



Onslow College

Annual Report 2023

Manaakitanga | Pursuing Growth | Whanaungatanga | Valuing Diversity | Kaitiakitanga

Table of Contents

Table of Contents	2
Principal's report	3
Our Strategic Goals	3
Status of our buildings and property	3
Curriculum at Onslow College	4
NCEA (National Certificate of Educational Achievement) results	4
Our staff	4
Our community and our School Board	4
Student leadership and voice	5
Our financial position	5
Our Board	5
Statement of variance: Progress against Targets	6
Wellbeing	6
Biculturalism	8
Student Achievement	10
Property	13
Evaluation of school's students' progress and achievement	15
Attendance	15
Achievement	16
EASTTLE Results at the beginning of 2023	16
Literacy and Numeracy in the Junior School	18
Results - Literacy	18
Results - Numeracy	18
NCEA Analysis	18
Support for Students with Learning Challenges	19
Tauwhirowhiro	19
How we have given effect to Te Tiriti o Waitangi	21
One of our Strategic Goals is	21
Financial Statements	22
Kiwisport funding	44
Statement of compliance with employment policy	45

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 have worked on these values being embedded in all that we do and during the year we have reviewed the vision, values and strategic goals and we look forward to the development of these in 2024.

The challenge presented to the school in 2023 was the teachers' industrial action. This caused another year of considerable disruption to learning. While students and staff worked hard to mitigate the impact this was another year which had added barriers to learning.

It was a real pleasure to see school sports get back to some normality and to have students competing in national competitions and with uninterrupted seasons.

It was also wonderful to see our students take the stage in the regional Kapa Haka competition for the first time in over a decade. The school also completed its first year with Te Reo being compulsory for all Year 9 students. We look forward to this developing further within the school.

Our Year 9 revised curriculum completed its first year and while the review has shown us areas we need to refine, the staff can be very proud of the changes they have made to support students having a wide understanding of the curriculum and their commitment to literacy and numeracy.

Our Strategic Goals

The Analysis of Variance shows that we have made considerable progress towards our goals. The staff have adapted well to the implementation of Google Classroom and shown real commitment to the Co-Governance model that the Board has implemented.

There is still considerable work for us to do to give effect to Te Tiriti o Waitangi and to support Māori students to achieve as Māori within our system. This remains a focus of our strategic goals and we have developed an Effective Teacher Profile throughout 2023 which focuses' staff at Onslow on Universal Design for Learning and Restorative and Relational Practices. The school will look at integrating this into each teacher's growth cycle to support ongoing improvement at Onslow College. The ongoing commitment to inclusive practice at Onslow College is an integral part of the ethos of the school and we continue to work hard to make sure that students feel part of this community.

The relationship between Te Ātiawa and the school has continued to flourish and we are enjoying working with them to develop all facets of the school and to challenge ourselves to build an authentic partnership that will benefit all members of our community.

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 planning of the whare and the new build at the front of the school has developed with strong input from staff and Te Ātiawa. The school has worked hard to meet every milestone asked of it by the Ministry of Education.

As a school we are dismayed by the time it is taking to see any progress in the new building projects. The areas of the school which have been identified for demolition are causing the staff, students and the board enormous stress and financial

commitment to keep operational. As a school we are continuously trying to adapt to the issues an antiquated infrastructure presents. This is an untenable situation and one which needs to be addressed.

The school is incredibly proud of the students and staff who continue to perform at such a high level despite the quality of the buildings and infrastructure they have. Never did I imagine in 2019 when the Minister of Education announced that Onslow College would be allocated money for a rebuild to cope with roll growth, that in 2023 we would have absolutely nothing to show for it but new roofs. Perhaps the most sour note is that despite the new roofs, the buildings they are on are not fit for purpose, with windows that would not meet any building standard being reused in the building. Too many of the buildings are in an unacceptable condition and we have been underserved with gym space for over 10 years. Students and staff at Onslow College deserve better.

Curriculum at Onslow College

The review of the Year 10 curriculum was completed and we look forward to a review of our senior curriculum throughout 2024. We have focused on creating a timetable which places the building of learning relationships at the center of everything that we do. We are currently investigating lengthening our spell times, vertical Ako classes and developing courses which offer more student agency. We are committed to integrating matauranga Māori into our curriculum, having compulsory Te Reo at Year 9 and 10 and investigating the viability of all students sitting Level 1 Te Reo. We are also committed to supporting our students to navigate the literacy and numeracy requirements with dedicated time to these subjects in the junior timetable which is supported by all of our teachers.

It is difficult to plan for the senior curriculum with the news that the Level 2 and 3 refresh has been put on hold. We will, however, work to plan a timetable that supports our Effective Teacher Profile and its focus on Universal Design for Learning, Restorative and Relational Practice, Matuaranga Māori and giving effect to Te Tiriti o Waitangi.

NCEA (National Certificate of Educational Achievement) results

While our overall NCEA results are pleasing (as seen here) and we have attained results close to our equity range in all levels we are still struggling to see equity for our Māori and Pacific Peoples.

Literacy and numeracy results were very pleasing and by the end of Y13 99.1% of students have Literacy and 98.7% have Numeracy. It will be interesting to see how the new Literacy and Numeracy common assessment tasks affect the results.

Our staff

Staff remained focused on offering a high quality education based on best practice despite the interruptions associated with the industrial action.

Ako continued to develop positively with attendance at Ako conferences showing the value whānau placed on them. We are also pleased that these conferences attract many of our whānau who do not attend the subject specific conferences. We continue to work towards a more structured approach in Ako and we are investigating a vertical approach. 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 and are now an integral part of our Effective Teacher Profile.

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 School Board

Onslow College continues to be well supported by our Board, community and whānau group. The Board remains committed to 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 Board communicates with the community after each meeting and the Principal has a pānui every two weeks and has increased the use of social media in the

school.

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 representatives 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 made positive steps towards rebuilding the reserves and is working hard on rebuilding the International Department at the school. The amount of property and the poor condition of the property is a constant drain on our resources and we hope to find a way to work positively with the Ministry to address these issues.

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 2023 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 2023 for their exceptional support of me and our school. I look forward to working with the new presiding members in 2024 and I am sure they will continue to offer excellent support to Onslow College. 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 works towards a shared vision through their values.

He rau ringa e oti ai

Sheena Millar
Principal

Statement of variance: progress against 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	Target	Progress
To modify a tool by the middle of week 5 term 1 to measure staff wellbeing and to plan future interventions.	Source a research tool which will allow surveying of staff at least twice a year (week 7 term 1 and week 5 term 3) to gauge areas which need development or are successful.	Staff survey was completed in Term 1 and Term 3. 100 staff completed in Term 1 and 34 in Term 3. The results are attached. While the number who participated in the second are low the results as percentages are similar. A positive move is that the number who reported workload and work life balance as a cause of stress in the last 2 weeks dropped from 72% to 54% and those who strongly agreed that SLT took active steps to address wellbeing rose from 10% to 23%. However, the area that staff feel would have the biggest impact on their wellbeing is still a reduction in workload.
	Plan from the survey an area to focus on, develop and implement interventions and report in term 4 week 2 on their effectiveness.	<p>PD delivery during TPL (Tuesday 8:30 – 9:30) is now presented to and modified with the Learning Area Leaders. This has meant better cohesion between middle and senior leadership for the delivery of TPL. This was particularly evident with the planning for the introduction of Google and roll out of mail and communication first.</p> <p>The introduction of Google to reduce the issues with platforms and the ability to communicate with other schools in NZ. We have also developed a coherent approach to the storage of information.</p> <p>Schoolbridge is being used with the EOTC process and forms have been revised. Staff are being supported with the change by Phil Moir and Jono Wyeth.</p> <p>Clearhead has been introduced to staff and support to sign on provided.</p>
	Investigate a staff mentoring programme and report back to board by end of Term 2 2023.	Completed – decided to invest in Clearhead
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>Research tool sourced. It highlighted areas but required further break down to try and understand what workload means and looks like for different people.</p>	<p>EVALUATION</p> <p>Very positive to see the improvements in work life balance and staff feeling that SLT took active steps. It is something that we will have to constantly reassess. While the TPL schedule was improved and all staff could see what was happening when there was not as much detail as staff would have liked. This is a</p>

