

# HURUNUI COLLEGE

## Annual Financial Statements For the year ended 31 December 2023

Ministry Number: 311  
Principal: Stephen Beck  
School Address: Tenterden Street, Harwarden  
School Postal Address: P O Box 12, Harwarden  
School Phone: 03 314 4430  
School Email: office@hurunuicollege.school.nz

### Members of the Board of Trustees

Name	Ceased	Term Finishes
Greg Costello		Jul-25
Rhondda Sullivan		Jul-25
Kelly Morris		Jul-25
Robin McKinlay		Dec-23
Jessica Kirkland		Dec-23
William Hornett		Jul-25
Stephen Beck - Principal		

### Accountant / Service Provider:

Geoff Gillam Consultants

# Hurunui College

## Table of Contents

### Page

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expenses
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Cashflow Statement
6	Notes to the Financial Statements

### **Other Information**

Independent Auditor's Report

# Hurunui College

## Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Robin McKinlay

Jane Marsh

---

Full Name of Presiding Member

---

Full Name of Principal

Signed by:  
  
B44974D4D42235F5

Signed by:  
  
CDD81FD760B2F819

---

Signature of Presiding Member

---

Signature of Principal

21/05/2024

21/05/2024

# Hurunui College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	4,203,492	4,227,077	3,786,664
Locally Raised Funds	3	178,106	54,565	144,674
Interest		21,949	-	6,641
Gain on Sale of Property, Plant and Equipment		-	-	309,220
		<u>4,403,547</u>	<u>4,281,642</u>	<u>4,247,199</u>
<b>Expenses</b>				
Locally Raised Funds	3	128,437	6,000	73,809
Learning Resources	4	2,802,277	2,742,728	2,546,184
Administration	5	199,929	220,900	225,553
Interest		1,232	-	1,582
Property	6	938,243	921,000	737,598
Other Expense	7	402,619	350,000	348,390
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>4,472,737</u>	<u>4,240,628</u>	<u>3,933,116</u>
<b>Net Surplus / (Deficit)</b>		(69,190)	41,014	314,083
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>(69,190)</u></u>	<u><u>41,014</u></u>	<u><u>314,083</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.

# Hurunui College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Actual <b>2023</b> \$	Budget (Unaudited) <b>2023</b> \$	Actual <b>2022</b> \$
<b>Balance at 1 January</b>	<u>1,500,584</u>	<u>1,500,584</u>	<u>1,584,626</u>
Total comprehensive revenue and expense for the year	(69,190)	41,014	314,083
Owner transactions			
Contribution - Furniture and Equipment Grant	-	-	1,875
Contribution to Ministry of Education - School House Sale	23	-	(400,000)
<b>Equity at 31 December</b>	<u>1,431,394</u>	<u>1,541,598</u>	<u>1,500,584</u>
Accumulated comprehensive revenue and expense	1,431,394	1,541,598	1,500,584
Reserves	-	-	-
<b>Equity at 31 December 2023</b>	<u>1,431,394</u>	<u>1,541,598</u>	<u>1,500,584</u>

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.

# Hurunui College

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	535,158	760,274	844,448
Accounts Receivable	9	209,772	168,000	160,676
GST Receivable		-	35,000	38,421
Prepayments		5,239	2,000	-
Inventories		8,300	8,000	2,000
Investments	10	250,000	-	-
		<u>1,008,469</u>	<u>973,274</u>	<u>1,045,545</u>
<b>Current Liabilities</b>				
GST Payable		2,004	-	-
Accounts Payable	12	198,961	205,000	198,992
Revenue Received in Advance	13	17,669	20,000	23,781
Provision for Cyclical Maintenance	14	22,727	22,501	22,501
Funds held for Capital Works Projects	16	290,005	-	95,834
Finance Lease Liability - Current Portion	15	52,547	11,500	51,093
		<u>583,913</u>	<u>259,001</u>	<u>392,201</u>
<b>Working Capital Surplus or (Deficit)</b>		424,556	714,273	653,344
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,103,236	838,325	869,836
		<u>1,103,236</u>	<u>838,325</u>	<u>869,836</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	13,400	-	-
Finance Lease Liability	15	82,998	11,000	22,596
		<u>96,398</u>	<u>11,000</u>	<u>22,596</u>
<b>Net Assets</b>		<u><u>1,431,394</u></u>	<u><u>1,541,598</u></u>	<u><u>1,500,584</u></u>
<b>Equity</b>		<u><u>1,431,394</u></u>	<u><u>1,541,598</u></u>	<u><u>1,500,584</u></u>

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

# Hurunui College

## Cash Flow Statement

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,375,708	1,412,077	1,247,226
Locally Raised Funds		138,606	56,268	164,587
Goods and Services Tax (net)		40,425	3,421	63,682
Payments to Employees		(636,785)	(642,753)	(557,365)
Payments to Suppliers		(886,770)	(727,383)	(1,021,079)
Interest Received		17,391	-	6,641
Net cash from / (to) the Operating Activities		48,575	101,630	(96,308)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(240,740)	(35,000)	(92,870)
Purchase of Investments		(250,000)	-	-
Proceeds from Sale of Investments		-	-	-
Net cash from / (to) the Investing Activities		(490,740)	(35,000)	(92,870)
<b>Cash flows from Financing Activities</b>				
Contribution by the Ministry of Education - Furniture and Equipment Grants		-	-	1,875
Finance Lease Payments		(61,296)	(51,189)	(50,928)
Funds Administered on Behalf of Third Parties		194,171	(99,615)	110,133
Net cash from Financing Activities		132,875	(150,804)	61,080
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(309,290)</b>	<b>(84,174)</b>	<b>(128,098)</b>
Cash and cash equivalents at the beginning of the year	8	844,448	844,448	972,546
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>535,158</b>	<b>760,274</b>	<b>844,448</b>

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

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

# Hurunui College

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2023

#### a) Reporting Entity

Hurunui School (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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

##### *PBE Accounting Standards Reduced Disclosure Regime*

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

##### *Critical Accounting Estimates And Assumptions*

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

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

##### *Useful lives of property, plant and equipment*

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

##### *Critical Judgements in applying accounting policies*

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13.



### *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 14.

### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives; *Operational grants* are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

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

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

### **Other Grants where conditions exist**

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

*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.

### **Donations, Gifts and Bequests**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

## **d) 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 three months 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) Investments**

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

The School has met the requirements under schedule 6 section 28 of the Education Act 1989 in relation to the acquisition of securities.

### **j) 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.

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:	Years
Building improvements	10 - 100
Furniture and equipment	5 - 10
Information and communication technology	5
Plant	10 - 20
Term of Lease	2 - 3
Library resources	10
Motor Vehicles	5 - 10

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

#### **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from grants 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, should the School be unable to provide the services to which they relate.

#### **p) Provision for Cyclical Maintenance**

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

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

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

#### **q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **r) Funds held for Capital works**

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

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

#### **s) Financial Instruments**

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

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

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

#### **t) 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.

#### **u) Budget Figures**

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

#### **v) 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

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Government Grants - Ministry of Education	907,107	912,077	821,973
Teachers' Salaries Grants	2,159,464	2,150,000	2,011,149
Use of Land and Buildings Grants	667,586	665,000	527,555
Bus	469,335	500,000	425,987
Other Government Grants	-	-	-
	4,203,492	4,227,077	3,786,664

The school has opted in to the donations scheme for this year. Total amount received was \$31,595.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget \$	2022 Actual \$
<i>Revenue</i>			
Donations & Bequests	9,372	-	7,953
Fees for Extra Curricular Activities	78,628	25,565	53,337
School houses	62,780	-	57,076
Trading	27,326	29,000	26,308
	178,106	54,565	144,674
<i>Expenses</i>			
Extra Curricular Activities Costs	50,108	-	31,749
Trading	13,449	6,000	14,460
School houses	64,880	-	27,600
	128,437	6,000	73,809
<i>Surplus for the year Locally raised funds</i>	49,669	48,565	70,865

## 4 Learning Resources

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Curricular	157,349	156,217	121,652
Employee Benefits - Salaries	2,509,120	2,510,000	2,302,207
Staff Development	5,814	10,000	7,553
Depreciation	129,994	66,511	114,772
	2,802,277	2,742,728	2,546,184

## 5. Administration

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Audit Fee	6,339	-	6,038
Board of Trustees Fees	4,145	4,500	4,055
Board of Trustees Expenses	12,655	7,500	9,201
Communication	1,256	2,000	1,345
Consumables	6,910	7,000	5,007
Staff Expenses	3,563	3,000	1,876
Other	30,343	56,900	52,396
Employee Benefits - Salaries	134,718	140,000	145,635
	199,929	220,900	225,553

## 6. Property

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Caretaking and Cleaning Consumables	7,088	8,500	10,871
Cyclical Maintenance Provision	13,626	-	4,280
Grounds	15,236	12,000	11,176
Heat, Light and Water	26,436	40,000	26,592
Rates	6,542	8,000	5,761
Repairs and Maintenance	51,211	47,500	24,741
Use of Land and Buildings - Non-Integrated	667,586	665,000	527,555
Employee Benefits - Salaries	150,518	140,000	126,622
	<u>938,243</u>	<u>921,000</u>	<u>737,598</u>

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

## 7. Other Expense

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Transport	402,619	350,000	348,390
	<u>402,619</u>	<u>350,000</u>	<u>348,390</u>

## 8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Bank Current Account	535,158	760,274	844,448
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>535,158</u>	<u>760,274</u>	<u>844,448</u>

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

Of the \$535,158 Cash and Cash Equivalents, \$290,005 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

## 9. Accounts Receivable

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Debtors	38,091	3,000	4,703
Interest Accrued	4,558	-	-
Teacher Salaries Grant Receivable	167,123	165,000	155,973
	<u>209,772</u>	<u>168,000</u>	<u>160,676</u>
Receivables from Exchange Transactions	42,649	3,000	4,703
Receivables from Non-Exchange Transactions	167,123	165,000	155,973
	<u>209,772</u>	<u>168,000</u>	<u>160,676</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	250,000	-	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2023

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	522,480	-	-	-	(9,956)	512,524
Furniture and Equipment	93,768	5,104	-	-	(18,442)	80,430
Information and Communication	19,250	-	-	-	(6,184)	13,066
Motor Vehicles	13,614	18,173	-	-	(9,976)	21,811
Plant	131,068	217,463	-	-	(21,973)	326,558
Leased Assets	72,868	122,654	-	-	(60,459)	135,063
Library Resources	16,788	-	-	-	(3,004)	13,784
<b>Balance at 31 December 2023</b>	<b>869,836</b>	<b>363,394</b>	<b>-</b>	<b>-</b>	<b>(129,994)</b>	<b>1,103,236</b>
	<b>2023 Cost or Valuation \$</b>	<b>2023 Accumulated Depreciation \$</b>	<b>2023 Net Book Value \$</b>	<b>2022 Cost or Valuation \$</b>	<b>2022 Accumulated Depreciation \$</b>	<b>2022 Net Book Value \$</b>
Buildings	690,881	(178,357)	512,524	690,881	(168,401)	522,480
Furniture and Equipment	621,338	(540,908)	80,430	616,653	(522,885)	93,768
Information and Communication	220,233	(207,167)	13,066	220,233	(200,983)	19,250
Motor Vehicles	139,797	(117,986)	21,811	121,624	(108,010)	13,614
Plant	545,685	(219,127)	326,558	328,222	(197,154)	131,068
Leased Assets	178,483	(43,420)	135,063	180,575	(107,707)	72,868
Library Resources	132,256	(118,472)	13,784	132,256	(115,468)	16,788
<b>Balance at 31 December</b>	<b>2,528,673</b>	<b>(1,425,437)</b>	<b>1,103,236</b>	<b>2,290,444</b>	<b>(1,420,608)</b>	<b>869,836</b>

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

## 12. Accounts Payable

	2023 Actual \$	2023 Budget \$	Actual \$
Creditors	20,978	30,000	30,266
Banking Staffing Overuse	-	-	-
Employee Benefits Payable - Salaries	167,123	165,000	155,973
Employee Benefits Payable - Leave Accrual	10,860	10,000	12,753
	<b>198,961</b>	<b>205,000</b>	<b>198,992</b>
Payables for Exchange Transactions	198,961	205,000	198,992
	<b>198,961</b>	<b>205,000</b>	<b>198,992</b>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Funds Held on Behalf of Third Parties	17,669	20,000	23,781
	<b>17,669</b>	<b>20,000</b>	<b>23,781</b>

## 14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Provision at the Start of the Year	22,501	22,501	129,968
Increase to the Provision During the Year	13,626	-	4,280
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	(111,747)
Provision at the End of the Year	<u>36,127</u>	<u>22,501</u>	<u>22,501</u>
Cyclical Maintenance - Current	22,727	22,501	22,501
Cyclical Maintenance - Non current	13,400	-	-
	<u>36,127</u>	<u>22,501</u>	<u>22,501</u>

The school's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property plan which is prepared by a Ministry of Education appointed property consultant.

## 15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget \$	2022 Actual \$
No Later than One Year	52,547	11,500	51,342
Later than One Year and no Later than Five Years	82,998	11,000	22,596
Later than Five Years	-	-	-
Future Finance Charges	-	-	(249)
	<u>135,545</u>	<u>22,500</u>	<u>73,689</u>
<b>Represented by</b>			
Finance lease liability - Current	52,547	11,500	51,093
Finance lease liability - Non current	82,998	11,000	22,596
	<u>135,545</u>	<u>22,500</u>	<u>73,689</u>

## 16. 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

		Opening Balances ances \$	Receipts from MoE \$	School Contribution \$	Payments \$	Closing Bal- \$
	<b>2023</b>					
Junior Build	<i>completed</i>	\$ -	48,394	-	(48,394)	-
Senior Block	<i>completed</i>	76,039	305,094	-	(91,128)	290,005
Roof	<i>completed</i>	19,795	(19,795)	-	-	-
Totals		<u>95,834</u>	<u>333,693</u>	<u>-</u>	<u>(139,522)</u>	<u>290,005</u>
	<b>2022</b>					
Junior Build	<i>in progress</i>	(\$14,299)	673,480	-	(659,181)	-
Rekey	<i>completed</i>	-	27,883	-	(27,883)	-
Administration	<i>completed</i>	-	24,973	-	(24,973)	-
Senior Block	<i>completed</i>	-	126,153	-	(50,114)	76,039
Roof	<i>in progress</i>	-	19,795	-	-	19,795
Totals		<u>(14,299)</u>	<u>872,284</u>	<u>-</u>	<u>(762,151)</u>	<u>95,834</u>

## 17. 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.

## 18. Remuneration

### Key management personnel compensation

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

	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	4,145	4,055
<i>Leadership Team</i>		
Remuneration	412,461	387,102
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>416,606</u>	<u>391,157</u>
Total full-time equivalent personnel	<u>3.00</u>	<u>3.00</u>

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	140-150
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

### Other Employees

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

Remuneration	<b>2023</b>	<b>2022</b>
\$000	<b>FTE Number</b>	<b>FTE Number</b>
100-110	3	2
110-120	3	3
120-130	2	0
	<u>8</u>	<u>5</u>

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

## 19. 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:

	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Actual</b>
Total	\$0	\$0
Number of People	-	-



## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

### Teacher Aide & Support Staff Settlement Wash Up

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2023 the Board has commitments to Capital Works Project. These projects are fully funded by the Ministry of Education.

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
Senior Block	\$ 851,489	\$ 141,242	\$ 710,247
<b>Total</b>	<b>851,489</b>	<b>141,242</b>	<b>710,247</b>

(Capital commitments at 31 December 2022:\$95,836)

### (b) Operating Commitments

As at 31 December 2023 the Board had no operating commitments.

## 22. Financial Instruments

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

### Cash and receivables

	2023 Actual	2023 Budget	2022 Actual
Cash and Cash Equivalents	\$ 535,158	\$ 760,274	\$ 844,448
Receivables	209,772	168,000	160,676
Investments - Term Deposits	250,000	-	-
<b>Total Cash and Receivables</b>	<b>994,930</b>	<b>928,274</b>	<b>1,005,124</b>

### Financial liabilities measured at amortised cost

Payables	198,961	205,000	198,992
Finance Leases	135,545	22,500	73,689
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>334,506</b>	<b>227,500</b>	<b>272,681</b>

## 23. Comparatives

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

## 24. Events After Balance Date

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

**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF HURUNUI COLLEGE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Hurunui College (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 15, that comprise the statement of financial position as at 31 December 2023, 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 2023; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 21<sup>st</sup> of May 2024. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the Statement of responsibility, Members of the board listing, Statement of variance, Evaluation and analysis of student progress and achievement, Report on giving effect to Te Tiriti o Waitangi, Statement of compliance with employment policy and Kiwisport funding report, but does not include the financial statements, and our auditor's report thereon.

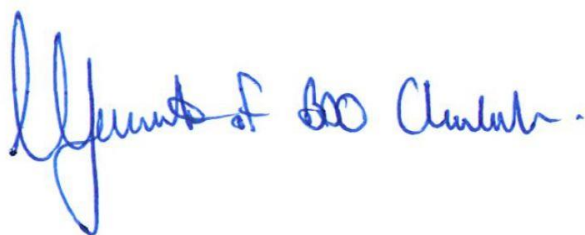
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

#### **Independence**

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

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



Warren Johnstone  
BDO Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand

# Statement of Variance: progress against annual targets

## *Strategic Goal 1: Dynamic, seamless curriculum.*

### Annual Target/Goal 1.1: Student Progress and Achievement – All students at Hurunui College work towards reaching their full potential.

**A:** Students working just below the expected curriculum level in Y1-10 are identified and supported to meet the appropriate curriculum level. Priority is given to Literacy and Numeracy in years 1-8.

#### Baseline information:

Hurunui College students are performing below their expected level of achievement in literacy and numeracy and our Māori students generally perform below the overall school performance in all areas. This is again exacerbated with Māori boys. At Y9-10 very little coherent data is available outside of literacy and numeracy and we will look to better collect and evaluate this data

#### Actions Taken:

- Review assessment data with staff and identify students who are working just below their expected level of achievement
- Review and discuss the progress of identified students at syndicate and learning community meetings
- Consistently record and manage data collection across all learning areas
- Ensure an on-going focus on assisting identified students to make accelerated progress through staff meetings and professional learning programme
- Work with parents, families and whānau to find effective ways of supporting students' learning and pathways
- Analyse end-of-year data

#### Evidence - Tracked Student Data Summary

Writing	Insufficient	Expected	Accelerated
Tracked Acceleration Y1-8	13%	73%	14%
Tracked Māori/Pacific Acceleration Y1-8	0%	66%	33%

Reading	Insufficient	Expected	Accelerated
Tracked Acceleration Y1-8	5%	75%	20%
Tracked Māori/Pacific	0%	66%	33%

Acceleration Y1-8			
-------------------	--	--	--

Mathematics	Insufficient	Expected	Accelerated
Tracked Acceleration Y1-8	11%	55%	33%
Tracked Māori/Pacific Acceleration Y1-8	0%	50%	50%

#### Analysis and Explanation of Variances:

Of those students identified as working just below the expected level across R/W/M the majority have made expected progress over the year. This means that they have made a year's progress in one year and would still be working just below the expected level. However it is pleasing to see a significant percentage of the students have made accelerated progress and will now be working close to if not at the expected level of achievement.

A real strength is our tracked Māori and Pacific students with none making insufficient progress and a pleasing number of students making accelerated progress in 2023. This accelerated progress is above the overall rate of the school.

English	Insufficient	Expected	Accelerated
Tracked Acceleration Y9-10	9%	55%	36%
Tracked Māori/Pacific Acceleration Y9-10	0%	0%	0%

Mathematics	Insufficient	Expected	Accelerated
Tracked Acceleration Y9-10	70%	10%	20%
Tracked Māori/Pacific Acceleration Y9-10	100%	0%	0%

Science	Insufficient	Expected	Accelerated
Tracked Acceleration Y9-10	11%	55%	33%
Tracked Māori/Pacific Acceleration Y9-10	0%	50%	50%

H/PE	Insufficient	Expected	Accelerated
Tracked Acceleration Y9-10	56%	33%	11%
Tracked Māori/Pacific	0%	0%	0%

Acceleration Y9-10			
<b>Technology</b>	<b>Insufficient</b>	<b>Expected</b>	<b>Accelerated</b>
Tracked Acceleration Y9-10	17%	50%	33%
Tracked Māori/Pacific Acceleration Y9-10	0%	0%	100%
<b>The ARTS</b>	<b>Insufficient</b>	<b>Expected</b>	<b>Accelerated</b>
Tracked Acceleration Y9-10	38%	25%	38%
Tracked Māori/Pacific Acceleration Y9-10	100%	0%	0%
<b>Social Sciences</b>	<b>Insufficient</b>	<b>Expected</b>	<b>Accelerated</b>
Tracked Acceleration Y9-10	100%	0%	0%
Tracked Māori/Pacific Acceleration Y9-10	100%	0%	0%

#### Analysis and Explanation of Variances:

The subject level tracking accelerated data does not make positive reading across years 9 and 10. Although the data varies significantly between Learning Areas, of those students identified a significant proportion have made insufficient progress. This is especially evident in year 10 with 16 of the 29 students (across subjects\*) making insufficient progress.

It is clear that although the effort has gone into collecting and analysing data there needs to be more work done on ensuring the targeted students are being monitored on an ongoing basis and specific support and intervention implemented.

TiC's are required to provide specific analysis as part of their annual review.

\*One student may be identified in multiple subject area

#### Planning for 2024:

- Student tracking and the tracking of accelerated progress to remain a focus within the new Strategic and Annual plan.
- TiC's and teachers to become more engaged and take greater ownership of the data.
- Explicit actions need to be in place to support identified students.

**Annual Target/Goal 1.1: Student Progress and Achievement – All students at Hurunui College work towards reaching their full potential.**

**B:** All leavers and in particular priority learners have an identified pathway towards gaining a relevant qualification and pathway through to future training, study, and employment.

**Baseline information:**

Hurunui College students generally perform well when transitioning from Hurunui College and this is enhanced the longer students attend Hurunui College. See Leavers study completed in 2020. The target of all leavers obtaining an NCEA Lv2 qualification has been adapted to better reflect the pathways students take when leaving the school. NCEA will still be maintained as a gauge but it is recognised for some students that this has little bearing on the pathway and success following them leaving school. Student pathway data also shows that Māori students progress comparatively alongside all school leavers at Hurunui College.

**Actions Taken:**

- Review assessment data with staff and identify students who should be aiming for merit or excellence endorsements
- Review and discuss the progress of identified students at syndicate and learning community meetings
- Ensure an on-going focus on monitoring and supporting identified students to make expected progress
- Work with parents, families and whānau to find effective ways of supporting students'
- Colate end-of-year data

**Evidence:**

<b>Leavers Pathway</b>	<b>Year 13</b>	<b>Year 11/12</b>
Tertiary Study - Uni, NTA, ARA	23%	10%
Apprenticeships/Military/On Job Training	15%	10%
Full Time/Permanent Work	8%	
Part Time/Casual Work	23%	20%
Travel/OE/Youth Camps	8%	
Supported Care		10%
Another school		30%
Unspecified/Unknown	23%	20%



2023 Leavers	Year 13	Year 12	Year 11
Leavers% 2023	100%	33.3%	17.4%

#### Analysis and Explanation of Variances:

The leavers pathways data for 2023 is extremely varied and reflected the challenge dynamic of a number of school leavers. That aside it is still pleasing to see that the majority of our students are heading off into tertiary, ongoing training and or full time employment.

What is evident in 2023 is the higher number of students who have transitioned out of school with an unknown pathway or clear transition out of school. A lot of work was done with a number of these students and their whānau to support the transition from school but even with this support students exited without a defined pathway. This is linked with higher percentage than normal of Year11's exiting school in 2023.

#### Planning for 2024:

Ensure consistency with categories and monitoring.

Work with Ako teachers to place great emphasis on support pathways through and out of school.

Continue to building strong links with whānau.

Continue to build close links in the community and with external providers to support transitions from school.

#### Annual Target/Goal 1.1: Student Progress and Achievement – All students at Hurunui College work towards reaching their full potential.

**C:** Identified students and in particular priority learners within the Aspiring learning community are supported to gain merit or excellence endorsement at their appropriate NCEA level.

**Baseline information:** Hurunui College under performs in NCEA endorsements at their respective level of study. Capable students need to be given the opportunity to extend their abilities and achieve their potential. Endorsement statistics have risen over the past two years and it is hoped that we can continue this growth to be comparative to national data, but more importantly recognise the ability of the students at Hurunui College. Māori students consistently gain less certificate level endorsements than all students at Hurunui College.

#### Actions Taken:

- Review assessment data with staff and identify students who should be aiming for merit or excellence endorsements
- Review and discuss the progress of identified students at syndicate and learning community meetings
- Ensure an on-going focus on monitoring and supporting identified students to make expected progress

- Work with parents, families and whānau to find effective ways of supporting students'
- Analyse end-of-year data

**Evidence:**

**Endorsement Identification and Tracking**

	Total Identified	Ungained	Mert	Excellence
Level 1	2		1	1
Level 2	4		1	3
Level 3	2	2		
<b>Total</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>4</b>

**Analysis and Explanation of Variances:**

Of the 8 students identified as being at a level to gain merit of excellence endorsement at their given level of NCEA, 2 gained Merit endorsement and 4 gained Excellence endorsement. Overall this is pleasing and in particular the number of excellence endorsements gained at NCEA Level 2. This is a continuation of the progress made by this cohort in 2022.

However, there is still work to be done to promote higher levels of achievement. The tracking of data and focus on accelerated progress in Year 9/10 will hopefully assist in ensuring students are at the appropriate level of achievement prior to entering year 11. We also need to work hard to focus on quality over quantity of assessment. It will be interesting to monitor the new NCEA level one standards and see what impact this has.

**Planning for 2024:**

- Students need to be entered into tracking groups early in the year.
- Ako teachers need to be more engaged with monitoring and prompting higher levels of achievement and intervening when students are not working at the level that can be expected.
- Ensure the student group remains a regular focus within syndicate meetings.
- Similar targets will remain in place with revised strategic and annual plan.

**Annual Target/Goal 1.2: To improve the learning outcomes for students on our learning support register.**

Make effective use of resourcing and knowledge to support learning in the school  
Better support students in Investigating and Aspiring learning communities.

**Baseline information:**

Data identifies students that are consistently working well below their chronological age in two or more areas or that are working at curriculum level 1 or 2 in years 9-13. The register identifies 20 students between Y1-13 that are identified in this way. These students require additional support and strategies to allow them to make progress relative to their abilities.

**Actions Taken:**

- Learning support register updated and made available to all teachers
- SEG grant and target funding is equitably distributed amongst those with the highest needs
- Session at a staff meeting where existing resources are shared, and ideas for other support canvassed
- Share innovative and inclusive ways of meeting the needs of our students with Special Education needs
- Review existing classroom practices and the role the learning support plays, with a view to targeting the best teaching to those with the greatest need.
- Encourage learning assistance to undertake professional learning so that they have a deeper understanding of children with Learning Support needs, and are better equipped to assist them to achieve.
- Fund programmes and resources that best meet individual needs (e.g. SPEC)

**Evidence:**

**LEARNING SUPPORT REGISTER**

Hurunui College works within a tiered system of learning support and is guided by the Ministry of Education’s directive to support priority learners. Priority learners are described as *...groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs (ERO August 2012).*

**TIERED SYSTEM OF LEARNING SUPPORT:**

**BOLD = IDENTIFIED AS MĀORI and PACIFIC      M = Māori, P = Pacific, NZE = New Zealand European**

**TIER 1:** Tier 1 learning support requires students engaging in effective classroom programmes and working with skilled, knowledgeable and observant teachers. Classroom programmes are differentiated and make connections to the student’s knowledge and experiences. SOLO is used to structure the learning and UDL is used to create flexible, barrier-free learning environments. PB4L non-contingent and contingent strategies are used.

**TIER 2:** Students who do not make expected progress after receiving Tier 1 learning support receive in class supplementary support. This includes short, more intensive instruction for students. It is additional to and connected with a student’s existing classroom programme. e.g Specific re-teaching by teacher, STEPS literacy intervention, extra support with Learning Assistant as directed by teacher

**TIER 3:** A student who requires Tier 3 learning support is referred with parent permission to an outside agency. E.g RTLb, RTLit, MOE Behaviour, MOE OT, Mana Ake. These students may have an adaptive learning plan (ALP), Independent Education Plan (IEP), or Collaborative Action Plan (CAP).

**ANALYSIS LEARNING SUPPORT REGISTER TERM 4 2023**

Year Level	TOTAL	TOTAL NZ Eur BOYS	TOTAL NZ Eur GIRLS	TOTAL NZ Eur	MAORI BOYS	MAORI GIRLS	TOTAL MAORI	PASIFIKA BOYS	PASIFIKA GIRLS	TOTAL OTHER	% of Year Level
Year 1	4	1	0	1	0	1	1	0	0	2(F)	31%
Year 2	8	3	2	5	0	1	1	0	0	2(M)	73%
Year 3	10	0	2	2	1	1	2	0	0	6(M)	83%
Year 4	7	2	1	3	1	1	2	0	1	1(F)	50%
Year 5	5	1	3	4	0	0	0	0	0	1 (M)	42%

Year 6	8	2	2	4	0	0	0	0	1	3 (2F,1M)	67%
Year 7	7	3	3	6	1	0	1	0	0		47%
Year 8	9	5	2	7	0	1	1	0	0	1 (M)	56%
Year 9	11	5	2	7	2	1	3	0	0	1(M)	37.5%
Year 10	9	2	2	4	1	1	2	1	0	2 (M/F)	50%
Year 11	9	5	1	6	1	1	2	0	0	1(F)	48%
Year 12	2	1	0	1	0	1	1	0	0		17%
Year 13	3	0	2	2	0	0	0	0	0	1(M)	21%
<b>TOTAL</b>	92	30	22	52	7	9	16/40 40%	1/1 100%	2/2 100%	21/29 72%	44%

### SUMMARY OF TIERED LEARNING SUPPORT AND PREDOMINANT AREA OF NEED

<u>Yr Lv 1</u>	<u>TIER 1</u>	<u>TIER 2</u>	<u>TIER 3</u>	<u>TOTAL Students</u>	<u>Cognition &amp; Learning</u>	<u>Social Emotional Behaviour</u>	<u>Speech Language Commun-</u>	<u>Sensory Needs</u>	<u>Physical</u>
1	2	2		4	4				
2	1	7		8	8				
3	4	5	1	10	7	1	1		1
4	1	6	0	7	7				
5	1	4	0	5	5				
6	4	2	2	8	5		2	1	

7	4	2	1	7	5	1		1	
8	6	0	3	9	7			1	1
9	9	0	2	11	7	4			
10	9	0	0	9	7	2	0		
11	7	0	2	9	9				
12	1	0	1	2	2				
13	2	1	0	3	2		1		
<b>TOTAL</b>	<b>51</b> <b>(55% of LS</b> <b>Students)</b>	<b>29</b> <b>(33% of LS</b> <b>Students)</b>	<b>12</b> <b>(13% of LS</b> <b>Students)</b>	<b>92</b> <b>(46% school</b> <b>roll)</b>	<b>75</b> <b>(82% of LS</b> <b>Students)</b>	<b>8</b> <b>(7% of LS</b> <b>Students)</b>	<b>4</b> <b>(5% of LS</b> <b>Students)</b>	<b>3</b> <b>(3% of LS</b> <b>Students)</b>	<b>2</b> <b>(2% of LS</b> <b>Students)</b>

**Analysis and Explanation of Variances:**

The support of students on the special education register is extensive and ongoing. Students on the register receive a range of supports to support them to make progress in relation to their abilities. Their progress is hard to measure as it does not always match normal annual progress.

**Planning for 2024:**

The fantastic work of the Learning Support committee will continue to 2024 however this will not remain as an annual target in the revised strategic plan.

The Learning Support annual review will still be presented to the Board.

**Annual Target/Goal 1.3: Teaching and Learning - Develop consistency of practice to enable all students to access the curriculum and participate in meaningful, challenging learning opportunities****Targets:**

- Adopt UDL principles in our teaching practice
- Use a common language for thinking and learning school-wide through the use of Solo Taxonomy

**Baseline information:**

Consistency of school wide pedagogical practices is seen as a critical driver for school wide improvement and raising of student achievement. UDL underpins the SWPB4L principles and SOLO taxonomy provides a consistent language for learning.

**Actions Taken:**

- Professional development to be provided for all staff around annual targets.
- RTLB to provide support on implementation of UDL principles
- Solo taxonomy to be reinforced through the use of posters and displays in classrooms

**Analysis and Explanation of Variances:**

Consistent practice across the school continues to be a major focus within staff professional development.

UDL is becoming the overall umbrella focus for supporting students with diverse learning needs. The use of Solo taxonomy sits within the framework of UDL.

**Planning for 2024:**

- It is important to maintain a focus in this area to ensure shared and consistent practise is maintained across the school.
- Review relevance within the new strategic and annual plan.
- UDL and Solo Taxonomy to remain a school wide focus.

***Strategic Goal 2: Adaptive, innovative teaching and learning environment***

**Annual Target/Goal 2.1 : Effective use of classroom, school, and wider local environment - Maximise and broaden the use of the local environment to improve opportunities for teaching and learning.**

**Targets:** Promote connections with our wider local environment and resources

- Integrated inquiry and curriculum learning are focused to utilise local expertise, resources and environments
- Plan EOTC experiences that utilise our local environments
- Building developments and improvements will reflect our local history and environment
- Build strong relationships with local sporting and recreational resources

**Baseline information:** The Hurunui Area is rich in history and natural resources and the school needs to look to utilise these opportunities more closely in our local environment.

**Actions Taken:**

- Ensure teaching and learning plans link with our local environment.
- Link EOTC activities with what is available locally.
- Integrated inquiry in Y1-8 to take advantage of our locality.
- Investigating community to refine regular EOTC activities
- Visiting of local areas of significance incorporated into staff PLD

**Analysis and Explanation of Variances:**

Embracing our cultural narrative and local history is still in the early stages but we are seeing a strong shift to this being a visible and integral part of our school curriculum. This has been enhanced with the work still being developed around Kaupapa o Hurunui and the work happening alongside Matt Bateman.

The completion of the school mural in T4 2023 was a nice progression to bring our cultural narrative and local history to life.

**Planning for 2024:**

Work will continue in this area but will not remain a direct focus with the revised strategic and 2024 annual plan.

**Annual Target/Goal 2.2: eLearning Strategic Direction - Teaching and learning are supported through the development of an eLearning strategic plan**

**Targets:**

- Develop and promote digital citizenship within the school and wider community
- Maintain eLearning professional development within the staff professional development programme
- Ensure eLearning strategic plan is responsive to the needs of all learners

**Baseline information:** The eLearning strategic plan was reviewed and redeveloped in 2020 and priorities set to inform the direction of ICT in the school for the next 3-5 years



**Actions Taken:**

- E-Learning committee to meet regularly to review strategic plan.
- Professional development is maintained through staff meetings and one on one sessions.
- All expenditure is linked to the eLearning strategic plan
- Monitor and review the Y11-13 use of provided devices.

**Analysis and Explanation of Variances:**

There has been minimal progress made in this area over the year.

**Planning for 2024:**

Work will continue in this area but will not remain a direct focus with the revised strategic and 2024 annual plan.

***Strategic Goal 3: Active, Positive and Caring Citizens*****Annual Target/Goal 3.1: Managing Relationships - Provide a safe physical and emotional environment for everyone at Hurunui College through the School Wide implementation of PB4L and Restorative Practices****Targets:**

- Maintain Tier 1, Tier 2 and develop the effectiveness of the classroom practices teams
- Embed Restorative Practices alongside SWPB4L
- Maintain regular staff PLD and support

**Baseline information:** Embedding and integrating the philosophies of SWPB4L and Restorative Practices is seen as essential in managing and developing relationships within our school, and ensuring a consistent approach is utilised to manage school-wide behaviours and expectations.

**Actions Taken:**

- PB4L Team continues to actively function within the school and restorative practices are maintained as a key focus in dealing with behaviour within the school and a major focus within staff PLD.
- PB4L cluster meetings are being attended by key staff.
- PB4L Tier 1 team meets twice a term.
- PB4L Tier 2 team now established and functioning with meetings being attended weekly.
- PB4L and restorative practices remain a school wide focus for the school.

**Analysis and Explanation of Variances:**

SWPB4L continues to be a major focus with staff PLD and school wide positive practices. Our values based strategic plan and approach to managing relations is now an embedded aspect of what we do as a school. We are constantly reviewing how the PB4L teams are functioning and making incremental changes to ensure it meets the needs of the school. The

embeddedness and ongoing monitoring of the SWPb4L will be essential to ensure its enduring success.

**Planning for 2024:**

Work will continue in this area but will not remain a direct focus with the revised strategic and 2024 annual plan.

Restorative practices school wide to become a key focus in 2024.

**Annual Target/Goal 3.2: Cultural Responsiveness - Recognise our commitment to the Treaty of Waitangi by ensuring that every student is enriched by an environment which values and reflects NZ's bi-cultural heritage**

**Targets:**

- Build staff capacity in their knowledge of Tikanga and Te Reo Māori.
- Work with the local whanau to build relationships and improve outcome for Māori students
- Encourage staff to use Te Reo in formal and informal interactions
- Know and understand the cultural backgrounds of all students who come to Hurunui College and follow practices that reflect and cater to their differing needs

**Baseline information:** Hurunui College needs to continually challenge itself to improve our cultural awareness and inclusive practices.

**Actions Taken:**

- Staff capacity is regularly strengthened in their knowledge of Tikanga Māori and Te Reo.
- Powhiri has become a natural and accepted part of school wide tikanga
- Te Reo is widely promoted across the school, including as part of staff PLD
- School is actively involved in regular cultural activities eg, Matariki, Māori language week

**Analysis and Explanation of Variances:**

The school continues to make good progress in building staff and school wide capacity in Tikanga Māori and Te Reo Maori. Te Reo is regularly incorporated in staff meetings and tikanga is regularly utilised. Kaupapa o Hurunui has become a central document to who we are as a school and community and helps to guide our commitment to Te Tiriti o Waitangi.

**Planning for 2024:**

Work will continue in this area as part of the reviewed strategic and annual plan.

**Annual Target/Goal 3.3: Environmental Awareness - To foster an awareness of the environmental impacts of our behaviours at a local, national, and global level**

Targets:

- Consider sustainability alongside all practices within Hurunui College
- Actively teach all students to understand environmental impacts and apply sustainable practices
- Recognise and support environmentally sustainable practices and initiatives

**Baseline information:**

The strategic review identified a need to better develop our environmental awareness in the school and become more inclusive of current practices that are in place.

**Actions Taken:**

There has been very limited progress made alongside this starget in 2023.

The enviro club continues to exist through the support of Tim kelly and Georgia Marsh and has had influence around the school but it has not been clearly linked to any strategic input or resourcing.

**Analysis and Explanation of Variances:**

Sadly it has just not been a priority we have been able to provide adequate time or resourcing alongside in 2023.

**Planning for 2024:**

Work will continue in this area outside of the annual plan but will not remain a direct focus with the revised strategic and 2024 annual plan.

# Evaluation and Analysis of Student Progress and Achievement

## Student Progress Data Summary

WRITING	Well below	Below	At	Above/well above
Year 1	0%	10%	70%	20%
Year 2	0%	53%	40%	7%
Year 3	0%	17%	75%	8%
Year 4	7%	57%	29%	7%
Year 5	17%	33%	50%	0%
Year 6	42%	17%	42%	0%
Year 7	33%	20%	33%	13%
Year 8	17%	39%	44%	0%
Year 9	35%	35%	15%	15%
Year 10	52%	24%	5%	19%

WRITING	Well below	Below	At	Above/well above
Overall Data:	28%	40.5%	28.5%	4.5%
Overall Māori/Pacific:	28.5%	55%	15%	1.5%

ACCELERATED WRITING	Insufficient	Expected	Accelerated
Year 1	0%	100%	0%
Year 2	8%	92%	0%
Year 3	22%	56%	22%
Year 4	18%	73%	9%
Year 5	64%	36%	0%
Year 6	30%	60%	10%
Year 7	18%	73%	9%

Year 8	27%	73%	0%
Year 9	38%	63%	0%
Year 10	12%	59%	29%

<b>ACCELERATED WRITING</b>	<b>Insufficient</b>	<b>Expected</b>	<b>Accelerated</b>
Overall	23.7%	68.5%	7.9%
Maori/Pacific	36%	43%	21%

### Evaluation

#### Overall Data:

The overall writing achievement data indicates that our students are disproportionately working below or well below the expected curriculum level.

Variability is evident across year levels which is expected with a small school and low numbers of students. While there are fluctuations, certain patterns emerge. For example, the "Below" category consistently maintains a higher average percentage across most years, indicating challenges in supporting students to meet the expected curriculum level.

Māori and Pacific student data tracks below the overall data with overall 80% of the students working below or well below the expected curriculum level. This continues to be an area of concern and persistently hard to shift.

#### Accelerated progress:

Overall the data indicated that the majority of students are making expected or accelerated progress, however there is significant variability between year levels. The data with the year 10 cohort is very encouraging and indicative of the structured approach developed alongside this year level.

Māori and Pacific student data is both concerning and encouraging with both insufficient and accelerated data being above the overall data trend.

### Reading Y1-10 EOY Data Summary:

READING	Well below	Below	At	Above/well above
Year 1	0%	10%	80%	10%
Year 2	0%	60%	33%	7%
Year 3	0%	17%	75%	8%

Year 4	7%	57%	29%	7%
Year 5	17%	33%	50%	0%
Year 6	42%	17%	42%	0%
Year 7	33%	20%	33%	13%
Year 8	17%	39%	44%	0%
Year 9	35%	35%	15%	15%
Year 10	52%	24%	5%	19%

<b>READING</b>	<b>Well below</b>	<b>Below</b>	<b>At</b>	<b>Above/well above</b>
Overall Data:	20.5%	31%	40.5%	7.5%
Overall Māori/Pacific:	26.5%	41.5%	30%	1.5%

<b>ACCELERATED READING</b>	<b>Insufficient</b>	<b>Expected</b>	<b>Accelerated</b>
Year 1	0%	100%	0%
Year 2	8%	92%	0%
Year 3	0%	56%	44%
Year 4	9%	91%	0%
Year 5	45%	55%	0%
Year 6	40%	50%	10%
Year 7	9%	82%	9%
Year 8	20%	80%	0%
Year 9	38%	63%	0%
Year 10	18%	59%	24%

<b>ACCELERATED WRITING</b>	<b>Insufficient</b>	<b>Expected</b>	<b>Accelerated</b>
Overall	18.7%	72.8%	8.7%
Maori/Pacific	12%	70%	18%

## Evaluation

### Overall Data:

The overall reading achievement data indicates that our students are disproportionately working at or below the expected curriculum level.

Variability is evident across year levels which is expected with a small school and low numbers of students. While there are fluctuations, certain patterns emerge. For example, the "At" category consistently maintains a higher average percentage across most years, indicating proficiency is students being able to meet the expected curriculum level. However specific year level data identifies areas of concern.

Māori and pacific student data tracks below the overall data with close to 70% of the students working below or well below the expected curriculum level. This continues to be an area of concern and persistently hard to shift.

### Accelerated progress:

Overall the data indicated that the majority of students are making expected or accelerated progress, however there is again significant variability between year levels. The data with the year 10 cohort is again very encouraging and indicative of the structured approach developed alongside this year level.

Māori and pacific student data is more positive showing that even though the overall data shows performance below the overall average our māori and pacific students are disproportionately making expected and accelerated progress.

### Mathematics Y1-10 EOY Data Summary:

MATHEMATICS	Well below	Below	At	Above/well above
Year 1	0%	0%	90%	10%
Year 2	0%	67%	27%	7%
Year 3	0%	25%	50%	25%
Year 4	7%	29%	43%	21%
Year 5	25%	17%	58%	0%
Year 6	42%	25%	33%	0%
Year 7	7%	27%	60%	7%
Year 8	17%	28%	44%	11%
Year 9	35%	27%	19%	20%
Year 10	67%	14%	14%	5%

<b>MATHEMATICS</b>	<b>Well below</b>	<b>Below</b>	<b>At</b>	<b>Above/well above</b>
<b>Overall Data:</b>	20%	26%	44%	10%
<b>Overall Māori/Pacific:</b>	38%	25%	27%	10%

<b>ACCELERATED MATH</b>	<b>Insufficient</b>	<b>Expected</b>	<b>Accelerated</b>
<b>Year 1</b>	0%	100%	0%
<b>Year 2</b>	31%	69%	0%
<b>Year 3</b>	11%	78%	11%
<b>Year 4</b>	0%	64%	36%
<b>Year 5</b>	73%	27%	0%
<b>Year 6</b>	30%	70%	0%
<b>Year 7</b>	9%	64%	27%
<b>Year 8</b>	20%	80%	0%
<b>Year 9</b>	13%	63%	25%
<b>Year 10</b>	88%	0%	12%

<b>ACCELERATED MATH</b>	<b>Insufficient</b>	<b>Expected</b>	<b>Accelerated</b>
<b>Overall</b>	27.5%	61.5%	11.1%
<b>Maori/Pacific</b>	21%	60%	19%

### **Evaluation**

#### **Overall Data:**

The overall mathematics achievement data indicates that our student achievement is fairly even spread across the levels of achievement with close to 50% working at and above and 50% working below and well below the expected level of achievement.

Variability is evident across year levels which is expected with a small school and low numbers of students. Of significant concern is the achievement in year 6, 9 and 10.

Māori and Pacific student data tracks below the overall data with close to 65% of the students working below or well below the expected curriculum level. Although this is an improvement on our reading and writing data it continues to be an area of concern.



### Accelerated progress:

Overall the data indicated that the majority of students are making expected or accelerated progress, however there is again significant variability between year levels. The data with the year 10 cohort is very concerning and again highlights what is identified in the overall data. This warrants future investigation and intervention.

Māori and Pacific student data tracks closely with our overall data. Achievement is below overall data, progress tracks just above the overall trend.

## Investigating Learning Community - Y9/10 EOY Data 2023

### ENGLISH

OVERALL	Well below	Below	At	Above/well above
Year 9	42%	38%	12%	8%
Year 10	48%	19%	10%	24%
Summary	45%	29%	11%	16%

MAORI/PACIFIC	Well below	Below	At	Above/well above
Year 9	100%	0%	0%	0%
Year 10	83%	0%	0%	17%
Summary	91%	0%	0%	9%

### MATHEMATICS

OVERALL	Well below	Below	At	Above/well above
Year 9	35%	27%	19%	20%
Year 10	67%	14%	14%	5%
Summary	51%	21%	17%	13%

MAORI/PACIFIC	Well below	Below	At	Above/well above
Year 9	100%	0%	0%	0%

Year 10	83%	17%	0%	0%
Summary	91%	9%	0%	0%

### SCIENCE

OVERALL	Well below	Below	At	Above/well above
Year 9	36%	36%	16%	12%
Year 10	62%	19%	19%	0%
Summary	49%	28%	18%	6%

MAORI/PACIFIC	Well below	Below	At	Above/well above
Year 9	0%	0%	0%	0%
Year 10	83%	0%	17%	0%
Summary	42%	0%	9%	0%

### HEALTH & PHYSICAL EDUCATION

OVERALL	Well below	Below	At	Above/well above
Year 9	27%	46%	27%	0%
Year 10	5%	73%	23%	0%
Summary	16%	60%	25%	0%

MAORI/PACIFIC	Well below	Below	At	Above/well above
Year 9	0%	100%	0%	0%
Year 10	0%	86%	14%	0%
Summary	0%	93%	7%	0%

### TECHNOLOGY

OVERALL	Well below	Below	At	Above/well above
Year 9	12%	40%	32%	16%
Year 10	46%	31%	23%	0%
Summary	29%	36%	28%	8%

<b>MAORI/PACIFIC</b>	<b>Well below</b>	<b>Below</b>	<b>At</b>	<b>Above/well above</b>
Year 9	100%	0%	0%	0%
Year 10	67%	33%	0%	0%
Summary	84%	17%	0%	0%

### The ARTS

<b>OVERALL</b>	<b>Well below</b>	<b>Below</b>	<b>At</b>	<b>Above/well above</b>
Year 9	16%	42%	32%	10%
Year 10	47%	16%	19%	19%
Summary	32%	29%	26%	15%

<b>MAORI/PACIFIC</b>	<b>Well below</b>	<b>Below</b>	<b>At</b>	<b>Above/well above</b>
Year 9	0%	0%	0%	0%
Year 10	71%	0%	14%	14%
Summary	71%	0%	14%	14%

### SOCIAL SCIENCES

<b>OVERALL</b>	<b>Well below</b>	<b>Below</b>	<b>At</b>	<b>Above/well above</b>
Year 9	35%	27%	38%	0%
Year 10	52%	29%	19%	0%
Summary	44%	28%	29%	0%

<b>MAORI/PACIFIC</b>	<b>Well below</b>	<b>Below</b>	<b>At</b>	<b>Above/well above</b>
Year 9	100%	0%	0%	0%
Year 10	83%	0%	17%	0%
Summary	92%	0%	9%	0%

### OVERALL Curriculum Summary

<b>OVERALL</b>	<b>Well below</b>	<b>Below</b>	<b>At</b>	<b>Above/well above</b>
----------------	-------------------	--------------	-----------	-------------------------

Year 9	29%	37%	25%	9%
Year 9 - Maori/Pacific	52%	29%	19%	0%
Year 10	47%	29%	18%	7%
Year 9 - Maori/Pacific	67%	19%	9%	4%

### Overall Evaluation

The shift to more detailed data collection and analysis has presented many challenges for teachers over the past two years. There is a lack of exemplars outside of reading, writing and mathematics to provide for consistent evaluation of achievement and progression. Also the modular approach with the The Rts and Technology has meant that students are unlikely to be engaged with a subject over a whole year making evaluation of progress and achievement more challenging. Achievement is determined by an OTJ (overall teacher judgement), this is based on in class assessment, a teacher's understanding of student ability and progress and through the use of standardised testing if available. This presents challenges with consistency and accuracy of data, but it still reflects our understanding of our students' progress and achievement at Hurunui College. Our strengthening understanding of students progress and achievement will allow teachers to be better informed on the impact of their teaching and learning programmes and student preparation for NCEA.

There is a consistent trend within the data that indicates that our students are disproportionately working below and well below the expected level of achievement. There is learning area variability but this trend is persistent across all the data. Curriculum leads have indicated that literacy skills are often a determinant of achievement and a more consistent approach towards consistent literacy strategies across curriculum areas is hoped to have a medium term impact on raising literacy skills, expectations and achievement.

Māori and Pacific data continues to persistently consistently fall behind the overall student data. If Māori and Pacific was removed from the overall data this would be even more evident. The school has made significant steps towards becoming a more inclusive environment, including building our cultural narrative in an attempt to connect all students with their culture and to feel included at Hurunui College. Although our Māori and Pacific students are overrepresented in the Below and Well Below data it is encouraging to see in a small number of learning areas our Māori and Pacific students to be well represented in the Above and Well Above data.

This is confronting data but needs to not just looked at in a negative light as it is now painting a much clearer picture on what previously was only assumed in the year 9 and 10 space. We have a number of challenges in this area of the school as the class dynamics change considerably from year 8 to year 9 and we have a poorer understanding of the levels of ability with students newly enrolled at Hurunui College. Strengthening the teachers' use of assessment to inform and evaluate teaching practices and promote engagement and achievement is a priority.

## Aspiring Learning Community - NCEA Achievement

### NCEA Level 1

OVERALL	NA	Ach	Mert	Ex
Year 11	10	11	1	1
Year 12	1	7	6	1
Year 13	0	9	3	0

MAORI/PACIFIC	NA	Ach	Mert	Ex
Year 11	2	3	0	0
Year 12	1	2	0	0
Year 13	0	2	0	0

#### Evaluation

Gaining NCEA level one continues to not remain as an outcome focus for students in Year 11. The focus continues to be a two to three year pathway towards gaining NCEA Level two and three. However, for some students the challenge of gaining their NCEA level one qualification is still a motivator and for our more capable and motivated learners, NCEA most definitely should be a focus especially alongside gaining subject and year level endorsements. With the new level 1 standards and expectations being implemented in 2024 it will be worth reviewing the current focus on NCEA level 1 and it will be interesting to see if there is a change in achievement trend by the end of 2024. The year 12/13 data indicates that the majority of students gain their NCEA Lv1 by the end of their Year 12 year.

A pass rate of around 60% for our year 11 students is fairly consistent with previous years. The growth that would great to see is the number of endorsements that are achieved, with only one Merit and one Excellence endorsement in 2023.

### NCEA Level 2

NCEA Level 2	NA	Ach	Mert	Ex
Year 12	3	8	1	3
Year 13	1	8	3	0

MAORI/PACIFIC	NA	Ach	Mert	Ex
Year 12	1	2	0	0
Year 13	1	1	0	0

### Evaluation

It is good to see that the majority of students are gaining their NCEA level 2 by the end of their Year 12 or Year 13 year. NCEA level 2 is still focused on as being our encouraged minimum leaving qualification. It is hoped that the 3 Year 12 students who have not gained NCEA Lv2 will be supported to gaining this by the end of their Y13 year.

It is encouraging to see the number of Excellence endorsements achieved in 2023.

### NCEA Level 3

NCEA Level 3	NA	Ach	Mert	Ex	UE
Year 13	7	5	0	0	3

MAORI/PACIFIC	NA	Ach	Mert	Ex	UE
Year 13	1	1	0	0	0

### Evaluation

NCEA Lv3 is always difficult to report on. For a number of our Y13 students they are working towards completing their NCEA Lv2, while also participating in exceptional varying programmes where a limited amount of Lv3 may be available. The learning programmes for these students are tailored very much to the needs of the students and their pathways when leaving school. It is also an indicator of retaining students and providing a learning programme when they would often have left school. A number of these students are not attempting a level 3 programme

All students that aspired to gain University Entrance gained UE in 2023.

### MAORI/PACIFIC Evaluation

With very small numbers at each level of NCEA we have to be cautious around using statistics to evaluate achievement.

Our Maori /Pacific students in 2023 did not perform to the same level of the overall student population and did not gain any NCEA level endorsement.

On a positive note all Maori/Pacific students that left school in 2023 left with at least NCEA Lv1.

## How we have given effect to Te Tiriti o Waitangi

Our kura is committed to upholding the principles of Te Tiriti o Waitangi and recognises its obligations to honor the partnership, protection, and participation principles outlined within it. In order to give effect to these obligations, we have implemented various strategies aimed at fostering a culturally responsive and inclusive learning environment.

Our curriculum incorporates Te Ao Māori perspectives across all subject areas, ensuring that students gain an understanding and appreciation of Māori language, culture, and history. This includes the integration of relevant resources, texts, and learning experiences that reflect the diversity of Aotearoa/New Zealand.

We prioritise the recruitment and professional development of teachers to build cultural competency and understanding of Te Tiriti o Waitangi. Through ongoing training and support, our staff members are equipped with the necessary knowledge and skills to effectively engage with Māori students, whānau, and communities.

We actively seek input for our Māori community in decision-making processes, seeking their input and feedback on matters that impact their education and well-being. This collaborative approach ensures that their voices are heard and valued within our school community.

We celebrate Māori culture and language through various events, such as Matariki celebrations, Kapa Haka performances, and the use of Te Reo Māori language. These activities not only promote cultural pride but also foster a sense of belonging and identity among our students.

Overall, our school is committed to implementing strategies that give effect to the Board's Te Tiriti o Waitangi obligations. By embedding Māori perspectives within our curriculum, prioritising cultural competency among staff, engaging with Māori, and celebrating Māori culture, we aim to create an inclusive and equitable learning environment where all students can thrive.

## Statement of compliance with employment policy

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

### Reporting on the principles of being a Good Employer

<b>How have you met your obligations to provide good and safe working conditions?</b>	<p><i>A primary objective of the board is to ensure that Hurunui College is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s. 127) and in support of the</i></p> <p><i>Statement of National Education and Learning Priorities (NELP: Priority 1) - The board regularly reviews how well it implements key legislative and regulatory requirements, including those related to health, safety, and welfare, and takes steps to address any gaps in implementation. See Self-Review and Board Assurances.</i></p> <p><i>The board, as the PCBU (Person Conducting a Business or Undertaking) under section 36 of the Health and Safety at Work Act 2015, must do what is reasonably practicable to ensure the health and safety of workers, and work to eliminate or minimise health and safety risks.</i></p>
---	--

	<i>At Hurunui College, we acknowledge our shared responsibility for health, safety, and welfare, and promote school wide engagement in related policies and procedures.</i>
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	<i>As required by the Education and Training Act 2020 (s 597), Hurunui College operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</i>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<i>Hurunui College is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.</i>
<b>How are you recognising,</b> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service?	<i>This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members. The school actively encourages cultural responsiveness and promotes Te Ao Māori and tikanga Māori in our everyday interactions and through professional development</i>
<b>How have you enhanced the abilities of individual employees?</b>	<i>To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Hurunui College staff.</i>
<b>How are you recognising the employment requirements of women?</b>	<i>At Hurunui College, applications for flexible working arrangements are considered by the board. Staff apply in writing and must include:</i> <ul style="list-style-type: none"> <li>● <i>their name</i></li> <li>● <i>date of the request</i></li> <li>● <i>details of the working arrangements requested</i></li> <li>● <i>the time frame and proposed start date</i></li> <li>● <i>any changes the employer may need to make to accommodate the request</i></li> <li>● <i>reference to Part 6AA of the Employment Relations Act 2000.</i></li> </ul>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<i>The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</i>



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

## Kiwisport Funding

Kiwi Sports funding was utilised in 2023 to support the employment of a sports coordinator to manage and organise sport across the school.

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$4252.09 (excluding GST).