

# NAENAE COLLEGE

## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**



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

# NAENAE COLLEGE

Annual Report - For the year ended 31 December 2022

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# NAENAE COLLEGE

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

DEREK SAUMOLIA  
Full Name of Presiding Member

Nicholas John Reece Richards  
Full Name of Principal

Derek Saumolia  
Signature of Presiding Member

NJR  
Signature of Principal

31/5/23  
Date:

31/5/2023  
Date:

# NAENAE COLLEGE

## Statement of Comprehensive Revenue and Expense For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	11,459,521	9,780,910	10,804,458
Locally Raised Funds	3	78,502	44,580	109,826
Interest Earned		16,529	8,000	2,008
		<u>11,554,552</u>	<u>9,833,490</u>	<u>10,916,292</u>
<b>Expenses</b>				
Locally Raised Funds	3	62,003	9,700	45,506
Learning Resources	4	7,805,303	7,078,579	7,318,028
Administration	5	1,384,215	613,804	1,199,358
Finance		11,049	2,000	9,779
Property	6	2,063,046	2,103,020	1,925,563
Loss on Disposal of Property, Plant and Equipment		178	-	-
		<u>11,325,794</u>	<u>9,807,103</u>	<u>10,498,234</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>228,758</b>	<b>26,387</b>	<b>418,058</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b><u>228,758</u></b>	<b><u>26,387</u></b>	<b><u>418,058</u></b>

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 2022

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Balance at 1 January</b>	2,405,281	2,405,281	1,987,223
Total comprehensive revenue and expense for the year	228,758	26,387	418,058
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	-
<b>Equity at 31 December</b>	<b>2,634,039</b>	<b>2,431,668</b>	<b>2,405,281</b>
Accumulated comprehensive revenue and expense	2,634,039	2,431,668	2,405,281
<b>Equity at 31 December</b>	<b>2,634,039</b>	<b>2,431,668</b>	<b>2,405,281</b>

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,977,119	1,602,010	1,816,973
Accounts Receivable	8	519,578	463,000	474,601
Funds held for Capital Works Projects	18	130,420	-	3,065
GST Receivable		44,227	25,000	19,144
Inventories	9	2,989	3,000	2,989
Prepayments		16,162	14,000	14,238
		2,690,495	2,107,010	2,331,010
<b>Current Liabilities</b>				
Accounts Payable	12	703,380	605,000	612,411
Borrowings	13	23,005	-	-
Finance Lease Liability - Current Portion	15	49,325	25,000	46,650
Funds held for Capital Works Projects	18	119,367	-	248,172
Funds held in Trust - HVAC	17	184,387	151,289	124,611
McCarthy Trust		11,261	9,840	13,226
Naenae College Trust		22,650	22,650	22,650
Provision for Cyclical Maintenance	14	16,000	10,000	13,334
		1,129,375	823,779	1,081,054
<b>Working Capital Surplus/(Deficit)</b>		1,561,120	1,283,231	1,249,956
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,268,127	1,353,500	1,389,670
Work in Progress		146,200	-	-
		1,414,327	1,353,500	1,389,670
<b>Non-current Liabilities</b>				
Borrowings	13	92,020	-	-
Finance Lease Liability	15	18,013	50,000	66,840
Funds held in Trust - J Hendren Trust	16	15,125	15,063	15,005
Provision for Cyclical Maintenance	14	216,250	140,000	152,500
		341,408	205,063	234,345
<b>Net Assets</b>		2,634,039	2,431,668	2,405,281
<b>Equity</b>		2,634,039	2,431,668	2,405,281

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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		3,501,580	2,780,910	3,911,770
Locally Raised Funds		74,060	47,704	81,030
Goods and Services Tax (net)		(25,085)	(5,855)	4,986
Payments to Employees		(1,846,454)	(1,559,431)	(1,619,115)
Payments to Suppliers		(1,173,774)	(1,185,214)	(1,645,504)
Interest Paid		(11,049)	(2,000)	(9,779)
Interest Received		14,792	8,000	2,327
Net cash from / (to) the Operating Activities		534,070	84,114	725,715
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles and Work in Progress)		(245,422)	(38,830)	(91,980)
Proceeds from Sale of Investments		-	-	23,042
Net cash from / (to) the Investing Activities		(245,422)	(38,830)	(68,938)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(47,263)	(38,490)	(42,900)
Loans Received		115,025	-	-
Funds Administered on Behalf of Third Parties		(196,264)	(221,757)	368,217
Net cash from Financing Activities		(128,502)	(260,247)	325,317
<b>Net increase / (decrease) in cash and cash equivalents</b>		160,146	(214,963)	982,094
Cash and cash equivalents at the beginning of the year	7	1,816,973	1,816,973	834,879
<b>Cash and cash equivalents at the end of the year</b>	7	1,977,119	1,602,010	1,816,973

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 2022

## 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

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

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 2022

## 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

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

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

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

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

#### ***Interest Revenue***

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

#### **d) Operating Lease Payments**

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

#### **e) Finance Lease Payments**

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

#### **f) Cash and Cash Equivalents**

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

#### **g) Accounts Receivable**

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

#### **h) Inventories**

Inventories are consumable items held for sale and 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.

# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### j) Property, Plant and Equipment

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

Property, plant and equipment 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

# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

#### l) Accounts Payable

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

#### m) Employee Entitlements

##### *Short-term employee entitlements*

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

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

##### *Long-term employee entitlements*

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

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

# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### 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) Funds held for Capital works

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

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

#### q) Shared Funds

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

#### r) Provision for Cyclical Maintenance

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

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

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

#### s) Financial Instruments

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

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



# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

#### t) Borrowings

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

#### u) 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.

#### v) Budget Figures

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

#### w) 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 2022

## Notes to the Financial Statements

### 2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	3,999,174	2,426,845	3,533,907
Teachers' Salaries Grants	5,745,370	5,500,000	5,582,259
Use of Land and Buildings Grants	1,335,141	1,500,000	1,310,429
Other Government Grants	52,615	51,900	53,681
Lyriks Revenue	327,221	302,165	324,182
	<b>11,459,521</b>	<b>9,780,910</b>	<b>10,804,458</b>

The school has opted in to the donations scheme for this year. Total amount received was \$114,600 (2021: \$106,650).

### 3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Fundraising & Community Grants	15,620	5,000	18,500
Other Revenue	46,442	9,480	72,390
Trading	3,793	30,100	8,963
Fees for Extra Curricular Activities	12,647	-	9,973
	<b>78,502</b>	<b>44,580</b>	<b>109,826</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	55,869	-	42,760
Trading	1,387	-	(162)
Other - BOT Marae Costs	3,747	8,700	1,681
Other Locally Raised Funds Expenditure	1,000	1,000	1,227
	<b>62,003</b>	<b>9,700</b>	<b>45,506</b>
<b>Surplus for the year Locally raised funds</b>	<b>16,499</b>	<b>34,880</b>	<b>64,320</b>

### 4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	288,970	304,030	280,539
Extra-Curricular Activities	189,596	160,805	173,551
Employee Benefits - Salaries	6,717,375	6,208,254	6,299,448
Library Resources	65,560	65,964	63,912
Lyriks, RTLB, Truancy Costs	319,422	256,526	252,720
Staff Development	2,681	8,000	6,414
Depreciation	221,699	75,000	241,444
	<b>7,805,303</b>	<b>7,078,579</b>	<b>7,318,028</b>

# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	10,923	11,818	11,818
Board of Trustees Fees	5,495	7,500	7,830
Board of Trustees Expenses	13,765	31,200	10,359
Communication	23,167	29,000	24,280
Consumables	112,649	153,462	123,987
Employee Benefits - Salaries	325,206	323,424	360,009
Insurance	3,380	13,000	2,621
Healthy School Lunches Programme	877,430	-	648,278
Operating Lease	131	23,500	226
Other	6,969	15,900	6,200
Service Providers, Contractors and Consultancy	5,100	5,000	3,750
	<b>1,384,215</b>	<b>613,804</b>	<b>1,199,358</b>

### 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	215,765	202,500	199,202
Cyclical Maintenance Expense	66,416	-	70,418
Employee Benefits - Salaries	113,276	84,680	92,397
Grounds	58,981	58,088	54,383
Heat, Light and Water	117,097	88,000	98,851
Rates	13,523	15,100	11,535
Repairs and Maintenance	142,847	154,652	88,348
Use of Land and Buildings	1,335,141	1,500,000	1,310,429
	<b>2,063,046</b>	<b>2,103,020</b>	<b>1,925,563</b>

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 2022

## Notes to the Financial Statements

### 7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	200	200	200
Bank Current Account	256,732	351,810	560,508
Bank Call Account	1,201,756	750,000	743,307
Short-term Bank Deposits	518,431	500,000	512,958
Cash equivalents and bank overdraft for Cash Flow Statement	1,977,119	1,602,010	1,816,973

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

Of the \$1,977,119 Cash and Cash Equivalents, \$119,367 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2023 on Crown owned school buildings under the School's Five Year Property Plan.

### 8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	8,601	3,000	4,604
Receivables from the Ministry of Education	-	-	1,518
Interest Receivable	1,737	-	-
Teacher Salaries Grant Receivable	509,240	460,000	468,477
	519,578	463,000	474,601
Receivables from Exchange Transactions	10,338	3,000	4,604
Receivables from Non-Exchange Transactions	509,240	460,000	469,997
	519,578	463,000	474,601

### 9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	2,989	3,000	2,989
	2,989	3,000	2,989

### 10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset	-	-	-
Short-term Bank Deposits	-	-	-

The carrying value of short term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2022.

# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	613,260	-	-	-	(14,331)	598,929
Furniture and Equipment	342,404	78,390	(178)	-	(48,382)	372,234
Information Technology	247,285	17,748	-	-	(83,439)	181,594
Motor Vehicles	44,858	-	-	-	(23,995)	20,863
Leased Assets	102,066	1,111	-	-	(46,414)	56,762
Library Resources	39,797	3,084	-	-	(5,137)	37,745
<b>Balance at 31 December 2022</b>	<b>1,389,670</b>	<b>100,333</b>	<b>(178)</b>	<b>-</b>	<b>(221,698)</b>	<b>1,268,127</b>

The net carrying value of equipment held under a finance lease is \$56,762 (2021: \$102,066).

	2022 Cost or Valuation	2022 Accum Depn	2022 Net Book Value	2021 Cost or Valuation	2021 Accum Depn	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	727,572	(128,643)	598,929	727,572	(114,312)	613,260
Furniture and Equipment	880,988	(508,754)	372,234	807,834	(465,430)	342,404
Information Technology	794,290	(612,696)	181,594	780,359	(533,074)	247,285
Motor Vehicles	120,935	(100,072)	20,863	151,485	(106,627)	44,858
Leased Assets	176,940	(120,178)	56,762	179,769	(77,703)	102,066
Library Resources	117,296	(79,551)	37,745	114,211	(74,414)	39,797
<b>Balance at 31 December</b>	<b>2,818,021</b>	<b>(1,549,894)</b>	<b>1,268,127</b>	<b>2,761,230</b>	<b>(1,371,560)</b>	<b>1,389,670</b>

### 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	147,179	100,000	104,043
Accruals	12,855	15,000	16,818
Employee Entitlements - salaries	509,240	470,000	468,477
Employee Entitlements - leave accrual	34,106	20,000	23,073
	<b>703,380</b>	<b>605,000</b>	<b>612,411</b>
Payables for Exchange Transactions	669,274	585,000	589,338
Payables for Non-exchange Transactions - Other	34,106	20,000	23,073
	<b>703,380</b>	<b>605,000</b>	<b>612,411</b>

The carrying value of payables approximates their fair value.

# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 13. Borrowings

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Loans due in one years	23,005	-	-
Loans due after one year	92,020	-	-
	115,025	-	-

The school has borrowings at 31 December 2022 of \$115,025. This loan is from the Energy Efficiency and Conservation Authority (EECA) for LED Lighting. The loan is unsecured and is interest free.

### 14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	165,834	165,834	95,416
Increase to the Provision During the Year	66,416	-	70,418
Use of the Provision During the Year	-	(15,834)	-
Provision at the End of the Year	232,250	150,000	165,834
Cyclical Maintenance - Current	16,000	10,000	13,334
Cyclical Maintenance - Non current	216,250	140,000	152,500
	232,250	150,000	165,834

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

### 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:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	53,570	25,000	55,837
Later than One Year and no Later than Five Years	18,517	50,000	71,556
Future Finance Charges	(4,749)	-	(13,903)
	67,338	75,000	113,490
Represented By			
Finance Lease Liability - Current	49,325	25,000	46,650
Finance Lease Liability - Non current	18,013	50,000	66,840
	67,338	75,000	113,490

# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 16. Funds held in Trust - J Hendren Trust

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust - J Hendren Trust	15,125	15,063	15,005
	15,125	15,063	15,005

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

### 17. Funds held in Trust - 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.

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held at Beginning of the Year	124,611	124,611	96,289
<b>Revenue</b>			
Funds received from the Ministry of Education	206,118	120,000	195,019
Other Revenue	-	-	-
	206,118	120,000	195,019
Total funds available	330,729	244,611	291,308
<b>Expenses</b>			
Employee Benefit - Salaries	44,682	35,000	51,916
Administration	31,251	13,000	22,855
Learning Support	9,638	5,322	6,116
Property	75,213	40,000	85,810
	160,784	93,322	166,697
Funds Held at Year End	184,387	151,289	124,611

# NAENAE COLLEGE

For the year ended 31 December 2022

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

		Opening	Receipts		BOT Contributio n/ (Write-off to R&M)	Closing
2022		Balances	from MoE	Payments		Balances
		\$	\$	\$	\$	\$
Roof	<i>In progress</i>	80,171	-	6,919	-	87,090
Admin Upgrade	<i>In progress</i>	16,000	-	(89,794)	-	(73,794)
Student Toilet Upgrade	<i>In progress</i>	9,834	73,645	(130,480)	-	(47,001)
Music	<i>In progress</i>	(3,065)	-	-	-	(3,065)
Hardscaping Project	<i>In progress</i>	57,651	-	(45,637)	-	12,014
Learning Support Upgrade	<i>In progress</i>	58,625	-	(65,185)	-	(6,560)
Platform Lift	<i>In progress</i>	25,891	30,000	(54,740)	-	1,151
Adult ESOL Roof Replacement	<i>Completed</i>	-	28,534	(28,534)	-	-
Electrical Repairs and Replacen	<i>In progress</i>	-	60,200	(41,088)	-	19,112
Joinery Replacement	<i>Completed</i>	-	40,015	(40,015)	-	-
Security Camera Upgrade	<i>Completed</i>	-	22,277	(22,277)	-	-
		-				
Totals		245,107	254,671	(510,831)	-	(11,053)

#### Represented by:

Funds Held on Behalf of the Ministry of Education

119,367

Funds Due from the Ministry of Education

(130,420)

(11,053)

		Opening	Receipts		BOT Contributio n / (Write-off to R&M)	Closing
2021		Balances	from MoE	Payments		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

# NAENAE COLLEGE

For the year ended 31 December 2022

## 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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	5,495	7,830
<i>Leadership Team</i>		
Remuneration	499,470	541,946
Full-time equivalent members	3.52	4.04
Total key management personnel remuneration	504,965	549,776
Total full-time equivalent personnel	3.52	4.04

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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
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	2022 FTE Number	2021 FTE Number
100 - 110	13	13
110 - 120	3	3
120 - 130	2	2
	18	18

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



# NAENAE COLLEGE

For the year ended 31 December 2022

## Notes to the Financial Statements

### 21. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly installments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is confirmed, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

#### 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 2022, a contingent liability for the school may exist.

### 22. Commitments

#### (a) Capital Commitments

As at 31 December 2022 the Board has contracts for capital works as follows:

- (a) Student toilet upgrade, which is fully funded by the Ministry of Education. \$643,345 has been received and \$690,346 has been spent at balance date.
- (b) Admin upgrade, which is fully funded by the Ministry of Education. \$40,000 has been received and \$113,794 has been spent at balance date.
- (c) \$65,000 contract for stage lift and platform, which is fully funded by the Ministry of Education. \$64,000 has been received and \$62,849 has been spent at balance date.
- (d) Learning support upgrade, which is fully funded by the Ministry of Education. \$61,875 has been received and \$68,435 has been spent at balance date.
- (e) Hardscaping project, which is fully funded by the Ministry of Education. \$68,501 has been received and \$56,487 has been spent at balance date.
- (f) Roofing project, which is fully funded by the Ministry of Education. \$139,460 has been received and \$52,120 has been spent at balance date.
- (g) Electrical repairs & upgrade project, which is fully funded by the Ministry of Education. \$60,200 has been received and \$41,088 has been spent at balance date.
- (h) Music room refurbishment project, which is fully funded by the Ministry of Education. \$0 has been received and \$3,065 has been spent at balance date.

(Capital commitments at 31 December 2021: \$225,406)

#### (b) Operating Commitments

As at 31 December 2022 the Board had not entered into any operating agreements.

(Operating commitments at 31 December 2021: \$nil)

# NAENAE COLLEGE

For the year ended 31 December 2022

## 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:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
<b>Financial assets measured at amortised cost</b>			
	\$	\$	\$
Cash and Cash Equivalents	1,977,119	1,602,010	1,816,973
Receivables	519,578	463,000	474,601
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>2,496,697</b>	<b>2,065,010</b>	<b>2,291,574</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	703,380	605,000	612,411
Non-Exchange Liabilities - Loans	115,025	-	-
Finance Leases	67,338	75,000	113,490
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>885,743</b>	<b>680,000</b>	<b>725,901</b>

### 24. Events After Balance Date

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

### 25. Comparatives

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



# NAENAE COLLEGE

## Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Occupation	Term expired/expires
Karen Shepherd	Acting Presiding Member	Elected	Teacher Aide	September 2025
Nic Richards	Principal	Appointed Feb 2018	Principal	
Loudeen Parsons	Parent Rep	Elected	Social Policy Researcher	September 2025
Derek Saumolia	Parent Rep	Elected		September 2025
Milica Ziavanovic	Parent Rep	Elected		September 2025
Taneora Ryall	Parent Rep	Co-opted		September 2025
Te Ana Fowell	Parent Rep	Co-opted		September 2025
Devon Turi	Staff Rep	Elected	Teacher	September 2025
Eric Parker	Student Rep	Elected	Student	Dec 2023
Sarah-Jane McCosh	Presiding Member	Elected June 2019	Principal Facilitator, NZDF	September 2022
Andrew Soper	Vice Chairperson	Elected, Re-elected June 2019	Lawyer	September 2022
Tia Turahui	Parent Rep	Co-opted June 2019	Kaiko	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 2022**

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

In 2022 the School received total Kiwisport funding of \$19,376 (2021: \$17,838).

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 2022**

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 22, which comprise the statement of financial position as at 31 December 2022, 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 2022, 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 31 May 2023. This is the date at which our opinion is expressed.

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

### **Basis for 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 23 to 24, and pages 28 to 70 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**

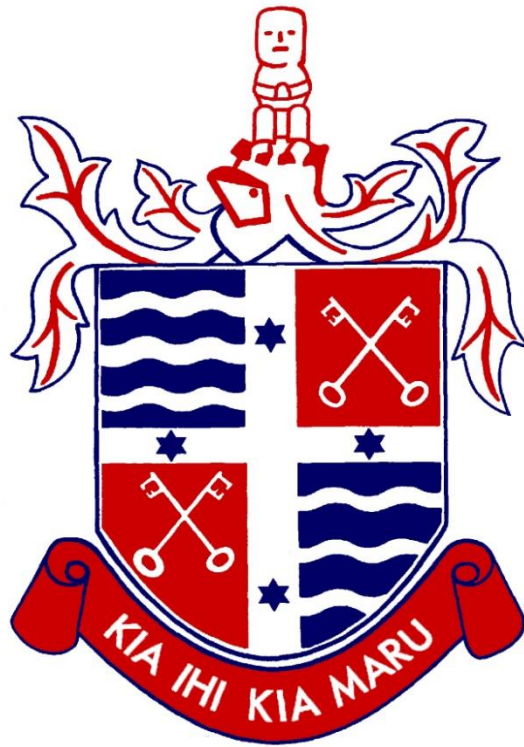
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing 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 2022**

### **Analysis of Variance**

### **Report**

## Curriculum Priority Actions for the 2020-22 Charter are

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

### Strategic roles and responsibilities -2022

<b>BOT</b>	<ul style="list-style-type: none"> <li>To engage our school community by fostering belonging and well-being through Te Whānau Tahi values.</li> <li>To ensure school goals are student-centred, aligned with government priorities, and informed by our own community input.</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>To create an inclusive culture of professional growth, consistent with best international and local research</li> <li>To ensure coherence in annual planning, goal setting, resource allocation, professional development and evaluation</li> </ul>
<b>Curriculum Exec</b>	<ul style="list-style-type: none"> <li>To input into the development of the annual plan with specific focus on the curriculum and pedagogical practice</li> <li>To input into the design of the staff PLD plan, individual goal setting, Teaching as Inquiry projects and staff appraisal</li> </ul>
<b>Guidance Network Team</b>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>PLD Development Cttee</b>	<ul style="list-style-type: none"> <li>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.</li> <li>To plan the PLD programme for the full year (Wed workshops and Thursday PLD sessions, including external inputs)</li> <li>To implement the COL Achievement plan in relation to raising Maori and Pasifika achievement</li> </ul>
<b>Faculties</b>	<ul style="list-style-type: none"> <li>To identify the specific contribution that the faculty will make to the achievement of the school goals and specific targets</li> <li>To consistently implement the action plan and ensure appropriate support and progress evaluation procedure are in place</li> <li>To ensure faculty staff are appraised appropriately (including coaching/mentoring and appropriate PD) to meet the school, faculty and personal goals</li> </ul>
<b>Individual Teachers</b>	<ul style="list-style-type: none"> <li>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</li> <li>To negotiate aligned personal goals and a professional develop plan consistent with those goals</li> <li>To actively engage in the Teaching as Inquiry process</li> </ul>

## Naenae College CHARTER VARIANCE STATEMENT

Year	Whole School Goals	Result	Variance
Y9	<b>1(a)</b> All students attend school at least 90% of the time.	See Attendance <i>Appendix D</i>	<b>2022 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 has taken on the Attendance Service contract in an attempt to provide better support for lifting attendance rates. COVID response and hybrid learning has impacted on attendance to lift rates while students are recorded as learning from home. Other strategies such as developing a Wellbeing committee remain priorities.</b>
	<b>1(b)</b> More than 85% of our students leave with NCEA level 2 or move to further education or training.	<b>90.8% cumulative pass rate at Level 2 NCEA</b> See NZQA results <i>Appendix B</i>	<b>To exceed the school goal by 5.8% is a significant improvement over time and focus will be given to sustaining this result.</b>
	<b>1(c)</b> Level 1 NCEA pass rates will be at least at the national average of 72%	<b>NZQA 64.8% pass rate at Level 1 NCEA remains at odds with the 66% pass rate from internal data*.</b> <i>Appendix C</i>	<b>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.</b>
	<b>1(d)</b> A Pacific Achievement Plan is developed and introduced.	<b>Adoption of the Action Plan for Pacific Education 2020 – 2030</b>	<b>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.</b>
	<b>1(e)</b> Students in Te Whare ō te Atawhai will experience appropriate progress and success.	<b>Narrative assessment has focused learning and reporting on IEP goals</b>	<b>Not all of the IEP goals were written into EDUCA for use in Learning Stories – further engagement with this platform is vital.</b>
	<b>2(a)</b> Whānau and iwi are regularly consulted to	<b>Severe limitations were caused by COVID and resulted in the severe</b>	



	<p>identify learning needs and collaborative approaches, and we feedback again to them.</p> <p><b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.</p> <p><b>3(a)</b> A community engagement plan is developed and introduced.</p> <p><b>3(b)</b> Te whānau tahi values are evidenced through the culture and practices of the school.</p>	<p><b>limiting of opportunities for annual events to run.</b></p> <p><b>Programme success in the senior school ranged from 100% success to 38%**.</b> This represents an <b>overall improvement in programme success and is reflected in overall raising of results.</b> See <i>Appendix A</i></p> <p><b>Evidence of junior programmes is more ad hoc</b></p> <p><b>The community committee continues to operate</b></p> <p><b>The Learning Advisory Roopu, Mentor and Prefect programmes, Multicultural Day, Talanoa and graduation profile continue to deliver this goal.</b></p>	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>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 continues to be led by the Assistant Principal Junior School with a goal of reporting on curriculum levels in 2023.</b></p> <p><b>Significantly impacted by COVID-19. The Board has prioritized internal review of this plan.</b></p> <p><b>As part of the progress being made with LAR programme delivery coming out of its review in 2022, 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.</b></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 2022 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 2022

### Languages:

#### SUMMARY.

#### 2022 Evaluation of Goals and analysis of variance against Naenae College Charter and Annual Plan Curriculum Delivery Goals (page 12 & pp 18-33)

English			
Charter Goals 2022	Target	Result	Variance
<b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training.	1. Level 1 Literacy 90% 2. UE Literacy in ENG200 80% 3. All Year 13 school leavers with Level 1 Literacy.	1. 85.6% 2. 44% 3. 91%	1. 4.4% under. 2. 36% under. 3. 9% under.  Did not achieve goals, but Level 1 Literacy pass rates are still promising.
<b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.	1. Set up a course in the holidays with an assessment not covered in classes (ENG100 and ENG200).	1. This did not happen as staff did feel it was not required.	1. Did not implement this.  Will continue to look at this as an option in 2023, particularly in the Term 3 holidays.
ELL			
<b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training.	1 - Identify students, then ensure all are tested.	1. Trained Alex to place newcomers into ESOL classes - had a chance to meet, register and assess them as to suitable courses.	1. Goal was met.  This should continue.
<b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.	1 - Develop visualising as a strategy for developing reading comp.	1. Quite a lot of visualising activities with the students and noticed they did find it quite challenging but enjoyable.	1. Successful in terms of engagement and skills development. As to reading comprehension improvement, no specific evidence.
Māori			
<b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training.	1. Implement extra support for seniors to help with completion of work tasks. 2. Build more on basic vocabulary.	1. Hui held with whanau. 2. Vocab is evident within Unit work.	Both goals have been set up.
<b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.	1. Aim to increase the number of students attempting the externals.	1. No students sat exams in 2022.	1. Did not achieve this.  Steps have been identified and need to be implemented for this to occur.
Samoan			
<b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training.	1. Development of writing skills. 2. Improvement of the verbal interactions.	<u>Year 11:</u> 1. 7 out of 8 students passed writing. 2. 1 student passed interactions. <u>Year 12:</u> 1. 2 out of 4 students	1. These results on par with the previous couple of years, but they are lower than historical achievement. 2. Unclear.

		passed writing. 2. No students did interactions. <u>Year 13:</u> 1. 3 students passed writing. 2. 1 student passed interactions.	
2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement.	1 - For more students to take Samoan.	1. 22 students from years 11 to 13 enrolled.  1. 8 more students than 2022.  Goal achieved.	
<b>Spanish</b>			
1(b) More than 85% of our students leave with NCEA level 2, or move to further education or training.	1. Supporting and monitoring more closely the students' language learning and engagement in the class activities.	1. Unsure if this goal was met as staff member left.	1. Unclear.
2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement.	1. Giving more in depth exam study.	1. Student numbers who attempted the exam: Year 11: 33% Year 12: 33% Year 13: 66%	1. Still low numbers attempting externals. Year 11: 1 extra student than 2022. Year 12: 2 less students than 2022. Year 13: 1 extra student than 2022.
<b>Faculty</b>			
3(b) Te whanau tahi values are evidenced through the culture and practices of the school.	1 - Tracking attendance, contacting home and entering pastoral notes. 2 - TWT are explicitly taught. 3 - Classrooms decorations reflect the values.	1, 2, 3 - This has been implemented and is continually developed.	1, 2, 3 - As expected.

#### **I: Report on Senior Achievement**

##### **2022 programme pass rates reflections and key observations**

• LIT 100	65%	MAO 100	44%	SAM 100	50%
• ENG 100	43%	MAO 200	0%	SAM 200	25%
• ENG 200	29%	MAO 300	0%	SAM 300	67%
• ERW300	0%	MPA 100	0%	PAS 300	69%
• ENG 300	54%	MPA 200	-	SPA 100	25%
• ELL 234 (Y12)	100%	MPA 300	0%	SPA 200	0%
• ELL 234 (Y13)	64%			SPA 300	67%

- Most courses had a drop in pass rates in 2022.
- The exception being ENG300, ELL234 and SPA100.
- Possible reasons, based on staff observations, is due to the adjustment from the removal of prerequisites, and staff still need support in adapting courses that offer multiple options of assessment and delivery.

## 2022 GOALS

### Operational issues/concerns/opportunities you would like to discuss with the Principal

- Once the new NCEA starts, does English need to be a compulsory Year 11 subject?
- Students in Trades, Gateway and Services missed a lot of class time and struggled to keep/catch up.

### Strategic issues/concerns/opportunities you would like to discuss with the Board

- Nil

## SUMMARY.

### Successes

- Year 11 Level One Literacy pass rate maintain from 2021 (85%).
- Increase of numbers in senior Samoan.
- Increased resources and use of Māori and Pacific texts.

### Issues/areas of concern

- Attendance issues across all courses.
- Organisation and time management skills of the students.
- ENG200 struggling to meet needs of a diverse range of learners.
- A drop in pass rates within the language-based courses.
- Lack of a dedicated Samoan teacher.

### Feedback on issues identified for attention in 2021 and actions taken in 2022

- Still struggling to motivate students once NCEA has been achieved. I suspect the changes to NCEA will prevent this somewhat.
- Attempted to support students who missed class for various reasons by using the homework centre.

## External Moderation 2022

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

☒ Yes ☐ No

## Scholarship 2022

☒ **We did not offer a scholarship programme in 2022.**

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.

Charter Goals 2022	Target	Result	Variance
<b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training.	<p>At least 85% of our senior students pass their courses. Year 11 – 12 credits Year 12/13 – 10 credits</p> <p>At least 60% of all year 10 students and 60% of Māori students finish 2021 with a minimum average grade of 4A.</p> <p>At least 60% of all year 9 students and 60% of Māori students finish 2021 with a minimum average grade of 4B.</p>	<p>Pass rates 2022: MAC301 (100%)    MAS301 (70%) MAT302 (74%)    MAT201 (76%) MAS201 (80%)    MAT202 (33%) MAT101 (70%)    MAS101 (49%) MAT100 (59%)</p> <p>19% of year 10 students and 8% of year 10 Māori students finished the year at 4A or above.</p> <p>41% of year 9 students and 24% of year 9 Māori students finished the year at 4B or above.</p>	<p>We Achieved the goal in MAC301, but didn't achieve it in the rest of the courses.</p> <ul style="list-style-type: none"> <li>In 2021, two courses (MAC301 and MAS301) had a pass rate of 85% or more.</li> <li>The pass rates of MAT100, MAS201 and MAT302 improved compared to 2021.</li> </ul> <p>Didn't achieve this goal.</p> <ul style="list-style-type: none"> <li>There is a drop compared to 2021. In 2021, 27% of year 10 students and 9% of year 10 Māori students achieved 4A or above.</li> </ul> <p>Didn't achieve this goal.</p> <ul style="list-style-type: none"> <li>The overall Year 9 result dropped by 1% from 2021, but Year 9 Māori students improved by 2%. In 2021, 42% of Year 9 students and 22% of Year 9 Māori students achieved 4B or above.</li> </ul>
<b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.	<ul style="list-style-type: none"> <li>Offer standards that are relevant appropriate to our students.</li> <li>Use a variety of teaching resources including interactive maths programs.</li> <li>Value student cultures and encourage them to use their cultural knowledge in class.</li> </ul>	<ul style="list-style-type: none"> <li>The standards offered in each course were revised at the beginning of the year and during/after assessment.</li> <li>Some externals were replaced by an internal depending on students' progress.</li> <li>Students at risk were targeted and gained extra credits in term 3/4.</li> </ul>	<p>Achieved this goal by</p> <ul style="list-style-type: none"> <li>monitoring students' progress and offering extra credits in term 3/4.</li> <li>delivering relevant programs and motivating students to work for success.</li> <li>creating a positive atmosphere for learning.</li> </ul>
<b>3(b)</b> Te whanau Tahi values are evidenced through the culture and practices of the school. <i>(Reference to LAR programme also)</i>	<ul style="list-style-type: none"> <li>Consistently refer to Te Whanau Tahi values in class.</li> <li>Emphasise Rangatiratanga and Kotahitanga in their learning.</li> <li>Extend Te Whanau Tahi values to parents/caregivers.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in student engagement and behaviour.</li> <li>Better understanding of the importance/impact of practicing the school values.</li> <li>More collaboration with parents/caregivers.</li> </ul>	<p>Achieved this goal by:</p> <ul style="list-style-type: none"> <li>referring back to the values where appropriate.</li> <li>consistent classroom routine.</li> <li>encouraging collaboration in class</li> <li>collaborating with parents/caregivers.</li> </ul>

## **I: Report on Senior Achievement**

**2022 programme pass rates reflections and key observations (use the course data provided as a basis for this response)**

- The pass rates of senior courses remained largely static, with pass rates ranging from 33% to 100%, with MAC301 (100%) and MAS201 (80%) being particularly pleasing.
- Pass rates were above national averages in MAC301, MAT201, MAS201 and MAT101.
- The pass rate of MAT302 improved by 30% (from 44% in 2021 to 74% in 2022) due to various factors including:
  - Class teacher holding high expectations of students and collaborating with whanau.
  - Students placed in the right course.
- The exception to our results was MAS301 (70% down from 100%) and MAT202 (33%) due to various factors including:
  - Teacher change during the year.
  - Low engagement and low attendance
  - Passing NCEA before completion of assessments
- The pass rates of externals were generally lower than internals.

### **Class reports key 2022 observations in courses and programmes from Faculty**

- The key factors for success were attendance and course placement.
- Flexibility of courses to respond to a range of learners assisted students in attaining at a higher level.
- Offering elective/extra standards allowed students to challenge themselves and get more credits.
- Some students didn't sit externals at the end of the year once they passed NCEA.
- Students with low literacy struggled to understand the content covered in class and the tasks set in assessments.

## **2023 Goals**

### **Operational issues/concerns/opportunities you would like to discuss with the Principal**

- More teacher aides are needed to assist students who need extra help (e.g. MAT100).
- Students who are not able to attend all the lessons (e.g. Trades and Services Academy) struggled to gain enough credits to pass their course.

### **Strategic issues/concerns/opportunities you would like to discuss with the Board**

- NA

**Summary** (Remember we have your overall results. We only need discussion of the most significant successes and issues/concerns (programme concerns).

#### **Successes**

##### **Successes**

- 65% of Year 13 students who took a maths course got UE from their courses.
- 78% of MAT100 students passed Level 1 Numeracy. MAT100 is challenging because most students are at Levels 2/3 and need one-on-one help.
- Collaboration with whanau helped students engage better in class.

##### **Issues/areas of concern**

- MAT202 is of concern. It has a pass rate of 33%, the lowest in the faculty. The average mathematical ability of the students was low and many of them struggled with attendance as well as engagement in class.

### Feedback on issues identified for attention in 2022 and actions taken in 2022

- Low attendance has affected students' slow progress and poor achievement.

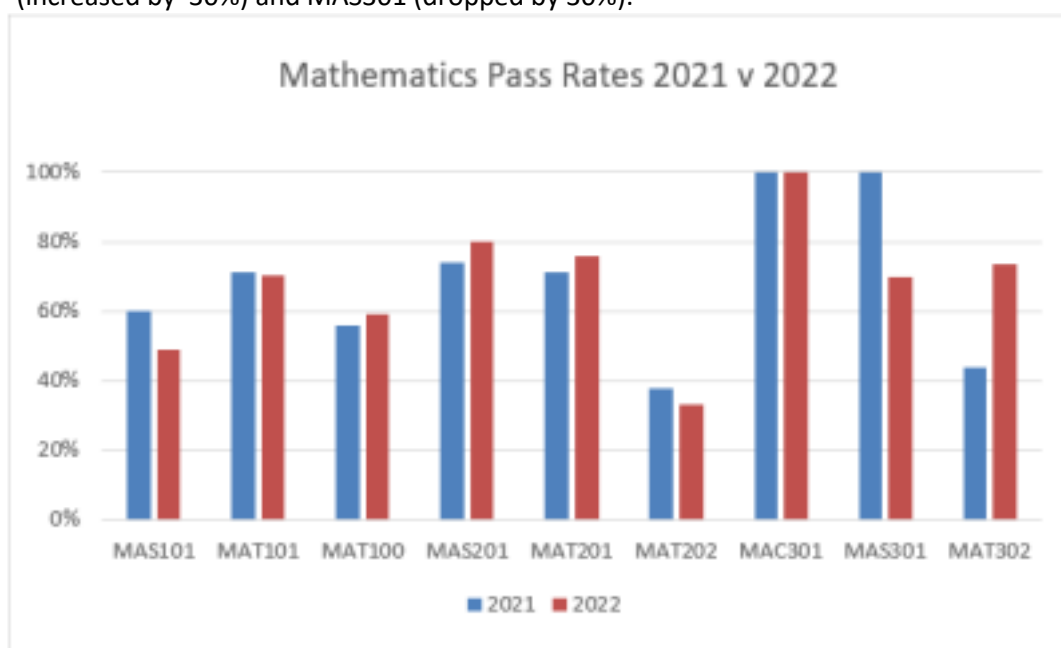
### Areas of focus for 2023 (Not COVID – we accept that this will shape responses for this year)

- Review of standards at NCEA Level 1 and Numeracy

- Course placement: Have a conversation with students and place them in a course that is appropriate/relevant to their interests and future plans.

### General comments

- The 2022 senior results are similar to 2022. Noticeable changes are observed in MAT302 (increased by 30%) and MAS301 (dropped by 30%).



### External Moderation 2022

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

☒ Yes ☐ No

### Scholarship 2022

☒ We did not offer a scholarship programme in 2022.

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.

#### 2022 Evaluation of Goals and analysis of variance against Naenae College Charter and Annual Plan Curriculum Delivery Goals

Charter Goals 2021	Target	Result	Variance
<b>1(b)</b> More than 85% of our students leave with NCEA level 2 or move to further education or training.	80% of students gain at least 16 credits (L1) 12 credits (Level 2/3) 14 credits (UE) (COVID LRC used 12 / 10 credits)	<ul style="list-style-type: none"> <li>3 of 7 L1 courses (<math>\Rightarrow</math> 55%)</li> <li>4 of 7 L2 courses (<math>\Rightarrow</math> 50%)</li> <li>4 of 7 L3 courses (<math>\Rightarrow</math> 50%)</li> <li>Overall target of 80% was not achieved. However, for all courses, students who did not meet the "pass" target of 10 / 12 credits still gain credits which contribute to their overall results.</li> </ul>	<ul style="list-style-type: none"> <li>Isolation requirements still had a significant impact on achievement.</li> <li>Helping students take the correct courses is key to maximise engagement. Some teachers have taken students in their other classes to resolve time-table clashes.</li> <li>Some students were doing L2 in 2 years and were not expected to gain the "pass" number of credits.</li> <li>To continue to adapt courses to the cohort.</li> </ul>
<b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.	<ul style="list-style-type: none"> <li>To move to from fixed to adaptive / differentiation / hybrid teaching in classroom.</li> <li>More mentoring to support classroom best practices.</li> <li>Embedding Culturally Responsive practices / Agentic Thinking / High Expectations</li> <li>Trips, Alignment to Whakapapa (Art)</li> <li>New DEP combined Design / Photography courses</li> </ul>	<ul style="list-style-type: none"> <li>Several outside classroom activities were successful in engaging students and making learning authentic. (Art trips, Big Sing Choir, MCD performances)</li> <li>Better use of Itinerant Music Teachers to support workshop and priority learners.</li> <li>Continued development of online (Google Classroom &amp; Apps etc) resources to support hybrid learning.</li> <li>DEP courses running well with relatively good retention of students.</li> <li>New upright grand piano delivered.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to focus on quality of teaching and classroom practices. Mentoring of classroom management as well as curriculum development. (Especially with the rollout of the new NCEA in 2024)</li> <li>There was a balance / tension between maintaining high standards and catering to different needs within class with different levels of ability and motivation. While some students will need to be assessed at a lower level, all students need to be encouraged to aim higher.</li> <li>To continue refine the new DEP (Des/Pho) senior course.</li> <li>Hybrid teaching was a challenge. However, the development of online resources will help moving forward.</li> </ul>
<b>3(b)</b> Te Whanau Tahī values are evidenced through the culture and practices of the school.	<ul style="list-style-type: none"> <li>Wellbeing of staff are supported so that they can support their students effectively.</li> <li>Embedding TWT values in all classes</li> <li>Embedding Culturally Responsive practices</li> </ul>	<ul style="list-style-type: none"> <li>Continued progress in making learning authentic and culturally responsive where appropriate. (Selection of music pieces, aligning Art boards with Whakapapa (identity), allowing student choice)</li> <li>Continued progress in building relationships with students as a base to teaching them.</li> </ul>	<ul style="list-style-type: none"> <li>Need to continue to support the wellbeing of staff is key. This was particularly "easy to forget" as we work alone/small groups in our specialized areas.</li> <li>To continue to embed TWT and culturally responsive practices within the different classes.</li> </ul>



## I: Report on Senior Achievement

### 2022 pass rates reflections and key observations

- ART100 60%
  - Similar to 2021. The external folio (12 credits) is still the major standard. All students who were entered in this external passed with 5 excellence and 3 Merits.
  - Sculpture internal (making models/wearable art) was run in ART100 with good buy in from students. This replaced the traditional Print Making. Many students had done 10SCD.
- ARP200 44% ARP300 42%
  - A drop from 2021 but still significantly better than 2020 (9% / 0%). The external folio (12 credits) forms the majority of the credits.
  - Students were given more freedom to choose themes for their folios. This allowed for a more student-centered approach.
- DEP100 33%
  - Second year of this course to provide pathway to Level 2 / 3. Similar "pass" rates. Students are generally not allowed to do both ARP100 and DEP100 as they use the same standards. However the use of Digital Technologies Media standards have provided flexibility.
- DEP200 50% DEP300 63%
  - First year are running the PHO / DES course as one DEP course. Students were still allowed to do either the PHO or the DES folio as they progressed from PHO201 & DES201 in 2021.
  - The introduction of DEP100 in 2020 meant more students now know how to use Photoshop and other digital apps.
- IAH200 67% IAH300 63%
  - Level One Art History standards as no longer available.
  - Writing workshops run for students to help with their writing.
- DRA100 32%
  - This practical subject was significantly affected with the COVID isolations.
  - The introduction of Communications Unit Standards helped.
  - Plays were chosen that required less actors (2/3). Groups also had to do the same plays. These initiatives help mitigate student absences from affecting progress of group projects.
- DRA200 14% DRA300 0%
  - DRA200 – 3 students left during the year. More engagement and a small but significant improvement from 2021.
  - DRA300 – 2 of the 5 students had ongoing attendance issues. The other three students gained some internal credits.
- MUS100 73% (2 classes)
  - Increased engagement with externals. 7 students sat the external with 6 passing (1 Merit grade)
  - 5 students left during the year.
- MUS200 75%
  - Significant improvement from 2021 (37%).
- MUS300 75%
  - Similar good result from 2021.
- TEC100 31% TEB200 25% TEB300 9% (New TIC)
  - TEC100 started with 30 students which was a challenge. However, most students were engaged and learned new skills and gain credits. 25 students stuck to the end.
  - TEB200 had variable success with some students completing their projects.
  - TEB300 did not run well. Only one student completed his project. While students learned new skills, it was a challenge to motivate students to complete their projects.
- FDS102 35% CAH202 35%
  - This has been a challenging year for FDS, being a practical course. The TIC was also away for half of Term 3 due to medical issues. We had TRC cover the senior courses which was a great help. Student absences also impacted the results.
- DIT100 66% DIT200 60% DIT300 60%
  - DIT100 – 12 (of 18) students passed the external CAT with 2 Excellence and 1 Merit grades.
  - DIT200 – The decision to drop the external provided time for students to complete internals.
  - DIT300 – 10 students were split between 6 in DIT200 & 4 working independently. 2 students left school at the end of Term One. It was a challenge/extra workload supporting the 4 students, but they gained all 3 internals. Not recommended to allow this again.

## Summary

### Successes

- Most or all Art/Des/Pho students who attempted external folios passed with several Merit and Excellence grades.
- The introduction of DEP100 (2020) meant that more students had the skills for DEP200 (Photoshop Skills)
- The use of Sculpture (Modelling/Wearable Art) instead of print making (ART100) for an internal, engaged students.
- Preparing students for the Big Sing was a challenge but the choir did the school proud.
- Good retention of Music students at all levels.
- Trips and culturally focused Art History classes engaged students. Student feedback – good Pumanawatanga in class.

### Issues/areas of concern

- Teacher Wellbeing (Mentoring, Classroom Support) especially in our specialized spaces.
- More support in single teacher courses (TEC, FDS, DRA)
- Classroom management – to review faculty withdrawal rooms.

### Areas of focus for 2024

- Renewed focus to encourage more Pacifica / Māori students to achieve at higher levels.
- Teacher Well Being (Mentoring, Classroom support)
- Visual Art
  - Support for Folios (increase in budget)
  - Artist Models so suit student styles / More Pacifica (other indigenous Artists) for IAH
  - Computer Room (AT7) – maintenance & a few replacements required.
- Music
  - Maintain good retention of students.
- Drama
  - To focus on Junior Drama to rebuild numbers for DRA100 (2024)
  - Build on small improvement to DRA200 / DRA300 courses.
- Hard Materials Technology
  - Support TEC200 / TEC300 course
- Digital Technology
  - Review / Refine 10DIT program.
  - Look for cross curriculum projects (Art/Design, Social Science).
  - Encourage more Māori/Pasifika students.
- Food Technology
  - Support for new FDS teacher
- New NCEA Level one
  - Literacy and Numeracy (Naturally occurring – teaching)
  - New Level One Standards (DRA, MUS, DIT, ART)

## II: Report on Junior Courses

We have started to look for literacy and numeracy in our various junior courses.

- Literacy & Numeracy Activities
- Pausing to teach (literacy & numeracy) when it occurs.

### 9MUS / 10MUS

- Good retention of student numbers moving into senior courses
- Effective use of ITM teachers to support developing skills to prepare for senior years.

### 9DRA / 10DRA

- Generally good engagement.

### 9ART / 10ART / 10DES / 10SCD

- Generally good engagement. 10SCD / 10DES help prep student skills for ART100 & DEP100. We had to cull back 10DES to 24. (AT7 only has 18 of 24 computers working – a frustration)

### 9TEC / 10TEC

- Generally good engagement and Pumanawatanga in classes. Decision to not use certain powered tools (band saw) for junior classes. A refocus on safety aspects of the workshop.

### 9FDS / 10FDS

- Challenging year due to TIC having medical leave. However new teacher has been appointed to start Term 3 (2023)

### 9CDIT / 10DIT

- Refined 9CDIT to include Junior DIT curriculum.
- Revamp 10DIT to support DIT100.

## External Moderation 2022

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

☒ Yes ☐ No

## Scholarship 2022

☒ **We did not offer a scholarship programme in 2022.**

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

Charter Goals 2021	Target	Result	Variance
<b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training.	At least 75% of our senior students pass their courses. Year 11 – 12 credits Year 12/13 – 10 credits	Pass rates 2021: BIO301 (52%)    SCI202 (0%) CH301 (88%)    SCI101 (58%) PHY301 (67%)    SCI102 (39%) BIO201 (43%)    CHE201 (38%) PHY201 (68%)	Specialist Level 2 & 3 NCEA courses have all been affected by the hybrid teaching model. SCI102-202 courses suffered and students failed to re engage with learning after periods of self isolation.
	At least 60% of all year 10 students and 60% of Maori students finish 2021 with a minimum average grade of 4A.	53% of year 10 students and 39% of year 10 Maori students finished the year at 4A or above.	Didn't achieved this goal. <i>See the comments in the report of junior achievement.</i>
	At least 60% of all year 9 students and 60% of Maori students finish 2021 with a minimum average grade of 4B.	71% of year 9 students and 59% of year 9 Maori students finished the year at 4B or above.	Achieved overall goal but not target for Maori students
<b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.	Thinking with Evidence assessment to inform; Te Awhina students Introduction of the Stile teaching program to our junior units. Review of junior units to establish overarching ethos of "kaitiaki" Adaptable senior courses to suit student strengths	Evidence gathering suffered due to lock down Group not identified STILE increases engagement and removes barriers to learning Ongoing with new tasks and assessments	Introduced STILE program to juniors  69% of year 11 choose Science at NCEA Level 1 Students achieving very well at year 10-13  Lack of base line Science knowledge from intermediate is hampering engagement and attainment in year 9
<b>3(b)</b> Te whanau tahi values are evidenced through the culture and practices of the school. <i>(Reference to LAR)</i>	Use of Te Whanau Tahi values in class. Establish ethos of kaitiaki Exposure to the Science Capabilities Encourage collaborative assessment Identify students at risk and	<ul style="list-style-type: none"> <li>Improvement in student engagement.</li> <li>Increase in students involved in Science</li> <li>More collaboration with parents/caregivers</li> </ul>	Still have students not engaged with Science at NCEA Level 1 Māori and Pacifica underrepresented at NCEA Level 2 and 3 except for SCI202.

## External Moderation 2022

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

☒ **Yes**      ☐ **No**

## Scholarship 2022

☒ **We did not offer a scholarship programme in 2022.**

I: Report on Senior Achievement

2022 programme pass rates reflections and key observations (use the course data provided as a basis for this response)

- The pass rates of senior courses has dropped below our expectations in most areas and alarmingly in SCI202. The new course to be introduced in 2023 should give us more flexibility to deal with individual student needs at NCEA Level 1. CHE200 had a teacher new to Aotearoa NZ and this is reflected in their results.
- SCI202 results were concerning and achievement was below expectations. This was largely down to the teacher having difficulty managing his Kahui Ako role alongside his responsibility as a classroom teacher.
- The incorporation of SCI202 students into CHE300 and BIO300 led to some pleasing results and several students attained UE accreditation in these classes.
- Pass rates were above national averages in BIO301 and CHE301
- The exception to this was with the engagement and attainment of SCI102 (38% down from 77%) and SCI302 (22%) both suffered due to various factors including

- Class teacher (new to course)
- Lack of engagement post lock down
- Students “passing” NCEA before completion of assessments.

Class reports key 2022 observations in courses and programmes from Faculty

- Flexibility of courses to respond to different learners and groups of learners have assisted students in attaining at a higher level, particularly some CHE300 and BIO300 students who completed a total 26 internal credits in science across the two lines.
- Courses listing some standards as electives allows students to challenge themselves.
- Course hybridisation to online/in school learning with switch to research-based standards over practical experiments allows for students to complete assessments over the whole year.
- Some students avoid externals at the end of the year or performed at a lower standard than in derived grade exams. Student’s voice is that they have “passed” NCEA 2 or 3 already so do not need to prepare for exams or complete internals.
- Students with low literacy struggled to understand the content covered in class and the tasks set in assessments.

## 2022 Goals

Operational issues/concerns/opportunities you would like to discuss with the principal

- LAR/Careers program to highlight entry requirements and scholarship awards reliant upon certain standards or endorsements at tertiary level. Reduce the self removal by students from standards and exams.
- Students who are not able to attend all the lessons (e.g. Trades and Services Academy) struggled to gain enough credits to pass their course.
- Offer alternative paths to success in standards. Offer of all internal solutions in 200 and 300 subjects.
- 
- Develop new course based on Internal Achievement Standards using Sustainability standards

Strategic issues/concerns/opportunities you would like to discuss with the Board

- NA

## Summary

### Successes

- Designing courses at NCEA Level 3 that are challenging and accessible to a wide range of students is challenging and results were pleasing in CHE300 and BIO300 for those students coming from SCI202.
- 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.
- 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 to be implemented in 2024.
- SCI102 and SCI202 students struggled to return after self-isolation and attendance caused problems for assessment. Many students “pass” NCEA

Level 1 before completing the credits in SCI102 so do not engage in assessments towards the end of the year.

- SCI202 students absorbed into SCI300 courses which was managed well.

Issues/areas of concern

- Remove Biology focus from SCI202 and return it to a general science course.
- CHE200 to be taken over by new teacher with more experience of exam based syllabus.

Feedback on issues identified for attention in 2022 and actions taken in 2022

- Course compiled of internals created after discussion with whanau led to an improvement in engagement and students gaining UE in Science rather than traditional disciplines.

- Attendance is an issue compounded by COVID 19 with students and teachers being absent due to isolation requirements. We continue to seek innovative solutions such as self-directed learning.

Areas of focus for 2022 (Not COVID – we accept that this will shape responses for this year)

- Review of Standards at NCEA Level 1 will need considerable time to develop and implement. At present we are developing two new courses based on a mixture of standards from the 3 new areas of science in NCEA. One course will be based on the Nature of Science standards and will offer 10-15 credits.

The second course will be based on all 3 areas and offer 10-20 credits including externally assessed standards.

## Physical Education and Health:

### SUMMARY.

Charter Goals 2022	Target	Result	Variance
<b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training.	Achieve at least 85% achievement pass rate in our senior courses. Year 11 = 12 credits Year 12/13 = 10 credits	Pass rates 2022: PED100 (71%) SPS100 (8%) SVCADY 1 (82%)  PED200 (59%) SPS200 (19%) SVCADY 2 (100%)  PED300 (91%) SPS300 = 10 students (0%) SVCADY 3 (8%)	Achieved the 85% achievement pass rate/goal in PED300, but did not achieve it in any of our other courses. - PED300 small class (11 students)  Course comparisons over 3 years (2020, 2021, 2022) <ul style="list-style-type: none"> <li>• PED100 achievement pass rate steady; 74%, 78%, 71%</li> <li>• SPS100, continual declining achievement pass rate from 72%, 24%, 8%</li> <li>• SVCADY1 dropped to 82% pass rate in 2022 (lowest percentage)</li> <li>• PED200, continual declining achievement pass rate from 80%, 61%, 59%</li> <li>• SPS200 disappointing 19% pass rate</li> </ul>
<b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.	Offer standards that are relevant and engaging to students.  Value student cultures and encourage them to use their cultural knowledge in class.  Offer more Outdoor Education based standards as we believe these more practical based standards are better suited for our students	New standards were added to courses  Recreation & Leisure Studies course (RLS300), new course. Minimal credits offered (8 credits). The main purpose of this course was to allow students to have a break from being in the classroom and to have a 'run around'. Optional for students to be assessed in this course.	Students were directed into standards they were best suited to  Poor attendance continued to impact on achievement success in courses  Many Y11 students were not ready for NCEA. This cohort entered their secondary schooling education in the first year of Covid. Felt they lacked basic self management skills and foundational subject content that they would have received had covid not eventuated.

<b>3(b)</b> Te whanau Tahī values are evidenced through the culture and practices of the school. <i>(Reference to LAR programme also)</i>	<p>Consistently implement and reinforce Te Whanau Tahī values in class.</p> <p>For students to see their ropu (LAR) and their Learning Advisor as a support system</p> <p>Extend Te Whanau Tahī values to parents/caregivers</p>	<p>Improvement in student engagement and behavior.</p> <p>Better understanding of the importance/impact of practicing the school values.</p> <p>More regular communication with parents/caregivers.</p>	<p>Achieved this goal by:</p> <p>Constant reference to Te Whanau Tahī values</p> <p>Consistent classroom routine (Pumanawatanga)</p> <p>Encouraging collaboration and voice in class</p> <p>Communication with parents/caregivers.</p>
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### **Report on Senior Achievement**

#### **2022 programme pass rates reflections and key observations *(use the course data provided as a basis for this response)***

- Noticeable differences in pass rates of senior courses ranging from 8% to 91%, with PED300 (91%) being the most successful course (Small cohort of students. 11).
  - The pass rate of the PED100 class was pleasing given these students were Y9s when Covid hit. The success of this class came down to:
    - o Class teacher holding high expectations of students and collaborating with whanau.
    - o Students were in the right course (literacy capabilities). Pumanawatanga in PED100 was the expectation that they were the academic class. Most students brought into that 'title'.
  - \* Service Academy results at L1 & L2 are very good. Unit standard based courses. Workbooks and checklists provided good support for these students as they made their way through standards.
- Disappointing results from the Sports Studies courses across the three levels due to various factors including:
  - o Low engagement and low attendance led to the slowing down of courses. Lack of achievement saw courses adapted to cater for the 'transient' nature of students.
  - o Students with low literacy struggled to understand the content covered in class and the tasks set in assessments.
  - o First/second year teachers needed lots of guidance and support around NCEA processes, department processes, behavior/classroom management and their understanding of Te Whanau Tahī values.
  - o Teacher change during the year.

### **Class reports key 2022 observations in courses and programmes from Faculty**

- The key factors to success were attendance, course placement and student motivation.
- Flexibility of courses to respond to a range of learners assisted students in achieving success. Offering elective standards catered to student interests.

### **2023 Goals**

#### **Operational issues/concerns/opportunities you would like to discuss with the Principal**

- More teacher aides are needed to assist students who need extra help (e.g. SPS100, ESOL students).
- Students who are not able to attend all their lessons (e.g. Trades and Services Academy) struggled to gain enough credits to pass their courses
- Student placement in courses. Must have the flexibility to move students if it's found to be that they are not in the right course as opposed to leaving them in a course where success is not likely to occur 'because there's no place for them to go'.
- Professional development for neurodiverse students.
- Professional development for literacy strategies.
- Students stop applying themselves once they pass NCEA. We should be able to 'withdraw' students from standards once they gain NCEA as this does affect pass rate. No incentive for students to get more credits for NCEA unless they are aiming for course endorsements.

#### **Strategic issues/concerns/opportunities you would like to discuss with the Board • NA**

**Summary** (Remember we have your overall results. We only need discussion of the most significant successes and issues/concerns (programme concerns)).

#### **Successes**

- See above
- Collaboration with whanau helped students engage better in class.

#### **Issues/areas of concern**



- Disappointing results from the Sports Studies courses across the three levels due to various factors including:
  - o Low engagement and low attendance led to the slowing down of courses. Lack of achievement saw courses adapted to cater for the 'transient' nature of students.
  - o Students with low literacy struggled to understand the content covered in class and the tasks set in assessments.
  - o First/second year teachers needed lots of guidance and support around NCEA processes, department processes, behavior/classroom management and their understanding of Te Whanau Tahī values.
  - o Teacher change during the year.

#### **Feedback on issues identified for attention in 2022 and actions taken in 2022**

- Low attendance has affected students' slow progress and poor achievement.

#### **Areas of focus for 2023 (Not COVID – we accept that this will shape responses for this year)**

- Prepare for new L1 standards coming in, in 2024.
- Course placement: Have a conversation with students and place them in a course that is appropriate/relevant to their interests and future plans.
- Unpack and prepare for literacy and numeracy learning progressions .

#### **External Moderation 2022**

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

☒ **Yes**

☐ **No**

#### **Scholarship 2022**

- ☒ **We did not offer a scholarship programme in 2022.**

## Social Science:

### SUMMARY.

Charter Goals 2021	Target	Result	Variance
<b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training.	Our goals were to bring senior grades more inline with the national average.	This year saw a decline in our statistics in relation to overall pass rates. There was a marked decline in most of our senior classes, PSY 300 bucking the trend. This impacted our ability to meet this goal.	<p>There is still some work to do in some subject areas. Geography grades have been in steady decline and a lot of attention needs to be focused on this particular learning area.</p> <p>There are a range of factors that have impacted the geography results. These include covid fatigue, teacher burnout, composite courses and students placed in the course who might not be able to access the learning.</p> <p>Students are not engaging with exams, even when they need credits. Some students are being strategic, particularly at level 3. If students have earned 14 credits through internal assessment, many are choosing to prioritise other subjects. However, there are other students who need credits who are not attending exams. With the onset of Common Assessment Activities in the refreshed NCEA program, there needs to be a further investigation into the relationship our akonga have with exams.</p> <p>We also need to investigate why we saw a downturn in student achievement last year.</p>
<b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.	Continue developing effective courses that meet the needs of our learners.	The social science faculty has continued to adapt our courses to meet the needs of our learners. FYC is currently refreshing the Psychology curriculum, MPE has created a Senior Media Studies program for 2023 and we have junior option subjects that are getting good numbers. We also removed Tourism from the curriculum, as it was not meeting the needs of our learners	<p>Overall, students are opting into a range of social science courses. With the exception of Geography, all of our senior courses are attracting solid numbers.</p> <p>We are still getting students placed in our subjects that might not have the ability to access all of the learning and how we cater to these students is an ongoing question. The Level Psychology program is evidence that our learners can be successful in highly academic courses, when they are properly planned and resourced.</p>
<b>3(b)</b> Te whanau tahi values are evidenced through the culture and practices of the school. <i>(Reference to LAR programme also)</i>	Continue to integrate TWT into all learning programs in a meaningful way.	Social sciences have integrated TWT values into the junior program. The next step is to look at how this can be done in senior learning areas to enhance the learning of our students.	<p>The junior social studies program is an effective vehicle for the teaching of TWT values. Many of the concepts we cover align with TWT, or can learning plans can be easily adapted.</p> <p>The changes to the NCEA program provide an opportunity for senior subject teachers to re-examine their courses and look at how TWT can be more effectively integrated into our senior programs.</p>

## **I: Report on Senior Achievement**

**2022 programme pass rates reflections and key observations (*use the course data provided as a basis for this response*)**

- Most senior classes saw a decrease in achievement from the previous year.
- Level 3 Psychology saw a massive increase in student achievement from the previous year.
- Geography is an ongoing concern, particularly in Year 12 and 13 where no students earned over 12 credits. For 2023 we need to ensure that there is a robust system of support for EEC as he takes over as the geography teacher.
- 2022 was a very successful year for the social science faculty. The results for 2022 were disappointing by comparison and we need to look at reasons for this downturn.

**Class reports key 2022 observations in courses and programmes from Faculty (*do not provide these reports*)**

- Ongoing issues around attendance are still impacting achievement levels.

## **2023 Goals**

**Operational issues/concerns/opportunities you would like to discuss with the Principal**

- Replacing broken devices

**Strategic issues/concerns/opportunities you would like to discuss with the Board**

- Nil

**Summary** (Remember we have your overall results. We only need discussion of the most significant successes and issues/concerns (programme concerns)).

## **Successes**

- *L3 PSY had a very successful year*
- *L2 History results were good*

## **Issues/areas of concern**

- *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. This is an area that requires further investigation, as the changes to NCEA have led to the development of more high stakes externally assessed assessments*
- *Geography results were very poor.*
- *Engagement in MMS is problematic, it is not an academic course but the achievement rates could be better. This is a new course and it will evolve based on the needs of our learners.*

## Feedback on issues identified for attention in 2021 and actions taken in 2022

- *Putting students in the correct learning area is still an ongoing issue. H.O.F's have more say over the issue, which is leading to an improvement. However, some students are still being placed in classes, as there is no other alternative for them.*

## Areas of focus for 2023 (Not COVID – we accept that this will shape responses for this year)

- *Planning for the new changes to NCEA*
- *Explore ways of engaging our learners with externally assessed standards.*
- *All senior NCEA courses pass rates equal or greater than the national average.*
- *UE pass rates in senior subjects equal or greater than the national average.*

## General comments

- *Overall, 2022 was a challenging year. While it was great to see the end of lockdowns there was still a lot of disruption due to staff and students absences due to covid. Our grades in the senior school were below what was expected and this will lead to some reflection within the faculty to identify the causes of the downturn. Currently, we are operating in a grey area sound course planning. This is due to a lack of clarity from the M.O.E around the changes to NCEA. The next few years will be challenging as we look to navigate these changes.*

## External Moderation 2022

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

☒ **Yes**      ☐ **No**

## Scholarship 2022

☒ **We did not offer a scholarship programme in 2022.**

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.

Charter Goals 2022	Target	Result	Variance
<b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training.	All students will be placed in a post-school programme through the Transition Programme,	5 students left 1 went on to further education. 3 went on to day-based programmes. 1 moved to Levin.	It was possible to place all leaving students in a post-school programme through the Transition Programme.
<b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.	Programmes are aimed at 2-3 levels, with provision for high Sensory Needs and Severe Intellectual Disability	Students are moved between classes as necessary. Teaching staff continuously reflect on teaching and learning.	This year the staffing shortage in the main school means that for the first time in 15 years the SNU has not been allocated any main stream specialist staffing e.g. for PE.
<b>3(b)</b> Te whanau tahi values are evidenced through the culture and practices of the school. <i>(Reference to LAR programme also)</i>	To teach TWT directly through Health programme, reinforce through class meetings. Also add to learning stories.	With another large intake (9 students) there were again extreme behavioural issues in Term 1. By Term 4 the atmosphere was much calmer.	It took a lot of work to settle our new intake. One non-ORS student was moved to main stream which stabilised behaviour.

### I: Report on Senior Achievement

#### **2022 programme pass rates reflections and key observations (use the course data provided as a basis for this response)**

- Two ORS students finished 2022 very close to completing NCEA Level 1.
- One ORS student finished 2022 having completed NCEA Level 2
- Two other students gained some credits at NCEA Level 1

#### **Class reports key 2022 observations in courses and programmes from Faculty (do not provide these reports)**

- We got some input from Vibe to work with a group of Yr 9 boys who were not engaging well in our Health programmes. This helped to break down the immature culture within this group.
- Due to Yr 9 LAR visits we have occasional visits to SNU from main school students and more interaction between main school students and SNU staff due to having spent time together.
- We trialled a Minecraft for Education class to try to engage some of our students who are very interested in gaming (and only gaming). This was enjoyed by the more able students in the Unit.

### **2022 Goals**

#### **Operational issues/concerns/opportunities you would like to discuss with the Principal**

- *Our numbers of non-ORS students was 3/36. There are regular requests from main school and from outside for us to take more non-ORS students who struggle to cope in ordinary classes. Anecdotally, fewer ORS applications have been successful om 2022.*
- *Staffing was very stretched in Term One and Term Two due to staff illness (Covid). We have an aging staff and some are needing extended leave for age-related illness (e.g joint operations). In 2023 almost half of SNU staff will be 60+. How do we prepare for a large proportion of our experienced staff who may want to retire at about the same time?*

### **issues/concerns/opportunities you would like to discuss with the Board**

- *Thank you for our swing! It has been a big success and gets a lot of use by our students.*

**Summary** (Remember we have your overall results. We only need discussion of the most significant successes and issues/concerns (programme concerns).

### **Successes**

- *Narrative Assessment Reports. I surveyed parents about these and got 5 responses. 80% of parents said the reports helped to remind them of the IEP goals that were set at the beginning of the year. 80% also said that the reports helped them to understand the progress their child was making towards these goals.*

### **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 three lunchtimes). Teacher aide funding is not sufficient to cover this and also leaves some SNU classes with very minimal teacher aide support. In 2022 we had 4 students who needed one-to-one supervision for 30 hours per week. In 2023 we will again have 4 of these students. None of these students have more than 20 hours teacher aide time per week. Some have only 13.*

### **Feedback on issues identified for attention in 2021 and actions taken in 2022**

- *In 2022 we had more opportunities for professional development in the area of communication. We had the support of a MoE Speech Language Therapist with a group for 10 of our students who have high communication needs (group referral). Staff have become more confident in using the Talk Chat app on Ipad Talkers.*

### **Areas of focus for 2023**

- *Continue to develop skills in communication for all SNU staff, especially in the area of communicating with non-verbal and semi-verbal students.*
- *Naenae College is funding all SNU staff to attend a one-day Sensory Learning course. This was in response to a request made by teacher aides. We all need to upskill in this area.*
- *We are working out the practicalities of the new Restraint in Schools rules.*

### **General comments**

- *We continue to have one or two students per year who achieve an NCEA Level.*
- *We are noticing that, as projected, the ability levels of students are dropping. However these students are designated High Needs, not Very High. We have more students in our Sensory Needs group, and fewer students who are capable of engaging with any main school classes, even LAR.*

## Careers and Transition:

### SUMMARY.

TERM ONE	WHAT	WHEN	WHO
You Tube Videos to LARS class	Outlining new careers and possibilities	Weeks 2 - 3	SNK to LAR Teachers
Yr 12 Visits to Careers Dept – Career Quest Quiz	Visit to Careers – use of Chromebooks to access Careers Website and quiz – general discussion re pathways.	Each LAR to organize 10 - 12 students at a time to visit  Ongoing during Term 1	LAR teachers to liase with SNK
Yr 12 Vic Visits	Those interested in university, in consultation with LAR teachers	TBC	Ofisa, Whanau Heads, SNK  SNK to organize transport
TERM TWO			
Yr 11 Subject Interviews	Subject choice overview, credit trajectory, option to refer to Careers HOD	Mid term 2 – 3 students at a time, during LAR time over the duration of the Term	Whanau Heads, LAR teachers, SNK
Yr 11 Vic Visits	Those interested in university study	End of term	Whanau Heads, Ofisa, SNK
TERM FOUR			
Yr 10 Vic Visits	All students who wish to opt in – with a focus on Maori and Pasifika support at Vic.	Week 5 onwards	Whanau Heads, SNK, Ofisa
Yr 10 LAR Visit to Careers Dept - Quiz	Using Chromebooks to access Careers Quest quiz and general discussion re: pathways	Week 5 onwards	SNK, LAR Teachers

## Guidance:

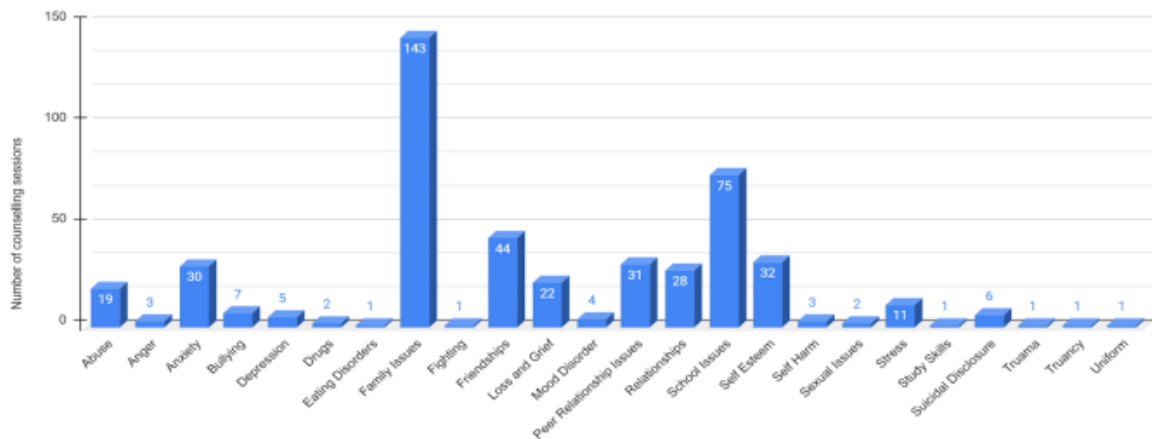
### SUMMARY.

#### Counselling Statistics with analysis

As the permanent Guidance Counsellor I provide the majority of counselling sessions at Naenae College. Some of the students I am now working with students who would have been referred to specialist mental health services due to the complexity of the issues they present with. This is no longer the case, accessibility to secondary specialist services is very limited. School counsellors are now expected to carry the risk that specialist services would have held previously. This has been happening slowly over the last 5-7 years.

## Broad Categories of counselling sessions

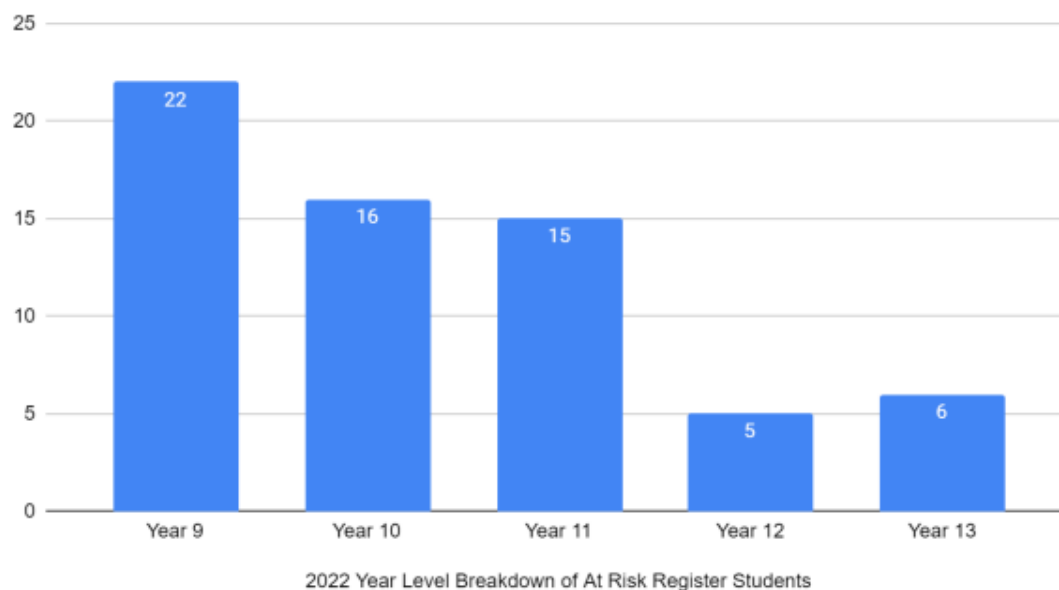
Number of counselling sessions provided by Naenae College 2022



### At-Risk student management statistical analysis

Each week the At-Risk team meet to manage the cases of At-Risk students, a Register is kept to document the case management including dates of entry and exit from the Register. Each student on the list is allocated a team member as the Lead worker, this team includes all members of SLT, Challenge 2000 Social Worker and Guidance Counsellor.

### 2022 Year Level Breakdown of At Risk Register Students



These statistics show that the most vulnerable group are Māori, Year 9 students  
This analysis matches my experience of working with these student cohorts.

The College continues to attempt to put in place further Guidance Counsellor support, however, we have received no interest in response to advertisements for a second Guidance Counsellor position.



## Appendix A: NNC 2022 Senior course success rate ranking

Subject Pass Rate Statistics 2022	
ELL 012	100%
ELL 234	100%
SVCADY 2	100%
MAC 301	92%
PED 300	91%
SVCADY 1	82%
DIT 200	81%
MAS 201	80%
MUS 300	75%
MAT 302	74%
SSH 200	74%
PED 100	71%
MAT 101	70%
MAS 301	70%
MUS 200	70%
PAS300	69%
PHY 200	68%
MAT 201	67%
PHY 300	67%
SAM 300	67%
SPA 300	67%
DIT 300	67%
IAH 200	67%
LIT 100	65%
ELL 234	64%
IAH 300	63%
MUS 100	61%
PED 200	59%
MAT 100	59%
PSY 200	59%
ART 100	58%
PSY 300	58%
SCI 101	57%
SSG 100	55%
ENG 300	54%
DIT 100	53%
BIO 300	52%
SAM 100	50%
MAS 101	49%
CHE 300	47%
MAO 100	44%
BIO 200	43%
SSH 300	43%
ENG 100	43%
SSH 100	41%
SCI 102	39%

CHE 200	38%
CAH 200	35%
MAT 202	33%
MMS 300	33%
ENG 200	29%
FDS 100	27%
SPA 100	25%
SAM 200	25%
TEB 200	25%
DEP 100	20%
SPS 200	19%
MMS 200	15%
DRA 200	9%
TEB 300	9%
SVCADY 3	8%
SPS 100	8%
SSG 200	7%
PEM 200	4%
SCI 202	0%
MPA 100	0%
MAO 200	0%
SPA 200	0%
ERW300	0%
MAO 300	0%
MPA 300	0%
RLS 300	0%
SPS 300	0%
DRA 100	0%
TEC 100	0%
ARP 200	0%
DEP 200	0%
GAT 200	0%
ARP 300	0%
DEP 300	0%
DRA 300	0%
GAT 300	0%
PEM 300	0%
MMS 100	0%
SSG 300	0%

<b>Maths</b>		#students	# above pass	% pass
	MAS 101	51	25	49%
	MAT 100	81	48	59%
	MAT 101	27	19	70%
	MAS 201	30	24	80%
	MAT 201	18	12	67%
	MAT 202	24	8	33%
	MAC 301	13	12	92%
	MAS 301	30	21	70%
	MAT 302	19	14	74%
<b>Science</b>		#students	# above pass	% pass
	SCI 101	54	31	57%
	SCI 102	71	28	39%
	BIO 200	28	12	43%
	CHE 200	16	6	38%
	PHY 200	19	13	68%
	SCI 202	16	0	0%
	BIO 300	21	11	52%
	CHE 300	15	7	47%
	PHY 300	9	6	67%
<b>English</b>		#students	# above pass	% pass
	ELL 012	6	6	100%
	ENG 100	131	56	43%
	LIT 100	20	13	65%
	MAO 100	16	7	44%
	MPA 100	6	0	0%
	SAM 100	8	4	50%
	SPA 100	8	2	25%
	ELL 234	8	8	100%
	ENG 200	70	20	29%
	MAO 200	2	0	0%
	MPA 200			
	SAM 200	4	1	25%
	SPA 200	3	0	0%
	ELL 234	11	7	64%
	ENG 300	26	14	54%
	ERW300	13	0	0%
	MAO 300	3	0	0%
	MPA 300	1	0	0%
	PAS300	13	9	69%

	SAM 300	3	2	67%
	SPA 300	3	2	67%
<b>PEH</b>		#students	# above pass	% pass
	PED 100	24	17	71%
	SPS 100	25	2	8%
	SVCADY 1	22	18	82%
	PED 200	22	13	59%
	SPS 200	26	5	19%
	SVCADY 2	11	11	100%
	PED 300	11	10	91%
	RLS 300	22	0	0%
	SPS 300	10	0	0%
	SVCADY 3	12	1	8%
<b>Arts &amp; Tech</b>				
Course		#students	# above pass	% pass
	ART 100	24	14	58%
	DEP 100	15	3	20%
	DIT 100	17	9	53%
	DRA 100	19	0	0%
	FDS 100	11	3	27%
	MUS 100	72	44	61%
	TEC 100	29	0	0%
	ARP 200	9	0	0%
	CAH 200	23	8	35%
	DEP 200	7	0	0%
	DIT 200	16	13	81%
	DRA 200	11	1	9%
	GAT 200	3	0	0%
	MUS 200	20	14	70%
	PEM 200	24	1	4%
	TEB 200	24	6	25%
	ARP 300	8	0	0%
	DEP 300	10	0	0%
	DIT 300	3	2	67%
	DRA 300	5	0	0%
	GAT 300	18	0	0%
	MUS 300	8	6	75%
	PEM 300	21	0	0%
	TEB 300	11	1	9%
<b>Social Science</b>		#students	# above pass	% pass

Course	MMS 100	23	0	0%
	SSG 100	22	12	55%
	SSH 100	22	9	41%
	IAH 200	18	12	67%
	MMS 200	26	4	15%
	PSY 200	17	10	59%
	SSG 200	15	1	7%
	SSH 200	19	14	74%
	IAH 300	8	5	63%
	MMS 300	15	5	33%
	PSY 300	31	18	58%
	SSG 300	13	0	0%
	SSH 300	21	9	43%

Appendix B: NZQA cumulative results data 2022

Naenae College in Wellington										
	<u>2018</u>		<u>2019</u>		<u>2020</u>		<u>2021</u>		<u>2022</u>	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
<b>NCEA (Level 1)</b>										
Year 11	55	45.1	76	55.1	96	63.6	91	63.2	87	53.0
Year 12	103	85.8	83	74.1	95	84.8	119	88.8	103	85.8
Year 13	100	86.2	93	89.4	82	88.2	79	95.2	91	92.9
<b>NCEA (Level 2)</b>										
Year 11					3	2.0	1	0.7	1	0.6
Year 12	78	65.0	67	59.8	75	67.0	100	74.6	81	67.5
Year 13	93	80.2	87	83.7	77	82.8	73	88.0	89	90.8
<b>NCEA (Level 3)</b>										
Year 12	1	0.8					2	1.5	1	0.8
Year 13	57	49.1	46	44.2	56	60.2	50	60.2	52	53.1
<b>University Entrance</b>										
Year 12	1	0.8					2	1.5		
Year 13	33	28.4	27	26.0	27	29.0	17	20.5	30	30.6

Variance: Cohort variance is significant. The 2022 Year 12 cohort is particularly strong. UE is trending to expectations given 20% of HV students head to University.

# Achievement in NCEA and UE: Naenae College

PR2 - Enrolment Based Cumulative Overall Results

Generated 8-Mar-2023

## Naenae College

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2018	42.6	65.0	49.1	28.4
2019	53.1	59.8	44.2	26.0
2020	61.9	66.4	60.2	29.0
2021	61.1	74.1	60.2	20.5
2022	52.7	66.9	53.1	29.6

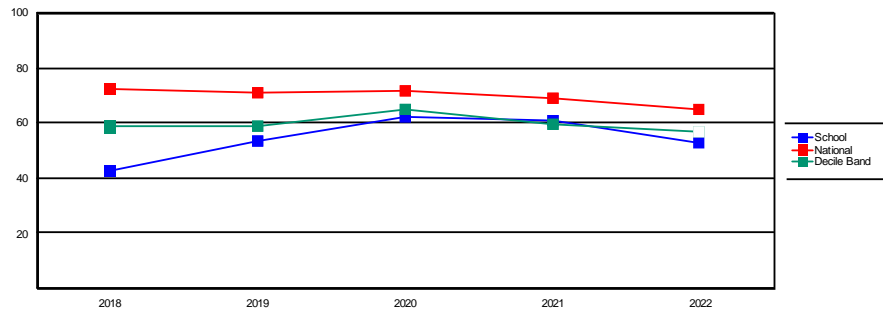
## National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
72.4	77.6	66.1	48.9
70.6	77.5	67.3	49.3
71.8	80.1	72.1	53.4
69.2	77.9	70.5	51.9
64.8	74.8	68.1	50.3

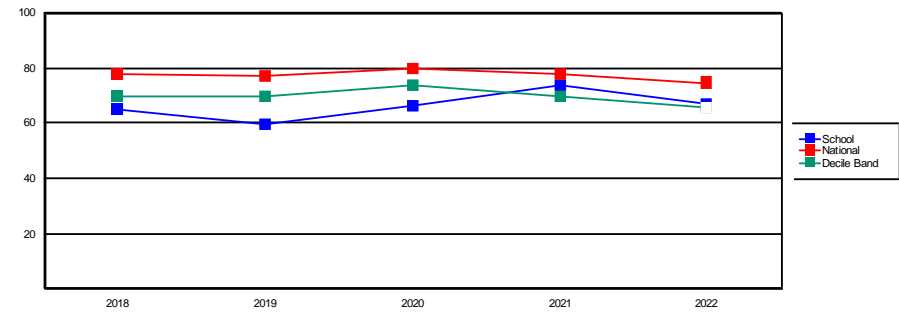
## Decile 1-3

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
58.4	69.5	56.9	27.8
58.6	69.7	59.4	29.8
64.7	73.7	66.9	32.7
59.7	69.8	62.9	30.2
56.6	65.9	59.1	27.9

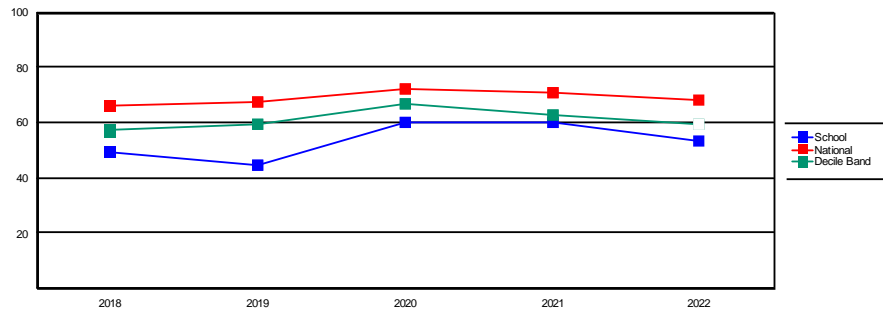
### Year 11 - NCEA Level 1



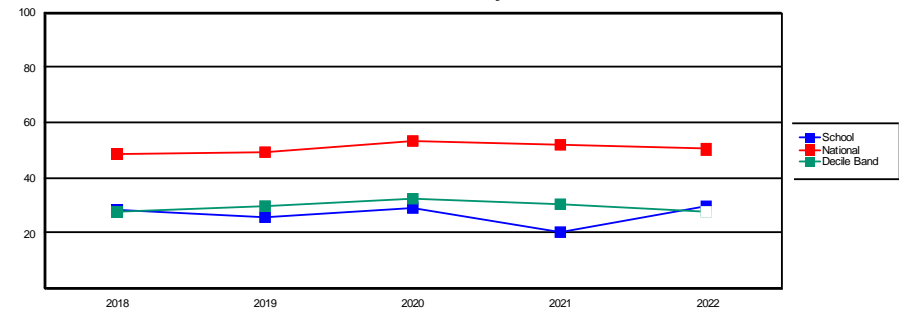
### Year 12 - NCEA Level 2



### Year 13 - NCEA Level 3



### Year 13 - University Entrance



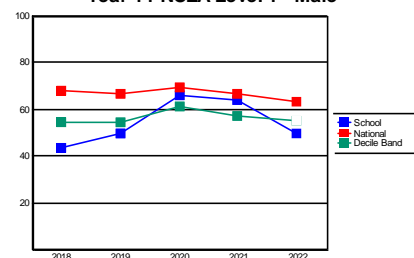
# Achievement in NCEA and UE: Naenae College

PR2 - Enrolment Based Cumulative Results by Gender

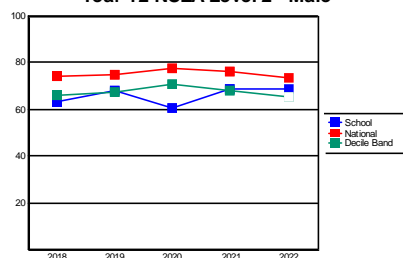
Generated 8-Mar-2023

Naenae College					National				Decile 1-3			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Male</b>												
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	68.1	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
2022	50.0	68.8	51.0	28.6	63.3	73.2	65.5	44.8	55.0	65.0	57.5	22.0
<b>Female</b>												
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
2022	56.2	64.9	55.1	30.6	66.4	76.5	70.5	55.3	58.4	66.8	60.5	33.1

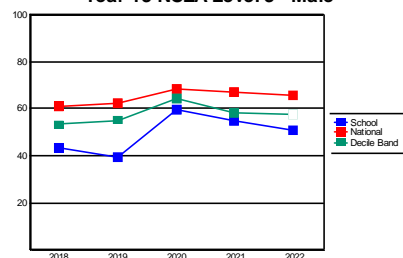
Year 11 NCEA Level 1 - Male



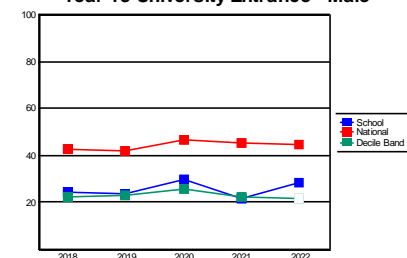
Year 12 NCEA Level 2 - Male



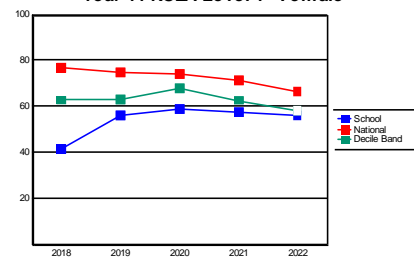
Year 13 NCEA Level 3 - Male



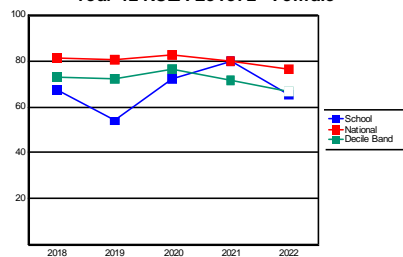
Year 13 University Entrance - Male



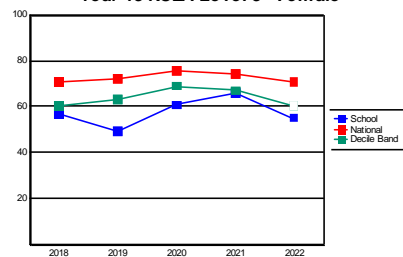
Year 11 NCEA Level 1 - Female



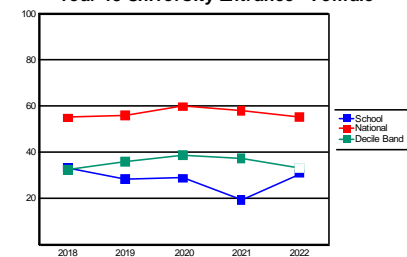
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female





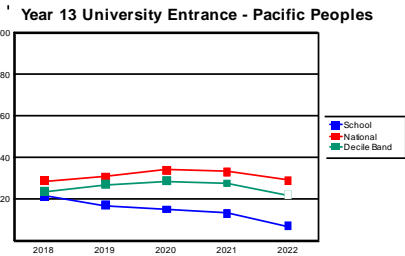
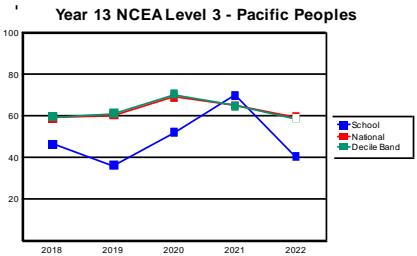
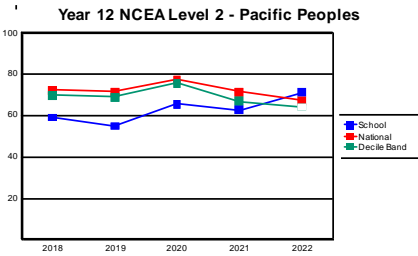
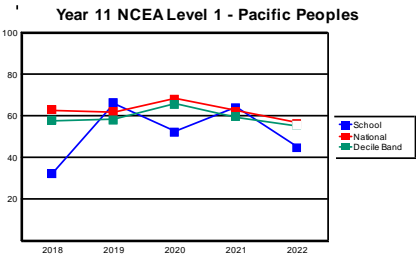
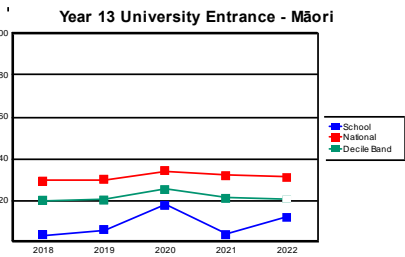
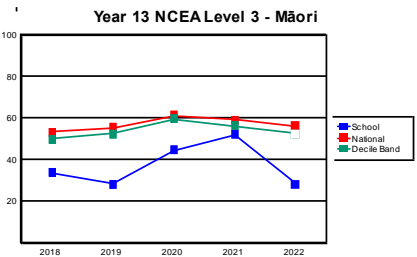
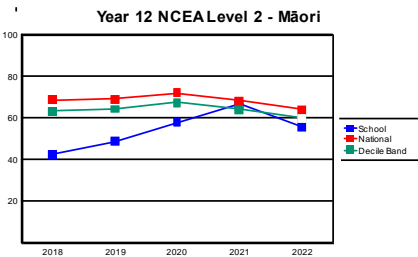
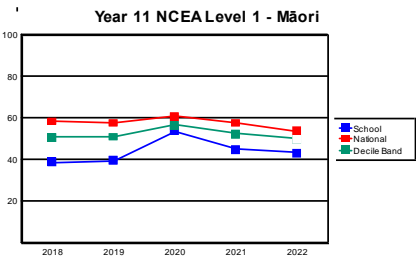
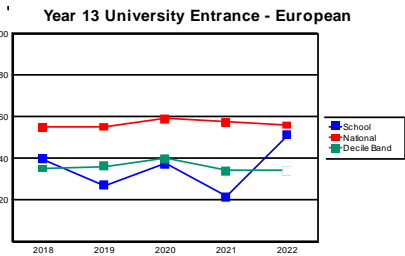
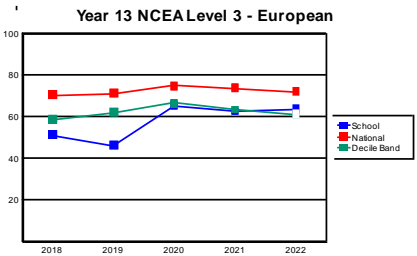
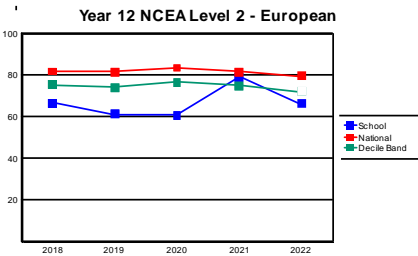
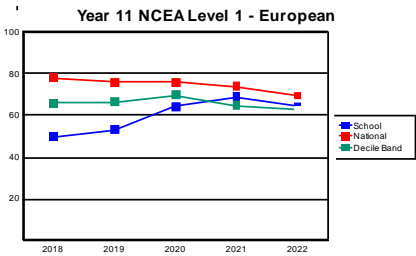
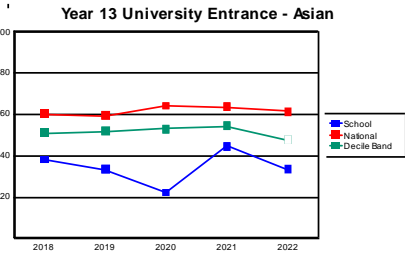
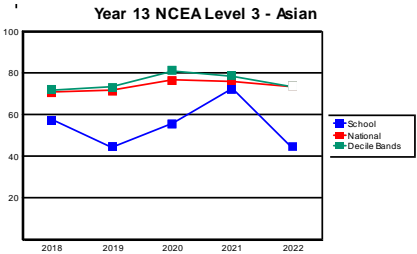
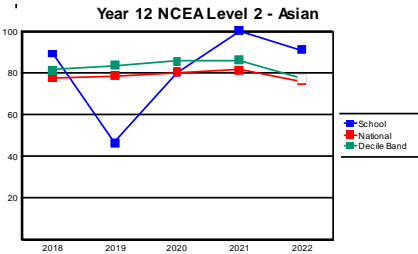
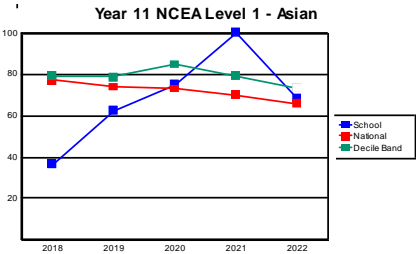
## Achievement in NCEA and UE: Naenae College

Generated 8-Mar-2023

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Naenae College				National				Decile 1-3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Asian</b>												
2018	36.4	88.9	57.1	38.1	76.9	77.3	70.5	60.1	79.2	81.3	71.8	50.8
2019	62.5	46.2	44.4	33.3	73.9	78.3	71.3	59.3	78.6	83.4	73.2	51.6
2020	75.0	80.0	55.6	22.2	73.1	80.0	76.5	64.1	84.8	85.3	81.2	53.0
2021	100.0	100.0	72.2	44.4	70.0	81.1	76.2	63.4	79.0	85.9	78.4	54.2
2022	68.2	90.9	44.4	33.3	65.9	76.0	73.5	61.2	73.1	77.2	73.4	47.6
<b>European</b>												
2018	50.0	66.1	50.9	39.6	78.0	81.5	69.9	55.0	65.9	75.0	58.2	35.2
2019	53.2	60.8	45.8	27.1	76.0	81.1	70.8	55.1	66.3	73.9	61.7	36.1
2020	64.4	60.4	65.0	37.5	75.8	83.2	74.6	59.0	69.8	76.4	66.0	39.8
2021	69.0	78.9	62.2	21.6	74.0	81.2	73.2	57.2	64.6	74.6	63.0	34.0
2022	64.5	66.0	63.4	51.2	69.6	79.3	71.6	56.0	62.9	71.7	60.8	34.3
<b>Māori</b>												
2018	38.6	42.3	33.3	3.3	58.4	68.6	52.9	29.3	50.7	63.2	49.6	20.0
2019	39.6	48.8	27.8	5.6	57.7	68.9	55.1	29.9	51.0	64.3	51.9	20.3
2020	53.7	57.9	44.1	17.6	60.8	71.9	60.7	34.1	56.6	67.3	59.3	25.2
2021	45.0	66.7	51.9	3.7	57.7	68.3	58.5	31.7	52.3	63.9	55.8	21.1
2022	43.4	55.8	28.0	12.0	53.7	64.0	55.7	30.9	50.1	60.0	52.0	20.5
<b>Middle Eastern/Latin American/African</b>												
2018	60.0	62.5	50.0	16.7	74.0	78.4	66.5	50.2	66.7	73.5	58.7	36.5
2019	50.0	85.7	60.0	40.0	67.5	75.5	68.3	52.0	65.3	69.6	68.7	42.0
2020	61.5	66.7	92.3	61.5	72.4	77.6	73.2	57.7	77.5	80.5	71.0	45.7
2021	87.5	61.5	20.0	20.0	68.4	78.0	70.3	56.0	74.8	72.3	68.2	48.8
2022	25.0	85.7	63.6	27.3	61.3	73.2	67.3	51.4	58.1	74.0	66.9	45.8
<b>Other Ethnicity</b>												
2018					72.9	75.9	63.6	50.8	65.2	66.7	47.9	22.9
2019			50.0		74.4	75.1	67.4	52.9	63.0	68.2	57.1	34.3
2020					74.6	81.0	74.3	56.9	58.3	78.3	84.1	38.6
2021					73.2	78.5	72.9	55.1	70.0	81.6	64.1	20.5
2022					65.8	76.8	66.3	53.4	53.1	69.8	68.4	36.8
<b>Pacific Peoples</b>												
2018	32.4	59.1	46.4	21.4	62.8	72.1	58.9	28.6	57.6	69.7	59.3	23.5
2019	65.9	54.8	36.1	16.7	61.8	71.3	60.3	30.3	58.2	68.9	60.9	26.7
2020	52.2	65.6	51.9	14.8	68.2	77.1	68.9	33.7	65.7	75.3	70.2	28.3
2021	64.1	62.8	69.6	13.0	62.3	71.5	64.9	33.0	59.3	67.0	64.8	27.3
2022	44.8	71.0	40.0	6.7	56.5	67.2	59.4	28.6	55.1	64.0	58.4	21.7

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



## Appendix C: Overall goals and NNC results analysis

Whole School Goals
<p><b>1(a)</b> All students attend school at least 90% of the time. See Appendix D</p> <p><b>1(b)</b> More than 85% of our students leave with NCEA level 2, or move to further education or training. 90.8%</p> <p><b>1(c)</b> Level 1 NCEA pass rates will be at least at the national average of 72% National average 64.8% NNC 66%</p> <p><b>1(d)</b> A Pacific Achievement Plan is developed and introduced.</p> <p><b>1(e)</b> Students in Te Whare ō te Atawhai will experience appropriate progress and success.</p> <p><b>2(a)</b> Whānau and iwi are regularly consulted to identify learning needs and collaborative approaches, and we feedback again to them.</p> <p><b>2(b)</b> Delivering highly engaging programmes, with quality review processes for continuous improvement.</p> <p><b>3(a)</b> A community engagement plan is developed and introduced.</p> <p><b>3(b)</b> Te Whānau tahi values are evidenced through the culture and practices of the school.</p>

## Internal results analysis 2022

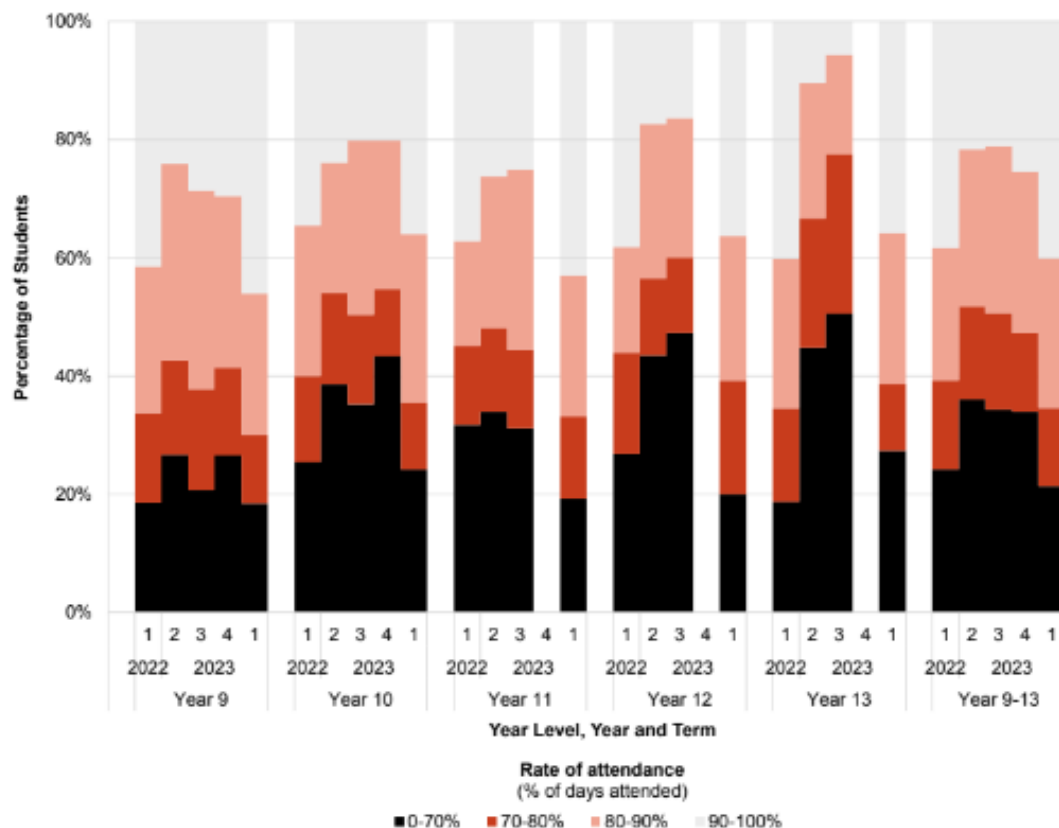
*includes learning recognition credits			
<b>Internal Analysis of 2022 NCEA results</b>			
Naenae College NCEA Level 1 overall results			
			<b>2022</b>
Total students	140		
Pass > 80 credits*	92	<b>66%</b>	
< 80 credits	48	34%	
<b>Naenae College NCEA Level 2 overall results</b>			
Total students	97		
Pass > 60 credits*	81	<b>84%</b>	
< 60 credits	16	16%	
<b>Naenae College NCEA Level 2 overall results</b>			
Total students	82		
Pass > 60 credits*	64	<b>78%</b>	

## Appendix D: Attendance – Everyday Matters

### SECTION 2: Student attendance – Last 5 Terms

#### Student attendance rates, by Year level

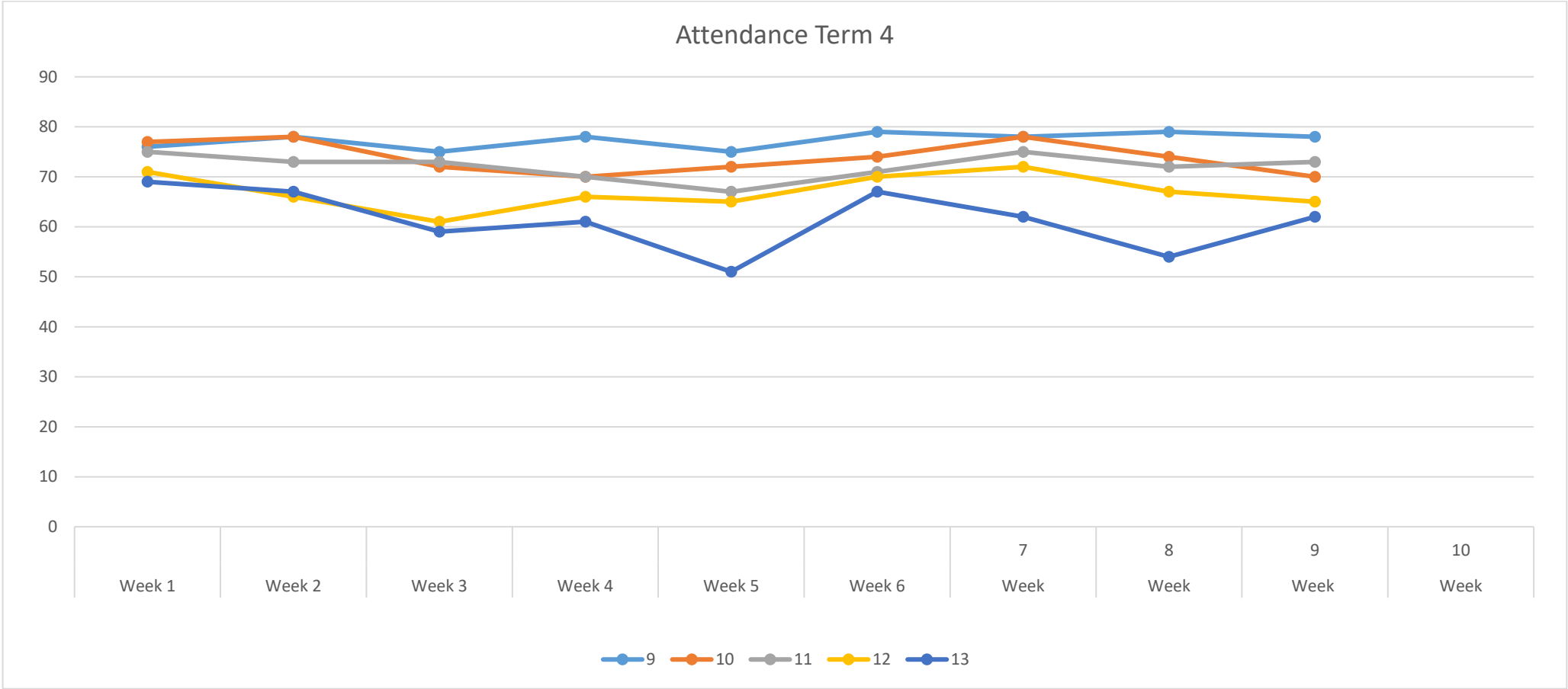
NB. If the total number of students is small, we suggest you use this data with caution.



Year Level	Year	Term	Total students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
Year 9	2022	1	205	85	51	31	38	41.5	24.9	15.1	18.5
		2	195	47	65	31	52	24.1	33.3	15.9	26.7
		3	188	54	63	32	39	28.7	33.5	17.0	20.7
		4	203	60	59	30	54	29.6	29.1	14.8	26.6
	2023	1	217	100	52	25	40	46.1	24.0	11.5	18.4
Year 10	2022	1	165	57	42	24	42	34.5	25.5	14.5	25.5
		2	163	39	36	25	63	23.9	22.1	15.3	38.7
		3	159	32	47	24	56	20.1	29.6	15.1	35.2
		4	159	32	40	18	69	20.1	25.2	11.3	43.4
	2023	1	186	67	53	21	45	36.0	28.5	11.3	24.2
Year 11	2022	1	164	61	29	22	52	37.2	17.7	13.4	31.7
		2	156	41	40	22	53	26.3	25.6	14.1	34.0
		3	151	38	46	20	47	25.2	30.5	13.2	31.1
		4	0	0	0	0	0				
	2023	1	151	65	36	21	29	43.0	23.8	13.9	19.2
Year 12	2022	1	123	47	22	21	33	38.2	17.9	17.1	26.8
		2	115	20	30	15	50	17.4	25.1	13.0	43.5
		3	110	18	26	14	52	16.4	23.6	12.7	47.3
		4	0	0	0	0	0				
	2023	1	135	49	33	26	27	36.3	24.4	19.3	20.0
Year 13	2022	1	107	43	27	17	20	40.2	25.2	15.9	18.7
		2	96	10	22	21	43	10.4	22.9	21.9	44.8
		3	89	5	15	24	45	5.6	16.9	27.0	50.6
		4	0	0	0	0	0				
	2023	1	106	38	27	12	29	35.8	25.5	11.3	27.4
Year 9-13	2022	1	764	293	171	115	185	38.4	22.4	15.1	24.2
		2	725	157	193	114	261	21.7	26.6	15.7	36.0
		3	697	147	197	114	239	21.1	28.3	16.4	34.3
		4	362	92	99	48	123	25.4	27.3	13.3	34.0
	2023	1	795	319	201	105	170	40.1	25.3	13.2	21.4

In term 1 of 2023, Year 9 had the highest percentage of students attending regularly, with 46.1% of students attending this often. Year 13 had the lowest percentage of students attending regularly, with 35.8% of students attending this often.

Internal attendance tracking 2022



## Appendix E: Example of Junior data analysis

Below are result averages for the junior school:

Legend:

Poor results that average below level 2B or 0. This is due to:	Concerning results due to:	Results below expectations.	Results at the level expected or 'just below'
<ul style="list-style-type: none"> <li>Attendance.</li> <li>Lack of work submitted.</li> <li>Learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance.</li> <li>Lack of work submitted.</li> <li>Learning needs.</li> </ul>		

\* Compulsory Māori Year 9 has different expectations as it is often a very new subject for the students.

### English

English Year 9

Average Grades

NA	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+
18	0	5	5	4	10	20	25	17	22	32	16	6	0	2
10%		8%			30%						52%			

English Year 10

Average Grades

NA	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+
26	0	6	6	7	6	21	12	25	16	21	13	8	5	6
14.5%				33%				11.5				17.5		

### Māori

Compulsory Māori Year 9

Average Grades

NA	<2B	2B	2P	2A	3B
17	55	111	18	11	18
7.5%	24	43		20.5%	

Māori Year 9

Average Grades

NA	2P
8	11
42%	58%

Māori Year 10

Average Grades

NA	2A	3B	3P
3	2	5	2
25%		57%	

### Samoan

Samoan Year 9

Average Grades

NA	3B	3P	3A	4B	4P	4A	5B	5P	5A
1	1	4	2	1	1	3	2	1	1
6%		41%				53%			

## Spanish

### Spanish Year 9 Average Grades

NA	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6+
3	5	9	3	0	1	5	1	2	5	1	3	0	0	1
20%	31%				18%			31%						

### Spanish Year 10 Average Grades

NA	2P	2A	3A	4B	4P	4A
3	3	1	1	1	1	2
25%	42%			33%		

## Areas of focus for 2023

### English

- Develop strategies for the Common Assessment Activities:
  - Pass rate equal to national pass rates of decile 3 schools by the end of the year:
    - Reading: 54%
    - Writing: 26%
- Match the national average pass rates for NCEA 2022 in our courses:
  - Level 1: 64.3%
  - Level 2: 74.5%
  - Level 3: 67.6%
- Identify and support students who require Level 1 Lit and UE Lit, whether they are taking English or not (This is ongoing each year):
  - Level 1 Literacy 90%
  - All school leavers with Level 1 Literacy.

### ELL

- Ensure SLT are aware of and follow procedures for enrolling students from NESBs so that students can be appropriately placed in classes.
- Run a PL session for staff on recognising and supporting the needs of English Language Learners.

### Māori

- Develop vocabulary, comprehension and writing skills.
- Lift course pass rates to match national NCEA pass rates.

### Samoan

- Achieve 100% completion of the interaction assessment across senior courses.
- Increase pass rates to 75% for all levels.