



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1251 (Junior) 1217 (Middle) 97 (Senior)

Executive Principal: Kallie Ngakuru-Syder

School Address: 2 Franklyne Road, Otara, Auckland, 2023

Postal Address: PO Box 61 054, Otara, Auckland, 2159

Full Name of Executive Principal

School Phone: (09) 274 5782

School Email: kngakurusyder@sehcc.school.nz

Accountant / Service Provider: Canterbury Education Services (CES)

Sir Edmund Hillary Collegiate

Members of the Board of Trustees

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/Expires
Damon Salesa	Presiding Member	Re-elected June 2019	Aug-22
Va'aiga Autagavaia	Presiding Member	Re-elected Aug 2022	Aug-25
John Shearer	Principal - Junior School	Ex Officio	-
Kallie Ngakuru-Syder	Principal - Middle School & Executive Principal	Ex Officio	-
Kiri Turketo	Principal - Senior School	Ex Officio	-
Tiparere Arthur	MOE Appointed Trustee	Appointed 2015	-
Neel Pandey	MIT Appointed Trustee	Appointed Aug 2019	Aug-22
Vaeagi Su'a	Parent Representative	Elected June 2019	Aug-22
Helen Espie	Staff Representative	Re-elected June 2019	Aug-22
Tua Amerika	Parent Representative	Re-elected Aug 2022	Aug-25
Debbie Tupua Kelsall	Parent Representative	Re-elected Aug 2022	Aug-25
Tapaita Matekuolava	Parent Representative	Re-elected Aug 2022	Aug-25
Dan Mailata	Parent Representative	Elected Aug 2022	Aug-25
Henrietta Devoe	Parent Representative	Elected Aug 2022	Aug-25
Lucy Lemusu	Staff Representative	Elected Aug 2022	Aug-25
Penelope Tanuvasa	Student Representative	Re-elected Sept 2022	Sep-23

SIR EDMUND HILLARY COLLEGIATE

Annual Report - For the year ended 31 December 2022

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Sir Edmund Hillary Collegiate

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.

Tua Amerika

Full Name of Presiding Member



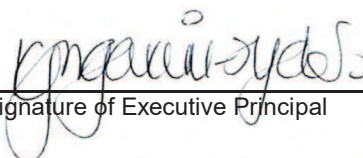
Signature of Presiding Member

22 May 2023

Date:

Kallie Ngakuru-Syder

Full Name of Executive Principal



Signature of Executive Principal

22 May 2023

Date:

Sir Edmund Hillary Collegiate

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	15,183,647	14,065,001	14,562,059
Locally Raised Funds	3	489,715	398,049	363,841
Interest Income		41,989	12,050	17,708
Total Revenue		15,715,351	14,475,100	14,943,608
Expenses				
Locally Raised Funds	3	87,507	105,200	57,060
Learning Resources	4	10,103,771	10,214,604	9,975,845
Administration	5	2,452,739	1,558,931	1,695,949
Finance		5,453	9,057	15,139
Property	6	2,969,140	2,726,483	2,675,208
Loss on Disposal of Property, Plant and Equipment		6,199	-	10,203
		15,624,809	14,614,275	14,429,404
Net Surplus / (Deficit) for the year		90,542	(139,175)	514,204
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		90,542	(139,175)	514,204

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

Sir Edmund Hillary Collegiate

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,702,577	2,702,577	2,188,373
Total comprehensive revenue and expense for the year		90,542	(139,175)	514,204
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		74,551	-	-
Equity at 31 December		2,867,670	2,563,402	2,702,577

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.

Sir Edmund Hillary Collegiate

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	257,525	571,823	417,679
Accounts Receivable	8	737,086	604,720	901,812
GST Receivable		84,860	47,828	47,828
Prepayments		36,184	42,186	42,186
Inventories	9	10,992	6,481	6,481
Investments	10	1,546,003	525,854	1,552,476
Funds Receivable for Capital Works Projects	17	31,680	-	18,393
		<u>2,704,330</u>	<u>1,798,892</u>	<u>2,986,855</u>
Current Liabilities				
Accounts Payable	12	1,007,202	1,046,437	1,046,437
Revenue Received in Advance	13	135,483	-	77,799
Provision for Cyclical Maintenance	14	98,315	-	336,024
Finance Lease Liability	15	43,877	52,356	47,375
Funds held in Trust	16	9,847	17,524	17,524
Funds held for Capital Works Projects	17	56,862	-	286,758
Funds held on behalf of Kahui Ako Cluster	18	33,701	-	30,003
		<u>1,385,287</u>	<u>1,116,317</u>	<u>1,841,920</u>
Working Capital Surplus/(Deficit)		1,319,043	682,575	1,144,935
Non-current Assets				
Property, Plant and Equipment	11	1,726,191	2,132,447	1,689,898
		<u>1,726,191</u>	<u>2,132,447</u>	<u>1,689,898</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	157,862	154,972	85,126
Finance Lease Liability	15	19,702	96,648	47,130
		<u>177,564</u>	<u>251,620</u>	<u>132,256</u>
Net Assets		<u><u>2,867,670</u></u>	<u><u>2,563,402</u></u>	<u><u>2,702,577</u></u>
Equity		<u><u>2,867,670</u></u>	<u><u>2,563,402</u></u>	<u><u>2,702,577</u></u>

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

Sir Edmund Hillary Collegiate

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		5,272,271	5,487,368	5,596,285
Locally Raised Funds		441,085	431,254	317,040
Goods and Services Tax (net)		(37,032)	-	51,387
Payments to Employees		(2,567,229)	(2,130,123)	(2,312,326)
Payments to Suppliers		(2,593,887)	(3,429,945)	(2,905,001)
Interest Paid		(5,453)	(9,057)	(15,139)
Interest Received		32,137	12,050	25,709
Net cash from/(to) Operating Activities		541,892	361,547	757,955
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	7,205	
Purchase of Property Plant & Equipment (and Intangibles)		(514,072)	(982,273)	(663,509)
Return of Investments		6,473	1,026,622	495,871
Net cash from/(to) Investing Activities		(507,599)	51,554	(167,638)
Cash flows from Financing Activities				
Furniture and Equipment Grant		74,551	-	-
Finance Lease Payments		(21,836)	39,411	(34,760)
Funds Administered on Behalf of Third Parties		(247,162)	(298,368)	(234,110)
Net cash from/(to) Financing Activities		(194,447)	(258,957)	(268,870)
Net increase/(decrease) in cash and cash equivalents		(160,154)	154,144	321,447
Cash and cash equivalents at the beginning of the year	7	417,679	417,679	96,232
Cash and cash equivalents at the end of the year	7	257,525	571,823	417,679

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

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

Sir Edmund Hillary Collegiate

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Sir Edmund Hillary Collegiate (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 statements 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 expense 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 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. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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.

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.

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) 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.

e) 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.

f) 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.

g) Inventories

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

h) 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.

i) 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	20 years
Furniture and equipment	5-10 years
Information and communication technology	4 years
Motor vehicles	10 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

k) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, 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.

l) Revenue Received in Advance

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

m) 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.

n) 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.

o) 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 Comprehensive 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 B programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

p) Provision for Cyclical Maintenance

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

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

The school carries out painting maintenance of the whole school over a 7 to 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents and accounts receivable. All of these financial assets 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 and finance lease 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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	4,203,409	3,583,909	3,929,484
Teachers' Salaries Grants	7,156,193	7,069,290	7,183,393
Use of Land and Buildings Grants	1,634,026	1,694,435	1,694,435
Other Government Grants	2,190,019	1,717,367	1,754,747
	15,183,647	14,065,001	14,562,059

The school has opted in to the donations scheme for this year. Total amount received was \$189,000.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	11,019	500	26,136
Fees for Extra Curricular Activities	11,221	1,100	14,325
Trading	39,366	43,500	46,138
Fundraising & Community Grants	344,357	319,299	277,242
Other Revenue	83,752	33,650	-
	489,715	398,049	363,841
Expenses			
Extra Curricular Activities Costs	48,307	99,000	26,494
Trading	10,242	5,200	21,871
Fundraising and Community Grant Costs	16,984	1,000	8,695
Other Locally Raised Funds Expenditure	11,974	-	-
	87,507	105,200	57,060
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	402,208	292,849	306,781

Donations include \$44,875 which reflects the acquisition of a basketball court from as a result of winning a competition sponsored by Game on Turf.

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	533,916	733,857	434,032
Information and Communication Technology	51,570	79,000	63,108
Library Resources	6,225	6,500	1,054
Employee Benefits - Salaries	8,921,772	8,715,090	8,901,659
Staff Development	67,594	132,550	95,125
Depreciation	522,694	547,607	480,867
	<u>10,103,771</u>	<u>10,214,604</u>	<u>9,975,845</u>

5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	14,135	14,135	13,723
Board Fees	4,810	6,850	3,355
Board Expenses	13,700	17,500	50,916
Healthy School Lunches	1,400,664	723,150	723,150
Communication	20,364	21,000	21,162
Consumables	49,630	68,150	81,206
Legal Fees	71,000	50,000	44,600
Other	156,876	184,977	143,782
Employee Benefits - Salaries	675,126	429,531	577,214
Insurance	21,303	22,588	21,518
Service Providers, Contractors and Consultancy	25,131	21,050	15,323
	<u>2,452,739</u>	<u>1,558,931</u>	<u>1,695,949</u>

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	56,031	53,700	50,001
Consultancy and Contract Services	480,241	430,000	135,852
Cyclical Maintenance Provision	99,967	69,846	89,100
Grounds	48,762	50,000	40,338
Heat, Light and Water	213,565	99,600	137,582
Rates	2,215	2,500	1,908
Repairs and Maintenance	374,172	244,610	381,003
Use of Land and Buildings	1,634,026	1,694,435	1,694,435
Security	38,773	27,000	22,392
Employee Benefits - Salaries	21,388	54,792	122,597
	<u>2,969,140</u>	<u>2,726,483</u>	<u>2,675,208</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. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	257,525	571,823	417,679
Cash and cash equivalents for Statement of Cash Flows	<u>257,525</u>	<u>571,823</u>	<u>417,679</u>

Of the \$257,525 Cash and Cash Equivalents, \$56,862 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$257,525 Cash and Cash Equivalents, \$9,847 is held in relation to bonds for teacher laptops and hire of school facilities.

Of the \$257,525 Cash and Cash Equivalents, \$33,701 is held by the School on behalf of the Kahui Ako Cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	95,625	25,000	136,005
Receivables from the Ministry of Education	1,187	-	84,012
Interest Receivable	16,583	6,731	6,731
Banking Staffing Underuse	7,212	-	102,075
Teacher Salaries Grant Receivable	616,479	572,989	572,989
	<u>737,086</u>	<u>604,720</u>	<u>901,812</u>
Receivables from Exchange Transactions	112,208	31,731	142,736
Receivables from Non-Exchange Transactions	624,878	572,989	759,076
	<u>737,086</u>	<u>604,720</u>	<u>901,812</u>

9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	10,992	6,481	6,481
	<u>10,992</u>	<u>6,481</u>	<u>6,481</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,546,003	525,854	1,552,476
Total Investments	1,546,003	525,854	1,552,476

11. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	Balance (NBV)					
	\$	\$	\$	\$	\$	\$
Building Improvements	417,202	173,623	(1,689)		(60,151)	528,985
Furniture and Equipment	418,076	236,514	(12,765)		(123,957)	517,868
ICT	715,838	145,080	(1,590)		(286,699)	572,629
Motor Vehicles	29,942	-			(7,205)	22,737
Textbooks	2,949	-			(2,633)	316
Leased Assets	47,976	23,398	(850)		(35,151)	35,373
Library Resources	57,915	4,035	(6,769)		(6,898)	48,283
Balance at 31 December 2022	1,689,898	582,650	(23,663)	-	(522,694)	1,726,191

The net carrying value of technology held under a finance lease is \$35,373 (2021: \$47,976)

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,379,892	(850,907)	528,985	1,210,277	(793,075)	417,202
Furniture and Equipment	1,458,174	(940,306)	517,868	1,347,885	(929,809)	418,076
ICT	1,520,467	(947,838)	572,629	1,632,266	(916,428)	715,838
Motor Vehicles	145,301	(122,564)	22,737	145,301	(115,359)	29,942
Textbooks	28,799	(28,483)	316	28,799	(25,850)	2,949
Leased Assets	183,149	(147,776)	35,373	192,239	(144,263)	47,976
Library Resources	206,772	(158,489)	48,283	229,568	(171,653)	57,915
Balance at 31 December	4,922,554	(3,196,363)	1,726,191	4,786,335	(3,096,437)	1,689,898

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	120,106	213,030	104,734
Accruals	126,558	11,223	119,519
Employee Entitlements - Salaries	647,277	696,917	696,917
Employee Entitlements - Leave Accrual	113,261	125,267	125,267
	<u>1,007,202</u>	<u>1,046,437</u>	<u>1,046,437</u>

Payables for Exchange Transactions	1,007,202	1,046,437	1,046,437
	<u>1,007,202</u>	<u>1,046,437</u>	<u>1,046,437</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	101,819	-	-
Other revenue in Advance	33,664	-	77,799
	<u>135,483</u>	<u>-</u>	<u>77,799</u>

14. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	421,150	421,150	524,171
Increase to the Provision During the Year	99,967	69,846	89,100
Use of the Provision During the Year	(264,940)	(336,024)	(192,121)
Provision at the End of the Year	<u>256,177</u>	<u>154,972</u>	<u>421,150</u>
Cyclical Maintenance - Current	98,315	-	336,024
Cyclical Maintenance - Non current	157,862	154,972	85,126
	<u>256,177</u>	<u>154,972</u>	<u>421,150</u>

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 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	48,027	61,413	54,429
Later than One Year and no Later than Five Years	20,783	111,145	50,499
Future Finance Charges	(5,231)	(23,554)	(10,423)
	<u>63,579</u>	<u>149,004</u>	<u>94,505</u>
Represented by			
Finance lease liability - Current	43,877	52,356	47,375
Finance lease liability - Non current	19,702	96,648	47,130
	<u>63,579</u>	<u>149,004</u>	<u>94,505</u>

16. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	9,847	17,524	17,524
	<u>9,847</u>	<u>17,524</u>	<u>17,524</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. 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 9.

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Roofing & Window Joinery Replacement		8,377		(18,791)	10,414	-
Library Carpet Replacement		1,162			(1,162)	-
Music (E Block)		(3,650)			3,650	-
Fire Alarm Panels		(12,463)	17,940	(7,797)	2,320	-
MD: MA, MB Exterior Door Joinery Replacement		(258)	7,788	(7,530)		-
Carpet & Vinyl Replacement		-	7,432	(27,796)	20,364	-
Blocks MD & MP Internal Refurb		169,426	15,178	(184,307)	(297)	-
Toilet Refurb		(2,022)	269,467	(299,125)		(31,680)
SIP: Cultural Centre Development		56,226		(41,358)		14,868
Acoustic Wall Coverings		6,562		(7,150)	588	-
Block E Hot Water Cylinder Leak		45,005		(3,011)		41,994
Totals		268,365	317,805	(596,865)	35,877	25,182

Represented by:

Funds Held on Behalf of the Ministry of Education	56,862
Funds Receivable from the Ministry of Education	(31,680)

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Roofing & Window Joinery Replacement		272,666	9,118	(273,407)	-	8,377
Library Carpet Replacement		25,393		(24,231)	-	1,162
Music (E Block)		25,638		(29,288)	-	(3,650)
Fire Alarm Panels		95,469		(107,932)	-	(12,463)
MD: MA, MB Exterior Door Joinery Replacement				(258)	-	(258)
Carpet & Vinyl Replacement		342,863	37,561	(380,630)	206	-
Security System Upgrade		170,398	5,599	(175,719)	(278)	-
Blocks MD & MP Internal Refurb		32,452	161,586	(24,612)	-	169,426
Toilet Refurb		18,972		(20,994)	-	(2,022)
SIP: Cultural Centre Development		118,936		(62,710)	-	56,226
Acoustic Wall Coverings		(1,748)	139,500	(131,190)	-	6,562
Lighting Replacement		(1,973)	130,952	(128,979)	-	-
Block E Hot Water Cylinder Leak		-	45,257	(252)	-	45,005
Totals		1,099,066	529,573	(1,360,202)	(72)	268,365

18. Funds Held on Behalf of Kahui Ako/Community of Learning Cluster

Sir Edmund Hillary Collegiate is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	30,003	30,003	20,170
Funds Received from MoE	4,244	-	11,048
Total funds received	34,247	30,003	31,218
Funds Spent on Behalf of the Cluster	(546)	-	(1,215)
Distribution of Funds	-	(30,003)	-
Funds Held at Year End	<u>33,701</u>	<u>-</u>	<u>30,003</u>

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.

Lucy Lemusu and Dan Mailata are related parties. Lucy as an employee is the partner of Dan Mailata a BOT Parent Representative. Lucy is also the BOT Staff Representative. Liz Amerika is a related party as an employee is the wife of Tua Amerika a BOT Parent Representative. Keegan and Alannah Syder are related parties as employees as they are the son and daughter respectively of Kallie Ngakuru-Syder, Principal of the Middle School, Executive Principal and member of the Board of Trustees.

20. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,810	3,355
<i>Leadership Team</i>		
Remuneration	1,085,824	1,155,034
Full-time equivalent members	8	9
Total key management personnel remuneration	1,090,634	1,158,389

There are 8 members of the Board excluding the Principals. The Board had held 8 regular full meetings of the Board together with 1 other full meeting in the year. The Board also has Finance (7 members) and Property (7 members) that meet monthly and quarterly respectively. 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 - Senior School

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	170-180	160-170
Benefits and Other Emoluments	5-10	0-5
Termination Benefits		

Principal - Middle School

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	160-170	160-170
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Principal - Junior School

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	150-160	150-160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

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
The disclosure for 'Other Employees' does not include remuneration of the Principals.	100-110	10.00	15.00
	110-120	5.00	2.00
	120-130	3.00	1.00
		18.00	18.00

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, 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:

	2022 Actual	2021 Actual
Total	\$20,000	\$64,000
Number of People	1	5

22. Contingencies

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

23. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$350,000 contract as agent for the Ministry of Education in relation to roofing & window joinery replacement was completed in 2022. The Board of Trustees contributed \$10,414 towards the project.

(b) Library Carpet Replacement for the Ministry of Education. This project was not completed due to weather tightness issues. As at the end of 2022, there are no funds held on behalf of the Ministry of Education or due from the Ministry of Education.

(c) \$405,565 contract as agent for the Ministry of Education relating to the Music (E Block). A net balance was brought forward from 2021 of \$3,650 due from the Ministry of Education but an adjustment in 2022 transferred this to the Board of Trustee expenses. The project is now complete.

(d) \$176,950 contract as agent for the Ministry of Education relating to Fire Alarm Panels. \$12,463 due from the Ministry of Education was brought forward from 2021, a further \$17,940 was received and \$7,797 expensed. The Board of Trustees contributed \$2,320. The project is now complete.

(e) \$7,788 contract as agent for the Ministry of Education in relation to the MD:MA, MB Exterior Door Joinery. Savings occurred on this project which was fully funded by the Ministry of Education and is now complete.

(f) \$310,000 contract as agent for the Ministry of Education in relation to Acoustic Wall Coverings. A net balance of \$6,562 held on behalf of the Ministry of Education was brought forward from 2021 with a further \$7,150 expensed to complete the project in 2022, of which the Board contributed \$588.

(g) \$340,000 contract as agent for the Ministry of Education in relation to Blocks MD & MP Internal Refurbishment. A net balance of \$169,426 held on behalf of the Ministry of Education was brought forward from 2021 with a further \$15,178 being received in 2022 and \$184,307 expensed. \$297 was taken as income to cover other projects

(h) \$300,000+ approx contract as agent for the Ministry of Education in relation to Toilet Refurbishments. As at the end of 2022 a total of \$289,467 had been received from the Ministry of Education and \$321,147 expensed leaving a balance due from the Ministry of \$31,680. The project has not yet been completed.

(i) SIP funding of \$800,000 was awarded to the collegiate of which a net balance of \$56,226 held on behalf of the Ministry of Education was brought forward from 2021. This balance reflected \$119,905 funds from the Ministry of Education and \$62,710 expenditure of which \$3,135 was paid for with Board Funding. In 2022 a further \$41,358 was spent, taking the total expenditure to \$108,172 and leaving a balance of \$14,868 funds held on behalf of the Ministry of Education at the end of 2022. The SIP applicatoni reflected a project to develop a Cultural Centre. Unfortunately however, due to COVID lockdowns and delays in commencing the project, the escalating building costs has made this project unachievable. The Ministry of Education has agreed to transfer the balance of the SIP funding to other 5YA projects.

(j) \$50,286 insurance contract as agent for the Ministry of Education in relation to a Water Cylinder Leak. As at balance date a total of \$45,257 had been received from the Ministry of Education with \$3,263 expensed leaving a balance of \$41,994 held on behalf of the Ministry of Education as at the end of the year. The project will be completed in 2023.

(k) \$410,399 contract as agent for the Ministry of Education in relation to Carpet & Vinyl Replaceent. The project was considered completed at the end of 2021 but in 2022 some further expenditure was incurred and funds received from the Ministry of Education. The total cost of the project of \$410,399 was covered by \$389,829 income from the Ministry of Education and the balance of \$20,570 being covered by Board funding.

24. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	257,525	571,823	417,679
Receivables	737,086	604,720	901,812
Investments - Term Deposits	1,546,003	525,854	1,552,476
Total Financial assets measured at amortised cost	<u>2,540,614</u>	<u>1,702,397</u>	<u>2,871,967</u>

Financial liabilities measured at amortised cost

Payables	1,007,202	1,046,437	1,046,437
Finance Leases	63,579	149,004	94,505
Total Financial Liabilities Measured at Amortised Cost	<u>1,070,781</u>	<u>1,195,441</u>	<u>1,140,942</u>

25. Events After Balance Date

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

26. Comparatives

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

Independent Auditor's Report

To the Readers of Sir Edmund Hillary Collegiate's Financial Statements

For the Year Ended 31 December 2022

The Auditor-General is the auditor of Sir Edmund Hillary Collegiate (the School). The Auditor-General has appointed me, Darren Wright, using the staff and resources of William Buck Audit (NZ) Limited, 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, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 24 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 our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, Statement of Compliance with Employment Policy, Members of the Board of Trustees and Analyses of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Darren Wright
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	SIR EDMUND HILLARY COLLEGIATE	School Number:	Junior 1251, Middle 1217, Senior 97
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Strategic Aim:	Establish teaching and learning excellence.
Annual Aim:	<p>AKO Goal 1:</p> <ul style="list-style-type: none"> ● Enhance teacher practice through the Effective Teacher Profile where teachers care for the performance of their learners. ● Learners will develop as confident, articulate, resilient and globally aware – ready to lead and serve in a dynamic and changing world.
Target:	<ol style="list-style-type: none"> 1. Students and whanau fully understand the future implications of subject selection. 2. Attendance and engagement will improve across all Year levels. 3. ASTTLE/OTJ/NCEA monitoring and comparisons through data. 4. NCEA assessment outcomes will improve to raise the quality of NCEA certificate endorsements.
Baseline Data:	<p>Junior School Decision-making and target selection based on 2020 school wide assessments.</p> <p>Areas for improvement: 2020 Writing 43% At and Above, Below 57%.</p> <ul style="list-style-type: none"> ● 2020 Writing Male At and Above 35%, Below 65%. ● 2020 Writing Year 2 At and Above 42%, Below 58% (2021 will be Year 3). ● 2020 Writing Year 3 At and Above 33%, Below 67% (2021 will be Year 4). ● 2020 Writing Year 4 At and Above 52%, Below 48% (2021 will be Year 5). ● 2020 Writing Year 5 At and Above 41%, Below 59% (2021 will be Year 6). ● 100% of Target students are BELOW expected ages for Writing. ● Play, Make, Create PLD and school visits done by two team leaders in 2020 re: scoping. ● Māori and Pasifika students targeted are struggling with fluency of writing and vocabulary development. ● Learners targeted have a smaller bank of words and are learning that there is a difference between oral and written language.

Analysis of Variance Reporting



Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p>JUNIOR SCHOOL</p> <p>Scaffold Māori and Pasifika learners through literacy features: vocabulary, writing formats (purpose of writing).</p> <p>Collegiate Academic list of first 1000 words utilised within junior school spelling programme to support the pathway.</p> <p>Collaborations re: Literacy pedagogy.</p> <p>Covid 19 Responses: due to interrupted learning teachers developed the following resources and opportunities to learn:</p> <ul style="list-style-type: none"> Physical Pack: extra literacy resources and personalised activities. Online learning: sunshine online etc. Partnership: Whanau hui, working on activities we can do at home. Dispensing devices for families who have wifi. Sharing passwords. 	<p>Māori and Pasifika learners experience hands-on activities that develop oral language, deep thinking and self-efficacy. Wānanga and Ako (Collegiate-wide use of a range of dynamic, interactive teaching styles) that meet the needs of our learners.</p> <p>Mana motuhake (high expectations) drives practice. Teachers work collaboratively and with a sense of urgency.</p> <p>Writing examples reflect teacher and students' lives so are authentic and strengthen school relationships.</p> <p>Partnerships: Learner's whanau are involved and families know their child is a target student, taking on additional commitment e.g. Learning packs have "Booster" knowledge activities. Data drives learning programmes.</p>	<p>Vocabulary experiences picked up this year as students worked collaboratively on play, make, create explorations (invitations).</p> <p>Teachers deliberately introduced curriculum specific vocabulary to extend conversations e.g. debug this problem.</p> <p>Disrupted face to face learning at school (2021 lockdowns and Alert levels) withdrew consistent delivery of the writing program. Less than 30% of our learners have access to devices (2020 data).</p> <p>Most at home learning packs were focussed on knowledge building or maintenance so families would not struggle with teaching higher level expectations e.g. discernment, language features. So, students were not stretched to use these critical writing skills.</p>	<p>Utilise data to identify targets for 2022, although long term results show a clear pattern of writing needed to be focussed on.</p> <p>Unpack whanau feedback on goal setting and conversations around "at home learning support" for future lockdowns.</p> <p>Develop target packs for at home learning (send home prior to lockdowns). Rewards for active whanau engagement and support.</p> <p>Teacher inquiry to incorporate targets and acceleration of student achievement.</p> <p>Resurgence programmes to be put in place for targeted pupils in the first 6 months of 2022.</p>

Analysis of Variance Reporting



<ul style="list-style-type: none"> • Prizes: incentives given as students' progress and reach their goals. • Whanau survey: what worked and what didn't work. <p>Writing targets as inquiry focus.</p> <p>Develop Maker pathways through SEHC. JS staff taking part in Play, Make, Create.</p> <p>SEHC Effective Teacher profile developed based on culturally responsive practices.</p> <p>MIDDLE SCHOOL Middle School data information for 2022</p>			
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Planning for next year:

In the Junior School- What's happening and why?

Year 3-4 Target 2021
71% of female targeted learners have learnt to use a hook or specific language features to capture a reader's attention which shows a growing understanding of writing for an audience. 51% of male target students are At expectations. Unfortunately, due to lack of face-to-face learning (during covid lockdown). The expected accelerated growth in learning has not been achieved.

Next Steps: Play based learning will continue to support the development of oral language and vocabulary. Literacy pedagogy will involve a range of approaches and writing genres suited to independent learning and booster programmes. Teacher collaborations and conversations with whanau about how to work together and use play make create resources to enhance vocabulary development to be done in goal setting Term 1.

Analysis of Variance Reporting



Year 5-6 Target 2021

70% of female target students are AT expectations in Writing because they are learning discernment; becoming critical of the words they use when writing. 67% of males are below expectation because they have yet to acquire the mature vocabulary needed at Level 3. Unfortunately, due to lack of face to face learning (during covid lockdown) accelerated growth has not been achieved.

Next steps: Online programmes e.g. STEPSWEB, STUDYLADDER are being used to help develop vocabulary foundations. Extension of vocabulary development through vivid vocab, phonics, word work and spelling. Play, Make, Create programme will be used to build genre specific vocabulary within essay genres e.g. time linking words, scientific vocabulary.

Next steps for MIDDLE SCHOOL

1. Teacher PLD will focus on the delivery of reading strategies, writing elements and Maths DMIC delivery. Teachers will continue to use student data to inform their programs and identify the reading and writing needs for all students.
2. Review or procedures for ESOL identification of students. staff have attended external PLD provided by our RTLB services to have a more consistent approach.
3. Establish a teacher for 2023 to take small groups of students to address students reading, writing and maths needs, particularly focusing on students who are working well below their expected levels in these areas. This will use funding accessed through MOE Lost Learning initiative.
4. Utilise Stepsweb online program more in class by providing PLD for staff to learn additional program capabilities.
5. Staff continue to familiarise and investigate EP (Education Perfect) online program for students for utilising additional work for students at home.

Analysis of Variance Reporting



Strategic Aim:	Nurture a seamless culture of learning and wellbeing.
Annual Aim:	TE ARA Goal 2: <ul style="list-style-type: none"> ● To understand the context of our learners’ diverse aspirations and lived experiences by providing the right information, at the right time through the right channels that enables them to make informed decisions about their future pathways and to achieve excellent outcomes.
Target:	<ol style="list-style-type: none"> 1. Leaver’s data for any student in the Collegiate. 2. Students and whānau fully understand the future implications of subject selection at Senior School level starting from Junior School planning. 3. Policies and procedures are in place.
Baseline Data:	Areas for improvement <ul style="list-style-type: none"> ● Increase across schools collaboration and sharing of information in relation to pastoral care and achievement information. ● Ensure all staff have access and are aware of collegiate policies on SchoolDocs. ● Collaborating with schools to standardise learning programs for students e.g., Stepsweb, EP (Education Perfect), Mathematics program (DMIC -Developing Mathematical Inquiry Communities), Enviro Schools program. Special needs register coordinator and register.

Analysis of Variance Reporting



Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<ol style="list-style-type: none"> All staff have a responsibility to support students with future pathways knowledge (Careers) related to their subject. Careers will inform staff of learning intentions and pathways for students and strengthen relationships with tertiary/PTE providers. Across school collaboration and sharing of student information. Collegiate wide PLD/Kōrero/sharing to maintain focus on annual plan targets. 	<p>Senior School A new Gateway Coordinator. With this appointment there is some rebuilding of relationships with local businesses and tertiary providers. Careers Dept continues to work alongside our students to enable students into tertiary or vocational pathways.</p> <p>Collegiate wide Special needs Yrs 0-1 ongoing and Yrs 6-7 handover completed. Learning support coordinator for Years 7-13 has set up processes for identification and also created the register. This will provide valuable information to teachers as the students move into the senior school and assist them to provide programs suited to their specific needs.</p> <p>The Sustainable Schools programme has been successful again this year working with students across the collegiate to address processes to minimise rubbish in the school. This program is a Kahui Initiative.</p>	<p>The Learning support coordinator has created procedures for the year 7-13 students and teachers that remain consistent for easy interpretation and passing on of knowledge. The variance comes because there are 2 types of registers and processes can vary.</p> <p>There has been less variance as the group collaborates more, reducing different ideas.</p>	<p>Identifying people in our community and in the business sector where students can go for learning experiences that are from outside the retail sector eg, Law firms, doctors; to provide other options and aspirations for our students to reach for.</p> <p>Start to use the register fully to capture students learning needs and support. Generate further conversations with Y1-6 coordinator to allow for easy transition flow of student needs information.</p> <p>Work towards achieving a Silver Medal from Enviro School program which entails working in our community to make positive changes.</p>

Analysis of Variance Reporting



	<p>Cultural Group celebrations continue to be a success and activities are run across the collegiate for all students Year 1-13.</p> <p>Stepsweb online reading program has been introduced across all schools. Staff have undergone PLD to establish common understanding and processes for all students to help them as they move throughout the collegiate. MS held staff PLD to upskill staff with additional learning tools attached to STEPSweb program.</p> <p>Establishing ETP (effective teacher profile) across collegiate Selected staff across the collegiate have worked with Laurayne Tafa to collectively write ETP for staff. Collaboration of coaching methods connected with the ETP has begun with the classes across the collegiate.</p>	<p>Standardising the way the program is implemented across the school has reduced the variable results that have been collected.</p> <p>Staff interpretation and understanding of the profile will provide different results and understanding from staff.</p>	<p>Continue to collaborate across collegiate activities to support and acknowledge everyone's culture and make comparisons.</p> <p>Revisit the procedures for the delivery of the program and have a collective agreement on the new procedures. Staff attend PLD to extend their understanding of the different capabilities of the program.</p> <p>Schools spending time unpacking each of the elements of the ETP to achieve common understanding of the expectations for all staff.</p>
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> ● Provide further PLD with Laurayne Tafa to unpack the ETP to get common undertaking and build teacher capabilities using the profile to practice coaching within the schools to improve teacher practice. ● Continue to incorporate and unpack STEPSWEB capabilities for students accessing this education tool. ● Work across collegiate to gain Silver Award from Enviro school program. ● Each school actively engage with staff and community when reviewing collegiate policies. ● continue to provide opportunities for students to connect and learn about career/ education opportunities. 			

Analysis of Variance Reporting



<p>Strategic Aim:</p>	<p>Connected families, engaged communities.</p>
<p>Annual Aim:</p>	<p>TUE LE VA Goal 3: Developing robust, proactive partnerships that ensures we are valuing what each learner brings with them. A strength based inclusive approach ensuring our learners have a sense of belonging and ownership of their learning.</p>
<p>Target:</p>	<ol style="list-style-type: none"> 1. Attendance, retention, and engagement used as monitors of effectiveness and accountability. 2. Board reporting datasets implemented and explained. 3. NCEA targets. 4. Pastoral concerns are communicated across the collegiate at every opportunity.
<p>Baseline Data:</p>	<p>Middle School plan for engaging students back to school goal was to have all students returned to school by the end of the term 1 and or know where all our students are. Where we are at now, Week 6; 09/03/22:</p> <ul style="list-style-type: none"> ● 271 students enrolled as of March 1. ● 35% students currently attending. ● 50% students in iso. ● 6% whanau anxious about sending students to school. ● 10% uncontactable (wrong address, not picking up, not currently at that address).

Analysis of Variance Reporting



Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p>MIDDLE SCHOOL RE ENGAGING STUDENTS TO SCHOOL 2022</p> <ol style="list-style-type: none"> 1. Identify roles and responsibilities for Staff, Community Liaison, Hauora Hub coordinator, SWIS and Senior Leadership team. 2. Collecting data and information from whanau and teachers. 	<p>31% more students are now attending school since week 6, from 35% to 81% with the amount of students isolating reduced from 50% to 12%. The whānau community continue to show anxiety about sending their children to school remains at 6%. We have managed to find contacts for all of our no contact families. This number has decreased from 10% to 0%.</p> <p>Once we spoke with our whānau we found they did not understand what isolation meant and for how long their children should isolate, so we were able to explain and ease their minds about what we expected as a school. We were also able to give them advice as they were confused with information about isolating and when students could return to school.</p> <ul style="list-style-type: none"> ● 271 students enrolled as of March 1. ● 81% students currently attending. ● 12% students in iso. ● 6% whānau anxious about sending students to school. ● All parents/ whānau were contacted. 	<p>It is apparent that with the continual check-ins from teachers and home visits and phone calls from Liz (community liaison) we were able to find out from whānau isolation dates and support them to get their children returning to school. Food from Kids Can and extras that we purchased helped us to support whanau in need and we feel may have contributed to the children returning to school quicker.</p>	<p>What we found out Having one dedicated person (community liaison) speaking to whānau giving and seeking information.</p> <p>Having one person driving the project to make decisions and identifying groups to target and when, to receive all the feedback and collate all information.</p> <p>Using Linda (SWIS) and (Hauora coordinator) to give extra support to whānau when they have been identified by the community liaison. The support provided ranged from wellbeing.</p> <p>Support and advice given for medical, food, connecting families to agencies etc. The food packs we delivered also gave families some relief and saw the school as a support rather than for a</p>

Analysis of Variance Reporting



<p>COLLEGIATE</p> <ol style="list-style-type: none"> 1. Hauora Hub coordinator used to connect with whanau who have children across the collegiate. 2. Working with CMH and MOE to streamline student wellbeing, pastoral and medical needs. Pastoral teams connect together weekly to gather and share information. 	<p>The HH coordinator works across the collegiate for the help of referrals from staff to support the families by providing programs to empower families.</p> <p>Regular meetings have allowed the group to gather information on how we can better improve relationships between outside agencies and pastoral teams within the collegiate to better support our students as they move through the Collegiate.</p>	<p>Schools have different processes and procedures sometimes providing confusion.</p> <p>Streamlining processes and expectation to work across the collegiate.</p>	<p>negative reason. Delivered 158 food packs.</p> <p>Working towards implementing more workshops for families to help them to access and support themselves quicker.</p> <p>Look at the pastoral team and create a flow chart of the services and support each provides us to identify what and where we need attention.</p>
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> ● Review the MS process for enrolling students onto SMS; weekly checking of attendance of individual students; teachers are first responders to their own students attendance and to build relationships with the whanau; use school social media platforms to remind whanau of school expectations. ● Work to create a flowchart to show all Collegiate Pastoral teams, their roles and responsibilities and review how they work and identify any overlaps and that are not being covered. ● Build a strong relationship with SWiS services and lodge attendance issues to the service. 			

Analysis of Variance Reporting



<p>Strategic Aim:</p>	<p>Establish innovative and future facing strategies.</p>
<p>Annual Aim:</p>	<p>LANGI Goal 4: Personalised the learning for students that ensures equity, diversity and inclusivity, and nurtures and supports the future vision of our students, staff, Whanau and community.</p>
<p>Target:</p>	<ul style="list-style-type: none"> ● Learners and their families contributing to the school environment for future sustainability. ● Community involvement is increased. ● Shifts in the delivery of the NZC reflects cultural change for the environment. ● Partnerships with external organisations are incorporated into the learning.
<p>Baseline Data:</p>	<p>MIDDLE SCHOOL All staff plan a DT curriculum aspect to each of the unit plans for students to be able to become more creative- ‘designing and digital outcomes’ strand. Purchasing of devices i.e. sphero, drones, chromebooks1:1 ratio, 3D printers, digital cutter, robotics using lego to assist with students to be able to expand their learning better design outcomes and digital solutions.</p> <p>COLLEGIATE Each school is identifying their students needs as required through the curriculum.</p>

Analysis of Variance Reporting



Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<ol style="list-style-type: none"> Learners will be creating and using new knowledge to solve problems and find solutions to challenges as they arise or even if they are planned for. Learning is not limited to the classroom but instead personalised to meet the needs of the individual learner. Cross curricular collaboration is evident Collegiate wide. Ongoing PL on curriculum developments e.g. Collegiate NZ Aotearoa History team, Collegiate Sustainability Team, Health & Safety etc. Collegiate Maker Pathway: JS Staff PLD e.g., Investigate, Make, Create (Literacy & Digital based). 	<p>Learners develop foundation skills in working collaboratively, thinking creatively and being critical of data gathered. These skills will ensure that students manage themselves within social-emotional, academic future endeavours.</p> <p>Learner growth in collaboration, critical thinking, communication and lifelong learning skills e.g. social skills. Partnership with external organisations to ensure future proofing e.g. Sustainability.</p> <p>Schools have identified resources which are connected to their individual needs, purchasing of devices and PLD training has been paramount, establishing centres in MS and SS for students to receive programs directly connected to DT curriculum. Students from MS AND SS attending DT focus workshops in collaboration with MOE initiatives with other 'like' schools.</p>	<p>Different approaches taken across the Collegiate. more collaboration and discussion to identify similarities.</p> <p>Initial across collegiate PLD in Aotearoa NZ Histories; more collaboration needed to reduce cross over of topics.</p> <p>Open conversations on what each school priorities are in the Digital Technology curriculum to get better connections as the students move through the Collegiate.</p>	<p>Leaders of individual schools will share during Principal Group time what their school focus is and what they are doing to achieve this focus will inform others.</p> <p>Working together to not repeat PLDs but have staff from across school sharing knowledge.</p> <p>Teachers identify different ways for students to show their learning especially within the digital curriculum area.</p>

Analysis of Variance Reporting



<p>4. Senior School trialling an external provider within the school from Media Design School. 10 x Year 13 students are in this class and it is being funded by Media Design School with great success.</p>	<p>Ongoing program for year 13 students, highly successful with 3 students being accepted into Media Design School for 2023 form this program.</p>	<p>Some students did not complete this program due to the heavy demand on assignments</p>	<p>Continue to provide this program for future students. investigate e-gaming for 2023, connecting with other secondary schools.</p>
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Planning for next year:

- Creating meaningful relationships with families by providing partnerships in the teaching of reading, writing and maths as the starting point.
- Identifying more opportunities for families to come into school to be used as a resource and utilising the Hauora Hub more intensively.
- investigating e-gaming for secondary students.
- Participating in Creative Tech Roadshow with Media Design School in 2023.
- Continue to connect with local iwi to incorporate local history into the NZ Aotearoa Histories curriculum.
- Investigate ways to connect and create meaningful partnerships with whanau communities i.e. using whanau expertise to teach students.

Analysis of Variance Reporting



Strategic Aim:	Empowering environment, sustainable use of resources.
Annual Aim:	KAINGA Goal 5: A culture of continuous learning for teachers and educational leaders where providing and maintaining spaces and facilities that advance learning and support students and community wellbeing.
Target:	<ol style="list-style-type: none"> 1. Learners and their families contribute to the school environment for future sustainability. 2. Community involvement is increased. 3. Shifts in the delivery of the NZC reflects cultural change for the environment. 4. Partnerships with external organisations are incorporated into the learning.
Baseline Data:	<ul style="list-style-type: none"> ● The Sustainable Schools programme has been successful again this year working with students across the collegiate to address processes to minimise rubbish in the school. This program is a Kahui Initiative. ● Collegiate Wellbeing committee provides opportunities for staff to get together to have fun and replenish their cup. ● Renovating classroom spaces for delivery of exciting school programs; Middle School - Makerspace, Senior School - Media classroom. ● Establishing a space for whanau community to use in school. ● Regular checking in with students throughout the year by schools, SWIS, Pou Manaaki mentors- providing programs for those identified high needs, i.e. Tupu'anga Mentoring program with Affirming Works; Young Queens; delivered by Year 13 students to Year 7 and 8 students, Sisters United. ● Collaborating with MDHB and MOE to address the need to streamline information and care for students across the collegiate.

Analysis of Variance Reporting



Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<ol style="list-style-type: none"> 1. Build collective social, economic and holistic capacity <i>and</i> meet individual needs-immediate and future. 2. Ensure community understanding of, support for and contribution towards empowering our environment of sustainability and kaitiakitanga. 3. Collegiate learners grow understanding in Kaitiakitanga of the land by taking part in Waste audit, identifying problem areas. Bronze award. 4. Collegiate Sustainability teams are change makers and contribute to their community - Adopt a Park, Waste Audit, Pest control (Moth plants) etc. 5. Engage with school and wider community in authentic educational activities that draw on their expertise. 	<p>Sustainability of resources and practices seen in Collegiate. Collegiate areas reflect care for Papatuanuku e.g. Pacifica gardens, Garden to Table, composting. Students grow plants, cook kai and harvest is shared with whanau. Matariki harvest was used by students during celebrations. Students in the Collegiate sustainability club contribute through action. Collegiate Sustainability Week and event day completed (Term 3). Selected staff across 3 schools completed PLD on sustainability experiences.</p> <p>Trees for survival planting took place in our adopted park space, collegiate waste audit completed with outcomes to work on for the year; additional recycling bins provided in the school playgrounds.</p> <p>Schools across collegiate continue providing EOTC opportunities for students connected to their learning programs.</p>	<p>Increase in student engagement with the support of staff within each school.</p> <p>Effective use of outside providers generated resources and experiences beneficial to Collegiate.</p>	<p>Sustainable practices are standardised across the collegiate with a team of students established to promote sustainable actions; across schools garden areas being used as a teaching space for students to learn planting and gardening skills.</p> <p>Increase opportunities for students to learn outside the classroom for 2023.</p>

Analysis of Variance Reporting



Planning for next year:

- The **Sustainable Schools** programme to identify strategies to allow the collegiate to gain Silver Award for 2023.
- **Collegiate Wellbeing committee** continue to provide ways to uplift staff and produce a more 'present'.
- Identify all the collegiate staff who are involved in Pastoral Commitments and create a flowchart to see their responsibilities and identify if we have any gaps.
- Students wellbeing to continue to be a focus with the use of the Pastoral Team across the collegiate.
- Continue to provide classroom spaces that create innovation and creativity for all students.
- Work with the Hauora Hub coordinator to adopt programs to support and uplift our whanau community.
- Continue to do SKODEL check-ins with students and identify students with needs to refer to SWIS, Pou Manaaki mentors.
- Continue collaboration discussions with MDHB and MOE to address the need to streamline information and care for students across the collegiate.

Analysis of Variance Reporting



<p>Strategic Aim:</p>	<p>Inspiring leadership and operational excellence.</p>
<p>Annual Aim:</p>	<p>RANGATIRATANGA Goal 6: Māori learners enjoying and achieving educational success as Māori. Māori whanau, hapu and iwi are active partners with our school in defining and supporting excellent outcomes for our Māori Learners through Whanaungatanga, Manaakitanga and Tikanga Māori.</p>
<p>Target:</p>	<ol style="list-style-type: none"> 1. All staff will be proactive in their understanding and implementation of the elements of the Effective Teacher Profile through Te Kotahitanga. 2. Te Kotahitanga/Ka Hikitia/Tātaiako strategies are the foundation for the educational success of our learners. 3. All staff will provide, all students opportunities to acquire knowledge of Te Reo and Te Ao Māori and share their learning of matauranga Māori and whakawhanaungatanga.
<p>Baseline Data:</p>	<ul style="list-style-type: none"> ● Principal Group working with Laurayne Tafa and individual school selected coaches to implement SEHC ETP across the collegiate. ● Seeking out connections with local iwi and hapu to strengthen knowledge and incorporate into local curriculum planning. ● Established Māori student council of students to collect voice and make changes as per student voice collected. ● Apply for funding to put in place Māori initiative to strengthen engagement and retention of our Māori Learners. ● Staff across the collegiate meet to enhance delivery of Te Reo Māori and Māori waiata.

Analysis of Variance Reporting



Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<ol style="list-style-type: none"> Attendance. 80% students will be attending everyday across the Collegiate. Engagement. Students are engaged in meaningful learning that actualises their own and family aspirations. Retention. We will retain the number of students who commence learning at Year 1 through to Year 13. 	<p>JS Attendance: 75% overall, 9% Justified, 16% Unjustified rates. Regular attendance at school continues to be a challenge.</p> <p>MS Attendance - a hard push to get students to return to school at the beginning of the year saw an increase to 90% of students, processes reviewed and changes implemented to monitor attendance weekly, responsibility of student attendance first point is to the classroom teacher.</p>	<p>Attendance was variable with students struggling to get back to school after the disruption of the last 2 years with COVID19.</p> <p>Each school having different processes in place to tackle this issue with differentiating results.</p>	<p>Use of the EWIS to support the recidivist students who struggle to get back to school.</p> <p>Create opportunities for the school attendance person to communicate with each other in relation to whanau who attend across the collegiate to visit for all rather than visiting and contacting whanau individually.</p> <p>This will be an area we will focus on for 2023 to also include school leavers data.</p>
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> Attendance people across collegiate work closer together to address attendance concerns of whanau collectively. Continue to monitor and report on attendance to Board and our community to capture by in from all. Share engagement success stories with community through social media platforms. 			

JUNIOR SCHOOL

LEGISLATIVE REQUIREMENTS

Kiwi Sport:

The Government funding initiative to support students' participation in sport provided a grant to the Junior School of \$6,289.04, which was spent on additional sports equipment and in-house coaching. Due to Covid-19, Junior School's normal involvement in external sports activities were restricted. Internally, physical education programmes continued. The school has also developed links with Manukau Sport and using part of the Kiwi Sport funding. Again, due to Covid-19, we were only able to participate in aquatics programme during Term 1.

STATEMENT OF RESOURCES FOR JUNIOR SCHOOL

Sir Edmund Hillary Collegiate Junior School for the year ended 31 December 2022.

PHYSICAL RESOURCES

The School had a property occupancy agreement with the ministry of Education for 2 Franklyne Road, Otara.

The site comprises: A total of 7.07 hectares of land

19 permanent classrooms

1 resource room

1 re-locatable classroom

3 mobile pods

Shared access to a gymnasium

And shares:

- 1 Admin / staffroom
- 1 Library
- 1 Whare wananga
- 1 Assembly Hall
- 1 Grounds and caring taking shed
- 1 Tuck shop
- 1 Caretakers residence
- 1 ICT suite
- 1 Health Centre Facilities / Hauora Hub

In 2022 the Junior School has access to owned computer technology equipment. There are no lease agreements. The school has a range of sports and musical equipment.

MIDDLE SCHOOL

LEGISLATIVE REQUIREMENTS

Kiwi Sport:

This is a Government funding initiative to support students' participation in organised sport. In 2022 the Middle School received \$4,164.17, which was spent on equipment for our school-wide Tabloids events held each week. We also used the Kiwi Sports funds to replenish our sports balls that we hand out to students during break times. The additional balls and equipment we have purchased have helped to encourage our students to stay active in their break times.

STATEMENT OF RESOURCE

Sir Edmund Hillary Collegiate Middle School for the year ended 31 December 2022.

PHYSICAL RESOURCES

The school had a property occupancy agreement with the Ministry of Education for:
2 Franklyne Road, Otara.

The site comprises of 7.07 hectares of land

The middle school occupies:

- 12 Classroom spaces
- 1 Hall / Gymnasium
- 2 Multi purpose Technology classrooms

And shares:

- 1 Administration / Staffroom
- 1 Tuck shop
- 1 Grounds and Caretaking storage Shed
- 1 Assembly Hall
- 1 Library
- 1 Whare wananga
- 1 Gymnasium / Dance room
- Caretakers residence
- ICT Suite
- Health Centre Facilities

In 2022 Middle School has access to leased computer equipment and owned computer and digital devices in technology. The school has a wide range of musical equipment and sports equipment.

The Junior & Middle school were open for **384 half days**.

SENIOR SCHOOL

LEGISLATIVE REQUIREMENTS

Kiwi Sport:

This is a Government funding initiative to support students' participation in organised sport. In 2022 the Senior School received a total amount of \$13,007.33 for Year 9-13 students which was paid to the school as quarterly payments of \$3,222.82 (first quarter), \$3,222.83 (second quarter), \$3,319.51 (third quarter) and \$3,242.17 (fourth quarter). This incorporated all students Year 9 to 13.

With 2022 being a disrupted year due to Covid-19, national and regional sport was at a stand still. The sports we were able to participate in were predominantly summer sports prior to Covid Lockdown and after. This was Touch Rugby, Tag, Volleyball, Waka Ama, Kayaking, Tennis and Athletics. We had 150 students who represented the school in Sport, with 83 female students and 67 male students. The total number of teachers who are 'coaches' for these sports are 18. Nearly 50% staff who coach student in the Senior School sport.

The funding used outside of Covid restrictions were for the sports highlighted above, plus in-school initiatives of hiking, rock climbing and utilising our local gym for 'localised' fitness and general awareness of health. Students were able to participate in these areas of zumba, yoga and mindfulness through movement. We were also able to replenish equipment and give access to students who would have not ordinarily taken up sport or fitness of any kind. By giving students daily access to sports equipment and sports gear – we were able to grow their awareness of and enjoyment for sport and recreation, despite Covid-19 and the challenges it presented.

STATEMENT OF RESOURCE

Sir Edmund Hillary Collegiate for the year ended 31 December 2022.

PHYSICAL RESOURCE

The School had a property occupancy agreement with the Ministry of Education for 2 Franklyne Road, Otara.

The site comprises of:

A total of 7.07 hectares of land

13 permanent buildings

Shared access to a gymnasium

Shared use of the Collegiate

- Admin / staffroom
- Library
- Whare Wananga
- Auditorium
- Grounds and caretaking shed
- Tuckshop
- Caretakers residence

The school has a range of sports and musical equipment.

The school was open for **378 half days**.