



Annual Report 2022

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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. Students, staff and whānau are focusing on how those values are embedded in everything that we do at Onslow College.

School started in a very different way in 2022 with mask wearing and many students and staff having time away from school sick and/or isolating. It was six months before we saw our Year 9 students' faces and this has had an impact on how students have adjusted to being at college. Staff have continued to work hard to put students at the centre of all that we do, and it has been difficult for all of our community to see so many events postponed or cancelled. 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.

Wellbeing

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

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.

Student Achievement

To collaboratively design with staff and students 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)

ACHIEVEMENT AND ATTENDANCE GOALS 2022

Attendance 2022

Please find 2022 attendance data in appendix

Our attendance goal is 90% for everyone with a particular focus on Māori and Pacific Peoples attendance.

2022 Outcome Data

See the Achievement Reports here ([link Principal Reports](#))

Academic Achievement Goal

Our 2023 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 overall results

Status of our buildings and property

The re-roofing of the school is progressing well. While it is disruptive to the school it is far more pleasant working in buildings that are not leaking and we are progressively decreasing the number of leaks in the school.

The detailed planning of the whare and the new block is going well. While it is exciting developing the plans for the new build it is very slow and I would like to feel confident around when the buildings will be delivered, and I do not.

What has been heartening in the relationship that we now have with Te Ātiawa and the important work they have been doing with us across the building, curriculum development, strategic planning and board work.

Staff and students continue to perform at an outstanding level despite the substandard buildings.

Curriculum at Onslow College

Through 2022 we completed our goal of removing all streaming from our Year 9 –11 classes. We reviewed the Year 9 curriculum and have implemented a new approach for Year 9 in 2023. During 2023 we will review the Year 10 curriculum with the aim of changing this in 2024. We are proud that we have been able to introduce compulsory Te Reo Māori for all Year 9 students at Onslow College and that students will experience all subjects and be supported with literacy and numeracy classes.

We continue to focus on implementing UDL (Universal Design for Learning) for all our students. We continue to focus on the curriculum refresh and the NCEA redesign.

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. The areas which need much closer examination are the results for our Māori students and our University Entrance results.

While overall achievement at Level 1 higher than the national results, there is still a disparity between our Māori and Pākehā students. The Pasifika results also show a gap. We still have work to do on our overall STEM results but there has been progress on the tracking we do in our junior school to allow an easier transition for our students into NCEA Level 1. The introduction of a new SMS (Student Management System) has assisted with this tracking and having access to real-time data.

Our staff

Staff have had three years of disrupted teaching and the landscape of teaching and learning has changed. We continue to focus on students and offering high-quality education.

We continue to focus on building relationships through the Ako system with students and whānau. 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.

Staff have continued to develop through Professional Learning with Te Ātiawa, UDL and Relational and Restorative Practice. All of these approaches support our vision, values and strategic goals.

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 through implementing a co-chair and having Māori student reps on the board. 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.

The school is very grateful to the school community for the work they do as volunteers. This allows us to offer a wide range of sports and arts activities and I thoroughly enjoy seeing how our students excel in so many areas.

Student leadership and voice

Our students have continued to develop their leadership roles in the school. The student reps have developed a comprehensive new approach which addresses how we honour Te Tiriti o Waitangi in our leadership structure. The Student Board Representatives are looking to develop this further.

Our financial position

Financially our school has suffered from the impact of Covid on the International market. It is positive that we have had new international students joining. 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

I would like to acknowledge the Board 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 2022 to support the school.

The board's commitment to staff and students during the last three years 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 Sally Robinson and Donna Cormack, the Board Co- Chairs, and Mark Patchett, the Deputy Board Chair, during 2022 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

Onslow College – our charter

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 college.

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 ākonga to find sustenance so that they can grow and thrive. 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 ākonga 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 the 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 rūpu which is empowered to create Mātauranga Māori learning experiences for Māori rangatahi which foster mana.

Targets

- Strategic vision for rangatahi rūpu is written with students by the end of Term 1.
- Leadership structure is confirmed by week 2 Term 2.
- Rūpu 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

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 student, 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 is 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 ākongā (students and staff)

Annual Goal – To design a building for stage 1 of the Masterplan that enhances the Onslow Way and nurtures ākongā (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.

Statement of Variance Reporting



Analysis of Variance Reporting

School Name:	Onslow College	School Number:	0269
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Wellbeing

Strategic Aim:	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 support our staff's wellbeing
Target:	<ul style="list-style-type: none"> 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
Baseline Data:	No staff well-being plan. Restorative training for all staff completed Term 4 2021 but no Onslow processes developed.

Statement of Variance Reporting



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>Completed NCER survey</p> <p>Provided a summary to staff of the results</p> <p>Target set of setting up a group and to improve communication lines with staff</p> <p>Restorative processes developed with staff</p> <p>Wellbeing room identified and a staff work space created</p>	<p>Summary of results identified communication, need for a staff wellbeing group.</p> <p>Communication initiatives trailed through staff comms once a day from SLT and rethinking the use of Teams. WSL appointed to focus on leading a staff wellbeing group.</p> <p>Staff wellbeing group established.</p> <p>Training for Restorative approaches continued with a focus on Learning Area Leaders and Deans.</p> <p>Restorative Advisory Group established and processes is in development.</p> <p>Staff wellbeing room identified to be set up for 2023.</p> <p>Staff workroom identified and new furniture purchased and in use in Term 3.</p>	<p>The NCER survey was very big and the analysis of it made identifying areas difficult. Staff wanted access to the raw data but it was often easy to identify the people being referred to. It was positive to have the daily staff comms and the restructure of Teams to try and reduce the information being sent to staff on a daily basis. The use of a weekly what's on also helped support the flow of information. The appointment of the WSL and the establishment of the group allowed for movement towards setting goals for 2023.</p> <p>Restorative training has been well attended and received. Draft processes have been further developed but this was hindered by the SLT member leading this leaving and the transfer of the role.</p> <p>Workroom is up and running and staff quiet room being furnished.</p>	<p>New survey that can be repeated easily and all data shared will be identified and used.</p> <p>Plan will be established with work group around what to focus on.</p> <p>Teams development will be continued to streamline communication issues for staff and students.</p> <p>WSL role will continue and group will continue to meet.</p> <p>Restorative processes are established and will be trailed in 2023.</p>
Planning for next year:			
Please refer to the annual goals for 2023 under Wellbeing.			

Annual Aim:	To support our students' wellbeing
Target:	<ul style="list-style-type: none"> • 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.
Baseline Data:	No student group

Statement of Variance Reporting



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>Staff and student groups were established. Staff well being group and restorative group.</p> <p>Māori advisory student group.</p> <p>Leadership change student group led by Board Reps.</p> <p>Areas identified by student groups were -</p> <p>Māori student representation on the Board.</p> <p>Need to reinvent the Student Council and representation on Middle Leadership groups within the school ie Deans, Learning Area Leaders.</p> <p>Developing socialisation spaces within the school for students.</p> <p>NCER survey completed in part during Term 2 but decision made not to repeat because of the Covid interruptions and change of Senior Leader.</p>	<p>Board have 2 Māori student reps attending the meetings they have co-opted one and are working on constitutional change for the second.</p> <p>Student Council proposal has been accepted and set up is in progress for 2023, including representation on middle leadership groups.</p> <p>Outdoor areas were identified as the most important spaces to be developed after consultation with Ako classes. Student reps are working with PPTA to progress this.</p> <p>Student group established to help with the development and implementation of Restorative and Relational Practice at Onslow.</p>	<p>Student leadership plan developed and ready for implementation.</p> <p>Board representation in progress.</p> <p>Consultation for student area for development completed and area identified. Seating in process of being purchased with PPTA.</p> <p>Group to work with RRP established.</p> <p>NCER survey abandoned.</p>	<p>Fully implement the student leadership proposal.</p> <p>Student area developed.</p> <p>Students involved in refinement of RRP processes and how to develop Ako.</p>
Planning for next year:			
Refer to 2023 Annual plan.			

Statement of Variance Reporting



Biculturalism

Strategic Aim:	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 Aim:	Establish a strategic leadership rangatahi rōpu which is empowered to create Mātauranga Māori learning experiences for Māori rangatahi which foster mana.
Target:	<ul style="list-style-type: none">Strategic vision for rangatahi rōpu is written with students by the end of Term 1.Mātauranga Māori learning experiences are offered once a term that are endorsed by the rangatahi rōpu as mana enhancing.
Baseline Data:	Rangatahi rōpu meets but does not have a strategic vision Mātauranga Māori learning experiences are ad hoc and sparse and are not always driven by Māori for Māori

Statement of Variance Reporting



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>Rangatahi Rōpu have established a strategic plan by the end of Term 4.</p> <p>Mātauranga Māori learning experiences were implemented through leadership programme with Wellington High.</p>	<p>Representation on the Board for Māori students in 2023.</p> <p>Leadership plan ready to be initiated in 2023</p> <p>Mātauranga Māori learning experiences were implemented more than once a term. These included wānanga, ngā manu kōrero, māori language week celebration at parliament, Tamaiti presentation and leadership noho</p>	<p>Strategic Plan took longer than anticipated as it was aligned with a student research project.</p>	<p>Implementing strategic plans and aligning with leadership across the whole school.</p>
Planning for next year:			
Refer to 2023 Annual Goals			

Statement of Variance Reporting



Annual Aim:	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.
Target:	<ul style="list-style-type: none">• All Learning Area Leaders lead their teachers to complete two growth cycles for the Learning Conversation Tool by the end of the year.• Professional learning will be offered to all staff regarding UDL for learning and how it relates to Māori achievement• Level 1 NCEA (National Certificate of Educational Achievement) Māori Learner achievement is at the same levels as Pākeha
Baseline Data:	Growth cycles not all linked to the Learning Conversation Tool. UDL a new concept in the school Level 1 NCEA result for Māori students at 38%

Statement of Variance Reporting



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>Appointed a staff member to support Mātauranga Māori within the curriculum across the school.</p> <p>SLT monitored staff participating in using the Learning Conversation Tool twice for two growth cycles.</p> <p>UDL professional learning was offered to all staff 3 times through staff meetings or TPL time. A UDL group was set up with a representative from each learning area.</p> <p>Tracking of Māori students in Level 1 was implemented with tutorials offered every Wednesday spell 5. Staff member was given time to assist SLT with mentoring these students.</p>	<p>All learning areas showed increased understanding of Mātauranga Māori and attempted to implement this in the curriculum. Two learning areas did not focus on a full unit.</p> <p>Learning Conversation Tool was used in all Learning Areas with 80% of staff using it twice. There is concern with some of the pairings and that the conversations need to be more focused on pedagogy.</p> <p>UDL professional learning is being used in classes and the group has been established and is supporting staff through out the school with implementing this planning.</p> <p>Level 1 Māori achievement was raised to 54.8% but this was still significantly lower than overall 78.8% and European 78.5%</p>	<p>Staff needed support to implement and start the work with Mātauranga Māori. There is significant buy in but some fear about getting it wrong. The person appointed is working with those areas to develop knowledge and confidence.</p> <p>Learning Conversation Tool needed to be supported with Professional Learning for some Learning Areas as the Leader was new or did not have the experience required. This was offered during the year but impacted on the number of observations.</p> <p>UDL is developing well.</p> <p>The tracking needs to start much earlier as does the Individualised Programmes. Also needs to be programmes that continue to assist with absenteeism which has been a growing concern with Covid.</p>	<p>Development of an Onslow College Effective Teacher Profile which uses all of the tools mentioned and maps out Professional Learning and expectations.</p>
Planning for next year:			
<p>Refer to Annual Goals for 2023</p>			

Student Achievement Goal

Strategic Aim:	To collaboratively design an innovative curriculum that supports equitable learning pathways
Annual Aim:	To implement a reporting system through Kamar which provides timely feedback to whānau and parents.
Target:	<ul style="list-style-type: none">• An interim report is implemented for all year levels in Term 1.• At least two written report 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.
Baseline Data:	Inconsistent reporting from year to year.

Statement of Variance Reporting



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>Interim report implemented Term 1.</p> <p>Two written reports for students on Kamar. One in Term 2 or 3 and one in Term 4.</p> <p>Ako Conference and two subject conferences offered.</p> <p>Emails and Information Evenings on Kamar offered. Information evening coincided with the Conferences in Term 3.</p>	<p>All targets met.</p>	<p>No variance</p>	<p>Reports to be refined to give clarity to exactly where students are at and to incorporate reporting values.</p> <p>Conferences to be developed so there are online and face to face options.</p>
Planning for next year:			
<p>Refer to 2023 Annual Goals.</p>			

Annual Aim:	Embedding KAMAR into Onslow College and upskilling staff.
Target:	<ul style="list-style-type: none"> • KAMAR installed and ready for use for current students Feb 2022 • 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.
Baseline Data:	School had not used Kamar before. Had been one training day at the end of 2021.

Statement of Variance Reporting



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>Kamar installed Jan 2022 and was ready to be used in Feb 2022.</p> <p>Training for Kamar use for all staff on Staff Only Day in January 2022 and individual training through out Term 1 and 2.</p> <p>Staff were able to set up their own mark books and retrieve data.</p> <p>Deans and LAL using Kamar for reporting purposes.</p> <p>Progressive data was used for senior students and was asked to be used for Junior students.</p>	<p>Installation and use was successful but some staff did find this challenging and did feel that more support could have been offered.</p> <p>Use of Kamar is good but there are staff who are more proficient than others and support is still required.</p> <p>Progressive data was provided for senior students and this was used by SLT to put interventions in place in Term 4 but the use for junior students was inconsistent and there were limited interventions based on this data.</p>	<p>Variance in the use of data was because of Learning Area understanding around curriculum levels and next steps.</p>	<p>Understanding of curriculum levels and explicit use of statements for reports.</p> <p>Interventions for students the data is showing as being at risk from Term 2.</p>
Planning for next year:			
Refer to annual goals for 2023.			

Annual Aim:	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.
Target:	<ul style="list-style-type: none"> • 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
Baseline Data:	Te Ara a Māui being used as a space for students with high needs.

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>Te Ara a Maui identified as not working for students. The 38% pass rate for Māori students at Level 1 showed this.</p> <p>A new space was developed Tauwhirowhiro.</p> <p>This was designed to transition students into class.</p>	<p>Tauwhirowhiro set up and staffed. Referral system was developed. In Term 1-4 17 students were assisted.</p> <p>Success markers have not been established but a raise to 54.8% for Māori Level 1 learners is positive.</p>	<p>Re-evaluation of space and low achievement in Te Ara a Maui.</p>	<p>Continued development of Tauwhirowhiro and full time staffing.</p> <p>Measurements development around attendance, achievement, and retention.</p>
Planning for next year:			
<p>Refer to annual goals for 2023.</p>			

Annual Aim:	<p>Continue to lead de-streaming and approaches to responsive teaching for diverse learners through team teaching and mentoring.</p>
Target:	<ul style="list-style-type: none"> • 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.

Baseline Data:	Streaming in Year 10 Math and Year 11 Science. No pathway to Y13 for 12 MIT students. Soft streaming in the senior school.
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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>No streaming in Year 10 Math and Professional Learning to support it through internal work and with University of Canterbury and the destreaming project.</p> <p>No streaming in Year 11 Science. Led by LAL of Science.</p>	<p>Professional learning and curriculum development occurred to meet the needs of students in de-streamed classes. Some classes more successful than others but overall the results in the Year 10 numeracy pilot (74%) pass rate and the results in Year 11 science showed there was an increase in success.</p>	<p>No variance</p>	<p>Address the soft streaming in the senior school.</p>
Planning for next year:			
Refer to curriculum development in Y10 in annual goals for 2023.			

Annual Aim:	Consultation and development of a new junior curriculum is completed and ready for implementation in 2023.
Target:	<ul style="list-style-type: none"> • 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
Baseline Data:	No curriculum change in junior school for over 15 years despite repeated investigations.

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>
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<p>Consultation group set up week 3 Term 1</p> <p>Consultation documents from last 4 years analysed and decision made to use those rather than start new consultation.</p> <p>Professional learning offered through appointment for Mātauranga Māori support for each department and twice for full staff.</p> <p>Junior Curriculum proposal presented Term 3.</p> <p>Te Ao Māori unit completed by 6 learning areas with two having lessons through out the year.</p> <p>Year 9 Curriculum change ready for implementation in 2023.</p>	<p>Identified a 5 year approach to Curriculum change to support change management.</p> <p>Year 9 ready for implementation in 2023.</p> <p>Matauranga Māori developed but not at full implementation.</p>	<p>Change management and working with staff to manage the workload.</p>	<p>Planning for curriculum change at Y10 for 2024.</p>
<p>Planning for next year:</p>			
<p>Refer to annual plan for 2023.</p>			

Property

Strategic Aim:	To create a physical environment that enhances the Onslow Way and nurtures ākonga (students and staff)
Annual Aim:	To design a building for stage 1 of the Masterplan that enhances the Onslow Way and nurtures ākonga (students and staff)
Target:	<ul style="list-style-type: none">• 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
Baseline Data:	Masterplanning has begun but progressing slowly.

Statement of Variance Reporting



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>Design group established but does not include Tangata Whenua until Term 3. No presentation to the community as progress has stalled. Staff presented to once in Term 2 and once in Term 3</p>	<p>Agreement reached about where being separate to the main build. Agreement on 3 story building. Agreement on what is in the building.</p>	<p>Pace the ministry works at.</p>	<p>Keep engaging in the planning.</p>
Planning for next year:			
Refer 2023 annual plan			

Annual Aim:	Reflect Aotearoa New Zealand being bicultural in our design
Target:	<ul style="list-style-type: none"> • Our buildings link with the whenua and mana whenua, acknowledging local rōhe • A whare is part of the first stage of the masterplan
Baseline Data:	No mana whenua engagement

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>
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Mana whenua engaged.	Mana whenua attending design meetings for the build.		<p>You might like to consider the following questions:</p> <ul style="list-style-type: none"> - Based on the outcomes and the reasons for these, what will you do the same/ differently next year? - What impact is there on current and ongoing teaching practice as a result of the actions taken and the results? - Have you identified any ongoing teacher or student needs? - What funding/resourcing may be necessary to support identified actions and needs?
Planning for next year:			
Refer to 2023 annual plan			

Annual Aim:	Find a solution for the loss of the recreation centre.
Target:	<ul style="list-style-type: none"> • 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.

Baseline Data:	No solution and not enough gym space
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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>
Proposal made to ministry to after exploring options of a covered turf space.	Proposal accepted.		Working with WCC to see if it could be a full turf.
Planning for next year:			
Refer to 2023 annual plan.			

The attendance goal of 90% was not achieved. Overall we had 88% attendance but this was lower for both Māori and Pacific Peoples. While covid had some impact we continue to struggle with attendance.

See the Achievement Reports [here](#)

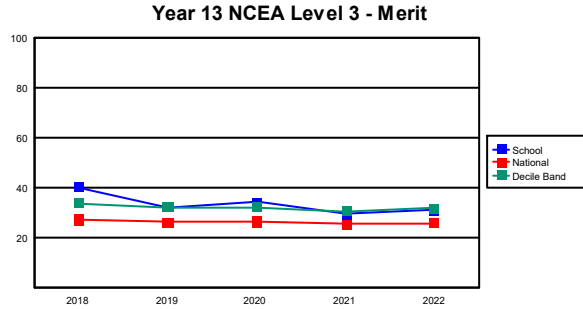
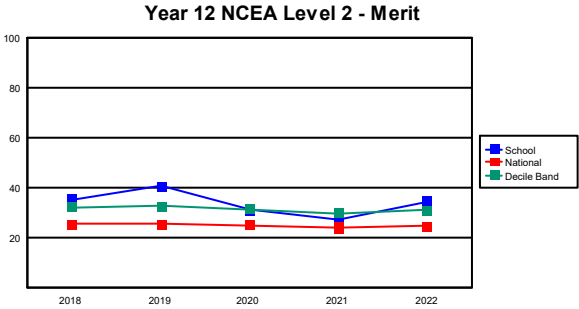
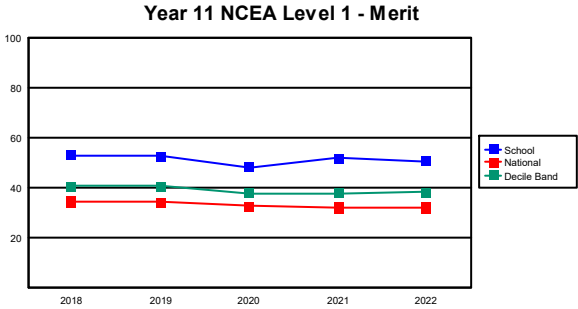
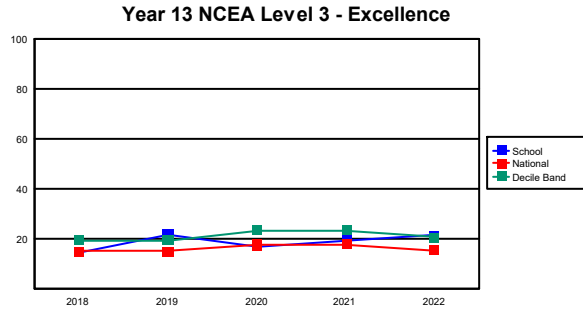
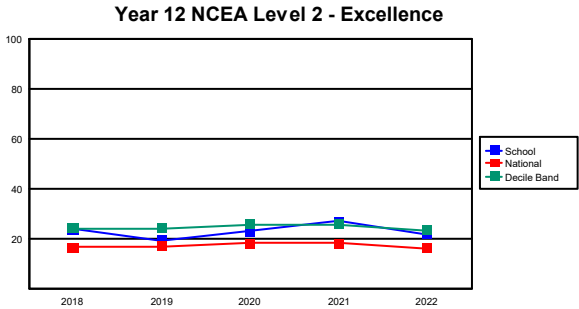
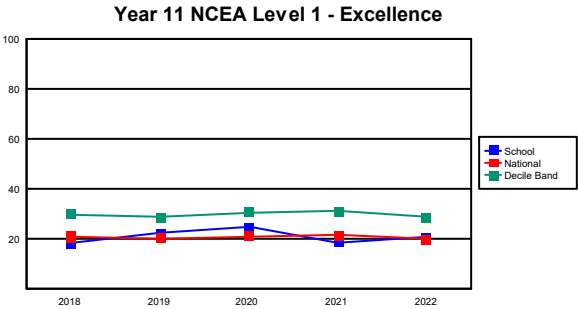
We met the achievement goal in all areas except the UE data. It is also of concern that our Māori and Pacific Peoples results are not at the same level as the rest of the cohorts at Onslow College.

Appendix

NCEA Certificate Endorsement: Onslow College
PR4 - Cumulative Results by Percentage

Generated 9-Feb-2023

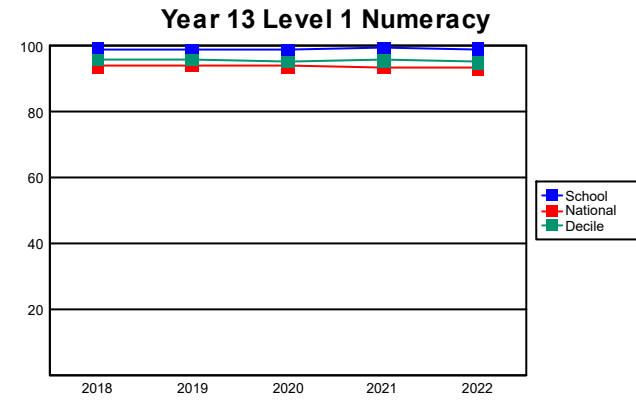
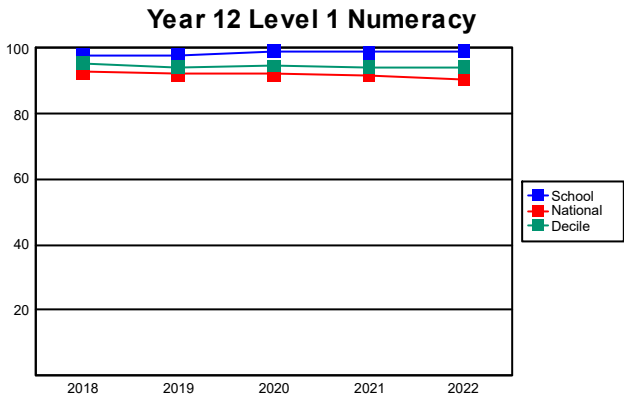
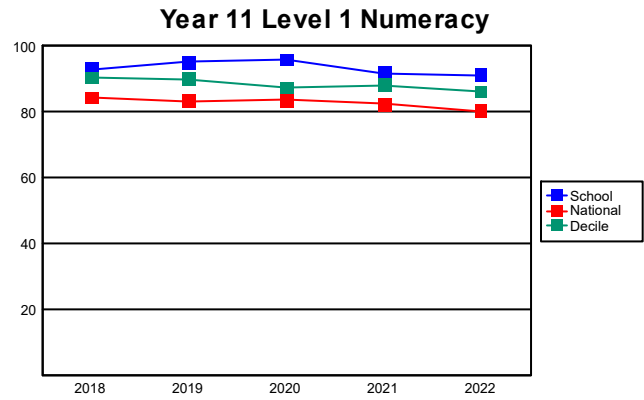
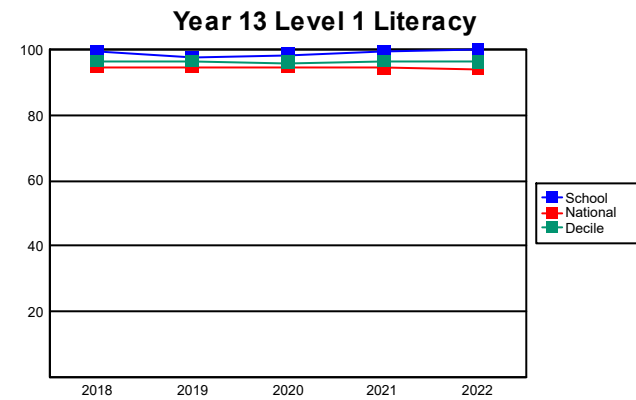
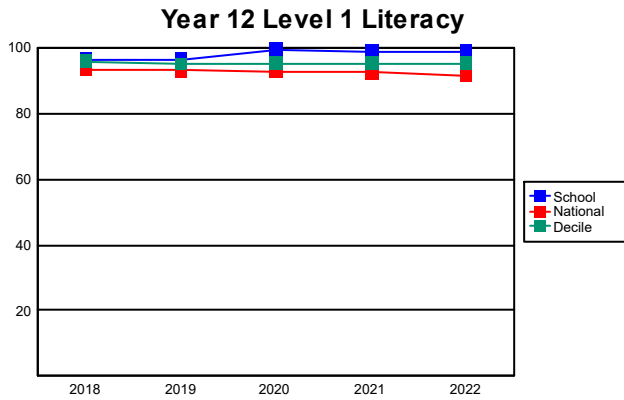
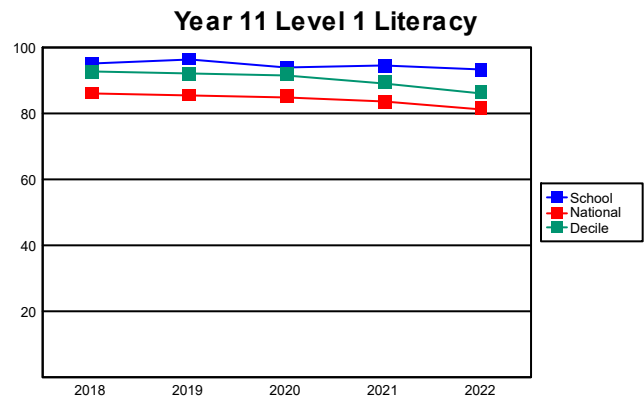
Onslow College				National			Decile 8-10		
Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2018	17.9	23.6	14.6	20.5	16.5	15.0	29.5	24.2	19.2
2019	21.8	19.4	21.7	19.9	16.7	14.8	28.3	23.9	19.4
2020	24.3	22.7	17.0	20.7	17.9	17.5	30.2	25.7	23.1
2021	18.4	26.6	19.2	21.1	17.9	17.9	30.6	25.8	23.4
2022	20.4	21.7	21.2	19.5	16.2	15.4	28.2	23.4	20.4
Achieved with Merit									
2018	52.7	35.1	40.1	34.3	25.2	27.0	40.4	32.1	33.8
2019	52.4	40.3	31.9	33.9	25.1	26.2	40.6	32.5	32.2
2020	48.0	30.7	34.0	32.3	24.9	26.3	37.9	31.1	32.2
2021	51.5	27.1	29.4	31.9	23.8	25.3	37.6	29.7	30.5
2022	50.6	34.4	30.7	31.9	24.5	25.8	38.2	30.9	31.7



Level 1 Literacy and Numeracy: Onslow College

PR 3 - Cumulative Results by Percentage

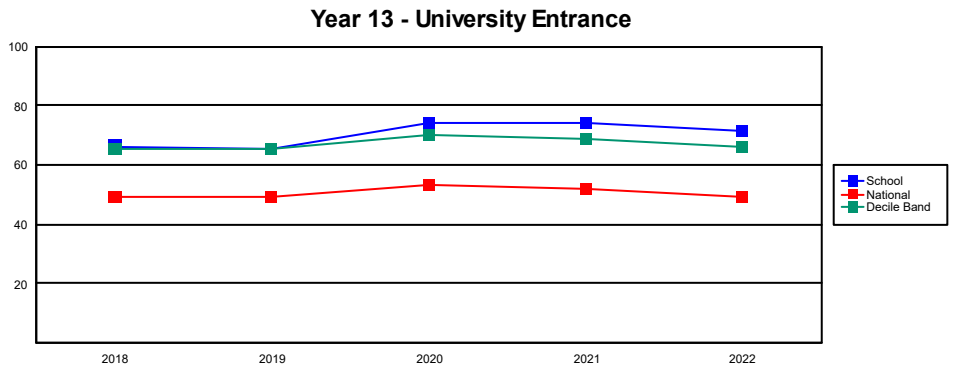
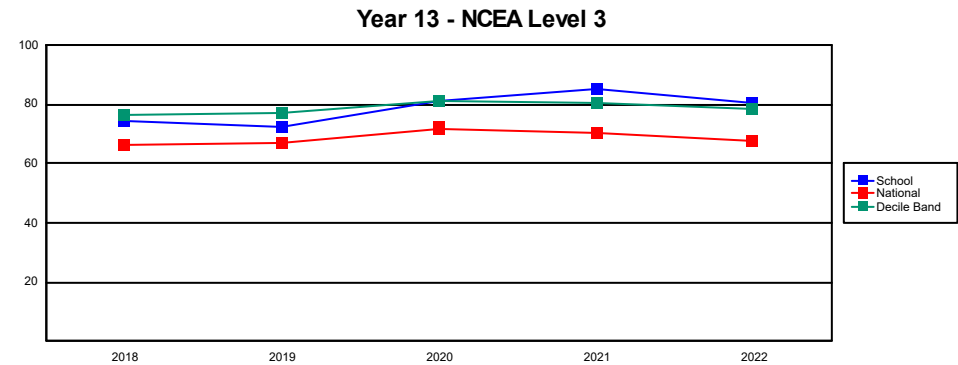
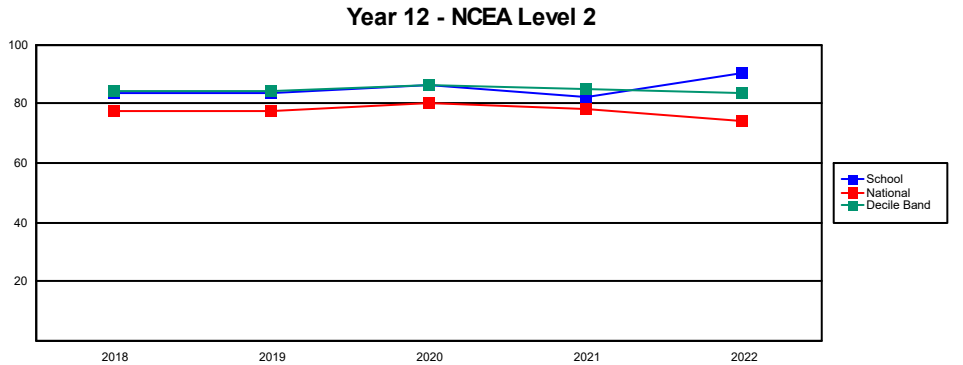
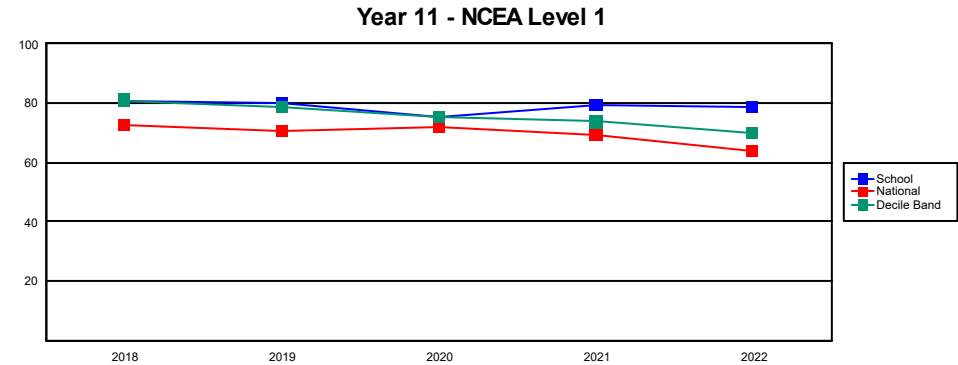
Onslow College					National			Decile 10		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2018	Literacy	95.2	96.4	99.1	86.2	93.3	94.4	92.6	95.6	96.2
2019	Literacy	96.5	96.4	97.4	85.5	92.8	94.6	92.1	94.8	96.1
2020	Literacy	94.0	99.3	98.3	85.1	92.7	94.4	91.7	95.2	95.7
2021	Literacy	94.4	98.8	99.2	83.6	92.2	94.2	89.4	95.0	96.2
2022	Literacy	93.2	98.8	99.5	81.5	91.2	94.0	86.3	95.0	95.9
2018	Numeracy	93.2	97.6	99.1	84.4	92.4	93.8	90.5	95.2	95.9
2019	Numeracy	95.1	97.6	98.7	83.4	91.8	94.0	90.0	94.0	95.9
2020	Numeracy	95.9	98.9	98.7	83.6	91.7	93.7	87.5	94.3	95.3
2021	Numeracy	91.9	98.5	99.2	82.5	91.3	93.6	88.3	94.0	95.7
2022	Numeracy	91.3	98.8	99.1	80.5	90.1	93.3	86.3	94.0	95.0



Achievement in NCEA and UE: Onslow College

PR2 - Enrolment Based Cumulative Overall Results

Onslow College					National				Decile 8-10			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2018	80.7	83.9	74.4	66.4	72.4	77.6	66.1	48.9	81.0	84.2	76.5	65.3
2019	79.8	83.7	72.5	65.1	70.6	77.5	67.3	49.3	78.8	84.2	76.9	65.4
2020	75.4	86.5	81.0	74.1	71.8	80.1	72.1	53.4	75.5	86.0	80.9	69.9
2021	79.0	82.3	84.9	73.8	69.2	77.9	70.5	51.9	73.6	85.1	80.7	68.8
2022	78.8	90.2	80.6	71.6	64.0	74.2	67.6	49.1	69.7	83.5	78.7	66.3



Achievement in NCEA and UE: Onslow College

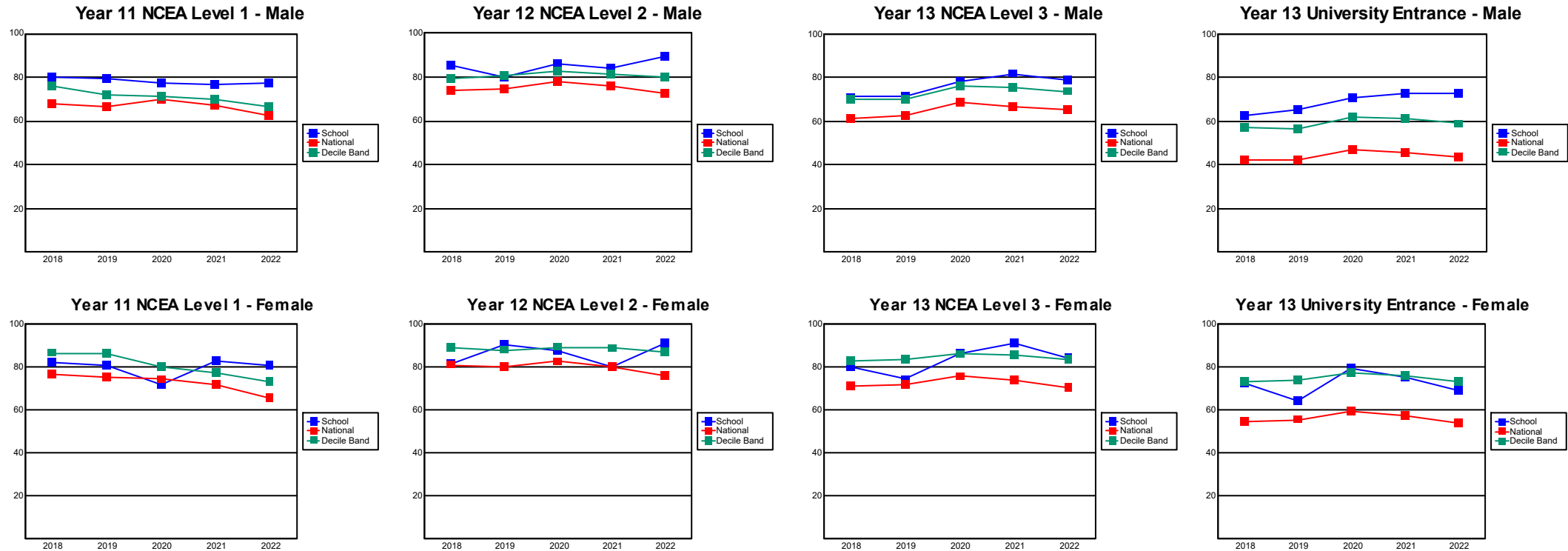
PR2 - Enrolment Based Cumulative Results by Gender

Onslow College

National

Decile 8-10

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2018	80.1	85.6	71.0	62.6	68.2	74.2	61.0	42.4	75.7	79.5	70.0	57.1
2019	79.3	79.9	71.5	65.3	66.5	74.7	62.3	42.2	72.0	80.5	70.0	56.1
2020	77.6	85.9	77.9	70.7	69.6	77.8	68.5	46.8	71.4	82.7	75.8	61.8
2021	76.6	83.9	81.8	72.7	67.0	76.0	66.8	45.5	70.2	81.7	75.4	61.0
2022	77.5	89.7	78.6	72.9	62.5	72.5	65.0	43.6	66.5	80.3	73.7	58.7
Female												
2018	81.7	81.4	80.0	72.5	76.8	81.0	70.7	54.8	86.4	88.9	82.7	73.3
2019	80.8	90.3	74.1	64.7	74.9	80.2	71.9	55.8	85.9	87.9	83.5	74.2
2020	71.8	87.8	85.9	79.3	74.1	82.4	75.5	59.6	79.6	89.2	85.8	77.7
2021	82.5	79.8	90.7	75.6	71.5	79.8	74.0	57.7	77.0	88.6	85.7	76.1
2022	80.6	91.0	84.1	69.5	65.6	75.9	70.1	54.1	73.1	86.7	83.4	73.3



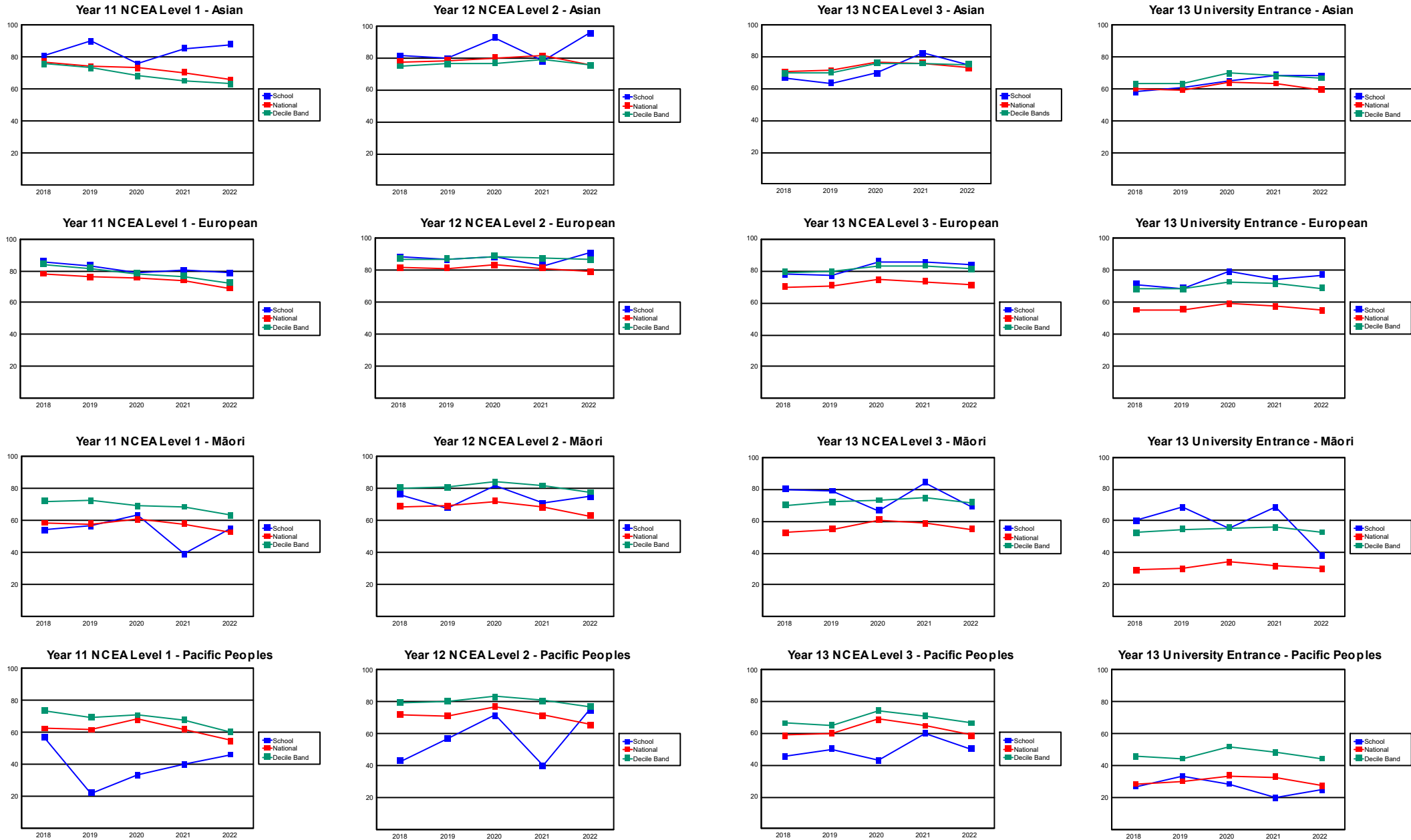
Achievement in NCEA and UE: Onslow College

Generated 9-Feb-2023

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Onslow College				National				Decile 8-10			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2018	80.6	81.1	66.7	58.3	76.9	77.3	70.5	60.1	75.4	74.7	69.6	63.4
2019	89.7	79.5	63.4	61.0	73.9	78.3	71.3	59.3	72.9	76.1	70.2	63.1
2020	75.5	92.7	69.8	65.1	73.1	80.0	76.5	64.1	68.1	76.9	76.1	70.0
2021	85.0	78.0	82.4	68.6	70.0	81.1	76.2	63.4	65.0	79.1	75.8	68.4
2022	87.8	95.5	75.0	68.2	65.4	75.5	73.0	59.5	63.1	75.4	75.1	66.8
European												
2018	85.8	88.0	77.9	71.2	78.0	81.5	69.9	55.0	84.1	86.9	79.3	68.0
2019	83.1	86.4	76.9	68.6	76.0	81.1	70.8	55.1	81.6	86.9	79.6	68.2
2020	78.4	88.2	85.8	79.0	75.8	83.2	74.6	59.0	78.1	88.6	83.5	72.5
2021	80.5	82.8	85.3	74.6	74.0	81.2	73.2	57.2	76.4	87.2	83.1	71.4
2022	78.5	90.6	83.5	77.1	69.0	78.8	71.1	54.8	72.3	86.4	81.2	68.8
Māori												
2018	54.2	76.2	80.0	60.0	58.4	68.6	52.9	29.3	72.1	80.4	70.1	52.8
2019	56.5	68.0	78.9	68.4	57.7	68.9	55.1	29.9	72.2	80.7	71.9	54.8
2020	63.2	81.8	66.7	55.6	60.8	71.9	60.7	34.1	69.0	84.0	73.1	55.6
2021	39.1	70.6	84.2	68.4	57.7	68.3	58.5	31.7	68.5	81.7	74.4	55.9
2022	54.8	75.0	69.2	38.5	52.5	63.0	55.1	29.9	63.0	77.6	71.7	52.8
Middle Eastern/Latin American/African												
2018	60.0		60.0	60.0	74.0	78.4	66.5	50.2	75.5	78.6	73.4	60.9
2019	28.6	83.3			67.5	75.5	68.3	52.0	66.9	79.7	71.8	60.2
2020	44.4	50.0	75.0	50.0	72.4	77.6	73.2	57.7	69.1	76.3	80.1	68.6
2021	75.0	75.0	80.0	60.0	68.4	78.0	70.3	56.0	65.0	80.3	75.7	63.9
2022	66.7	60.0	77.8	44.4	60.8	72.4	66.3	49.8	63.3	76.7	71.5	59.4
Other Ethnicity												
2018					72.9	75.9	63.6	50.8	77.1	82.9	78.5	71.0
2019					74.4	75.1	67.4	52.9	77.1	81.9	81.7	67.9
2020					74.6	81.0	74.3	56.9	78.9	86.5	79.6	67.7
2021	100.0	100.0			73.2	78.5	72.9	55.1	69.3	83.4	82.7	66.5
2022	80.0	100.0			65.5	76.1	66.9	52.2	64.2	85.8	80.3	70.2
Pacific Peoples												
2018	57.1	42.9	45.5	27.3	62.8	72.1	58.9	28.6	73.8	79.5	66.5	45.9
2019	22.2	57.1	50.0	33.3	61.8	71.3	60.3	30.3	69.6	80.3	65.2	44.4
2020	33.3	71.4	42.9	28.6	68.2	77.1	68.9	33.7	71.0	83.4	74.4	51.8
2021	40.0	40.0	60.0	20.0	62.3	71.5	64.9	33.0	67.9	80.9	71.1	48.4
2022	46.2	75.0	50.0	25.0	55.0	65.9	58.7	27.4	60.5	77.2	66.5	44.4

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

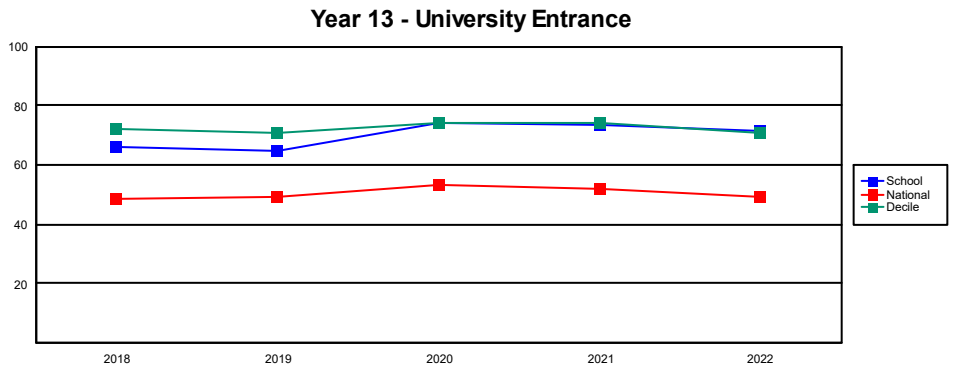
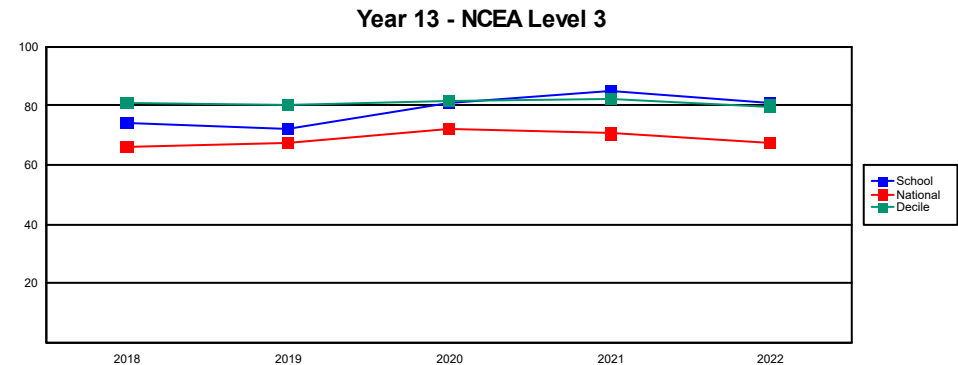
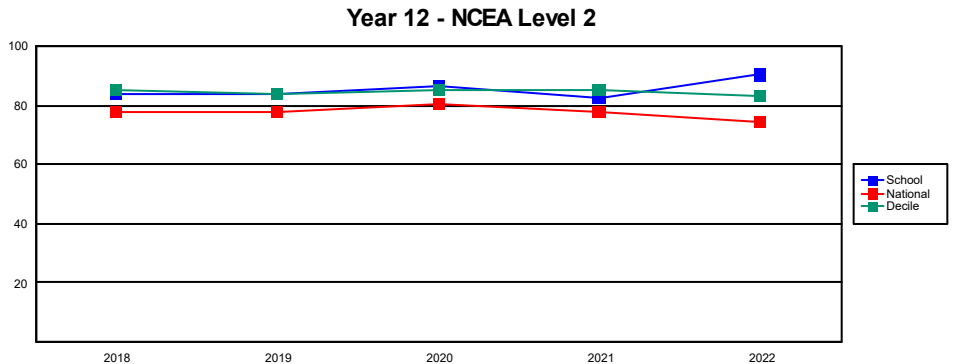
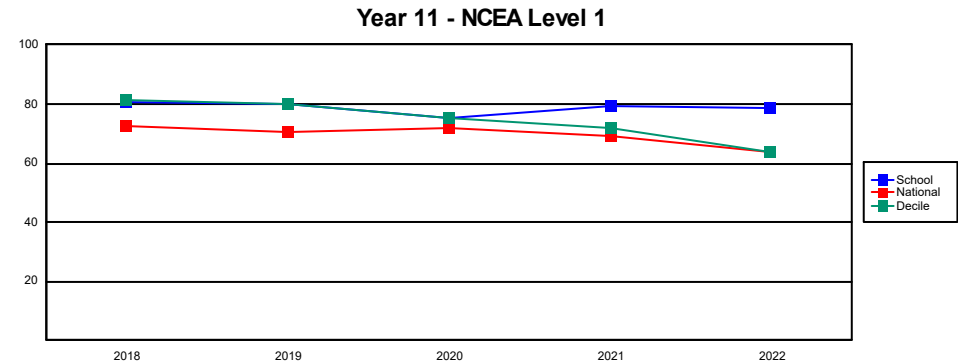


Achievement in NCEA and UE: Onslow College

Generated 9-Feb-2023

PR2 - Enrolment Based Cumulative Overall Results

Onslow College					National				Decile 10			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2018	80.7	83.9	74.4	66.4	72.4	77.6	66.1	48.9	81.4	85.0	80.8	72.2
2019	79.8	83.7	72.5	65.1	70.6	77.5	67.3	49.3	80.0	83.5	80.1	70.9
2020	75.4	86.5	81.0	74.1	71.8	80.1	72.1	53.4	75.0	85.3	81.7	74.1
2021	79.0	82.3	84.9	73.8	69.2	77.9	70.5	51.9	71.9	84.9	82.4	74.0
2022	78.8	90.2	80.6	71.6	64.0	74.2	67.6	49.1	63.7	83.2	79.9	71.1



Achievement in NCEA and UE: Onslow College

Generated 9-Feb-2023

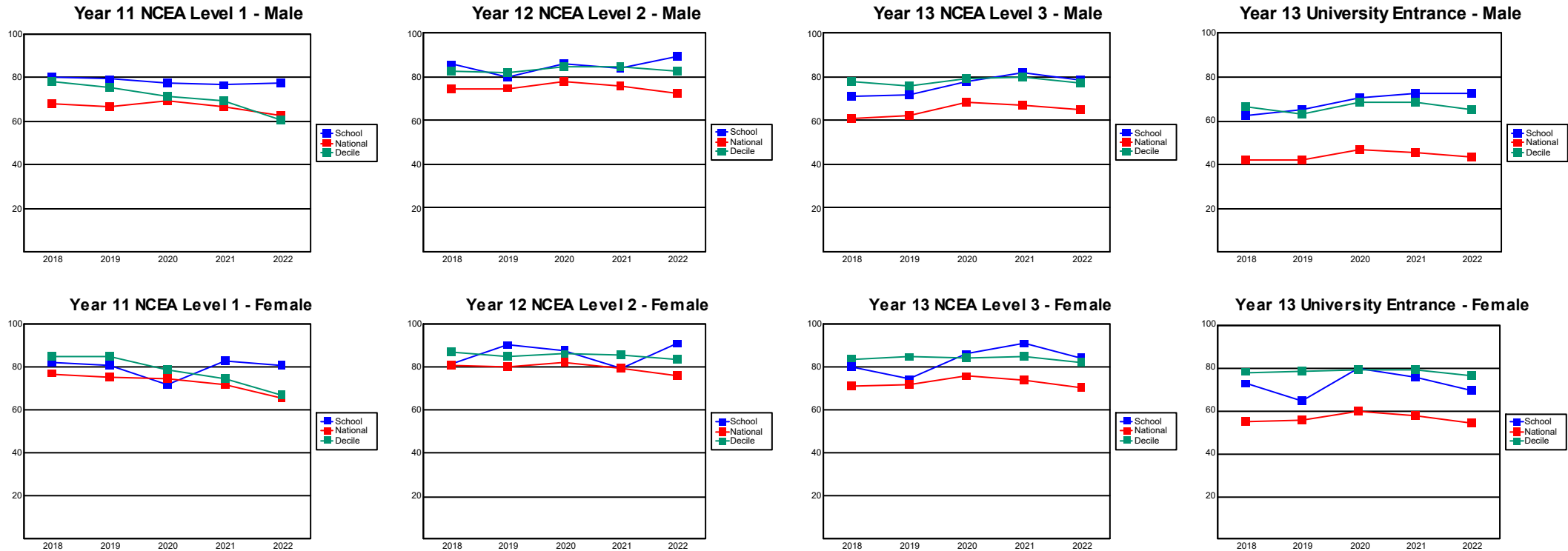
PR2 - Enrolment Based Cumulative Results by Gender

Onslow College

National

Decile 10

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2018	80.1	85.6	71.0	62.6	68.2	74.2	61.0	42.4	78.0	82.9	77.8	66.3
2019	79.3	79.9	71.5	65.3	66.5	74.7	62.3	42.2	75.3	82.1	75.7	63.4
2020	77.6	85.9	77.9	70.7	69.6	77.8	68.5	46.8	71.4	84.4	79.3	68.7
2021	76.6	83.9	81.8	72.7	67.0	76.0	66.8	45.5	69.3	84.3	79.9	68.4
2022	77.5	89.7	78.6	72.9	62.5	72.5	65.0	43.6	60.8	82.5	77.3	65.5
Female												
2018	81.7	81.4	80.0	72.5	76.8	81.0	70.7	54.8	84.9	87.2	83.7	78.0
2019	80.8	90.3	74.1	64.7	74.9	80.2	71.9	55.8	84.7	85.0	84.5	78.2
2020	71.8	87.8	85.9	79.3	74.1	82.4	75.5	59.6	78.5	86.2	84.1	79.2
2021	82.5	79.8	90.7	75.6	71.5	79.8	74.0	57.7	74.5	85.5	84.8	79.1
2022	80.6	91.0	84.1	69.5	65.6	75.9	70.1	54.1	66.6	84.0	82.3	76.1



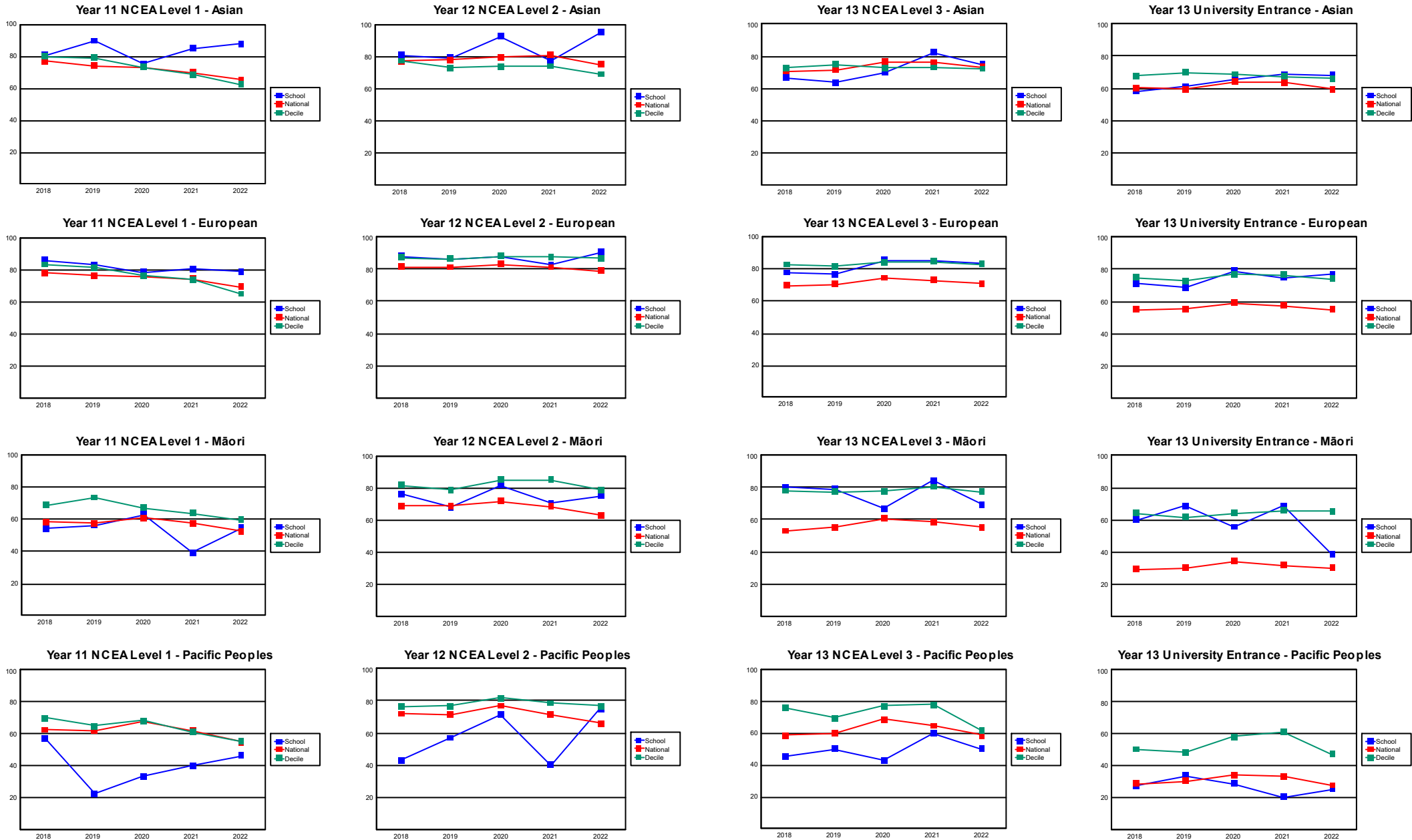
Achievement in NCEA and UE: Onslow College

Generated 9-Feb-2023

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Onslow College				National				Decile 10			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2018	80.6	81.1	66.7	58.3	76.9	77.3	70.5	60.1	79.9	77.6	72.7	67.6
2019	89.7	79.5	63.4	61.0	73.9	78.3	71.3	59.3	79.1	73.2	74.8	69.8
2020	75.5	92.7	69.8	65.1	73.1	80.0	76.5	64.1	73.1	74.0	72.7	68.8
2021	85.0	78.0	82.4	68.6	70.0	81.1	76.2	63.4	68.6	74.3	72.9	67.3
2022	87.8	95.5	75.0	68.2	65.4	75.5	73.0	59.5	62.4	69.3	72.0	66.1
European												
2018	85.8	88.0	77.9	71.2	78.0	81.5	69.9	55.0	83.1	87.1	82.9	74.8
2019	83.1	86.4	76.9	68.6	76.0	81.1	70.8	55.1	81.3	86.3	81.9	72.8
2020	78.4	88.2	85.8	79.0	75.8	83.2	74.6	59.0	76.2	87.9	84.1	76.7
2021	80.5	82.8	85.3	74.6	74.0	81.2	73.2	57.2	73.6	87.4	84.9	76.5
2022	78.5	90.6	83.5	77.1	69.0	78.8	71.1	54.8	64.8	86.8	83.0	73.9
Māori												
2018	54.2	76.2	80.0	60.0	58.4	68.6	52.9	29.3	68.9	81.8	77.8	64.1
2019	56.5	68.0	78.9	68.4	57.7	68.9	55.1	29.9	73.6	78.9	77.2	61.5
2020	63.2	81.8	66.7	55.6	60.8	71.9	60.7	34.1	67.2	85.0	77.7	64.1
2021	39.1	70.6	84.2	68.4	57.7	68.3	58.5	31.7	63.9	85.0	80.3	65.7
2022	54.8	75.0	69.2	38.5	52.5	63.0	55.1	29.9	59.6	78.7	77.1	65.4
Middle Eastern/Latin American/African												
2018	60.0		60.0	60.0	74.0	78.4	66.5	50.2	77.9	72.3	72.9	56.6
2019	28.6	83.3			67.5	75.5	68.3	52.0	63.2	81.4	70.1	62.6
2020	44.4	50.0	75.0	50.0	72.4	77.6	73.2	57.7	64.1	75.6	82.5	71.1
2021	75.0	75.0	80.0	60.0	68.4	78.0	70.3	56.0	61.0	79.2	77.2	66.7
2022	66.7	60.0	77.8	44.4	60.8	72.4	66.3	49.8	51.5	74.1	74.1	63.3
Other Ethnicity												
2018					72.9	75.9	63.6	50.8	75.0	74.6	69.0	64.3
2019					74.4	75.1	67.4	52.9	76.6	84.9	76.4	63.6
2020					74.6	81.0	74.3	56.9	79.5	83.3	80.2	69.1
2021	100.0	100.0			73.2	78.5	72.9	55.1	63.6	81.4	82.1	73.1
2022	80.0	100.0			65.5	76.1	66.9	52.2	53.7	88.2	79.7	78.5
Pacific Peoples												
2018	57.1	42.9	45.5	27.3	62.8	72.1	58.9	28.6	69.9	76.3	76.0	50.0
2019	22.2	57.1	50.0	33.3	61.8	71.3	60.3	30.3	65.0	77.0	69.6	48.0
2020	33.3	71.4	42.9	28.6	68.2	77.1	68.9	33.7	68.3	81.9	77.4	58.1
2021	40.0	40.0	60.0	20.0	62.3	71.5	64.9	33.0	61.2	78.7	78.1	61.2
2022	46.2	75.0	50.0	25.0	55.0	65.9	58.7	27.4	55.5	76.7	61.8	46.9

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



In gratitude for providing data for [Every Day Matters](#),
the Ministry's term-by-term attendance data collection.



This report summarises [attendance patterns](#) at your school.

NB. While attendance is officially recorded and monitored in half-days,
for ease of reading and understanding this report talks of 'days' of attendance.

Any [gaps](#) in the charts and tables show missing data.

If a [term](#) is missing, we do not hold data for that term. If you send us this data, we can re-send your report.

If a [demographic group](#) is missing, there is no data about that group (eg, girls' schools will not see data for boys).

A [supplemental report](#) will follow when the data collection has closed.

This will contain comparisons to schools of similar type, decile and region.

Please direct any [questions or requests](#) for assistance with this report to
your [local Ministry office](#) or email EveryDayMatters@education.govt.nz

'Regular' attendance is
defined for statistical purposes
as 90% or higher. However,
Ministry of Education analysis shows
every day has
a cumulative impact
on a child's learning and there is
no 'safe' level of non-attendance.
[Every day matters.](#)

Data Quality note

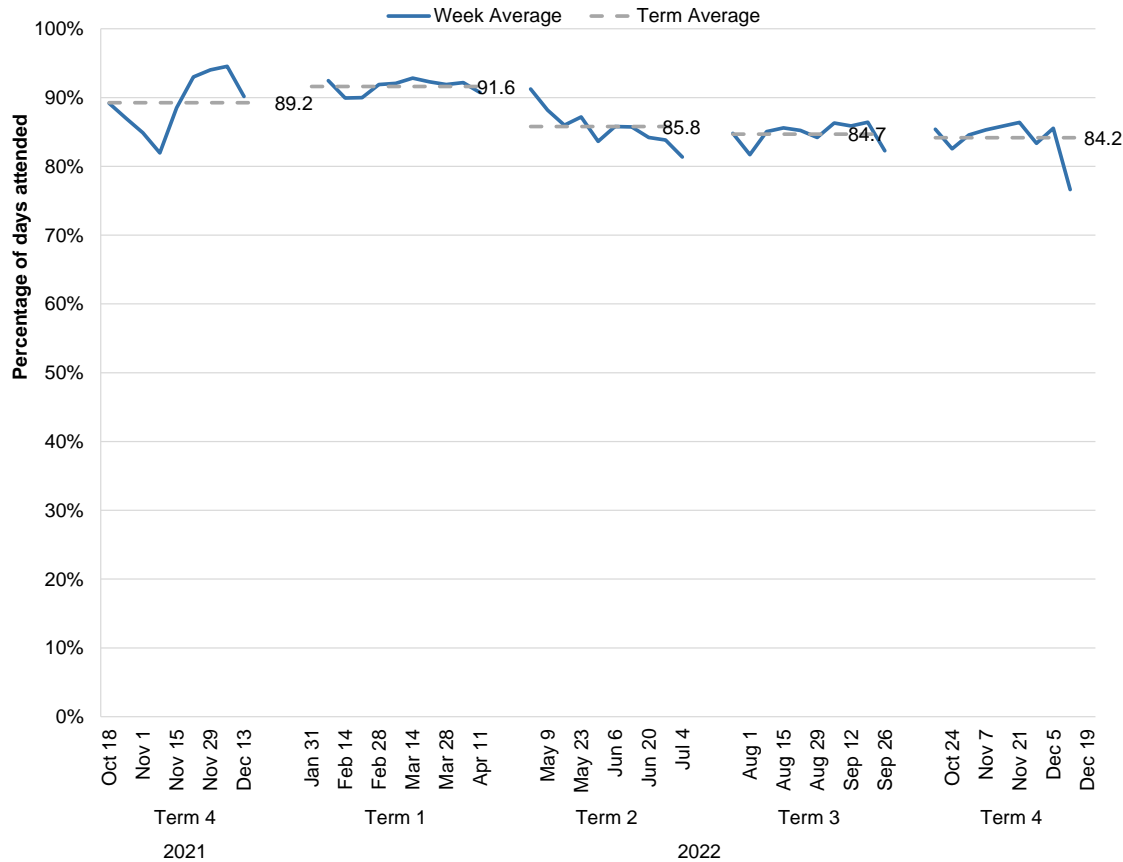
High quality data is important for informed decision making.

Here are the outstanding issues, inconsistencies or anomalies that our data quality checks have found in your data that you may want to look into further.

SECTION 1: Average attendance – Last 5 Terms

Average attendance, week by week

NB. Even at schools with high average attendance in a week, some students may be attending less than 90% of classes, as shown on the following pages.



Term	Week of	Days attended (%)
Term 4, 2021	Oct 18	89.2
	Oct 25	87.0
	Nov 1	84.9
	Nov 8	82.0
	Nov 15	88.5
	Nov 22	93.0
	Nov 29	94.0
	Dec 6	94.5
	Dec 13	90.2
	Dec 20	
	Average	89.2
Term 1, 2022	Jan 31	
	Feb 7	92.5
	Feb 14	89.9
	Feb 21	90.0
	Feb 28	91.9
	Mar 7	92.1
	Mar 14	92.8
	Mar 21	92.3
	Mar 28	91.9
	Apr 4	92.2

Term	Week of	Days attended (%)
Term 2, 2022	May 2	91.2
	May 9	88.2
	May 16	86.0
	May 23	87.2
	May 30	83.6
	Jun 6	85.8
	Jun 13	85.7
	Jun 20	84.2
	Jun 27	83.8
	Jul 4	81.4
	Average	85.8
Term 3, 2022	Jul 25	84.8
	Aug 1	81.7
	Aug 8	85.1
	Aug 15	85.6
	Aug 22	85.2
	Aug 29	84.2
	Sep 5	86.3
	Sep 12	85.9
	Sep 19	86.4
	Sep 26	82.3

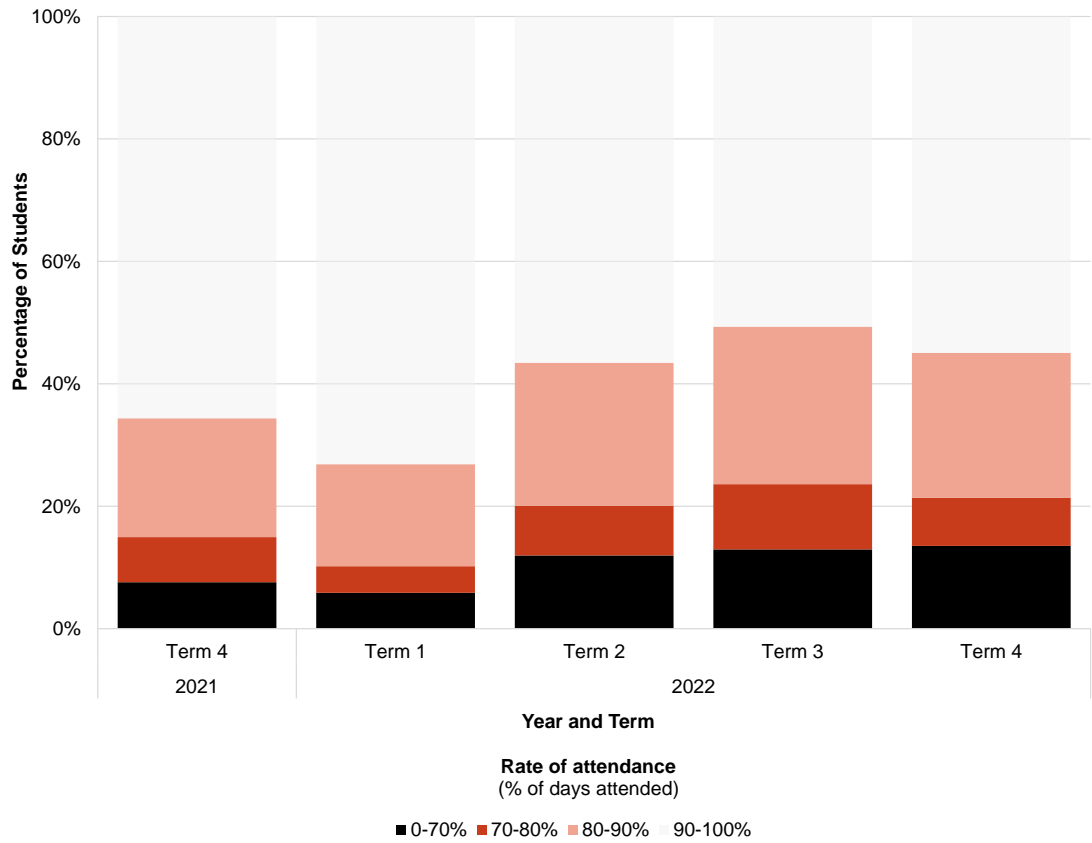
Term	Week of	Days attended (%)
Term 4, 2022	Oct 17	85.4
	Oct 24	82.6
	Oct 31	84.6
	Nov 7	85.3
	Nov 14	85.9
	Nov 21	86.4
	Nov 28	83.3
	Dec 5	85.5
	Dec 12	76.6
	Dec 19	
	Average	84.2

In term 4 of 2022 attendance was highest in the week of November 21, with students attending 86.4% of half-days.
Attendance was lowest in the week of December 12, with students attending 76.6% of half-days.
Average attendance in term 4 of 2022 (84.2%) was lower than in the same term of 2021 (89.2%).

SECTION 2: Student attendance – Last 5 Terms

Student attendance rates, by Term

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



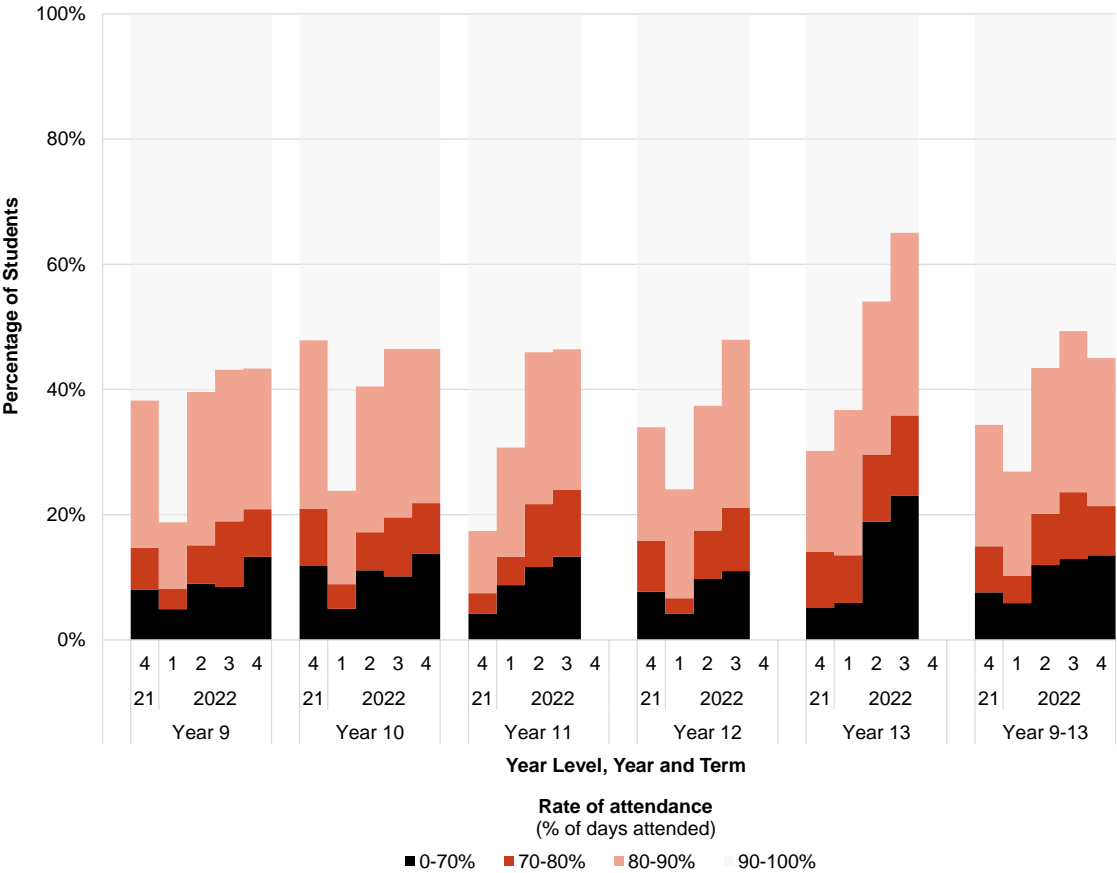
Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
			90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
2021	4	1345	883	261	99	102	65.7	19.4	7.4	7.6
2022	1	1314	961	219	57	77	73.1	16.7	4.3	5.9
	2	1313	743	306	107	157	56.6	23.3	8.1	12.0
	3	1314	666	338	140	170	50.7	25.7	10.7	12.9
	4	533	293	126	42	72	55.0	23.6	7.9	13.5

The percentage of students attending regularly was highest in term 1 of 2022 (73.1%) and lowest in term 3 of 2022 (50.7%). Fewer students were attending regularly in term 4 of 2022 (55.0%) than in the same term of 2021 (65.7%).

SECTION 2: Student attendance – Last 5 Terms

Student attendance rates, by Year level

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



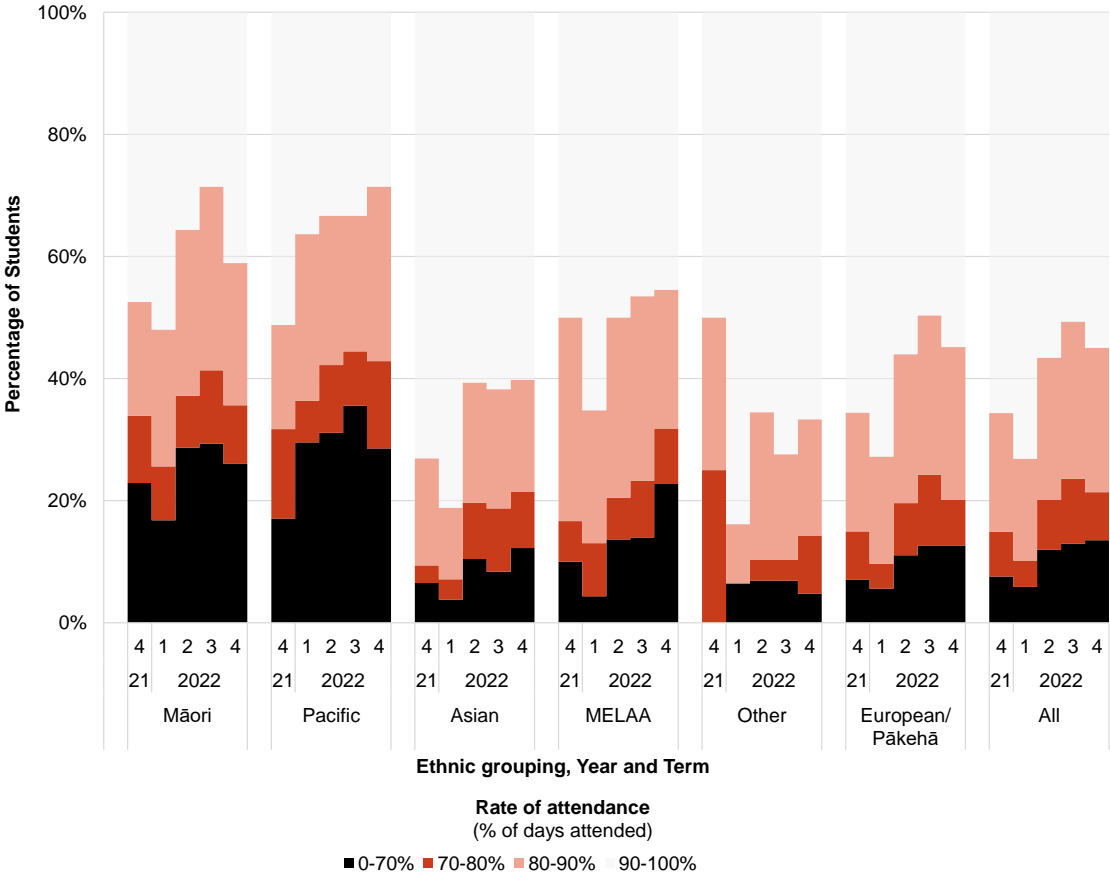
Year Level	Year	Term	Total students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
Year 9	2021	4	285	176	67	19	23	61.8	23.5	6.7	8.1
	2022	1	245	199	26	8	12	81.2	10.6	3.3	4.9
		2	245	148	60	15	22	60.4	24.5	6.1	9.0
		3	248	141	60	26	21	56.9	24.2	10.5	8.5
		4	249	141	56	19	33	56.6	22.5	7.6	13.3
Year 10	2021	4	305	159	82	28	36	52.1	26.9	9.2	11.8
	2022	1	281	214	42	11	14	76.2	14.9	3.9	5.0
		2	279	166	65	17	31	59.5	23.3	6.1	11.1
		3	286	153	77	27	29	53.5	26.9	9.4	10.1
		4	284	152	70	23	39	53.5	24.6	8.1	13.7
Year 11	2021	4	241	199	24	8	10	82.6	10.0	3.3	4.1
	2022	1	309	214	54	14	27	69.3	17.5	4.5	8.7
		2	309	167	75	31	36	54.0	24.3	10.0	11.7
		3	308	165	69	33	41	53.6	22.4	10.7	13.3
		4	0	0	0	0	0				
Year 12	2021	4	259	171	47	21	20	66.0	18.1	8.1	7.7
	2022	1	241	183	42	6	10	75.9	17.4	2.5	4.1
		2	246	154	49	19	24	62.6	19.9	7.7	9.8
		3	246	128	66	25	27	52.0	26.8	10.2	11.0
		4	0	0	0	0	0				
Year 13	2021	4	255	178	41	23	13	69.8	16.1	9.0	5.1
	2022	1	237	150	55	18	14	63.3	23.2	7.6	5.9
		2	233	107	57	25	44	45.9	24.5	10.7	18.9
		3	226	79	66	29	52	35.0	29.2	12.8	23.0
		4	0	0	0	0	0				
Year 9-13	2021	4	1345	883	261	99	102	65.7	19.4	7.4	7.6
	2022	1	1313	960	219	57	77	73.1	16.7	4.3	5.9
		2	1312	742	306	107	157	56.6	23.3	8.2	12.0
		3	1314	666	338	140	170	50.7	25.7	10.7	12.9
		4	533	293	126	42	72	55.0	23.6	7.9	13.5

In term 4 of 2022, Year 9 had the highest percentage of students attending regularly, with 56.6% of students attending this often. Year 10 had the lowest percentage of students attending regularly, with 53.5% of students attending this often.

SECTION 2: Student attendance – Last 5 Terms

Student attendance rates, by ethnic grouping

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



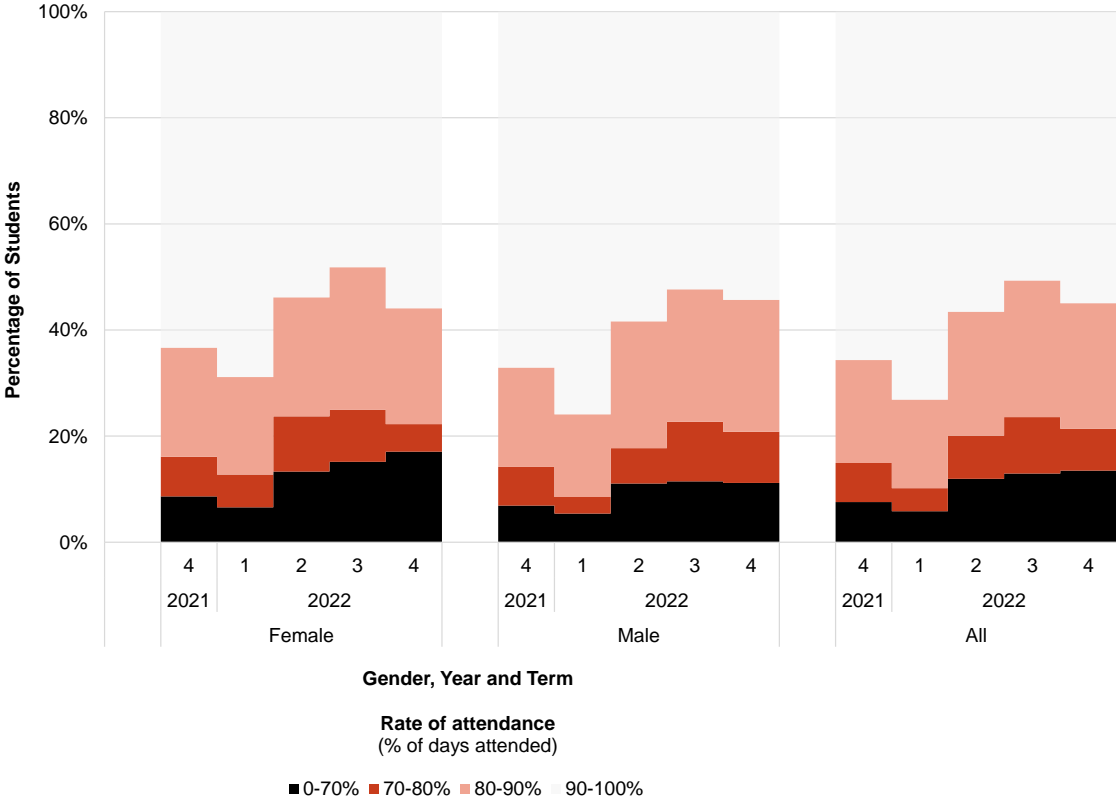
Ethnic grouping	Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
Māori	2021	4	118	56	22	13	27	47.5	18.6	11.0	22.9
		1	125	65	28	11	21	52.0	22.4	8.8	16.8
		2	129	46	35	11	37	35.7	27.1	8.5	28.7
		3	133	38	40	16	39	28.6	30.1	12.0	29.3
Pacific	2021	4	73	30	17	7	19	41.1	23.3	9.6	26.0
		1	41	21	7	6	7	51.2	17.1	14.6	17.1
		2	44	16	12	3	13	36.4	27.3	6.8	29.5
		3	45	15	11	5	14	33.3	24.4	11.1	31.1
Asian	2021	4	45	15	10	4	16	33.3	22.2	8.9	35.6
		1	21	6	6	3	6	28.6	28.6	14.3	28.6
		2	245	179	43	7	16	73.1	17.6	2.9	6.5
		3	239	194	28	8	9	81.2	11.7	3.3	3.8
MELAA	2021	4	239	145	47	22	25	60.7	19.7	9.2	10.5
		1	251	155	49	26	21	61.8	19.5	10.4	8.4
		2	98	59	18	9	12	60.2	18.4	9.2	12.2
		3	43	20	13	4	6	46.5	30.2	9.3	14.0
Other	2021	4	22	10	5	2	5	45.5	22.7	9.1	22.7
		1	4	2	1	1	0	50.0	25.0	25.0	0.0
		2	31	26	3	0	2	83.9	9.7	0.0	6.5
		3	29	19	7	1	2	65.5	24.1	3.4	6.9
European/Pākehā	2021	4	29	21	5	1	2	72.4	17.2	3.4	6.9
		1	21	14	4	2	1	66.7	19.0	9.5	4.8
		2	1069	701	208	85	75	65.6	19.5	8.0	7.0
		3	1021	572	249	87	113	56.0	24.4	8.5	11.1
All	2021	4	1011	502	264	117	128	49.7	26.1	11.6	12.7
		1	403	221	101	30	51	54.8	25.1	7.4	12.7
		2	1345	883	261	99	102	65.7	19.4	7.4	7.6
		3	1314	666	338	140	170	50.7	25.7	10.7	12.9

In term 4 of 2022, the Other ethnic group had the highest percentage of students attending regularly, with 66.7% of students attending this often. The Pacific ethnic group had the lowest percentage of students attending regularly, with 28.6% of students attending this often.

SECTION 2: Student attendance – Last 5 Terms

Student attendance rates, by gender

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

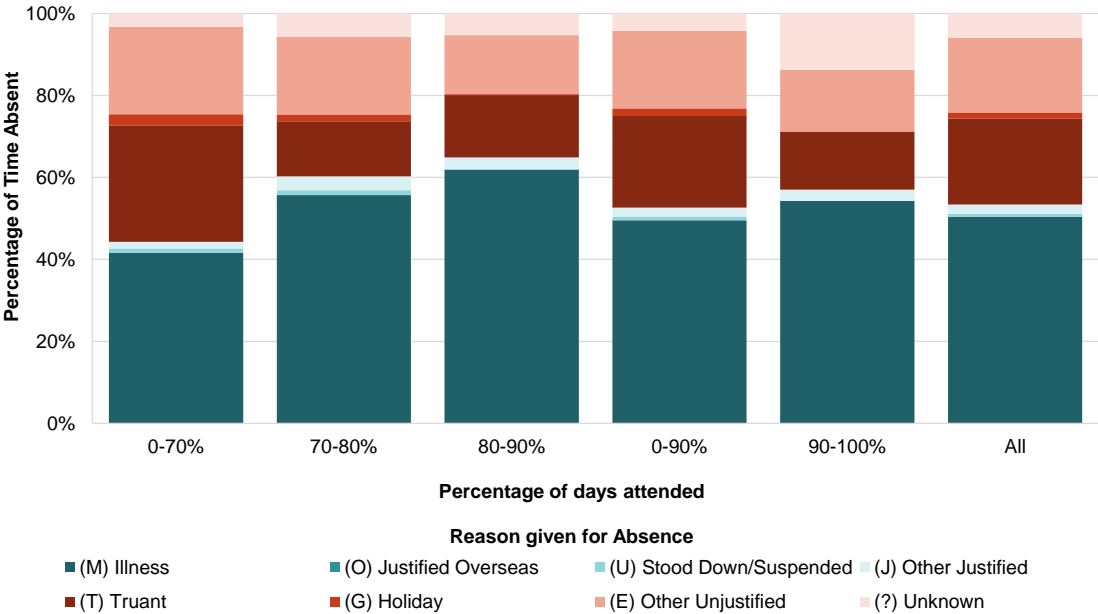


Gender	Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
Female	2021	4	521	330	107	39	45	63.3	20.5	7.5	8.6
	2022	1	517	356	95	32	34	68.9	18.4	6.2	6.6
		2	518	279	116	54	69	53.9	22.4	10.4	13.3
		3	521	251	140	51	79	48.2	26.9	9.8	15.2
		4	211	118	46	11	36	55.9	21.8	5.2	17.1
Male	2021	4	824	553	154	60	57	67.1	18.7	7.3	6.9
	2022	1	797	605	124	25	43	75.9	15.6	3.1	5.4
		2	795	464	190	53	88	58.4	23.9	6.7	11.1
		3	793	415	198	89	91	52.3	25.0	11.2	11.5
		4	322	175	80	31	36	54.3	24.8	9.6	11.2
All	2021	4	1345	883	261	99	102	65.7	19.4	7.4	7.6
	2022	1	1314	961	219	57	77	73.1	16.7	4.3	5.9
		2	1313	743	306	107	157	56.6	23.3	8.1	12.0
		3	1314	666	338	140	170	50.7	25.7	10.7	12.9
		4	533	293	126	42	72	55.0	23.6	7.9	13.5

In term 4 of 2022, 55.9% of female students and 54.3% of male students were attending regularly.

SECTION 3: Reasons given

Reasons given for non-attendance, by rate of student attendance (Term 4, 2022)



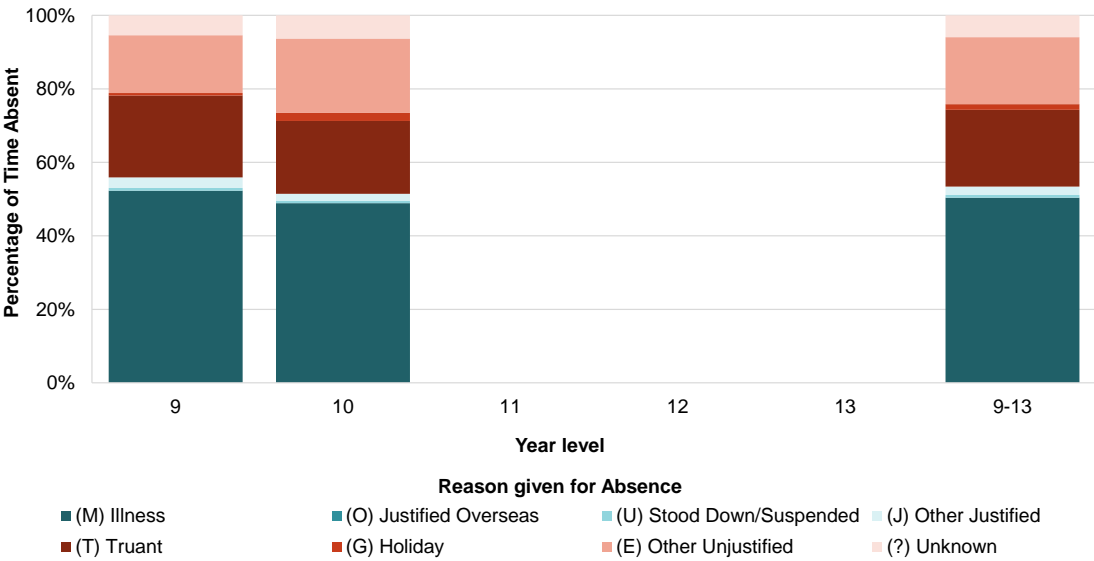
% of Days Attended	Percent of Absence by Reason									
	Justified absences					Unjustified absences				
	(M) Illness	(O) Justified Overseas	(U) Stood Down/ Susp'd	(J) Other Justified	All	(T) Truant	(G) Holiday	(E) Other Unjust'd	(?) Unknown	All
0-70%	41.6	0.0	1.1	1.6	44.3	28.4	2.7	21.3	3.3	55.7
70-80%	55.7	0.0	1.2	3.4	60.3	13.4	1.6	19.0	5.7	39.7
80-90%	61.9	0.0	0.3	2.7	64.9	15.2	0.2	14.4	5.3	35.1
0-90%	49.6	0.0	0.9	2.2	52.6	22.4	1.8	18.9	4.2	47.4
90-100%	54.2	0.0	0.0	2.8	57.0	14.1	0.2	15.0	13.8	43.0
All	50.4	0.0	0.7	2.3	53.4	20.9	1.5	18.2	5.9	46.6

[See the Attendance Code List for an explanation of these codes.](#)

Students attending 0-70% of half-days had the highest proportion of unjustified absences, with 55.7% of their absences being due to unjustified reasons. Among students not attending regularly, the most common reason for absence was (M) Illness, accounting for 49.6% of their absences.

SECTION 3: Reasons given

Reasons given for non-attendance, by Year Level (Term 4, 2022)



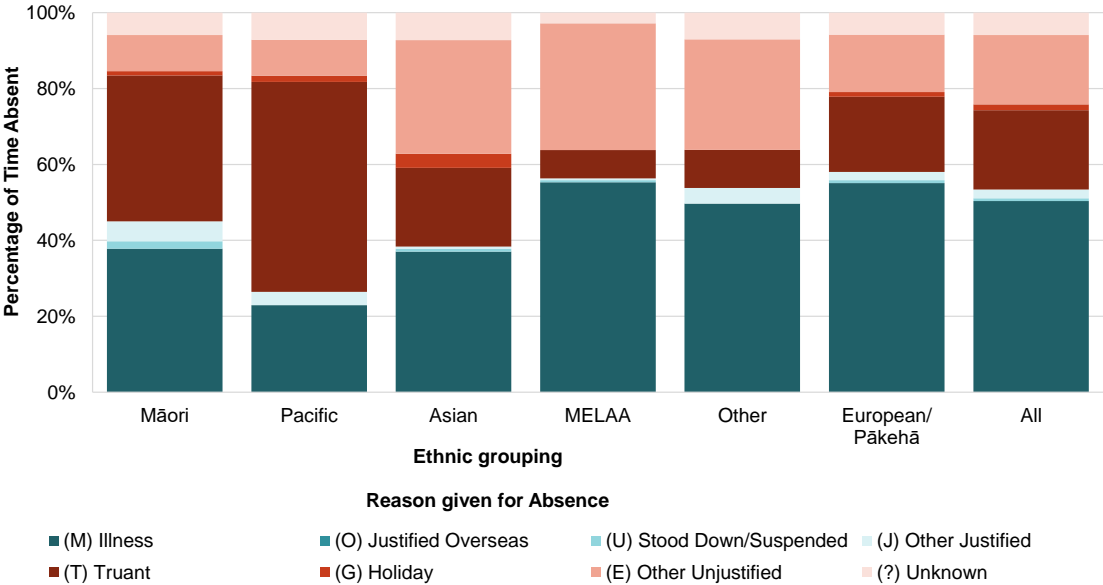
Year Level	Percent of Absence by Reason									
	Justified absences					Unjustified absences				
	(M) Illness	(O) Justified Overseas	(U) Stood Down/ Susp'd	(J) Other Justified	All	(T) Truant	(G) Holiday	(E) Other Unjust'd	(?) Unknown	All
9	52.3	0.0	0.7	2.9	55.9	22.2	0.7	15.7	5.4	44.1
10	48.9	0.0	0.7	1.8	51.4	19.8	2.2	20.2	6.3	48.6
11					0.0					0.0
12					0.0					0.0
13					0.0					0.0
9-13	50.4	0.0	0.7	2.3	53.4	20.9	1.5	18.2	5.9	46.6

[See the Attendance Code List for an explanation of these codes.](#)

Year 9 students had the highest proportion of justified absences, with 55.9% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 52.3% of their absences. Year 10 students had the highest proportion of unjustified absences, with 48.6% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (E) Other Unjustified, accounting for 20.2% of their absences.

SECTION 3: Reasons given

Reasons given for non-attendance, by ethnic grouping (Term 4, 2022)



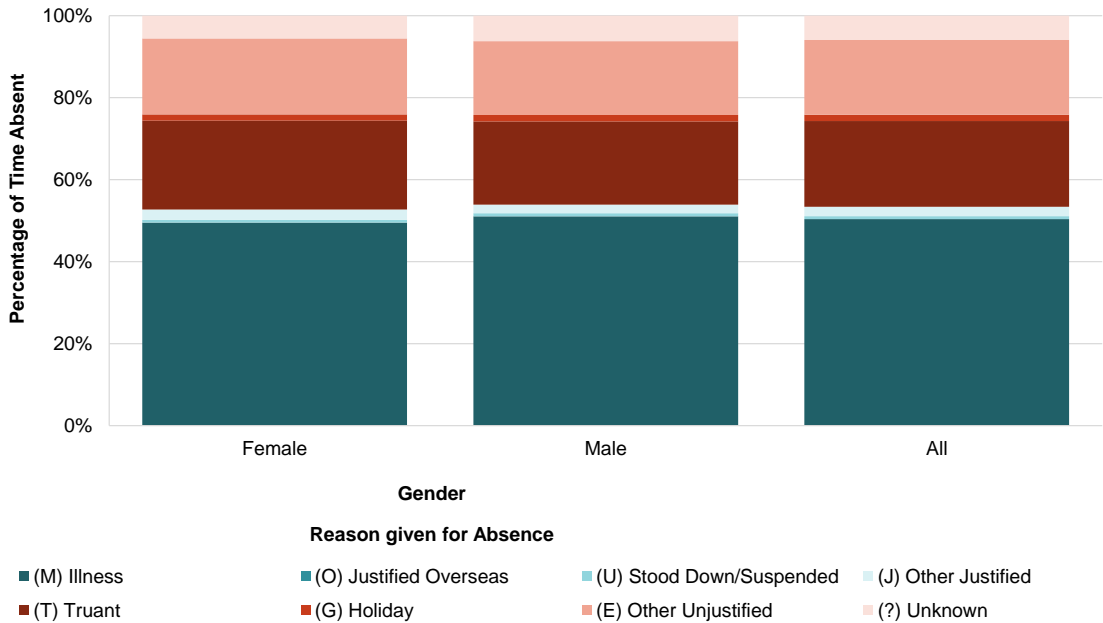
Ethnic grouping	Percent of Absence by Reason									
	Justified absences					Unjustified absences				
	(M) Illness	(O) Justified Overseas	(U) Stood Down/ Susp'd	(J) Other Justified	All	(T) Truant	(G) Holiday	(E) Other Unjust'd	(?) Unknown	All
Māori	37.8	0.0	2.0	5.2	45.0	38.4	1.1	9.5	5.9	55.0
Pacific	22.9	0.0	0.0	3.5	26.4	55.3	1.6	9.5	7.1	73.6
Asian	37.0	0.0	0.7	0.6	38.4	20.7	3.7	29.9	7.2	61.6
MELAA	55.3	0.0	0.6	0.5	56.4	7.4	0.0	33.4	2.8	43.6
Other	49.7	0.0	0.0	4.1	53.8	10.1	0.0	29.1	7.0	46.2
European/Pākehā	55.1	0.0	0.8	2.2	58.1	19.8	1.2	15.1	5.8	41.9
All	50.4	0.0	0.7	2.3	53.4	20.9	1.5	18.2	5.9	46.6

[See the Attendance Code List for an explanation of these codes.](#)

European/Pākehā students had the highest proportion of justified absences, with 58.1% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 55.1% of their absences. Pacific students had the highest proportion of unjustified absences, with 73.6% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 55.3% of their absences.

SECTION 3: Reasons given for non-attendance

Reasons given for non-attendance, by gender (Term 4, 2022)



Gender	Percent of Absence by Reason									
	Justified absences					Unjustified absences				
	(M) Illness	(O) Justified Overseas	(U) Stood Down/ Susp'd	(J) Other Justified	All	(T) Truant	(G) Holiday	(E) Other Unjust'd	(?) Unknown	All
Female	49.5	0.0	0.7	2.5	52.7	21.7	1.5	18.5	5.6	47.3
Male	51.0	0.0	0.8	2.1	53.9	20.3	1.5	18.0	6.2	46.1
All	50.4	0.0	0.7	2.3	53.4	20.9	1.5	18.2	5.9	46.6

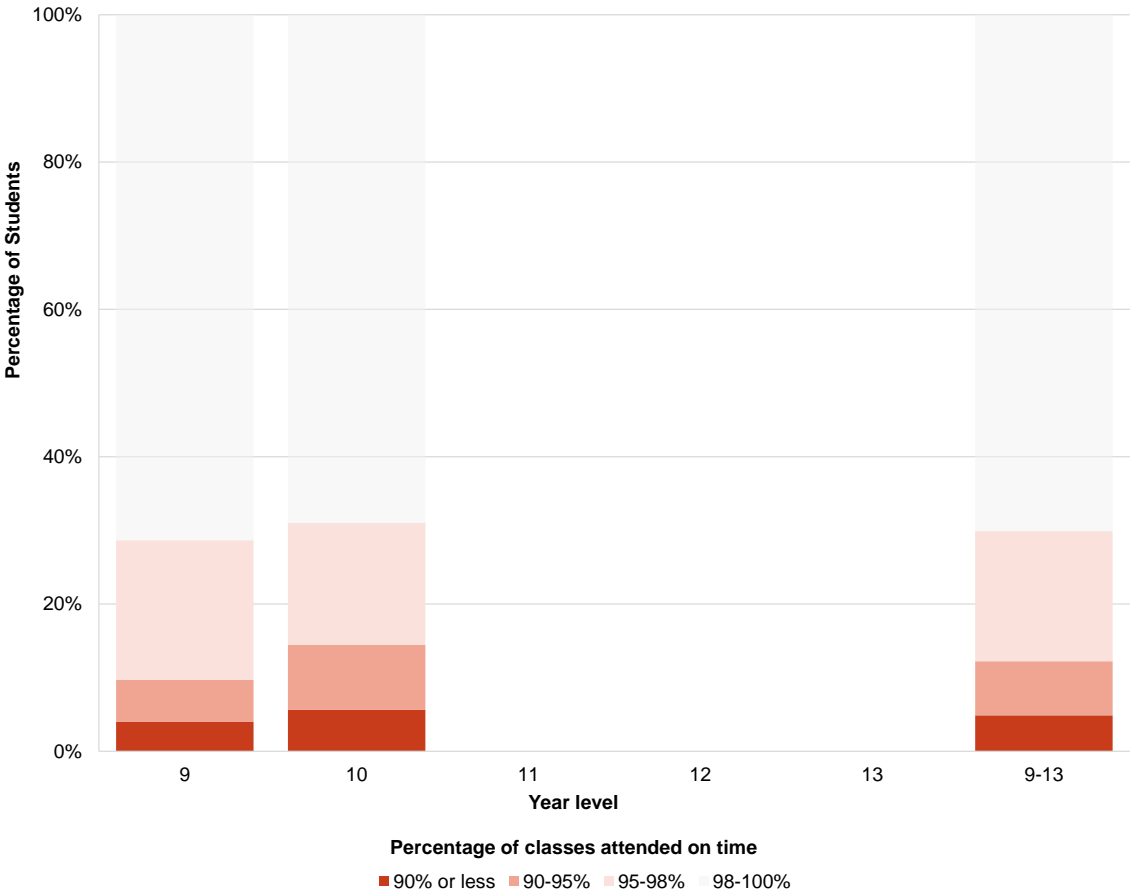
[See the Attendance Code List for an explanation of these codes.](#)

Male students had the highest proportion of justified absences, with 53.9% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 51.0% of their absences. Female students had the highest proportion of unjustified absences, with 47.3% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (T) Truant, accounting for 21.7% of their absences.

SECTION 4: On-time attendance

On-time attendance, by Year Level (Term 4, 2022)

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



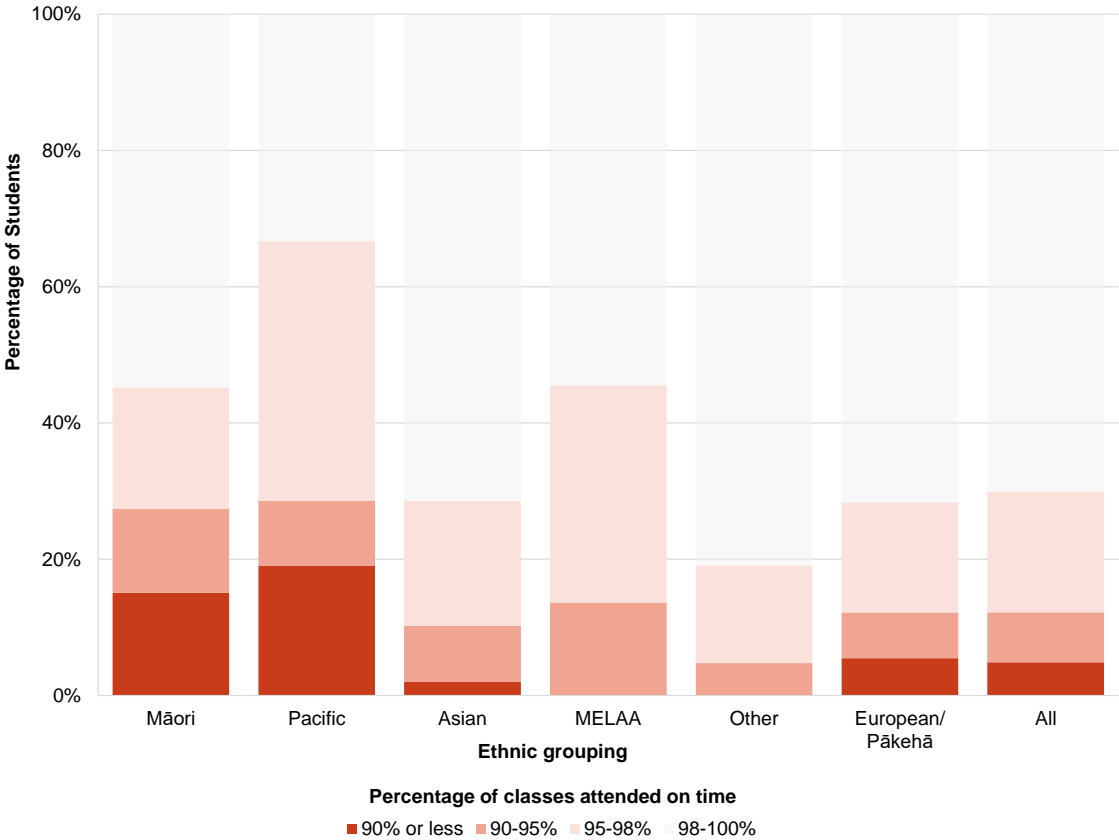
Year Level	Total Students	# of students on time (% of days)				% of students on time (% of days)			
		98-100	95-98	90-95	less than 90	98-100	95-98	90-95	less than 90
9	248	177	47	14	10	71.4	19.0	5.6	4.0
10	284	196	47	25	16	69.0	16.5	8.8	5.6
11	0	0	0	0	0				
12	0	0	0	0	0				
13	0	0	0	0	0				
9-13	532	373	94	39	26	70.1	17.7	7.3	4.9

Year 9 had the highest percentage of students arriving on time to over 98% of classes attended, with 71.4% of students being on time this often.
Year 10 had the lowest percentage of students arriving on time to over 98% of classes attended, with 69.0% of students being on time this often.

SECTION 4: On-time attendance

On-time attendance, by ethnic grouping (Term 4, 2022)

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

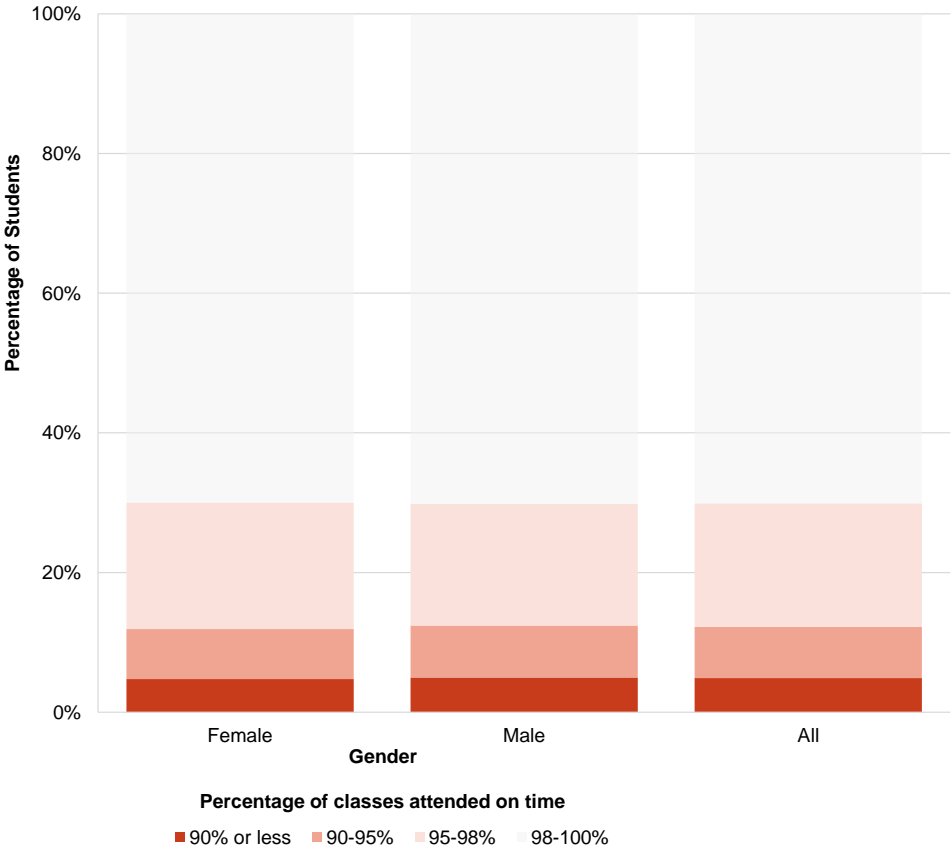


The Other ethnic group had the highest percentage of students arriving on time to over 98% of classes attended, with 81.0% of students being on time this often. The Pacific ethnic group had the lowest percentage of students arriving on time to over 98% of classes attended, with 33.3% of students being on time this often.

SECTION 4: On-time attendance

On-time attendance, by gender (Term 4, 2022)

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



Gender	Total Students	# of students on time (% of days)				% of students on time (% of days)			
		98-100	95-98	90-95	less than 90	98-100	95-98	90-95	less than 90
Female	210	147	38	15	10	70.0	18.1	7.1	4.8
Male	322	226	56	24	16	70.2	17.4	7.5	5.0
All	532	373	94	39	26	70.1	17.7	7.3	4.9

In term 4 of 2022, 70.2% of male students and 70.0% of female students were on time to over 98% of classes attended.

Data Quality

The **quality of the data** underpins the extent to which the data should be trusted for **informed decision making**.

To improve the quality of attendance data, the Ministry works regularly with schools and SMS vendors and runs detailed data quality checks.

The data you submitted to the Ministry was checked for:

- Classes with a high number of students marked absent for unknown reasons
- Days where the school appears to be closed to students, but most students are marked absent
- Days where the school appears to be closed, but attendance is marked for a few students
- Students with no attendance or absence recorded for the whole term
- Duplicate NSNs or student IDs
- Attendance recorded on weekends or holidays
- Use of invalid attendance codes (any code not on the approved list, e.g. blanks)

We are pleased to report that none of the above issues were found in your data.

Most common attendance codes used in your school (Term 4, 2022)

Code	Description	Percentage of Time
P	Present	70.3
M	Absent due to short-term illness/medical reasons	7.6
T	No information provided – truant (or throw-away explanation)	5.0
Q	Attending an off-site school-organised activity such as trip/camp	4.3
N	On a school based activity	2.8
E	Absent with an explained but unjustified reason	2.4
F	Attending an off site course/class	2.1
L	Late to class	2.0
?	Unknown reason	0.8
I	Internal school appointment or activity	0.5
D	Medical appointment – doctor or dentist	0.5
J	Justified absence – reason for absence within the school policy	0.4
H	Attending a Health Camp/Regional Health School/Residential School	0.4
Z	Secondary Tertiary Programme (including Trades Academies)	0.2

[For an explanation of these codes,
see the Attendance Code List](#)

ONSLOW COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 209
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	Position Gained	Term Expires
Sheena Millar	Principal		
Sally Robinson	Presiding Members	Elected	Jun-25
Andy Inder	Deputy Chair	Elected	Jun-25
Mark Patchett	Parent Representative	Elected	Jun-25
Donna Cormack	Presiding Members	Elected	Jun-25
Chris Albertson	Parent Representative	Elected	Jun-25
Carol Murray-Brown	Parent Representative	Elected	Jun-25
Misbah Sadat	Staff Representative	Elected	Jun-25
Nishka Parekh	Student Rep	Elected	Jun-25
Josh Harford	Student Rep	Elected	Jun-25

Accountant / Service Provider:

Miles Group Chartered Accountant & Business Advisors

ONSLOW COLLEGE

Annual Report - For the year ended 31 December 2022

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3	Statement of Responsibility
4	Statement of Comprehensive Revenue and Expense
5	Statement of Changes in Net Assets/Equity
6	Statement of Financial Position
7	Statement of Cash Flows
8 - 18	Notes to the Financial Statements
	Other Information
	Kiwi Sport
	Statement of Compliance with Employment Policy

Onslow College

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Andy Inder

Full Name of Presiding Member


[Andy Inder \(Mar 1, 2024 08:19 GMT+13\)](#)

Signature of Presiding Member

Mar 1, 2024

Date:

Sheena Millar

Full Name of Principal



Signature of Principal

Mar 1, 2024

Date:

Onslow College

Statement of Comprehensive Revenue and Expenses

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget \$	2021 Actual \$
Revenue				
Government Grants	2	13,345,250	12,632,828	12,980,649
Locally Raised Funds	3	1,364,399	1,329,800	1,403,282
Interest Income		15,411	25,000	8,889
Other Revenue		543	-	1,500
Total Revenue		14,725,603	13,987,628	14,394,320
Expenses				
Locally Raised Funds	3	530,973	604,500	555,250
Learning Resources	4	9,209,794	9,392,000	9,848,491
Administration	5	1,775,969	1,376,600	1,490,082
Finance		17,488	-	13,470
Property	6	3,432,657	2,818,750	2,784,567
Total Expenses		14,966,881	14,191,850	14,691,860
Net Surplus / (Deficit) for the year		(241,278)	(204,222)	(297,540)
Total Comprehensive Revenue and Expense for the Year		<u>(241,278)</u>	<u>(204,222)</u>	<u>(297,540)</u>

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

Onslow College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,373,525	2,373,525	2,671,065
Total comprehensive revenue and expense for the year		(241,278)	(204,222)	(297,540)
Contribution - Furniture and Equipment Grant		57,414	-	-
Equity at 31 December		2,189,661	2,169,303	2,373,525
Accumulated comprehensive revenue and expense		2,189,661	2,169,303	2,373,525
Equity at 31 December		2,189,661	2,169,303	2,373,525

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 2022

	Notes	2022 Actual \$	2022 Budget \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	619,780	900,000	1,200,970
Accounts Receivable	8	1,056,994	800,000	845,927
GST Receivable		5,528	-	-
Investments	9	700,000	400,000	-
Funds Receivable for Capital Works Projects	16	199,111	-	51,758
		2,581,413	2,100,000	2,098,655
Current Liabilities				
GST Payable		-	53,000	52,176
Accounts Payable	11	1,150,854	1,100,000	1,087,006
Revenue Received in Advance	12	326,949	220,000	145,071
Provision for Cyclical Maintenance	13	117,000	-	-
Finance Lease Liability	14	34,434	33,000	36,378
Funds held in Trust	15	335,672	250,000	189,270
Funds held for Capital Works Projects	16	223,177	60,610	46,987
		2,188,086	1,716,610	1,556,888
Working Capital Surplus/(Deficit)		393,327	383,390	541,767
Non-current Assets				
Property, Plant and Equipment	10	2,025,379	1,950,913	1,931,090
		2,025,379	1,950,913	1,931,090
Non-current Liabilities				
Provision for Cyclical Maintenance	13	198,600	125,000	34,725
Finance Lease Liability	14	30,444	40,000	64,607
		229,044	165,000	99,332
Net Assets		2,189,661	2,169,303	2,373,525
Equity		2,189,661	2,169,303	2,373,525

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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,331,194	4,806,353	3,607,334
Locally Raised Funds		1,002,322	409,800	1,111,980
International Students		385,210	340,000	101,451
Goods and Services Tax (net)		(57,704)	53,000	8,511
Payments to Employees		(1,829,823)	(1,793,350)	(2,108,702)
Payments to Suppliers		(2,542,063)	(1,138,500)	(2,585,423)
Interest Paid		(17,489)	-	(13,470)
Interest Received		8,291	25,000	9,318
Net cash from/(to) Operating Activities		279,939	2,702,303	130,999
Cash flows from Investing Activities				
Short term deposit		(700,000)	46,587	
Purchase of Property Plant & Equipment (and Intangibles)		(357,677)	(2,012,217)	(385,010)
Purchase of Investments		-	-	1,203,889
Proceeds from Sale of Investments		-	-	
Net cash from/(to) Investing Activities		(1,057,677)	(1,965,630)	818,879
Cash flows from Financing Activities				
Furniture and Equipment Grant		57,415	-	(43,593)
Finance Lease Payments		(36,106)	(147,283)	(442,477)
Painting contract payments		-	-	
Funds Administered on Behalf of Third Parties		175,239	310,610	(101,099)
Net cash from/(to) Financing Activities		196,548	163,327	(587,169)
Net increase/(decrease) in cash and cash equivalents		(581,190)	900,000	362,709
Cash and cash equivalents at the beginning of the year	7	1,200,970	-	838,261
Cash and cash equivalents at the end of the year	7	619,780	900,000	1,200,970

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 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

There are no critical accounting estimates nor assumptions for the school.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

TELA leases are deemed as finance lease.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability.

f) Cash and Cash Equivalent

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and 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.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	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

k) Intangible Asset

Software costs

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

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

l) 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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

n) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to 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.

p) Funds held for Capital works

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

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

q) Provision for Cyclical Maintenance

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

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

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

r) Financial Instruments

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

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

s) Goods and Services Tax (GST)

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

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

t) Budget Figures

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

2. Government Grants

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Government Grants - Ministry of Education	3,192,794	2,832,828	2,932,816
Teachers' Salaries Grants	7,889,601	7,800,000	7,939,573
Use of Land and Buildings Grants	2,128,021	2,000,000	1,970,978
Other Government Grants	134,834	-	137,282
	<u>13,345,250</u>	<u>12,632,828</u>	<u>12,980,649</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Revenue			
Donations & Bequests	503,040	334,800	605,737
Curriculum related Activities - Purchase of goods and services	-	-	-
Fees for Extra Curricular Activities	424,812	800,000	417,294
Trading	66,440	75,000	62,743
Fundraising & Community Grants	88,464	-	56,887
Other Revenue	73,699	-	59,853
International Student Fees	207,944	120,000	200,768
	<u>1,364,399</u>	<u>1,329,800</u>	<u>1,403,282</u>
Expenses			
Extra Curricular Activities Costs	371,751	500,000	354,105
Trading	34,346	26,500	37,875
Fundraising and Community Grant Costs	53,014	-	36,865
International Student - Student Recruitment	38,970	-	21,450
International Student - Employee Benefit - Salaries	-	-	67,690
International Travel	5,606		
International Student - Other Expenses	27,286	78,000	37,265
	<u>530,973</u>	<u>604,500</u>	<u>555,250</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>833,426</u>	<u>725,300</u>	<u>848,032</u>

International student fees income and expenses were included in the locallay raised funds since 2022.

During the year the School hosted 20 International students. (2021:15)

The head of international department Warren Henderson traveled to Japan from 22/10/2022 to 3/11/2022 for business visit.

4. Learning Resources

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Curricular	458,967	475,000	515,047
Equipment Repairs	4,117	-	11,148
Information and Communication Technology	95,189	100,000	69,804
Library Resources	12,733	-	12,548
Employee Benefits - Salaries	8,336,300	8,517,000	8,925,167
Staff Development	39,100	65,000	50,197
Depreciation	263,388	235,000	264,580
	<u>9,209,794</u>	<u>9,392,000</u>	<u>9,848,491</u>

5. Administration

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Audit Fee	11,028	15,000	10,707
Board Fees	4,800	-	5,740
Board Expenses	13,936	20,000	4,550
Communication	47,403	80,000	54,431
Consumables	46,851	7,000	46,627
Operating Lease	2,909	-	900
Legal Fees	11,362	-	13,019
Other	106,919	7,000	92,484
Employee Benefits - Salaries	1,271,795	947,600	1,011,363
Insurance	28,092	-	25,614
Service Providers, Contractors and Consultancy	230,874	300,000	224,647

1,775,969	1,376,600	1,490,082
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6. Property

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Caretaking and Cleaning Consumables	106,717	350,000	155,978
Consultancy and Contract Services	472,256	-	237,705
Cyclical Maintenance Provision	280,875	-	(2,363)
Heat, Light and Water	106,297	110,000	104,244
Rates	6,793	10,000	7,524
Repairs and Maintenance	208,408	220,000	183,055
Use of Land and Buildings	2,128,021	2,000,000	1,970,978
Employee Benefits - Salaries	123,290	128,750	127,446

3,432,657	2,818,750	2,784,567
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7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	623,120	900,000	1,203,221
Bank Overdraft	(3,340)	-	(2,251)
Cash and cash equivalents for Statement of Cash Flows	619,780	900,000	1,200,970

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

Of the \$619,780 Cash and Cash Equivalents, \$24,066 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings.

8. Accounts Receivable

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Receivables	364,111	800,000	208,388
Receivables from the Ministry of Education	-	-	51,759
Interest Receivable	7,119	-	-
Teacher Salaries Grant Receivable	685,764	-	637,538
	<u>1,056,994</u>	<u>800,000</u>	<u>897,685</u>
Receivables from Exchange Transactions	371,230	800,000	208,388
Receivables from Non-Exchange Transactions	685,764	-	689,297
	<u>1,056,994</u>	<u>800,000</u>	<u>897,685</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	700,000	400,000	-
Total Investments	<u>700,000</u>	<u>400,000</u>	<u>-</u>

10. Property, Plant and Equipment

	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	811,923	9,150			(25,996)	795,077
Furniture and Equipment	745,404	229,507			(119,221)	855,690
Information and Communication Technology	174,788	109,338			(62,811)	221,315
Motor Vehicles	21,787				(7,209)	14,578
Textbooks	5,886				(965)	4,921
Leased Assets	99,835				(38,152)	61,683
Library Resources	71,467	9,682			(9,034)	72,115

Balance at 31 December 2022	<u>1,931,090</u>	<u>357,677</u>	<u>-</u>	<u>-</u>	<u>(263,388)</u>	<u>2,025,379</u>
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	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings	1,327,488	(532,411)	795,077	1,318,338	(506,415)	811,923
Furniture and Equipment	1,890,615	(1,034,925)	855,690	1,661,109	(915,705)	745,404
Information and Communication Technology	1,645,423	(1,424,108)	221,315	1,536,084	(1,361,296)	174,788
Motor Vehicles	68,374	(53,796)	14,578	68,374	(46,587)	21,787
Textbooks	132,710	(127,789)	4,921	132,710	(126,824)	5,886
Leased Assets	220,283	(158,600)	61,683	220,283	(120,448)	99,835
Library Resources	253,464	(181,349)	72,115	243,782	(172,315)	71,467
Balance at 31 December	<u>5,538,357</u>	<u>(3,512,978)</u>	<u>2,025,379</u>	<u>5,180,680</u>	<u>(3,249,590)</u>	<u>1,931,090</u>

11. Accounts Payable

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Creditors	277,534	1,100,000	281,476
Accruals	92,204	-	84,600
Employee Entitlements - Salaries	685,764	-	637,538
Employee Entitlements - Leave Accrual	95,352	-	83,392
	<u>1,150,854</u>	<u>1,100,000</u>	<u>1,087,006</u>

Payables for Exchange Transactions	1,150,854	1,100,000	1,087,006
	<u>1,150,854</u>	<u>1,100,000</u>	<u>1,087,006</u>

12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	8,567	-	5,000
International Student Fees in Advance	298,703	220,000	121,438
Other revenue in Advance	19,679	-	18,633
	<u>326,949</u>	<u>220,000</u>	<u>145,071</u>

13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Provision at the Start of the Year	34,725	35,907	37,088
Increase to the Provision During the Year	184,779	164,267	(2,363)
	<u>219,504</u>	<u>200,174</u>	<u>34,725</u>
Provision at the End of the Year			
	<u>219,504</u>	<u>200,174</u>	<u>34,725</u>
Cyclical Maintenance - Current	117,000	-	-
Cyclical Maintenance - Non current	198,600	125,000	34,725
	<u>315,600</u>	<u>125,000</u>	<u>34,725</u>

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget \$	2021 Actual \$
No Later than One Year	34,434	33,000	36,378
Later than One Year and no Later than Five Years	30,444	40,000	64,607
	<u>64,879</u>	<u>73,000</u>	<u>100,985</u>
Represented by			
Finance lease liability - Current	34,434	33,000	36,378
Finance lease liability - Non current	30,444	40,000	64,607
	<u>64,879</u>	<u>73,000</u>	<u>100,985</u>

15. Funds held in Trust

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	335,672	250,000	189,270
	<u>335,672</u>	<u>250,000</u>	<u>189,270</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 expenses.

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

		2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board \$	Closing Balances \$
Block M Toilet Upgrad	<i>Completed</i>		(6,949)	1,145	(2,500)		(8,304)
Prefab Upgrade Table Mountain	<i>In progress</i>		44,247		(53,423)		(9,176)
Roofing Project	<i>In progress</i>		(22,296)				(22,296)
SIP Hub	<i>Completed</i>		1,544		(1,970)		(426)
Sensory Room	<i>Completed</i>		(4,888)		(140)		(5,028)
Emergency Fire	<i>Completed</i>		1,196		(2,700)		(1,504)
Gas Pipework	<i>Completed</i>		(6,910)		(739)		(7,649)
SNM Low Vision	<i>In progress</i>		(10,715)		(38,780)		(49,495)
Caretakers House	<i>In progress</i>			9,750	(8,486)		1,264
LS Visual Impairments	<i>In progress</i>			150,000			150,000
Special Needs 2023	<i>In progress</i>			200,000	(128,087)		71,913
Psprinkler Remediation	<i>In progress</i>				(7,873)		(7,873)
Tetraplegic Access	<i>In progress</i>				(87,360)		(87,360)
Totals			<u>(4,771)</u>	<u>360,895</u>	<u>(332,058)</u>	<u>-</u>	<u>24,066</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	223,177
Funds Receivable from the Ministry of Education	<u>(199,111)</u>
	<u>24,066</u>

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board \$	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		<u>437,706</u>	<u>649,129</u>	<u>(1,091,606)</u>	<u>-</u>	<u>(4,771)</u>

Represented by:

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

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.

19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,800	5,740
<i>Leadership Team</i>		
Remuneration	839,795	673,547
Full-time equivalent members	6	5
Total key management personnel remuneration	844,595	679,287

There are **11** members of the Board excluding the Principal. The Board had held **11** full meetings of the Board in the year. The Board also has Finance, 3 members, and Property, 3 members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	170-180
Benefits and Other Emoluments	5	5

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	16	16
110 - 120	3	3
120 - 130	3	3
	22	22

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:

	2022 Actual \$9,900	2021 Actual -
Total	1	-
Number of People		

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

A number of construction contracts have been entered as noted above in Note 15. All of the contracts will be fully funded by the Ministry of Education.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Cash and Cash Equivalents	619,780	900,000	1,200,970
Receivables	1,056,994	800,000	897,685
Investments - Term Deposits	700,000	400,000	-
Total Financial assets measured at amortised cost	<u>2,376,774</u>	<u>2,100,000</u>	<u>2,098,655</u>

Financial liabilities measured at amortised cost

Payables	1,150,854	1,100,000	1,087,006
Finance Leases	64,878	73,000	100,985
Total Financial Liabilities Measured at Amortised Cost	<u>1,215,732</u>	<u>1,173,000</u>	<u>1,187,991</u>

24. Events After Balance Date

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

25. Comparatives

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

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$33,189(excluding GST).

The funding was spent on sports equipment, coaching, and the administration of delivering sport across multiple codes. The number of students participating in organised sport increased from 716 students in 2021 to 641 students in 2022 due to Covid. The school roll was 1299 in 2021 and 1280 in 2022.

Statement of Compliance with Employment Policy

Onslow College College Board is committed to ensuring our employment practices are fair, transparent, and compliant with legislation.

Our school recognises the importance of adhering to sound employment principles, such as good employer obligations, fair pay, and commitment to equal employment opportunities. We endeavour to ensure that these principles guide our employment practices.

We act in good faith and treat all employees equitably, maintaining a safe, inclusive working environment and fulfilling our duty of care obligations. Employee welfare, work-life balance and flexible working arrangements are considered.

We ensure all staff contracts are properly documented, and all staff are provided with appropriate resources, professional development, and support to perform their roles effectively.

As a state school, we recognise and honour the principles of the Treaty of Waitangi in all our employment practices. This includes promoting equity, partnership, and active protection for Māori staff.

We periodically review and update our employment policies to reflect changes in legislation and best practice guidelines.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ONSLOW COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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 4 to 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the College:

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

Our audit was completed on 1 March 2024. 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.

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.
- We assess the risk of material misstatement arising from the College payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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



Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. Other information has not been received by the auditor at the date of the 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.

A handwritten signature in black ink that reads "Pam Thompson".

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