

SACRED HEART COLLEGE



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

Principal:	Katrina Kerr-Bell
School Address:	65 Laings Road, Woburn, Lower Hutt 5010
School Postal Address:	65 Laings Road, Woburn, Lower Hutt 5010
School Email:	college@sacredheartcollege.school.nz
Ministry Number:	262
Accountant/Service Provider:	Accounting For Schools Limited

SACRED HEART COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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SACRED HEART COLLEGE
Statement of Responsibility
For the year ended 31 December 2023

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

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

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

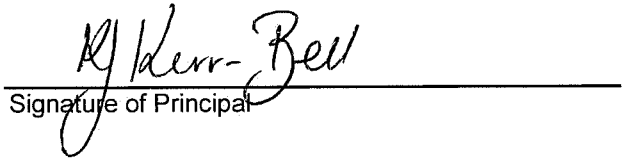
The School's 2023 financial statements are authorised for issue by the Board.

JOHN VAN WOERKOW
Full Name of Presiding Member


Signature of Presiding Member

5/11/2024
Date:

KATRINA KERR-BELL
Full Name of Principal


Signature of Principal

5/11/2024
Date:

SACRED HEART COLLEGE

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	7,869,610	1,918,168	7,434,289
Locally Raised Funds	3	578,352	655,322	424,911
Use of Proprietors Land & Buildings		1,298,935	-	1,298,935
Interest		95,649	70,000	37,172
Gain on Sale of Property, Plant and Equipment		-	-	101
		9,842,546	2,643,490	9,195,408
Expenses				
Locally Raised Funds	3	100,313	121,964	38,088
Learning Resources	4	7,532,585	1,593,455	6,872,823
Administration	5	536,942	474,502	495,801
Interest		5,785	6,000	4,986
Property	6	1,913,015	446,348	1,853,719
Loss on Disposal of Property, Plant and Equipment		918	-	-
Other Expenses	7	3,403	3,403	3,403
		10,092,961	2,645,672	9,268,820
Net (Deficit) / Surplus for the year		(250,415)	(2,182)	(73,412)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(250,415)	(2,182)	(73,412)

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

SACRED HEART COLLEGE

Statement of Changes in Net Assets/Equity For the year ended 31 December 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Balance at 1 January	1,900,262	1,900,262	1,934,816
Total comprehensive revenue and expense for the year	(250,415)	(2,182)	(73,412)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	181,382	-	38,858
Equity at 31 December	1,831,229	1,898,080	1,900,262
Accumulated comprehensive revenue and expense	1,831,229	1,898,080	1,900,262
Reserves	-	-	-
Equity at 31 December	1,831,229	1,898,080	1,900,262

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.

SACRED HEART COLLEGE
Statement of Financial Position
As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	190,277	383,280	127,144
Accounts Receivable	9	542,543	490,000	481,344
GST Receivable		25,768	20,000	25,554
Investments	10	1,599,174	1,500,000	1,742,174
Prepayments		34,310	25,000	19,606
		<u>2,392,072</u>	<u>2,418,280</u>	<u>2,395,822</u>
Current Liabilities				
Accounts Payable	13	588,409	565,000	572,785
Revenue Received in Advance	14	130,805	110,000	103,162
Provision for Cyclical Maintenance	15	109,000	100,000	90,565
Finance Lease Liability	16	100,008	75,000	61,570
Funds held in Trust	17	9,136	45,000	49,207
		<u>937,358</u>	<u>895,000</u>	<u>877,289</u>
Working Capital Surplus/(Deficit)		1,454,714	1,523,280	1,518,533
Non-current Assets				
Property, Plant and Equipment	11	553,694	500,000	516,177
Intangible Assets	12	54,447	50,000	57,850
WIP		16,800	-	-
		<u>624,941</u>	<u>550,000</u>	<u>574,027</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	150,178	125,000	123,871
Finance Lease Liability	16	51,277	50,000	62,467
Funds held in Trust	17	46,971	-	5,960
		<u>248,426</u>	<u>175,000</u>	<u>192,298</u>
Net Assets		<u>1,831,229</u>	<u>1,898,280</u>	<u>1,900,262</u>
Equity		<u>1,831,229</u>	<u>1,898,080</u>	<u>1,900,262</u>

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

SACRED HEART COLLEGE

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		2,010,125	1,918,168	2,095,634
Locally Raised Funds		415,253	397,793	422,644
International Students		163,211	234,000	76,964
Goods and Services Tax (net)		(200)	-	2,810
Payments to Employees		(1,369,438)	(1,121,314)	(1,222,237)
Payments to Suppliers		(1,331,025)	(1,241,667)	(1,178,144)
Interest Paid		(5,785)	(6,000)	(4,986)
Interest Received		84,058	70,000	29,947
Net cash from / (to) the Operating Activities		(33,801)	250,980	222,632
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(918)	-	101
Purchase of PPE (and Intangibles)		(381,554)	(197,403)	(142,852)
Purchase of Investments		(1,057,000)	200,000	(1,353,728)
Proceeds from Sale of Investments		1,200,000	-	1,200,000
Net cash (to) / from the Investing Activities		(239,472)	2,597	(296,479)
Cash flows from Financing Activities				
Furniture and Equipment Grant		181,368	-	38,858
Finance Lease Payments		154,098	(5,000)	(97,225)
Funds Held on Behalf of Third Parties		940	(15,000)	43,965
Net cash from Financing Activities		336,406	(20,000)	(14,402)
Net (decrease)/increase in cash and cash equivalents		63,133	233,577	(88,249)
Cash and cash equivalents at the beginning of the year	8	127,144	149,703	215,393
Cash and cash equivalents at the end of the year	8	190,277	383,280	127,144

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

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Sacred Heart 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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

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 15.

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 16.

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 Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants 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.

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

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 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 mainly comprise stationery and other items. 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.

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

j) Property, Plant and Equipment

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

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

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

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

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

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:

Furniture and equipment	10 - 20 years
Information and communication technology	3 - 5 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value
Motor vehicles	5 - 10 years
Textbooks	5 years

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of Property, Plant, and Equipment and Intangible Assets

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

m) Accounts Payable

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

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlement

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.

o) Revenue Received in Advance

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

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

p) 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.

q) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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.

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

r) Financial Instruments

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

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

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

s) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

SACRED HEART COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2023

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	2,010,125	1,918,168	2,095,634
Teachers' salaries Grants	5,859,485	-	5,338,655
	<u>7,869,610</u>	<u>1,918,168</u>	<u>7,434,289</u>

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Fees for Extra Curricular Activities	172,435	271,610	171,212
Donations	179,260	180,132	206,964
Fundraising & Community Grants	45,082	26,290	6,502
Other Revenue	5,006	7,690	5,292
Trading	33,572	30,600	34,941
International Student Fees	142,997	139,000	-
	<u>578,352</u>	<u>655,322</u>	<u>424,911</u>
Expenses			
Fundraising and Community Grant Costs	2,407	-	2,729
Trading	23,700	20,600	24,898
International Student - Advertising	1,765	2,000	-
International Student - Commissions	10,180	22,500	-
International Student - Employee Benefits - Salaries	39,412	52,564	10,280
International Student - International Student Levy	204	-	163
International Student - Other Expenses	22,645	24,300	18
	<u>100,313</u>	<u>121,964</u>	<u>38,088</u>
<i>Surplus for the year Locally raised funds</i>	<u>478,039</u>	<u>533,358</u>	<u>386,823</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	190,116	344,471	184,645
Employee Benefits - Salaries	6,575,881	505,781	6,037,948
Equipment Repairs	47,606	13,600	13,123
Extra-curricular Activities	300,116	334,654	253,572
Information and Communication Technology	194,675	169,449	145,699
Resource/attached teacher costs	216	-	-
Staff Development	23,588	23,500	16,895
Depreciation	200,387	202,000	220,941
	<u>7,532,585</u>	<u>1,593,455</u>	<u>6,872,823</u>

SACRED HEART COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2023

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	11,350	10,536	10,887
Board of Trustees Expenses	16,908	12,250	16,162
Board of Trustees Fees	3,955	6,000	3,825
Communication	8,044	13,000	14,291
Consumables	55,523	44,150	54,258
Employee Benefits - Salaries	365,199	326,484	338,025
Insurance	12,547	12,550	9,618
Other	62,398	47,500	44,859
Service Providers, Contractors and Consultancy	1,018	2,032	3,876
	<u>536,942</u>	<u>474,502</u>	<u>495,801</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	976	2,000	-
Consultancy and Contract Services	181,336	169,000	156,027
Cyclical Maintenance Expense	118,405	30,550	142,047
Employee Benefits - Salaries	129,129	106,494	105,375
Grounds	9,424	9,000	8,743
Heat, Light and Water	58,886	59,604	55,016
Rates	5,234	4,000	3,359
Repairs and Maintenance	93,056	53,700	67,523
Security	17,634	12,000	16,694
Use of Land and Buildings	1,298,935	-	1,298,935
	<u>1,913,015</u>	<u>446,348</u>	<u>1,853,719</u>

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

7. Other Expenses

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Amortisation of Intangible Assets	3,403	3,403	3,403
	<u>3,403</u>	<u>3,403</u>	<u>3,403</u>

SACRED HEART COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2023

8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Current Account	190,238	383,280	39,758
Bank Call Account	39	-	87,386
Cash equivalents and bank overdraft for Cash Flow Statement	<u>190,277</u>	<u>383,280</u>	<u>127,144</u>

9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	31,070	5,000	3,539
Interest Receivable	24,980	10,000	13,389
Teacher Salaries Grant Receivable	486,493	475,000	464,416
	<u>542,543</u>	<u>490,000</u>	<u>481,344</u>
Receivables from Exchange Transactions	56,050	15,000	16,928
Receivables from Non-Exchange Transactions	486,493	475,000	464,416
	<u>542,543</u>	<u>490,000</u>	<u>481,344</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,599,174	1,500,000	1,742,174

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	56,190	-	-	-	(5,870)	50,320
Furniture and Equipment	169,901	56,419	-	-	(36,477)	189,843
Information Technology	108,901	38,602	-	-	(42,047)	105,456
Leased Assets	126,462	128,869	-	-	(102,689)	152,642
Library Resources	31,883	8,835	-	-	(4,543)	36,175
Textbooks	22,840	5,178	-	-	(8,760)	19,258
Balance at 31 December 2023	516,177	237,903	-	-	(200,386)	553,694

The net carrying value of equipment held under a finance lease is \$152,641 (2022: \$126,462).

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	58,702	(8,382)	50,320	58,702	(2,512)	56,190
Furniture and Equipment	471,410	(281,566)	189,843	1,778,481	(1,608,580)	169,901
Information Technology	261,365	(155,909)	105,456	899,846	(790,945)	108,901
Leased Assets	417,837	(265,196)	152,642	544,687	(418,225)	126,462
Library Resources	57,721	(21,546)	36,175	182,340	(150,457)	31,883
Motor Vehicles	-	-	-	52,782	(52,782)	-
Textbooks	69,259	(50,001)	19,258	328,407	(305,567)	22,840
Balance at 31 December	1,336,294	(782,600)	553,694	3,845,245	(3,329,068)	516,177

12. Equitable Leasehold Interest

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

A lease between the Board and the Proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 32 years, based on the economic life of the capital works assets involved. The interest may be realised on the sale of the capital works by the Proprietor or the closure of the College.

The major capital works assets included in the equitable leasehold interest is:

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Canteen Refurbishment	54,447	50,000	57,850

SACRED HEART COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2023

13. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	67,283	45,000	34,168
Accruals	11,178	10,000	10,852
Employee Entitlements - Salaries	486,493	475,000	464,416
Employee Entitlements - Leave Accrual	23,455	35,000	63,349
	<u>588,409</u>	<u>565,000</u>	<u>572,785</u>
Payables for Exchange Transactions	588,409	565,000	572,785
	<u>588,409</u>	<u>565,000</u>	<u>572,785</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	12,242	-	4,025
International Student Fees in Advance	97,178	95,000	76,964
Student Fees in Advance	21,385	15,000	22,173
	<u>130,805</u>	<u>110,000</u>	<u>103,162</u>

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	214,436	214,436	172,980
Increase to the Provision During the Year	118,405	30,550	142,047
Use of the Provision During the Year	(73,663)	(19,986)	(100,591)
Provision at the End of the Year	<u>259,178</u>	<u>225,000</u>	<u>214,436</u>
Cyclical Maintenance - Current	109,000	100,000	90,565
Cyclical Maintenance - Non Current	150,178	125,000	123,871
	<u>259,178</u>	<u>225,000</u>	<u>214,436</u>

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.

SACRED HEART COLLEGE
Notes to the Financial Statements
For the year ended 31 December 2023

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	104,862	75,000	67,084
Later than One Year and no Later than Five Years	52,554	50,000	66,053
Future Finance Charges	(6,131)	-	(9,100)
	<u>151,285</u>	<u>125,000</u>	<u>124,037</u>
Represented By			
Finance Lease Liability - Current	100,008	75,000	61,570
Finance Lease Liability - Non Current	51,277	50,000	62,467
	<u>151,285</u>	<u>125,000</u>	<u>124,037</u>

17. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Student Funds Held in Trust	9,136	45,000	49,207
Other Funds Held in Trust	46,971	-	5,960
	<u>56,107</u>	<u>45,000</u>	<u>55,167</u>

These funds are held in trust for international students homestay monies and donations collected on behalf of the Proprietor.

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

18. Related Party Transactions

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

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the Proprietor are \$2,599 (2022: \$0).

Religious Instruction

The Proprietor provides Religious instruction to pupils of the College. This service is provided free of charge in accordance with the Private Schools Conditional Integration Act 1975.

Collection of donations, contributions and dues

Under an agency agreement the Board collected voluntary financial contributions on behalf of the Proprietor. This service is currently provided free of charge.

Uniform shop Salaries

The Colleges' uniform shop is operated by the Proprietor. The salaries for uniform shop staffing are processed by the Board and reimbursed by the Proprietor. This service is currently provided free of charge.

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,955	3,825
<i>Leadership Team</i>		
Remuneration	602,035	541,287
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	605,990	545,112
Total full-time equivalent personnel	4.00	4.00

There are 10 members of the Board excluding the Principal. The Board held 8 full meetings of the Board during the year. The Board also has 4 members of the Finance committee and 4 members of the Property committee that meet regularly. 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	180 - 190
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	9	9
110 - 120	8	3
120 - 130	-	2
130 - 140	3	-
	20	14

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

SACRED HEART COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2023

21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – schools payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

Pay equity settlement wash-up

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

22. Commitments

Operating Commitments

As at 31 December 2023 the Board has not entered into any contracts (2022: nil).

23. Financial Instruments

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	190,277	383,280	127,144
Receivables	542,543	490,000	481,344
Investments - Term Deposits	1,599,174	1,500,000	1,742,174
Total Financial Assets Measured at Amortised Cost	2,331,994	2,373,280	2,350,662
Financial liabilities measured at amortised cost			
Payables	588,409	565,000	572,785
Finance Leases	151,285	125,000	124,037
Total Financial Liabilities Measured at Amortised Cost	739,694	690,000	696,822

24. Comparatives

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

25. Events After Balance Date

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

SACRED HEART COLLEGE

Members of the Board

For the year ended 31 December 2023

Name	Position	How position on Board gained	Occupation	Term expired/expires
Delaine Hall	Secretary	Appointed	Relationship Liaison Officer	
Maria Potter	Principal	Appointed	Principal	April 2024
Josephine Collins	Proprietors Rep	Appointed	MP Support	December 2023
John van Woerkom	Proprietors Rep	Appointed	Accountant	
Lucy Andrew	Proprietors Rep	Appointed	Relationship Manager	
Brent Watson	Proprietors Rep	Appointed		
Tyler Skipper-King	Parent Rep	Elected	Youth Development Specialist	September 2025
Nicola Medway	Parent Rep	Elected	National Manager	September 2025
Natasha Abbott	Parent Rep	Elected	Property & Office Manager	September 2025
Jonathan Fletcher	Parent Rep	Elected	Head of Partnerships	September 2025
Kelekolio Perez	Parent Rep	Elected	Security Officer	September 2025
Briony Hibberd	Staff Rep	Elected	Teacher	September 2025
Michaela Caughley	Student Rep	Elected	Student	

SACRED HEART COLLEGE

Kiwisport / Statement of Compliance with Employment Policy

For the year ended 31 December 2023

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

In 2023 the School received total Kiwisport funding of \$21,068 excluding GST (2022: \$20,162 excluding GST).

The funding was spent on internal co-ordinators and external coaches to enhance student core skills and fundamental skills to help assist them in gaining confidence to be able to participate in a wide range of sports.

Statement of Compliance with Employment Policy

For the year ended 31 December 2023 the Sacred Heart College Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

STUDENT ACHIEVEMENT TARGETS: 2023 Analysis of Variance			
Strategic target: Developing Teaching – Mana Matauranga Building Student Engagement - Mana Matauranga/Mana Tangata		Historical position: We have not had whole school targets for junior students so data lies within each department.	
Annual target: To raise the level of junior student achievement at all levels;		Student group: Year: 9 - 10 Ethnicity: All	
	Goal		Roll
Yr 9 – 10	Lift by 1 complete AsTTle level over 2 years in both numeracy and literacy	Yr 9	198
		Yr 10	173
		Total:	371
Action Plan:			
What will be done to meet the target?	Key Indicators	Who is involved/responsible?	When will it be done by?
Student data will be tracked	Data collected using KAMAR Data analysed and at risks students identified Data displayed for all staff to see Students have own tracking and goal setting – individual plan, access to results apps and logins	Deans HOD's Kaiarahi Transition/careers Students	At the end of every term Ongoing
Department Action Plans will document actions taken to support the numeracy and literacy target	Dept goals are aligned with school goals Actions are evident Regular review of actions and update according to review Monitoring of student achievement Appropriate resourcing is available Consultation across depts	HOD's Subject teachers	Beginning term 1 Ongoing
At risk students will be identified and a pathway to achievement plan is put in place	Students are identified Plans are put in place including the use of teacher aides for support Parents are involved in process, parent voice collected Thurs meetings focus on identified students Students feel agency Teachers feel supported Hardship fund is utilised to support identified students Class profiling to ensure awareness of these students Employment of appropriate Learning Support staff	Deans SLT Kaiarahi Learning Support Careers/Transition	At the end of every term Ongoing
Teachers will inquire on the impact of their teaching on their students	An inquiry will be completed by all staff PLG's will be set up to support inquiries Inquiries align with dept and school goals Appraisal links to inquiry Use of data to demonstrate impact	All staff	Ongoing all year
Student engagement data will be collected	Student surveys will be completed Lesson observations will occur Data will be analysed and changes made according to results Departments to discuss/evaluate what data would be most valuable Attendance monitored	HOD's Subject teachers Kaiarahi Deans	At the end of every term Ongoing

Staff PD on appropriate pedagogy	Whole staff PD on differentiated learning occurs Best practise within staff is shared, collaboration across departments Access to best practise resources including teachers in other schools	SLT HOD's All staff	Weekly briefings & PLD's Ongoing
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SUMMARY Year 10 eAsTTle results (2022 - 2023) – ENGLISH

2022 - 2023		Māori		Pasifika	
Shift	Number	Shift	2022- 2023	Shift	2022 -2023
-4	1	-4		-4	1
-3	0	-3		-3	
-2	6	-2		-2	5
-1	4	-1		-1	3
0	16	0	4	0	5
1	46	1	6	1	10
2	29	2	6	2	4
3	24	3	6	3	3
4	15	4	2	4	3
5	2	5	1	5	
6	0	6		6	
7	1	7	1	7	
Average	1.68	Average	2.15	Average	0.65

SUMMARY Year 10 eAsTTle results (2022 - 2023) – MATHEMATICS

2022		2023		Māori			Pasifika		
Shift	Number	Shift	Number	Shift	2022	2023	Shift	2022	2023
-4		-4		-4			-4		
-3	2	-3	1	-3		1	-3	1	
-2	6	-2	2	-2	3	1	-2		
-1	15	-1	5	-1	1	2	-1	2	
0	21	0	15	0	3	8	0	2	4
1	35	1	26	1	6	7	1	5	7
2	25	2	36	2	4	7	2	5	7
3	9	3	23	3		5	3	2	4
4	10	4	11	4	5		4	1	3
5	5	5	12	5	1		5	1	1
6	1	6	1	6			6	1	1
7		7		7			7		
Average	1.16	Average	2.01	Average	1.39	1.24	Average	1.47	2.07

Discussion/Recommendations:

What should we do?

Results indicate that over 2 years we are not yet meeting our targets

A more detailed analysis has shown that we are making better progress with our Maori and Pasifika students (they are starting from a lower point)

Meet with HOD's English and Mathematics – further analysis is required

Share data with all staff

Within each department/subject plan to address

Look at numeracy and literacy requirements – how can we address these in the junior school

Use the data to plan and deliver literacy and numeracy programmes

Introduce literacy and numeracy school-wide strategies

Provide teachers with literacy and numeracy strategies appropriate to their subject

Make use of Kahui Ako

Identify individuals at risk and deliver appropriate programmes

How can Big Sister/Maori achieve support?

For all students we will continue to focus on profiling, tracking and meeting individual needs

2024 Curriculum Development plan

Strategic goals:

Ensure teaching programmes continue to meet the individual needs and interests of student's experiences.

Ensure professional development opportunities that support staff members being reflective and inquiring practitioners.

Provide appropriate professional support and guidance to staff

Junior Curriculum for Sacred Heart College needs to be;

- One that is fit for purpose, culturally responsive
- Allows more student agency in their learning
- Provides equitable outcomes for all students
- Provides equity across all learning areas
- Provides integrated learning and cross-curricular opportunities
- Has a focus on Literacy and Numeracy across all learning areas
- Has a focus on Mātauranga Māori across all learning areas
- Is informed by data coming from feeder-schools, current community and student voice, research.
- Incorporates what we learn from the NCEA changes into our programmes to prepare students for NCEA Level 1.

Restrictions identified.

- NCEA changes for Level 1 and 2
- Senior Curriculum timetable
- Timetabling and Staffing
- RST and Bishops curriculum

There is concern for the wellbeing of the staff with the upcoming NCEA change programme and the curriculum refresh which have now got a reviewed timeline. Proposed changes to the Junior Curriculum are deferred to 2025.

This allows our curriculum committee to do more research, invite experts in, refer to professional learning and strategic documents such as Ka Hikitia, Tātaiako, and Tapasā, collate voice from stakeholders, discuss this with our departments and look at the different options put forward by departments and the Curriculum committee.

This will also allow for staff to have any necessary PD and upskilling prior to the changes taking effect.

Slow and steady is the key message for long-term and meaningful change that is going to meet the needs of our students and allow them all to reach their full potential.

Kahui Ako

Continue engagement with Poutama Pounamu through our Kahui Ako group to provide their programme Rongohia te Hau. Poutama Pounamu are from the University of Waikato and have a broad range of education knowledge and iterative research expertise in support of promoting equity, excellence and belonging. They are committed to every child being able to learn and achieve, with their culture and identity strong and secure.

Curriculum working group

The annual Curriculum Implementation plan is being owned at by this working group under the leadership of Maria Kerr.

They are looking at breaking it up into three distinct parts to be worked on by smaller groups within the working group.

The subgroups will work on assessment, curriculum refresh, and structural changes.

Each subgroup will decide what they going to investigate or work on that will ensure we are providing a curriculum that promotes academic excellence, meets the needs of our students and effects positive change in the school.

Each subgroup is providing a timeline and plan on how their work will be completed over the year

Yr 10 History option

The Social Sciences Department have introduced a history course as a Year 10 option. Students will complete several creative research projects, both individually and in groups. Comparisons will be made between the various eras and peoples. Students will develop an understanding of history from a more global perspective in terms of time (ancient, medieval, early modern eras) and place (North African, European, Pacific, South American and Asian contexts). This course is not designed as a prerequisite for Year 11 History.

Senior Student Achievement: 2023 Analysis of Variance

<p>Strategic targets: Provide a culturally responsive and relational learning environment with learners at the centre</p> <p>Provide learning experiences that promote and engender academic excellence – have high aspirations for every learner</p> <p>Equity of outcomes for Māori and Pacific akonga</p>		<p>Historical position:</p> <table border="1"> <thead> <tr> <th></th> <th>Goal</th> <th>2022</th> <th colspan="3">Variance</th> </tr> </thead> <tbody> <tr> <td>L 1</td> <td>85</td> <td>82</td> <td colspan="3">-3</td> </tr> <tr> <td>L 2</td> <td>85</td> <td>88</td> <td colspan="3">+3</td> </tr> <tr> <td>L 3</td> <td>85</td> <td>78</td> <td colspan="3">-7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Excellences</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>16.9</td> <td>13.9</td> <td>20.5</td> <td>14.6</td> <td>13.9</td> </tr> <tr> <td>L2</td> <td>10.2</td> <td>14.6</td> <td>13.0</td> <td>11.4</td> <td>16.3</td> </tr> <tr> <td>L3</td> <td>6.4</td> <td>5.8</td> <td>10.9</td> <td>10.0</td> <td>13.0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Merits</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>41.5</td> <td>44.8</td> <td>41.1</td> <td>39.4</td> <td>36.1</td> </tr> <tr> <td>L2</td> <td>28.6</td> <td>26.8</td> <td>30.4</td> <td>33.6</td> <td>30.4</td> </tr> <tr> <td>L3</td> <td>27.3</td> <td>26.9</td> <td>19.8</td> <td>28.3</td> <td>28.7</td> </tr> </tbody> </table>					Goal	2022	Variance			L 1	85	82	-3			L 2	85	88	+3			L 3	85	78	-7			Excellences	2018	2019	2020	2021	2022	L1	16.9	13.9	20.5	14.6	13.9	L2	10.2	14.6	13.0	11.4	16.3	L3	6.4	5.8	10.9	10.0	13.0	Merits	2018	2019	2020	2021	2022	L1	41.5	44.8	41.1	39.4	36.1	L2	28.6	26.8	30.4	33.6	30.4	L3	27.3	26.9	19.8	28.3	28.7
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<p>Annual targets:</p> <p>To maintain the level of all student achievement at all NCEA levels</p> <p>To increase the percentage of excellent and merit endorsements to that of the national level. Focus on quality not quantity.</p> <p>To decrease the gap between All students and Maori and Pasifika students</p>		<p>Student group: Year: 11-13 Ethnicity: All</p> <p>All data is rolled based;</p> <table> <tr> <td>L1</td> <td>176</td> </tr> <tr> <td>L2</td> <td>151</td> </tr> <tr> <td>L3</td> <td>152</td> </tr> <tr> <td>Total:</td> <td>479</td> </tr> </table>				L1	176	L2	151	L3	152	Total:	479																																																																
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What will be done to meet the target?	Key Indicators	Who is involved/responsible?	When will it be done by?																																																																										
Student data will be tracked	Data collected using KAMAR Data analysed and at risk students identified Data displayed for all staff to see Students have own tracking and goal setting – individual plan, access to results apps and logins	Deans HOD's AKO teachers Subject teachers Transition/careers Students PN	At the end of every term Ongoing																																																																										
Department Action Plans will document actions taken to support target	Dept goals are aligned with school goals Actions are evident Regular review of actions and update according to review Monitoring of student achievement (new courses in particular) Each course is reviewed and the number of credits available to be between 14 -18.	HOD's Subject teachers Department liaison	Beginning term 1 Ongoing																																																																										
At risk students will be identified and a pathway to achievement plan is put in place	Students are identified through referral and/or data Plans are put in place Parents are involved in process, parent voice collected Thurs meetings focus on identified students Students feel agency Teachers feel supported Hardship fund utilised when necessary Attendance at study group/big sister	Deans SLT AKO teachers Vibe Learning Support (teacher aide hrs) Careers	At the end of every term Ongoing																																																																										

Teachers will inquire on the impact of their teaching on their students	An inquiry will be completed by all staff PLG's will be set up to support inquiries Inquiries align with dept and school goals Growth cycle links to inquiry	All staff	Ongoing all year
Student engagement data will be collected	Student surveys will be completed Lesson observations will occur Data will be analysed and changes made according to results Attendance monitored	HOD's Subject teachers Deans SLT	At the end of every term Ongoing
Staff PD on appropriate pedagogy including culturally effective pedagogy	Whole staff PD on differentiated learning occurs Best practise within staff is shared, collaboration across departments Access to best practise resources including teachers in other schools.	SLT HOD's All staff	Weekly briefings & PLD's Ongoing

2023 Data:

L1-L3 overall

	2019	2020	2021	2022	2023	Variance 2021-2022
Level 1	89.6	87.3	80.1	82	82	-
Level 2	89.0	92.5	85.6	88	91	+3
Level 3	74.3	92.7	79.7	78	72	-6

Comparison with National and Equity index

	Result 2023	National Result	Variance from National	Equity Index	Variance from Equity Index
Level 1	82	60	+22	65	+17
Level 2	91	72	+19	77	+14
Level 3	72	66	+6	68	+4

Ethnicity comparison 2023

	2023 All	2023 Maori	Gap 2020	Gap 2021	Gap 2022	Gap 2023
L1	82	78	11.0	6	5	4
L2	91	88	5.0	11	1	3
L3	72	66	-0.6	14	5	6

	2023 All	2023 Pasifika	Gap 2020	Gap 2021	Gap 2022	Gap 2023
L1	82	82	10.6	6	22	0
L2	91	86	7.2	11	12	5
L3	72	63	11.7	14	16	9

Excellence endorsements 2022

Year	L1	L2	L3
2019	14.1	14.0	5.8
2020	20.5	13.0	10.9
2021	14.6	11.7	10.2
2022	13.9	16.3	13.0
2023	6.0	8.0	6.0

Merit endorsements 2022

Year	L1	L2	L3
2019	45.4	27.3	26.9
2020	41.1	30.4	19.8
2021	38.7	34.3	28.8
2022	36.1	30.4	28.7
2023	41.0	28.0	30.0

Overall endorsements 2022

Year	L1	L2	L3
2019	59.5	41.3	32.7
2020	61.6	43.4	30.7
2021	53.3	46.0	39.0
2022	50.0	46.7	41.7
2023	47.0	36.0	36.0

Discussion:

- Overall our results have increased slightly at level 2, remained the same at level 1 and decreased at L3.
- We continue to be above both the National results and that of other schools of the same equity index at all 3 levels.
- There is still a gap between Maori and All students at L1 L2 and L3. This gap has decreased in 2022.
- The gap between Pasifika and All students at all 3 levels has improved significantly. There is no gap at level 1
- From 2022; Our overall endorsement results have decreased at all 3 levels.
- Like all other schools in the country, we are still feeling the impact of 3 years of COVID related disruptions and the anxiety that goes with that.

Level 1 - 30 students not achieved

	Number of Students	Ethnicity	Next steps
Students left after 70 days at SHC	3	2E, 1M	Enrolled in a course / other school
2 year programme	3	2M, 1 other	Level 1 over 2- or 3-year period
Health/Wellbeing/reduced programme	5	1P, 3E, 1M	Involvement with Health school, ICAFS, IEP's
Attendance	4	1M, 2P, 1E	Continuing to monitor
Not engaged	1	1E	Student agency
Students that are not in any other category	14	3E, 3M, 7A, 1P	3 - learning disability/revised IEPs - 2M, 1E 4 - missed by 4-8 credits – 2E, 1A, 1M, 1P 6 - ESOL students with late arrival to SHC – 6A

Level 2 – 13 students not achieved

	Number of Students	Ethnicity	Next steps
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Students left after 70 days at SHC	5	2M, 2E, 1P	Other school, courses
Extra standards offered	3	1E, 3M, 1A	Passed by middle of February
Learning Support	2	1 other, 1E	Working towards Level 1 and 2
Academic concerns/Non-submissions	3	1E. 2P	Interventions: Monitor programmes

Level 3 – 38 students not achieved

	Number of Students	Ethnicity	Next steps
Left after 70 days	11	5E, 3M, 3P	Further training or work eg Weltec, design course, McDonalds credits
Health/Personal circumstances	4	1P, 1E, 2M	Were on IEP's and part time programmes
Opted out of some internals/externals/non-submission of work/work ethic	3	2E, 1M,	Extra support/guidance given. Summer school Correlation with attendance
Working towards L1, L2 or Non-UE course	6	3E, 2A, 1P,	Individual IEP's 1 - gained Level 1 3 - gained Level 2 2 - Pathway into work
Attendance	9	1P, 5M, 1E, 1A, 1 other	Engaged with whanau Personal circumstances
New to SHC	3	3A	1 - ESOL 1 - New to NCEA 1 - transferred
Other	1	1M	Trades in 2023

Next steps:

- Culturally responsive PD and deliberate actions
- Weekly reporting to parents
- Kōrero ā whānau – This year, ran small workshops for parents during this time – NCEA, weekly reports, How to access the portal.
- Conferences to have a refresh once feedback received from whānau and parents.
- Trades, Red Shirts, STAR courses
- Kāhui Ako engagement with staff inquiries
- Health Nurse
- Teacher aides – more in-class support for teachers
- Profiling of classes/students
- Attendance goal 90%
- On going tracking of student achievement
- Accessible feedback to students/whānau on Kamar after every assessment
- Identifying at risk students – by the end of Term 1
- Modifying courses as necessary
- Int vs Ext balance – new NCEA rules – 3 standards per subject
- Student wellbeing – AKO, Pastoral Team, Breakfast club, Lunches
- Staff wellbeing – Staff Liaison
- 2024 – 2 Deans at Year 9
- Year 10 – WOW – Women of Worth, a 10 week programme for at risk/vulnerable students.
- Identification of at-risk students at lower levels – look at

- their plan earlier. What are the feeder schools telling us?
- Literacy and Numeracy leads appointed. Consistency,
- e.g. use of same language across the school. Starting from
- Junior level.
- Focus on teaching and learning rather than
- being guided by Assessment.
- Investigating of Years 9/10 curriculum – do changes need
- to be made to the needs of students?

For Maori students

- Vibe and MSD engagement
- Leadership opportunities – Matatini
- Ngā Manu Kōrero
- Curriculum opportunities eg STEM
- Kāhui Ako – Poutama Pounamu
- School Haka
- School Waiata – student written
- Pō Whakanui
- Taonga – visible identity
- Māori representation - Staff, BOT
- Maori Film Festival

For Pasifika students

- Culturally responsive PD for staff – Talanoa Ako
- Introduction of Pacific Performing Arts Standards
- Gagana Sāmoa Language Standards – taught from Years 9-13
- Pacific Language weeks
- Big Sister/Poly group – staff team
- Fono – parent committee formed
- Pacific Health Services and MSD
- Leadership opportunities – Polyfest, Tu'u Mālohi – Wellbeing
Leadership programme for Year 10
- Sāili Mālō – Career Pathways Programme
- Talanoa Ako for Parents
- Uniform – mostly shoes
- Curriculum opportunities eg STEM
- Mana Pasifika
- Curriculum changes – content and context across all
subjects
- Pacific Health services sponsorship for Volleyball Team
and Poly Group – Nutrition and Hydration
- Course selection – new courses
- Pacific representation – Staff, BOT, Mission Colleges

Target/goals for 2024

To maintain the percentage of excellent and merit endorsements for all levels and get closer to that of the national level and other decile 7 schools at L3. Focus on quality not quantity.

To close the gap between all students and Maori and Pasifika students at all levels

Our professional development is focussing on cultural capabilities and in particular culturally responsive pedagogy and cultural relationships.