

HUNTLY COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



HUNTLY COLLEGE

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FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 119

Principal: Rachael Parker

School Address: Bridge Street, Huntly 3700

School Postal Address: P O Box 151, Huntly 3740

School Phone: (07) 828 7152

School Email: admin@huntlycollege.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Amber Tuhakaraina	Presiding Member	Re-Elected	Sep-25
Rachael Parker	Principal	ex Officio	
Eileen Tengu	Parent Representative	Re-Elected	Sep-25
Ashna Maharaj	Staff Representative	Elected	Sep-25
Dale Jacobs-Martin	Parent Representative	Elected	Sep-25
Alexander Harbottle	Student Representative	Elected	Sep-24
Karn Tuhakaraina	Student Representative	Elected	Sep-23
Tukiri Papa	Student Representative	Elected	Feb-23
Barbara Cavanagh	Principal	ex Officio	Jan-23

Accountant / Service Provider:



Auditor:

PKF Chartered Accountants & Business Advisors



HUNTLY COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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Huntly College

Statement of Responsibility

For the year ended 31 December 2023


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

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

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

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

Amber Tuhakarainga
Full Name of Presiding Member


Signature of Presiding Member

13 May 2024
Date:

Rachael Parker
Full Name of Principal


Signature of Principal

13 May, 2024
Date:

Huntly College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	4,582,184	4,463,700	4,469,368
Locally Raised Funds	3	67,115	50,600	41,304
Interest		85,008	25,000	30,494
Gain on Sale of Property, Plant and Equipment		435	-	-
Total Revenue		4,734,742	4,539,300	4,541,166
Expense				
Locally Raised Funds	3	32,479	33,150	22,573
Learning Resources	4	3,251,842	3,501,838	3,209,136
Administration	5	417,768	434,294	427,620
Interest		2,381	4,285	2,925
Property	6	911,366	647,922	644,603
Loss on Disposal of Property, Plant and Equipment		10,255	-	4,837
Total Expense		4,626,091	4,621,489	4,311,694
Net Surplus / (Deficit) for the year		108,651	(82,189)	229,472
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		108,651	(82,189)	229,472

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

Huntly College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,465,824	1,465,824	1,211,783
Total comprehensive revenue and expense for the year		108,651	(82,189)	229,472
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	24,569
Equity at 31 December		1,574,475	1,383,635	1,465,824
Accumulated comprehensive revenue and expense		1,574,475	1,383,635	1,465,824
Equity at 31 December		1,574,475	1,383,635	1,465,824

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.

Huntly College

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,605,624	734,292	854,810
Accounts Receivable	8	292,307	294,581	294,581
GST Receivable		19,335	9,271	9,271
Prepayments		1,043	-	-
Inventories	9	2,066	1,167	1,167
Investments		-	550,000	550,000
		<u>1,920,375</u>	<u>1,589,311</u>	<u>1,709,829</u>
Current Liabilities				
Accounts Payable	12	283,616	264,957	264,957
Borrowings	13	3,556	3,318	3,318
Revenue Received in Advance	14	37,126	85,564	85,564
Provision for Cyclical Maintenance	15	125,400	-	-
Finance Lease Liability	16	13,328	4,525	10,208
Funds held for Capital Works Projects	17	56,686	-	98,251
		<u>519,712</u>	<u>358,364</u>	<u>462,298</u>
Working Capital Surplus/(Deficit)		1,400,663	1,230,947	1,247,531
Non-current Assets				
Property, Plant and Equipment	11	401,427	398,325	468,375
		<u>401,427</u>	<u>398,325</u>	<u>468,375</u>
Non-current Liabilities				
Borrowings	13	616	4,173	4,173
Provision for Cyclical Maintenance	15	210,223	240,564	240,564
Finance Lease Liability	16	16,776	900	5,345
		<u>227,615</u>	<u>245,637</u>	<u>250,082</u>
Net Assets		<u><u>1,574,475</u></u>	<u><u>1,383,635</u></u>	<u><u>1,465,824</u></u>
Equity		<u><u>1,574,475</u></u>	<u><u>1,383,635</u></u>	<u><u>1,465,824</u></u>

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

Huntly College

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,784,230	2,051,725	1,819,719
Locally Raised Funds		78,257	55,584	46,288
Goods and Services Tax (net)		(10,064)	5,128	5,130
Payments to Employees		(627,282)	(684,285)	(594,459)
Payments to Suppliers		(1,015,653)	(1,069,161)	(879,976)
Interest Paid		(2,381)	(4,285)	(2,925)
Interest Received		87,608	23,387	28,881
Net cash from/(to) Operating Activities		294,715	378,093	422,658
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		435	(2,828)	
Purchase of Property Plant & Equipment (and Intangibles)		(36,110)	(12,513)	(82,796)
Purchase of Investments		-	(250,000)	(250,000)
Proceeds from Sale of Investments		550,000	-	
Net cash from/(to) Investing Activities		514,325	(265,341)	(332,796)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	24,569
Finance Lease Payments		(13,342)	(10,329)	(12,716)
Loans Received		(3,319)	(3,078)	
Repayment of Loans		-	-	(3,078)
Funds Administered on Behalf of Other Parties		(41,565)	-	(42,459)
Net cash from/(to) Financing Activities		(58,226)	(13,407)	(33,684)
Net increase/(decrease) in cash and cash equivalents		750,814	99,345	56,178
Cash and cash equivalents at the beginning of the year	7	854,810	634,947	798,632
Cash and cash equivalents at the end of the year	7	1,605,624	734,292	854,810

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

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

Huntly College

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–40 years
Classroom Furniture	10 years
Classroom Equipment	5-10 years
Administration Furniture	10 years
Administration Equipment	10 years
Information and communication technology	4 years
Property, Grounds and other Equipment	5-10 years
Motor vehicles	5-10 years
Textbooks	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

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

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

k) 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.

l) 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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 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.

p) Financial Instruments

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

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

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

q) Borrowings

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,765,896	1,730,310	1,785,051
Teachers' Salaries Grants	2,269,791	2,320,000	2,261,607
Use of Land and Buildings Grants	474,263	335,150	335,150
Other Government Grants	72,234	78,240	87,560
	<u>4,582,184</u>	<u>4,463,700</u>	<u>4,469,368</u>

The school has opted in to the donations scheme for this year. Total amount received was \$28,975.

3. Locally Raised Funds

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	9,094	11,500	12,178
Fees for Extra Curricular Activities	25,637	9,600	5,827
Trading	2,746	3,500	4,445
Fundraising & Community Grants	722	1,000	-
Other Revenue	28,916	25,000	18,854
	<u>67,115</u>	<u>50,600</u>	<u>41,304</u>
Expense			
Extra Curricular Activities Costs	22,583	18,100	7,048
Trading	2,705	3,400	4,525
Fundraising and Community Grant Costs	191	150	-
Other Locally Raised Funds Expenditure	7,000	11,500	11,000
	<u>32,479</u>	<u>33,150</u>	<u>22,573</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>34,636</u>	<u>17,450</u>	<u>18,731</u>

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	303,165	408,333	259,788
Equipment Repairs	2,925	2,000	932
Information and Communication Technology	62,137	64,844	56,813
Library Resources	2,297	2,500	2,370
Employee Benefits - Salaries	2,755,701	2,874,611	2,718,797
Staff Development	4,921	9,550	8,153
Depreciation	120,696	140,000	162,283
	<u>3,251,842</u>	<u>3,501,838</u>	<u>3,209,136</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,315	8,315	8,073
Board Fees	3,060	4,455	3,555
Board Expenses	9,277	13,230	7,951
Communication	4,688	7,400	6,565
Consumables	639	2,400	2,858
Other	287,254	300,530	298,387
Employee Benefits - Salaries	95,735	86,000	93,233
Insurance	3,250	5,964	2,048
Service Providers, Contractors and Consultancy	5,550	6,000	4,950
	417,768	434,294	427,620

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	103,310	95,970	89,271
Consultancy and Contract Services	305	450	376
Cyclical Maintenance	125,631	21,515	36,706
Grounds	32,326	27,600	25,590
Heat, Light and Water	40,781	54,453	35,261
Rates	7,312	7,250	6,693
Repairs and Maintenance	67,008	45,284	53,861
Use of Land and Buildings	474,263	335,150	335,150
Security	2,541	3,750	3,233
Employee Benefits - Salaries	57,889	56,500	58,462
	911,366	647,922	644,603

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	1,605,624	234,292	354,810
Short-term Bank Deposits	-	500,000	500,000
Cash and cash equivalents for Statement of Cash Flows	1,605,624	734,292	854,810

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

Of the \$1,605,624 Cash and Cash Equivalents, \$56,686 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$1,605,624 Cash and Cash Equivalents, \$10,765 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	15,344	8,178	8,178
Receivables from the Ministry of Education	-	19,164	19,164
Interest Receivable	-	2,600	2,600
Banking Staffing Underuse	96,093	89,775	89,775
Teacher Salaries Grant Receivable	180,870	174,864	174,864
	<u>292,307</u>	<u>294,581</u>	<u>294,581</u>
Receivables from Exchange Transactions	15,344	10,778	10,778
Receivables from Non-Exchange Transactions	276,963	283,803	283,803
	<u>292,307</u>	<u>294,581</u>	<u>294,581</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	2,066	1,167	1,167
	<u>2,066</u>	<u>1,167</u>	<u>1,167</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	-	550,000	550,000
	<u>-</u>	<u>550,000</u>	<u>550,000</u>
Total Investments	<u>-</u>	<u>550,000</u>	<u>550,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Buildings - School	86,204	-	-	-	(4,503)	81,701
Classroom Furniture	48,125	-	-	-	(10,436)	37,689
Classroom Equipment	83,998	7,308	(225)	-	(15,789)	75,292
Administration Furniture	9,393	6,094	-	-	(2,081)	13,406
Administration Equipment	1,003	853	(84)	-	(234)	1,538
Information and Communication Technology	143,011	7,438	(9,664)	-	(53,946)	86,839
Property Grounds and Other Equip	16,476	-	-	-	(5,174)	11,302
Motor Vehicles	35,396	-	-	-	(9,867)	25,529
Leased Assets	12,761	27,893	-	-	(12,945)	27,709
Library Resources	15,067	3,718	(283)	-	(2,313)	16,189
Electronic Equipment	13,727	10,700	-	-	(2,786)	21,641
Sports Equipment	3,214	-	-	-	(622)	2,592
Balance at 31 December 2023	<u>468,375</u>	<u>64,004</u>	<u>(10,256)</u>	<u>-</u>	<u>(120,696)</u>	<u>401,427</u>

The net carrying value of furniture and equipment held under a finance lease is \$27,709 (2022: \$12,761)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	133,964	(52,263)	81,701	133,964	(47,760)	86,204
Classroom Furniture	189,886	(152,197)	37,689	189,886	(141,761)	48,125
Classroom Equipment	331,206	(255,914)	75,292	329,516	(245,518)	83,998
Administration Furniture	58,953	(45,547)	13,406	55,532	(46,139)	9,393
Administration Equipment	32,222	(30,684)	1,538	34,640	(33,637)	1,003
Information and Communication Technology	392,485	(305,646)	86,839	449,412	(306,401)	143,011
Property Grounds and Other Equip	76,089	(64,787)	11,302	76,983	(60,507)	16,476
Motor Vehicles	179,134	(153,605)	25,529	179,134	(143,738)	35,396
Leased Assets	45,482	(17,773)	27,709	43,299	(30,538)	12,761
Library Resources	44,964	(28,775)	16,189	42,036	(26,969)	15,067
Electronic Equipment	30,261	(8,620)	21,641	19,561	(5,834)	13,727
Sports Equipment	6,220	(3,628)	2,592	6,220	(3,006)	3,214
Balance at 31 December 2023	1,520,866	(1,119,439)	401,427	1,560,183	(1,091,808)	468,375

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	31,207	32,234	32,234
Accruals	9,562	8,134	8,134
Employee Entitlements - Salaries	237,933	219,442	219,442
Employee Entitlements - Leave Accrual	4,914	5,147	5,147
	283,616	264,957	264,957
Payables for Exchange Transactions	283,616	264,957	264,957
	283,616	264,957	264,957

The carrying value of payables approximates their fair value.

13. Borrowings

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Loans due in one year	3,556	3,318	3,318
Loans due after one year	616	4,173	4,173
	4,172	7,491	7,491

The school has borrowings at 31 December 2023 of \$4,172 (31 December 2022 \$7,491). This loan is from Ricoh for the purpose of paying out the previous copier lease with CSG Finance. The loan is unsecured, interest is 8% per annum and the loan is payable with interest in equal monthly instalments of \$310.53.

14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	10,765	77,511	77,511
Other revenue in Advance	26,361	8,053	8,053
	37,126	85,564	85,564

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	240,564	185,497	203,858
Increase to the Provision During the Year	55,080	85,619	36,706
Use of the Provision During the Year	(30,572)	(30,552)	-
Other Adjustments	70,551	-	-
Provision at the End of the Year	335,623	240,564	240,564
Cyclical Maintenance - Current	125,400	-	-
Cyclical Maintenance - Non current	210,223	240,564	240,564
	335,623	240,564	240,564

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property plan and quotes from local painting contractors.

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	15,473	5,025	11,206
Later than One Year and no Later than Five Years	18,097	1,150	5,676
Future Finance Charges	(3,466)	(750)	(1,329)
	<u>30,104</u>	<u>5,425</u>	<u>15,553</u>
Represented by			
Finance lease liability - Current	13,328	4,525	10,208
Finance lease liability - Non current	16,776	900	5,345
	<u>30,104</u>	<u>5,425</u>	<u>15,553</u>

17. Funds Held for Capital Works Projects

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

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Demolition and Van Shed	(227,260)	67,120	-	(10,434)	-	56,686
Roof Replacement Stage One	(237,004)	31,131	569	(31,700)	-	-
Totals		<u>98,251</u>	<u>569</u>	<u>(42,134)</u>	<u>-</u>	<u>56,686</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	56,686
Funds Receivable from the Ministry of Education	-

	2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP B Refurbishment	(237,003)	72,434	2,428	(74,862)	-	-
Demolition and Van Shed	(227,260)	68,276	-	(1,156)	-	67,120
Roof Replacement Stage One	(237,004)	-	32,121	(990)	-	31,131
Site Remedial Works	(229,432)	-	38,029	(38,029)	-	-
Totals		<u>140,710</u>	<u>72,578</u>	<u>(115,037)</u>	<u>-</u>	<u>98,251</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	98,251
Funds Receivable from the Ministry of Education	-

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,060	3,555
 <i>Leadership Team</i>		
Remuneration	427,404	474,082
Full-time equivalent members	3.00	3.00
 Total key management personnel remuneration	430,464	477,637

There are five members of the Board excluding the Principal. The Board has held ten full meetings of the Board in the year. The Board also has Finance (2 members) and Property (4 members) committees 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	200 - 210
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	4.00	5.00
110 - 120	3.00	3.00
120 - 130	4.00	0.00
140 -150	0.00	1.00
	11.00	9.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	\$0	\$0
Number of People	nil	nil

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay equity settlement wash-up amounts

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

22. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$92,970 (2022:\$100,207) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Demolition and Van Shed	125,267	32,297	92,970
Total	125,267	32,297	92,970

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,605,624	734,292	854,810
Receivables	292,307	294,581	294,581
Investments - Term Deposits	-	550,000	550,000
Total financial assets measured at amortised cost	<u>1,897,931</u>	<u>1,578,873</u>	<u>1,699,391</u>

Financial liabilities measured at amortised cost

Payables	283,616	264,957	264,957
Borrowings - Loans	4,172	7,491	7,491
Finance Leases	30,104	5,425	15,553
Total financial liabilities measured at amortised cost	<u>317,892</u>	<u>277,873</u>	<u>288,001</u>

24. Events After Balance Date

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

Huntly College

Kiwisport Statement

For the year ended 31 December 2023

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2023, the College received Kiwisport Funding of \$ 4,710 (excluding GST) [2022: \$4,841]. Funding was allocated towards the Kiwisport Coordinator Salary.

Statement of Compliance with Employment Policy

For the year ended 31 December 2023

The Huntly College Board of Trustees has reviewed and approved the Personnel and Appointments Policy, covering the appointment and management of staff in terms of legislative requirements, collective agreements and identified good practice. Implementation of this policy and review of associated guidelines and procedures are delegated to the principal. Review to be completed and all staff to start 2024 with an updated job description.

Huntly College Board of Trustees is an Equal Employment Opportunities employer and ensures all employees have equal access to job opportunities, training, promotion and conditions of service.

Statement of Variance Reporting 2023 - Analysis Report

School Name: Huntly College

School Number: 119

Strategic Aim:	With the appointment of a new principal in 2023, the board has reviewed the following strategic aims; Curriculum: Achievement and Teaching and Learning Community: Communication and Attendance Leadership: Senior Leadership Team, Teachers/Support Staff and Students Evaluate: Governance, ERO, Internal Review																																							
Annual Aim:	Leadership: Shared understanding of our school vision and values Governance: Update all policies and procedures Achievement: Achieve the same results or better at our school equity index band compared with national averages Attendance: Shift students out of chronic attendance (below 70%) to moderate attendance (70% and above)																																							
Target:	Achievement: School Equity Index Band National Average at NCEA L1, 2 and 3 Attendance: Moving students from 60% to 70% and above																																							
Baseline Data:	<p style="text-align: center;">2023 Achievement Comparisons to Huntly College results and School Equity Index Band</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #e1eef6;"> <th>NCEA Level</th> <th>Huntly College</th> <th>School Equity Index Band</th> </tr> </thead> <tbody> <tr> <td>Level 3</td> <td style="text-align: center;">22.2%</td> <td style="text-align: center;">51.1%</td> </tr> <tr> <td>UE Achievement</td> <td style="text-align: center;">11.1%</td> <td style="text-align: center;">16.8%</td> </tr> <tr> <td>Level 2</td> <td style="text-align: center;">42.6%</td> <td style="text-align: center;">58.1%</td> </tr> <tr> <td>Level 1</td> <td style="text-align: center;">22.6%</td> <td style="text-align: center;">42.7%</td> </tr> </tbody> </table> <p style="text-align: center;">2023 Attendance Data - Shifting students from 60% attendance to 70% attendance and above</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #e1eef6;"> <th>Term</th> <th>Year (no. of students)</th> <th>Number of students between 60% to 69%</th> <th>Number of students shifted to 70% to 80%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td rowspan="3" style="text-align: center;">9 (36)</td> <td style="text-align: center;">8</td> <td style="text-align: center;">4</td> </tr> <tr> <td>2</td> <td style="text-align: center;">10</td> <td style="text-align: center;">6</td> </tr> <tr> <td>3</td> <td style="text-align: center;">6</td> <td style="text-align: center;">2</td> </tr> <tr> <td>1</td> <td rowspan="3" style="text-align: center;">10 (47)</td> <td style="text-align: center;">20</td> <td style="text-align: center;">5</td> </tr> <tr> <td>2</td> <td style="text-align: center;">15</td> <td style="text-align: center;">5</td> </tr> <tr> <td>3</td> <td style="text-align: center;">10</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>	NCEA Level	Huntly College	School Equity Index Band	Level 3	22.2%	51.1%	UE Achievement	11.1%	16.8%	Level 2	42.6%	58.1%	Level 1	22.6%	42.7%	Term	Year (no. of students)	Number of students between 60% to 69%	Number of students shifted to 70% to 80%	1	9 (36)	8	4	2	10	6	3	6	2	1	10 (47)	20	5	2	15	5	3	10	4
NCEA Level	Huntly College	School Equity Index Band																																						
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3		6	2																																					
1	10 (47)	20	5																																					
2		15	5																																					
3		10	4																																					

1	11 (44)	22	6
2		15	5
3		15	10

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance - Why did it happen?	Evaluation - Where to next?
<ul style="list-style-type: none"> Teacher-only days were committed to building a shared understanding of our school vision and values. Created a <i>Huntly Way</i> behavioural matrix to make our school values 'living and breathing' in school life. Signed up to <i>school docs</i>, a platform to streamline our school policies and procedures in the one tool. Used a traffic light system to identify students who were not on track to achieve NCEA L1, 2 or 3. Completed an attendance inquiry in T3 to identify and closely monitor students below 70% attendance rate and create opportunities to shift these students at and above 70%. Utilised the support from our Attendance Support Officer from our Kaahui Ako to enhance relationships between school, student and whaanau. Started to make plans to modify our localised curriculum to address our attendance and achievement issue. Main changes to consider; Puna Ako strand of our curriculum (removing 	<ul style="list-style-type: none"> Revised our strategic plan to align with the new planning and reporting requirements to include the <i>NELPS</i>. The <i>Huntly Way</i> was created but never implemented into school wide processes, a work in progress. <i>School Docs</i> was signed up to use in June, but has not been fully completed for use yet. Traffic light system was excellent, clearly identified which students were in <i>amber</i> colour and required extra support to get over the line. Unfortunately attendance was a huge factor in why a large number of students were sitting in <i>red and amber</i> colours. Attendance progress was slow. Some small gains were made, but not quick enough. Support from our Attendance person was amazing. She is able to make connections quickly as she is a local in Huntly. Allows SLT and teachers free from completing home visits and focussing on the teaching and learning. Curriculum review for 2024 was 	<ul style="list-style-type: none"> There were many important priorities such as attendance that made the school values living and breathing in school life not have as much time to deal with and implement. Little to no time was given for this. School docs again were not prioritised for implementation. This responsibility now sits with admin staff who are well versed in our school policies and governance. Attendance will always be an ongoing priority with the current state nationally. There are too many contributing factors within the students' home that schools have no control over. What we can control is what goes on inside our school gates. We will continue to support whaanau as best we can, offering a <i>hand up</i> always. 	<ul style="list-style-type: none"> Rebuilding our school through the strategic plan for 2024-2025. Exciting times for our kura with this new direction. Continue to further develop existing procedures that work to enhance our school values in our school culture and the wider school life. Complete the implementation of <i>school docs</i> before the end of T2, 2024 Continue to use the traffic light system to closely monitor progress with our students completing their NCEA qualifications Attendance is a major focus for our school and is closely linked with our ERO key priorities. There needs to be further support for our school with an extra attendance support person. This task is huge and requires additional support. Changes to our localised curriculum will not only improve achievement but also improve attendance and engagement. I am excited to see what 2024 brings.

<p>the vertical 100 min Num/Lit) and removing the <i>ALL</i> options for I am modules as well as reducing the number of choices students have in their subject specialist classes.</p>	<p>excellent, using the MOE accord days to plan ahead well in advance. T4 was used specifically for the introduced changes for 2024. Staff we are to plan, assess and prepare together, using PLD time in the mornings.</p>		
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Planning for 2024

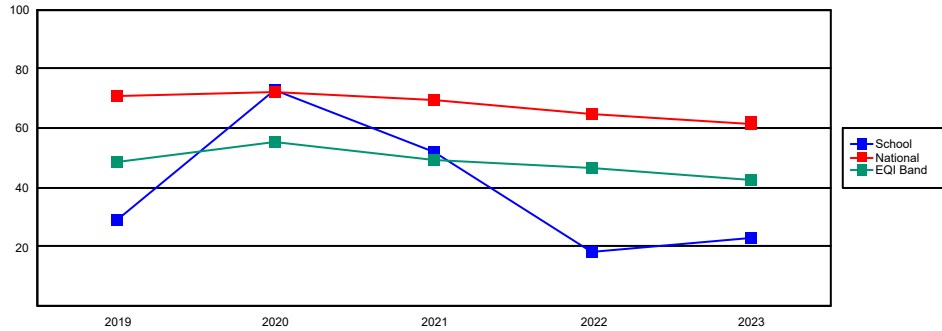
1. Revised curriculum changes in Puna Ako, introduction of Puna Matauranga (grouping of students in year levels explicitly taught numeracy and literacy in a team teaching environment). Included in the changes is an introduction of Sports, Culture and Leadership which will further develop and enhance our school values and culture at Huntly College.
2. Staff structure - teachers returning back to curriculum leaders for additional specialised support in their chosen curriculum. A robust professional growth cycle programme for classroom teachers, middle leaders, senior leaders and principal. A review of our current support staff structure to ensure we are being efficient and effective in our day to day roles and responsibilities which enhances student outcomes.
3. Continue to further develop and enhance our relationships with whaanau, marae, iwi, hapu and community members so that we can draw on their skill sets, experiences so that our school will thrive. We need to provide opportunities for our key stakeholders to be a part of the decision making and help share the responsibility of growth and improvement of our kura.
4. Ensure we are meeting the needs of our students, staff and whaanau. Building a safe learning environment where we can all thrive. Resourcing the school effectively to benefit all key stakeholders.

Achievement in NCEA and UE: Huntly College

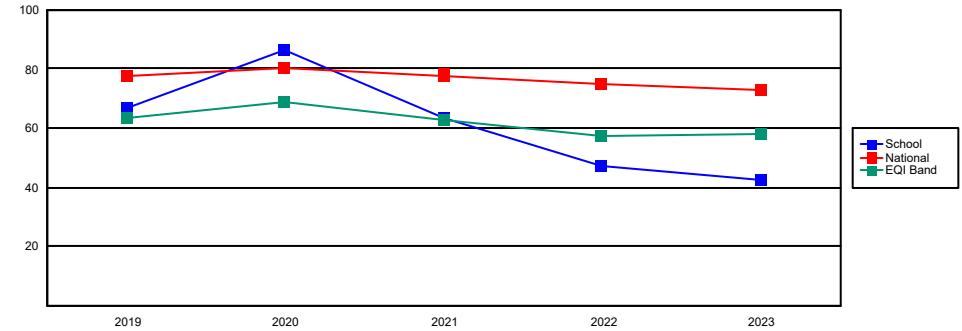
PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Huntly College				National				Most Socioeconomic Barriers (School Equity Index Band)			
	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
2019	29.1	66.7	55.6	11.1	70.6	77.5	67.3	49.3	48.2	63.6	51.1	17.7
2020	72.7	86.0	56.7	13.3	71.8	80.1	72.1	53.4	55.4	69.1	59.9	21.7
2021	51.6	63.2	40.6	9.4	69.2	77.9	70.5	51.9	49.3	63.0	56.4	18.4
2022	17.9	47.4	33.3		64.9	74.9	68.2	50.3	46.4	57.6	51.7	17.0
2023	22.6	42.6	22.2	11.1	61.6	73.2	67.6	49.7	42.7	58.1	51.1	16.8

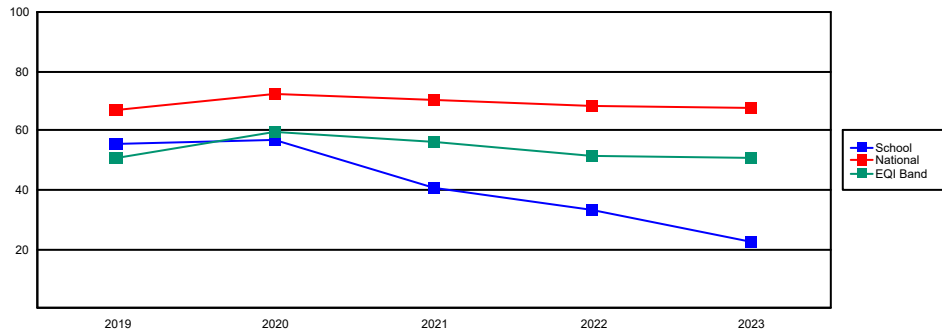
Year 11 - NCEA Level 1



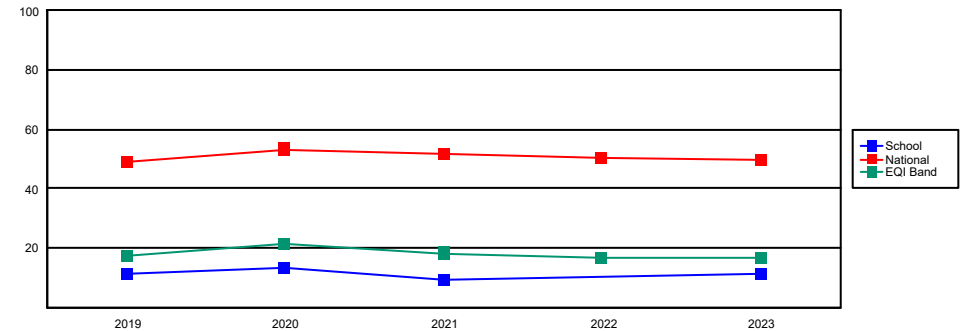
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Achievement in NCEA and UE: Huntly College

PR2 - Enrolment Based Cumulative Results by Gender

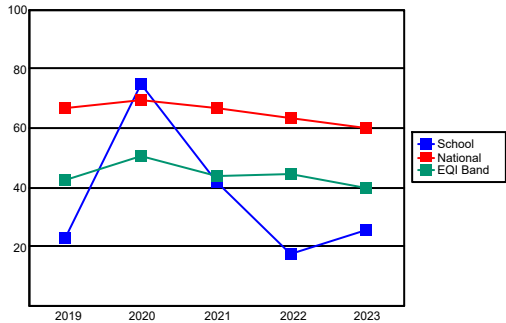
Huntly College

National

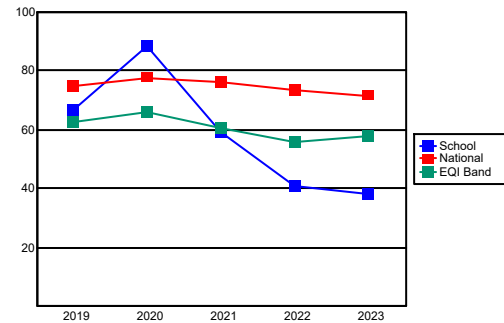
Most Socioeconomic Barriers (School Equity Index Band)

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												
2019	23.1	66.7	58.3		66.5	74.7	62.3	42.2	42.3	62.8	45.4	12.7
2020	75.0	88.2	38.5	15.4	69.6	77.8	68.5	46.8	50.5	66.2	58.5	16.6
2021	41.4	59.1	46.2	7.7	67.0	76.0	66.8	45.5	43.8	60.4	53.5	10.9
2022	17.2	41.2	27.3		63.4	73.3	65.6	44.9	44.4	56.0	48.4	11.4
2023	25.7	38.5	30.0	10.0	60.0	71.7	64.7	43.9	39.4	57.9	52.5	12.8
Female												
2019	34.5	66.7	53.3	20.0	74.9	80.2	71.9	55.8	53.7	64.4	55.1	21.2
2020	68.8	84.6	70.6	11.8	74.1	82.4	75.5	59.6	60.0	71.6	60.9	25.7
2021	60.6	68.8	36.8	10.5	71.5	79.8	74.0	57.7	54.2	65.2	58.6	24.3
2022	18.4	52.4	38.5		66.5	76.6	70.5	55.3	48.3	58.9	54.1	21.2
2023	16.7	47.6	12.5	12.5	63.2	74.7	70.2	54.9	46.0	58.3	50.0	19.9

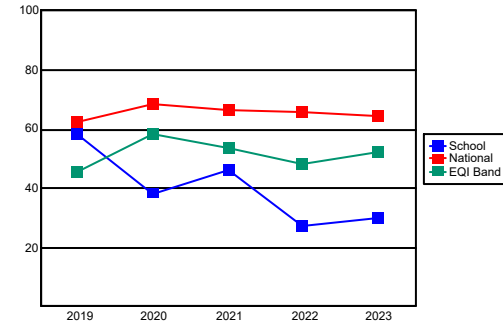
Year 11 NCEA Level 1 - Male



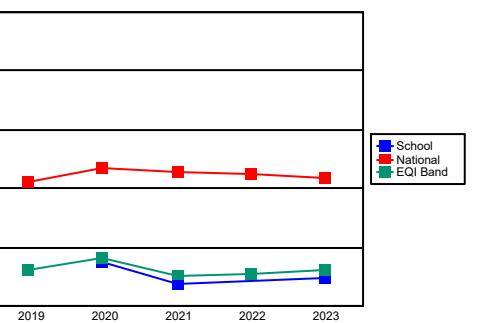
Year 12 NCEA Level 2 - Male



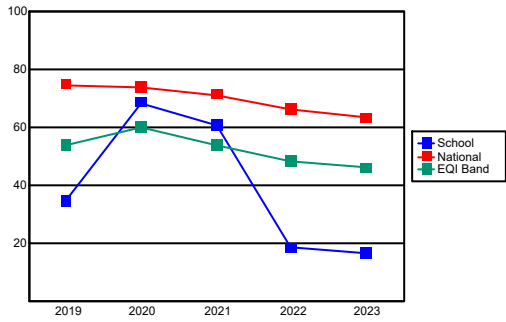
Year 13 NCEA Level 3 - Male



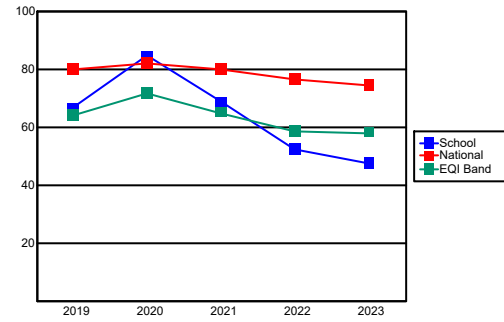
Year 13 University Entrance - Male



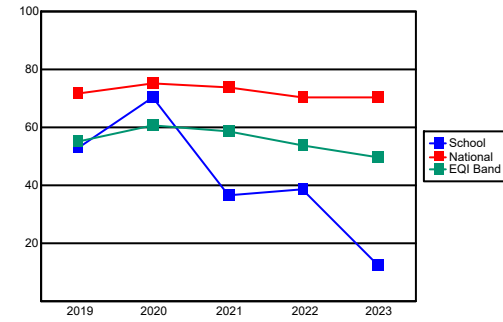
Year 11 NCEA Level 1 - Female



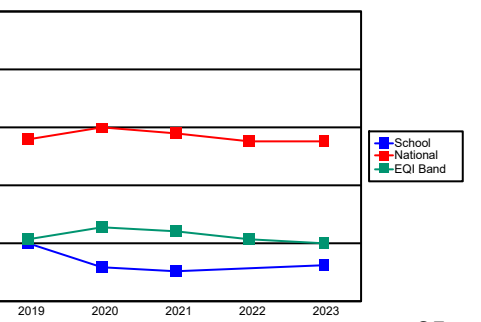
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



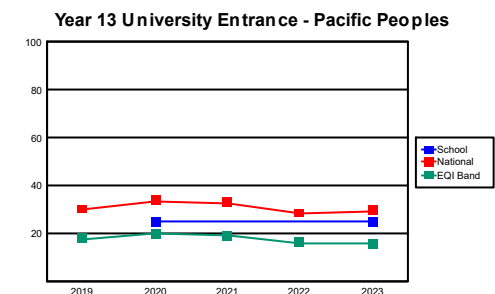
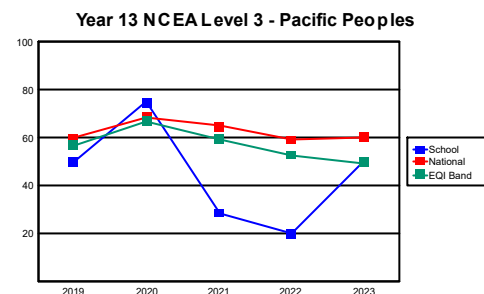
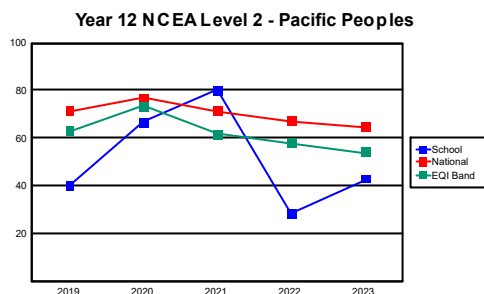
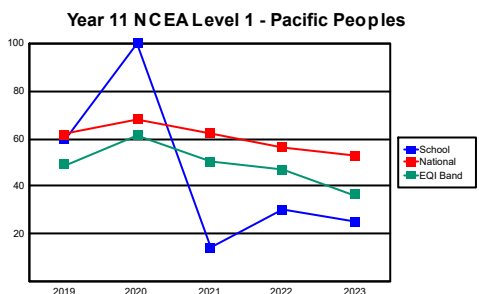
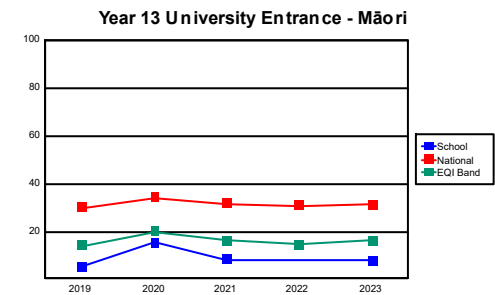
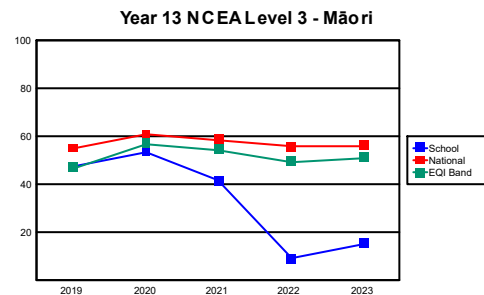
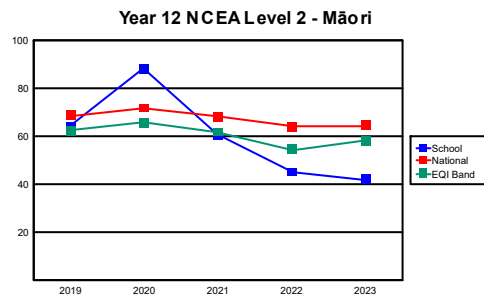
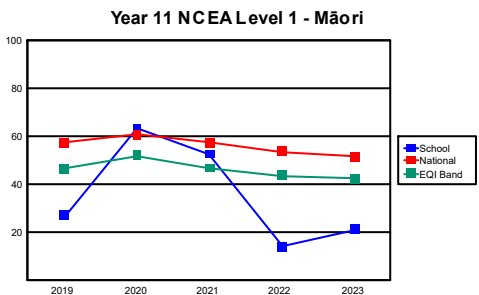
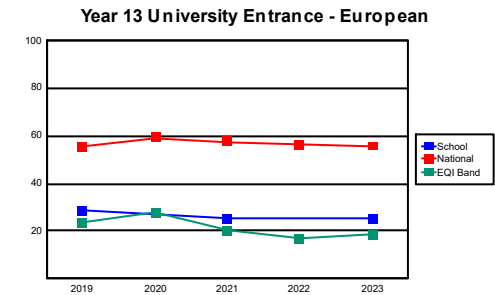
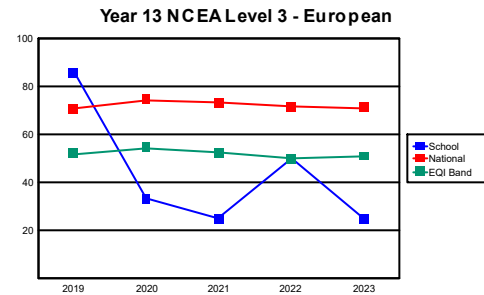
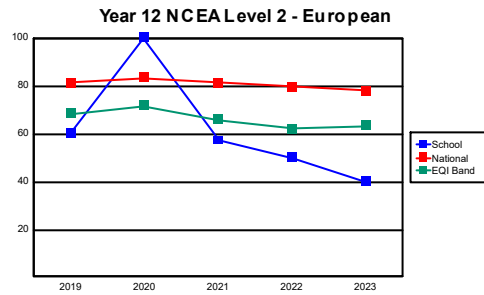
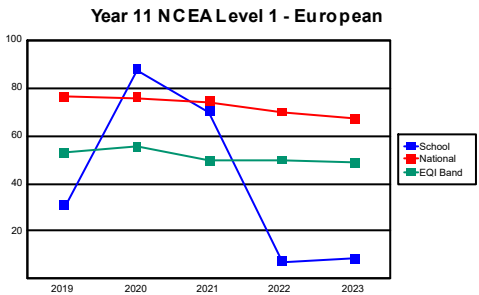
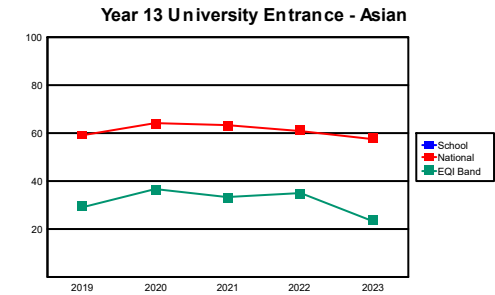
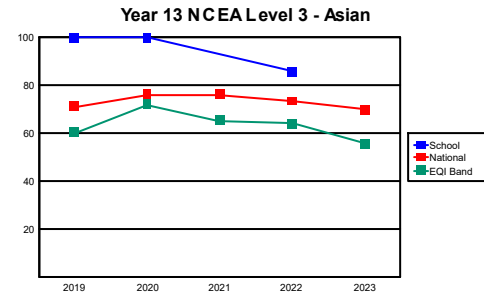
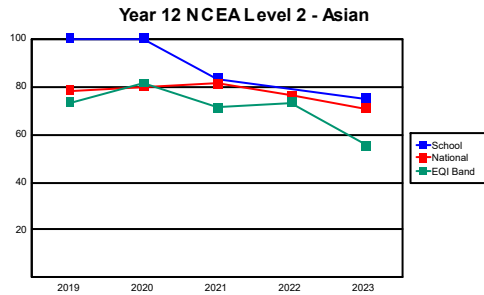
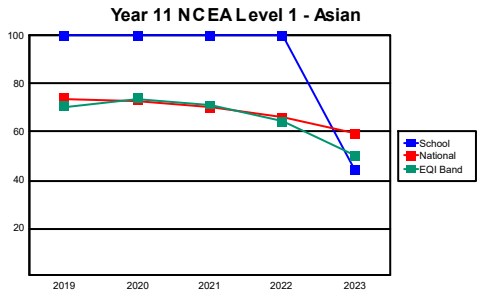
Achievement in NCEA and UE: Huntly College

Generated 10-Mar-2024

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Huntly College				National				Most Socioeconomic Barriers (School Equity Index Band)			
	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												
2019	100.0	100.0	100.0		73.9	78.3	71.3	59.3	70.7	73.3	60.6	29.6
2020	100.0	100.0	100.0		73.1	80.0	76.5	64.1	74.1	81.3	72.2	36.7
2021	100.0	83.3			70.0	81.1	76.2	63.4	71.3	71.0	65.3	33.3
2022	100.0		85.7		65.9	76.0	73.6	61.3	64.2	73.1	64.1	35.0
2023	44.4	75.0			59.5	70.7	70.0	58.0	50.2	55.3	56.0	24.0
European												
2019	30.8	60.0	85.7	28.6	76.0	81.1	70.8	55.1	52.7	68.3	52.1	23.6
2020	87.5	100.0	33.3		75.8	83.2	74.6	59.0	55.1	71.6	54.7	27.7
2021	70.0	57.1	25.0	25.0	74.0	81.2	73.2	57.2	49.5	65.9	52.6	20.1
2022	7.1	50.0	50.0		69.7	79.4	71.6	56.0	49.6	61.8	49.8	16.7
2023	8.3	40.0	25.0	25.0	67.1	77.9	71.3	55.4	48.5	63.1	51.0	18.3
Māori												
2019	27.3	64.1	47.4	5.3	57.7	68.9	55.1	29.9	46.6	62.5	47.1	14.2
2020	63.6	88.2	53.8	15.4	60.8	71.9	60.7	34.1	52.0	65.7	57.2	20.1
2021	52.8	60.7	41.7	8.3	57.7	68.3	58.5	31.7	47.0	61.8	54.7	16.0
2022	14.3	45.2	9.1		53.9	64.1	55.7	30.9	43.8	54.5	49.5	14.4
2023	21.3	42.1	15.4	7.7	51.7	64.5	56.2	31.2	42.5	58.3	51.1	16.0
Middle Eastern/Latin American/African												
2019					67.5	75.5	68.3	52.0	42.9	51.4	50.0	31.3
2020					72.4	77.6	73.2	57.7	52.0	72.7	62.1	31.0
2021					68.4	78.0	70.3	56.0	59.4	60.0	64.7	29.4
2022					61.3	73.3	67.4	51.4	41.2	57.1	65.0	55.0
2023					60.0	69.4	66.9	51.4	52.8	45.2	56.0	32.0
Other Ethnicity												
2019					74.4	75.1	67.4	52.9	76.9	50.0	42.9	14.3
2020					74.6	81.0	74.3	56.9	31.3	80.0	60.0	10.0
2021					73.2	78.5	72.9	55.1	58.6	72.7	66.7	33.3
2022					65.5	77.0	66.3	53.4	35.0	78.3	75.0	12.5
2023					59.4	73.9	65.5	48.8	34.8	64.7	65.4	30.8
Pacific Peoples												
2019	60.0	40.0	50.0		61.8	71.3	60.3	30.3	49.0	63.3	57.0	17.9
2020	100.0	66.7	75.0	25.0	68.2	77.1	68.9	33.7	61.4	73.3	67.3	20.0
2021	14.3	80.0	28.6		62.3	71.5	64.9	33.0	50.2	62.0	59.7	19.1
2022	30.0	28.6	20.0		56.6	67.3	59.4	28.7	46.9	58.1	52.7	16.4
2023	25.0	42.9	50.0	25.0	52.7	64.9	60.3	29.8	36.4	54.0	49.8	15.7

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



2024 ANNUAL IMPLEMENTATION PLAN: Huntly College



Annual Targets

Strategic Goal # 1: 80% of our school roll aiming at 80% or above attendance rate

Strategic Goal # 2: Huntly College students achieving at the same level or above of schools with the same equity index in NCEA L1, 2 and 3 achievement.

Strategic Goal # 3: All Year 13 students who are aiming for UE, gain University Entrance

Strategic Goal # 4: Huntly College will create a safe learning environment that is well resourced



Where we are currently at:

- Revised curriculum changes in Puna Ako, introduction of Puna Matauranga (grouping of students in year levels explicitly taught numeracy and literacy in a team teaching environment). Included in the changes is an introduction of Sports, Culture and Leadership which will further develop and enhance our school values and culture at Huntly College.
- Staff structure - teachers returning back to curriculum leaders for additional specialised support in their chosen curriculum. A robust professional growth cycle programme for classroom teachers, middle leaders, senior leaders and principal. A review of our current support staff structure to ensure we are being efficient and effective in our day to day roles and responsibilities which enhances student outcomes.
- Continue to further develop and enhance our relationships with whaanau, marae, iwi, hapu and community members so that we can draw on their skill sets, experiences so that our school will thrive. We need to provide opportunities for our key stakeholders to be a part of the decision making and help share the responsibility of growth and improvement of our kura.
- Ensure we are meeting the needs of our students, staff and whaanau. Building a safe learning environment where we can all thrive. Resourcing the school effectively to benefit all key stakeholders.

How will our targets and actions give effect to Te Tiriti o Waitangi:

- Plans, policies and our school localised curriculum will reflect Waikato-Tainui tikanga, Matauranga Maaori and Te Ao Maaori. This will give effect to our unique connection to the kingitanga movement
- Our strategic plan will ensure equitable outcomes for students that identify as maaori (81% of our school roll)
- Taking all reasonable steps to make instruction available in tikanga maaori and te reo maaori. We model best practice by starting our day together with karakia and waiata. We currently do not have a Te Reo Maaori teacher on staff to deliver a robust Te Reo Maaori programme.

How the teaching and learning strategies support students to progress in numeracy and literacy.

- Ensure all aspects of the lit/num CAA are covered in Puna Matauranga and where possible included in the planning of I am modules
- Using local contexts as examples of functional literacy/numeracy in action and also to bring to life our school values
- Curriculum leaders work closely with SLT to monitor and track coverage in subject areas
- Improve communication with whaanau about content, progress and how they can support their child with lit/num learning

Addressing the needs of students whose needs have not yet been well met.

- Early indication of our learners that require additional support with their learning
- SENCo/Learning Support Coordinator to provide support for teachers to help build capacity when working alongside students that require more help
- Use of data to inform next steps to help student learners
- Create a Collaborative Action Plan to support student, whaanau and staff to accelerate students learning and progress

Actions To Meet Annual Targets

#	Actions to meet annual targets	Success measures/evidence	Resourcing - when/how/who
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1	Strategic Goal #1: Our students, empowering students to learn and connect with self and others. Improve attendance processes and procedures		
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	<p>He waka eke noa - we are all in this together. Improving our shared understanding of:</p> <ul style="list-style-type: none"> • Teachers legal requirement to record the roll accurately and timely • The steps to follow up on unexplained absence with student and whaanau • Robust systems to ensure no one 'falls through the cracks' • Further develop our relationships between teacher to student AND teacher to whaanau 	<ul style="list-style-type: none"> • Close monitoring and tracking of attendance using KAMAR • Traffic light system for Puna Ako teachers to support students in lifting their attendance rate • Inquiry model used to identify needs and supports for individual students • Link attendance rates to house points • Publicise improvements of attendance through school assemblies and newsletters 	<p>Employ an attendance support person to help school connect with our hard to reach whaanau, engaging with them from home</p> <p>Regular dosage during Wednesday PLD</p>
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Mid year reflection:

End of year reflection:

#	Actions to meet annual targets	Success measures/evidence	Resourcing - when/how/who
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2	Strategic Goal #2: Our students, empowering students to learn and connect with self and others. Close monitoring and tracking students NCEA achievement		
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	<ul style="list-style-type: none"> Identifying students who will be at risk of achieving their NCEA qualification using the traffic light system Making predictions of students who will achieve and who who will not achieve due to poor attendance Engage whaanau into support their child with their studies Work closely with school leavers to ensure they are getting what they need to be eligible for their chosen study or employment 	<ul style="list-style-type: none"> Acknowledge students who are on track to achieve their NCEA qualification termly Student and teacher working together to keep track of progress Inform whaanau early when students are at risk of achieving NCEA Design workshops, NCEA catch ups when needed through the year. Publicise students achievement through the school newsletter 	<ul style="list-style-type: none"> Mid term checks of all students in Year 11, 12 and 13 in progress of students achievement DP's from each whaanau group responsible of tracking and monitoring progress of students from their whaanau Talking with whaanau about next steps for their children to improve or enhance achievement in NCEA
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Mid year reflection:

End of year reflection:

#	Actions to meet annual targets	Success measures/evidence	Resourcing - when/how/who
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3	Strategic Goal #3: Our students, empowering students to learn and connect with self and others. Year 13 students working towards UE will gain University Entrance		
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	<ul style="list-style-type: none"> Identify students working on achieving UE early Ensure subject teachers are aware and that it is a collective approach for everyone to support the student to achieve UE Inform whaanau on the academic plan by sharing 	<ul style="list-style-type: none"> Students are well aware of the process in achieving UE Identify the 3 approved subjects students have tagged towards UE and ensure these subject teachers are well aware. 	<ul style="list-style-type: none"> Mid term checks of progress for students DP's responsible for closely monitoring and tracking peaks and pits of
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	<p>information about university entrance and what this means for their child</p> <ul style="list-style-type: none"> • Students, staff and whaanau will be well informed of what is expected for the student in reaching their academic goal of UE. 	<ul style="list-style-type: none"> • Provide ongoing support for students working towards UE qualification 	<p>their students in their whaanau group</p> <ul style="list-style-type: none"> • Regularly check ins with whaanau on progress towards UE goal • SLT support Y13 student on university, further training applications
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Mid year reflection:

End of year reflection:

#	Actions to meet annual targets	Success measures/evidence	Resourcing - when/how/who
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4	Strategic Goal #4: Our School, creating a safe learning environment that is well resourced		
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	<ul style="list-style-type: none"> • Will maintain property that enhances teaching and learning opportunities • Improve areas of the school that is needed such as the hall, C and D block • Seek whaanau feedback on what they want to see happen for school property • Replace the school turf and remove the turf fenceline • Work closely with MOE to fast track urgent property matters such as drainage and roofing needs • Provide quality teaching resources for staff 	<ul style="list-style-type: none"> • Monthly checks on areas that need improvement and plan accordingly • Prioritise needs and tag these works to happen first • Regular meetings with the MOE property liaison (twice termly) • Work closely with curriculum leaders to identify classroom/teaching resources early so budgets can be set early and accurately 	<ul style="list-style-type: none"> • SLT responsible for checking in with staff around property needs • Principal responsible to meet regularly with MOE • Collecting whaanau voice on property matters for the future of Huntly College
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Mid year reflection:

End of year reflection:



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HUNTLY COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Huntly College (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; 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 13 May 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 School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 20 to 31, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read "JvL".

Johann van Loggerenberg
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand