

NAENAE COLLEGE

ANNUAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2021



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Ministry Number:	259
Accounting/Service Provider:	Accounting For Schools Limited

NAENAE COLLEGE

Annual Report - For the year ended 31 December 2021

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NAENAE COLLEGE

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the School.

The School's 2021 financial statements are authorised for issue by the Board.

Rome Vailini


Full Name of Presiding Member



Signature of Presiding Member

Alex Maehe (acting Principal)

Full Name of Principal



Signature of Principal

20 May 2022

Date:

20 May 2022

Date:

NAENAE COLLEGE

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	10,804,458	9,721,245	9,994,218
Locally Raised Funds	3	109,826	46,580	99,808
Interest Earned		2,008	8,000	5,880
		<u>10,916,292</u>	<u>9,775,825</u>	<u>10,099,906</u>
Expenses				
Locally Raised Funds	3	45,506	8,665	45,121
Learning Resources	4	7,076,584	7,019,873	6,473,073
Administration	5	1,199,358	661,755	554,508
Finance		9,779	2,000	10,330
Property	6	1,925,563	2,084,455	2,357,278
Depreciation	11	241,444	73,000	216,453
		<u>10,498,234</u>	<u>9,849,748</u>	<u>9,656,763</u>
Net Surplus / (Deficit) for the year		418,058	(73,923)	443,143
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>418,058</u>	<u>(73,923)</u>	<u>443,143</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.

NAENAE COLLEGE

Statement of Changes in Net Assets/Equity For the year ended 31 December 2021

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January	1,987,223	1,987,223	1,506,335
Total comprehensive revenue and expense for the year	418,058	(73,923)	443,143
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	37,745
Equity at 31 December	2,405,281	1,913,300	1,987,223
Retained Earnings	2,405,281	1,913,300	1,987,223
Equity at 31 December	2,405,281	1,913,300	1,987,223

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.

NAENAE COLLEGE

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,816,973	916,638	834,879
Accounts Receivable	8	474,601	423,000	425,262
GST Receivable		19,144	-	24,127
Inventories	9	2,989	2,500	2,827
Investments	10	-	-	23,042
Prepayments		14,238	10,000	11,894
		2,327,945	1,352,138	1,322,031
Current Liabilities				
Accounts Payable	12	612,411	535,000	544,009
Finance Lease Liability - Current Portion	15	46,650	25,000	31,723
Funds held for Capital Works Projects	18	245,107	-	-
Funds held on Behalf	17	124,611	151,289	96,289
McCarthy Trust		13,226	9,836	9,840
Naenae College Trust		22,650	22,650	22,650
Provision for Cyclical Maintenance	14	13,334	-	-
Revenue Received in Advance	13	-	-	25,745
		1,077,989	743,775	730,256
Working Capital Surplus/(Deficit)		1,249,956	608,363	591,775
Non-current Assets				
Funds held for Capital Works Projects	18	-	-	91,460
Property, Plant and Equipment	11	1,389,670	1,470,000	1,463,769
		1,389,670	1,470,000	1,555,229
Non-current Liabilities				
Finance Lease Liability	15	66,840	50,000	49,302
Funds held in Trust	16	15,005	15,063	15,063
Provision for Cyclical Maintenance	14	152,500	100,000	95,416
		234,345	165,063	159,781
Net Assets		2,405,281	1,913,300	1,987,223
Equity		2,405,281	1,913,300	1,987,223

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

NAENAE COLLEGE

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		3,911,770	2,721,245	3,032,911
Locally Raised Funds		81,030	20,908	86,602
Goods and Services Tax (net)		4,986	24,131	29,721
Payments to Employees		(1,619,115)	(1,603,659)	(1,445,730)
Payments to Suppliers		(1,645,504)	(1,171,427)	(1,081,866)
Interest Paid		(9,779)	(2,000)	(10,330)
Interest Received		2,327	8,319	6,622
Net cash from / (to) the Operating Activities		725,715	(2,483)	617,930
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(91,980)	(79,231)	(303,223)
Purchase of Investments		-	23,042	-
Proceeds from Sale of Investments		23,042	-	(615)
Net cash from / (to) the Investing Activities		(68,938)	(56,189)	(303,838)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	37,745
Finance Lease Payments		(42,900)	(6,025)	26,063
Funds Administered on Behalf of Third Parties		368,217	146,460	(46,879)
Net cash from Financing Activities		325,317	140,435	16,929
Net increase / (decrease) in cash and cash equivalents		982,094	81,763	331,021
Cash and cash equivalents at the beginning of the year	7	834,879	834,879	503,858
Cash and cash equivalents at the end of the year	7	1,816,973	916,642	834,879

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

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

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

1. Statement of Accounting Policies

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

1. Statement of Accounting Policies

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and 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.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

1. Statement of Accounting Policies

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Furniture and equipment	5 - 20 years
Information Technology	3 - 5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

l) Accounts Payable

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

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

1. Statement of Accounting Policies

m) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

n) 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 in relation to grants, should the School be unable to provide the services to which they relate.

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

q) Financial Instruments

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

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

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

r) 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.

s) Budget Figures

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

t) 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.

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

2. Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	2,166,696	2,006,504	1,946,535
Teachers' Salaries Grants	5,582,259	5,500,000	5,191,438
Use of Land and Buildings Grants	1,310,429	1,500,000	1,760,066
Other MoE Grants	1,367,211	387,247	731,746
Other Government Grants	53,681	51,990	50,374
Lyriks Revenue	324,182	275,504	314,059
	10,804,458	9,721,245	9,994,218

The school has opted in to the donations scheme for this year. Total amount received was \$106,650 (2020: \$102,000).

Other MOE Grants total includes additional COVID-19 funding totalling \$106,371 for the year ended 31 December 2021 (2020: \$65,667).

3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	-	-	-
Fundraising & Community Grants	18,500	5,000	12,245
Other Revenue	72,390	11,480	51,804
Trading	8,963	30,100	23,924
Fees for Extra Curricular Activities	9,973	-	11,835
	109,826	46,580	99,808
Expenses			
Extra Curricular Activities Costs	42,760	-	41,386
Trading	(162)	-	323
Other - BOT Marae Costs	1,681	6,200	3,364
Other Locally Raised Funds Expenditure	1,227	2,465	48
	45,506	8,665	45,121
	64,320	37,915	54,687

Surplus for the year Locally raised funds

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

4. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	280,539	320,044	273,200
Extra-Curricular Activities	173,551	153,405	149,235
Employee Benefits - Salaries	6,299,448	6,212,634	5,752,434
Library Resources	63,912	65,964	60,367
Lyriks, RTLB, Truancy Costs	252,720	259,526	232,414
Staff Development	6,414	8,300	5,423
	7,076,584	7,019,873	6,473,073

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	11,818	10,500	10,818
Board of Trustees Fees	7,830	7,500	7,575
Board of Trustees Expenses	10,359	31,200	13,670
Communication	24,280	29,000	30,804
Consumables	123,987	175,962	127,250
Employee Benefits - Salaries	360,009	355,432	354,249
Insurance	2,621	13,000	5,617
Healthy School Lunches Programme	648,278	-	-
Operating Lease	226	23,261	-
Other	6,200	10,900	-
Service Providers, Contractors and Consultancy	3,750	5,000	4,525
	1,199,358	661,755	554,508

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	199,202	197,514	174,054
Cyclical Maintenance Expense	70,418	-	53,923
Employee Benefits - Salaries	92,397	80,000	96,646
Grounds	54,383	58,088	54,592
Heat, Light and Water	98,851	83,000	81,570
Rates	11,535	12,000	9,891
Repairs and Maintenance	88,348	153,853	126,536
Use of Land and Buildings	1,310,429	1,500,000	1,760,066
	1,925,563	2,084,455	2,357,278

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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.

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash on Hand	200	-	-
Bank Current Account	560,508	316,638	236,890
Bank Call Account	743,307	100,000	86,882
Short-term Bank Deposits	512,958	500,000	511,107
Cash equivalents and bank overdraft for Cash Flow Statement	1,816,973	916,638	834,879

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

Of the \$1,816,973 Cash and Cash Equivalents, \$243,232 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	4,606	3,000	3,073
Receivables from the Ministry of Education	1,518	-	-
Interest Receivable	-	-	319
Teacher Salaries Grant Receivable	468,477	420,000	421,870
	474,601	423,000	425,262
Receivables from Exchange Transactions	4,606	3,000	3,392
Receivables from Non-Exchange Transactions	469,995	420,000	421,870
	474,601	423,000	425,262

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
School Uniforms	2,989	2,500	2,827
	2,989	2,500	2,827

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset	-	-	-
Short-term Bank Deposits	-	-	23,042

The carrying value of short term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2021.

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	627,591	-	-	-	(14,331)	613,260
Furniture and Equipment	352,445	44,195	-	-	(54,236)	342,404
Information Technology	305,601	39,455	-	-	(97,771)	247,285
Motor Vehicles	65,209	3,313	-	-	(23,664)	44,858
Leased Assets	72,975	75,365	-	-	(46,274)	102,066
Library Resources	39,948	5,019	-	-	(5,170)	39,797
Balance at 31 December 2021	1,463,769	167,347	-	-	(241,446)	1,389,670

The net carrying value of equipment held under a finance lease is \$102,066 (2020: \$72,975).

	2021 Cost or Valuation	2021 Accum Depn	2021 Net Book Value	2020 Cost or Valuation	2020 Accum Depn	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	727,572	(114,312)	613,260	727,572	(99,981)	627,591
Furniture and Equipment	807,834	(465,430)	342,404	763,640	(411,195)	352,445
Information Technology	780,359	(533,074)	247,285	740,904	(435,303)	305,601
Motor Vehicles	151,485	(106,627)	44,858	148,172	(82,963)	65,209
Leased Assets	179,769	(77,703)	102,066	164,286	(91,311)	72,975
Library Resources	114,211	(74,414)	39,797	109,191	(69,243)	39,948
Balance at 31 December	2,761,230	(1,371,560)	1,389,670	2,653,765	(1,189,996)	1,463,769

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	104,043	90,000	90,555
Accruals	16,818	5,000	5,991
Employee Entitlements - salaries	468,477	420,000	421,870
Employee Entitlements - leave accrual	23,073	20,000	25,593
	612,411	535,000	544,009
Payables for Exchange Transactions	589,338	515,000	518,416
Payables for Non-exchange Transactions - Other	23,073	20,000	25,593
	612,411	535,000	544,009

The carrying value of payables approximates their fair value.

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	12,872
Students Fees & Grants	-	-	12,873
	-	-	25,745

14. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	95,416	95,416	107,533
Increase to the Provision During the Year	70,418	4,584	53,923
Use of the Provision During the Year	-	-	(66,040)
Provision at the End of the Year	165,834	100,000	95,416
Cyclical Maintenance - Current	13,334	-	-
Cyclical Maintenance - Term	152,500	100,000	95,416
	165,834	100,000	95,416

15. Finance Lease Liability

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

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	55,837	25,000	31,723
Later than One Year and no Later than Five Years	71,556	50,000	49,302
Future Finance Charges	(13,903)	-	-
	113,490	75,000	81,025
Represented By			
Finance Lease Liability - Current	46,650	25,000	31,723
Finance Lease Liability - Term	66,840	50,000	49,302
	113,490	75,000	81,025

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

16. Funds held in Trust

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust - J Hendren Trust	15,005	15,063	15,063
	15,005	15,063	15,063

These funds are held in trust to assist students with advanced studies in music.

17. Funds for Hutt Valley Activity Centre

Naenae College is the lead school funded by the Ministry of Education to provide the umbrella service for the Hutt Valley Activity Centre.

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held at Beginning of the Year	96,289	96,289	-
Transfer of Funds from Old Lead School	-	-	35,854
<i>Revenue</i>			
Funds received from the Ministry of Education	195,019	120,000	121,352
Other Revenue	-	-	3,000
	195,019	120,000	124,352
Total funds available	291,308	216,289	160,206
<i>Expenses</i>			
Employee Benefit - Salaries	51,916	35,000	31,315
Administration	22,855	5,000	4,563
Learning Support	6,116	5,000	4,457
Property	85,810	20,000	23,582
	166,697	65,000	63,917
			-
Funds Held at Year End	124,611	151,289	96,289

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

18. Funds Held for Capital Works Projects

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

2021		Opening Balances	Receipts from MoE	Payments	BOT Contribution / (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
Boiler Replacement	<i>Completed</i>	(51,132)	69,230	(22,522)	4,424	-
Roof	<i>In progress</i>	(250)	139,460	(59,039)	-	80,171
Special Needs Fencing	<i>Completed</i>	7,272	(4,104)	(1,547)	(1,621)	-
Admin Upgrade	<i>In progress</i>	(12,000)	40,000	(12,000)	-	16,000
Arson	<i>In progress</i>	1,450	1,109	-	(2,559)	-
Student Toilet Upgrade	<i>In progress</i>	(36,800)	569,700	(523,066)	-	9,834
Music	<i>In progress</i>	-	-	(3,065)	-	(3,065)
Hardscaping Project	<i>In progress</i>	-	68,501	(10,850)	-	57,651
Learning Support Upgrade	<i>In progress</i>	-	61,875	(3,250)	-	58,625
Platform Lift	<i>In progress</i>	-	34,000	(8,109)	-	25,891
		-	-	-	-	-
Totals		(91,460)	979,771	(643,448)	244	245,107

Represented by:

Funds Held on Behalf of the Ministry of Education

248,172

Funds Due from the Ministry of Education

(3,065)

245,107

2020		Opening Balances	Receipts from MoE	Payments	BOT Contribution / (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
Boiler Replacement	<i>In progress</i>	(18,168)	-	(32,964)	-	(51,132)
Food Room 2016 Project	<i>Completed</i>	(6,521)	-	-	6,521	-
High Level Windows	<i>Completed</i>	8,308	-	-	(8,308)	-
Library Structural	<i>Completed</i>	16,645	-	-	(16,645)	-
Roof	<i>In progress</i>	(250)	-	-	-	(250)
Student Lift	<i>Completed</i>	-	-	(12,021)	12,021	-
Upgrade Drainage	<i>Completed</i>	(17,400)	-	-	17,400	-
Special Needs Fencing	<i>In progress</i>	62,330	-	(55,058)	-	7,272
Music Block	<i>Completed</i>	-	-	(288)	288	-
Admin Upgrade	<i>In progress</i>	-	-	(12,000)	-	(12,000)
Arson	<i>In progress</i>	-	23,000	(21,550)	-	1,450
Student Toilet Upgrade	<i>In progress</i>	-	-	(36,800)	-	(36,800)
Totals		44,944	23,000	(170,681)	11,277	(91,460)

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

19. 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.

20. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	7,830	7,575
<i>Leadership Team</i>		
Remuneration	541,946	512,344
Full-time equivalent members	4.04	4.00
Total key management personnel remuneration	549,776	519,919
Total full-time equivalent personnel	4.04	4.00

There are 9 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has a Finance and Property committee that meet monthly. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160-170
Benefits and Other Emoluments	4 - 5	4 - 5

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	13	7
110 - 120	3	-
120 - 130	2	-
	18	7

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

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has contracts for capital works as follows:

(a) Student toilet upgrade, which is fully funded by the Ministry of Education. \$569,700 has been received and \$559,866 has been spent at balance date.

(b) Admin upgrade, which is fully funded by the Ministry of Education. \$40,000 has been received and \$24,000 has been spent at balance date.

(c) \$65,000 contract for stage lift and platform, which is fully funded by the Ministry of Education. \$34,000 has been received and \$8,109 has been spent at balance date.

(d) Learning support upgrade, which is fully funded by the Ministry of Education. \$60,000 has been received and \$3,250 has been spent at balance date.

(e) Hardscaping project, which is fully funded by the Ministry of Education. \$68,500 has been received and \$10,849 has been spent at balance date.

(f) Roofing project, which is fully funded by the Ministry of Education. \$139,460 has been received and \$59,289 has been spent at balance date.

(Capital commitments at 31 December 2020: \$223,000)

(b) Operating Commitments

As at 31 December 2021 the Board had not entered into any operating agreements.

(Operating commitments at 31 December 2020: \$nil)

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

23. Financial Instruments

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
Financial assets measured at amortised cost			
	\$	\$	\$
Cash and Cash Equivalents	1,816,973	916,638	834,879
Receivables	474,601	423,000	425,262
Investments - Term Deposits	-	-	23,042
Total Financial Assets Measured at Amortised Cost	2,291,574	1,339,638	1,283,183
Financial liabilities measured at amortised cost			
Payables	612,411	535,000	544,009
Finance Leases	113,490	75,000	81,025
Total Financial Liabilities Measured at Amortised Cost	725,901	610,000	625,034

24. Events After Balance Date

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

NAENAE COLLEGE

For the year ended 31 December 2021

Notes to the Financial Statements

25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

NAENAE COLLEGE

Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Occupation	Term expired/expires
Sarah-Jane McCosh	Presiding Member	Elected June 2019	Principal Facilitator, NZDF	September 2022
Nic Richards	Principal	Appointed Feb 2018	Principal	
Andrew Soper	Vice Chairperson	Elected, Re-elected June 2019	Lawyer	September 2022
Karen Shepherd	Parent Rep	Elected, Re-elected June 2019	Teacher Aide	September 2022
Loudeen Parsons	Parent Rep	Elected June 2019	Social Policy Researcher	September 2022
Tia Turahui	Parent Rep	Co-opted June 2019	Kaiko	September 2022
Te-Rina Isa'ako	Student Rep	Elected	Student	Dec 2021
Devon Turi	Staff Rep	Elected June 2020	Teacher	September 2022
Rome Vailini	Parent Rep	Elected June 2019	Programme Delivery Manager	September 2022
Trudy Stead	Parent Rep	Co-opted June 2019	Social Worker	September 2022

NAENAE COLLEGE

Kiwisport Statement

For the year ended 31 December 2021

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2021 the School received total Kiwisport funding of \$17,838 (2020: \$17,407).

The funding was spent on employing a Sports Director to assist in promoting and organising sport in the College and on coach education.

Independent auditor's report

To the readers of the financial statements of Naenae College for the year ended 31 December 2021

The Auditor-General is the auditor of Naenae College (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, 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 21, which comprise the statement of financial position as at 31 December 2021, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 2021, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 20 May 2022. 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 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, and pages 22 to 23 but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand

NAENAE COLLEGE



Annual Plan 2021 Variance Report

Curriculum Priority Actions for the 2020-22 Charter are

Year	Whole School Goals
Y9	1(a) All students attend school at least 90% of the time. 1(b) More than 85% of our students leave with NCEA level 2, or move to further education or training.
Y10	1(c) Level 1 NCEA pass rates will be at least at the national average of 72% 1(d) A Pacific Achievement Plan is developed and introduced.
Y11	1(e) Students in Te Whare ō te Atawhai will experience appropriate progress and success.
Y12	2(a) Whānau and iwi are regularly consulted to identify learning needs and collaborative approaches, and we feedback again to them. 2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement.
Y13	3(a) A community engagement plan is developed and introduced. 3(b) Te Whānau tahi values are evidenced through the culture and practices of the school.

Strategic roles and responsibilities -2021

BOT	<ul style="list-style-type: none"> To engage our school community by fostering belonging and well-being through Te Whānau Tahi values. To ensure school goals are student-centred, aligned with government priorities, and informed by our own community input.
SLT	<ul style="list-style-type: none"> To create an inclusive culture of professional growth, consistent with best international and local research To ensure coherence in annual planning, goal setting, resource allocation, professional development and evaluation
Curriculum Exec	<ul style="list-style-type: none"> To input into the development of the annual plan with specific focus on the curriculum and pedagogical practice To input into the design of the staff PLD plan, individual goal setting, Teaching as Inquiry projects and staff appraisal
Guidance Network Team	<ul style="list-style-type: none"> To input into the development of the annual plan with specific focus on school-wide relationships and student management including the capacity building of staff and the implementation of targets programmes delivers through LAR or other specialist group focus
PLD Development Cttee	<ul style="list-style-type: none"> To critique the annual plan and ensure that all the key elements of ongoing strategies for raising Maori and Pasifika achievement are embedded in the plan. To plan the PLD programme for the full year (Wed workshops and Thursday PLD sessions, including external inputs) To implement the COL Achievement plan in relation to raising Maori and Pasifika achievement
Faculties	<ul style="list-style-type: none"> To identify the specific contribution that the faculty will make to the achievement of the school goals and specific targets To consistently implement the action plan and ensure appropriate support and progress evaluation procedure are in place To ensure faculty staff are appraised appropriately (including coaching/mentoring and appropriate PD) to meet the school, faculty and personal goals
Individual Teachers	<ul style="list-style-type: none"> To actively contribute to the achievement of the of the annual goals through their various roles as classroom teacher, Learning advisor, whanau head, HOF, HOD, SCT, development committee member, etc To negotiate aligned personal goals and a professional develop plan consistent with those goals To actively engage in the Teaching as Inquiry process

Naenae College CHARTER VARIANCE STATEMENT

Year	Whole School Goals	Result	Variance
Y9	<p>1(a) All students attend school at least 90% of the time.</p> <p>1(b) More than 85% of our students leave with NCEA level 2 or move to further education or training.</p> <p>1(c) Level 1 NCEA pass rates will be at least at the national average of 72%</p> <p>1(d) A Pacific Achievement Plan is developed and introduced.</p> <p>1(e) Students in Te Whare ō te Atawhai will experience appropriate progress and success.</p> <p>2(a) Whānau and iwi are regularly consulted to</p>	<p>See Attendance <i>Appendix D</i></p> <p>88% cumulative pass rate at Level 2 NCEA See NZQA results <i>Appendix B</i></p> <p>NZQA 61.1% pass rate at Level 1 NCEA remains at odds with the 71% pass rate from internal data*. <i>Appendix C</i></p> <p>Adoption of the Action Plan for Pacific Education 2020 – 2030</p> <p>Narrative assessment has focused learning and reporting on IEP goals</p> <p>Severe limitations were caused by COVID and resulted in the severe</p>	<p>2021 attendance figures are provided in data analysis Everyday Matters alongside the internal tracking of the College. Attendance remains an area of concern and impacts on achievement. In 2022 the Lower Hutt cluster will take on the Attendance Service contract in an attempt to provide better support for lifting attendance rates. COVID lockdown is an outlier result for obvious reasons. Other strategies such as the Board funded Social Worker remain in place.</p> <p>To exceed the national expectation by 3 percent is a significant improvement over time and focus will be given to sustaining this result.</p> <p>This continues to be an area of development particularly for Pasifika and Māori achievement that is very positive. Cumulative achievement to 95% at Level 1 is a success rate that is a significant achievement. Sustaining this rate and continuing to support this achievement is a priority. There is not a blanket adoption of the plan rather it informs future planning alongside Tapasā, Kāhui Ako priorities, Talanoa and local context engagement. The Kāhui Ako Within school position is tasked with leading this development.</p> <p>Not all of the IEP goals were written into EDUCA for use in Learning Stories – further engagement with this platform is vital.</p>

<p>identify learning needs and collaborative approaches, and we feedback again to them.</p> <p>2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement.</p>	<p>limiting of opportunities for annual events to run.</p> <p>Programme success in the senior school ranged from 100% success to 38%**. This represents an overall improvement in programme success and is reflected in overall raising of results. See <i>Appendix A</i></p> <p>Evidence of junior programmes is more ad hoc</p> <p>The community committee continues to operate</p> <p>The Learning Advisory Roopu, Mentor and Prefect programmes, Multicultural Day, Talanoa and graduation profile continue to deliver this goal.</p>	<p>Significantly impacted by COVID-19. Online conferencing is not an effective platform for reaching our community. A return to kanohi ke te kanohi meetings is vital.</p> <p>While we were impacted by COVID-19, it is clear that areas of the curriculum are responding and more effectively meeting the needs of students through programme provision. Low levels of achievement are symptomatic of poor engagement and a lack of congruence between student needs and course content. Authentically, responding to this has resulted in overall improved outcomes that are within the scope of annual minor variances. Staffing is now further prioritised to give support for greater equity in resource allocation.</p> <p>Junior data is highly variable and both qualitative and quantitative measure are being improved with the adoption and implementation of the Progressive Achievement Tool and professional learning associated with its implementation. This is being lead by the Assistant Principal Junior School with a goal of reporting on curriculum levels in 2023.</p> <p>Significantly impacted by COVID-19. The Board has prioritized internal review of this plan.</p> <p>As part of the progress being made with LAR programme delivery coming out of its review in 2021, there continues to be an enhancement of the pastoral/citizenship programme that is LAR will contribute to supporting this goal. The appointment of LAR Champions at each year level has added some leadership to this priority.</p>
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*Results are calculated based on the achievement of students who attend courses deliver in mainstream classes at the college as a school leaver statistic

** 'Success' for the purpose of courses in 2020 is the percentage of students per course who gained 12 credits or more in Year 11 and 10 credits or more in Years 12 and 13.

Key achievements of Faculties in 2021

Languages:

SUMMARY.

Successes

- Whole school Year 11 Level One Literacy Lit 85%.
- Whole school Year 13 Leavers 100% Level 1 Literacy.
- LIT100 continues to be successful.
- ENG200 65% UE Literacy – this is a success considering the number of students who attend University, and students still have Year 13 to achieve this.
- ENG200/ENG100 high internal assessment grades.
- ENS200 exam results were positive for the small number that attempted the paper.
- English Māori/Pacific excellence results.
- ELL exceeds pass rate.
- MAO NCEA pass rates.
- MPA – all performers year 9 - 13 gained 10 credits for level 3 performance.
- MPA – all gained 14 credits from the Arts department for group music, song and dance.
- SAM301 80% pass rate.
- SPA 301 80% pass rate.

Issues/areas of concern

English

- Students who achieved their NCEA early tended to stop working.
- Students take English at Year 12 /13 as nothing else to do, so aren't interested in achieving results.
- There is a need for a second LIT100 class.
- Lack of excellence grades in externals.
- Services students miss a lot of work and struggle to catch-up.
- Credits gained from other activities (e.g. Kapa Haka) demotivate students to complete work in courses.
- Year 12/13 LAR teachers need PD around how to read Kamar to check student progress for Level 1 Literacy/Numeracy and UE Literacy.

ELL

- Some of the students had achieved Level 1 by the end of Term 3 and worked on no assessments in Term 4.
- Most effective way to overcome the limited vocabulary would be a reading programme combining both intensive and extensive work with texts. There is not enough time in these courses to pursue this approach at the frequency and focus required. Perhaps the whole-school emphasis on literacy will help to fill the gaps.

Māori

- Services students miss a lot of work.

Samoan

- The decline pass rates for Level 1 and Level 2 are a concern, however, consideration must be given to ongoing illness of AAT and then a new Samoan teacher in the second half of the year.

Spanish

- Low rate of assessments attempted across senior classes.

General comments

- In English, there was an increase in the number of students withdrawing from internal assessments, as well as less students attempting externals. Most students seem happy to pass NCEA so calculate their assessments to attempt based on that. Less students are aiming for endorsements.
- With ENG200, some students had a choice to rework some of their achievement standard reports which did not meet the criteria for achievement for AS2.8 - Information Literacy. Those who completed the work achieved the Unit Standard assessment. This is a great way of catering to different needs.
- Senior ELL courses continue to remain very successful each year.
- Shifting MPA to the Māori department has been a successful move and I expect to see increased results.
- Samoan has maintained its numbers.
- Samoan needs to set up a more formalised moderation process with Taita College.
- Spanish has struggled to maintain its numbers at senior level (ever since Anna Edlin went on maternity leave) and produce satisfactory results.

External Moderation 2021

I have read & met with all staff regarding the PN's external moderation report

☒ Yes ☐ No

Scholarship 2020

☒ We did not offer a scholarship programme in 2021.

In English, Level 3 Unfamiliar Text external was offered to Year 12 students as extension. Four students took up the offer, with three passing the external paper.

Mathematics:

SUMMARY.

Successes

- 100% of the students in MAC301 and MAS301 passed the course.
- Three students in MAC301 got endorsed with Excellence, another three endorsed with Merit.
- 100% of Pacifika learners in MAT101 passed Numeracy.

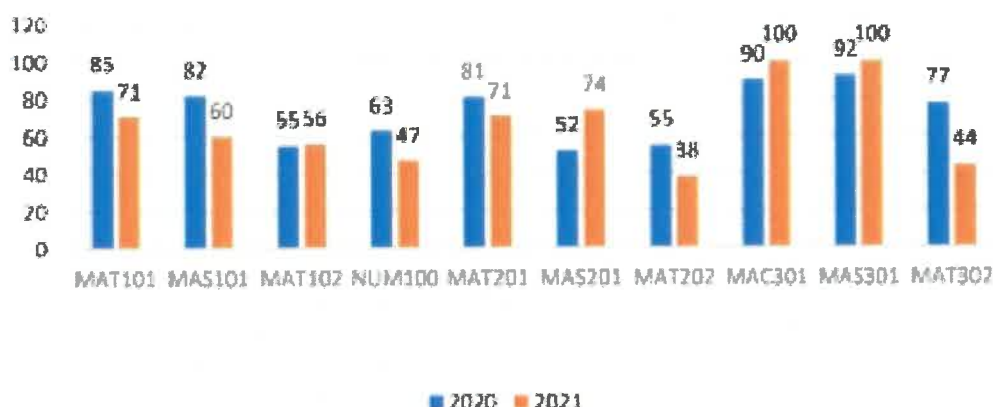
Issues/areas of concern

- MAT202 is of concern. It has a pass rate of 38%, the lowest in the faculty. The average mathematical ability of the students was low and many of them struggled with attendance as well as concentration in class. Many students in MAT202 did not want to take maths. MAT202 was likely to have been used as a timetable filler.
- MAT302 had more than a third of the students leave school during the year. The course started with 20 students and ended the year with only 12 students due to various reasons. The MAT302 pass rate of 44% is not the right reflection of the class achievement.

General comments

- The 2021 senior results are not as good as 2020. As shown below in the graph, the pass rates of MAC301, MAS301, MAS201 and MAT102 are higher than 2020, but the rest of the courses have a lower pass rate compared to 2020.
- Three courses have a pass rate below 50%. In 2020, all maths courses had a pass rate of 50% or above.
- The largest fall is MAT302 (-33%), followed by MAT202 (-17%).

Mathematics Pass Rates 2020 & 2021



External Moderation 2021

I have read & met with all staff regarding the PN's external moderation report

☒ Yes ☐ No

Scholarship 2020

☒ We did not offer a scholarship programme in 2021.

In English, Level 3 Unfamiliar Text external was offered to Year 12 students as extension. Four students took up the offer, with three passing the external paper.

Arts and Technology

SUMMARY.

Successes

- The practical nature of most of our courses had meant that teachers were limited to what they could do in an online, remote classroom. However, with creative thinking such as rearranging the timing of courses, adapting group-type assessments, and selectively teaching but not assessing some standards have contributed to students' achievement and pathways.
- Student with special needs (reader/writer) gained 2 Excellences, 1 Merit (Visual Art)
- Dine Academy Wellington Regionals (Merit Certificates for entries)
- Preparing students for the Big Sing was a challenge but it was a success with the school choir winning an award.
- Successful Art workshop run during school holidays
- Good retention of Y9 / Y10 Music students moving to next levels.

Issues/areas of concern

- Renewed focus to encourage more Pacifica / Māori students to achieve at higher levels
- Teacher Wellbeing (Mentoring, Classroom Support)
- Refining multi-level / "2 Lap Race" courses

General comments

- Prep for NCEA Level One (2024) and beyond
 - Photography/Design is expected to be combined into one Digital Art Strand
 - More flexibility to teach (less assessments)
- To encourage more Māori/Pacific to do Digital Technologies
- Digital tools are just tools. Teaching the Curriculum content in engaging ways is key.

External Moderation 2021

I have read & met with all staff regarding the PN's external moderation report

☒ Yes ☐ No

Scholarship 2020

☒ **We did not offer a scholarship programme in 2021.**

In English, Level 3 Unfamiliar Text external was offered to Year 12 students as extension. Four students took up the offer, with three passing the external paper.

Science:

SUMMARY.

Successes

- Designing courses at NCEA Level 3 that are challenging and accessible to a wide range of students is going to be challenging and hopefully will not affect results.
- Earlier collaboration with parents is needed to ensure students reach their potential and we have whanau support.
- Overall students in the senior school are achieving at an excellent rate.

Issues/areas of concern

- SCI101 and SCI102 have different difficulties but will both benefit from the new 4 standard NCEA Level 1 course recommended by the Review of Standards.
- SCI102 has large discrepancy in results between the two classes. Also, students struggled to return after lockdown and attendance caused problems for assessment.
- SCI302 removal means SCI202 students will be absorbed into SCI300 courses which will need very careful planning and excellent teaching to avoid a drop in results.

External Moderation 2021

I have read & met with all staff regarding the PN's external moderation report

☒ Yes ☐ No

Scholarship 2020

☒ **We did not offer a scholarship programme in 2021.**

In English, Level 3 Unfamiliar Text external was offered to Year 12 students as extension. Four students took up the offer, with three passing the external paper.

Physical Education and Health:

SUMMARY.

Successes

- Outdoor Education activities ie Ropes course, Adrenalin Forest park etc, continue to be popular contexts
- The timetabling of same level courses on at the same time allowed for the movement of students within these courses based on their academic ability or interest.
- The dual role of the specialist teacher and learning advisor has a lot to do with the success of the Service Academy's pass rates. It allows for more concentrated time with teacher and students (without having to chase students up).
- PED101 14.6

Issues/areas of concern

- Students continue to be placed in PE/SPS courses when they are not suited for these courses. 'Not suited' meaning; no interest in subject, historically poor participation/effort/attitude in junior PE

- Having to combine the level three Physical Education & Sports Studies courses. The Sports Studies course caters for our low literacy and/or more physically inclined students, the PE course is for our more academically able students who are likely to go onto tertiary pathways. It is extremely difficult to teach these two groups at the same time. More time was spent on the low literacy students ie scaffolding, support etc, that it was felt the 'middle' ability students were neglected.
- SPS100 courses/students continue to lack competent reading, writing and comprehension skills at this level.

General comments

- ***(bullet points) Please include a comment here on trends in senior achievement.***
- With ELL students and identified low literacy students, we will look to decrease the number of standards these students are entered into within a course.
- We have good student numbers in our Level Two Physical Education & Sport Studies courses this year, the aim will be to engage these students to the extent they will continue with these courses at Level Three. It is hoped we can then revert back to having separate courses to better tailor these courses to suit the academic abilities within.

External Moderation 2021

- I have read & met with all staff regarding the PN's external moderation report
☒ Yes ☐ No

Scholarship 2020

- ☒ **We did not offer a scholarship programme in 2021.**
- In English, Level 3 Unfamiliar Text external was offered to Year 12 students as extension. Four students took up the offer, with three passing the external paper.

Social Science:

SUMMARY.

Successes

- All senior classes, except for BUS100, saw an improvement in achievement
- The improvement in achievement across the faculty was significant.
- There has been an increase in students achieving UE in social science subjects

Issues/areas of concern

- Booklet based learning is problematic for our learners. These resources can be used to support student learning. However, there needs to an interactive approach to teaching. Tourism saw a composite approach taken and this led to an improvement in student achievement.
- Attendance is still an ongoing issue.
- Attendance in exams is still low. Often, students are taking a strategic approach to examinations. If they have the credits, they need they will prioritise other learning. This is not necessarily negative. However, it does rule out the potential for course endorsement.
- Geography numbers have been low.

General comments

- *Overall, results in Social Science have been trending upwards. This year's results were very pleasing, and the next step is to continue to build on this mahi. There have been several factors that have contributed to this, including student placements. The biggest factor in increased achievement is dedicated teachers who are passionate about the subjects they teach.*

External Moderation 2021

I have read & met with all staff regarding the PN's external moderation report

☒ Yes ☐ No

Scholarship 2020

☒ We did not offer a scholarship programme in 2021.

In English, Level 3 Unfamiliar Text external was offered to Year 12 students as extension. Four students took up the offer, with three passing the external paper.

Te Whare ō te Atawhai:

SUMMARY.

Successes

- Senior students gaining credits towards NCEA Levels One and Two
- Weltech Supported Learners Course staff report that students from the SNU are well Prepared for Weltech, especially in terms of literacy and numeracy.
 - The SNU teacher aide job description and appraisal document was revised, updated and implemented at the Principal's request.
 - The Year 9 LAR visits to SNU in Term 1 were well-received. We intend to repeat this in Term 2 of this year.

Issues/areas of concern

- Teacher aide funding is inadequate. SNU teaching staff do many more interval and lunchtime duties in a week than their main school counterparts in order to provide safe supervision for students. (Personally, I do 5 intervals and two lunchtimes). Teacher aide funding is not sufficient to cover this and also leaves some SNU classes with very minimal teacher aide support. In 2021 we had three students who needed one-to-one supervision for 30 hours per week. In 2022 we have 4 of these students. None of these students have more than 20 hours teacher aide time per week. Some have only 13.

General comments

- We continue to have one or two students per year who achieve an NCEA Level.
- The trend is that we are gradually enrolling more students with Very High Needs. This work is more demanding of staff.

Careers and Transition:

SUMMARY.

The Careers department is looking forward to a student and result focused 2022, forging closer relationships within the school community and the local community; tailoring unique and cost-effective programs to make Naenae students ready for the world beyond the campus. Marie Wilton continues to be of great assistance to Gateway students by organizing high-value work placements and liaising with students, employers and workplaces. Marie goes the extra mile for students in the Gateway program and has demonstrated her efficiency and working knowledge of the budgetary requirements of the department. Marie's tenacity and skill has been integral to the success of many of the Gateway students this year in finding work for 2022.

Guidance:

SUMMARY.

Since 2014, Family Relational challenges have been the main reason students seek out counselling support, this remains the case in 2021 with 32% of clients engaging for this main reason. This could be for many reasons, but they often include relational issues with parents or caregivers and sometimes with siblings or wider family.

Non-whānau /family relationships are a common reason (Friendships (9%), Peer-relationships (4%), romantic relationships (3%)) for clients to access counselling. “School Challenges” (2020:11%, 2021:14%) takes over from “Anxiety” (2020:11%, 2021:10%) as the second most common, main reason for clients to attend counselling.

Anxiety is the third most common reason in 2021 and experience tells us that although anxiety is often not the main reason to attend counselling it is very common in the background of a lot of students’ distress.

Pandemic Challenges

This year with Covid-19 has again exacerbated student’s (and staff member’s) anxiety. The uncertainty and fatigue of having dealt with Covid-19 for almost two years is telling for staff and students alike.

Exam and Stress Challenges

Stress (5%) as a primary presentation increases towards the exam time. Senior students are more likely to make appointments towards the end of the year especially when reality hits about leaving school. School issues can include things such as relational issues with a staff member, finding the academic work difficult or difficulty staying engaged in school. Often school issues are the result of some of the other reasons clients come to counselling, rather than the cause of the issue themselves. Stress about money, food and meeting basic needs is widespread. We are lucky to have access to social programmes such as the Healthy School lunches, Kickstart Breakfast programme and Kidscan to provide food, first aid supplies, health and sanitary products to our students.

Concerning Developments for Future Response Needs

There is also an escalation in Non-Suicidal Self Injury (commonly referred to as self-harm or cutting, although this is only one form of many NSSI behaviours). Clients generally do not come to counselling because of the NSSI but it can be discovered as part of the counselling process. NSSI is used to regulate distress within the body, often in people who do not have a strong ability to talk about their feelings.

Appendix A: NNC 2021 Senior course success rate ranking

RESULTS ANALYSIS		2020		2021			Variance	
		#students	% pass		#students	# above pz	% pass	
MAO101		8	100%	MAC301	10	10	100%	1 10%
SVCADY1		21	100%	MAS301	18	18	100%	2 10%
DIT301		6	100%	ELL012	8	8	100%	3 27%
SCI202		23	100%	MAO101	1	1	100%	4 0%
SAM101		8	100%	MAO201	4	4	100%	5 100%
ENS200		25	100%	SVCADY2	14	14	100%	6 25%
GAT232		11	91%	PSY201	25	24	96%	7 39%
MAC301		10	90%	SVCADY1	22	21	95%	8 -5%
MAS301		13	90%	SSI101	11	10	91%	9 66%
MUS201		10	90%	CHE301	10	9	90%	10 90%
SVCADY3		9	89%	TEB302	10	9	90%	11 11%
MAT101		46	87%	IAH101	16	14	88%	12 88%
PED301		15	87%	SSI201	19	16	84%	13 38%
PHY201		13	85%	PHY201	12	10	83%	14 -2%
ENG300		23	83%	SAM201	6	5	83%	15 33%
SAM301		6	83%	NNK322	6	5	83%	16 83%
MAS101		46	82%	BIO301	10	8	80%	17 42%
CHE201		16	81%	SPA301	5	4	80%	18 80%
MAT201		16	81%	TEC102	20	16	80%	19 11%
PED201		10	80%	CHE201	14	11	79%	20 -2%
TEB302		13	79%	Lit100	14	11	79%	21 1%
Lit100		9	78%	MUS301	14	11	79%	22 19%
MAT302		26	77%	PED101	23	18	78%	23 4%
SCI102		22	77%	TEB202	18	14	78%	24 22%
MPA301		25	76%	SOS201	21	16	76%	25 49%
SVCADY2		12	75%	ELL234	8	6	75%	26 75%
PEM232		36	75%	DIT301	8	6	75%	27 -25%
PED101		23	74%	MAS201	43	32	74%	28 22%
ELL012		19	73%	SOS101	19	14	74%	29 3%
SPS101		40	72%	PHY301	11	8	73%	30 73%
SOS101		14	71%	ENG100	75	55	73%	31 14%
DIT101		17	71%	MAT101	35	25	71%	32 -16%
ENS100		44	70%	MAT201	21	15	71%	33 -10%
TEC102		16	69%	ARP201	14	10	71%	34 62%
DRA101		9	67%	ENG200	58	40	69%	35 52%
ART100		25	67%	PSY101	21	14	67%	36 5%
BIO201		17	65%	DES201	8	5	63%	37 63%
PAR322 L1		24	63%	SSI301	16	10	63%	38 32%
NUM100		19	63%	SPS201	21	13	62%	39 3%
PSY101		29	62%	PED201	18	11	61%	40 -19%
MUS301		15	60%	MAS101	48	29	60%	41 -22%
SCI101		45	60%	SCI202	10	6	60%	42 -40%
ENG100		56	59%	DIT100	17	10	59%	43 -12%
SPS201		27	59%	SCI101	44	25	57%	44 -3%
PSY201		23	57%	DRA101	7	4	57%	45 -10%
TEB202		17	56%	SOS301	21	12	57%	46 28%
MAT102		38	55%	MAT102	41	23	56%	47 1%
FDS102		22	55%	GAT232	25	14	56%	48 -35%
MAT202		47	55%	MUS101	40	22	55%	49 26%
MAS201		34	52%	FDS102	11	6	55%	50 0%
SAM201		2	50%	PHO201	11	6	55%	51 20%
SSI201		26	46%	ART100	13	7	54%	52 -13%
PAR322 L3		26	46%	SVCADY3	2	1	50%	53 -39%
PAR322 L2		11	45%	CAH202	12	6	50%	54 50%
DIT201		15	40%	PEM232	15	7	47%	1 -28%
DRA301		5	40%	PED301	22	10	45%	2 -42%
BIO301		8	38%	MAT302	18	8	44%	3 -33%
PHO201		17	35%	PHO301	9	4	44%	4 44%
SSI301		13	31%	SAM101	7	3	43%	5 -57%
SOS301		14	29%	IAH201	7	3	43%	6 43%
MUS101		21	29%	MAT202	40	15	38%	7 -17%
ARG100		18	28%	ENG300	24	9	38%	8 -45%

Appendix B: NZQA cumulative results data 2021

Naenae College in Wellington										
	<u>2017</u>		<u>2018</u>		<u>2019</u>		<u>2020</u>		<u>2021</u>	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 1)										
Year 11	87	57.2	55	45.1	76	55.1	96	63.6	91	63.2
Year 12	102	77.9	103	85.8	83	74.1	95	84.8	119	88.8
Year 13	87	83.7	100	86.2	93	89.4	82	88.2	79	95.2
NCEA (Level 2)										
Year 11	2	1.3					3	2.0	1	0.7
Year 12	76	58.0	78	65.0	67	59.8	75	67.0	100	74.6
Year 13	84	80.8	93	80.2	87	83.7	77	82.8	73	88.0
NCEA (Level 3)										
Year 11	1	0.7							2	1.5
Year 12	3	2.3	1	0.8					50	60.2
Year 13	41	39.4	57	49.1	46	44.2	56	60.2		
University Entrance										
Year 11	1	0.7							2	1.5
Year 12			1	0.8					17	20.5
Year 13	19	18.3	33	28.4	27	26.0	27	29.0		

Achievement in NCEA and UE: Naenae College

PR2 - Enrolment Based Cumulative Overall Results

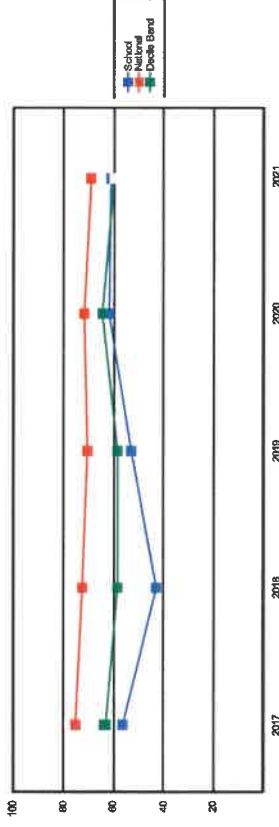
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Naenae College

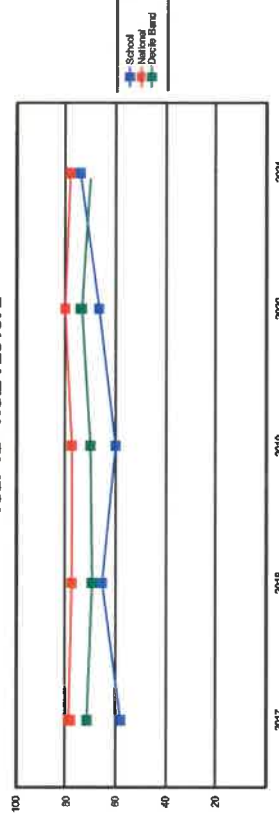
Academic Year	Year 11				Year 12				Year 13			
	NCEAL1	NCEAL2	NCEAL3	UE	NCEAL1	NCEAL2	NCEAL3	UE	NCEAL1	NCEAL2	NCEAL3	UE
2017	56.1	58.0	39.4	18.3	75.0	78.5	65.5	48.9	63.4	71.4	55.6	27.4
2018	42.6	65.0	49.1	28.4	72.4	77.6	66.1	48.9	58.4	69.5	56.9	27.8
2019	53.1	59.8	44.2	26.0	70.6	77.5	67.3	49.3	58.6	69.7	59.4	29.8
2020	61.9	66.4	60.2	29.0	71.8	80.1	72.1	53.4	64.7	73.7	66.9	32.7
2021	61.1	74.1	60.2	20.5	69.2	77.9	70.5	51.9	59.7	69.8	62.9	30.2

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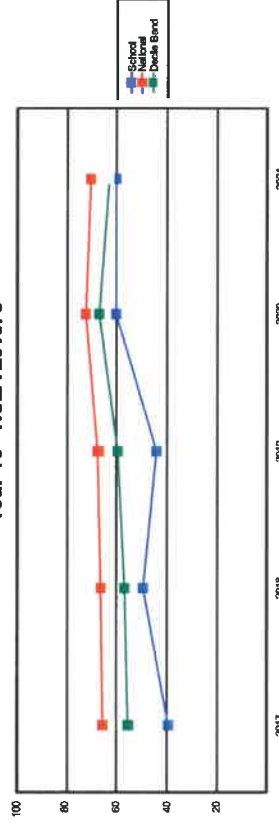
Year 11 - NCEA Level 1



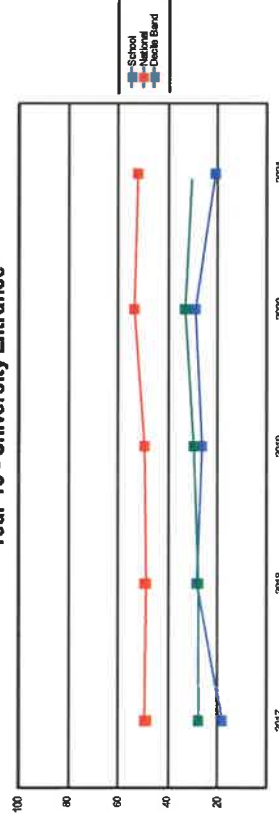
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance

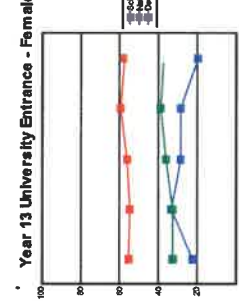
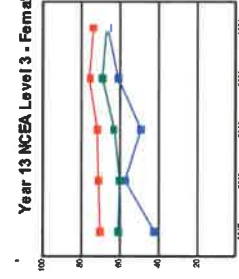
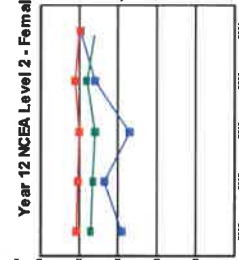
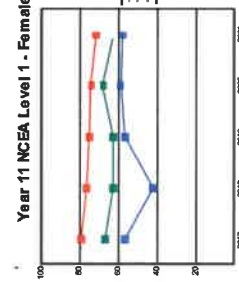
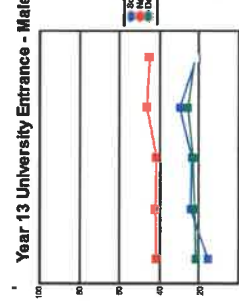
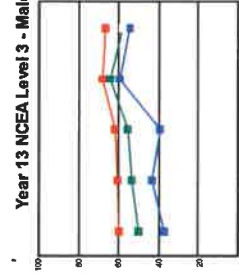
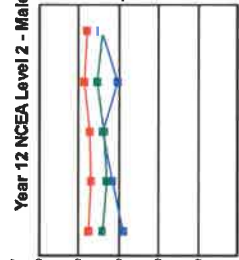
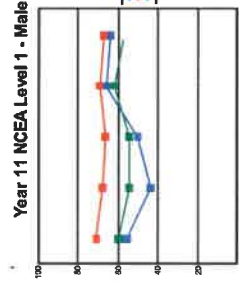


Achievement in NCEA and UE: Naenae College

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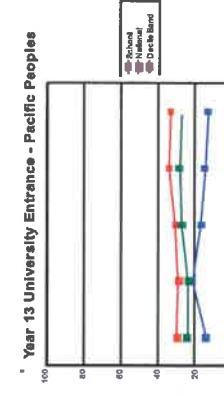
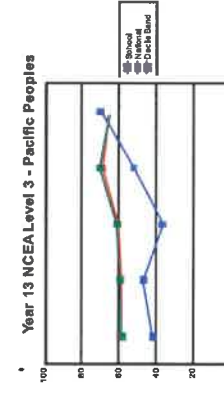
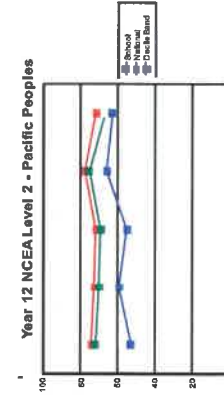
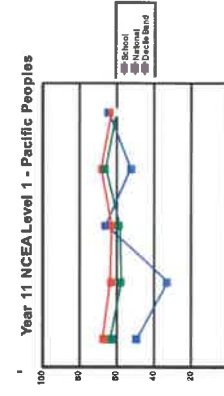
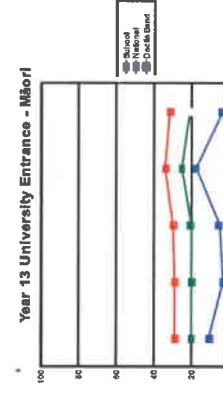
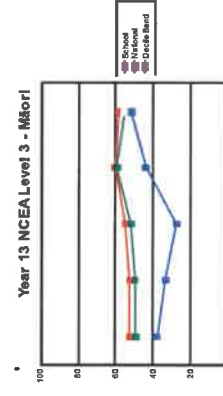
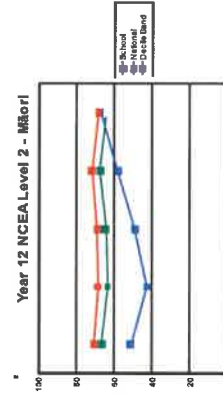
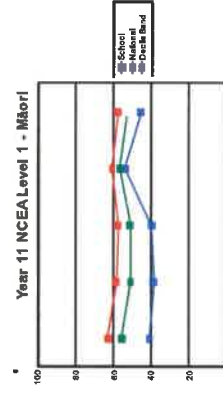
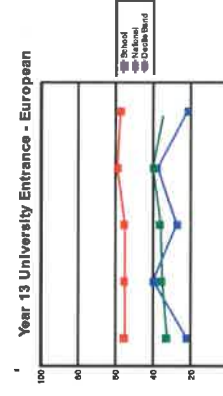
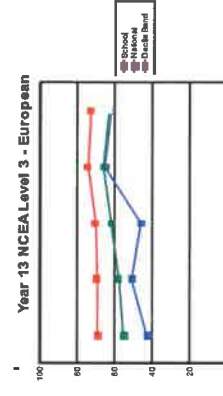
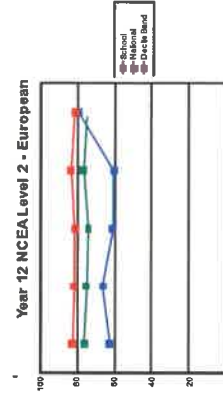
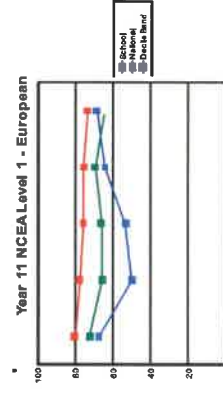
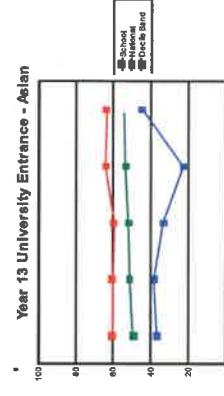
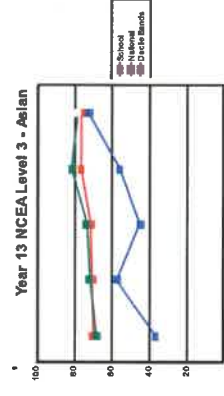
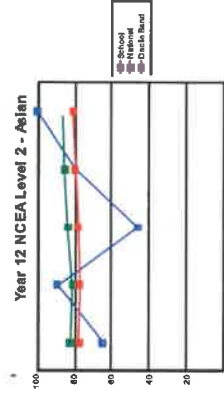
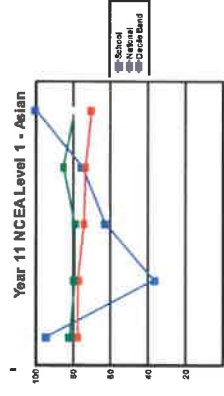
PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Naenae College				National				Decile 1-3			
	Year 11		Year 12		Year 11		Year 12		Year 11		Year 12	
	NCEAL1	NCEAL2	NCEAL3	UE	NCEAL1	NCEAL2	NCEAL3	UE	NCEAL1	NCEAL2	NCEAL3	UE
Male												
2017	56.0	58.0	37.3	15.3	71.0	75.5	60.1	42.1	60.1	68.4	49.9	21.5
2018	43.9	63.1	43.1	24.6	68.2	74.2	61.0	42.4	54.3	65.9	53.2	22.3
2019	50.0	66.1	39.2	23.5	66.5	74.7	62.3	42.2	54.3	67.4	55.2	22.7
2020	65.7	60.7	59.5	29.7	69.6	77.8	68.5	46.8	61.6	71.1	64.5	25.9
2021	64.1	69.0	54.8	21.4	67.0	76.0	66.8	45.5	57.0	67.9	58.4	22.4
Female												
2017	56.3	58.1	42.2	22.2	79.2	81.5	70.5	55.2	66.7	74.3	60.7	32.7
2018	41.7	67.3	56.9	33.3	76.8	81.0	70.7	54.8	62.8	72.9	60.1	32.4
2019	56.3	53.8	49.1	28.3	74.9	80.2	71.9	55.8	62.9	72.0	62.9	35.8
2020	58.8	71.9	60.7	28.6	74.1	82.4	75.5	59.6	67.8	76.3	69.0	38.8
2021	57.7	79.7	65.9	19.5	71.5	79.8	74.0	57.7	62.7	71.7	67.0	37.3



Variance: Cohort variance is significant. The 2021 Year 12 cohort is particularly strong. UE is trending to expectations given 20% of HV students head to University.

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Naenae College



Goals

- 1 **All students will progress and achieve to their highest educational potential through quality teaching and learning, safe environments and positive relationships.**
 - 1(a) All students attend school at least 90% of the time. [See Appendix D](#)
 - 1(b) More than 85% of our students leave with NCEA level 2, or move to further education or training. **89% Level 2**
 - 1(c) Level 1 NCEA pass rates will be at least at the national average of 72% **71%**
 - 1(d) A Pacific Achievement Plan is developed and introduced.
 - 1(e) Students in [Te Whare Atawhai](#) will experience appropriate progress and success.

Results analysis:		NNC	NZQA	Decile 3	NAT
NCEA L1 Yes	87	71%	61.10%	58.10%	70.80%
NCEA L1 No	35	29%			
Total:	122				
NCEA L1 Yes					
Māori	24	57%	45%	50.40%	56.50%
Pasifika	24	71%	64.10%	57.60%	61%
NCEA L1 No					
Māori	18				
Pasifika	10				
TOTAL					
Māori	42				
Pasifika	34				

Results analysis:		NNC	NZQA	Decile 3	NAT
NCEA L2 Yes	92	87%	73.30%	68.70%	77.40%
NCEA L2 No	14	13%			
Total:	106				
NCEA L2 Yes					
Māori	23	79%	66.70%	62.90%	67.50%
Pasifika	22	92%	62.80%	65.90%	70.60%
NCEA L2 No					
Māori	6				
Pasifika	2				
TOTAL					
Māori	29				
Pasifika	24				

NNC Year 13 2021

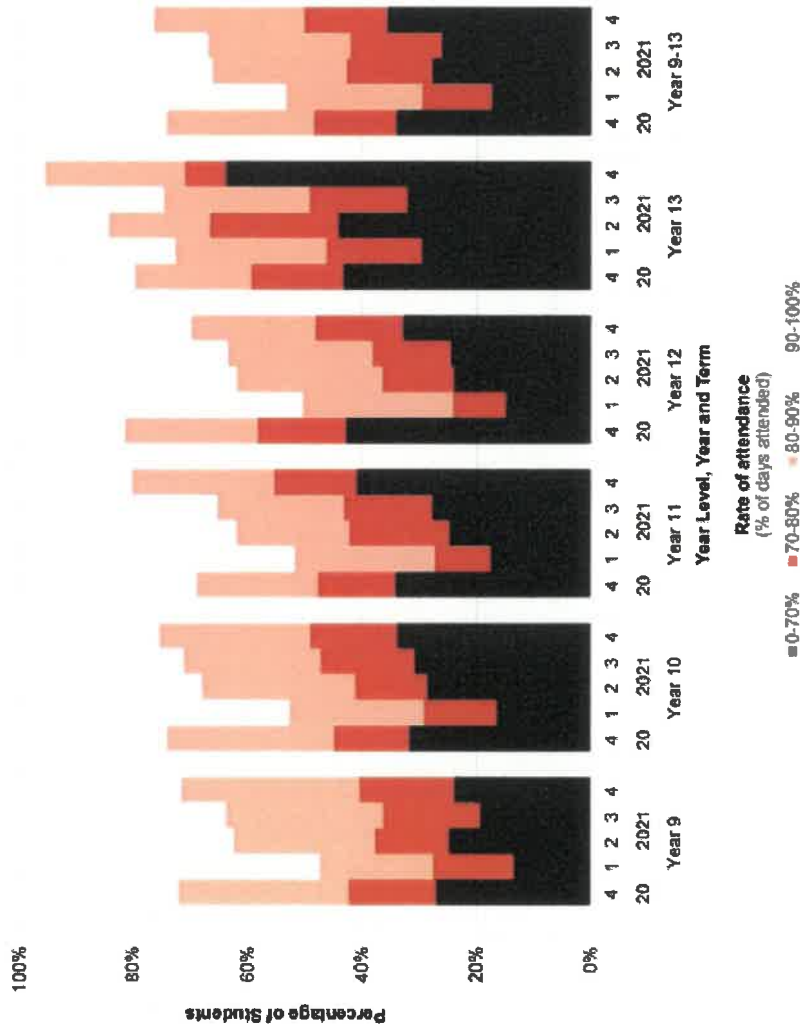
Results analysis:		NNC	NZQA	Decile 3	NAT
NCEA L3 Yes	50	56%	60.20%	61.90%	69.90%
NCEA L3 No	40	44%			
NCEA L2 Yes	80	89%			
Total:	90				
NCEA L3 Yes					
Māori	14	50%	51.90%	54.70%	57.80%
Pasifika	14	58%	69.60%	63.90%	64.20%
NCEA L3 No					
Māori	14				
Pasifika	10				
TOTAL					
Māori	28				
Pasifika	24				

Appendix D: Attendance – Everyday Matters

SECTION 2: Student attendance – Last 5 Terms

Student attendance rates, by Year level

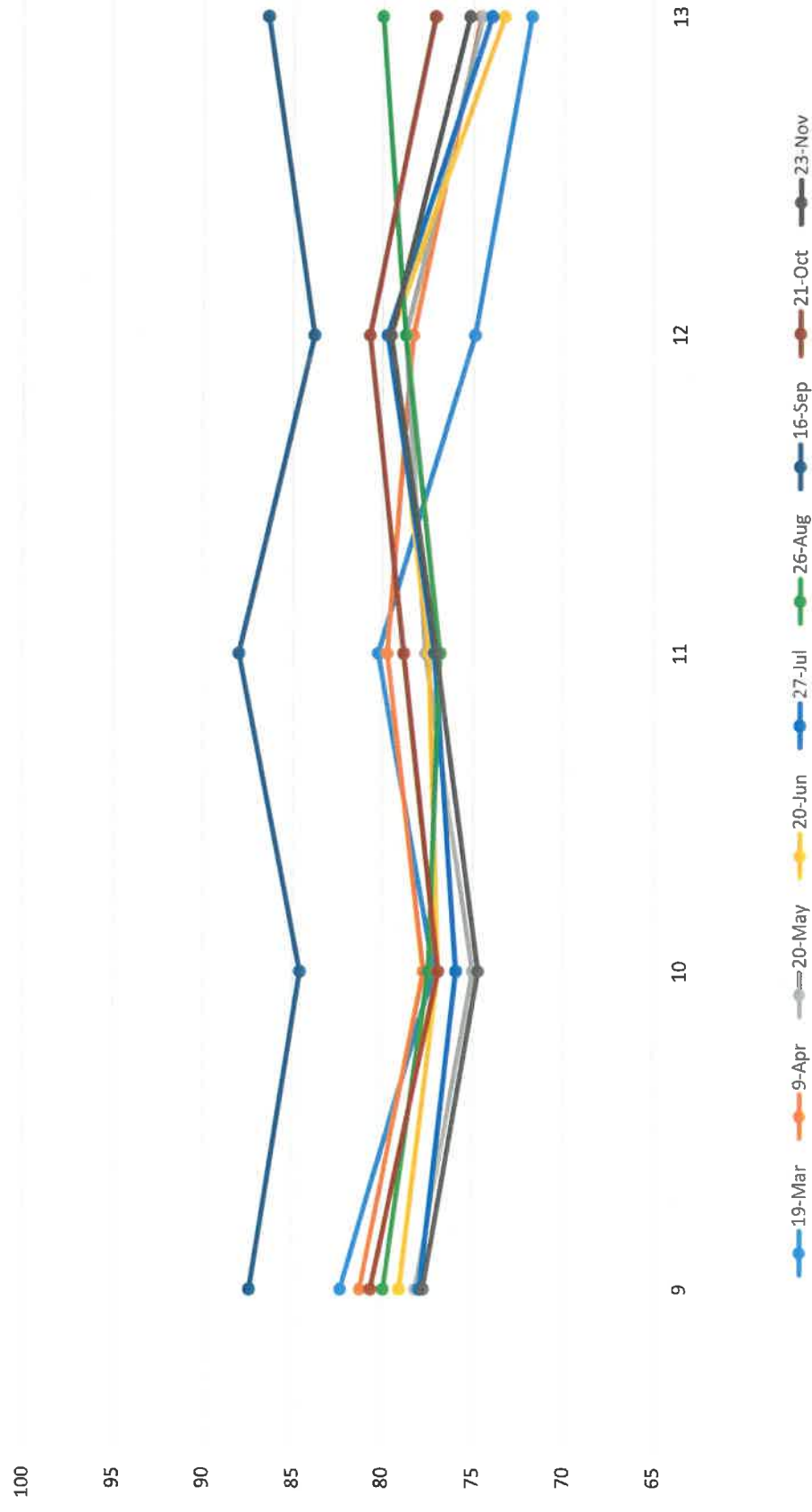
NB. If the total number of students is small, we suggest you use this data with caution.



Year Level	Year	Term	Total students	# of students attending (% of days)				% of students attending (% of days)			
Year 9	2020	4	175	49	52	27	47	28.0	29.7	15.4	26.9
	2021	1	171	90	34	24	23	52.6	19.8	14.0	13.5
		3	170	64	42	22	42	37.6	24.7	12.8	24.7
Year 10	2020	4	168	48	52	28	40	28.6	31.0	16.7	23.8
	2021	1	158	41	46	21	50	25.9	29.1	13.3	31.8
		2	171	81	40	22	28	47.4	23.4	12.9	16.4
Year 11	2020	4	165	53	44	21	47	32.1	26.7	12.7	28.5
	2021	1	163	40	43	25	55	24.5	26.4	15.3	33.7
		2	143	69	36	14	25	48.3	24.5	9.8	17.5
Year 12	2020	4	142	54	28	25	35	38.0	19.7	17.6	24.6
	2021	1	141	49	31	22	39	34.8	22.0	15.8	27.7
		2	132	26	33	19	54	19.7	25.0	14.4	40.9
Year 13	2020	4	103	19	24	16	44	18.4	23.3	15.5	42.7
	2021	1	141	70	37	13	21	49.6	26.2	9.2	14.9
		2	134	51	34	17	32	38.1	25.4	12.7	23.9
Year 9-13	2020	4	74	15	15	12	32	20.3	20.3	16.2	43.2
	2021	1	95	28	25	16	28	27.4	26.3	18.8	29.5
		2	84	13	15	16	37	15.5	17.9	22.6	44.0
Year 9-13	2020	4	69	3	17	5	44	4.3	24.6	7.2	63.8
	2021	1	721	338	171	89	128	46.6	23.7	12.3	17.3
		2	685	235	163	104	183	33.8	23.6	16.0	27.8
Year 9-13	2020	4	873	222	167	108	178	33.0	24.8	16.0	26.2
	2021	1	648	152	170	95	231	23.5	26.2	14.7	35.6

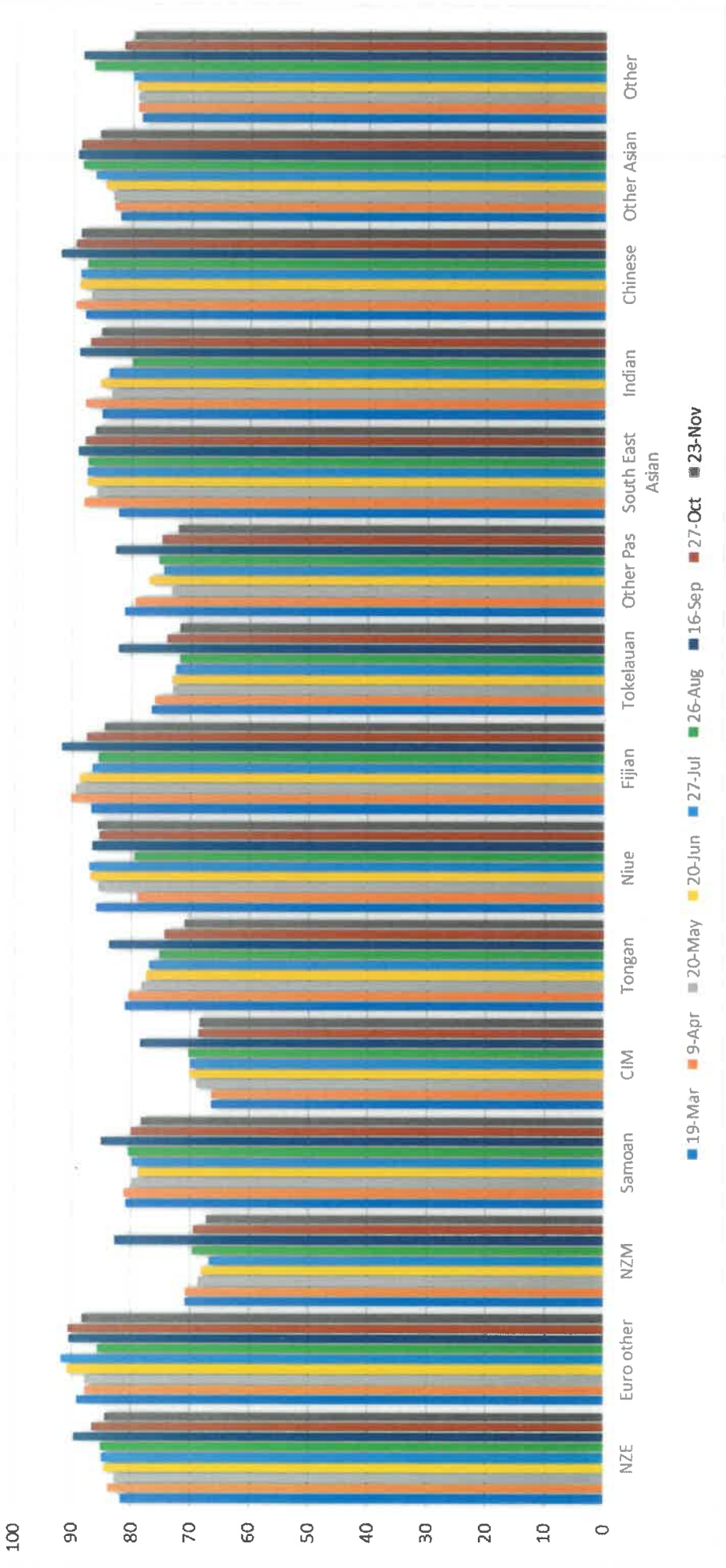
In term 4 of 2021, Year 12 had the highest percentage of students attending regularly, with 30.2% of students attending this often. Year 13 had the lowest percentage of students attending regularly, with 4.3% of students attending this often.

Full School Attendance Monitoring



Internal attendance tracking 2021

Attendance by ethnicity



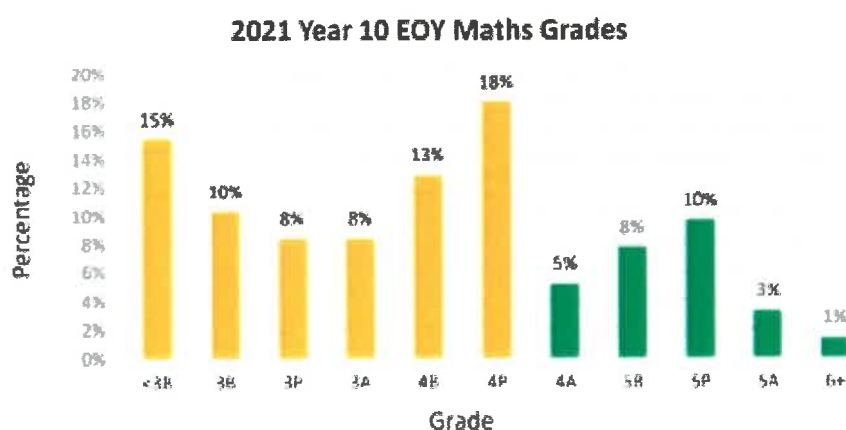
Attendance of Māori students (35% of student body) continues to be an area of major concern despite improving achievement results overall. A Kāhui Ako Within school appointment has been made do prioritize understanding attendance or the lack there of it by Māori students in particular.

Appendix E: Example of Junior data analysis

Year 10

- 27% of year 10 students (42 students) finished 2021 with a minimum average grade of 4A. This is similar to the rate in 2020 (29%).
- 9% of year 10 Maori students (5 students) finished 2021 with a minimum average grade of 4A. The rate dropped significantly when compared to 2020 (21%).

Year 10 Data Table										
< 3B	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+
15%	10%	8%	8%	13%	18%	5%	8%	10%	3%	1%



Year 9

- 42% of year 9 students (65 students) finished 2021 with a minimum average grade of 4B. It dropped by 23% compared to 2020 (65%).
- 22% of year 9 Maori students (14 students) finished 2021 with a minimum average grade of 4B. There is a 7% increase from 2020 (15%).

Year 9 Data Table										
< 3B	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+
13%	17%	19%	10%	13%	14%	5%	4%	3%	1%	1%

