



Onslow
College

Annual Report 2021

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Principal's Report

Kei konei ahau	You bring yourself
Kia puāwai	Grow
Haere whakamua	Thrive in the path you choose

This vision is underpinned by our values of Whakapapa, Whenua, Whānau, Diversity and Community. Together we are working on how we live these values every day.



Covid posed another challenging year for Onslow College in 2021. The impact on students and staff has been large and schools across the country have had to learn how to operate in new ways. The staff, students and whānau of Onslow have worked hard to support each other and to make sure that students are at the heart of all that we do. The commitment to our vision and values has given us a strong direction which allows us to work together with a common purpose and a clear understanding of the Onslow Way.

Our strategic goals

We have continued to work on the strategic goals which were identified in consultation with the community in 2020. These goals highlight the emphasis placed in the consultation on wellbeing and students being supported to be their best selves. The goals are:

- Wellbeing – To ensure that all aspects of the wellbeing of our ākonga (staff and students) are supported so they can grow and thrive.
- Biculturalism – To honour Te Tiriti o Waitangi by:
 - a. creating Mātauranga Māori learning experiences for Māori rangatahi which foster mana.
 - b. supporting all ākonga to be biculturally confident citizens.
- Student Achievement – To collaboratively design an innovative curriculum that supports equitable learning pathways.
- Property – To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)

The Senior Leadership Team reports on these goals to the Board of Trustees at each Board meeting.

Status of our buildings and property

The development of our school's property continues to be a journey with some progress and increasing frustration. The roofing project continues, and it is nice to have more spaces that are warm and dry. The

master planning has been incredibly frustrating. A stop/start project that never gets close to building taking place. Last year I said I was tentatively excited, and I hoped that in the next report I would be discussing the plans for the new build. Unfortunately, all I can discuss is that we have agreed to start planning stage 1. Our current students are still underserved by our school's buildings and property. I can only repeat what I have stated in my last two reports: It is remarkable that the staff and students achieve in such inadequate facilities.

Curriculum at Onslow College

Through our commitment to equity and reviewing our curriculum we started the journey of removing streaming from Onslow College. By the end of 2021 there will be no streaming in the junior school. By the end of 2022 there will be no streaming in Year 11. This is a testament to the quality of teaching at Onslow and the commitment to understanding the research associated with de-streaming and wanting to implement UDL (Universal Design for Learning) for all our students. In 2022 we will focus on the next steps of Curriculum Design.

NCEA (National Certificate of Educational Achievement) results

The overall NCEA results for Onslow College are pleasing. We have consistently attained overall results at or above the overall Decile 8-10 results. With our Y13 University Entrance (UE) results being particularly pleasing. The areas which need much closer examination are the results for our Māori students. Level 1 was particularly low this year for Māori. This has meant some tough questions being asked about what our expectations were and if we tracked Māori achievement closely enough at Level 1. While there was an increase in overall achievement at Level 1, there is still a disparity between our Māori and Pākeha students. The Pasifika results also show a gap. It is, however, pleasing to see that our female results showed a marked increase at Level 1 when compared to 2020.

We still have work to do on our overall STEM results and the tracking we do in our junior school to allow an easier transition for our students into NCEA Level 1. Tackling the issues at Year 11 needs to begin at Year 9 and 10. A tracking tool will help the school to intervene earlier and more effectively to address any disparities. We hope that the introduction of a new SMS (Student Management System) in 2022 will assist with this tracking and having access to real-time data.

Our staff

Since March 2020 staff have been constantly adapting to lockdowns, online learning, and hybrid learning. Their focus on the students has allowed the school to continue to offer the high-quality education we are proud of. The focus on building relationships through the Ako system meant maintaining the link between school and home was easier. Research continually reminds us that connecting with whānau and allowing them to be part of their student's journey at school makes a difference and we hope to continue to develop the Ako structure so that every student has a significant adult advocating for them at Onslow College.

Despite the staff facing the many challenges presented by Covid they have participated in a lot of Professional Learning. Poutama Pounamu has continued to support all staff with the Learning Conversation Tool and many staff have been part of the Blended Learning Programme. We were also delighted to be able to finally offer Restorative Practice Training to our whole staff in 2021 and we are working hard to embed the approach across the school. This approach supports our values.

Onslow College continues to attract high quality staff and we are proud of the commitment they show to our vision and values.

Our community and Our Board

Onslow College continues to be well supported by our Board, community and whānau group. The Board has made significant steps towards their own bicultural approach and honouring Te Tiriti O Waitangi. They also monitor each of the strategic goals at each meeting.

The community actively contributes information to our pānui every two weeks and as Principal I email the community every two weeks. It has been more difficult to connect with the community with sport being reduced and meetings at school being discouraged. I am looking forward to more opportunities to do this in 2022.

Student leadership and voice

Our students have continued to develop their leadership roles in the school. The school council has become the School Association with four sub committees – Events, Property, Sport, and Culture. This has increased the student voice in our school and allowed for more leadership opportunities. The Student Board Representatives are looking to develop this further and to allow those leading these committees to be elected at the end of each year.

Our financial position

Financially our school has suffered from the impact of Covid on the International market. It is positive that we will have new international students joining us in July 2022. The loss of funds from International Students has impacted on the school but we have worked hard to maintain the programmes and support that allow students to flourish at Onslow College.

Our Board of Trustees

I would like to acknowledge the Board of Trustees for their support and governance role. They set the strategic direction for the school and support our leadership team. They work hard for everyone in our school's community and genuinely want to represent them. They worked tirelessly in 2021 to support the school. The board's commitment to staff and students during Covid has been appreciated. They continue to govern in a way that focuses on equity. Their desire to hear our community's voice is evident and they care about the community they serve. I would like to make special mention of Michelle Rush, the Board Chair, and Mark Patchett, the Deputy Board Chair, during 2021 for their exceptional support of me and our school. Their guidance and advice have allowed me to grow and learn in my role. I feel very privileged to be the Principal of Onslow College. I know that it takes many people for a school to thrive. Everyone's contributions - including those of our parents/caregivers, students, staff, and board - make our school a place that values whānau, whakapapa, whenua, diversity, and community.

He aha te mea nui o te ao? He tangata! He tangata! He tangata!

Sheena Millar
Principal
Onslow College

Annual Report 2021 - Board of Trustees Chairperson's Report

Tēnā koutou katoa,

2021 saw much to celebrate at Onslow College despite the ongoing challenges of running a school in the time of a pandemic.

After collaboration with students, staff and parents through 2019 and 2020 to create and confirm a vision, values and new strategic goals for the school, 2021 focused on getting the work underway to implement these.

Vision and Values

The establishment of a bi-weekly school newsletter has been a great way to celebrate students living the values of Onslow College through sharing the many and varied activities and achievements they are involved with individually and collectively. The Board looks forward to further improvements in keeping the school community connected with a revamp of the school's website scheduled for later in 2022.

Ako time has continued to bed in and realise its purpose of ensuring all students have a consistent home class and a staff member invested in their journey through the whole of their high school years. The Board acknowledges the progress most staff have made with this. In observing that some students are continuing to report no benefit from this time, we would implore those staff not fully using this contact time to reflect on how they are using it and try different things out: it is now five years since this system was brought in, and it is the Board's wish to see Ako time used well for all students at all levels.

The annual school production, which this year was the Wizard of Oz, managed to go ahead despite COVID-19, albeit with a reduced audience. It involved more than sixty students from right across the school (including back stage, front of house, costumes, makeup and orchestra). Onslow College's shows are well known for welcoming all-comers in their productions, and long may that continue.

Sports at Onslow can be characterised by the sheer diversity of codes that students are involved in and the support of many parents, students and staff in coaching, managing and organising. Amongst many worthy team and individual successes, I'd like to draw attention to the achievements of two students:

Year 13 student Arno Lee was one of eight divers selected to represent Aotearoa New Zealand at the FINA World Championships in June 2022. Allegra Lennard, won gold at Maadi Cup in the Under 16 single sculls rowing, the first time an Onslow College female student has achieved first place. Congratulations to you both!

I'd also like to acknowledge Deputy Principal Penny Kinsella for being the first woman to be awarded the prestigious Bert Sutcliffe Medal for her services to women's cricket.

Strategic Goals

Biculturalism - To create positive opportunities for Māori and all ākonga to be biculturally confident citizens; honor Te Tiriti o Waitangi.²

It is with pride and satisfaction we can look back on the progress made over the last few years towards the College's bicultural goal.

Staff professional development in this area has continued, including Te Reo, understanding local histories and Treaty responsiveness, and Te Ara a Maui has been established, a whanau space for students. Almost all learning areas of the school have now fully engaged with the Learning Conversation Tool, an observation tool to assist teachers in adjusting their classroom practices to better cater for Māori learning and achievement. Māori students are already reporting an improvement in relationships with teachers as a result. I would like to acknowledge the efforts of Deputy Principal Janet Glenn for her leadership of this area, and also that of Matua Apanui Williams, who finished his term on the Board this year, for the considerable support he gave, and continues to give the school on this important kaupapa.

The Board has also taken steps to improve its own bi-cultural responsiveness: karakia are now a part of every meeting, and Board members took part in a resistance leadership workshop to explore and understand Treaty issues in an education context.

Of particular significance has been the Board decision to move to a co-governance leadership model, whereby the role of Presiding Member is now shared by co-Chairs with one nominated by the recognised school Whānau group, and the other elected through the process for Board officer elections set out in the Education and Training Act 2020.

I am very proud to have been part of Onslow College and serving on the Board as it has navigated a response to the challenge set by the Education and Training Act 2020 and NZSTA for Boards to uphold the Treaty of Waitangi (Te Tiriti o Waitangi).

It is very clear from research evidence that schools that embrace key aspects from Te Ao Māori including strengthening home and school relationships, learning practices that better respond to students' cultural contexts and a deliberate expectation of, and commitment to help students achieve excellence, not only accelerates Māori achievement, but that of all students.

Student Achievement - To collaboratively design an innovative curriculum that supports equitable learning pathways.

The implementation of the new KAMAR learning management system means that teachers now have a much easier way to track and forecast each student's progress, and with this, provide improved reporting to parents. This will also make it a lot easier to improve Māori student achievement which is a priority for the Board, through learning area staff being able to know where a shift in teaching practice is required in a more timely manner.

2021 saw the beginning of the phasing out of mathematics streaming. There is now a considerable body of evidence showing that streaming is detrimental to student achievement: ending streaming, along with a focus on improving teaching strategies should,

the Board expects, see much better outcomes for students. Focus on teaching strategies is already showing promise, with progress accelerated for a large group of students that had been struggling with mathematics: of this group of 54 Year 11 students, who hitherto would not have been able to continue with mathematics past year 11, 90% attained the credits necessary to continue with mathematics study into year 12 and 13. Even more encouraging, is that 100% of this group have continued with mathematics!

I would like to acknowledge and thank Deputy Principal Misbah Sadat for her leadership in this area and with implementation of the KAMAR system.

The Board would have liked to have seen faster progress on the junior school curriculum review: the course and subject structure offered is well overdue for a refresh, and the fall off in senior school engagement of female, Māori and Pacifica in STEM subjects highlights an urgent need for change at all levels. It is pleasing to see that this has begun, with the Science learning area, for example, embarking on a journey to embrace Universal Design for Learning principles. There is also a need to make sure the school better provides for learning in life skills and contributing to the building of the school community – this desire for a more well-rounded school experience was expressed by students and parents during consultation on the vision, values and goals. The Board looks forward to further progress in this important area in 2022.

Wellbeing – To ensure that all aspects of the wellbeing of our ākonga (staff and students) are supported so they can grow and thrive.

A staff and student engagement survey highlighted some areas for focus in regards wellbeing. The Board has been concerned at the speed of progress towards development and implementation of plans to respond to the challenge areas identified.

We were pleased, however, that training in restorative practices has been undertaken, and positively received by staff, and that mechanisms have been in place to support staff with the extra challenges of dealing with COVID-19.

Some improvements have been made to learning support spaces, including a sensory room, and further improvements are planned for the first phase of the rebuild. Despite some stand out successes with students made possible by the dedicated staff operating in the learning support department, the Board remains concerned, however, at the ongoing difficulties learning support staff and parents have in sourcing adequate funds for students with learning needs, and the added stress that this brings. The past decade has seen funds reduce whilst the number of students with needs has increased.

This is another area that needs a significant overhaul in our public schools: whilst a very small number of high needs students are well catered for, others, including large numbers of moderate needs students, are often left with little or no additional support. 15% of the student population as a whole has some sort of learning need: in this country, short of skilled individuals as we are, we can ill-afford to leave students behind, especially as it's well known that students with such needs can go onto lead successful lives with school support and encouragement of the right type at the right time.

Property – To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)

Property continues to be an area of major focus and concern for the Board, with significant areas of the school property in need of replacement as they are no longer fit for purpose. In 2021 the gym roof was replaced, and paths, steps and decking installed to improve access to the new and refurbished classrooms on table mountain. A new toilet block was opened, and work begun on re-roofing the main block to improve weather tightness.

We continue to be engaged in a very long, and at times fraught dialogue with the Ministry of Education over the school rebuild since the announcement of funds for new classrooms by Minister Hipkins back in 2019. We are not the only school in this position, and it appears that the way property is maintained, refurbished and replaced in New Zealand public schools needs a major overhaul.

We were pleased and relieved to secure a commitment from the Ministry of Education in December that the 2019 funds announced would be put towards replacement of the administration block, specialist technical classrooms and a whare as part of the first phase of a major school redevelopment.

A matter of concern to the Board is a replacement for the recreation centre, which is to be demolished as part the first stage of the rebuild. A school the size of Onslow College requires two gyms, and yet so far in the property discussions the Board has been unable to secure a firm commitment its replacement will be a priority. We are continuing dialogue with the Ministry on this.

Governance

2021 heralded changes in school leadership. I would like to acknowledge the service of Kerry Finnigan who finished up as the Director of International at the end of this year. Thank you Kerry for your hard work and loyalty to the school and its international programme over many years. And to Kerry's replacement, Warren Henderson who has transitioned from DP to Director of International: all the very best - we very much hope the International Programme can be revitalised in 2022 under your careful leadership as the country shifts its response to the COVID-19 pandemic. At the beginning of 2022 we welcomed Connor Baird as Assistant Principal, and Jonathan Wyeth as Deputy Principal.

Onslow College is blessed with a very strong Board of Trustees bringing a diversity of skills and experience to what has been a close-knit team through both celebrations and challenges. It has been a privilege to work with you all. My best wishes to the incoming co-Chairs Sally Robinson and Donna Cormack, who are already picking up the mantle and pushing forward a number of improvements to Board governance.

Thank you to Sudesh Lourdes, who has helped guide the school with much needed improvements to its IT systems and processes.

The Board's finance committee has benefited from the leadership of Bridget Rhodes and Business Manager Craig McWilliam who have helped navigate the school through the disruptions to its income as a result of the pandemic, which saw the school's international student programme, and with it an important income source, curtailed. Whilst this has meant the school has had to increase its donation request, we can take heart in the fact that our fees remain below those sought of other schools in our area thanks to their careful budget management.

Hilary Smith, Teacher Representative, and student representatives Sophie Crozier and Tony Huang served the Board well, providing frank observations on school life and invaluable guidance to Board thinking as we sought to guide implementation of the changes sought through the strategic goals in the face of the ongoing challenges of the COVID-19 pandemic. A highlight was seeing Sophie and Tony institute a Student Council for the College, an institution I very much hope the student population continues. My best wishes to the 2022 student representatives Lily Harward Jones and Finn McKenzie, for continuing the valuable role played by the Board's student representatives.

Alex MacCreadie and Deputy Chair Mark Patchett, I am deeply grateful to you both for your experienced and wise counsel on all manner of governance matters and particularly your assistance with some of the trickier situations our Board faced during 2021.

Katrina Brell, I could not have wished for a more supportive, calm and unflappable Board Secretary – your dedication, hard work and efforts well beyond the call of duty on all manner of things Governance is enormously appreciated.

Foundation and Alumni

An area I did not manage to make as much progress on as I had wished during my term as Chair was in helping rekindle the Onslow College Foundation, and in efforts to establish an Alumni entity. Whilst Onslow College's enthusiasm to be a school that is heavily 'defined by its students' and which, as a result, has steered away from traditions such as Head Boys, Head Girls and Prefects, and, it appears, Old Boys and Girls societies, it is my view it has forfeited something by shunning the tradition of maintaining an alumni body.

Such organisations can provide all sorts of valuable roles, including fund-raising for a school, and those with them realise many benefits. In my view there is much to be gained by stronger connections between the amazing alumni that Onslow College has produced with the young people in the College today. I also see this as a core part of building and strengthening the school's Whakapapa.

It is my hope and wish, in finishing up as Chair of Onslow College Board, that interested parents and past pupils work with the Board and get the Foundation, and / or an Alumni entity reactivated.

Leading through the COVID-19 challenge

It is important to return to the matter of COVID-19: The pandemic saw significant and ongoing disruptions to teaching, sports, cultural activities and school excursions. Sheena, her leadership team and the college staff went to extraordinary lengths to re-organise

timetables, events and teaching delivery so that learning and activities, as much as possible, were able to continue. On behalf of the Board I'd like to express my deepest thanks and appreciation for these huge efforts.

My final words are for Principal Sheena Millar. It has been a huge privilege to work with you over the past four years, and your tenacity, bravery, and ability to pick yourself up, dust off and get on is truly inspiring. The journey we've had has certainly had its highs and lows – and from all of it I have learned a great deal.

Onslow College is truly blessed to have you leading and championing true equity for all the students under your watch, and being prepared to continue with a journey of change that is never easy in the large and complex environment that constitutes a school. Thank you Sheena from the bottom of my heart, and all the very best with your continuing important work steering the waka that is Onslow College.

Ko te pikō o te Māhuri, tērā te tipu o te rākau

Tēnā koutou, tēnā koutou, tēnā tatou katoa

Michelle Rush

Chairperson

Onslow College Board 2018-2021

Onslow College – our charter and annual plan

Introduction

A charter is the key planning document for schools in Aotearoa New Zealand. It sets the direction for a school and identifies the priorities the Board expects the principal to be leading. The Education Act requires every school's Board of Trustees to:

- prepare and maintain a charter
- send a reviewed and updated charter to the Ministry of Education every year

A charter includes strategic aims and annual plans which:

- reflect the goals and aspirations the community has for the school and its students for the next 3- 5 years
- outline how the school is implementing the government's priorities as set out in the National Educational Guidelines and the National Administration Guidelines
- identify the key areas the Board will focus on, both in the coming year and long term to improve the progress and achievement of all students.

In the words of the Education Act, Section 63:

A school charter has effect as an undertaking by the board to the Minister to take all reasonable steps (not inconsistent with any enactment, or the general law of New Zealand) to ensure that -

- *the school is managed, organised, conducted, and administered for the purposes set out in the school charter; and*
- *the school, and its students and community, achieve the aims and objectives set out in the school charter*

The Board has overall responsibility for developing and reviewing the school's charter. It plays an active role in setting the strategic direction. There is a governance –management partnership between the Board of Trustees and the Principal. The Principal and Board of Trustees will participate in this partnership to develop and implement the charter. Together, they will:

- Develop 3 to 5-year strategic aims and expected outcomes for students is a governance role.
- Determine the specific steps that the school will take year by year to achieve the strategic goals is a management role.

The strategic plan, and each year's annual plan, will focus on what is most important to achieve the school's vision and the government's priorities.

The Ministry of Education expects the school to review and update the charter as part of an annual planning and reporting cycle, in accordance with the National Administration Guidelines. The Board, Principal, school leaders and teachers all have roles and responsibilities in the school's annual planning and reporting cycle.

School Profile

Onslow College is a coeducational, decile 10 state secondary school located in the north-western suburbs of Wellington. Our zone includes Johnsonville, Churton Park, Ohariu Valley, Broadmeadows, Khandallah,

Ngaio, Chartwell, Crofton Downs, Wilton, Wadestown and Northland. We also serve Karori and Kelburn. Onslow College operates an enrolment scheme. There is no prescribed uniform for students.

There are approximately 1,350 students, 95 teachers and 35 support staff at Onslow College.

Onslow College is proud of creating an environment that encourages independence, self-discipline, and social responsibility with a student-centred philosophy.

We promote an inclusive environment for all students, positive staff-student relationships, and large involvement of both groups in the many activities that happen outside of the classroom. Through the creative talents and enthusiasm of our students and staff, we strive for excellence in all aspects of college life.

While diversity and individuality are encouraged, we ensure that a student's behaviour does not jeopardise the rights of other students to an excellent education.

We work hard to communicate with our wider community and involve parents/caregivers and whānau whenever possible because we know that they play a key role in supporting our students' learning and success at collage.

SECTION 1: ONSLOW COLLEGE STRATEGIC PLAN 2021 - 2023

STRATEGIC FOCUS

This charter sets out our obligations and aspirations to be an inclusive, diverse, culturally responsive community. Our aim is to inspire our young people to grow and thrive during their time at Onslow and after they leave. The charter also documents our commitment to continuously improving the way we support every student.

The charter also helps the Board of Trustees prioritise its aspirations for students, with a specific focus on Māori students, Pasifika students and students with special needs.

Under the National Administration Guidelines, the Board is required to develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development.

Students are at the centre of everything we do at Onslow College. We are committed to every student having a meaningful and relevant learning journey, so that they experience success so they can effectively thrive as they transition from school.

Our college is strongly focussed on students achieving their aspirations and pursuing equity for everyone who walks through our gates. We wish to develop our ability to be flexible in everything that we do and to meet the demand for us to focus on meeting individual needs.

PRINCIPAL'S STATEMENT

Ngā mihi nui ki a koutou kātoa. It is a privilege to be the Principal of Onslow College and I thoroughly enjoy working with the young people and staff at this extraordinary School. Onslow College believes strongly in developing the whole person and a strength-based approach to supporting young people. We are committed to helping young people reach their aspirations and thrive as they grow.

We are passionate about education, and it is this passion that drives our staff and students to strive for an inclusive educational environment where every individual can have their needs met and succeed in their goals. We are embarking on an exciting time at Onslow College with roll growth offering wonderful building and curriculum design possibilities.

A school is only as strong as the relationships it builds with its parents, caregivers, whānau and community. We enjoy working with our diverse community and being part of our wonderfully inclusive and unique culture at our college.

ANNUAL PLANNING AND REPORTING

The annual plan for Onslow College establishes the planned priorities, goals and targets. It is one of two key accountability documents that the Board of Trustees uses to report to stakeholders.

The annual report contains an analysis of any variance between the planned aims, objectives, directions, priorities, or targets (as set out in the previous year's Charter and Annual plan) and what the school has achieved during the year. The analysis of variance describes for the community how the school has addressed the Board's priorities for improving student achievement, and how successful the school's approach has been. The analysis of variance also provides the basis for plans for the coming year. The annual report also contains the annual financial statements that show how the Board has applied its financial resources to achieve its charter's goals.

RESEARCH

In recent years, there has been a marked increase in research outlining the many factors that contribute to achievement, and actions that counter underachievement in schools.

International research on school leadership shows that leadership which focus' on teaching and learning (pedagogical leadership) has a key influence on improving student outcomes for diverse learners. Target or goal setting is important within pedagogical leadership because it creates high expectations. Pedagogical leaders take key actions that make the link between direction setting and wider school processes of strategic and curriculum planning, pedagogical development and focused resourcing.

New Zealand research on effective school improvement shows that schools need to combine processes of target setting based on achievement information, with planning in-school actions. To succeed, schools need to apply their time and money strategically, to build teacher capacity. Student achievement and engagement is improved through improved learning opportunities.

The Education Review Office's School Evaluation Indicators (2016) are drawn from an analysis and synthesis of research and evaluation findings linked to student outcomes. They focus on what makes the most difference to achieve equity and excellence. This requires a national effort to reduce the achievement disparity within and across schools, to improve education provision and outcomes for all students, and to ensure that Māori achieve educational success as Māori.

Meta-analyses that pull together large international studies of learning and teaching show that to accelerate learning, in-school conversations need to focus on defining progress and implementing interventions for students at risk of underachieving. Educational officials, school leaders and teachers need to work together more collaboratively than they have in the past for successful educational reform.

Onslow College is committed to understanding and applying this research to its annual planning through the strategic priorities, strategies and targets to improve the achievement of and successful outcomes for students.

AREAS OF FOCUS

The Education Review Office's analysis of the conditions and practices in schools succeeding at raising achievement, found four key differences between the planning and actions of successful and less successful schools. The successful schools demonstrated:

1. an explicit commitment to equity and excellence
2. the effective targeting of progression
3. leadership at multiple levels
4. capability building for school improvement.

These four areas are relevant for Onslow College and will guide and influence the planning and target setting.

Our Board of Trustees embarked on a consultation period during 2020 which included staff, whānau and students. From this consultation, a steering group was formed and included members of the Board of Trustees, Staff and Student representatives. This group worked through the consultation data, data gained from our Values Survey and consultation to develop a Vision, Values and goals for the school. The aim of the steering group was to make explicit a vision which valued every person at Onslow College; a vision underpinned by values which allowed a sense of community and belonging for everyone.

VISION

Kei konei ahau	You bring yourself
Kia puāwai	Grow
Haere whakamua	Thrive in the paths you choose

Our vision is for every ākonga to be able to come as they are to Onslow College, for them to grow as a whole person (academically, socially, artistically, culturally, sportwise) and for them to be able to thrive in their future. We will use our values to guide our behaviours and to help us support everyone to be able to grow and succeed.

VALUES – THE ONSLOW WAY



Our values highlight how important it is for ākonga to be able to bring who they are to the college and for them to be respected for who they are. They also show that for this to happen we need to have a community which allows diversity to be celebrated and for everyone to be able to stand on this whenua with a sense of belonging.

We have selected this emblem because;

- The Rata tree is a rich visual representation of connection to our whenua; with our many whānau and community connected relationships represented via the rata roots.
- The branches of the Rata are strong yet flexible to enable growth towards "light" that is, a kura that flexes for the needs of the community, nga whānau in pursuit of continued learning and what's right at the time its needed
- The rata is providing a stable centre for our tamariki
- The rata will feed our vision and the Kaka

Whānau – this value is about Onslow College being an extended family, a collective who care. We take the time to know each other, and we work hard to make sure that everyone feels safe. Whānau show care for each other.

Whenua – this value is about Onslow College being a place for akōnga to find sustenance so that they can grow and strive. This means we focus on wellbeing and identity in all that we do and say to sustain growth and the ability to thrive.

Whakapapa – this value is about the layers which make up who we are. The way these layers combine make us unique. It also identifies all that akōnga bring with them each day. The way our families and influences make us who we are and how they connect us.

Diversity – this value is about including and accepting people of different social, socio-economic, learning styles, ethnic, genders, faith, sexual orientation, valuing diversity is inclusion

Community – this value highlights that Onslow College is a group of people that care about each other and feel they belong together. A group of people who balance the rights of the individual against what is best for the group.

STRATEGIC GOALS

From the Board of Trustees consultation with the community, four Strategic Goals were identified. These goals highlight the emphasis placed in the consultation on wellbeing and students being supported to be their best selves. The goals identified are:

1. Wellbeing – To ensure that all aspects of the wellbeing of our ākonga (staff and students) are supported so they can grow and thrive.
2. Biculturalism – To honour Te Tiriti o Waitangi by:
 - creating Mātauranga Māori learning experiences for Māori rangatahi which foster mana.
 - supporting all ākonga to be biculturally confident citizens.
3. Student Achievement – To collaboratively design an innovative curriculum that supports equitable learning pathways.
4. Property – To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)

To achieve these goals over the next three years our Senior Leadership Team has identified its annual goals for 2022. To achieve these goals, targets have been identified as the stepping stones required to allow our school to move towards achieving its goals and realising its vision.

ANNUAL GOALS AND TARGETS

Wellbeing

To ensure that all aspects of the wellbeing of our ākonga (staff and students) are supported so that they can grow and thrive.

Annual Goal – To support our staff's wellbeing

Targets

- Plan for staff wellbeing is completed by week 8 Term 1 informed by the NZCER staff survey.
- The staff well-being plan has measurable targets which are reported on for Term 2, 3 and 4.
- A document is developed for staff to follow by the end of Term 1 which clearly outlines the restorative process at Onslow College.
- Have implemented a wellbeing hub for staff by mid Term 2

Plan for staff wellbeing

- TPL session, week 4, two groups workshopping the wellbeing key focus point – World Café Method
 - Specific focus questions
 - What are the main challenges to our wellbeing (as staff members) at Onslow College?
 - What things could we do or change or remove that would support good wellbeing without impacting on our core business?
 - Challenges – any to add
 - Solutions – any to add

- Harvest – using dots to indicate the highest priorities
 - Ask for interest in being part of a staff wellbeing group to formulate the plan
- Set up a staff Team to use the workshop and Staff W@S data, plus restorative data to develop the plan (Shoulder tapping: Jean Ann, Megan, Kuda, Naykita, Heidi-Jane, Alyx, Hamish R, Grace, Warren, Patricia)

Restorative handbook includes:

- Expected student behaviour
- Expected staff behaviour
- Work flows for specific situations
 - Who to talk to and when?
 - Who will support you and how?
- Restorative practices
- Advice for caregivers

Analysis of the Restorative feedback

Analysis of the Staff and student surveys

Annual Goal – To support our students' wellbeing

Targets

- Staff and student group established in Term 1, which will define three positive environments they would like to see emphasised at Onslow College and how they relate to our values. There will be a focus on how we highlight the first of these environments and reinforce it in the school, through classroom practice, in Ako and during break times, and then the two others in Terms 2 and 3. The group will define how success will be measured.
- Repeat the NZCER survey for students and staff by week 2 Term 4 and report on what progress has been made by week 6 Term 4.

Biculturalism

To honour Te Tiriti o Waitangi by:

- i. creating Mātauranga Māori learning experiences for Māori rangatahi which foster mana.
- ii. supporting all ākonga to be biculturally confident citizens.

Annual Goal – Establish a strategic leadership rangatahi rōpu which is empowered to create Mātauranga Māori learning experiences for Māori rangatahi which foster mana.

Targets

- Strategic vision for rangatahi rōpu is written with students by the end of Term 1.
- Leadership structure is confirmed by week 2 Term 2.
- Rōpu is established with clear targets for term 2, 3 and 4.

- Mātauranga Māori learning experiences are offered once a term that are endorsed by the rangatahi rōpu as mana enhancing.

Annual Goal - Accelerate improvement for Māori Learners all akonga through professional learning and application of the Learning Conversation Tool to promote highly relational and effective agentic teaching.

Targets

- All Learning Area Leaders lead their teachers to complete two growth cycles for the Learning Conversation Tool by the end of the year.
- Every learning area has a record of engagement with the cultural metaphors toward Northeast Quadrant Teaching by the end of Term 1.
- The pairings of teachers are discussed with the SLT by week 5 of Term 1 and show a desire to stretch people and their conversations regarding the tool.
- Māori Learners are represented in STEM pathways in the same proportion as the enrolment numbers and Level 1 NCEA Māori Learner achievement at same levels as pākehā
- Year 13 cohort data will be available by the end of March for Learning Area Leaders to track improvement
- Professional learning will be offered to all staff regarding UDL for learning and how it relates to Māori achievement by the end of term 2.
 - There will be support for Tangata Tiriti who want help with Te Reo, Te Ao Māori (measure will be uptake numbers) Comment 2 – Baseline data from rangatahi re name pronunciation week 4
- Math will be supported all year through additional staffing to develop their understanding of non-streamed teaching and to build teaching capacity.
- Level 1 NCEA (National Certificate of Educational Achievement) Māori Learner achievement is at the same levels as Pākeha
- Onslow College website will begin development toward bilingual English and Te Reo Māori

Student Achievement

To collaboratively design an innovative curriculum that supports equitable learning pathways.

Annual Goal – To implement a reporting system through Kamar which provides timely feedback to whānau and parents.

Targets

- An interim report is implemented for all year levels in Term 1.
- At least two written reports comments are provided for all students in each subject on KAMAR during the year.

- Two conferences are offered during the year. Emails will be sent as we roll out new functions and we will run an information evening week 2 term 2 to begin the discussion about KAMAR reports.

Annual Goal – Consultation and development of a new junior curriculum is completed and ready for implementation in 2023.

Targets

- Consultation group (which has representatives from all learning areas) is established by week 4 Term 1.
- Student and community consultation is completed by week 6 Term 1.
- Professional Learning provided once a term regarding Mātauranga Māori and Universal Design for Learning (UDL)
- Junior curriculum proposal ready for presentation to LLT by the beginning of Term 3
- Implementation plan for junior curriculum ready for week 4 Term 3
- Each Learning Area demonstrates explicit learning connected to Te Ao Māori by the end of
- Term 3
- Junior curriculum change ready for implementation for 2023

Annual Goal – Embedding KAMAR into Onslow College and upskilling staff

Targets

- KAMAR installed and ready for use for current students Feb 2022 (KAMAR promotes equitable outcomes by letting students, staff and whānau track achievement. It allows teachers to have ownership of their own mark books so that each teacher is accountable for each child in their class because the standards and topics that a child is learning in class are selected in conjunction with the child at the center. In PC school standards were attached to the class rather than individual students.)
- All staff to have some KAMAR training by Week 3 Term 1
- Staff able to generate their own data using KAMAR by the end of Term 2
- Teachers able to use KAMAR for reporting, pastoral notes and communication by the end of Term 3
- LAL and Deans able to use data to inform their roles regarding achievement, attendance and well being independently by the end of Term 4
- All learning areas will report using a progress predictive achievement SMS Kamar by Term 3 for Year 9 to 13.

Annual Goal – Work with LALs, Deans, Te Ara a Māui to create a system to identify students at risk of underachieving in Term 1 which supports development of a plan to get them back on track.

Targets

- Students identified from week 6, Term 1.
- Staff own data that allows next steps to be developed for student achievement. Learning area leaders share with DP each staff members data analysis of students in one class and the next steps by the end of term 1.
- Students will be tracked each week regarding their achievement

Annual Goal – Working with DP's, LALs and subject area leaders to analysis 2021 data to create achievement goals for students and targets to report to for 2022.

Targets

- End of week 7 Term 1 analysis and goals set
- Meeting form for LAL/DP meeting set week 7 Term 1 to be used throughout the year
- Goals and targets are shared at SLT meetings each term.

Annual Goal – Continue to lead de-streaming and approaches to responsive teaching for diverse learners through team teaching and mentoring.

Targets

- Year 11 Science implements non streaming in 2022, DP and LAL track teacher feedback to indicate pedagogical progress
- Y10 Math is not streamed in 2022 and teacher feedback each term indicates pedagogical progress.
- 90% of 12 MIT students have a statistics or calculus pathway for year 13.

Property

To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)

Annual Goal – To design a building for stage 1 of the Masterplan that enhances the Onslow Way and nurtures ākonga (students and staff)

Targets

- Design group is established in Term 1 which includes tangata whenua, technology, pastoral, general teachers, and students.
- Design group presents to staff once a term on progress
- Design group presents to community once during the process in 2022

Annual Goal – Reflect Aotearoa New Zealand being bicultural in our design

Targets

Our buildings link with the whenua and mana whenua, acknowledging local rōhe
A whare is part of the first stage of the masterplan

Annual Goal – Find a solution for the loss of the recreation centre.

Targets

Create a group by the end of Term 1 which includes sport, PE and student representation to consider how to address the loss of the recreation centre.

Present possible solutions to the Board of Trustees in Term 2.

Develop a plan for the selected solution to coincide with the removal of the rec centre.

Achievement and Attendance Goals 2022

Attendance 2021

	Pakeha	Māori	Oth Eur	MELAA	Asian	SE Asian	Pasifika	Female	Male	Overall
Yr. 9	90.7	82.1	92	92.3	92.1	96.8	91.8	89.4	90.8	90.2
Y 10	89.5	75.1	93	85	91.3	91.8	87.8	86.9	89.2	88.3
Y 11	89.4	77.4	85.4	86.9	91	92.5	88.2	87	89.1	88.2
Y 12	87.9	79.5	89.1	82.7	88.8	86.5	82.4	85.8	88.4	87.4
Y 13	85.9	78.4	82.6	82.6	87.6	90	77.5	84.8	85.3	85.2

The attendance goal of 90% was achieved in only one year level. We will continue to have this goal in 2022. The functionality of KAMAR will assist in communicating attendance clearly with parent

Annual Attendance Goal 2022:

The attendance goal of 90% will be achieved by targeting the area of lowest attendance. This links to the changes being driven in the Strategic Goals (this is linked to Wellness, Student Achievement and Biculturalism). The two principal areas of focus will be Māori and Pasifika.

2021 Outcome Data

See the Achievement Reports [here](#)

Academic Achievement Goal

Our **2022 NCEA results** will be:

All students at Level 1 will be above Decile 8-10 average

All students at Level 2 will be above Decile 8-10 average

All students at Level 3 will be above Decile 8-10 average

Our results for Māori and Pasifika will be the same as our results for Pākehā

The junior curriculum will be tracked through this goal and targets –

Annual Goal – Embedding KAMAR into Onslow College and upskilling staff

Targets

- KAMAR installed and ready for use for current students Feb 2022
(KAMAR promotes equitable outcomes by letting students, staff and whānau track achievement and attendance.)

Analysis of Variance Reporting

School Name:	Onslow College	School Number:	0269
Strategic Aim:	Wellbeing – To ensure that all aspects of the wellbeing of our ākonga (staff and students) are supported so that they can grow and thrive.		
Annual Aim:	To promote our staff's wellbeing To promote our students' wellbeing		
Targets:	Develop a plan by the end of 2021 which outlines how our staff's wellbeing is supported and addressed Communicate each term with staff about wellbeing Develop a plan by the end of 2021 which outlines how our students' wellbeing is supported and addressed Have Deans work collaboratively with Ako teachers to lead Ako Develop a tool to track the progression of student achievement For teachers to be able to use the developed tracing tool		
Baseline Data:	PC school data showed increase in referrals for anxiety Rangatahi survey had identified put downs, name calling and casual racism as issues Staff identified wellbeing as an area for focus through the strategic consultation Community identified student wellbeing as an area of focus through the strategic consultation		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Create a focus group for staff</p> <p>Implement NZCER teacher workplace survey</p> <p>Develop and trial different methods for staff communication</p> <p>Create a focus group for students.</p> <p>Use NZCER student survey and Rangatahi survey to understand staff wellbeing.</p>	<p>Deans facilitated Ako Level Teacher meetings to develop Ako Orientation sessions and setting up for Ako conferences</p> <p>Ako conference held:</p> <ul style="list-style-type: none"> • Year 9 - 199 appts (72.36%) • Year 10 - 187 appts (62.75%) • Year 11 - 133 appts (55.19%) • Year 12 - 125 appts (46.67%) • Year 13 - 81 appts (31.27%) <p>Regular Ako Level meetings led by Deans</p> <p>Student W@S survey completed (940 responses)</p> <p>One student focus groups meeting held Term3 – Student Board reps advertised to student body.</p> <p>Survey of whānau (Māori/ Pacific/ General) to identify values to address in 2022</p> <p>Restorative Practices PD for Deans and SLT with SCT</p>	<p>Rangatahi Survey not able to be completed as advised by Hei Puāwai</p> <p>Student Wellbeing focus group not yet embedded</p> <p>Platform for staff communication still to be developed</p> <p>Plan for staff wellbeing still to be developed</p> <p>There was a great deal of focus on the data that was created using the NZCER survey and not enough time prioritising the changes to be made.</p> <p>The restorative training was delayed because of Covid and not being able to implement that whole staff training impacted on the work that needed to be completed with Deans and Ako Teachers.</p>	<p>We have been successful in gaining 100 PLD hours for the restorative training.</p> <p>We have introduced KAMAR which will allow us to track pastoral notes more comprehensively</p> <p>Targets are much more precise around completing plans and measurement.</p>

	<p>Restorative practice PD for student facing staff (100+) and follow-up survey</p> <p>EAP flyers distributed regularly and discussed at staff briefings</p> <p>Staff NZCER W@S survey completed (93 responses)</p> <p>Two staff sessions of Into the Blue (Staff Member facilitated)</p> <p>Survey of staff to get interest in Staff focus group, but main people left and ran out of time to meet.</p> <p>The school allocated 200 PLD hours for continued Restorative Practices training</p>	
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Planning for next year:

Our targets for 2022 are:

Plan for staff wellbeing is completed by week 8 Term 1 informed by the NZCER staff survey.

The staff well-being plan has measurable targets which are reported on for Term 2, 3 and 4.

A document is developed for staff to follow by the end of Term 1 which clearly outlines the restorative process at Onslow College.

Have implemented a wellbeing hub for staff by mid Term 2

Staff and student group established in Term 1, which will define three positive environments they would like to see emphasised at Onslow College and how they relate to our values. There will be a focus on how we highlight the first of these environments and reinforce it in the school, through classroom practice, in Ako and during break times, and then the two others in Terms 2 and 3. The group will define how success will be measured.

Repeat the NZCER survey for students and staff by week 2 Term 4 and report on what progress has been made by week 6 Term 4.

Strategic Aim:	Biculturalism – To create positive opportunities for Māori and all ākonga to be biculturally confident citizens; honour Te Tiriti o Waitangi.
Annual Aim:	Accelerate improvement for Māori Learners by using the Learning Conversation Tool Further develop staff conscientization (the idea of developing, strengthening, and changing consciousness) Develop a model through teaching the two lowest streamed Maths classes that promotes biculturalism through culturally responsive pedagogical ideas.
Target:	All teachers have used, implemented and referenced the tool Māori Learners are represented in STEM pathways at Level 1 in the same proportion as enrolment numbers Level 1 NCEA Māori Learner achievement is at the same levels as Pākeha Rangatahi Survey feedback in Term 3 shows improvement in experiences and sense of belonging There will be a clear plan for no streaming in Years 10 and 11 All staff will be able to deliver their pepeha Numeracy is gained for 90% of students in a way that leads to a career pathway There is active engagement with 80% of parents of students at least once a term Māori students can articulate high expectations set for them
Baseline Data:	Learning conversation tool had been introduced but was only used in 2020 by 15% of staff. Māori STEM data showed less than 10% of Māori learners in the STEM pathway Māori NCEA Level 1 25% lower than Pakeha Streaming in Year 10 and 11 Math and Year 11 Science 60% staff could deliver pepeha 75% parents engaged in Ako conferences Rangatahi data had been gathered

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>All teachers have used the tool and identified and implemented a referencing (growth cycle) use of the tool</p> <p>LAs commit to de-streaming and removing barriers to learning pathways</p> <p>Maths and Science LAs have committed to de-streaming all classes by end of 2023</p> <p>All LAs have committed to removing barriers to pathways for Māori students</p> <p>All LAs are now reporting and assessing to curriculum levels in the junior school</p> <p>Cohort STEM & Pathway leaky pipeline data & graphs have been created and talked through with 5 LALs including Maths, Science and Technology, there are 4 LALs conversations to have next year</p>	<p>LCT All Learning Leaders and their staff engaged in conversation(s) with Poutama Pounamu about the Learning Conversation Tool and some explored the metaphor more deeply. Two LAs have completed two growth cycles for every teacher. Five LAs have completed one growth cycle for every teacher. One small LA a growth cycle engaged with Poutama Pounamu but only half of the teachers completed a growth cycle. Two LAs did not engage until December.</p> <p>The goal of all LAs completing two observation, conversation, growth cycles was not met.</p> <p>Māori junior student disengagement in classroom programmes continued at the same lower levels</p> <p>20 Ākonga Kaiako completed a third of the Blended Learning programme and reported in feedback through the Poutama Pounamu website, a deeper understanding of institutional racism in education systems and practice.</p> <p>Participants engaged more in strategic change korero in the Kura.</p>	<p>Blended Learning had to be delayed due to Covid and extended through to end of term 2 2022 to cover Ako Critical contexts</p> <p>The Rangatahi survey needs to be reassessed as the lack of progress has highlighted the need for their voice to be used in more than just feedback.</p> <p>The use of the learning conversation tool was not linked explicitly enough to the growth cycle for registration.</p> <p>NCEA Level 1 Māori achievement was poor. While students were supported they were not tracked effectively academically.</p> <p>Learning areas need to own their data and understand not just the results but also the retention information.</p>	<p>Rangatahi must be part of the leadership within the school and advise on the planning.</p> <p>Learning conversation tool is part of every registration process.</p> <p>Need a tracking tool for Māori students. Identified that PC school could not do this so have moved to KAMAR.</p> <p>Equity in results needs to be addressed.</p>

<p>Hei Puawai felt not enough progress had been made to put the rangatahi through this Resistance Leadership Programme to (Moana Jackson & Poutama Pounamu) the moral imperative why the Kura needs to be de-colonised.</p> <p>SLT participated in this training through Poutama Pounamu and then delivered to LLT</p> <p>SLT delivered to BOT</p> <p>SLT/Poutama Pounamu/ Te Paera will completed the delivery to all staff Jan 31 2022 (Covid delayed)</p> <p>All teachers took part in a Ngati Toa Education bus tour.</p> <p>Social Sciences have engaged with Te Atiawa Mana Whenua via Education tours and workshops</p> <p>All staff worked used selection of basic to more complex pepeha templates. There has been further development and engagement throughout the year where the majority of staff have consistently delivered pepeha in a variety school</p>	<p>SLT and SCT who met with teachers around registration, line management and PTC group reported back feedback from these teachers indicating change in thinking or “aha” moments during the readings and group meetings.</p> <p>The three Kaiwhakaako after November wānanga are set to deliver in terms 1 and 2 2022</p> <p>Ngati Toa ran a workshop at Wānanga and gifted their education kit. Next year.</p>		
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<p>Hui, as well as Kahui Ako COPs and workshops.</p> <p>Some staff have created digital pepeha which they use as part of their relationships building and Whakawhanaungatanga with students in their classes, Subject and Ako</p>			
Planning for next year:			
Annual Goal – Establish a strategic leadership rangatahi rōpu which is empowered to create Mātauranga Māori learning experiences for Māori rangatahi which foster mana.			
Targets			
Strategic vision for rangatahi rōpu is written with students by the end of Term 1.			
Leadership structure is confirmed by week 2 Term 2.			
Rōpu is established with clear targets for term 2, 3 and 4.			
Mātauranga Māori learning experiences are offered once a term that are endorsed by the rangatahi rōpu as mana enhancing.			
Annual Goal - Accelerate improvement for Māori Learners all akonga through professional learning and application of the Learning Conversation Tool to promote highly relational and effective agentic teaching.			
Targets			
All Learning Area Leaders lead their teachers to complete two growth cycles for the Learning Conversation Tool by the end of the year.			

Every learning area has a record of engagement with the cultural metaphors toward Northeast Quadrant Teaching by the end of Term 1.

The pairings of teachers are discussed with the SLT by week 5 of Term 1 and show a desire to stretch people and their conversations regarding the tool.

Māori Learners are represented in STEM pathways in the same proportion as the enrolment numbers and Level 1 NCEA Māori Learner achievement at same levels as pākehā

Year 13 cohort data will be available by the end of March for Learning Area Leaders to track improvement

Professional learning will be offered to all staff regarding UDL for learning and how it relates to Māori achievement by the end of term 2.

There will be support for Tangata Tiriti who want help with Te Reo, Te Ao Māori (measure will be uptake numbers) Comment 2 – Baseline data from rangatahi re name pronunciation week 4

Math will be supported all year through additional staffing to develop their understanding of non-streamed teaching and to build teaching capacity.

Level 1 NCEA (National Certificate of Educational Achievement) Māori Learner achievement is at the same levels as Pākehā

Onslow College website will begin development toward bilingual English and Te Reo Māori

Strategic Aim:	Student Achievement – To collaboratively design an innovative curriculum that supports equitable learning pathways.
Annual Aim:	Develop a consistent equitable approach for reporting through the learning programme To collaboratively design an innovative curriculum that supports equitable learning pathways.

Target:	<p>By the middle of 2021 clearly define what the problem is that needs to be solved regarding the Learning programme and set a timeline of what changes need to be made and when they will be made.</p> <p>Implement the solutions identified by the staff</p> <p>Investigate what looks best for Onslow College and make recommendations for a change in 2022.</p>
Baseline Data:	<p>Feedback from parents indicates they do not understand the Learning Programme</p> <p>Curriculum has not been reviewed for over 5 years. Siloed approach.</p> <p>Last 5 years NCEA Level 1 results have been low and this indicates poor tracking and engagement in the junior school.</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Review the 2020 survey and assess priority actions</p> <p>Form a group of staff representatives of differing opinions on the Learning Program - work together to identify the issues, set a timeline for change and plan how to support staff with the changes.</p> <p>Resurvey the community at the end of 2021 in regards to the changes</p> <p>Discuss proposed review document with LLT</p> <p>Form a representative group to investigate different approaches to delivering an equitable junior curriculum</p> <p>Consider what community wants to know about their child's education through the information gained in the Learning Programme survey and the strategic goal consultation to help inform the type of curriculum Onslow should develop.</p>	<p>Clarity & consistency of LP set up across LAs</p> <p>Grades reported as curriculum levels</p> <p>Quality of comments following expectations being made clear for staff & examples given (staff knowledge of students & next steps for progress)</p> <p>Clear processes for LP checking in LAs</p> <p>Good communication with staff/whānau re LP</p> <p>Ability for whānau to print reports</p> <p>Notification system to automatically generate an email to students/caregivers weekly if new data added</p> <p>Re-survey community around effectiveness of improvements</p> <p>Curriculum Levels in place</p> <p>Form Curriculum group of volunteers</p>	<p>Values proposal – not seen as addressing real curriculum change, as was focused more on the school values than directly addressing pedagogy. Using a Yr 9 option line differently to ensure coverage of Te Ao Māori/Digital Lit/Financial Lit– not seen as adequately addressing equity, although increase in time for Te Ao Māori on the right track.</p> <p>2 LAs looking at integration – not possible this year due to other reviews in place</p>	<p>Much clearer targets required for curriculum review</p> <p>Focus on engagement and equity needed to be explicit</p> <p>Ownership of data to inform reporting and a link to KAMAR required</p>

	<p>School definition of equity developed</p> <p>Proposals for 2022 were made by the group & discussed with Hei Puāwai, then SLT</p>	
Planning for next year:		
Student Achievement		
<p>To collaboratively design an innovative curriculum that supports equitable learning pathways.</p> <p>Annual Goal – To implement a reporting system through Kamar which provides timely feedback to whānau and parents.</p>		
Targets		
<p>An interim report is implemented for all year levels in Term 1.</p> <p>At least two written reports comments are provided for all students in each subject on KAMAR during the year.</p> <p>Two conferences are offered during the year. Emails will be sent as we roll out new functions and we will run an information evening week 2 term 2 to begin the discussion about KAMAR reports.</p> <p>Annual Goal – Consultation and development of a new junior curriculum is completed and ready for implementation in 2023.</p>		
Targets		

Consultation group (which has representatives from all learning areas) is established by week 4 Term 1.

Student and community consultation is completed by week 6 Term 1.

Professional Learning provided once a term regarding Mātauranga Māori and Universal Design for Learning (UDL)

Junior curriculum proposal ready for presentation to LLT by the beginning of Term 3

Implementation plan for junior curriculum ready for week 4 Term 3

Each Learning Area demonstrates explicit learning connected to Te Ao Māori by the end of

Term 3

Junior curriculum change ready for implementation for 2023

Annual Goal – Embedding KAMAR into Onslow College and upskilling staff

Targets

KAMAR installed and ready for use for current students Feb 2022

(KAMAR promotes equitable outcomes by letting student, staff and whānau able to track. It allows teachers to have ownership of their own markbooks so that each teacher is accountable for each child in their class because the standards and topics that a child is learning in class is selected in conjunction with the child at the center. In PC school standards were attached to the class rather than individual students. So if a student is not getting a meaningful pathway there is no argument that it was created by the teacher/LAL.)

All staff to have some KAMAR training by Week 3 Term 1

Staff able to generate their own data using KAMAR by the end of Term 2

Teachers able to use KAMAR for reporting, pastoral notes and communication by the end of Term 3

LAL and Deans able to use data to inform their roles regarding achievement, attendance and well being independently by the end of Term 4

All learning areas will report using a progress predictive achievement SMS Kamar by Term 3 for Year 9 to 13.

Annual Goal – Work with LALs, Deans, Te Ara a Māui to create a system to identify students at risk of underachieving in Term 1 which supports development of a plan to get them back on track.

Targets

Students identified from week 6, Term 1.

Staff own data that allows next steps to be developed for student achievement. Learning area leaders share with DP each staff members data analysis of students in one class and the next steps by the end of term 1.

Students will be tracked each week regarding their achievement

Annual Goal – Working with DP's, LALs and subject area leaders to analysis 2021 data to create achievement goals for students and targets to report to for 2022.

Targets

End of week 7 Term 1 analysis and goals set

Meeting form for LAL/DP meeting set week 7 Term 1 to be used throughout the year

Goals and targets are shared at SLT meetings each term.

Annual Goal – Continue to lead de-streaming and approaches to responsive teaching for diverse learners through team teaching and mentoring.

Targets

Year 11 Science implements non streaming in 2022, DP and LAL track teacher feedback to indicate pedagogical progress

Y10 Math is not streamed in 2022 and teacher feedback each term indicates pedagogical progress.

90% of 12 MIT students have a statistics or calculus pathway for year 13.

Strategic Aim:	Property – To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)
Annual Aim:	Promote Tiaki taiao Create spaces for equitable learning Reflect Aotearoa New Zealand being bicultural in our design
Target:	All building programmes operate under the principles of sustainability Student representatives are part of all building projects It is clear that our buildings link with the whenua and mana whenua, acknowledging local rohe A whare is part of the first stage of the masterplan By the end of 2021 staff share and understanding of what equitable learning means Any building reflects an equitable approach to learning through being flexible and meeting the diverse needs of our students
Baseline Data:	Buildings are run down and not designed with sustainability in mind. There is no whare or link with the local iwi in any of the current building design. Students have not been consulted re buildings. There is no shared understanding of the term equitable and how a flexible building design can support learning.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Equity defined in the school. Shared definition is - An equitable education system is one where all students, regardless of their ethnicity, socioeconomic status, or abilities, can succeed.	Roofing has started Shared understanding of flexible and equitable means we have selected schools we would like to look at Student property team are part of meetings	Ministry timelines Funding for mana whenua involvement	Approval for money from government Tours of schools to be organised Mana whenua to be paid to be part of the design
Student property team is established			Staff design group created
Masterplan is agreed upon and pricing for Stage 1 is progressing	Waiting for Ministry to release money for stage one of building design		Planning for loss of rec centre
Roofing is progressing	Mana whenua have not been able to be part of design so have asked Ministry to fund a position		
Mana whenua invited to be part of the masterplan			
Planning for next year:			
Property			
To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)			
Annual Goal – To design a building for stage 1 of the Masterplan that enhances the Onslow Way and nurtures ākonga (students and staff)			
Targets			
Design group is established in Term 1 which includes tangata whenua, technology, pastoral, general teachers, and students.			
Design group presents to staff once a term on progress			

Design group presents to community once during the process in 2022

Annual Goal – Reflect Aotearoa New Zealand being bicultural in our design

Targets

Our buildings link with the whenua and mana whenua, acknowledging local rōhe

A whare is part of the first stage of the masterplan

Annual Goal – Find a solution for the loss of the recreation centre.

Targets

Create a group by the end of Term 1 which includes sport, PE and student representation to consider how to address the loss of the recreation centre.

Present possible solutions to the Board of Trustees in Term 2.

Develop a plan for the selected solution to coincide with the removal of the rec centre.

ONSLOW COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	0269
Principal:	Sheena Millar
School Address:	Burma Road, Johnsonville Wellington 6035
School Postal Address:	Private Bag 13906, Johnsonville, Wellington 6440
School Phone:	04-4788189
School Email:	info@onslow.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Michelle Rush	Chair Person	Elected	Jun-22
Sheena Millar	Principal ex Officio		
Sudesh Lourdes	Parent Rep	Elected	Jun-22
Alex MacCreadie	Parent Representative	Elected	Jun-22
Bridget Rhodes	Parent Representative	Co-Opt	Jun-22
Sally Robinson	Parent Representative	Elected	Jun-23
Mark Patchett	Parent Representative	Elected	Jun-23
Hilary Smith	Staff Rep	Elected	Jun-22
Donna Cormack	Parent Rep	Co-Opt	Jul-22
Finn McKenzie	Student Rep	Co-Opt	Oct-21
Lily Harward Jones	Student Rep	Elected	Oct-21
Tony Huang	Student Rep	Elected	Oct-22
Sophie Crozier	Student Rep	Elected	Oct-22

Accountant / Service Provider:

Miles Group Chartered Accountant & Business Advisors

ONSLOW COLLEGE

Annual Report - For the year ended 31 December 2021

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Other Information

Kiwisport

Onslow College

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

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

Sally Robinson

Full Name of Presiding Member

S A Robinson

S A Robinson (May 31, 2022 18:31 GMT+12)

Signature of Presiding Member

31/05/2022

Date:

Sheena Millar

Full Name of Principal

S Millar

Signature of Principal

31/05/2022

Date:

Onslow College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	12,980,649	12,719,443	13,389,827
Locally Raised Funds	3	1,202,514	1,209,996	1,044,558
Interest Income		8,889	35,004	40,253
International Students	4	200,768	171,996	422,766
Other Revenue		1,500	-	-
		14,394,320	14,136,439	14,897,404
Expenses				
Locally Raised Funds	3	428,845	645,000	395,203
International Students	4	126,405	119,976	177,768
Learning Resources	5	9,583,911	9,574,988	8,955,950
Administration	6	1,490,082	1,256,508	1,530,360
Finance		13,470	-	12,389
Property	7	2,784,567	2,705,000	3,466,586
Depreciation	11	264,580	249,996	275,261
Loss on Uncollectable Accounts Receivable			1,500	721
		14,691,860	14,552,968	14,814,238
Net Surplus / (Deficit) for the year		(297,540)	(416,529)	83,166
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(297,540)	(416,529)	83,166

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

Onslow College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		2,671,065	2,629,481	2,560,478
Total comprehensive revenue and expense for the year		(297,540)	(416,529)	83,166
Capital Contributions from the Ministry of Education		-	-	27,421
Contribution - Furniture and Equipment Grant		-	-	27,421
Equity at 31 December		2,373,525	2,212,952	2,671,065
Retained Earnings		2,373,525	2,212,952	2,671,065
Equity at 31 December		2,373,525	2,212,952	2,671,065

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.

Onslow College

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	1,200,970	792,998	838,261
Accounts Receivable	9	897,685	1,003,951	1,285,935
Prepayments		-	3,028	6,056
Investments	10	-	601,945	1,203,889
		2,098,655	2,401,922	3,334,141
Current Liabilities				
GST Payable		52,176	47,920	43,664
Accounts Payable	12	1,087,006	1,187,105	1,278,574
Revenue Received in Advance	13	145,071	197,229	249,497
Finance Lease Liability	15	36,378	39,657	42,935
Funds held in Trust	16	189,270	239,820	290,369
Funds held for Capital Works Projects	17	46,987	216,467	437,706
		1,556,888	1,928,198	2,342,745
Working Capital Surplus/(Deficit)		541,767	473,724	991,396
Non-current Assets				
Property, Plant and Equipment	11	1,931,090	1,813,081	1,728,043
		1,931,090	1,813,081	1,728,043
Non-current Liabilities				
Provision for Cyclical Maintenance	14	34,725	35,907	37,088
Finance Lease Liability	15	64,607	37,946	11,286
		99,332	73,853	48,374
Net Assets		2,373,525	2,212,952	2,671,065
Equity		2,373,525	2,212,952	2,671,065

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

Onslow College

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		3,607,334	5,377,722	2,812,220
Locally Raised Funds		1,111,980	1,060,670	1,099,033
Cyclical Maintenance Payments in the year				(162,382)
International Students		101,451	343,092	163,952
Goods and Services Tax (net)		8,511	47,920	(64,391)
Payments to Employees		(2,108,702)	(1,748,308)	(2,094,753)
Payments to Suppliers		(2,585,423)	(2,191,970)	(1,801,432)
Interest Paid		(13,470)	-	(12,389)
Interest Received		9,318	35,004	49,993
Net cash from/(to) Operating Activities		130,999	2,924,130	(10,149)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	42,717	-
Purchase of Property Plant & Equipment (and Intangibles)		(385,010)	(1,930,690)	(291,025)
Purchase of Investments		1,203,889	(601,945)	1,013,301
Net cash from/(to) Investing Activities		818,879	(2,489,918)	722,276
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	27,421
Finance Lease Payments		(43,593)	(97,502)	(31,287)
Funds Held for Capital Works Projects		(442,477)	-	171,329
Funds Administered on Behalf of Third Parties		(101,099)	456,287	(235,206)
Net cash from/(to) Financing Activities		(587,169)	358,785	(67,743)
Net increase/(decrease) in cash and cash equivalents		362,709	792,997	644,384
Cash and cash equivalents at the beginning of the year	8	838,261	-	193,877
Cash and cash equivalents at the end of the year	8	1,200,970	792,997	838,261

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.

Onslow College

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

For Integrated Groups this note should also include the following:

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

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

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

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

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 to Crown Owned Assets	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

l) Accounts Payable

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

m) 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 twelve 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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

o) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts 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.

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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

q) Financial Instruments

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

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

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

r) Borrowings

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	2,621,093	2,489,443	2,578,696
Teachers' Salaries Grants	7,939,573	8,000,000	7,576,505
Use of Land and Buildings Grants	1,970,978	1,773,383	2,748,396
Other MoE Grants	311,722	306,617	-
Other Government Grants	137,283	150,000	486,230
	12,980,649	12,719,443	13,389,827

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	605,737	309,996	557,351
Fees for Extra Curricular Activities	417,294	700,004	336,472
Trading	62,743	99,996	81,956
Fundraising & Community Grants	56,887	45,000	15,438
Other Revenue	59,853	55,000	53,341
	1,202,514	1,209,996	1,044,558
Expenses			
Extra Curricular Activities Costs	354,105	600,000	342,935
Trading	37,875	45,000	42,645
Fundraising and Community Grant Costs	36,865	-	9,623
	428,845	645,000	395,203
Surplus/ (Deficit) for the year Locally raised funds	773,669	564,996	649,355

4. International Student Revenue and Expenses

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	Number	Number	Number
International Student Roll	15	10	20
Revenue			
International Student Fees	200,768	171,996	422,766
Expenses			
Student Recruitment	21,450	19,976	58,650
Employee Benefit - Salaries	67,690	55,000	39,588
Other Expenses	37,265	45,000	79,530
	126,405	119,976	177,768
Surplus/ (Deficit) for the year International Students	74,363	52,020	244,998

5. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	515,047	541,496	426,194
Equipment Repairs	11,148	8,500	5,467
Information and Communication Technology	69,804	147,996	43,762
Library Resources	12,548	12,000	12,446
Employee Benefits - Salaries	8,925,167	8,810,000	8,439,334
Staff Development	50,197	54,996	28,747
	9,583,911	9,574,988	8,955,950

6. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	10,707	15,504	12,502
Board Fees	5,740	-	4,175
Board Expenses	4,550	15,000	16,016
Intervention Costs & Expenses	-	-	-
Communication	54,431	84,996	56,972
Consumables	46,627	6,000	50,096
Operating Lease	900	-	-
Legal Fees	13,019	-	24,801
Other	92,484	305,004	70,305
Employee Benefits - Salaries	1,011,363	830,004	1,023,473
Insurance	25,614	-	25,164
Service Providers, Contractors and Consultancy	224,647	-	246,857
	1,490,082	1,256,508	1,530,361

7. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	155,978	305,004	94,184
Consultancy and Contract Services	237,705	-	212,159
Cyclical Maintenance Provision	(2,363)	-	10,004
Heat, Light and Water	104,244	110,004	102,465
Rates	7,524	24,996	8,908
Repairs and Maintenance	183,055	114,996	121,606
Use of Land and Buildings	1,970,978	2,000,000	2,748,396
Employee Benefits - Salaries	127,446	150,000	168,864
	2,784,567	2,705,000	3,466,586

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate.

This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end

8. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	1,203,221	795,528	841,070
Bank Overdraft	(2,251)	(2,530)	(2,809)
Cash and cash equivalents for Statement of Cash Flows		<u>1,200,970</u>	<u>792,998</u>
		<u>1,200,970</u>	<u>838,261</u>

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

9. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	208,388	171,459	126,462
Receivables from the Ministry of Education	51,759	200,320	532,236
Interest Receivable	-	-	429
Teacher Salaries Grant Receivable	637,538	632,172	626,808
	<u>897,685</u>	<u>1,003,951</u>	<u>1,285,935</u>
Receivables from Exchange Transactions	208,388	171,459	126,891
Receivables from Non-Exchange Transactions	689,297	832,492	1,159,044
	<u>897,685</u>	<u>1,003,951</u>	<u>1,285,935</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset	-	601,945	1,203,889
Short-term Bank Deposits	-	601,945	1,203,889
Total Investments	<u>-</u>	<u>601,945</u>	<u>1,203,889</u>

11. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$	
Buildings	828,732	9,271	-	(26,080)	-	811,923	
Furniture and Equipment	612,640	237,154	-	(104,390)	-	745,404	
Information and Communication Technology	135,044	119,408	-	(79,664)	-	174,788	
Motor Vehicles	29,526	-	-	(7,739)	-	21,787	
Textbooks	6,851	-	-	(964)	-	5,887	
Leased Assets	46,509	90,357	-	(37,031)	-	99,835	
Library Resources	68,741	11,438	-	(8,712)	-	71,467	
Balance at 31 December 2021	1,728,043	467,628	-	(264,580)	-	1,931,090	

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,318,338	(506,415)	811,923	1,309,066	(480,334)	828,732
Furniture and Equipment	1,661,109	(915,705)	745,404	1,423,955	(811,315)	612,640
Information and Communication T	1,536,084	(1,361,296)	174,788	1,416,676	(1,281,632)	135,044
Motor Vehicles	68,374	(46,587)	21,787	68,374	(38,848)	29,526
Textbooks	132,710	(126,824)	5,886	132,710	(125,859)	6,851
Leased Assets	220,283	(120,448)	99,835	129,926	(83,417)	46,509
Library Resources	243,782	(172,315)	71,467	232,344	(163,603)	68,741
Balance at 31 December	5,180,680	(3,249,590)	1,931,090	4,713,051	(2,985,008)	1,728,043

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	281,476	357,679	425,251
Accruals	84,600	155,557	226,515
Employee Entitlements - Salaries	637,538	632,173	626,808
Employee Entitlements - Leave Accrual	83,392	41,696	-
	1,087,006	1,187,105	1,278,574
Payables for Exchange Transactions			
	1,087,006	1,187,105	1,278,574

13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	5,000	2,500	-
International Student Fees in Advance	121,438	171,096	220,755
Other revenue in Advance	18,633	23,633	28,742
	145,071	197,229	249,497

14. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	37,088	37,088	189,466
Increase/ (decrease) to the Provision During the Year	(2,363)	(1,181)	10,004
Use of the Provision During the Year	-	-	(162,382)
Provision at the End of the Year	<u>34,725</u>	<u>35,907</u>	<u>37,088</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	34,725	35,907	37,088
	<u>34,725</u>	<u>35,907</u>	<u>37,088</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:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	36,378	39,657	42,935
Later than One Year and no Later than Five Years	64,607	37,946	11,286
	<u>100,985</u>	<u>77,603</u>	<u>54,221</u>
Represented by			
Finance lease liability - Current	36,378	39,657	42,935
Finance lease liability - Term	64,607	37,946	11,286
	<u>100,985</u>	<u>77,603</u>	<u>54,221</u>

16. Funds held in Trust

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	189,270	239,820	290,369
	<u>189,270</u>	<u>239,820</u>	<u>290,369</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure 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.

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Block M Toilet Upgrad		41,097	21,017	(69,063)		(6,949)
Prefab Upgrade Table Mountain		406,822	209,761	(572,336)		44,247
Roofing Project		(22,296)				(22,296)
SIP Hub		(19,415)	360,000	(339,041)		1,544
Sensory Room		31,498		(36,386)		(4,888)
Emergency Fire		-	8,351	(7,155)		1,196
Gas Pipework		-	50,000	(56,910)		(6,910)
SNM Low Vision		-	-	(10,715)		(10,715)
Totals		437,706	649,129	(1,091,606)		(4,771)

Represented by:

Funds Held on Behalf of the Ministry of Education	46,987
Funds Due from the Ministry of Education	51,758
<hr/>	
	(4,771)

	2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Block M Toilet Upgrad	<i>In progress</i>	70,381	379,225	(408,509)		41,097
Prefab Upgrade Table Mountain	<i>In progress</i>	211,474	613,513	(418,165)		406,822
Block Q Hot Water Cyclinders	<i>Complete</i>	(24,640)				(24,640)
Block Q replace gas heaters	<i>Complete</i>	33,500	3,325	(12,185)		24,640
Roofing Project	<i>In progress</i>	(22,296)				(22,296)
Electrical Distribution Boards	<i>Complete</i>	(2,042)			2,042	-
SIP Hub	<i>In progress</i>			(19,415)		(19,415)
Sensory Room	<i>In progress</i>		40,500	(9,002)		31,498
Totals		266,377	1,036,563	(867,276)	2,042	437,706

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal and Senior Leadership Team.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	5,740 0.58	4,175 0.46
<i>Leadership Team</i>		
Remuneration	673,547	553,817
Full-time equivalent members	5	4
Total key management personnel remuneration	<hr/> 679,287	557,992

There are 12 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal 1

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

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

Remuneration	2021	2020
\$000	FTE Number	FTE Number
100-110	16.00	8.00
110-120	3.00	1.00
120-130	3	3
	<hr/> 22.00	<hr/> 12.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total		\$2,000
Number of People	1	

21. Contingencies

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

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of 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 2021, a contingent liability for the school may exist.

22. 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

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	1,200,970	792,998	838,261
Receivables	897,685	1,003,951	1,285,935
Investments - Term Deposits	-	601,945	1,203,889
Total Financial assets measured at amortised cost	<u>2,098,655</u>	<u>2,398,894</u>	<u>3,328,085</u>

Financial liabilities measured at amortised cost

Payables	1,087,006	1,187,105	1,278,574
Finance Leases	100,985	77,603	54,221
Total Financial Liabilities Measured at Amortised Cost	<u>1,187,991</u>	<u>1,264,708</u>	<u>1,332,795</u>

23. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Increased Remote learning additional costs

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

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ONSLOW COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Onslow College (the College). The Auditor-General has appointed me, Pam Thompson, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the College on his behalf.

Opinion

We have audited the financial statements of the College on pages 2 to 18, that comprise the statement of financial position as at 31 December 2021, 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 College:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

Basis for 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 College 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.

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In preparing the financial statements, the Board is responsible on behalf of the College for assessing the College'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 College, 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 College'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 College'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 College'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 College 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.

Deloitte.

- We assess the risk of material misstatement arising from the Novopay 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. Other Information has not been received by the auditor at the date the audit report is signed. Other information 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 College 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 College.



Pam Thompson,
Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand