve. This commitment goes far and beyond what is asked and comes (I believe) from the realisation that we can make a real difference.