

TOTARA COLLEGE OF ACCELERATED LEARNING

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 439

Principal: Deborah Max

School Address: 3 Ruahine St, Dannevirke

School Postal Address: P O Box 152, Dannevirke

School Phone: 06 374 6165

School Email: office@totaracollege.school.nz

Accountant / Service Provider:



**EDUCATION
FINANCE**

www.educationfinance.co.nz

TOTARA COLLEGE OF ACCELERATED LEARNING

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport
	BOT List

Totara College of Accelerated Learning

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Gravin William Welsh

Full Name of Board Chairperson



Signature of Board Chairperson

27/05/2021

Date:

Deborah Susan Max

Full Name of Principal



Signature of Principal

27.5.21

Date:

Totara College of Accelerated Learning

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	1,228,009	1,108,000	1,061,120
Locally Raised Funds	3	21,348	14,000	14,909
Use of Proprietor's Land and Buildings		103,200	100,000	103,200
Interest income		1,560	3,000	3,970
		<u>1,354,117</u>	<u>1,225,000</u>	<u>1,183,199</u>
Expenses				
Locally Raised Funds	3	7,831	8,200	15,855
Learning Resources	4	1,035,937	937,800	908,670
Administration	5	97,775	103,450	87,640
Finance		1,872	-	2,345
Property	6	161,482	165,400	167,280
Depreciation	7	20,781	17,000	18,074
Amortisation of Intangible Assets	12	6,157	5,000	6,157
		<u>1,331,835</u>	<u>1,236,850</u>	<u>1,206,021</u>
Net Surplus / (Deficit) for the year		22,282	(11,850)	(22,822)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>22,282</u></u>	<u><u>(11,850)</u></u>	<u><u>(22,822)</u></u>

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



Totara College of Accelerated Learning

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		255,841	255,841	278,663
Total comprehensive revenue and expense for the year		22,282	(11,850)	(22,822)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	278,123	243,991	255,841
Retained Earnings		278,123	243,991	255,841
Reserves		-	-	-
Equity at 31 December		278,123	243,991	255,841

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



Totara College of Accelerated Learning

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	282,677	255,644	257,494
Accounts Receivable	9	59,716	53,458	53,458
GST Receivable		6,446	8,298	8,298
Inventories	10	3,107	1,916	1,916
		<u>351,946</u>	<u>319,316</u>	<u>321,166</u>
Current Liabilities				
Accounts Payable	13	78,717	94,854	94,854
Revenue in Advance	14	7,194	-	-
Provision for Cyclical Maintenance	16	51,493	-	-
Finance Lease Liability - Current Portion	17	5,086	5,435	5,435
		<u>142,490</u>	<u>100,289</u>	<u>100,289</u>
Working Capital Surplus/(Deficit)		209,456	219,027	220,877
Non-current Assets				
Equitable Leasehold Improvements	15	36,761	37,918	42,918
Property, Plant and Equipment	11	44,693	49,082	56,082
		<u>81,454</u>	<u>87,000</u>	<u>99,000</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	413	53,447	48,447
Finance Lease Liability	17	12,374	8,589	15,589
		<u>12,787</u>	<u>62,036</u>	<u>64,036</u>
Net Assets		<u>278,123</u>	<u>243,991</u>	<u>255,841</u>
Equity	23	<u>278,123</u>	<u>243,991</u>	<u>255,841</u>

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



Totara College of Accelerated Learning

Statement of Cash Flows

For the year ended 31 December 2020

	Note	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash flows from Operating Activities				
Government Grants		421,118	358,000	332,123
Locally Raised Funds		21,348	14,000	16,320
Goods and Services Tax (net)		1,852	-	(742)
Payments to Employees		(206,001)	(150,000)	(138,532)
Payments to Suppliers		(199,867)	(209,850)	(180,495)
Cyclical Maintenance Payments in the year		-	-	(3,076)
Interest Paid		(1,872)	-	(1,113)
Interest Received		1,560	3,000	3,970
Net cash from/(to) Operating Activities		38,138	15,150	28,455
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(5,165)	(10,000)	(6,674)
Net cash from/(to) Investing Activities		(5,165)	(10,000)	(6,674)
Cash flows from Financing Activities				
Finance Lease Payments		(7,790)	(7,000)	(6,008)
Net cash from/(to) Financing Activities		(7,790)	(7,000)	(6,008)
Net increase/(decrease) in cash and cash equivalents		25,183	(1,850)	15,773
Cash and cash equivalents at the beginning of the year	8	257,494	257,494	241,721
Cash and cash equivalents at the end of the year	8	282,677	255,644	257,494

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

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



Totara College of Accelerated Learning

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Totara College of Accelerated Learning (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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 Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

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

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

i) Inventories

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20–50 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



k) 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.

l) 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.

m) 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

n) 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).

o) Financial Instruments

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

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

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

q) 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.



r) Budget Figures

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

s) 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	349,955	324,000	291,740
Teachers' Salaries Grants	813,129	750,000	728,584
Other MoE Grants	50,266	21,500	25,622
Other Government Grants	14,659	12,500	15,174
	<u>1,228,009</u>	<u>1,108,000</u>	<u>1,061,120</u>

The school has opted in to the donations scheme for this year. Total amount received was \$(enter dollar amount received).

Other MOE Grants total includes additional COVID-19 funding totalling \$20,736 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	1,166	1,500	4,714
Activities	739	2,500	4,197
Trading	10,395	6,000	4,688
Other Revenue	9,048	4,000	1,310
	<u>21,348</u>	<u>14,000</u>	<u>14,909</u>
Expenses			
Activities	903	4,000	7,665
Trading	6,928	4,200	8,190
	<u>7,831</u>	<u>8,200</u>	<u>15,855</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>13,517</u>	<u>5,800</u>	<u>(946)</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	66,278	84,800	66,762
Employee Benefits - Salaries	961,593	840,000	830,698
Staff Development	8,066	13,000	11,210
	<u>1,035,937</u>	<u>937,800</u>	<u>908,670</u>



5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	4,678	5,000	4,500
Board of Trustees Fees	4,697	6,000	5,993
Board of Trustees Expenses	2,139	2,500	1,444
Communication	2,706	2,600	2,249
Consumables	2,064	2,800	2,618
Operating Lease	959	-	901
Other	13,708	16,950	8,074
Employee Benefits - Salaries	59,015	60,000	54,505
Insurance	2,709	2,500	2,556
Service Providers, Contractors and Consultancy	5,100	5,100	4,800
	97,775	103,450	87,640

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	2,564	2,550	2,500
Consultancy and Contract Services	28,660	28,500	28,931
Cyclical Maintenance Provision	3,459	5,000	6,765
Grounds	6,000	7,100	6,621
Heat, Light and Water	9,944	11,000	10,835
Rates	2,132	1,650	2,038
Repairs and Maintenance	3,680	7,000	3,836
Use of Land and Buildings	103,200	100,000	103,200
Security	1,843	2,600	2,555
	161,482	165,400	167,280

. 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.

7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Furniture and Equipment	4,357	5,000	5,116
Information and Communication Technology	7,150	5,000	6,141
Leased Assets	9,201	7,000	6,733
Library Resources	73	-	84
	20,781	17,000	18,074



8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	29,736	29,655	31,505
Bank Call Account	78,238	77,482	77,482
Savings Account	25,420	380	380
Savings Account	149,353	148,127	148,127
Visa	(70)	-	-
Cash and cash equivalents for Statement of Cash Flows	282,677	255,644	257,494

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

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Teacher Salaries Grant Receivable	59,716	53,458	53,458
	59,716	53,458	53,458
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	59,716	53,458	53,458
	59,716	53,458	53,458

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	3,107	1,916	1,916
	3,107	1,916	1,916

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	16,886	-	-	-	(4,357)	12,529
Information and Communication Technology	18,631	5,165	-	-	(7,150)	16,646
Leased Assets	19,979	4,227	-	-	(9,201)	15,005
Library Resources	586	-	-	-	(73)	513
Balance at 31 December 2020	56,082	9,392	-	-	(20,781)	44,693



	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Furniture and Equipment	73,285	(60,756)	12,529
Information and Communication Technology	45,738	(29,092)	16,646
Leased Assets	33,087	(18,082)	15,005
Library Resources	3,247	(2,734)	513
Balance at 31 December 2020	<u>155,357</u>	<u>(110,664)</u>	<u>44,693</u>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Furniture and Equipment	19,671	2,331	-	-	(5,116)	16,886
Information and Communication Technology	20,429	4,343	-	-	(6,141)	18,631
Leased Assets	7,489	19,223	-	-	(6,733)	19,979
Library Resources	670	-	-	-	(84)	586
Balance at 31 December 2019	<u>48,259</u>	<u>25,897</u>	<u>-</u>	<u>-</u>	<u>(18,074)</u>	<u>56,082</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Furniture and Equipment	73,285	(56,399)	16,886
Information and Communication Technology	40,573	(21,942)	18,631
Leased Assets	28,860	(8,881)	19,979
Library Resources	3,247	(2,661)	586
Balance at 31 December 2019	<u>145,965</u>	<u>(89,883)</u>	<u>56,082</u>

13. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating Creditors	3,537	26,067	26,067
Accruals	5,407	6,750	6,750
Employee Entitlements - Salaries	59,716	60,171	60,171
Employee Entitlements - Leave Accrual	10,057	1,866	1,866
	<u>78,717</u>	<u>94,854</u>	<u>94,854</u>
Payables for Exchange Transactions	78,717	94,854	94,854
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>78,717</u>	<u>94,854</u>	<u>94,854</u>

The carrying value of payables approximates their fair value.



14. Revenue in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance - Ministry of Education	7,194	-	-
	<u>7,194</u>	<u>-</u>	<u>-</u>

15. Equitable Leasehold Improvements

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 25 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor of the closure of the school.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
The major capital works assets included in the equitable leasehold interest are:			
Buildings	123,137	37,918	123,137
Amortisation	(86,376)	-	(80,219)
	<u>36,761</u>	<u>37,918</u>	<u>42,918</u>

16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	48,447	48,447	44,758
Increase/ (decrease) to the Provision During the Year	3,459	5,000	6,765
Use of the Provision During the Year	-	-	(3,076)
Provision at the End of the Year	<u>51,906</u>	<u>53,447</u>	<u>48,447</u>
Cyclical Maintenance - Current	51,493	-	-
Cyclical Maintenance - Term	413	53,447	48,447
	<u>51,906</u>	<u>53,447</u>	<u>48,447</u>



17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	5,086	5,435	7,218
Later than One Year and no Later than Five Years	12,374	8,589	18,510
Later than Five Years	-	-	-
	<u>17,460</u>	<u>14,024</u>	<u>25,728</u>

18. Related Party Transactions

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

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

The Proprietor of the School (Dannevirke Christian Fellowship) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.



19. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,697	5,993
Full-time equivalent members	0.19	0.36
<i>Leadership Team</i>		
Remuneration	130,951	121,922
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	135,648	127,915
Total full-time equivalent personnel	1.19	1.36

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 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	100-110
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	1.00	0.00
	1.00	0.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2020** (Contingent liabilities and assets at **31 December 2019**: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

Nil

(Capital commitments at 31 December 2019: Nil)

(b) Operating Commitments

As at 31 December 2020 there are no operating commitments.(2019: Nil)

23. Managing Capital

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



24. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	282,677	255,644	257,494
Receivables	59,716	53,458	53,458
Total Financial assets measured at amortised cost	<u>342,393</u>	<u>309,102</u>	<u>310,952</u>

Financial liabilities measured at amortised cost

Payables	78,717	94,854	94,854
Finance Leases	17,460	14,024	21,025
Total Financial Liabilities Measured at Amortised Cost	<u>103,371</u>	<u>108,878</u>	<u>115,879</u>

25. Events After Balance Date

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

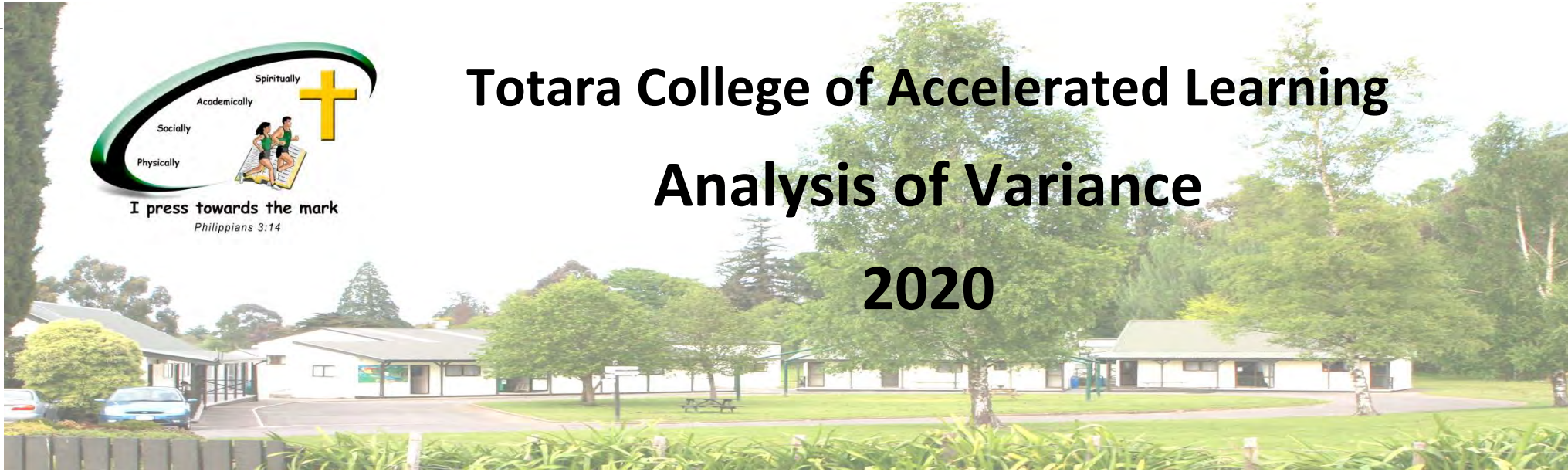




Totara College of Accelerated Learning

Analysis of Variance

2020



Strategic Objectives	2020 Goal	Actions	Led by	When	Budget	Short Report
Student's Learning						
Improve outcomes for all students, particularly Maori, and children with special needs	<p>To research “what does effective teacher practice look like at Totara College”</p> <p>To accelerate progress of students performing below expectation in M/W/R</p>	<p>With CoL initiative, work with ‘Vision Education’ on PD with staff around this topic, plus insert findings into our Curriculum Document</p> <p>Curriculum and Achievement plan (CaAP) actioned for 2020 and teachers upskilled in acceleration processes through CoL PD</p>	<p>DM</p> <p>BH</p>	<p>End of Term 1</p> <p>Ongoing, complete Term 4</p>	<p>N/A CoL</p> <p>Teachers to use related budgets to resource \$3,000</p>	<p>6.3.20 Jude Parks SM on What an Effective Teacher looks like. Completed writing this up 7.8.20</p> <p>6.3.20 Jude worked collaboratively with RP/BH to format new template. Work on this ongoing.</p> <p>28.8 SM -tweaked to make document even more user friendly and to encourage more writing in it. Principal used this to help with Internal Evaluation.</p>

Strategic Objectives	2020 Goal	Actions	Led by	When	Budget	Short Report
Student's Learning						
Improve outcomes for all students, particularly Maori, and children with special needs (continued)	To improve Teacher as Inquiry (TaI) practices with clear links in teacher appraisal system thus ensuring it is embedded in teacher practice	Further develop tracking of progress on staff TaI's, imbedding leading questions that require in-depth inquiry into teaching practice based on students' learning needs	DM	Ongoing, complete Term 4	N/A CoL	<p>Jude Parks had meetings re TaI. Most staff doing similar Inquiries. Principal used this to help with Internal Evaluation – which was part of her Inquiry. Staff answered questions regarding how well they understood the process. Principal has new way to do it 2021.</p>
Improve quality of reporting to BoT	To research data available for BoT reporting under MUSAC/EDGE	Research what data MUSAC/EDGE will print out and what we need to input to get the information we require for BoT reporting, trial reports, consult and action new reports	AM	By Term 2	N/A	<p>Edge have been no help with graphs, but we have included an added section as a summary for HoD's of Reading, Writing and Math.</p>
Implement Digital Technology Curriculum	To integrate the Digital Technology Curriculum into Year 1-10 and (Years 11-13 if they choose)	Integrate Digital Technology into lesson plans for Year 1-10 classes	AM	Ongoing, complete Term 4	\$1,000	<p>23.6 SM run by AM. DT discussed and individual goals were shared AM left. JM took over. Meeting with consultant 19.8.20. Showed us how to use Office 365 in a far better and quicker way. Have asked Damian (T.C. I T) to meet with Paul and learn more, so he can help us more.</p>
Review and improve Curriculum Documents	To complete review of Totara College Curriculum Document	Complete the pages relating to the Primary and Secondary Curriculum in our College Curriculum Document then share with school community	DM	End of Term 1	N/A	<p>Review completed by all staff, plus reviewed again with the focus on how to meet our Maori learners needs & to provide equity and excellence 28.8.20</p>

Strategic Objectives	2020 Goal	Actions	Led by	When	Budget	Short Report
Wellbeing						
Ensure Totara is a safe and healthy learning environment	To review Restorative Justice Practices and strengthen staff ability to work within it	Staff Meeting on Restorative Practice and system put in place for recording meetings etc	SA	Ongoing	N/A	SM held 12.8.20 Reviewed Student Management Policy.
	To survey school and school community re anti-bullying culture	Conducting survey with school community, collate and share back to community, any issues resolved	SA	Term 2	N/A	Survey sent out 12.8.20 Discussed in SM 15.9.20 Some students spoken to because of what was written.
Value our staff and ensure they are encouraged and professionally developed	To build a community of valuing each other and being the best, we can be as a combined staff group	Professional development focus on best practice and acceleration	DM	Through year	\$4,000	6.3, 30.7 -Jude Parks S Meetings on Effective Teacher. Lorraine Southby also helped 20.8 They have often been encouraged and they have P.D.
Provide Christian Service Opportunities	To be involved in the community of Dannevirke by using services opportunities to share God's love	Continuation of strategies to value teachers ie morning teas, afternoon teas, pastoral visits etc	DM	Through year	\$400	Individual Pastoral visits happened last 3 weeks of Term 2.
		Involvement in Easter, ANZAC, and Christmas events in Dvke. Service opportunities eg visits to Rest Homes, baking, servers at Hub catered events Take DCF Church Service Buddy System with senior students working with junior students School Leaders training and taking responsibility for assembly events, morning tea duty – with a focus on serving their peers through service Honor students who serve	DM DM RP RP DM	Through year	\$500	Ongoing. Pastor Ben continues to provide pastoral care. Covid lockdown – Easter, ANZAC from home The senior students working with the younger students is going well. This is ongoing.
		Sharing of Convention items	DM RP/JM			School leaders taking their turn at welcoming the speaker in our assemblies and taking the Bible reading No convention this year!

Strategic Objectives	2020 Goal	Actions	Led by	When	Budget	Short Report
Organisation						
Strengthen policies and procedures	To ensure policies and procedures around child safety are robust and meet expectations	Formal documentation of procedures related to risk management for school trips and EOTC are all relevant and all necessary documents are clear and available to all staff with detailed check lists	SA	Term 2	N/A	Went to an EOTC course 13/8/20. 7.9.20 and had a staff meeting to present findings. Will continue with staff meetings next year.
	To maintain an ongoing and evidence-based programme of review in relation to policies and procedures	Strengthen the review schedule for policies and procedures and then ensure that these are all reviewed at the relevant time	DM	Term 1	N/A	Reviewed NAG 1 and NAG 6 policies – 6.8.20
Revamp Totara College Website	To overhaul our College website and bring it up to date and make it user friendly and relevant	Contract Pete Smithies Media to work on website and make brochure	DM	Term 1	\$1500	Our new college Website up and running 16.6.20
Continue to implement 10 yr Property Plan	To complete sand pit and set up of new library To erect sign at school gate Painting Repairs	Sand Pit to be completed Library to be up and running for students to use and new resources brought Sign designed and erected Paint LC 1,2 exterior Paint art/reading room interior Stop leaks in Secondary building's roof	DM AM DM	Term 1 Mid year asap	Proprietors \$500 \$315 + materials	Sandpit completed March 2020 Library set up – end Term 2 New teacher running it, training held 27.7.20 LC 1,2 exterior painted July holidays Interior room not painted. Leaks not stopped!

Improvement Plan – Student’s Learning MATHEMATICS

Strategic Goals: Improve outcomes for all students, particularly Maori, and children with special needs

To accelerate progress of students performing below expectation in Mathematics

Annual Goal: accelerate progress of students performing below expectation in Numeracy

Annual Target: 80% of students working at or above in Mathematics

Baseline data:

Non Maori	Maori	Altogether
Well Below/Below 8/42 - 19%	Well Below/Below 8/15 - 53%	Well Below/Below 16/57 - 28%
Met/Above 34/42– 81%	Met/Above 7/15 - 47%	Met/Above 41/57 - 72%
Boys	Girls	Altogether (taking out IEP’s)
Well Below/Below 7/28 - 25%	Well Below/Below 9/29 - 31%	Well Below/Below 6/47 - 13%
Met/Above 21/28– 75%	Met/Above 20/29- 69%	Met/Above 41/47 -87%

Key Improvement Strategies:

When:	What:	Who	Indicators of Progress:
Feb	Target students identified	LT - Ruth	Target student table made up and filled out end of each term
End of each term	Monitoring of all target students	LT -Ruth	Reports to BoT tabled at BoT meetings

End of year data:

Non Maori	Maori	Altogether
Well Below/Below 6/42 - 14%	Well Below/Below 8/15 - 53%	Well Below/Below 14/57 - 24%
Met/Above 36/42– 88%	Met/Above 7/15 - 47%	Met/Above 43/57 - 76%
Boys	Girls	Altogether (taking out IEP’s)
Well Below/Below 6/28 - 21%	Well Below/Below 8/29 - 27%	Well Below/Below 4/47 - 8%
Met/Above 22/28– 79%	Met/Above 21/29- 73%	Met/Above 43/47 -92%

Analysis:

It is pleasing to see that two students have moved into the **met/above** over this year. They are both a solid **met** now. This brings 76% of our students achieving **at** or **above** the curriculum level for their age, compared with 72% in the first semester. Our aim is for the school to sit no lower than 80% of our students achieving **at** or **above** the curriculum level for their age.

Three of the four students working **below** curriculum level for their age, have a history of struggling with Math and therefore have a lot of support from teachers as well as monitors. They are all at the correct level in their Math PACEs and are passing their tests but take a lot of tutoring to complete and pass their work. When it comes to transferring the knowledge they have learnt in their PACEs to real life sums – they do not do as well. One reason for this is because they all struggle with reading and so can find decoding word problems difficult. (This will be a focus for 2021, for these students). The other below student was new to Totara at beginning of 2020 and came with a lot of gaps in Math learning (school attendance had been low previously). Work has and will continue to be done on supporting them to master those gaps and they are working on Business Math (an alternate Math programme with ACE for students who are not as advanced Mathematically).

Our 10 IEP's are made up of 4 Boys and 6 Girls, 6 Maori and 4 non-Maori students. Even though progress is slow with the IEP students, it is still progress in the right direction. Each one of these students have very detailed Math goals and are working towards these. None of them are on the appropriate level of Math PACEs for their age, but they are progressing through the ones at their ability slowly. Detailed reports will be written on each of these students and new goals set for 2020. These will be passed onto next teacher. In 2021, these students will be in LC1x1, LC2x2, LC3x1, LC4x3, LC5x3.

Looking at our data results, we can see that the highest area of concern is the amount of Maori students who are working **below** expectations. The reality for our school is that with our very high needs ORRs student and our family of four, who have continued their pattern of no or low attendance at school during their school life (not for lack of the school going over and above to correct this) we are in this situation. The positive for us is that we are able to make a difference in these young ones lives and the data does not show this when it is just figures on paper.

Looking towards the beginning of 2021 (if roll is as predicted) we will have 43/59 – 73% working at or above – this is due to two of the students who entered Totara after beginning of 2020 working **below** Curriculum level and they are both Maori students. They will both begin in our high school next year and plans are being made to support their Mathematic journey.

Resourcing - \$1000 NZCER \$150 (for PAT marking), Mathletics \$440, Calculators \$60, Kesco \$300 for resources

Improvement Plan – Student’s Learning WRITING

Strategic Goals: Improve outcomes for all students, particularly Maori, and children with special needs
To accelerate progress of students performing below expectation in Writing

Annual Goal: accelerate progress of students performing below expectation in **Literacy**

Annual Target: All children will have made progress in their Reading Skills with some moving from Below to Met and from Well Below to a higher level.

Baseline data:

Non Maori	Maori	Altogether
Well Below/Below 11/42 - 26%	Well Below/Below 10/15 - 67%	Well Below/Below 21/57 - 37%
Met/Above 31/42– 74%	Met/Above 5/15 - 33%	Met/Above 36/57 - 63%
Boys	Girls	Altogether (taking out IEP’s)
Well Below/Below 12/28 - 43%	Well Below/Below 9/29 - 31%	Well Below/Below 11/47 - 23%
Met/Above 16/28– 57%	Met/Above 20/29- 69%	Met/Above 36/47 -77%

Key Improvement Strategies:

When:	What:	Who	Indicators of Progress:
Feb	Target students identified	LC teachers BH	Target student table made up and filled out end of each term
End of each term	Monitoring of all target students	LC teachers BH	Reports to BoT tabled at BoT meetings

End of year data:

Non Maori	Maori	Altogether
Well Below/Below 12/42 - 28 %	Well Below/Below 9/15 - 60%	Well Below/Below 21 /57 - 37%
Met/Above 30/42– 72 %	Met/Above 6/15 - 40 %	Met/Above 36 /57 – 63%
Boys	Girls	Altogether (taking out IEP’s)
Well Below/Below 11 /28 - 39%	Well Below/Below 10/29 - 34%	Well Below/Below 11/47 -23%
Met/Above 17/28– 61%	Met/Above 19/29- 66%	Met/Above 36/47 - 77%

Analysis.

The Semester 2 results show us there has been progress in Literacy and Writing across the board. Taking out our IEP students comparing February's results with November's results shows there has been an increase of 8% students being at Met and Above writing levels. I am pleased as this is nearly in line with the school's strategic plan of 80% of students being at Met or Above for writing.

Our 10 IEP's are made up of 4 Boys and 6 Girls, 6 Maori and 4 non-Maori students.

Main areas of focus for these students are Literacy, Numeracy, Key Competencies, and student agency. All students bar 2 have made some progress moving a sub level since the start of the school year. All students are still well below their expected levels, and realistically this will remain. I am confident that these 8 students will make improvements and will be working closer to their expected academic levels. I have introduced a journal writing initiative for all students in LC3-5 where they will write for 15 minutes 3-5 times a week. Students will do free writing and directed writing, to promote a more positive attitude and approach to writing.

Monitors support each student's learning by assisting them in areas they need extra help. Peer support is also in place, more able students work with IEP students helping them by reading or explaining a concept to aid their understanding. I have noticed that peer support enables equity in the classroom, by developing empathy skills and help IEP students feel that they are able to call on their peers for help without feeling stigmatised or inferior. Teachers are able to monitor how students are progressing via marking, critiquing and having discussions with these students to and offer additional support where needed.

Resourcing - Oral, Visual, Writing, Str plan \$800 (\$150 per LC).

Improvement Plan – Student’s Learning READING

Strategic Goals: Improve outcomes for all students, particularly Maori, and children with special needs

To accelerate progress of students performing below expectation in Reading

Annual Goal: accelerate progress of students performing below expectation in Reading

Annual Target: 80% of students working at or above in Reading

Baseline data:

Non Maori	Maori	Altogether
Well Below/Below 5/29 - 17%	Well Below/Below 8/14 - 57%	Well Below/Below 13/43 - 30%
Met/Above 24/29 – 83%	Met/Above 6/14 - 43%	Met/Above 30/43 - 70%
Boys	Girls	Altogether (taking out IEP’s)
Well Below/Below 6/23 - 26%	Well Below/Below 7/20 - 35%	Well Below/Below 4/34 -12%
Met/Above 17/23– 74%	Met/Above 13/20 - 65%	Met/Above 30/34 -88%

Key Improvement Strategies:

When:	What:	Who	Indicators of Progress:
Feb	Target students identified	LT - MA	Target student table made up and filled out end of each term
End of each term	Monitoring of all target students	LT - MA	Reports to BoT tabled at BoT meetings

End of year data:

Non Maori	Maori	Altogether
Well Below/Below 5 /29 - 17%	Well Below/Below 7 /14 - 50 %	Well Below/Below 12 /43 -29 %
Met/Above 24 /29 – 82%	Met/Above 7 /14 - 50%	Met/Above 31 /43 -72 %
Boys	Girls	Altogether (taking out IEP’s)
Well Below/Below 6 /23 - 26 %	Well Below/Below 6 /20 - 30%	Well Below/Below 3/34 – 8%
Met/Above 17 /23 - 74 %	Met/Above 14/20 - 70%	Met/Above 31/34 - 92%

Analysis:

It is pleasing to see that altogether we have 92% of our students achieving **at or above** the curriculum level for their age, compared with 88% in the first semester. Even though progress is slow with the IEP students, it is still progress in the right direction.

Our 9 IEP’s are made up of 4 Boys and 5 Girls, 6 Maori and 3 non-Maori students.

The 9 IEP students all have individual learning plans that cater for their individual needs. One of these students is an ORRS student who has multiple learning and developmental needs. Five of the other IEP students are relatively new students to Totara College and four are from the same family who, because of a history of non-attendance, are well behind in their academic learning and achievement.

Eight, (excluding the ORRS student) of these IEP students have all made progress with reading confidence and continue to make steady progress. The 3 students in LC 1 will continue to follow the ABC's programme next year with a support teacher in class. ORRS applications have been made for the 2 year 4 students who both have speech challenges.

The other student Below in LC1 will have one on one lessons to help with confidence and I expect this student to be at Met by the end of semester one 2021.

The 3 IEP students in LC 3 have been working in a small group with the Learning Support Teacher concentrating on comprehension skills and vocabulary. The main goal for this group is to help the students gain confidence and become independent readers, whilst expanding their vocabulary and general knowledge. The school journals are a great resource, and the Reading Budget has supplied some additional new comprehension readers.

Resourcing - \$200 Lioncrest - \$729.97 Cengage (Benchmark - \$595 Enlighten Press - \$605 Clean Slate Press - \$330

Improvement Plan – Student’s Learning

Strategic Goals: Implement Digital Technology Curriculum

Annual Goal: To integrate the Digital Technology Curriculum into Year 1-10 and (Years 11-13 if they choose)

Annual Target: The students can identify digital devices, what they’re used for and understand that they are made by humans. They know when to use some applications, they can identify the inputs and outputs of a system, and they understand that digital devices store content which can be retrieved later.

Baseline data:

No organised Digital Technology was being taught although aspects of it were happening during other subjects. We were at the stage of Planning for the new curriculum and experimenting with ideas at the coal face.

End of Year Outcomes:

LC1 &2: Design and Developing (Outcome 1): using STEM
Computational Thinking (Outcomes: 1): using STEM

LC3: Design and Developing (Outcome 1)
Computational Thinking (Outcomes: 1 & 2): using SCRATCH

LC4: have discussed using scratch and how we can use it in the future, meeting a number of the annual target criteria.
All students have been encouraged to use teams, zoom and general WP use in normal lesson times.

When:	What:	Who:	Indicators of Progress:
Review end of 2020	Staff provided Outcomes	AM	All teachers given Outcomes for the year
	Wrote Curriculum	JM & RP	The Curriculum Document was placed into the Shared Folder for all Staff to have access
	Met with I.T. specialist for next year	JM & DR	Planned Digital Technology Curriculum for entire School for 2021

Monitoring: How are we going, check each term, where are gaps, what needs to change

Resourcing Lego- \$10000. Scratch - \$. Tablets, computers, Laptops Chromebooks- given by MOE. I.T. specialist to work with LC4,5.

Key Improvement Strategies for 2021:

Years 1-10

Lego- We will use Lego to deliver our Outcomes. At first this will happen using a professional outside provider until staff are confident to teach this on their own.

Years 11-13

We will deliver through Instant Education Solutions, Digital Technology Standard 91076 with support from a Digital Technology teacher for Year 11-13.



TOTARA COLLEGE OF ACCELERATED LEARNING

LIST OF BOARD MEMBERS AS AT 31 DECEMBER 2020

<u>NAME</u>	<u>POSITION HELD</u>	<u>OCCUPATION</u>	<u>NAME OF EMPLOYER</u>	<u>DATE ELECTED</u>	<u>DATE EXPIRES / RESIGNED</u>
Gavin Welsh	Chairman/Prop Rep	Accountant	Tararua D.C.	Elected May 19	May 2022
Iona Patu	Deputy Chair /Parent Rep.	Secretary	Dvke Christian Fshp	Elected May 19	May 2022
Debbie Max	Principal	Principal	Totara College	Appt'd April 03	
Ruth Peters	Staff Rep.	Teacher	Totara College	Elected April 12	May 2022
Ricky Carnie	Parent Rep	General Manager		Elected May 19	May 2022
Tania Emslie	Parent Rep.			Elected May 16	May 2022
Clayton Locke	Parent Rep.	Firefighter	Fire Service	Elected May 19	May 2022
Isabelle Omundsen	Parent Rep	Farmwife		Elected May 19	May 2022
Logan Strydom	Student Rep	Student		Elected Sept. 19	Sept. 2022
David Reid	Deputy Chair/Prop Rep.	Service manager	Metalform	Appt'd May 10	Mar. 2020
Catherine Cameron	Board Minute Secretary		Totara College		