	<p>A plan was formulated and improvements made to the TPL schedule and the decision made to move to Google.</p> <p>Schoolbridge is being used for EOTC and changes are being made but are not yet finalised.</p> <p>Clearhead has been purchased for the school and staff have had induction and we are getting notifications of it being used. To date 5 people have used the counselling service.</p>	<p>work on for 2024 and it will need to have a direct link to the Effective Teacher Profile.</p> <p>EOTC is developing and understanding of requirements on staff is growing. Care is being taken to educate staff as changes are being made and this will need to continue in 2024.</p> <p>Clearhead is being trialled for the year and will need to be reviewed in August 2024 with staff.</p>
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Annual Goal	Target	Progress
To support student wellbeing by building strong learning relationships	Create a Restorative Relational Practice handbook to support staff promoting positive learning culture by the end of Term 2	Completed
	Staff can articulate by the end of Term 4 how the strategic goals are linked	Done and got feedback for new ones
	Create an 'Effective Ako Teacher Profile' by the end of Term 2	Linked to ETP
	Create and 'Effective Dean Profile' by the end of Term 2.	Decided it was not needed as the ETP covered what was required.
	Develop a handbook with students, for students, that outlines how they operate effectively in a restorative relational environment by the end of Term 3	Completed – to be shared out at the start of the new year and incorporated into the new ako programme.
	Review Ako class with students to understand if it is meeting their needs and share any proposed changes to staff, whānau and the Board at the end of Term 4.	In consultation with staff to get a clear understanding of what they want. Due to the time to understand our greater timetabling needs, a greater decision won't be understood until 2024
	Student achievement is tracked each term and attendance is tracked weekly. There is a recorded response to the achievement tracking each term and the attendance data the following week.	Wrap around list that is updated at all times, helps us work with students who need extra mahi. Our results this year are hugely impacted by the number of students who have joined us during T2, 3 and 4. (35 in T3 and first week of T4) International students who are counted in our data but are not doing NCEA (25), students who have left during the year but will still be counted because they have not joined another educational organisation.
	Develop Tauwiwi not sure what this is but if a title of a group it needs a capital) strategic leadership structure in collaboration with students by end of Term 3	Structure trialed and in the review with the outgoing Student Board representatives', suggestions were made about the next steps. They would like to see more clearly defined leadership roles in the school. How these are selected needs to be surveyed with the students. They believe this is necessary to ensure that each of the committees have some leadership as while some functioned well in 2023, ie Sport and Events, others did not and they lacked clear direction and leadership.

ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>The Effective Ako and Dean Profile was not created as it was decided to have just the Effective Teacher Profile. Staff felt it covered all the areas required.</p> <p>Review of the Ako class was completed with staff and a sample of students. This has led to an extra Ako time being implemented and a programme being developed for each Year Level in 2024.</p> <p>Student achievement and attendance allowed us to predict our results and they were very accurate. It also meant we could put interventions in place – especially with Y13 UE.</p> <p>While the leadership structure did mean there were Māori student board representatives, there was never a proposal presented for leadership within the school. It was highlighted that more adult support was required for this to happen.</p>	<p>EVALUATION</p> <p>The Restorative and Relational booklets are complete but the next step is to support students to fully understand how it works at Onslow College.</p> <p>Next year needs to focus on student understanding and to continue staff training so more staff can run conferences.</p> <p>Staff were fully engaged in the Strategic Goals Review and have participated in creating the new goals.</p> <p>After the review we have included an extra Ako time and 2024 will see the introduction of a programme for each year level to support the Ako experience being more consistent for staff and students.</p> <p>Tracking will continue with attendance and achievement. While this is happening the next step is for teaching staff to develop their use of the data as teachers and Ako teachers and for students to feel confident using the data.</p> <p>The leadership structure was not successful and it has been identified that more support is needed from the Senior Leadership Team if this is to be developed in a sustainable way going forward. This will be focused on in 2024.</p>
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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.

Annual Goal	Target	Progress
Further develop leadership rangatahi rūpū in collaboration with rangatahi and whānau	Develop the structure for rangatahi voice on Learning Leaders Team, Senior Leadership Team, Wellbeing and new staff interview panels.	Very little progress made.
	Rangatahi Leadership Rōpu informs and contributes to Board Hui and provides feedback to Māori rangatahi and whānau	Established two rangatahi Maaori seats on the Board. The school needs to figure out how to incorporate the next generation of representation into the seats, as the two current members are in Year 13 Rangatahi survey being completed.
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>Students spent a lot of time planning a leadership structure but they could not agree on how to select leaders or where to start.</p>	<p>EVALUATION</p> <p>There was agreement on having 2 Māori student reps on the Board. This will be open again in 2024.</p> <p>We need to support the students to design a leadership structure that is sustainable. This will need to be part of a SLT members portfolio.</p>

Annual Goal	Target	Progress
To create Mātauranga Māori learning experiences for Māori rangatahi in collaboration with rangatahi and whanau	2023 calendar of Mātauranga Māori learning experiences published at the start of Term 1 2023 with at least one activity each term.	Completed in the junior school. This has been more successful in certain learning areas than others, as some have committed to much larger time frames and deeper curriculum spaces. Next steps are to figure out how to frame this throughout the senior school
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>The realisation for staff that Mātauranga Māori is not a unit but a way of being and permeates all that we teach and how we teach it. This has been overwhelming for some but empowering for others.</p>	<p>EVALUATION</p> <p>Science, Mathematics, Technology, Social Science and English have made strong movements. Some in one year level and some across many year levels. Other subjects have started to explore how to be in this space for 2024.</p>

Annual Goal	Target	Progress
Create culturally safe and effective learning environments through the development of an Onslow College Effective Teaching Profile, and toolkit.	Develop the Onslow College Effective Teacher Profile by the end of Term 1	Completed
	Develop the pedagogy that sits with the Effective Teacher Profile (LC, RP, UDL, Data) to inform progress	Continuing the PLD both in school and with external providers for RRP. Developing the capabilities of departments to support themselves in this space for less serious incidents and continuing to grow staff's capacity with RRP in the classroom.
	Learning Area Leaders will lead their teachers to complete two growth cycles linked to the Effective Teacher Profile	Growth cycles were still linked to the Learning Conversation Tool and we need to move to the ETP next year.
	Survey rangatahi Māori for feedback on progress Term 3 and incorporate trends and issues into future planning decisions	Survey has been completed.
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>The Effective Teacher Profile has been developed. It has been introduced to staff and we have discussed the link to the Growth Cycle.</p>	<p>EVALUATION</p> <p>The ETP is written, and a new growth cycle has been created. The work now is to develop all staff understanding of the ETP and tools we are focusing on as a school to achieve it. Professional Learning needs to link to it and the Learning Conversation Tool for observations.</p>

Annual Goal	Target	Progress
NCEA Māori Learner achievement is above the Decile 10 national average band for all	All LALs will analyse and report on Level 1 2022 NCEA Māori learner achievement data and design interventions for 2023 based on reflection of the learning pathways for Māori rangatahi in 2022.	Completed by all but one department in 2022.

ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>All departments looked at data and thought about how to develop their content and UDL to better meet needs.</p> <p>The department which did not, has been supported to redesign their approach to the course and to consider how to best support students. This is being monitored by an SLT member.</p> <p>The 2023 data shows Māori students are not at or above the national average band of all students.</p>	<p>EVALUATION</p> <p>While the changes being implemented are positive, they are not yet having a meaningful impact on the results of rangatahi Māori when compared to other students. This is because of the inherent racism in our national system and because our curriculum is not meeting rangatahi Māori needs. The focus needs to move from being bicultural to honouring Te Tiriti o Waitangi, and the consideration of how to move from using language such as unconscious bias and inequity, to calling out systematic racism.</p>
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Student Achievement

To collaboratively design with staff and students an innovative curriculum that supports equitable learning pathways.

Annual Goal	Target	Progress
To implement our new reporting system by the end of Term 1	Progress reports to be communicated to parents at regular intervals (6 in total for 2023).	Complete (when the 6 th report for Y9/10 is published in Week 8)
	Review reporting system with whānau and students and report findings to board in Term 4.	<p>Whānau Feedback Form</p> <ul style="list-style-type: none"> - Junior (16 responses) - Senior (13 responses) <p>This needs further development to engage a wider range of voices and refine the format and structure:</p> <p>Initial opportunities for development:</p> <ul style="list-style-type: none"> - More consistent entering of students into assessments so the learning journey is communicated in advance - Development of strategic vision and values - Changes in line with ako programme development
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>New report system was developed and there were 6 progress reports.</p> <p>Review survey was sent out but responses were limited.</p>	<p>EVALUATION</p> <p>With the new strategic vision and values there needs to be a review of how the values are communicated and reported on.</p> <p>There needs to be more checking of how and when each learning area is entering the students assessments so there is information in advance of assessments being completed.</p> <p>Student agency needs to be developed through Ako to allow them to feel they are getting the information they need from the reports.</p>

Annual Goal	Target	Progress
To develop procedures and structures for	Develop a clear referral process	Done

Tauwhirowhiro by the end of Term 1	Develop a clear process for communication around each student	Process is there but Tauwhirowhiro staff need more training in 2024.
	Develop a clear process for building relationships between students and wider college	This is dependent on the student. For some it is to gain credits and move on.
	Review Tauwhirowhiro procedures and structures and report back to board by the end of Term 1.	Completed in Term 1. Focus on how to support young people not engaged who are already attending Onslow College increased.
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>In 2023 after 2 terms of running our transition space called Tauwhirowhiro, we supported close to 60 students through the year.</p> <p>This number included 3 categories:</p> <ol style="list-style-type: none"> 1) Students who had been out of education for a sustained period of time and needed a wraparound to transition back to school. This wraparound involved one or more of academic tutoring to fill the learning gaps, guidance support, outside agencies support, building relationships with teachers within the college, ako class, and extracurricular activities. 2) Students who were being transitioned back into the college from CRHS or Alt Ed. 3) Students that were attending college but from Term 3 needed academic intervention to help support them gaining their qualification. This included students from Learning Support, students in Trades Academy and Gateway programme. <p>It is because of this wraparound that we were able to help the vast majority of our students from Year 10 to 13 gain Level 1 Literacy and Numeracy. For our seniors, along with Literacy and Numeracy they also gained extra credits for their year level which would have not been possible without the intervention and got support for UE Literacy.</p> <p>Intervention included one on one tutoring on standards being offered in subjects of their choice and courses organised by the college through external providers that were of interest to students.</p>	<p>EVALUATION</p> <p>In 2024 we have learnt from our experiences of the past year and we have started the year by supporting the following students:</p> <ol style="list-style-type: none"> 1) Students out of education for a number of years needing a safe space for mental health along with one on one tutoring as they transition into their subjects. 2) Students who are transitioning from CRHS or Alt Ed. 3) Senior students in Trades Academy and Gateway courses have a line from the timetable in Tauwhirowhiro so we are able to support them gain UE along with the NCEA qualification that they mainly gain through Gateway and TA credits. 4) Year 13 students who can choose to use the space during their study line so we can academically support them. 5) Students who are regularly attending but need extra wraparound for day to day challenges they may be facing. 6) Students who are interested in attending our once a term course that we offer through The Learning Place and other providers such as the upcoming Group Leadership course.

Annual Goal	Target	Progress
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To establish and enhance an effective schoolwide process for tracking achievement	Embed Schoolpoint At Risk Tracking tool schoolwide by the end of Term 1	Tracking tool is through KAMAR. Next year we are developing the tool for Ako classes for students to know from the beginning exactly how they are getting their qualifications.
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>Schoolpoint introduced and we have 1250 parents who have downloaded it.</p> <p>We found Schoolpoint offered some tracking but have also invested in Parot for more detailed tracking information.</p>	<p>EVALUATION</p> <p>Our tracking meant that the results for 2023 were not a surprise and we did not have the low results for UE that we have had in past years. Students were identified in Term 3 and supported rather than having to come in at the beginning of the following year.</p>

Annual Goal	Target	Progress
Understand the structural change needed within the school to decrease barriers to learning and to enable transformational change	Collect feedback on the Year 9 curriculum implementation, T1, T2 and T3	Completed in T2. Arts and Tech to collect survey info at the end of T4.
	Review current iteration of the timetable in line with desired curriculum structure	Completed. Current structure does not align with schools' strategic direction or priorities. Small steps are being made to alter this for 2024, to give time for a greater conversation.
	Timetable and curriculum structure for Year 10 ready for implementation in 2024	Completed. New structure has been set. This will be an interim timetable with minor changes as we prepare to make greater shifts post 2024. This has made changes that align greater with our priorities in the junior school – focus on relationships with teachers, Numeracy and Literacy, more frequent Ako time.
	Integration is developed by end of Term 3	Elements have been successful in the junior school. Longer term relationships need to be established to allow greater depth of learning to be seen across multiple departments. There are new moments of integration being seen in the senior school as some subjects break out of more traditional silos and use standards from other areas.
	Mātauranga Māori is developed in each learning area by the end of Term 4.	BCO to survey LAL to have a retrospective look on their learning areas through 2023, and where they have incorporated Maatauranga Maaori.
	Mana orite o Curriculum has developed by the end of Term 4	Not completed, varied success across the school.
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>Positive feedback was gained from the review of the Y9 curriculum. There was some concern expressed by parents around how one curriculum area was delivering the different elements.</p> <p>Year 10 structure developed and all subjects are now delivered as full year subjects.</p>	<p>EVALUATION</p> <p>We have worked with the learning areaparents expressed concern about and developed the curriculum to support delivering the different elements within that area.</p> <p>The new Year 10 structure is running and we have an approach to support introducing Te Reo Māori in Year 10 for 2025.</p>

	<p>Integration has not developed past two curriculum areas working. This is partly because of the need to understand the new curriculum and new standards at Level 1. We were also a pilot school for the Literacy and Numeracy examinations.</p> <p>Each learning area shared the development of mātauranga Māori. This showed varied understanding and success and highlighted the need for greater focus throughout the year at LAL meetings.</p> <p>Curriculum development has made progress, with SLT understanding of a Kura a Iwi. This is yet to influence what is being delivered for students.</p>	<p>Integration is being developed through literacy and numeracy with the Science department leading the development of the Year 10 programme.</p> <p>Each LAL meeting will begin with a learning area sharing how they develop mātauranga Māori in their learning areas.</p> <p>SLT to continue to develop their understanding of a Kura a Iwi and then share this with the wider school community.</p>
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Annual Goal	Target	Progress
To develop and implement the Effective Teacher Profile	Effective Teacher Profile completed by Term 1	Completed
	Define and design a Growth Cycle that reflects the requirements of the Effective Teacher Profile	
	Facilitate opportunities to engage in TPL that addresses gaps in the Effective Teacher Profile	TPL has focused on RRP, curriculum change and NCEA change, allowing our staff to upskill with the changes the school and the wider system are undertaking.
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>Effective Teacher Profile completed. The Growth Cycle has been developed for 2024. It was felt it was not fair to implement it during 2023 as staff would not have had time to understand it.</p> <p>There were 2 TPL sessions based on the Effective Teacher Profile.</p>	<p>EVALUATION</p> <p>More Professional Learning needs to occur around the ETP and the tools we are focusing on to support its use at Onslow College. This needs to be explicitly linked to the Growth Cycle which has been developed for 2024 as staff will need to self assess next to the ETP.</p> <p>TPL time and Learning Area Time has been set aside for this to occur.</p>

Property

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

Annual Goal	Target	Progress
Finish design of Stage 1 of Masterplan	Design group has completed the main building, whare and landscape designs for stage one	Whare shell and outside area completed.
	Design group presents to staff once a term on progress	Term 1-3 but not 4 hoping to do so after the Board have seen tur and whare at November meeting.
	Design group presents to community once during the process in 2023	Whare presented to whānau group.

ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>Whare design has been completed and staff were presented to twice in 2023. This is because of when the Ministry had approved each step.</p> <p>Whānau group were presented once in 2023 and the Board twice in 2023. The full community has not been presented to as the Ministry has not made a final commitment to the project.</p>	<p>EVALUATION</p> <p>This has been frustratingly slow. The school has met every target set by the Ministry but they have not been able to give clear timelines for the build of the Whare or the main build which has not given the school confidence to share with the wider school community.</p>
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Annual Goal	Target	Progress
Our buildings link with Mana Whenua and Whenua	Mana whenua are equal partners in the design for all the buildings and landscaping through being involved in all meetings.	Input to this stage and have made a significant impact on whare and main build design.
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>Te Ātiawa Taranaki Whanui are an integral part of all of the building projects and landscaping.</p>	<p>EVALUATION</p> <p>This partnership will continue and needs to permeate every aspect of the school.</p>

Annual Goal	Target	Progress
Turf is designed and ready to be built for 2024	Work in consultation with WCC to provide a community and school shared project which benefits everyone	Not competed
	Project and scope agreed by the end of Term 1	Turf ready to present at November meeting
	Agreement with council finalised by the end of Term 2	Not completed
ANALYSIS OF VARIANCE	<p>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN?</p> <p>Wellington City Council said no to a shared project and has not shown any interest in working with Onslow College to develop facilities for the community.</p> <p>We have agreed on a Turf and placement but the school is concerned about the trees around it.</p>	<p>EVALUATION</p> <p>The Ministry is not prepared to cut down the trees that would be around the new turf. The school is concerned this will make the turf unusable. We will need to consider this in 2024.</p>

Evaluation of school's students' progress and achievement

Attendance

In 2023 students were in attendance 86.3% of half days. More students were attending regularly in term 4 of 2023 than in term 4 of 2022. Year 9 had the highest percentage of students attending regularly and Year 13 the lowest.

Year	Term	Total	# 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
2023	1	1380	811	345	114	110	58.8	25.0	8.3	8.0
	2	1378	751	336	139	152	54.5	24.4	10.1	11.0
	3	1386	615	386	186	199	44.4	27.8	13.4	14.4
	4	1352	790	253	112	197	58.4	18.7	8.3	14.6

Attendance was lower for Māori, Pacific and MELAA. With Term 3 being particularly concerning for our Māori students.

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	2023	1	150	61	44	20	25	40.7	29.3	13.3	16.7
		2	156	65	35	17	39	41.7	22.4	10.9	25.0
		3	150	43	36	21	50	28.7	24.0	14.0	33.3
		4	141	64	22	13	42	45.4	15.6	9.2	29.8
Pacific	2023	1	52	22	14	6	10	42.3	26.9	11.5	19.2
		2	50	17	10	8	15	34.0	20.0	16.0	30.0
		3	48	12	10	12	14	25.0	20.8	25.0	29.2
		4	45	20	8	4	13	44.4	17.8	8.9	28.9
Asian	2023	1	277	192	52	16	17	69.3	18.8	5.8	6.1
		2	270	172	54	25	19	63.7	20.0	9.3	7.0
		3	286	177	62	24	23	61.9	21.7	8.4	8.0
		4	286	192	48	18	28	67.1	16.8	6.3	9.8
MELAA	2023	1	46	22	14	5	5	47.8	30.4	10.9	10.9
		2	47	22	6	8	11	46.8	12.8	17.0	23.4
		3	45	17	12	6	10	37.8	26.7	13.3	22.2
		4	43	19	10	3	11	44.2	23.3	7.0	25.6
Other	2023	1	33	22	8	1	2	66.7	24.2	3.0	6.1
		2	33	22	6	2	3	66.7	18.2	6.1	9.1
		3	35	20	8	6	1	57.1	22.9	17.1	2.9
		4	35	22	5	7	1	62.9	14.3	20.0	2.9
European /Pākehā	2023	1	1055	606	280	92	77	57.4	26.5	8.7	7.3
		2	1058	571	267	109	111	54.0	25.2	10.3	10.5
		3	1048	426	319	153	150	40.6	30.4	14.6	14.3
		4	1019	591	194	84	150	58.0	19.0	8.2	14.7
All	2023	1	1380	811	345	114	110	58.8	25.0	8.3	8.0
		2	1378	751	336	139	152	54.5	24.4	10.1	11.0
		3	1386	615	386	186	199	44.4	27.8	13.4	14.4
		4	1352	790	253	112	197	58.4	18.7	8.3	14.6

Illness was the most common reason for justified absence.

% of Days	Percent of Absence by Reason									
	Justified absences					Unjustified absences				
Attended	(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%	42.8	0.0	0.3	3.7	46.9	9.1	7.1	6.6	30.2	53.1
70-80%	50.2	0.0	1.0	3.3	54.5	3.9	8.5	5.2	27.9	45.5
80-90%	62.2	0.0	0.6	3.9	66.7	4.1	4.2	7.0	18.0	33.3
0-90%	49.0	0.0	0.5	3.7	53.2	6.9	6.6	6.5	26.8	46.8
90-100%	53.5	0.0	0.5	4.7	58.7	2.8	0.5	7.3	30.7	41.3
All	49.8	0.0	0.5	3.9	54.2	6.2	5.5	6.6	27.5	45.8

Year 9 students had the highest proportion of justified absences, with 66.1% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 62.3% of their absences. Year 12 students had the highest proportion of unjustified absences, with 63.4% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (?) Unknown, accounting for 54.7% of their absences.

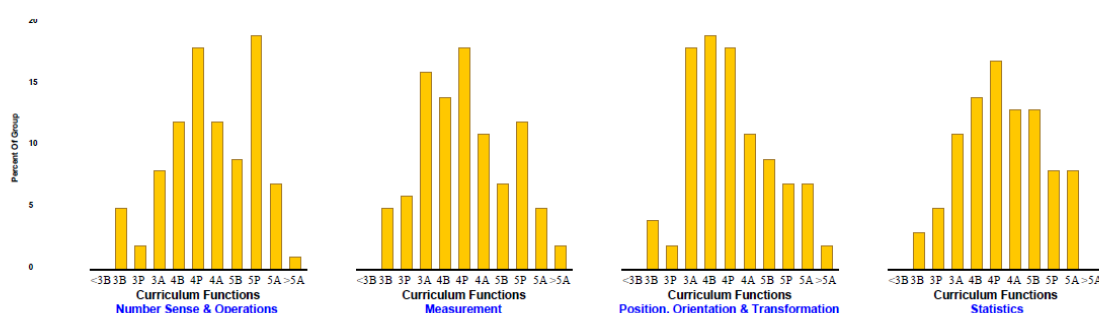
We have not met our goal of 2023 of 95% attendance. We will continue to work with whānau and students to engage them in education and to support them being at school. A major focus for Term 3 will be working with our Māori students to ensure there isn't a dip in attendance during that period. We will continue to focus on the importance of attendance to support engagement and achievement. Follow up of attendance issues has increased the workload of staff and the complexity of cases is increasing. We continue to promote whānau engagement and we work closely with medical and mental health experts and others available to us to support students not progressing because of low attendance.

Achievement

EASTTLE Results at the beginning of 2023

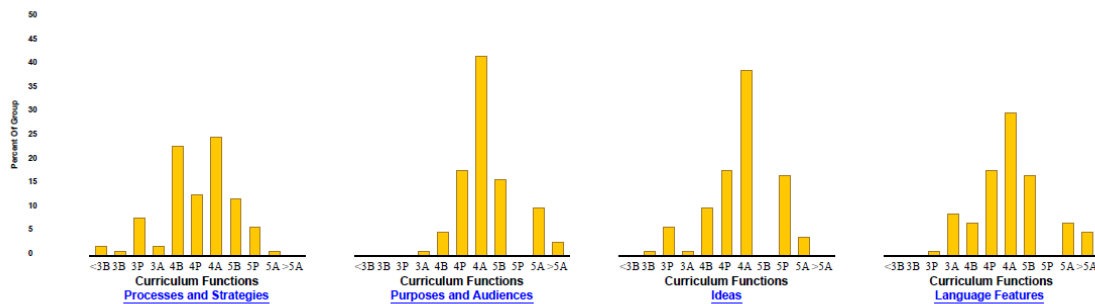
Curriculum Levels Report for Test: Year 9 Math 2023
Group: All Test Candidates

Date Tested: 23 February 2023



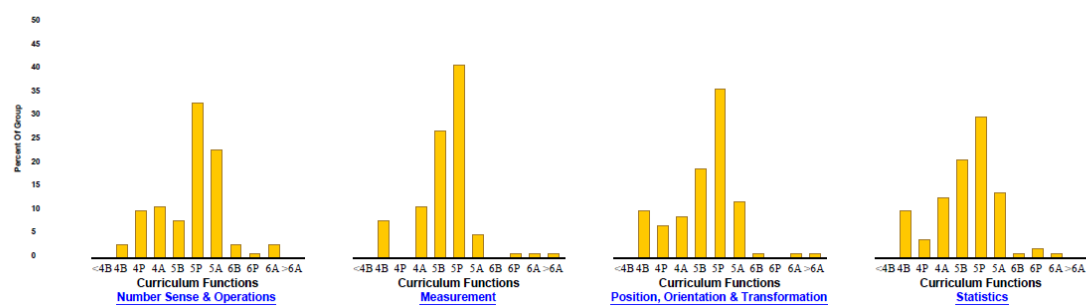
Curriculum Levels Report for Test: Year 9 Reading 2023
Group: All Test Candidates

Date Tested: 22 February 2023



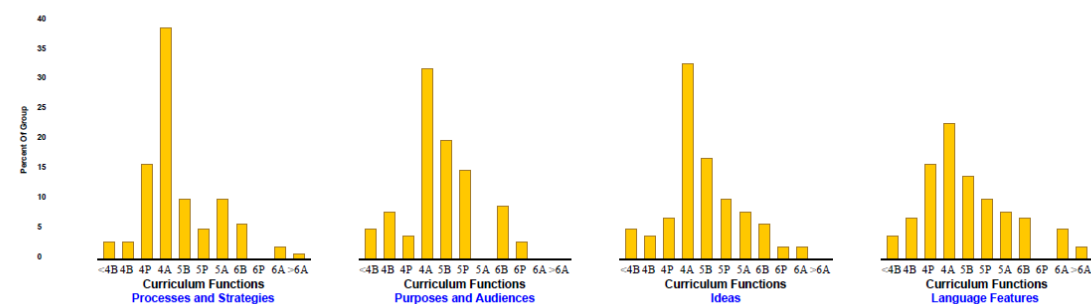
Curriculum Levels Report for Test: Year 10 Math 2023
Group: All Test Candidates

Date Tested: 22 February 2023



Curriculum Levels Report for Test: Year 10 Reading 2023
Group: All Test Candidates

Date Tested: 23 February 2023



The testing at the beginning of 2023 showed the majority of students sitting at the curriculum level expected for their year level.

At Year 9 the Reading test was used with a writing assessment run by the English Learning Area. Reading highlighted a need to focus on Process and Strategies and the writing assessment showed an issue with clarity and mechanical accuracy and structure. Our students have great ideas but there is a need to support some students with these points. The new Year 9 Literacy programme was designed with these issues in mind.

Year 9 Maths showed a larger number of students coming to Onslow at 3B than in reading. The numeracy programme looked at supporting more students to move from Level 3 to 4.

Literacy and Numeracy in the Junior School

We attempted the Literacy CAT at the end of the year. We entered almost everyone except for students with extremely high learning support needs.

Results - Literacy

Reading: 246 entered.

31 SNA/ABS on the day. 215 attempted on the day.

34 Not Achieved

181 Achieved.

Achieved rate for those who sat the assessment: 84%

Writing: 245 candidates entered

41 SNA. 204 attempted on the day

62 Not Achieved

142 Achieved. Achieved rate for those who sat: 69.6%

There is a lot that can be tidied up in the SNA numbers. Now Learning Support has experienced the first year we will know which students to withdraw before the assessment. Māori students are overrepresented in the SNA/ABS stats.

We are very proud of the number of students who attempted the examination. 71.2% of Year 10 Onslow students had attained Literacy by the end of 2023 and 81.82% had attained Numeracy. We expect these numbers to increase by March 1, 2024.

Results - Numeracy

233 (89.6%) attempted the Numeracy CAT

169 students achieved the CAT which is 65% of the entire cohort and 72.5% of those that attempted.

Working with students in Term 4 in Tauwhirowhiro we helped a number of our students to gain 10 credits through achievement standards that go towards Numeracy and were able to bring that Numeracy achievement of the cohort from 65% to 81.2%.

NCEA Analysis

[NCEA 2023 Results Jan 27 2024](#)

It is pleasing to see that our results have not dropped significantly without having the standards associated with COVID. Level 1 continues to be higher than our School Equity Index Group (SEIG), Level 2 is 2.3% lower, Level 3 is 1.5% higher and Year 13 UE is 4.1% higher. We expect the Level 3 and UE results to rise after the results in March.

Male NCEA results are higher than our SEIG at all levels and UE. Our female results are higher at Level 1, and Year 13 UE. At Level 2, female results are 4.8% lower and at Level 3 0.6% lower than the SEIG. This has been an interesting trend and the difference between the male and female results is reducing as we see an increase in female students attending Onslow. Māori and Pacific Peoples are achieving below the SEIG and significantly below the European students at Onslow College. This remains an area of focus and shows the need to address the inequity in our system. This result strengthens our resolve to develop the use of UDL and to introduce Mātauranga Māori across the curriculum.

Excellent endorsements at Year 12 and 13 were above the SEIG and at Year 11 were 3.2% below the SEIG. Merit endorsements at Year 11 are 8.4% above SEIG, Year 12 is exactly the same as SEIG and Level 3 is 2.4% below. At Level 1 70.8% of students received an endorsement which is very pleasing.

Literacy and Numeracy results were very pleasing and by the end of Y13 99.1% of students have Literacy and 98.7% have Numeracy. It will be interesting to see how the new Literacy and Numeracy common assessment tasks affect the results.

Support for Students with Learning Challenges

In 2023 we had over 150 students who were using Special Assessment Conditions. The school has employed a person to support these students to access SACs throughout the year. This means staff inform the SACs employee when an assessment is coming up for a student and they are supported, as much as possible, to have the conditions they are approved for in all assessments. There are a wide range of different conditions. Once accessed, whānau and students are reporting increased efficacy and agency using SAC. The ongoing challenge for the school is helping students to access SAC.

Students in our Learning Support Learning Area are supported to be part of the school. They all have IEPs and are included in all that we do.

Student A

Arrived at Onslow College at the beginning of 2023. Her start was delayed as the building programme in Learning Support was not finished until the end of February. She required a new approach to entering Learning Support with fobs because she was known to run off school property which was a Health and Safety risk. She also had her own room and outdoor garden as she had not been able to be integrated with other students at her last school because of biting.

It is now a rare occasion for the young person to need to use the space with the door closed and she is able to move around the school with TA help. She is regularly taken to different areas of the school. We are excited about her ongoing integration into school life and she is making progress with completing tasks. The strategies implemented around biting have been highly successful.

Student B

Arrived at Onslow College at the beginning of 2023. At the beginning of the year he could not sustain a full spell in classes and would often refuse to go to classes even with a TA and he would then wander the school with the TA refusing to return to Learning Support. He is now attending 60% of his classes and has built strong relationships with many teachers.

Student C

Student C was in Year 10 in 2023. He experiences high anxiety and when dysregulated he can become physically and verbally aggressive. During 2023 he increased his class attendance and the number of dysregulated events decreased. He learned to make coffee and participated in the café and lunch making run by Learning Support on Thursdays and Fridays and interacted with the large number of staff who attended.

Tauwhirowhiro

In 2023 we supported close to 60 students in Tauwhirowhiro.

This number included 3 categories:

1. Students who had been out of education for a sustained period of time and needed a wraparound to transition back to school. This wraparound involved a combination of academic tutoring to fill the learning gaps, guidance support, outside agencies support, building relationships within the college with teachers, ako class, extracurricular activities.
2. Students who were being transitioned back into the college from CRHS or Alt Ed.
3. Students that were attending college but from Term 3 needed academic intervention to help support them gaining their qualification. This included students from Learning Support, students in Trade Academy and Gateway programme.

It is because of this wraparound that we were able to help the vast majority of our students from Year 10 to 13 gain Level 1 Literacy and Numeracy. Our seniors, along with Literacy and Numeracy, also gained extra credits for their year level which would have not been possible without the intervention. Tauwhirowhiro also provided support for UE Literacy.

Intervention included one on one tutoring for standards being offered in subjects of their choice and courses organised by the college through external providers that were of interest to students.

In 2024 we have learnt from our experiences of the past year and we have started the year by supporting the following students:

1. Students out of education for a number of years needing a safe space for mental health along with one-on-one tutoring as they transition into their subjects.
2. Students who are transitioning from CRHS or Alt Ed

3. Senior students in Trades Academy and Gateway courses have a line in Tauwhirowhiro so we support them to gain UE along with the NCEA qualification that they mainly gain through Gateway and TA credits.
4. Year 13 students who can choose to use the space during their study line so we can academically support them.
5. Students who are regularly attending but need extra wraparound for day-to-day challenges they may be facing.
6. Students who are interested in attending a once a term course offered through The Learning Place and other providers such as the upcoming Group Leadership course.

How we have given effect to Te Tiriti o Waitangi

One of our Strategic Goals is

Te Tiriti o Waitangi: Give effect to Te Tiriti O Waitangi in all facets of the kura

Over 2 years, this goal will focus on:

- all systems, processes, and policies across all levels of the school being informed by Te Ati Awa Taranaki whānui as mana whenua;
- embedding Mātauranga Māori across the curriculum and increasing the localized curriculum content and approaches to teaching and learning;
- making sure that rangatahi Māori have authentic Māori learning experiences;
- ensuring that all ākonga/students comprehend how to give effect to Te Tiriti o Waitangi; and,
- ensuring Te Reo is compulsory for all junior ākonga/students in 2025

Under the Achievement strategic goal, ensuring our ākonga/students will achieve above the national level, with Māori achieving as Māori at or above the level of all students nationally for each year group.

Please refer to the annual implementation plan to see how we will work towards achieving these goals.

The explicit things that we are doing to give effect to Te Tiriti o Waitangi are;

- Compulsory Year 9 Te Reo
- Planning to implement compulsory Year 9 and 10 Te Reo in 2025
- Introducing Māori Performing Arts in 2024 and then implementing this for junior and senior students in 2025
- The Effective Teacher Profile has been built upon the foundations of Te Kotahitanga
- Hiring has focused on the presence of strong, well informed, knowledgeable role models
- Co-Governance at the Board level
- Mana whenua enrolment
- High expectations linked to the Learning Conversation tool in the Growth Cycle
- Pathways for students who arrive at Onslow College fluent in Te Reo
- Genuine and authentic engagement with whānau Māori and mana whenua
- Level 1 and 2 Te Reo lessons offered to staff by staff on Wednesday mornings in 2024
- Level 3 Te Reo offered through Kāuru Term 2 and 3 on Wednesday afternoons
- Onslow College Māori newsletter for Māori whānau once a term
- Explicitly working on decolonising Onslow College as a kura
- All learning areas focused on valuing Mātauranga Māori and starting to incorporate it
- Rā Haka provided for students

We need to continue to focus on achieving equitable outcomes for Māori students as results show that we are not achieving that goal and hence not meeting our obligations under Te Tiriti o Waitangi. It is also important that while we move to give effect to Te Tiriti o Waitangi we make sure that Māori are able to achieve as Māori.

ONSLOW COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 269

Principal: Sheena Millar

School Address: Burma Road, Johnsonville Wellington 6035

School Postal Address: Private Bag 13906, Johnsonville, Wellington 6440

School Phone: 04-4788189

School Email: info@onslow.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Sheena Millar	Principal		
Katrina Brell	Board Secretary		
Andy Inder	Presiding Members	Elected	Jun-25
Donna Cormack	Presiding Members	Co-opted	Feb-24
Chris Albertson	Deputy Chair	Elected	Jun-25
Carol Murray-Brown	Parent Representative	Elected	Jun-25
Phillip Robert Piripi Evans	Parent Representative	Elected	Nov-26
Nell Fitzjohn	Parent Representative	Elected	Nov-26
Marianne Taylor	Parent Representative	Elected	Nov-26
Misbah Sadat	Staff Representative	Elected	Jun-25
Pemma de Wit	Student Rep	Co-opted	Oct-24
Trijal Pednekar	Student Rep	Elected	Oct-24
Josh Harford	Student Rep	Co-opted	Oct-23
Nishka Parekh	Student Rep	Co-opted	Oct-23
Lizzie Evans	Māori Representative	Co-opted	Oct-23
Sally Robinson	Presiding Members	Elected	Nov-23
Mark Patchett	Parent Representative	Elected	Nov-23

Accountant / Service Provider:

Miles Group Chartered Accountant & Business Advisors

ONSLOW COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
------	-----------

1	Statement of Responsibility
-------------------	-----------------------------

2	Statement of Comprehensive Revenue and Expense
-------------------	------------------------------------------------

3	Statement of Changes in Net Assets/Equity
-------------------	-------------------------------------------

4	Statement of Financial Position
-------------------	---------------------------------

5	Statement of Cash Flows
-------------------	-------------------------

6 - 20	Notes to the Financial Statements
------------------------	-----------------------------------

	Other Information
--	--------------------------

21	Kiwi Sport
--------------------	------------

22	Statement of Compliance with Employment Policy
--------------------	------------------------------------------------

Onslow 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.

Andy Inder

Full Name of Presiding Member




Signature of Presiding Member

Jun 10, 2024

Date:

Sheena Millar

Full Name of Principal


[Sheena Millar \(Jun 10, 2024 10:57 GMT+12\)](#)

Signature of Principal

Jun 10, 2024

Date:

Onslow College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	15,219,704	15,098,363	13,345,250
Locally Raised Funds	3	1,742,796	1,500,000	1,364,399
Interest		78,010	30,000	15,411
Other Revenue		5,600	-	543
Total Revenue		17,046,110	16,628,363	14,725,603
Expense				
Locally Raised Funds	3	651,274	605,000	530,973
Learning Resources	4	10,771,139	10,644,417	9,209,794
Administration	5	1,813,313	1,747,455	1,775,969
Finance Costs		13,705	10,000	17,488
Property	6	3,588,309	3,616,442	3,432,657
Total Expense		16,837,740	16,623,314	14,966,881
Net Surplus / (Deficit) for the year		208,370	5,049	(241,278)
Total Comprehensive Revenue and Expense for the Year		208,370	5,049	(241,278)

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		2,189,661	2,086,137	2,373,525
Total comprehensive revenue and expense for the year		208,370	5,049	(241,278)
Contribution - Furniture and Equipment Grant		294,031	-	57,414
Equity at 31 December		2,692,062	2,091,186	2,189,661
Accumulated comprehensive revenue and expense		2,692,062	2,091,186	2,189,661
Equity at 31 December		2,692,062	2,091,186	2,189,661

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	737,249	800,000	619,780
Accounts Receivable	8	1,009,586	900,000	1,056,994
GST Receivable		32,970	(53,000)	5,528
Prepayments		18,097	-	-
Investments	9	1,200,000	500,000	700,000
Funds Receivable for Capital Works Projects	16	103,583	-	199,740
		3,101,485	2,147,000	2,582,042
Current Liabilities				
Accounts Payable	11	1,472,618	1,100,000	1,150,854
Revenue Received in Advance	12	353,705	250,000	326,949
Provision for Cyclical Maintenance	13	112,500	80,000	117,000
Finance Lease Liability	14	31,856	35,000	34,434
Funds held in Trust	15	358,249	300,000	335,672
Funds held for Capital Works Projects	16	84,684	100,000	223,806
		2,413,612	1,865,000	2,188,715
Working Capital Surplus/(Deficit)		687,873	282,000	393,327
Non-current Assets				
Property, Plant and Equipment	10	2,288,733	1,985,731	2,025,379
		2,288,733	1,985,731	2,025,379
Non-current Liabilities				
Provision for Cyclical Maintenance	13	273,604	131,545	198,601
Finance Lease Liability	14	10,940	45,000	30,444
		284,544	176,545	229,045
Net Assets		2,692,062	2,091,186	2,189,661
Equity		2,692,062	2,091,186	2,189,661

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		3,531,014	5,514,505	3,331,194
Locally Raised Funds		1,474,543	150,000	1,002,322
International Students		481,291	700,000	385,210
Goods and Services Tax (net)		(27,442)	53,000	(57,704)
Payments to Employees		(1,888,889)	(2,014,319)	(1,829,823)
Payments to Suppliers		(2,699,794)	(1,332,455)	(2,542,063)
Fianance charge Paid		(13,705)	(10,000)	(17,489)
Interest Received		71,987	30,000	8,291
Net cash from/(to) Operating Activities		929,005	3,090,731	279,939
Cash flows from Investing Activities				
Purchase of Investments		(500,000)	(500,000)	(700,000)
Purchase of Property Plant & Equipment (and Intangibles)		(329,630)	(2,270,731)	(357,677)
Net cash from/(to) Investing Activities		(829,630)	(2,770,731)	(1,057,677)
Cash flows from Financing Activities				
Furniture and Equipment Grant		82,877	-	57,415
Finance Lease Payments		(44,394)	80,000	(36,106)
Net cash from/(to) Financing Activities		18,094	480,000	196,548
Net increase/(decrease) in cash and cash equivalents		117,469	800,000	(581,190)
Cash and cash equivalents at the beginning of the year	7	619,780	-	1,200,970
Cash and cash equivalents at the end of the year	7	737,249	800,000	619,780

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.

Onslow College

Notes to the Financial Statements

For the year ended 31 December 2023

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 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.

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. Finance lease liability disclosures are contained in note 14.

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 on a straight line basis over the term of the lease.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for 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 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.

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 material.

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

k) Intangible Assets

Software costs

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

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 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.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international and hostel students 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.

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 Comprehensive Revenue and Expense.

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

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 Comprehensive 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 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.

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) 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.

t) 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.

u) Budget Figures

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

v) 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	3,359,085	3,428,368	3,192,794
Teachers' Salaries Grants	9,131,880	9,095,417	7,889,601
Use of Land and Buildings Grants	2,574,578	2,574,578	2,128,021
Other Government Grants	154,161	-	134,834
	<u>15,219,704</u>	<u>15,098,363</u>	<u>13,345,250</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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	660,076	335,000	503,040
Fees for Extra Curricular Activities	376,215	470,000	424,812
Trading	85,312	65,000	66,440
Fundraising & Community Grants	101,072	100,000	88,464
Other Revenue	65,632	80,000	73,699
International Student Fees	454,489	450,000	207,944
	<u>1,742,796</u>	<u>1,500,000</u>	<u>1,364,399</u>
Expense			
Extra Curricular Activities Costs	473,452	400,000	371,751
Trading	27,740	25,000	34,346
Fundraising and Community Grant Costs	53,451	55,000	53,014
International Student - Student Recruitment	40,568	45,000	38,970
International Student - Other Expenses	56,063	80,000	32,892
	<u>651,274</u>	<u>605,000</u>	<u>530,973</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>1,091,522</u>	<u>895,000</u>	<u>833,426</u>

During the year, the School hosted 26 International students (2022:20)

The head of international department Candice Forster-Heki traveled to Germany from 12/09/2023 to 25/09/2023 for business visit.

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	586,007	490,000	458,967
Equipment Repairs	19,778	5,000	4,117
Information and Communication Technology	228,840	185,000	95,189
Library Resources	14,097	13,000	12,733
Employee Benefits - Salaries	9,603,836	9,646,417	8,336,300
Staff Development	24,459	40,000	39,100
Depreciation	294,122	265,000	263,388
	<u>10,771,139</u>	<u>10,644,417</u>	<u>9,209,794</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	11,359	13,000	11,028
Board Fees	1,845	4,500	4,800
Board Expenses	22,337	15,000	13,936
Communication	44,872	60,500	47,403
Consumables	52,708	10,000	46,851
Operating Leases	1,520	3,000	2,909
Legal Fees	26,120	8,000	11,362
Other	96,631	88,000	106,919
Employee Benefits - Salaries	1,329,934	1,330,000	1,271,795
Insurance	38,630	30,000	28,092
Service Providers, Contractors and Consultancy	187,357	185,455	230,874
	<u>1,813,313</u>	<u>1,747,455</u>	<u>1,775,969</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	83,872	60,000	106,717
Consultancy and Contract Services	460,583	445,000	472,256
Cyclical Maintenance	70,504	86,545	280,875
Heat, Light and Water	162,872	110,000	106,297
Rates	7,152	45,000	6,793
Repairs and Maintenance	124,733	180,000	208,408
Use of Land and Buildings	2,574,578	2,574,578	2,128,021
Employee Benefits - Salaries	104,015	115,319	123,290
	<u>3,588,309</u>	<u>3,616,442</u>	<u>3,432,657</u>

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	741,005	800,000	623,120
Bank Overdraft	(3,756)	-	(3,340)
Cash and cash equivalents for Statement of Cash Flows	737,249	800,000	619,780

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

Of the \$737,249 Cash and Cash Equivalents, \$84,655 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.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	183,431	192,000	364,111
Interest Receivable	13,526	8,000	7,119
Teacher Salaries Grant Receivable	812,629	700,000	685,764
	1,009,586	900,000	1,056,994
Receivables from Exchange Transactions	196,957	200,000	371,230
Receivables from Non-Exchange Transactions	812,629	700,000	685,764
	1,009,586	900,000	1,056,994

9. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,200,000	500,000	700,000
Total Investments	1,200,000	500,000	700,000

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	795,077	19,367	-	-	(26,381)	788,063
Furniture and Equipment	855,690	238,727	-	-	(141,768)	952,649
Information and Communication Technology	221,315	246,926	-	-	(72,130)	396,111
Motor Vehicles	14,578	-	-	-	(5,619)	8,959
Textbooks	4,921	-	-	-	(964)	3,957
Leased Assets	61,683	22,311	-	-	(38,159)	45,835
Library Resources	72,115	8,284	-	-	(9,101)	71,298
Work in Progress		21,861	-	-		21,861
Balance at 31 December 2023	2,025,379	557,476	-	-	(294,122)	2,288,733

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,346,854	(558,791)	788,063	1,327,488	(532,411)	795,077
Furniture and Equipment	2,129,342	(1,176,693)	952,649	1,890,615	(1,034,925)	855,690
Information and Communication Technology	1,892,349	(1,496,238)	396,111	1,645,423	(1,424,108)	221,315
Motor Vehicles	68,374	(59,415)	8,959	68,374	(53,796)	14,578
Textbooks	132,710	(128,753)	3,957	132,710	(127,789)	4,921
Leased Assets	242,595	(196,760)	45,835	220,283	(158,600)	61,683
Library Resources	261,748	(190,450)	71,298	253,464	(181,349)	72,115
Work in Progress	21,861	-	21,861	-	-	-
Balance at 31 December 2023	6,095,833	(3,807,100)	2,288,733	5,538,357	(3,512,978)	2,025,379

11. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	444,933	900,000	277,534
Accruals	99,275	100,000	92,204
Banking Staffing Overuse	11,112	-	-
Employee Entitlements - Salaries	812,629	-	685,764
Employee Entitlements - Leave Accrual	104,669	100,000	95,352
	<u>1,472,618</u>	<u>1,100,000</u>	<u>1,150,854</u>
Payables for Exchange Transactions	1,472,618	1,100,000	1,150,854
	<u>1,472,618</u>	<u>1,100,000</u>	<u>1,150,854</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
International Student Fees in Advance	325,505	250,000	298,703
Other revenue in Advance	28,200	-	28,246
	<u>353,705</u>	<u>250,000</u>	<u>326,949</u>

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	315,600	125,000	34,725
Increase to the Provision During the Year	70,504	86,545	184,779
Provision at the End of the Year	<u>386,104</u>	<u>211,545</u>	<u>219,504</u>
Cyclical Maintenance - Current	112,500	80,000	117,000
Cyclical Maintenance - Non current	273,604	131,545	198,600
	<u>386,104</u>	<u>211,545</u>	<u>315,600</u>

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.

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	31,856	35,000	34,434
Later than One Year and no Later than Five Years	10,940	45,000	30,444
	<u>42,796</u>	<u>80,000</u>	<u>64,879</u>

Represented by

Finance lease liability - Current
Finance lease liability - Non current

31,856	35,000	34,434
10,940	45,000	30,444
42,796	80,000	64,879

15. Funds held in Trust

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	358,249	300,000	335,672
	358,249	300,000	335,672

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

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 9.

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Library Lighting	<i>In progress</i>	-	-	(1,560)	-	(1,560)
Music, Hall & Drama	<i>In progress</i>	-	-	(2,557)	-	(2,557)
Block M Toilets	<i>Completed</i>	(8,305)	53,322	(45,017)	-	-
Block P Access to Prefabs	<i>In progress</i>	(7,669)	-	(1,085)	-	(8,753)
Block P Prefab Upgrade TM	<i>Completed</i>	629	-	-	-	629
Block Q Hot Water Cyclinders	<i>Completed</i>	-	62,890	(62,890)	-	-
Caretakers House	<i>Completed</i>	1,264	31	(1,295)	-	-
Emergency Fire	<i>Completed</i>	(1,504)	1,504	-	-	-
Gas Leak Repairs	<i>Completed</i>	(7,650)	7,650	-	-	-
LS Visual Impairments	<i>Completed</i>	150,000	-	(150,000)	-	-
Roofing	<i>In progress</i>	(22,296)	-	-	-	(22,296)
Sensory Room	<i>In progress</i>	(6,288)	-	-	-	(6,288)
SIP Hub	<i>In progress</i>	(1,301)	-	(2,555)	-	(3,856)
SNM Low Vision	<i>In progress</i>	(49,495)	183,600	(88,336)	-	45,769
SNM Universal Bathroom	<i>In progress</i>	-	50,000	(100,399)	-	(50,399)
Special Needs 2023	<i>In progress</i>	71,913	734,000	(774,414)	-	31,499
Sprinkler Remediation	<i>In progress</i>	(7,873)	-	-	-	(7,873)
Tetraplegic Access	<i>In progress</i>	(87,360)	135,000	(40,853)	-	6,787
Totals		24,066	1,227,996	(1,270,962)	-	(18,899)

Represented by:

Funds Held on Behalf of the Ministry of Education

84,684

Funds Receivable from the Ministry of Education

(103,583)

	2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block M Toilets	<i>In progress</i>	(6,949)	1,144	(2,500)	-	(8,305)
Block P Access to Prefabs	<i>In progress</i>	45,312	-	(52,980)	-	(7,669)
Block P Prefab Upgrade TM	<i>In progress</i>	1,071	-	(442)	-	629
Caretakers House	<i>In progress</i>	-	9,750	(8,486)	-	1,264
Emergency Fire	<i>In progress</i>	1,196	-	(2,700)	-	(1,504)
Gas Leak Repairs	<i>In progress</i>	(6,911)	-	(739)	-	(7,650)
LS Visual Impairments	<i>In progress</i>	-	150,000	-	-	150,000
Roofing	<i>In progress</i>	(22,296)	-	-	-	(22,296)
Sensory Room	<i>In progress</i>	(6,148)	-	(140)	-	(6,288)
SIP Hub	<i>In progress</i>	669	-	(1,970)	-	(1,301)
SNM Low Vision	<i>In progress</i>	(10,715)	-	(38,780)	-	(49,495)
Special Needs 2023	<i>In progress</i>	-	200,000	(128,087)	-	71,913
Sprinkler Remediation	<i>In progress</i>	-	-	(7,873)	-	(7,873)
Tetraplegic Access	<i>In progress</i>	-	-	(87,360)	-	(87,360)
Totals		(4,771)	360,894	(332,057)	-	24,066

Represented by:

Funds Held on Behalf of the Ministry of Education

223,806

Funds Receivable from the Ministry of Education

(199,740)

During the current financial year, the school received updated guidance from the project manager regarding the classification and allocation of project-related receipts and payments. As a result, prior year comparative figures have been restated to reflect these updates. The restatements pertain solely to the reallocation of amounts within the projects; the overall financial amounts reported in the previous year remain unchanged.

17. 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.

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	1,845	4,800
<i>Leadership Team</i>		
Remuneration	850,392	839,795
Full-time equivalent members	6	6
Total key management personnel remuneration	852,237	844,595

There are 11 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (2 members, Principal and Business Manager) and Property (2 members, Principal and Business Manager) 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

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	200-210	190-200
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	2023 FTE Number	2022 FTE Number
100-110	18	16
110-120	14	3
120-130	3	-
130-140	5	-
150-160	-	3
160-170	1	-
	41.00	22.00

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

19. 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	\$6,000	\$9,900
Number of People	1	1

20. Contingencies

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

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 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

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.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of 361,734 as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Onslow College Learning Support Universal Bathroom	433,797	72,063	361,734
Total	433,797	72,063	361,734

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	737,249	800,000	619,780
Receivables	1,009,586	900,000	1,056,994
Investments - Term Deposits	1,200,000	500,000	700,000
Total financial assets measured at amortised cost	2,946,835	2,200,000	2,376,774
Financial liabilities measured at amortised cost			
Payables	1,472,618	1,100,000	1,150,854
Finance Leases	42,796	80,000	64,878
Total financial liabilities measured at amortised cost	1,515,414	1,180,000	1,215,732

23. Events After Balance Date

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

24. Comparatives

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

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, 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 641 students in 2022 to 685 students in 2023. The school roll was 1280 in 2022 and 1325 in 2023.

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 2023

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

Opinion

We have audited the financial statements of the College on pages 2 to 20, 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 College:

- 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 10 June 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 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 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. The other information comprises the information including List of Board of Trustees, Statement of Responsibility, Statement of Variance, KiwiSport Report and Statement of Compliance with Employment Policy, 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 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 (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 College.



Pam Thompson

Partner
for Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand