



# Onslow College

## Annual Report | 2024

Manaakitanga | Pursuing Growth | Whanaungatanga | Valuing Diversity | Kaitiakitanga

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## Principal's report

Kei konei mātou,  
ka poipoia ō mātou puāwaitanga  
ka ea hoki ō mātou wawata

We bring ourselves,  
together we are nurtured to thrive  
and realise our aspirations.

### Our Strategic Goals

2024 was a very successful year for Onslow College in relation to our strategic goals (property aside). The school has made significant gains towards staff understanding and implementation of Restorative and Relational Practice. Professional Learning Time has been provided to all staff with a focus on Middle Leaders (Deans and Curriculum Leads). Students have been surveyed and 70% show a good understanding of RRP but they do indicate that there is inconsistency in how it is being applied. Whānau attendance at our information evening was not high but we are experiencing more buy in from whānau.

The development of an Ako programme for each year level has been well received by staff and this has supported our tracking programme for all students and supports the academic achievement of our students at all levels. The Deans are leading the Ako teachers and we have greater consistency than in previous years.

The Professional Growth Cycle linked to the Effective Teacher Profile is the basis for Registration meetings and includes two observations for teaching staff each year. The explicit link to what is important for Onslow College has allowed focus to be on Universal Design for Learning, Restorative and Relational Practice, Mātauranga Māori and innovative curriculum design. We continue to work through our Professional Learning Structure to embed these approaches.

While all Learning Areas are working to integrate Mātauranga Māori into their curriculum there is still a lot of work to be done to make this feel seamless and the student experience to be consistent.

### Status of our buildings and property

The status of the buildings in 2024 has been disappointing. The cancellation of our main build has caused distress and while we are pleased that the whare is being built but concerned that it is not connected to a masterplan for the school.

The issues highlighted around earthquake ratings are repairs highlighted the issues faced by Onslow College and the frustrations we have had with resolving these issues.

We continue to hope that a new turf will be started (we would ideally like the new gym we are entitled to) and the school will lead a project to update the music area.

The school was promised new toilets on Table Mountain, these have not yet eventualised.

### Curriculum at Onslow College

The introduction of compulsory Year 9 Te Reo has been successful. This will be embedded in 2025 and we will look at progressing a Y10 course.

The focus for 2024 was reviewing the timetable and introducing a new timetable in 2025. This involved professional learning for staff and surveys and information events for whānau and students. This is closely connected to the introduction of a Universal Design for Learning and our commitment to a learning environment which supports personalised learning for young people.

### NCEA (National Certificate of Educational Achievement) results

#### Overall Statistics

Key Points:

- Higher achievement in every metric compared to previous year/s
- Higher achievement in every metric in comparison to other schools with fewest socio economic barriers
- Since 2022, we have reduced the deficit between Level 3 and UE from 10% to 3.9%

#### Gender Statistics

Key Points:

- Higher achievement in every metric compared to previous year/s (both male and female)
- Higher MALE achievement in every metric in comparison to other schools with fewest socio economic

- barriers
- FEMALE achievement is closing the deficit in comparison to other schools with fewest socio economic barriers

### **Māori Statistics**

Key Points:

- Significant increases in Māori achievement at Level 1, 2 and University Entrance
- Still a deficit between Māori and overall statistics (L1 = 7%, L2 = 14.7%, L3 = 11.7% and UE = 15.8%)
- Significant differences between OC Māori achievement and that of comparable fewest socio economic barrier schools

### **Pacific Peoples Statistics**

Key Points:

- Pacific Peoples achieve well at Level 1 with a 5.8% deficit from overall population
- Significant increase in achievement across Level 2, 3 and University Entrance
- Significant differences between OC Pacific Peoples achievement and that of comparable fewest socio economic barrier schools

### **Endorsements**

Key Points:

- Excellence endorsement rates at Onslow College remain consistent and comparable with fewest socio economic band schools
- Significant increase in Merit endorsement at Level 2 at Onslow College

### **Our staff**

We have a highly dedicated staff who have contributed significantly to the improvement of our NCEA grades and literacy and numeracy results.

The alignment of our Effective Teachers' Profile with the strategic goals has allowed staff to feel aligned with the goals and part of the progress being made.

We had a number of new middle leaders in 2024 and considerable support was provided through existing middle leaders to support their induction.

Deputy Principal Misbah Sadat finished at Onslow College at the end of 2024 to take up the Principalship at Kuranui College in Greytown. We wish her well in this endeavour and look forward to working closely with Kuranui.

Staff remained focused on offering a high quality education based on best practice and 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 the community and the Board. The number of parents who volunteer to support the school in sport, the arts, through the PTA and for Kapa Haka is heartening.

The community and Board were in the unfortunate position where they were not informed of earthquake risk and strengthening work by the Ministry of Education. This dominated much of 2024 for the school and the Board and caused distress for students, staff and whānau. While the work was completed in 2025 it highlighted the time and energy needed from the Onslow community to allow the school buildings to operate.

### **Student leadership and voice**

During 2024 the new student leadership structure 'Kākā Tangi Haeta' was introduced. Students are nominated and then selected to lead committees across the five values of the school. There is also a clear process for selection from the Rangatahi Māori rōpu for each value.

Statement of variance: progress against Targets

**WELLBEING**

Wellbeing: enhance hauora and inclusion, so we all feel included and safe.

Annual Goal	Target	Progress
<p><b>Improving staff, student and whānau understanding of Restorative and Relational Practice (RRP)</b></p> <p>Staff, whānau and students will confidently articulate what RRP is and how it works at Onslow College. When an issue arises the Deans and SLT will not have to explain the Restorative Process and there will be confidence in its efficacy</p>	<p>All new staff complete induction about RRP</p> <p>All teachers are supported to run mini-conferences and KAMAR shows that this is the process being used. Aim 80%</p> <p>Deans and Learning Area Leaders are all running restorative conversations and KAMAR shows this process. Aim 60%</p> <p>Senior Leaders are called upon to run restorative conversations. Aim 100%</p> <p>Success will be the spread of skills and the number of teachers leading conversations will increase. In 2023 50% of staff indicated confidence with minichats, 10% of Middle leaders indicated confidence with restorative conversations and 50% of Senior Leaders were confident to run larger restorative conversations.</p>	<p><i>All new staff, support and teachers, are continued to be inducted with our RRP process.</i></p> <p><i>We are still working on increasing our Dean and LAL confidence in running more higher level RRP conferences, but frequency and normality is growing.</i></p> <p><i>Continued working with all staff through TPL sessions.</i></p> <p><i>RRP team will run an internal PD with staff over two days. The focus is on our beginning teachers and exposing them to other confident practitioners.</i></p> <p><i>Outside PD provider coming into school to work with LALs and their confidence to run RRP conversations for their staff. LAL have returned incredibly positive feedback about this and their personal growth.</i></p> <p><i>The RRP team have inducted all new teaching staff with a basic ABC's of restorative practices at Onslow College in the first week of school.</i></p> <p><i>The RRP team have run one TPL session on positive learning relationships with all student facing staff. This went over the professional boundaries, basics of RRP, and how to manage safe relationships.</i></p> <p><i>The RRP team has delivered one session with the PCT group.</i></p> <p><i>New practice amongst all Learning Area that at every meeting RRP is discussed to normalise practice about talking about student relationships.</i></p>
	<p>Students understand the restorative process and Deans and SLT do not have to spend time teaching it when an issue arises.</p> <p>Senior can articulate to Ako teachers what restorative, relational practice is and how it works at Onslow College.</p> <p>Survey of whānau and students will show an increase in understanding of restorative practice.</p>	<p><i>The survey results show a growing understanding within the student body of our practice.</i></p> <p><i>It is clear what our next steps will be for our how we continue to grow the understanding within our student population.</i></p> <p><i>Great feedback has come about what we need to do with our teaching staff, and this will be reflected in the upcoming TPL in T4.</i></p> <p><b>📄 Student Understanding of RRP from feedback...</b></p>

		<p>A survey has been sent to students to be completed in ako time to gather general student body data about RRP. Individual students will be interviewed throughout week 5 and 6 who have been involved directly with RRP conferences.</p> <p>RRP workshop organised for two ako sessions in term 1. This is to increase the school bodies awareness of what we do and how we do it at Onslow College. This will be differentiated to meet the needs of different year levels.</p>
	<p>Whānau understand the restorative process and Deans and SLT do not have to spend time teaching it when an issue arises.</p> <p>Seniors can articulate to Ako teachers what restorative, relational practice is and how it works at Onslow College.</p>	<p>Recent student survey shows that not all seniors understand RRP. See above.</p> <p>RRP pamphlet created to pass onto community. This is to increase the communities knowledge about RRP and what to expect / ask for when we are interacting with students. Need to mainstream the use of staff bringing and referring to this pamphlet when they meet with whānau.</p>
<b>Analysis of Variance</b>	<p><b>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN</b></p> <p>Inducting all staff was the focus but not enough thought was given to the ongoing learning of support staff.</p> <p>While there has been considerable movement the willingness of the Deans to run restorative conversations has led to less upskilling of the Learning Area Leaders. This is where the focus will need to be for 2025.</p> <p>Student engagement in the Ako programme and its education on RRP is showing positive results but there is still a varied experience. Despite education sharing information with whānau engagement is low until they feel 'their' student is involved.</p>	<p><b>EVALUATION</b></p> <p>All staff are inducted with a session on RRP. This has been positive but feedback from support staff is that there needs to be a more consistent revisiting for them as it is constantly revisited for teaching staff in Learning Area and Dean meetings but not for support staff.</p> <p>Mini-chats are embedded in the school. Less than 10 staff requested further training in this. All senior leaders are comfortable with running restorative conversations. Over half of Middle Leaders are comfortable with running restorative conversations.</p> <p>Student feedback in the document above shows 70% of students know of and have understanding of RRP. However, there is not the same level of confidence in there being a consistent experience for students. Whānau understanding is still having to be developed with them as students are involved in instances and their understanding is varied.</p>

<b>Annual Goal</b>	<b>Target</b>	<b>Progress</b>
<b>Implementing an Ako programme that provides a consistent experience for staff and students</b>	There will be a full year programme for each Ako class available.	A clear plan and resourcing for each Year level continues to be rolled out. This term we have started by looking at some skills and ideas around Financial Literacy. As we prepare for the new Ako programme in 2025, WJU will send out a survey to Ako teachers to gather feedback about the structure and resourcing this year to help inform planning going forward. WJU starting to liaise with Career's LA about where they would like to have time to focus on pathways

<p><b>Staff will know what is expected at each year level for Ako. There will be resources to support this and Deans will lead Ako teachers to implement the expectations. Students will articulate what they have experienced in ako class and this will show consistency within the Year Levels.</b></p>		<p><i>Weekly dashboard with resourcing clearly and easily accessible is updated the week before and comms in briefing/through SLT Comms support this.</i></p> <p><i>Particular focus on tracking this term-especially in the senior school.</i></p> <p><i>At the end of Term 1, a random survey was done of Ako teachers from different levels. Common threads included finding the Dashboard easy to use, liking the AraAko resources and Career Central. There was growing use of TaskMaster challenges. Many commented that the new, shorter Ako times were making completing some activities challenging. Something to consider with timetable change.</i></p> <p>Feedback from staff and students collected around the 2024 Ako Programme. Popular themes to include next year: Career's education, sessions linked to events like Pink Shirt Day/Matariki, pathway planning, financial literacy, 'adulthood', class challenges, School values</p> <p>Planning is underway with careers and other relevant parties for the Ako Programme 2025</p>
	<p>Deans will be leading Ako teacher meetings which are focused on student activities and tracking of students. This will support the consistency of Ako time.</p>	<p><i>Mahi continues. Deans are growing in their capacity to lead. Wednesday 20/8 deans led tracking hui for ako teachers on attendance, achievement data.</i></p> <p><i>Deans have upcoming meetings this term to lead and support their teams of Ako teachers with tracking. This includes attendance. Specific tracking documents have been provided to deans to support these discussions.</i></p> <p>Looking at including regular deans/Ako teacher time in 2025 so that deans can track and support Ako teacher delivery and engagement with the programme.</p>
		<p><b>Ako conference data:</b></p> <p>Year 9-217  Year 10-184  Year 11-146  Year 12-140  Year 13-112</p> <p><b>Overall</b>  European-63.5%  Māori-11.9%  Pasifika- 2.2%  Asian-16.9%</p>
<p><b>Analysis of Variance</b></p>	<p><b>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN</b></p> <p>Tracking and Ako programme are developed and implemented. Results show improvement in all areas for NCEA. Need to continue the embedding.</p>	<p><b>EVALUATION</b></p> <p>Each Year Level has an Ako Programme. Deans have led at least one TPL a term for Ako and Tracking. This has contributed to the improved results as shown in our Results Analysis for 2024 <a href="#">here</a></p>

	Senior students and parents drop to about 50% for Ako Conferences. They are also at or about this percentage for subject. We need to understand in 2025 if this is because of the increased email contact with teachers.	Ako conferences continue to be very well attended at the Junior School.
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Annual Goal	Target	Progress
<p><b>Developing and implementing the professional growth cycle for staff.</b></p> <p><b>Every staff member will have been involved in the Growth Cycle and will understand the Effective Teacher Profile and how it links to the strategic plan at Onslow College</b></p>	<p>Every teacher completes the Growth Cycle</p>	<p>All teachers are now completing their final evaluation against the Effective Teacher Profile.</p> <p>And in the coming weeks will be holding their "Professional Standards Conversation" with their Tuakana which wraps up their growth cycle.</p> <p>SLT and LLT are working on refinements to the process for 2025.</p> <p>In the teacher recertification meetings, this year's growth cycle has been used for the first time as part of the discussion and evidence gathering process.</p> <p>With the aim of moving forward, no further documentation would be required other than to present three growth cycles.</p> <p><i>Staff in the second half of the year are on to doing their second learning conversation tool observation.</i></p> <p><i>The work connected to the timetable change and UDL will continue to make explicit the expectations of the ETP and classroom practice.</i></p> <p><i>Two TPL sessions on Tuesday mornings this term are dedicated times to set up, record or reflect on observations.</i></p> <p><i>Update:</i></p> <ul style="list-style-type: none"> <li>- All teaching staff are now in Tuakana/Teina relationships</li> <li>- All staff are completing observations using the learning conversation tool (Cultural Responsiveness)</li> <li>- All staff are allocated TPL time to manage the conversations and reflections.</li> <li>- Next steps - reinforce and work towards those explicit understandings of the ETP and what this looks like in the classroom.</li> </ul> <ul style="list-style-type: none"> <li>● 31/01/24 - Professional Growth Cycle framework created and presented to staff</li> <li>● 27/02/24 - Teina/Tuakana relationships set up with Learning Area Leaders</li> <li>● 14/03/24 - PGC documentation shared with each of the Teina/Tuakana pairings</li> <li>● 19.3 TPL revisit the Effective Teacher Profile understanding with staff, discussion of understanding of the observation tool and the first self review was completed.</li> </ul>

	<p>Each growth cycle shows a growth in teacher understanding of the Effective Teacher Profile</p>	<p>See above, and to be added is the further discussion on refinement in the Growth Cycle process and documentation for 2025.</p> <p>Update:</p> <ul style="list-style-type: none"> <li>- All Learning Areas are engaging in work to make explicit the ETP in the classroom</li> <li>- #Template - Effective Teacher Profile...</li> <li>- Each Learning Area is working towards unpacking this in their space. For example HPE...</li> <li>- #Health &amp; PE - Effective Teacher Prof...</li> <li>- Next steps are for Learning Areas to continue this, and then we pull this together and "codify" our practice, and for staff to be able to reflect against the expected.</li> </ul> <ul style="list-style-type: none"> <li>● 28/05/24 - workshop led by WJO focused on the Effective Teacher Profile and the explicit classroom practices, and the relationship with RRP.</li> <li>● 13/02/24 - workshop led by WJO and MSH focused on the Effective Teacher Profile: <ul style="list-style-type: none"> <li>○ Recap of the Professional Growth Cycle Structure at Onslow College</li> <li>○ Discuss the history and purpose of the Effective Teacher Profile (ETP)</li> <li>○ Collaborate on classroom practices that explicitly demonstrate the elements of the ETP</li> </ul> </li> <li>● WJO working with LALs to confirm Tuakana/Teina relationships are set up</li> <li>● 19/03/24 - teachers complete initial self-assessment against ETP</li> <li>● 19/03/24 - WJO/MSH lead staff in ETP and Growth cycle preparation...</li> <li>● Onslow College - Professional Growth...</li> </ul>
<p><b>Analysis of Variance</b></p>	<p><b>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN</b></p> <p>The Effective Teacher Profile is being used by teachers and feels embedded by all except ITM teachers and relief staff. We need to find a way for staff to be included in the process who are not part of the regular cycle of meetings.</p>	<p><b>EVALUATION</b></p> <p>Need to look in 2025 at what other schools do with ITM and relief teachers to include them in the growth cycle and if it is feasible for them to be part of the full process that is used at Onslow College.</p> <p>It is also important to now look at the consistency across the Learning Areas and how the ETP is being linked to the strategic goals across the school and how good the tuakana/teina relationship is.</p>

**TE TIRITI O WAITANGI**

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

Annual Goal	Target	Progress
<p><b>All systems, processes, and policies across all levels of the school being informed by Te Ati Awa Taranaki Whānui as mana whenua</b></p> <p><b>A school that has progressed being decolonised. A partnership with Te Āti Awa Taranaki Whānui which means they are involved in all aspects of school life</b></p>	<p>Policies reflect input from Te Ati Awa Taranaki Whānui and there is a mechanism being developed for ongoing input.</p>	<p>50hrs of PLD funded hours secured through the Ministry.</p> <p>Policies are now all linked to School Docs and published on our website.</p> <p>Progressing a contract with Edsec to provide input throughout the year.</p> <p>20.3 Contract has been arranged with Edsec</p>
	<p>Building project reflects a partnership between Te Atiawa and the school and the Whare is prioritised.</p> <p>Change Management initiatives prioritise Te Atiawa achievement and aspirations</p>	<p>Whare plans have been shared with the community. Board has agreed to the change requested by Te Atiawa.</p> <p>All building meetings (apart from re-roofing) have had Te Atiawa representation. Landscaping for the whare is being led by Te Atiawa.</p> <p>As above</p>
	<p>All staff develop a pepeha, know 2 karakia, can participate in 3 waiata and can explain pōwhiri and that we follow Te Ātiawa protocols</p>	<p>Staff have learnt one karakia. SLT will begin to model a second karakia through staff briefing.</p> <p>Karakia being shared and modeled at staff briefing. Waiata were introduced and practiced for the Year 9 powhiri.</p> <p>Full staff PD about the origins of Poowhiri, our mana whenua, and the tikanga / kawa that we follow.</p> <p>School offering Kauru Te Reo Maaori lessons to all staff term 2 term 3. 36 staff have signed up.</p> <p>Level 3 course for staff confirmed through Kāuru</p> <p>New student leadership structure based on co-governance and supported by dedicated staff has been designed and taken to whānu hui for feedback. Work begins on establishing this-in Term 2. Key focus is to empower two rangatahi Māori to take the BOT seats.</p> <p>The Student Leadership structure has been redesigned after consultation with whānau hui, students and key staff. WJU will present at June BOT hui. Rangathui Māori Rōpu has formed and through Kura wānanga and regular hui, is working on new projects. Two rangatahi Māori have stepped forward for BOT Māori reps. Ana Welham has been appointed to support this group.</p> <p>All year levels have had the new leadership presented to them with the new opportunities available at all year levels. Giving effect to Te Tiriti is at the foundation of these changes.</p>

Annual Goal	Target	Progress
<p><b>Embedding Mātauranga Māori across the curriculum and increasing the localised curriculum content and approaches to teaching and learning</b></p> <p><b>Mātauranga Māori is evident across the curriculum and valued by staff, whānau and students.</b></p>	<p>Learning Area Leaders can clearly articulate how they are embedding mātauranga māori and localised curriculum in their learning areas and this is evident in classroom observations.</p>	<p><i>LALs continue to share their progress and curriculum with LA fortnightly hui. Clear growth within all departments. BCO will be creating a plan for 2025 to ensure that matuaranga is seen in all courses, not just predominantly the junior courses.</i></p> <p><i>BCO continues to work with LALs during LLT and LAL time about Maaori student progress through NCEA</i></p> <p><i>LAL reported 2023 data to maori whaanau through the Maaori Whaanau newsletter.</i></p> <p><i>Kāuru have begun delivery of Level 3 on Wednesday 3:30-5:30</i></p> <p><i>Mātauranga māori is part of the SLT and LAL agenda for each biweekly meeting. The LLT meeting will also have a space for each department to share their integration steps for mātauranga māori. Effective Teacher Profile has been introduced and discussed at a TPL and each staff member will review against it in Week 7. Review has been completed in TPL</i></p> <p><i>LAL work has begun on resources to support embedding of localised curriculum. WSL role to take leadership in this space.</i></p>
	<p>15 Students gain 14 credits from a course focused around the building of the whare</p>	<p><i>With the confirmation of the whare, conversations have been re-ignited with Ihaia Puketapu about a programme for term 4 to work with students and carving for the whare.</i></p> <p><i>Engagement from the Ministry has been difficult and we are very concerned in the viability of being able to offer credits through this. The project is still, but the disruption has significantly stalled the potential programme and it is becoming less an less viable.</i></p> <p><i>Course is in progress of development.</i></p> <p><i>This is now in doubt because the Ministry have delayed the start of the Whare.</i></p>

Annual Goal	Target	Progress
<p><b>Ensuring that all ākonga/students comprehend how to give effect to Te Tiriti o Waitangi and Ensuring Te Reo is compulsory for all junior</b></p>	<p>Students complete Y9 Te Reo and a Y10 programme is ready to implement in 2025 and the school has the staff to provide a high quality programme.</p>	<p><i>Have successfully incorporated a compulsory yr10 Te Reo Maaori programme for 2025.</i></p> <p><i>Year 9 programme continues to be developed and refined.</i></p> <p><i>Proposed timetable change includes compulsory Te Reo at Year 10 and 9</i></p> <p><i>A foundation of year 9 has been created that gives a common experience across the year group Year 9 programme has been developed</i></p>

<p><b>ākonga/students in 2025</b></p> <p><b>Te Tiriti o Waitangi and partnership is evident in students' experiences and how they see staff act and interact with each other and Te Reo is compulsory at Year 9 and 10 in 2025</b></p>	<p>Māori Performing Arts is offered as a subject in 2024 and grows to a junior and senior subject in 2025</p>	<p><i>As of course selection, MPA is down numbers for 2025</i></p> <p><i>Class has started with nearly 40 students. Class is running and Kapa Haka has begun</i></p>
	<p>All students are supported to understand their responsibilities under the te tiriti and the explanation of why is shared by all staff</p>	<p><i>Responsibilities of the kura to Te Tiriti o Waitangi included as part of staff induction by the Principal and linked to the Growth Cycle and the Effective Teacher Profile at full staff PD in the first 2 weeks of term.</i></p> <p><i>Review of student leadership underway. Students and staff working to understand the system change required. Advertised for a WSL to support the leadership of this change.</i></p> <p><i>SLT and LAL have worked with EdSec to understand how colonisation is still impacting our education system and teacher perceptions. There have been two one hour sessions. The next step is to work on how this influences the redesign of the timetable and curriculum so staff can explain this to students.</i></p>
<p><b>ANALYSIS OF VARIANCE</b></p>	<p><b>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN</b></p> <p>There has been little development re policies. We have moved to School Docs and there is a mechanism for Te Āti awa to advise but this is ad hoc at the moment.</p> <p>Te Āti awa have been included in all building meetings and have representation on the Board for strategic goal development. Edsec is contracted to advise SLT.</p> <p>Karakia and waiata have been introduced to the school and Te Āti awa protocols are shared with staff and students at the start of each school year.</p> <p>Student leadership has been restructured with a clear pathway for Māori student leadership.</p> <p>Te Reo lessons are offered for staff.</p> <p>Mātauranga Māori is being addressed in each learning area but there is variation between and within departments. The WSL position is supporting the development of linking understanding between learning areas.</p> <p>Students did not complete standards for the whare as the build was delayed by the Ministry of Education.</p> <p>Year 9 Te Reo programme was introduced in 2024 and will run again in 2025. The Y10 programme has been introduced in 2025.</p>	<p><b>EVALUATION</b></p> <p>While school docs are an improvement on the policies we had, they are not focused on Te Tiriti and there needs to be more work supporting how we embed this approach.</p> <p>The stop start nature of the building programme in 2024 has made it difficult for there to be a consistent approach. There is genuine commitment for Te Āti awa to be involved in all building projects at Onslow College.</p> <p>Use is consistent at staff events and assemblies but not in classes. This will need to be a focus in 2025.</p> <p>Leadership structure needs to be embedded and feedback gathered in 2025.</p> <p>These are only being attended by 10 staff. The loss of Kauru has had a significant impact on the number of staff learning Te Reo at Onslow.</p> <p>The variation of depth and spread within learning areas still needs to be addressed. The WSL will need to work with learning areas to develop their understanding and linking with each other across 2025.</p> <p>Building has started in 2025 and a programme is being developed between staff, Te Āti awa and students.</p> <p>Year 9 programme has been successful with good feedback from students and staff. The Year 10 programme needs to be reviewed as the numbers in the academic programme have dropped</p>

	<p>Student understanding of their responsibilities re Te Tiriti is growing but not consistent. Students participate in karakia and waiata but at times this is surface. There is good involvement with the new leadership structure but it needs work to be embedded.</p>	<p>significantly which is a negative unintended consequence.</p> <p>This is connected to how mātauranga māori is embedded in the school. Timetable redesign has completed the first step but needs to move from the length of spells to the pedagogy of UDL being consistent across the school and linking through the ETP to mātauranga Māori.</p>
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## ACHIEVEMENT

**Achievement: Create great student outcomes through the provision of learner-centred programmes**

Annual Goal	Target	Progress
<p><b>Ensuring that all classes provide learning and assessment that is accessible, challenging and allows all students to experience success Universal Design for Learning will be evident in all classes and increased understanding will be apparent in teachers' growth cycles.</b></p>	<p>Growth Cycle is linked to Effective Teacher Profile and UDL is evident as an expected area of expertise or growth</p>	<ul style="list-style-type: none"> <li>• Each learning area presented in TPL where they were at in terms of UDL. LAL's understanding of what UDL is much improved compared to previous years while progress towards different aspects varies widely.</li> <li>• Used staff only day to explore the visual aspects of resources and barriers staff might be creating unintentionally. UDL team continues to meet with learning areas</li> <li>• <i>Each LA continues to meet with UDL team twice a term. All LAs have made progress towards roadmaps and use of google classroom. Half of the departments have made progress towards developing student agency within a course for differing pathways although still a work in progress alongside timetable changes. LAL's presented to all staff about their progress this year and their next steps. Next steps are to look at visual barriers and design from a resources perspective.</i></li> <li>• <i>Explored ideas around classroom practice in TPL - Key ideas are: Agency within a course, teacher as a facilitator, structure of a 75 min spell. BMI has presented and provided resources to all staff. Departments now have time in term 3 and 4 to develop these ideas within their context. Learning Areas have also been asked to provide resourcing for their subjects for students in room 50.</i></li> <li>• <i>Each LA met with UDL team twice this term. Working on either roadmaps, placemats or assessment. Have begun developing Onslow guidelines for teaching and learning resources to support LAs in creating courses with multiple contexts and pathways.</i></li> <li>• <i>UDL and Assessment being explored in term 2. LA's will review current assessment</i></li> </ul>

		<p>and make improvements for assessment to be more inclusive and engaging.</p> <ul style="list-style-type: none"> <li>• Learning Roadmaps continue to be developed.</li> <li>• Each LA develops action plan of next steps around UDL journey.</li> <li>• Ideas of efficacy and agency have been explored in all staff hui. <a href="#">Two year flexible plan</a> has been presented and laid out.</li> <li>• LAL's are beginning to explore what a learning 'Roadmap' would look like in their subject area and a summary placemat.</li> <li>• March - Roadmaps developed and shared across learning areas for feedback and iterative improvement. Summary placemats are also being developed as a way to support students around 'naturally occurring assessment'.</li> </ul>
	Google Classroom will be set up consistently across the school with UDL design in mind	<ul style="list-style-type: none"> <li>• Google classroom snapshot/audit of how it is being used.</li> <li>• Common UDL layout has been presented to all staff.</li> <li>• Google classroom has been setup for each ako and subject class.</li> <li>• March - Google classroom 'snapshot' taken around how staff are setting them up. Next steps is to link assignment numbering with Roadmap.</li> </ul>
	Staff are supported to use tracking to inform their teaching and assessment practice and this will show improved achievement in NCEA. Māori student achievement to raise by 20% at each level.	All LAL taken through the results from last year to initiate a discussion with individual teachers about their results and to interrogate the makeup of classes. This is linked to LA goal setting and to the goals set by individual teachers in their Growth Cycle.

Annual Goal	Target	Progress
<p><b>Embedding the NCEA changes and offering courses in the senior school that are relevant to the modern world</b></p> <p><b>The Senior Curriculum will have implemented the NCEA changes and courses will have been developed that are integrated and allow for more flexibility for students.</b></p>	Senior curriculum is reviewed and other approaches considered	<p>Year 9 and 10 students have completed 3 "Taster" days of 75min spells to help them transition to the new timetable in 2025.</p> <p>Feedback and input was sought from staff and students on the Ako programme for 2025 to ensure a well resourced and meaningful programme. See above.</p> <p>Expectation is that for 2025, all senior courses offer an element of student agency either through choice of assessment, context and/or pathways/themes.</p> <p>This work needs to continue and refinements made in 2025.</p> <p><i>In person consultation and online feedback was collated, further revisions to the model created and discussed.</i></p> <p><i>SLT met with the board to ensure clarity of purpose and priority going forward. A decision was made to</i></p>

		<p>implement the 19 Spells (19th = Junior Only) and 45/15 ako model.</p> <p>Communication went out to students and whānau on Friday 16th August.</p> <ul style="list-style-type: none"> <li>📅 #14 Timetable 2025 - In Person Presentation ...</li> <li>📅 #18 Timetable 2025 - July 2024 Possible Revis...</li> <li>📅 #21 Timetable 2025 - Board Presentation</li> <li>📅 #23 Timetable 2025 - Final Comms</li> </ul> <p>Update:</p> <ul style="list-style-type: none"> <li>- Significant work has been completed to review the current timetable structure, research both scholarly articles and the landscape of timetable design across NZ schools</li> <li>- 📅 Timetable Review - Presentation for St...</li> <li>- The above presentation was delivered to Learning Areas Leaders and then staff</li> <li>- Feedback collated and further iteration of the timetable design</li> <li>- 📅 TT 2025 Model to LAL - latest iteration presented to Learning Area Leaders on Tuesday 18/06/24 - presentation to staff on Tuesday 25/06/24</li> <li>- Community Digital Survey to be conducted in Week 10</li> <li>- In person community presentation in Term 3 Week 1</li> </ul> <p>Last year staff were asked to look at schools offering different curriculum approaches ie Albany Senior, Rototuna, Napier Girls, Wainuiomata, Kurunui etc. This will be the basis of the start of the review. What do want to achieve with our senior curriculum at Onslow College.</p> <p>07/03/24 - Establishing the KPI's or philosophical underpinnings of a timetable/curriculum change...</p> <ul style="list-style-type: none"> <li>- Opportunity for richer learning relationships</li> <li>- Space for integration</li> <li>- Equitable time allowance for disciplines</li> <li>- Genuine coaching through dedicated Ako time.</li> </ul> <p>18/03/24 - Researching further models through the DisruptEd learning community</p> <p>Next steps - SLT to decide on the KPIs above, then take to LAL.</p>
	<p>New senior curriculum is offered that offered that provides greater flexibility for students</p>	<p>The new timetable is currently under construction for next year, already it has been identified that the current model has been created with less clashes for students and more flexibility across the lines with a greater distribution of classes.</p> <p>Update</p> <ul style="list-style-type: none"> <li>- As above...</li> <li>- Significant work has been completed to review the current timetable structure, research both scholarly articles and the</li> </ul>

		<p>landscape of timetable design across NZ schools</p> <ul style="list-style-type: none"> <li>- <input type="checkbox"/> Timetable Review - Presentation for St...</li> <li>- The above presentation was delivered to Learning Areas Leaders and then staff</li> <li>- Feedback collated and further iteration of the timetable design</li> <li>- <input type="checkbox"/> TT 2025 Model to LAL - latest iteration</li> </ul> <p>Next Steps</p> <ul style="list-style-type: none"> <li>- Based on the timetable structure created - we are also prioritising Senior Integration based on thematic/contextual approaches to curriculum design initially "in subject" in 2025 for then "across subject" in 2026</li> <li>- In the junior school we are looking at developing integration through a values based approach to curriculum design and cross curricular work.</li> </ul> <p>As above - the starting point for conversations about a change to senior curriculum start by creating a physical timetable that accommodate this.</p> <p>See above...</p> <p>The next conversation is around ensuring a deep understanding of UDL and how courses can/should be delivered.</p>
	<p>Staff and students are confidently navigating the new content, structures and standards associated with NCEA Level 1</p>	<p>Courses have been designed around the new Level 1 standards. Each class will offer 3 standards to the students. There are some subjects with many resources and others with very little.</p> <p>This year moderation is done as internals are completed so LAs will get feedback on their assessment grading sooner and start working from this as needed. NZQA has also developed Putake-which is an online tool to support teachers marking new standards. PNs are visiting all LAs this term to check in-especially with assessment of the new standards.</p>

Annual Goal	Target	Progress
<p><b>Making sure that all staff and students can engage in pathway planning and responsive careers education and that the school is collaborating with our community</b></p> <p><b>Careers will have a programme from Y9 to Y13</b></p>	<p>Careers meet with Te Ātiawa for PLD for planning pathways for students</p>	<p>Careers has signed a 3 year contract with Waikato SSEP programme. They are working with the Maths LA to implement employer-school curriculum. Careers is facilitating the bridge between local employers and the Maths LA for year 9s for next year to implement and embed a curriculum informed by pathways and skills needed for different employment opportunities. Careers is also embedding an Ako programme that has student health and pathways component via the programme.</p> <p>Careers expanded their annual BCITO year 10 career afternoon into "have a go" day for both year 10s and year 9s that not only have the employers from BCITO but also local employers and a morning expo for Māori students to engage with Māori mentors.</p>

<p><b>(informed by Te Ātiawa) which shows connection with the community and opportunities available to students. Careers runs a survey which shows how many students and whānau they have connected with each year</b></p>		<p>Careers have held 6 to 8 STAR courses this year to not just provide credit opportunities to students but to also engage students who may want to try pathways such as chef or barista and for students who want leadership and communications training.</p> <p>Careers has worked with Tech to start our own college barista course from next year so we do not have to send our students to Mojo for barista course. From now the only students going to Mojo will be those on work experience course that ends with a job at their cafes. The training and certificate courses will be run at the college.</p> <p>Careers has built a pathway doc that will be further streamlined to be part of the Ako programme. This will be more successful from next year since Ako will be contact time.</p> <p><i>Te Ātiawa helping with an induction programme for the 3 new staff members that have started in careers.</i></p> <p><i>Te Ātiawa helping streamline careers area around next steps for a college wide careers education programme.</i></p> <p><i>We are in the process of hiring a new team for careers led by Head of Careers at Onslow. They will be giving us feedback around our training and induction programme and the new framework being developed by the team.</i></p> <p><i>Careers met with DP in charge of careers, Te Ātiawa, DP in charge of Ako to discuss what a careers programme would look like moving forward keeping the strategic direction in mind. A broad description has been made and shared to enable next steps.</i></p> <p><i>Careers involved in Ako Programme-each Ako class visiting as part of the programme-starting with Year 13s. There are specific pathway planning topics covered depending on the year group.</i></p> <p><i>Careers met with Te Ātiawa to discuss following:</i></p> <ul style="list-style-type: none"> <li>- <i>Making a grid of all courses we are offering this year with cost and number of students with ethnicity breakdown and gender and then taking a look at our criteria.</i></li> <li>- <i>List of questions for ako teachers to start the pathway conversation. Everything has to be intentional. Based on what the intention is, the ako teacher starts the conversation.</i></li> <li>- <i>5 Ws are who what where when why 1 h - how but we don't focus on H since we do the how.</i></li> <li>- <i>What career pathways and jobs fit into student exit strategy.</i></li> </ul>
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	<p>Careers trial a programme for all Year 9 and seniors</p>	<p>Read above</p> <p>Careers met with our MP Greg O' Connor and Oliver who is in charge of the Johnsonville business association to start conversations with businesses and employers. This is in conjunction with year 9 and 10 careers day. That includes Māori students meeting with Māori business owners and other employers.</p> <p>We are in conversation with Waikato SSEP team they provide support and resources on how to set up education for all year 10s so that employers meet with year 10 classes and show them what they should be doing in maths for their line of work. This is not just for maths it is for other subjects as well but starts with maths. The programme comes with a coach and we provide the facilitator</p> <p>Education to Employment Trust provide resources that students work through as they move around the employers. There will be more information provided to you in Term 4, including information to share in Ako time, the timetable for the two spells (which is organised like clock work) and also an opportunity for teachers to ask any questions about how it will all work.</p> <p>These events are part of a larger programme that we are planning that will enable our junior students to explore and experience employment situations, as they begin to move through the school.</p> <p>You will hear more about this event in Term 4. Please message me if you have any questions.</p> <p>Ngā mihi nui</p> <p>Career counselor is meeting each week with year level ako teachers to introduce them to career central and AraAko doc. Counselor developing the year 9 document and presenting to Te Ātiawa for feedback.</p> <p>Time is being allocated for the career advisor to meet with ako teachers to lead a pathway conversation.</p> <p>Creating a career education programme for 2025</p>

		<p><i>A pathway doc has been designed. Career is making a list of questions to help ako teachers lead pathway conversations with year 9s. In particular:</i></p> <ul style="list-style-type: none"> <li>- <i>We want our Year 9s to focus on their intention when they leave school. Their intention to why they come to Onslow and not just that it comes after year 8 or that it is legally mandatory that you have to get educated.</i></li> <li>- <i>What is the exit strategy at year 13. And why we have to start thinking about it now in year 9.</i></li> <li>- <i>We need visuals around the questions. Hug emoji for example that you will be provided what type of support by whom so they know they are supported by 3 or 4 types of people.</i></li> <li>- <i>A visual that shows how you choose for next year. For cohesion. Interconnectedness between now and future/next year</i></li> <li>- <i>Snake and ladder situation. Door and exit strategy and with year 9 at the bottom and the door at the loop.</i></li> <li>- <i>Each question connects to the year 13 exit strategy.</i></li> </ul>
	<p>There has been community involvement in careers once a term in 2024.</p> <p>Careers survey includes gathering data about how many students have engaged with the community about their pathway in 2024.</p>	<p>This is a work in progress. Although careers have engaged with the community around employers and permission from parents for their students to engage in courses and programmes, this will be further developed starting with the junior programmes. The programme that is being offered to year 9s will also filter to year 10 and parents. There has been a reach out to local employers for mentoring purposes and work experience with more positive results.</p> <p><i>Careers is meeting with businesses so that we can set up work experiences for our young people and employment opportunities we have connected with Johnsonville Business Association to get this rolling.</i></p> <p><i>Careers is in the process of gaining a new team. Mark Patchet has been appointed as the teacher who will work in this space for 2 lines. Their goal is to embed a career education programme for junior school in collaboration with our community businesses and industries. This would include integration and input from them into our curriculum. Keen to develop and embed a programme similar to that done in Waikato and Canterbury.</i></p> <p><i>In process of employing two additional team members who would be supporting career counselors and reimagining the space of star courses and work experience to name a few.</i></p> <p><i>Career advisor is sending information to the community around the different events coming up for each year level. Is developing a survey.</i></p>

		<i>We have just gone live with "careerwise" website. It is linked to our website. We are looking to develop how we can share this space more with parents and students as we roll this site out.</i>
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Annual Goal	Target	Progress
<p><b>Ensuring the junior curriculum will offer a solid foundation with a focus on literacy and numeracy</b></p> <p><b>Numeracy and Literacy remain a focus in the junior school with an integrated approach being developed</b></p>	<p>Year 9 literacy and numeracy classes will continue and Year 10 and literacy and numeracy classes will run.</p> <p>70% of students will achieve literacy and numeracy by the end of Y11 and 95% will achieve literacy and numeracy by the end of Y13.</p>	<ul style="list-style-type: none"> <li>• Planning has begun for 2025 with a focus on bringing all learning areas into either literacy or numeracy. Numeracy coordinator is working with Maths, Science, Tec, Visual Art around what aspects of Numeracy they can support in their courses and will develop a programme that links in with these aspects. Literacy is developing 'skill emphasis' for each term where Eng, TAT, PE, LNG can emphasise that skill.</li> </ul> <p><i>WJU leading TPL 24/9 on where we are at with Lit/Num and where we want to go. LLT have discussed plan to widen deliberate Lit/Num teaching across their LAs and we begin this discussion with wider staff in TPL. There will be more time built in next term to continue this planning.</i></p> <p><i>CAA round two was a significant piece of work with Year 10-some Year 13s needing an opportunity for this. It is one of the main logistical tasks for the PNs (WJU/BMI) Nearly 400 students sat one or more of the assessments in Weeks 8+9 of Term 3. Results will be available December 5th.</i></p> <p><i>Data from the first round of CAAs is available. We are pleased with the results. They were particularly strong for Year 10 students who had completed 2 years of the targeted literacy and numeracy programmes. There are still issues to be addressed in how EL and LS students in particular are going to access this qualification.</i></p> <p><i>Combined Reading Achievement rate from Term 2 CAA 81%</i>  <i>Reading for Y10 who sat 84%</i>  <i>Reading Y11 who sat 54% (mostly resits or new students)</i>  <i>Māori students Reading Achievement rate: 70%</i></p> <p><i>Combined Numeracy Achievement rate from Term 2 CAA</i>  <i>62%</i></p> <p><i>Numeracy for Y10 who sat 67%</i>  <i>Numeracy for Y11 who sat 30% (mostly resits or new students)</i></p> <p><i>We are entering year 12 and 13 students who do not have numeracy into the CAA for term 3. Most of these students are those that joined us this year.</i></p>

		<p><i>WJU has a proposal to widen the spread of specific Literacy and Numeracy skills teaching in 2025 across the school. Now that the new timetable is confirmed, we can begin work on how to structure this.</i></p> <p><i>Current LAL leading numeracy provided with PD and resources on how to embed numeracy college wide.</i></p> <p><i>Year 10 Literacy is being run through English. WJU wrote a continuation of the Year 9 programme to be delivered this year after consideration of the data from the pilot Reading and Writing CAA in 2023.</i></p> <p><i>BMI and WJU ran an evening in Week 8 to present to parents/caregivers to share information and answer questions.</i></p> <p><i>First CAAs are being run in Week 5 of Term 2 (Reading and Numeracy) data will be provided at this point. Students have been entered and focused preparation underway. Communication has been sent out to the community with dates and key reminders. Targeted lessons on the exams specifically are being run for Year 10s. Year 11s have also got access to these resources.</i></p> <p><i>The CAAs ran smoothly despite a lot of staff illness during the week impacting on supervision rosters. The biggest challenge going forward is how will be administer these for increasingly large numbers in 2025 and keep the rest of the school running a normal timetable. Other schools are facing the same dilemma. At WJU's LOOP presentation, several schools are looking at potentially rostering home a year level to manage this.</i></p> <p><i>Results from CAA Term 3 are due Dec 5th. This will give up time to start planning for next year. The number of students who need to sit these tests will grow each year and this has to be factored in to our planning. NZQA have just released the dates for these weeks for 2025.</i></p> <p><i>Results will be shared with the BOT once available.</i></p>
	<p>Links to how other learning areas can support the literacy and numeracy programme will be developed and shared with other learning areas.</p>	<p><i>WJU has a proposal to widen the spread of specific Literacy and Numeracy skills teaching in 2025 across the school. Now that the new timetable is confirmed, we can begin work on how to structure and resource this. Time set aside in TPL in Term 4. The plan involves targeting key lit/num skills and embedding that teaching in units across curricula.</i></p> <p><i>There is a numeracy programme and resources that have been shared with LAL science that can be used next year to embed college wide.</i></p>

		<p><i>Year 9 Literacy is being run through Te Ao Tangata. WJU supported the creation of their Term 1 programme last year.</i></p> <p><i>Year 10 Numeracy is being run through Science with continued support from maths. By spreading out the specific teaching across two more LAs this provides PD and upskilling of those teachers around these core skills in their subject area.</i></p> <p>Literacy and Numeracy co ordinators have started by holding TPL with various Learning Areas in Week 4 of Term 4. This is designed to upskill staff and their ability to teach these skills through their own subjects. This will be ongoing TPL in 2025.</p>
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Annual Goal	Target	Progress
<p><b>Ensuring our ākongas/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</b></p> <p><b>Māori achievement has increased by 20% at Level 1, 2 and 3. Rangatahi survey shows that they feel they are able to do this as Māori.</b></p>	<p>A detailed tracking programme is implemented across the school focused on attendance and achievement which will support 20% improvement in results for Māori ākongas at Level 1, 2 and 3.</p>	<p><i>There are outstanding results in quite a few subjects that will be coming in start of Term 4. This will give us a picture of where our Māori students are at more comprehensively. There will be a detailed report next months.</i></p> <p><i>Deans and LAL have been kept up to date with Maaori student NCEA data, and asked to feedback on individual journeys.</i></p> <p><i>Ako teachers, deans, LALs are regularly tracking at risk students and creating programmes for them as timely interventions throughout the year. These have included courses, extra mahi, subject credits, tutorials etc.</i></p> <p><i>We will have a better idea in another month when different credits are entered for students that are still outstanding.</i></p> <p><i>Year 13: Currently 50 without UE Lit 9 without Num 11 without Lit 55 we are watching at risk</i></p> <p><i>Year 12: Currently 60 we are watching who are at risk 30 who do not have Level 1 Lit or Num</i></p> <p><i>Level 1: Currently 65 we are watching who are at risk. 31 students no lit or num</i></p> <p><i>We have entered all year 12 and 13 students without num into the Num CAA.</i></p> <p><i>All subject teachers are tracking their senior students and identifying who may be at risk of gaining less than 10 credits in their subjects at year 11 and less than 14 in year 12 and 13. Once</i></p>

		<p><i>the students have been identified DP tracking meeting with LALs to discuss interventions. There are already interventions in place such as additional courses but we will have a more targeted programme for individuals to fulfil their pathway aspirations.</i></p> <p><i>We have updated our attendance process and shared with the community, students and all staff. We are using a tool called PAROT to do attendance tracking for junior and senior students. We are also using KAMAR to link interventions we have put in place for students if they have 5 day or more absences within a term.</i></p> <p><i>We are using mainly PAROT to track seniors academically and KAMAR to track juniors academically. There is a report that we created for ako teachers that they can generate to check their junior ako class data.</i></p>
	<p>There is dedicated time for Ako tracking and for Ako teachers to communicate with whānau. Staff report contact with all whānau in their Ako class each term.</p>	<p><i>Ako teachers get tracking time twice a term but most are tracking regularly. DP tracking provides data to LALs, deans and Ako teachers regularly but PAROT makes it easier for deans and ako teachers to track as well.</i></p> <p><i>Ako teachers tracked students and their overall achievement and attendance through PAROT and a KAMAR junior tracking doc created for Onslow. Based on that tracking ako teachers recommended students for intervention by deans/dps and connected with subject teachers and LALs.</i></p> <p><i>SLT have organised two meeting times per term for staff to specifically track and communicate with whaanau.</i></p> <p><i>Deans and Careers are developing as a middle management team to lead ako teachers around this mahi.</i></p> <p><i>Term 2 is being used by SLT/Dean to lead and give time to ako teachers put in place interventions around attendance and to track academically.</i></p> <p><i>The Year 11s who were identified through our tracking were brought together for 2 weeks of targeted support in Weeks 4+5 of Term 4. This was a successful initiative with many students reading their goal of achieving L1. Tutorials were also run for students sitting external assessments.</i></p>
	<p>Tauwhirowhiro provides support for students and shows student attendance who are being supported increases</p>	<p><i>This is the last year for Tauwhirowhiro as it evolves into another space between the mahi that was done in room 50 and 3 lines of supervised study for next year.</i></p> <p><i>After 2 years it has become a space for students who have complex needs that stops that from engaging in the wider space, intervention for students who need some one on one support to catch up on work, transition space for students who are re-entering mainstream schooling like</i></p>

from CRHS, supported study line for our trades and work experience students.

There are a number of students who have been able to graduate from year 13 because this space had been made available to them and a number of students who have gained qualifications due to the courses and other mahi that was run via this space.

There has been excellent collaboration also with Learning Support and the mahi done here.

*There is a 2 day work ready Barista course that 20 students will be engaging in end of Oct. We have a number of students who have engaged and in any given spell we have 10 to 15 students rotating for the extra support.*

*Tauwhirowhiro ran a fourth 2 day course for students for confidence and resilience building whereby they gained 8 level 2 credits. Looking at the data the block courses have boosted student credits and students really like working on a unit standard over a period of time, finish and move to the next thing. We are looking at a course for Term 4.*

*We have students who are attending college because of the safe place that otherwise would not be attending. We are also supporting teachers with students who may be on a different programme during their class time.*

*Tauwhirowhiro has run a third 2 day course via an outside provider for year 11 and 12 students. In particular students who have learning support needs. The course was to help young people read for work safety in kitchens for those who might want to engage in a career as Chefs or hospitality. We have offered up to 30 Level 2 and 3 credits so far this year in areas that develop students personally and professionally. We are helping students track their credits and make plans on how they are gaining their qualifications and keeping their pathways open.*

*Tauwhirowhiro has a change of staff where one of our ex-teachers is there for 2 days a week. We are supporting that teacher to lead that space for next year (hopefully). We are able to run courses for students who need soft skills and/or additional credits. Support students who would otherwise find it difficult to attend school. Year 13s during study spell when they might need support, helping trades and work experience students with catching up on their course work.*

*Tauwhirowhiro has started the year supporting students to gain credits they had missed in 2023. This was students needing qualifications, UE, lit and num. We are supporting students with courses that students are interested in for example: We have run a 2 day group leadership course that gives 15 NCEA Level 3 credits to students but also provides*

		<p><i>these students the skills that they need and are interested in. We are aiming run targeted courses each term in Tauwhirowhiro with Careers and LS. We are supporting transition students (5 full time) but additionally we are supporting Trades Academy students with their subjects so they don't disengage and still come out with UE, Year 13s can opt in during study line for any tutoring, LS students hoping for gateway experience and any student that needs one on one mahi during spell 5 Wednesdays.</i></p>
<p><b>ANALYSIS OF VARIANCE</b></p>	<p><b>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN</b></p> <p>Please refer to NCEA results analysis below.</p> <p>Growth cycle is linked to Effective Teacher Profile for all teachers and is being used for Teacher Registration. UDL has been connected to the changes in timetable and pedagogy for longer spells.</p> <p>Google classroom is set-up consistently across all Learning Areas.</p> <p>Tracking system has been introduced for Juniors and Seniors and each Learning Area spends one meeting each term looking at the tracking and introducing interventions.</p> <p>Senior review of curriculum became limited to the timetable review because of the need to work with whānau around the spell changes. Investigation in 2025 will be focused on cross curricular assessments.</p> <p>We still have work to do on developing the Level 1 NCEA curriculum. These are still being developed and this puts significant stress on staff which they are navigating with students and whānau.</p> <p>Careers met with Te Āti Awa and developed a programme for pathways students in Careers from Y9-Y13. This is being implemented in 2025.</p> <p>A new programme 'SmartNZ' has been implemented at Onslow College for all Year 9 students for 2025. This was set up and launched to the community for their involvement in 2024.</p> <p>Literacy and Numeracy goals achieved with excellent results across all levels - see NCEA Analysis</p>	<p><b>EVALUATION</b></p> <p>Work needs to be done to embed the pedagogy for 75 minute lessons and managing the transitions within the lessons for students.</p> <p>Student experience is more consistent but there is still work to be done on how information is accessed.</p> <p>Interventions have resulted in the NCEA improvements discussed in the results analysis.</p> <p>Changing the timetable and spell times took longer than anticipated. While staff were</p> <p>Changes will be ongoing and will need to be continued to be supported throughout 2025.</p> <p>Pathway plan is integrated with the Ako programme. It has been well resourced but there is still work to do looking at the consistency of delivery. This is being supported by the Deans and Careers teachers.</p> <p>Programme has launched and is running well. Analysis of impact will be done by the end of 2025.</p> <p>We continue to develop and work on our literacy and numeracy programmes and linking them to all learning areas. They are still led by English and Math with input from Social Sciences and Science. We will need to extend this in 2025.</p>

	<p>Māori achievement increase is evident in NCEA results. Aim achieved at Level 1 and 2.</p> <p>Dedicated time is given to tracking n Ako and tauwhirowhiro support was given to over 40 students.</p>	<p>Goal is still to have equivalent achievement with non-Māori students. This is still to be achieved but 2024 did show significant improvement as seen in the NCEA results analysis.</p> <p>Next steps are the support mechanisms being developed for when tracking identifies students who need interventions.</p>
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## PROPERTY

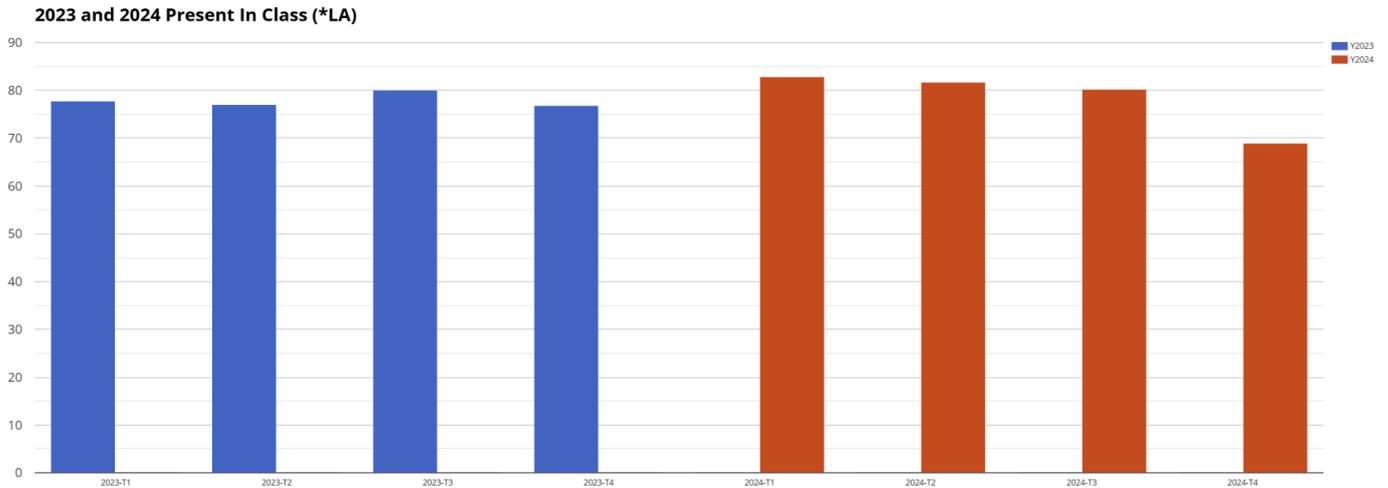
Property – To create a physical environment that enhances and nurtures ākonga/students and staff

Annual Goal	Target	Progress
<p><b>Regular reporting on the progress of property development. Managing property maintenance projects to ensure minimal disruption for our community. Advocating and planning for improvements in existing property not included in Stage 1 of the rebuild</b></p> <p><b>Building progress, reroofing progress, stage 1 signed off, minimal disruption to learning</b></p>	<p>All meetings are attended by the school and all deadlines set for the school are met.</p> <p>Once a term the school community is informed of progress on the 12 stages of building identified by the Ministry.</p> <p>Planning ensures there is minimal disruption to learning while the re-roofing and development of the hall and music areas are completed.</p> <p>The main build is signed off and a start date is assigned.</p>	<p><i>Re-roofing is nearing completion. The new areas are performing well but we still have significant issues with leaking in the areas that were designated for demolition.</i></p> <p><i>Rec Centre is still closed.</i></p> <p><i>The work on the hall and music areas are being consented and we are hoping to start the work in November.</i></p> <p><i>This term we ran the whānau hui to provide information on the property.</i></p> <p><i>The hoarding is up for the whare and on September 20 we held Aho Tāngaengae. The piling work will begin in the holidays.</i></p> <p><i>The bus bay is progressing and during the holidays the enabling works along the driveway will begin.</i></p> <p><i>The type 4 alarm system has been consented.</i></p> <p><i>The new reception has been designed and we are waiting for the consent so we can begin the building.</i></p> <p><i>Board has created a discussion document and the school has a timeline. Principal and DP met with the media to discuss the issues with the school. The school has had no contact to date in regard to the building programme. We are still hopeful that building of whare and enabling works will start in July.</i></p> <p><i>Whare has gained consent. Re-roofing is on track but will be impacted by the closure of Rm 32. Landscaping meeting for whare is progressing.</i></p> <p><i>Closing of room 32 means the slowing down of the re-roofing project.</i></p> <p><i>Letter from the Ministry in the Property report means we do not know where we stand with the main build</i></p>

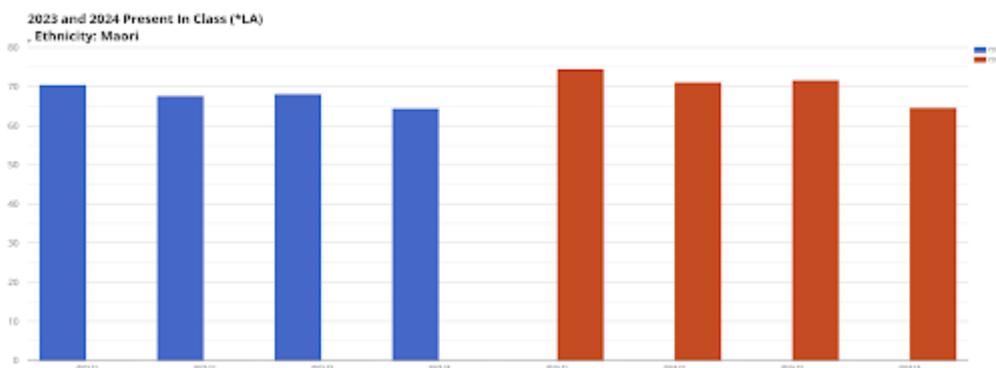
		<p><i>We have been told that the whare is going to continue. Principal met with Jan Tenitti and Greg O'Connor. This will be discussed tonight re - next steps.</i></p> <p><i>Principal attended the Inquiry Panel for School Buildings on Monday 20 May and shared their experiences of working with the Ministry.</i></p> <p>Property update is in the tracker for the Board meeting.</p>
	<p>The Whare is started in 2024 and completed in 2025.</p> <p>The turf is started in 2024 and completed in 2025.</p> <p>Stage One is signed off and a start date for building assigned.</p> <p>Re-roofing continues to the staged plan with no classes cancelled.</p> <p>The music and hall board led project is designed and started in 2024.</p>	<p><i>No communication about the turf</i> <i>Waiting for additional communication around the whare</i> <i>Told that the fire alarm would be updated to stage 4 then told the work would be put on hold</i></p> <p><i>Continue to wait to hear about the turf - assuming it is not happening. No word on the gym we are entitled to.</i></p> <p><i>We continue to have issues with bells and fire alarms. We have had people onsite continuously.</i></p> <p><i>We have been told that enabling work will begin in July.</i> See property tracker. Music and hall project begins 25 November.</p>
<p><b>ANALYSIS OF VARIANCE</b></p>	<p><b>REASONS FOR THE VARIANCE. WHY DID IT HAPPEN</b></p> <p>School has met all deadlines.</p> <p>School community has been informed of Property developments via the Board newsletter and the Principal pānui 3x per term. There have also been two community meetings one in Term 2 and one in Term 3.</p> <p>Significant disruption around the Earthquake strengthening work which was because of the lack of care and communication from the Ministry.</p> <p>Mainbuild delayed by the government.</p> <p>Whare will be completed by July 2025 but is not integrated into a master plan.</p> <p>Turf delayed by ministry</p> <p>No stage one agreement with Ministry</p> <p>Music project which is school led is on track to be completed by May 31 2025</p>	<p><b>EVALUATION</b></p> <p>School led projects have been completed in timely manner and within budget.</p> <p>The Ministry have not met their deadlines or promises. The bus bay project has been completed but the drainage continues to cause problems with the main entrance. The school continues to have water tightness issues.</p> <p>2024 was a low point for school/ministry relationships with the lack of transparency around the earthquake reports. While the Deputy Secretary did apologise this has not translated into better outcomes for Onslow College.</p>

## Evaluation of school's students' progress and achievement

### Attendance



There was an increase in attendance for the first three terms across the school. However, there was a decrease in attendance between Term 4 2023 and 2024. We believe this has been impacted on by the decision to have Year 11 students at school longer and the impact of the school closing earthquake prone buildings in Term 4.



Māori attendance followed the same pattern as whole school. While it showed an improvement it is also lower than the all school statistics.

We continue to focus on improving attendance by developing our Universal Design for Learning, Restorative Approaches and embedding Te Tiriti of Waitangi into our practices and providing meaningful individual programmes.

Illness was the most common reason for justified absence.

### Literacy and Numeracy in the Junior School

Results for Year 10 Students who completed the tests are as follows:

	OC	National
Literacy - Writing	77%	71%
Literacy - Reading	85%	74.9%
Numeracy	76%	61.9%

The tests are a particular challenge for EL, some Learning Support and some neurodiverse students / lower pass rate for Māori compared to non-Māori - as we know, this kind of test is ill-suited to some of our ākonga.

Students who've been at OC since Year 9 and been through our lit / num programmes are more successful than those who join us later.

For literacy - the reading CAA is easier than writing (reflected in national data).

For numeracy - students with low reading literacy (and who don't pass the reading CAA) struggle to succeed.

## NCEA Analysis

### Overall Statistics

Onslow College					Fewest Socioeconomic Barriers			
Year	Level 1	Level 2	Level 3	UE	Level 1	Level 2	Level 3	UE
2020	75.4	86.5	81.0	74.1	72.1	85.2	82.7	75.7
2021	79.0	82.3	84.9	73.8	68.4	84.6	83.7	77.1
2022	79.1	91.4	83.3	73.4	65.9	84.4	82.3	74.6
2023	79.3	82.3	83.6	76.0	64.9	82.0	81.8	74.2
2024	80.8	85.7	83.7	79.8	30.1	82.7	83.1	75.0

### Key Points:

- Higher achievement in every metric compared to previous year/s
- Higher achievement in every metric in comparison to other schools with fewest socio economic barriers
- Since 2022, we have reduced the deficit between Level 3 and UE from 10% to 3.9%

### Gender Statistics

Onslow College - Male					Fewest Socioeconomic Barriers			
Year	Level 1	Level 2	Level 3	UE	Level 1	Level 2	Level 3	UE
2020	77.6	85.9	77.9	70.7	70.4	79.5	76.6	67.4
2021	76.6	83.9	81.8	72.7	67.5	79.2	77.1	69.3
2022	77.5	91.0	80.7	74.3	65.4	79.0	75.5	66.7
2023	81.8	81.2	80.2	69.8	64.5	75.6	75.6	66.5
2024	80.6	86.0	79.5	76.9	25.6	76.6	75.5	65.7

Onslow College - Female					Fewest Socioeconomic Barriers			
Year	Level 1	Level 2	Level 3	UE	Level 1	Level 2	Level 3	UE
2020	71.8	87.8	85.9	79.3	74.1	91.9	89.3	84.9
2021	82.5	79.8	90.7	75.6	69.4	90.6	91.1	85.9
2022	81.5	92.0	87.8	72.0	66.5	90.4	89.6	83.0
2023	75.8	83.9	87.8	83.7	65.5	89.3	88.4	82.4

<b>2024</b>	81.1	85.3	89.6	84.0	34.7	89.0	90.4	84.1
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Key Points:

- Higher achievement in every metric compared to previous year/s (both male and female)
- Higher MALE achievement in every metric in comparison to other schools with fewest socio economic barriers
- FEMALE achievement is closing the deficit in comparison to other schools with fewest socio economic barriers

### Māori Statistics

Onslow College					Fewest Socioeconomic Barriers			
Year	Level 1	Level 2	Level 3	UE	Level 1	Level 2	Level 3	UE
<b>2020</b>	63.2	81.8	66.7	55.6	70.3	90.5	83.8	70.7
<b>2021</b>	39.1	70.6	84.2	68.4	71.5	85.8	86.5	74.7
<b>2022</b>	54.8	75.0	76.9	53.8	65.8	83.6	85.2	71.4
<b>2023</b>	57.1	60.0	70.6	58.8	66.4	81.7	81.1	68.7
<b>2024</b>	73.7	71.0	72.0	64.0	34.3	89.0	84.7	69.0

Key Points:

- Significant increases in Māori achievement at Level 1, 2 and University Entrance
- Still a deficit between Māori and overall statistics (L1 = 7%, L2 = 14.7%, L3 = 11.7% and UE = 15.8%)
- Significant differences between OC Māori achievement and that of comparable fewest socio economic barrier schools

### Pacific Peoples Statistics

Onslow College					Fewest Socioeconomic Barriers			
Year	Level 1	Level 2	Level 3	UE	Level 1	Level 2	Level 3	UE
<b>2020</b>	33.3	71.4	42.9	28.6	67.4	85.8	79.5	60.8
<b>2021</b>	40.0	40.0	60.0	20.0	65.1	85.2	79.3	63.6
<b>2022</b>	46.2	75.0	50.0	25.0	62.0	83.0	80.1	55.6
<b>2023</b>	69.2	45.5	20.0	20.0	62.5	80.5	77.5	61.4
<b>2024</b>	75.0	69.2	55.6	44.4	31.0	84.3	83.8	62.6

Key Points:

- Pacific Peoples achieve well at Level 1 with a 5.8% deficit from overall population
- Significant increase in achievement across Level 2, 3 and University Entrance
- Significant differences between OC Pacific Peoples achievement and that of comparable fewest socio economic barrier schools

### Endorsements (Excellence)

<b>Onslow College</b>	<b>Fewest Socioeconomic Barriers</b>
-----------------------	--------------------------------------

Year	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
2020	24.3	22.7	17.0	37.8	32.4	28.4
2021	18.4	26.6	19.2	40.3	34.3	30.9
2022	20.7	21.4	20.5	34.5	29.7	24.9
2023	22.7	26.4	22.3	29.8	25.7	20.9
2024	21.8	25.7	20.0	20.7	26.9	20.7

### Endorsements (Merit)

Onslow College			
Year	Level 1	Level 2	Level 3
2020	48.0	30.7	34.0
2021	51.5	27.1	29.4
2022	50.0	34.4	29.7
2023	47.9	29.7	30.3
2024	28.2	36.6	28.2

Fewest Socioeconomic Barriers		
Level 1	Level 2	Level 3
39.8	35.0	35.9
39.1	33.1	33.2
40.1	34.0	34.5
43.2	34.4	34.8
40.1	36.0	35.5

### Key Points:

- Excellence endorsement rates at Onslow College remain consistent and comparable with fewest socioeconomic band schools
- Significant increase in Merit endorsement at Level 2 at Onslow College

### Support for Students with Learning Challenges

Learning Support, Tauwhrowhio and Room 50 all supported students with learning challenges. Learning Support had an increase of ORS students and continued to support students to be successful and integrated in the school. Mitch Neilson who had led the team for over 15 years moved to Te Kura and it was an unsettled time for the Learning Area as the new Learning Area Lead did not start until 2025. The school is grateful to John Robinson and Kay Messerli for the support and leadership they gave to the students, staff and whānau associated with Learning Support at this time.

Tauwhirowhio continued to support students who found full integration into classes difficult. Over 46 students accessed the space and it supported students who were involved in Gateway and Trades Academy. Students who needed boosted support were given two week programmes in Room 50 with access to specialised teachers who focused on personalised programmes to help them achieve their goals. These programmes can be directly linked to the increase in success rates for Māori students in 2024.

### 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 a Māori whānau panui in 2024
- Having Māori Performing Arts as a subject in 2024
- 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, while there was considerable improvement in 2024, 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.

## Statement of compliance with employment policy

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

# ONSLOW COLLEGE

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

<b>Ministry Number:</b>	269
<b>Principal:</b>	Sheena Millar
<b>School Address:</b>	Burma Road, Johnsonville, Wellington 6035
<b>School Postal Address:</b>	Private Bag 13906, Johnsonville, Wellington 6440
<b>School Phone:</b>	04-4788189
<b>School Email:</b>	<a href="mailto:info@onslow.school.nz">info@onslow.school.nz</a>
<b>Accountant / Service Provider:</b>	Miles Group Limited

# ONSLOW COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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<a href="#">3</a>	Statement of Changes in Net Assets/Equity
<a href="#">4</a>	Statement of Financial Position
<a href="#">5</a>	Statement of Cash Flows
<a href="#">6 - 21</a>	Notes to the Financial Statements
	Independent Auditor's Report

# Onslow College

## Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Bronwyn Raybould

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Full Name of Presiding Member

*Bronwyn Raybould*

Bronwyn Raybould (Jan 30, 2026 14:26:03 GMT+13)

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Signature of Presiding Member

30 January 2026

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Date:

Jono Wyeth

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Full Name of Principal

Jonathan Wyeth

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Signature of Principal

30 January 2026

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Date:

# Onslow College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	15,942,394	15,922,981	15,219,704
Locally Raised Funds	3	2,050,506	1,691,000	1,742,796
Interest		107,122	78,000	78,010
Other Revenue		8,204	-	5,600
<b>Total Revenue</b>		<b>18,108,226</b>	<b>17,691,981</b>	<b>17,046,110</b>
<b>Expense</b>				
Locally Raised Funds	3	885,025	900,600	771,150
Learning Resources	4	11,409,742	11,477,797	10,771,139
Administration	5	1,856,159	1,786,920	1,695,092
Interest		15,137	17,000	13,705
Property	6	3,647,805	3,671,650	3,588,309
Other Expense	7	10,918	-	-
Loss on Disposal of Property, Plant and Equipment		4,252	-	-
<b>Total Expense</b>		<b>17,829,038</b>	<b>17,853,967</b>	<b>16,839,395</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>279,189</b>	<b>(161,986)</b>	<b>206,715</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>279,189</b>	<b>(161,986)</b>	<b>206,715</b>

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		2,690,407	2,690,407	2,189,661
Total comprehensive revenue and expense for the year		279,189	(161,986)	206,715
Te Ara Accumulated Equity transferred		116,280	-	-
Contribution - Furniture and Equipment Grant		25,280	-	294,031
<b>Equity at 31 December</b>		3,111,155	2,528,421	2,690,407
Accumulated comprehensive revenue and expense		3,111,155	2,528,421	2,690,407
<b>Equity at 31 December</b>		3,111,155	2,528,421	2,690,407

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	729,952	539,783	741,005
Accounts Receivable	9	1,113,841	1,096,957	1,009,586
GST Receivable		-	32,970	32,970
Prepayments		40,370	18,097	18,097
Investments	10	1,500,000	1,200,000	1,200,000
Funds Receivable for Capital Works Projects	17	331,009	103,583	103,583
		<u>3,715,172</u>	<u>2,991,390</u>	<u>3,105,241</u>
<b>Current Liabilities</b>				
GST Payable		66,412	-	-
Accounts Payable	12	1,376,716	1,561,644	1,478,029
Revenue Received in Advance	13	478,721	353,705	353,705
Provision for Cyclical Maintenance	14	45,455	-	112,500
Finance Lease Liability	15	32,863	31,856	31,856
Funds held in Trust	16	404,249	358,249	358,249
Funds held for Capital Works Projects	17	75,881	84,684	84,684
		<u>2,480,297</u>	<u>2,390,138</u>	<u>2,419,023</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,234,875</b>	<b>601,252</b>	<b>686,218</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	2,347,605	2,309,613	2,288,733
		<u>2,347,605</u>	<u>2,309,613</u>	<u>2,288,733</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	392,077	371,504	273,604
Finance Lease Liability	15	79,247	10,940	10,940
		<u>471,324</u>	<u>382,444</u>	<u>284,544</u>
<b>Net Assets</b>		<u><u>3,111,155</u></u>	<u><u>2,528,421</u></u>	<u><u>2,690,407</u></u>
<b>Equity</b>		<u><u>3,111,155</u></u>	<u><u>2,528,421</u></u>	<u><u>2,690,407</u></u>

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Te Ara Funds		150,862	-	-
Government Grants		3,981,661	3,612,981	3,531,014
Locally Raised Funds		1,422,142	1,291,000	1,474,543
International Students		663,749	400,000	481,291
Goods and Services Tax (net)		99,382	-	(27,442)
Payments to Employees		(2,271,192)	(2,289,367)	(1,888,889)
Payments to Suppliers		(3,304,509)	(2,966,456)	(2,696,038)
Interest Paid		(15,137)	(17,000)	(13,705)
Interest Received		116,151	78,000	71,987
Net cash from/(to) Operating Activities		843,109	109,158	932,761
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(4,252)	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(349,744)	(310,380)	(329,630)
Purchase of Investments		(300,000)	-	(500,000)
Net cash from/(to) Investing Activities		(653,996)	(310,380)	(829,630)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		25,280	-	82,877
Finance Lease Payments		(35,216)	-	(44,394)
Funds Administered on Behalf of Other Parties		(190,230)	-	(20,389)
Net cash from/(to) Financing Activities		(200,166)	-	18,094
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(11,053)</b>	<b>(201,222)</b>	<b>121,225</b>
Cash and cash equivalents at the beginning of the year	8	741,005	741,005	619,780
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>729,952</b>	<b>539,783</b>	<b>741,005</b>

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 2024

#### 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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 23.

##### *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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

### **g) Inventories**

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

### **h) Investments**

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

### **i) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Intangible Assets	3 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **j) Accounts Payable**

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

### **k) Employee Entitlements**

#### *Short-term employee entitlements*

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

### **l) Revenue Received in Advance**

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

### **m) Funds Held in Trust**

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

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

### **n) Funds held for Capital works**

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

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

#### **o) Provision for Cyclical Maintenance**

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

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

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

#### **p) Financial Instruments**

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

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

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

#### **q) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

#### **r) Budget Figures**

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

#### **s) 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	3,829,952	3,612,981	3,359,085
Teachers' Salaries Grants	9,478,372	9,700,000	9,120,768
Use of Land and Buildings Grants	2,493,443	2,595,000	2,574,578
Ka Ora, Ka Ako - Healthy School Lunches Programme	17,641	15,000	-
Other Government Grants	122,986	-	165,273
	<u>15,942,394</u>	<u>15,922,981</u>	<u>15,219,704</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	735,119	557,000	660,076
Fees for Extra Curricular Activities	454,153	619,000	376,215
Trading	69,101	65,000	85,312
Fundraising and Community Grants	122,683	50,000	101,072
Other Revenue	97,113	-	65,632
International Student Fees	572,337	400,000	454,489
	<u>2,050,506</u>	<u>1,691,000</u>	<u>1,742,796</u>
<b>Expense</b>			
Extra Curricular Activities Costs	436,880	523,600	473,452
Trading	37,805	25,000	27,740
Fundraising and Community Grant Costs	65,795	42,000	53,451
International Student - Employee Benefits - Salaries	160,913	160,000	119,876
International Student - Other Expenses	183,632	150,000	96,631
	<u>885,025</u>	<u>900,600</u>	<u>771,150</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>1,165,481</u>	<u>790,400</u>	<u>971,646</u>

Donations include \$12,000 from the Onslow College PTA as a contribution to hall seating.

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	618,647	515,500	586,007
Information and Communication Technology	203,589	205,000	228,840
Employee Benefits - Salaries	10,153,374	10,409,297	9,603,836
Staff Development	41,571	57,500	24,459
Depreciation	368,960	289,500	294,122
Other Learning Resources	23,601	1,000	33,875
	<u>11,409,742</u>	<u>11,477,797</u>	<u>10,771,139</u>

## 5. Administration

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	11,642	24,200	11,359
Board Fees and Expenses	13,518	10,000	25,837
Operating Leases	1,073	-	1,520
Legal Fees	4,195	10,000	26,120
Other Administration Expenses	241,107	167,550	194,211
Employee Benefits - Salaries	1,325,623	1,310,070	1,210,058
Insurance	48,954	36,500	38,630
Service Providers, Contractors and Consultancy	192,406	213,600	187,357
Ka Ora, Ka Ako - Healthy School Lunches Programme	17,641	15,000	-
	<u>1,856,159</u>	<u>1,786,920</u>	<u>1,695,092</u>

## 6. Property

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Consultancy and Contract Services	599,314	550,500	460,583
Cyclical Maintenance	54,660	97,900	70,504
Heat, Light and Water	171,724	167,500	162,872
Rates	11,562	9,150	7,152
Repairs and Maintenance	135,596	135,100	124,733
Use of Land and Buildings	2,493,443	2,595,000	2,574,578
Employee Benefits - Salaries	104,565	110,000	104,015
Other Property Expenses	76,941	6,500	83,872
	<u>3,647,805</u>	<u>3,671,650</u>	<u>3,588,309</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. Other Expense

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>(Unaudited)</b>	
Loss on Uncollectable Accounts Receivable	10,918	-	-
	<u>10,918</u>	<u>-</u>	<u>-</u>

## 8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	729,952	539,783	741,005
Cash and cash equivalents for Statement of Cash Flows	<u>729,952</u>	<u>539,783</u>	<u>741,005</u>

Of the \$735,306 Cash and Cash Equivalents and Investments:

\$73,272 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 and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

\$408,873 is held by the school for International Student Fees in Advance and \$22,343 for Other Revenue in Advance as per note 12.

\$411,196 is held for Funds Held in Trust, including International Homestay and PTA Funds as per note 15.

## 9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	270,347	183,431	183,431
Interest Receivable	4,497	13,526	13,526
Teacher Salaries Grant Receivable	838,997	900,000	812,629
	<u>1,113,841</u>	<u>1,096,957</u>	<u>1,009,586</u>
Receivables from Exchange Transactions	274,844	196,957	196,957
Receivables from Non-Exchange Transactions	838,997	900,000	812,629
	<u>1,113,841</u>	<u>1,096,957</u>	<u>1,009,586</u>

## 10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,500,000	1,200,000	1,200,000
Total Investments	<u>1,500,000</u>	<u>1,200,000</u>	<u>1,200,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Transfers	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$		\$	\$	\$	\$
Buildings	788,063	37,703	21,861	-	-	(27,847)	<b>819,780</b>
Furniture and Equipment	952,649	213,652	-	(4,252)	-	(154,439)	<b>1,007,610</b>
Information and Communication Technology	396,111	67,361	-	-	-	(128,237)	<b>335,235</b>
Motor Vehicles	8,959	-	-	-	-	(5,619)	<b>3,340</b>
Textbooks	3,957	-	-	-	-	(964)	<b>2,993</b>
Leased Assets	45,835	104,530	-	-	-	(42,840)	<b>107,525</b>
Library Resources	71,298	8,838	-	-	-	(9,014)	<b>71,122</b>
Work in Progress	21,861	-	(21,861)	-	-	-	-
	<b>2,288,733</b>	<b>432,084</b>	-	<b>(4,252)</b>	-	<b>(368,960)</b>	<b>2,347,605</b>

The net carrying value of TELA laptops held under a finance lease is \$107,525 (2023: \$45,835)

As of January 2024, the fixed assets of the Te Ara Activity Centre have been incorporated into the fixed asset register of Onslow College. The net book value of these assets was \$17,938.

### Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	1,406,418	(586,638)	<b>819,780</b>	1,346,854	(558,791)	<b>788,063</b>
Furniture and Equipment	2,318,289	(1,310,679)	<b>1,007,610</b>	2,129,342	(1,176,693)	<b>952,649</b>
Information and Communication Technology	1,957,527	(1,622,292)	<b>335,235</b>	1,892,349	(1,496,238)	<b>396,111</b>
Motor Vehicles	38,696	(35,356)	<b>3,340</b>	68,374	(59,415)	<b>8,959</b>
Textbooks	132,710	(129,717)	<b>2,993</b>	132,710	(128,753)	<b>3,957</b>
Leased Assets	256,769	(149,244)	<b>107,525</b>	242,595	(196,760)	<b>45,835</b>
Library Resources	270,587	(199,465)	<b>71,122</b>	261,748	(190,450)	<b>71,298</b>
Work in Progress	-	-	-	21,861	-	<b>21,861</b>
	<b>6,380,996</b>	<b>(4,033,391)</b>	<b>2,347,605</b>	<b>6,095,833</b>	<b>(3,807,100)</b>	<b>2,288,733</b>

## 12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	239,758	444,933	448,689
Accruals	158,546	100,930	100,930
Banking Staffing Overuse	39,835	-	11,112
Employee Entitlements - Salaries	838,997	900,000	812,629
Employee Entitlements - Leave Accrual	99,580	115,781	104,669
	<u>1,376,716</u>	<u>1,561,644</u>	<u>1,478,029</u>
Payables for Exchange Transactions	1,376,716	1,561,644	1,478,029
	<u>1,376,716</u>	<u>1,561,644</u>	<u>1,478,029</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
International Student Fees in Advance	416,917	325,505	325,505
Other revenue in Advance	61,804	28,200	28,200
	<u>478,721</u>	<u>353,705</u>	<u>353,705</u>

## 14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	386,104	386,104	315,600
Increase to the Provision During the Year	54,660	90,900	70,504
Use of the Provision During the Year	(46,635)	(112,500)	-
Other Adjustments	43,403	-	-
Provision at the End of the Year	<u>437,532</u>	<u>364,504</u>	<u>386,104</u>
Cyclical Maintenance - Current	45,455	-	112,500
Cyclical Maintenance - Non current	392,077	371,504	273,604
	<u>437,532</u>	<u>371,504</u>	<u>386,104</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works on the exterior of the Gymnasium during 2025. This plan is based on the schools 10 Year Property plan and updated quotes. The other adjustments noted above relate to including Te Ara in the provision for 2024.

**15. Finance Lease Liability**

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

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	32,863	31,856	31,856
Later than One Year and no Later than Five Years	79,247	10,940	10,940
	<u>112,110</u>	<u>42,796</u>	<u>42,796</u>
<b>Represented by</b>			
Finance lease liability - Current	32,863	31,856	31,856
Finance lease liability - Non current	79,247	10,940	10,940
	<u>112,110</u>	<u>42,796</u>	<u>42,796</u>

**16. Funds held in Trust**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Funds Held in Trust on Behalf of Third Parties - Current	404,249	358,249	358,249
	<u>404,249</u>	<u>358,249</u>	<u>358,249</u>

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



## 17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contribution \$	Closing Balances \$
Electrical and Heating Project	(1,560)	-	(74,507)	-	(76,067)
Music, Hall & Drama	(2,557)	-	(108,384)	-	(110,941)
Block P Access to Prefabs	(8,754)	-	(41,491)	-	(50,245)
Block P Prefab Upgrade TM	629	-	-	-	629
Block K, O: Exterior cladding and joinery replacement	(22,296)	-	(37,474)	-	(59,770)
Sensory Room	(6,288)	6,288	-	-	-
SIP Hub	(3,856)	-	(661)	-	(4,517)
SNM Low Vision	45,769	-	(2,162)	-	43,607
SNM Low Vision 2025	-	-	(2,609)	-	(2,609)
SNM Universal Bathroom	(50,399)	360,000	(328,589)	-	(18,988)
Special Needs 2023	31,499	-	(4,500)	-	26,999
Sprinkler Remediation	(7,873)	-	-	-	(7,873)
Tetraplegic Access	6,787	-	(2,141)	-	4,646
<b>Totals</b>	<b>(18,899)</b>	<b>366,288</b>	<b>(602,518)</b>	<b>-</b>	<b>(255,129)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

75,881  
(331,009)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contribution \$	Closing Balances \$
Electrical and Heating Project	-	-	(1,560)	-	(1,560)
Music, Hall & Drama	-	-	(2,557)	-	(2,557)
Block M Toilets	(8,305)	53,322	(45,017)	-	-
Block P Access to Prefabs	(7,669)	-	(1,085)	-	(8,754)
Block P Prefab Upgrade TM	629	-	-	-	629
Block Q Hot Water Cylinders	-	62,890	(62,890)	-	-
Caretakers House	1,264	31	(1,295)	-	-
Emergency Fire	(1,504)	1,504	-	-	-
Gas Leak Repairs	(7,650)	7,650	-	-	-
LS Visual Impairments	150,000	-	(150,000)	-	-
Block K, O: Exterior cladding and joinery replacement	(22,296)	-	-	-	(22,296)
Sensory Room	(6,288)	-	-	-	(6,288)
SIP Hub	(1,301)	-	(2,555)	-	(3,856)
SNM Low Vision	(49,495)	183,600	(88,336)	-	45,769
SNM Universal Bathroom	-	50,000	(100,399)	-	(50,399)
Special Needs 2023	71,913	734,000	(774,414)	-	31,499
Sprinkler Remediation	(7,873)	-	-	-	(7,873)
Tetraplegic Access	(87,360)	135,000	(40,853)	-	6,787
<b>Totals</b>	<b>24,065</b>	<b>1,227,997</b>	<b>(1,270,961)</b>	<b>-</b>	<b>(18,899)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

84,684  
(103,583)

### 18. Te Ara School (The Wellington Activity Centre)

Te Ara School (The Wellington Activity Centre) operates as a separate business unit of the school under an agreement with the Ministry of Education. The Centre is managed by Onslow College, and from January 2024, its financial transactions have been consolidated into the Onslow College Annual Financial Statements. The revenue and expenses relating to the Centre are included in the school's Statement of Revenue and Expense. During the year, funding was applied towards learning resources, administration, and property management expenses.

	<b>2024</b>	<b>2024</b>
	<b>Actual</b>	<b>Budget</b>
	<b>\$</b>	<b>(Unaudited)</b>
		<b>\$</b>
<b>Revenue</b>		
Government Grants	414,602	422,981
Local Funds	85,229	75,400
Other Income	5,648	3,000
Total funds received	505,479	501,381
<b>Expenses</b>		
Learning Resources	230,692	270,797
Administration	103,555	113,920
Property	111,230	118,650
Other Expenses	4,517	-
	449,994	503,367
<b>Net Surplus for Year</b>	55,485	(1,986)

## 19. Related Party Transactions

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

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

During the 2024 financial year, the School entered into transactions with entities controlled by a Board member, Huia Puketapu. Ms Puketapu is the Founder/Director of edSEcTer Consultancy Group Ltd and a Director of Wai-Worx Ltd.

Ms Puketapu declared her interests and abstained from all discussions and decision-making processes related to the engagement of these entities.

No amounts were outstanding for payment to these entities as at 31 December 2024.

The total value of transactions with edSEcTer Consultancy Group Ltd exceeded the \$25,000 threshold for pecuniary interests as set out in the Education and Training Act 2020, Schedule 23, clause 10. The Board has subsequently applied to the Secretary for Education for retrospective approval for these transactions.

	2024 Actual \$	2023 Actual \$
<i>Nature of Transaction</i>		
Payments made to edSEcTer Consultancy Group Ltd for professional development services.	46,738	18,906
Payments made to Wai-Worx Ltd for professional services.	-	4,383
	<u>46,738</u>	<u>18,906</u>

No amounts were outstanding for payment to these entities as at 31 December 2024.

The total value of transactions with edSEcTer Consultancy Group Ltd exceeded the \$25,000 threshold for pecuniary interests as set out in the Education and Training Act 2020, Schedule 23, clause 10. The Board has subsequently applied to the Secretary for Education for retrospective approval for these transactions.

## 20. Remuneration

### *Key management personnel compensation*

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,630	3,500
<i>Leadership Team</i>		
Remuneration	887,674	850,392
Full-time equivalent members	6	6
Total key management personnel remuneration	<u>892,304</u>	<u>853,892</u>

There are sixteen members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has Finance and Property committees that meet a week prior to the full meetings. 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:

	<b>2024 Actual \$000</b>	<b>2023 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210 - 220	200 - 210
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2024 FTE Number</b>	<b>2023 FTE Number</b>
100 - 110	19	18
110 - 120	12	14
120 - 130	9	3
130 - 140	-	5
140 - 150	3	-
150 - 160	-	-
160 - 170	-	1
	<hr/> <hr/> 43	<hr/> <hr/> 41

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

## 21. Compensation and Other Benefits Upon Leaving

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

	<b>2024 Actual</b>	<b>2023 Actual</b>
Total	\$5,000	\$6,000
Number of People	1	1

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

The School is currently subject to an ongoing claim which is proceeding through a resolution process. The Board considers that a material outflow of resources is possible but not probable. The School holds insurance cover for this matter, limiting the potential liability to the insurance deductible of \$5,000 (2023: \$Nil). No provision has been recognised 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.

### Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 23. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$324,302 (2023:\$361,734) as a result of entering the following contracts:

Contract Name	Contract	Spent to date	2024 Capital Commitment
	\$	\$	\$
Music Block (F Block) Fitout	339,528	23,246	316,282
Plumbing, Drainage, HVAC & Electrical works	19,520	11,500	8,020
<b>Total</b>			<b>324,302</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

## 24. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	729,952	539,783	741,005
Receivables	1,113,841	1,096,957	1,009,586
Investments - Term Deposits	1,500,000	1,200,000	1,200,000
Total financial assets measured at amortised cost	<u>3,343,793</u>	<u>2,836,740</u>	<u>2,950,591</u>

### Financial liabilities measured at amortised cost

Payables	1,376,716	1,561,644	1,478,029
Finance Leases	112,110	42,796	42,796
Total financial liabilities measured at amortised cost	<u>1,488,826</u>	<u>1,604,440</u>	<u>1,520,825</u>

## 25. Events After Balance Date

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

## 26. Comparatives

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

Signature: 

Email: jono.wyeth@onslow.school.nz

# Independent auditor's report

## To the readers of the financial statements of Onslow College for the year ended 31 December 2024

The Auditor-General is the auditor of Onslow College (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 21, which comprise the statement of financial position as at 31 December 2024, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024, and
  - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 30 January 2026. 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 Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Responsibilities of the Board for the financial statements

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

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

We have not been provided with the other information at the date of our audit report.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### **Independence**

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

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



Michael Rania | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand

## Kiwisport funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$37 366.51 (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 in 2024 was 742, this was an increase from 685 in 2023. Overall 52% of students participated in organised sport at Onslow College and 20 staff were involved. Our school roll in 2024 was 1402.