

NORTHCOTE COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 32

Principal: Vicki Barrie

School Address: Kauri Glen Road, Northcote

School Postal Address: Kauri Glen Road, Northcote, Auckland 0627

School Phone: 09-481-0141

School Email: office@northcote.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Fox	Chairperson	Elected	2025
Vicki Barrie	Principal ex Officio		
Trina Lincoln	Parent Representative	Elected	2025
Greg Steele	Parent Representative	Elected	2025
Ruth Cooper	Parent Representative	Elected	2025
Chris Eng	Parent Representative	Elected	2025
Lance Hadley	Parent Representative	Elected	2022
Sasha Handsaker	Parent Representative	Elected	2022
Kim Jones	Parent Representative	Elected	2022
Dominick Stephens	Parent Representative	Elected	2022
Kelly Kawhia-Conrad	Staff Representative	Elected	2025
Alex Plummer	Staff Representative	Elected	2022
Emily Potter	Student Representative	Elected	2025

Accountant / Service Provider: Sheryl McGregor Accounting Services

NORTHCOTE COLLEGE

Annual Report - For the year ended 31 December 2022

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Northcote College

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Andrew Fox

Full Name of Presiding Member

AF

Signature of Presiding Member

24 May 2023

Date:

Kate Meade

Full Name of Principal

K. Meade

Signature of Principal

24.5.23

Date:



Northcote College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	13,916,672	12,499,498	12,743,444
Locally Raised Funds	3	1,335,725	726,469	1,176,877
Interest Income		9,236	5,000	4,935
Gain on Sale of Property, Plant and Equipment		-	-	565
Total Revenue		15,261,633	13,230,967	13,925,821
Expenses				
Locally Raised Funds	3	527,466	201,532	481,051
Learning Resources	4	10,504,573	9,451,768	10,220,916
Administration	5	586,060	524,488	489,779
Finance		11,134	3,752	12,091
Property	6	3,709,187	3,204,632	3,118,033
Loss on Disposal of Property, Plant and Equipment		177,055	-	-
		15,515,475	13,386,172	14,321,870
Net Surplus / (Deficit) for the year		(253,842)	(155,205)	(396,049)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(253,842)	(155,205)	(396,049)

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



Northcote College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,054,797	1,054,797	1,348,380
Total comprehensive revenue and expense for the year		(253,842)	(155,205)	(396,049)
Movement in Reserved Equity		8,184	-	23
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	102,443
Equity at 31 December		809,139	899,592	1,054,797
Accumulated comprehensive revenue and expense		747,727	846,364	1,001,569
Reserves		61,412	53,228	53,228
Equity at 31 December		809,139	899,592	1,054,797

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.



Northcote College

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	570,970	260,380	398,730
Accounts Receivable	8	712,306	703,817	703,818
GST Receivable		-	19,714	19,704
Prepayments		54,054	32,611	32,610
Investments	9	600,000	211,178	211,178
Funds Receivable for Capital Works Projects	16	37,099	-	63,952
		<u>1,974,429</u>	<u>1,227,700</u>	<u>1,429,992</u>
Current Liabilities				
GST Payable		1,158	-	-
Accounts Payable	11	945,202	832,809	832,800
Revenue Received in Advance	12	602,026	358,998	358,999
Provision for Cyclical Maintenance	13	66,680	66,043	66,043
Finance Lease Liability	14	67,059	63,159	61,354
Funds held in Trust	15	379,577	218,720	218,720
Funds held for Capital Works Projects	16	-	-	41,879
		<u>2,061,702</u>	<u>1,539,729</u>	<u>1,579,795</u>
Working Capital Surplus/(Deficit)		(87,273)	(312,029)	(149,803)
Non-current Assets				
Property, Plant and Equipment	10	1,311,753	1,577,451	1,586,786
		<u>1,311,753</u>	<u>1,577,451</u>	<u>1,586,786</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	375,927	300,147	293,305
Finance Lease Liability	14	39,414	65,683	88,881
		<u>415,341</u>	<u>365,830</u>	<u>382,186</u>
Net Assets		<u><u>809,139</u></u>	<u><u>899,592</u></u>	<u><u>1,054,797</u></u>
Equity		<u><u>809,139</u></u>	<u><u>899,592</u></u>	<u><u>1,054,797</u></u>

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



Northcote College

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		3,447,297	2,779,628	2,981,556
Locally Raised Funds		914,186	517,345	802,108
Homestay		-	-	(176,849)
International Students		661,650	209,124	203,207
Goods and Services Tax (net)		20,872	-	2,776
Payments to Employees		(2,305,006)	(1,624,595)	(2,390,100)
Payments to Suppliers		(2,118,111)	(1,808,736)	(1,958,643)
Interest Paid		(11,134)	(3,752)	(12,091)
Interest Received		7,337	5,000	6,113
Net cash from/(to) Operating Activities		617,091	74,014	(541,923)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		50	-	7,560
Purchase of Property Plant & Equipment (and Intangibles)		(147,861)	(213,045)	(193,096)
Purchase of Investments		(600,000)	-	-
Proceeds from Sale of Investments		211,178	-	854,826
Net cash from/(to) Investing Activities		(536,633)	(213,045)	669,290
Cash flows from Financing Activities				
Contribution from MOE/movement in Reserved Equity		8,184	-	102,465
Finance Lease Payments		(62,234)	(21,393)	(63,265)
Loans Received		-	-	-
Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		145,832	22,074	(257,483)
Net cash from/(to) Financing Activities		91,782	681	(218,283)
Net increase/(decrease) in cash and cash equivalents		172,240	(138,350)	(90,916)
Cash and cash equivalents at the beginning of the year	7	398,730	398,730	489,646
Cash and cash equivalents at the end of the year	7	570,970	260,380	398,730

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



Northcote College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Note - The following disclosures are examples of critical accounting estimates. The school should consider disclosing information about key assumptions
Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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



g) Investments

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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



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

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

Non cash generating assets

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

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

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

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

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

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

Long-term employee entitlements

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

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

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

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.

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 statements 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	3,030,661	2,689,204	2,521,317
Teachers' Salaries Grants	7,821,504	7,405,676	7,405,676
Use of Land and Buildings Grants	2,630,023	2,302,398	2,302,398
Other Government Grants	434,484	102,220	514,052
	<u>13,916,672</u>	<u>12,499,498</u>	<u>12,743,443</u>

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

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	456,489	336,144	206,427
Fees for Extra Curricular Activities	288,891	9,587	273,364
Trading	60,756	50,610	47,813
Fundraising & Community Grants	73,518	19,681	124,902
Other Revenue	102,877	101,323	89,329
International Student Fees	353,194	209,124	435,041
	<u>1,335,725</u>	<u>726,469</u>	<u>1,176,877</u>
Expenses			
Extra Curricular Activities Costs	321,014	52,102	287,509
Trading	7,941	8,282	3,687
Fundraising and Community Grant Costs	-	-	179
International Student - Student Recruitment	6,371	-	-
International Student - Employee Benefit - Salaries	140,034	107,559	115,908
International Student - Other Expenses	52,106	33,589	73,768
	<u>527,466</u>	<u>201,532</u>	<u>481,051</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>808,259</u>	<u>524,937</u>	<u>695,826</u>



4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	513,491	495,323	440,594
Information and Communication Technology	176,967	187,434	179,058
Library Resources	5,752	3,688	7,881
Employee Benefits - Salaries	9,493,328	8,464,943	9,271,691
Staff Development	50,774	78,000	38,358
Depreciation	264,261	222,380	283,334
	<u>10,504,573</u>	<u>9,451,768</u>	<u>10,220,916</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	11,184	11,184	10,859
Board Fees	4,830	5,700	4,615
Board Expenses	14,850	5,558	2,439
Communication	21,166	18,374	24,192
Consumables	19,692	20,400	18,272
Legal Fees	-	-	10,590
Other	4,855	(7,697)	(1,089)
Employee Benefits - Salaries	431,667	405,382	352,640
Insurance	31,730	19,501	21,905
Service Providers, Contractors and Consultancy	46,086	46,086	45,356
	<u>586,060</u>	<u>524,488</u>	<u>489,779</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	202,331	198,300	194,939
Consultancy and Contract Services	56,775	52,300	39,175
Cyclical Maintenance Provision	130,359	83,895	68,754
Grounds	209,841	225,280	214,666
Heat, Light and Water	106,014	110,209	87,363
Rates	246	248	247
Repairs and Maintenance	293,545	161,819	141,809
Use of Land and Buildings	2,630,023	2,302,398	2,302,398
Security	6,889	6,000	7,873
Employee Benefits - Salaries	73,164	64,183	60,810
	<u>3,709,187</u>	<u>3,204,632</u>	<u>3,118,034</u>

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



7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	370,970	260,380	398,730
Short-term Bank Deposits	200,000	-	-
Cash and cash equivalents for Statement of Cash Flows	570,970	260,380	398,730

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

Of the \$570,970 Cash and Cash Equivalents, \$38,473 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	16,260	28,198	28,198
Interest Receivable	2,820	921	922
Banking Staffing Underuse	20,907	-	-
Teacher Salaries Grant Receivable	672,319	674,698	674,698
	712,306	703,817	703,818
Receivables from Exchange Transactions	19,080	29,119	29,120
Receivables from Non-Exchange Transactions	693,226	674,698	674,698
	712,306	703,817	703,818

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	600,000	211,178	211,178
Total Investments	600,000	211,178	211,178



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	590,612	-	(176,190)	-	(14,314)	400,108
Artworks	43,450	-	-	-	-	43,450
Furniture and Equipment	582,754	39,690	-	-	(100,808)	521,636
Information and Communication Technology	151,206	27,381	-	-	(66,462)	112,125
Motor Vehicles	14,711	68,144	-	-	(7,957)	74,898
Textbooks	9,035	4,378	-	-	(4,241)	9,172
Leased Assets	149,400	20,188	(916)	-	(63,958)	104,714
Library Resources	45,618	9,568	(3,015)	-	(6,521)	45,650
Balance at 31 December 2022	1,586,786	169,349	(180,121)	-	(264,261)	1,311,753

The net carrying value of assets held under a finance lease is **\$104,714 (2021: \$149,400)**

Restrictions

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.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	644,421	(244,313)	400,108	937,119	(346,507)	590,612
Artworks	43,450	-	43,450	43,450	-	43,450
Furniture and Equipment	1,801,941	(1,280,305)	521,636	1,762,351	(1,179,597)	582,754
Information and Communication Te	1,337,884	(1,225,759)	112,125	1,310,504	(1,159,298)	151,206
Motor Vehicles	133,182	(58,284)	74,898	65,038	(50,327)	14,711
Textbooks	13,771	(4,599)	9,172	12,626	(3,591)	9,035
Leased Assets	247,658	(142,943)	104,715	229,186	(79,786)	149,400
Library Resources	158,896	(113,247)	45,649	159,895	(114,277)	45,618
Balance at 31 December	4,381,203	(3,069,450)	1,311,753	4,520,169	(2,933,383)	1,586,786



11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	147,435	51,577	51,568
Accruals	87,377	68,350	68,350
Banking Staffing Overuse	-	11,796	11,796
Employee Entitlements - Salaries	672,319	674,698	674,698
Employee Entitlements - Leave Accrual	38,071	26,388	26,388
	<u>945,202</u>	<u>832,809</u>	<u>832,800</u>
Payables for Exchange Transactions	945,202	832,809	832,800
	<u>945,202</u>	<u>832,809</u>	<u>832,800</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	38,473	23,618	23,618
International Student Fees in Advance	508,122	199,666	199,667
Other revenue in Advance	55,431	135,714	135,714
	<u>602,026</u>	<u>358,998</u>	<u>358,999</u>

13. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	359,348	359,348	290,594
Increase to the Provision During the Year	130,359	83,895	68,754
Use of the Provision During the Year	(47,100)	(77,053)	-
Provision at the End of the Year	<u>442,607</u>	<u>366,190</u>	<u>359,348</u>
Cyclical Maintenance - Current	66,680	66,043	66,043
Cyclical Maintenance - Non current	375,927	300,147	293,305
	<u>442,607</u>	<u>366,190</u>	<u>359,348</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan and consultation with the Property consultant.

14. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	67,059	63,159	61,354
Later than One Year and no Later than Five Years	39,414	65,684	88,881
	<u>106,473</u>	<u>128,843</u>	<u>150,235</u>
Represented by			
Finance lease liability - Current	67,059	63,159	61,354
Finance lease liability - Non current	39,414	65,684	88,881
	<u>106,473</u>	<u>128,843</u>	<u>150,235</u>

15. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	379,577	218,720	218,720
	<u>379,577</u>	<u>218,720</u>	<u>218,720</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.



16. Funds Held for Capital Works Projects

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

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE B Block	<i>in progress</i>	504	-	(24,496)	-	(23,992)
B Block Electrical EEW works	<i>closed</i>	(37,660)	41,486	(3,826)	-	-
MOE F Block EEW	<i>in progress</i>	(18,727)	-	5,620	-	(13,107)
MOE T Block Leaky Project	<i>closed</i>	(7,566)	7,566	-	-	-
MOE LSC Roof	<i>closed</i>	8,830	-	(8,830)	-	-
MOE L Block Cabinetry Replacement	<i>closed</i>	10,244	-	(10,244)	-	-
MOE 5YA Maintenance during Redev MOE P	<i>closed</i>	5,668	-	(5,668)	-	-
MOE Gym Upgrade Mods	<i>closed</i>	16,633	-	(16,633)	-	-
Totals		(22,074)	49,052	(64,077)	-	(37,099)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-
(37,099)

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE B Block	<i>in progress</i>	-	7,500	(6,996)	-	504
MOE Bells	<i>completed</i>	(5,246)	10,597	(5,351)	-	-
B Block Electrical EEW works	<i>in progress</i>	106,739	-	(144,399)	-	(37,660)
MOE F Block EEW	<i>in progress</i>	(38,970)	20,243	-	-	(18,727)
MOE T Block Leaky Project	<i>in progress</i>	(18,216)	25,438	(14,787)	-	(7,566)
MOE A Block Bathroom joinery replacement	<i>completed</i>	(7,025)	7,526	(501)	-	-
MOE A Block Reroof	<i>completed</i>	-	6,912	(6,912)	-	-
MOE D Block Flooring replacement	<i>completed</i>	12,026	-	(12,026)	-	-
MOE SIP lower field Drainage	<i>completed</i>	(6,905)	6,905	-	-	-
MOE SIP Artificial turf	<i>completed</i>	(570)	-	570	-	-
MOE Asphalt Court Resurfacing	<i>completed</i>	51,250	1,500	(52,750)	-	-
MOE Site Fencing	<i>completed</i>	40,744	1,128	(41,872)	-	-
MOE LSC Coord Property	<i>completed</i>	64,751	2,387	(67,138)	(67,138)	-
MOE G2 Rekey	<i>completed</i>	-	4,927	(4,927)	-	-
Block A & D Roofing	<i>completed</i>	(7,396)	7,396	-	-	-
MOE LSC Roof	<i>in progress</i>	9,630	-	(799)	-	8,830
MOE L Block Cabinetry Replacement	<i>in progress</i>	(1,434)	12,026	(348)	-	10,244
MOE 5YA Maintenance during Redev MOE P	<i>in progress</i>	19,399	12,940	(26,671)	-	5,668
MOE Gym Upgrade Mods	<i>in progress</i>	16,633	-	-	-	16,633
Totals		235,410	127,425	(384,907)	(67,138)	(22,074)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

41,879
(63,953)



17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	4,830	4,615
<i>Leadership Team</i> Remuneration	617,392	598,960
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>622,222</u>	<u>603,575</u>

There are seven members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chairperson 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	210-220
Benefits and Other Emoluments	5-6	4-5

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	13	10
110-120	10	12
120-130	4	3
	<u>27</u>	<u>25</u>

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	\$0	\$5,000
Number of People	0	1

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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



In 2022 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. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is [confirmed/probable], the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

21. Commitments

There were no Capital commitments as at 31 December 2022.

(Capital commitments at 31 December 2021: \$500,000)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	570,970	260,380	398,730
Receivables	712,306	703,817	703,818
Investments - Term Deposits	600,000	211,178	211,178
Total Financial assets measured at amortised cost	<u>1,883,276</u>	<u>1,175,375</u>	<u>1,313,726</u>

Financial liabilities measured at amortised cost

Payables	945,202	832,809	832,800
Finance Leases	106,473	128,842	150,235
Total Financial Liabilities Measured at Amortised Cost	<u>1,051,675</u>	<u>961,651</u>	<u>983,035</u>

23. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

The damage caused by extreme weather events in the Auckland Region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Northcote College (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of Crowe New Zealand Audit Partnership, 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 1 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 24 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our audit report is the Analysis of Variance Reporting, Kiwisport Report, and the Statement of Compliance with Employment Policy but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the 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* issued by the New Zealand Auditing and Assurance Standards Board.

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



Brendan Lyon
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Board Report for Annual Report on 2022

Manaaki whenua | Care for the land
Manaaki tangata | Care for the people
Haere whakamua | Move forward

The context for learning in 2022 was complex and constantly changing for teachers, learners and our community. However we enjoyed the freedom to be at school compared to the lockdowns in 2020 and 2021 and made the most of the relatively uninterrupted face-to-face teaching and learning and a return to a more normal year of trips and events. It was wonderful to see Northcote College students once again enjoy in-person social connection, performances, trips and sport.

Strengthening our commitment to enacting Ti Tiriti was a key feature in 2022. This commitment requires constant interrogation of beliefs and practices, and the celebration and further development of te reo Māori, te Ao Māori me ngā tikanga Māori throughout the school and our community. We are heartened by the willingness of our staff to lead and engage in this important work. Current examples include teachers studying Te Reo Māori through Te Ahu o Te Reo Māori, our involvement in the curriculum refresh nationally and locally, and the strength of our commitment to teaching Aotearoa New Zealand histories. These developments contribute to our strategic goal of achieving 'success for all' which continues to drive ongoing changes to what and how we teach at Northcote College.

Board Membership

The school continues to benefit from the stewardship of a stable and highly competent Board of Trustees. At the triennial election in August 2022 five parent representatives were elected; Andrew Fox, Trina Lincoln, Ruth Cooper, Greg Steele and Chris Eng. Kelli Kawhia-Conrad was elected as the staff representative. Following the election, the board re-appointed Andrew Fox as Chairperson /Presiding Member and Trina Lincoln as Deputy. We farewelled four Board members, Sacha Handsaker, Kim Jones, Dominick Stephens and Alex Plummer (staff representative). We thank Sacha, Kim, Dominick and Alex for their considerable contribution to all aspects of school life and in particular to governance. The change of

student representative did not occur as usual in October 2021. Emily Potter, the new student representative was elected in April 2022. Emily was re-elected in October 2022.

Thanks

We thank the Board, parents, whānau and the wider community for their support of Northcote College students in 2022. We acknowledge the expertise, knowledge and professionalism of the teaching and support staff of the school and of the senior leadership team.

Ngā mihi nui rawa atu.

Andrew Fox
Chairperson
Board of Trustees

Vicki Barrie
Principal



Northcote College
Key Performance Indicators 2022
as at 28 March 2023

<i>Indicator/Measure</i>	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19
Health and Safety Key Indicators									
1st Aid Injuries requiring on site treatment only – (excluding onsite physio) July - July					72	84	68	45	35
Number of injuries/incidents resulting in Physio, GP or other medical visits/hospital or dental July - July					51	67	61	53	32
Number of serious harm injuries (reported to WorkSafe NZ) July - July					1	1	1	0	0
Attendance									
Attendance rate overall %	86.6	85.1	84.4	84.0	83.0	82.7	85.7	83.4	76.3
Attendance rate % Māori	82.7	79.2	79.4	80.2	79.0	77.5	87.6	75.9	70.6
Attendance rate % Tongan	83.4	82.6	80.0	78.5	71.5	72.1	83.9	72.8	58.7
Attendance rate % Samoan	82.7	75.5	81.0	78.3	67.0	79.2	80.6	84.1	78.3
Unjustified Absence overall %	2.9	4.9%	4.6	4.6	5.5	5.4	4.8	5.6	6.6
Unjustified Absence % Māori	4.8	8.2%	7.6	7.2	9.1	9.5	8.7	10.9	11.3
Unjustified Absence % Tongan	5.7	8.8%	8.3	9.9	15.4	13.8	13.8	14.5	23.4
Unjustified Absence % Samoan	5.9	11.3	6.6	9.3	19.9	11.3	9.5	5.4	3.7
Regularly Attending (ie attending over 90% of school days) <i>Ministry target is 70% by 2024 Ministry target is 75% by 2026</i>									
Overall %									37.8
Māori %									27.6
Pacific %									28.3
Moderately Absent (ie attending 70-80% of school days) <i>Ministry target is 6% by 2024 Ministry target is 4% by 2026</i>									
Overall %									15.7
Māori %									18.2
Pacific %									20.2
Chronically Absent overall % (ie attending less than 70% of school days) <i>Ministry target is 5% by 2024 Ministry target is 3% by 2026</i>									
Overall %									19.9
Māori %									31.3
Pacific %									32.3

Achievement	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19
NCEA Level 1 enrolment based cumulative overall success %	79.2	85.2	76.1	78.7	80.3	73.5	82.1	78.6	81.0
NCEA Level 1 enrolment based cumulative Maori success %	60.0	59.5	47.4	57.7	76.9	55	68.9	68.3	62.2
NCEA Level 1 enrolment based cumulative Pasifika success %	65.2	76.2	38.7	54.5	66.7	39.1	76.9	60.0	53.6
NCEA Level 1 enrolment based cumulative Asian success %	75.0	87.5	72.5	73.0	77.5	83.3	81.8	74.3	93.1
NCEA Level 2 enrolment based cumulative overall success %	82.3	86.3	88.3	81.4	80.4	82.0	90.2	78.3	78.9
NCEA Level 2 enrolment based cumulative Maori success %	60.0	76.3	81.8	64.5	66.7	76.0	81.8	51.1	78.1
NCEA Level 2 enrolment based cumulative Pasifika success %	63.2	81.0	86.4	45.2	59.1	58.3	70.0	60.9	64.3
NCEA Level 2 enrolment based cumulative Asian success %	82.6	87.0	73.3	83.8	82.9	79.1	92.9	83.3	70.7
NCEA Level 3 enrolment based cumulative overall success %	62.0	70.3	76.7	82.5	65.7	74.2	73.5	78.5	69.5
NCEA Level 3 enrolment based cumulative Maori success %	36.7	58.6	64.3	73.1	40.7	81.3	52.2	72.4	56.8
NCEA Level 3 enrolment based cumulative Pasifika success %	24.2	47.1	47.4	68.2	34.6	64.7	57.1	52.9	52.4
NCEA Level 3 enrolment based cumulative Asian success %	72.2	62.2	72.0	86.2	72.2	77.8	78.6	72.7	68.8
NCEA Level 1 merit or excellence endorsement %	62.5	65.3	64.7	68.1	70.6	69.4	69.2	74.7	70.1
NCEA Level 2 merit or excellence endorsement %	45.9	48.6	58.9	51.1	61.8	51.5	52.4	58.4	56.1
NCEA Level 3 merit or excellence endorsement %	46.7	47.5	46.2	53.0	49.2	51.2	48.1	48.4	43.2
Literacy Year 11 %				89.1	93.1	92.9	93.2	90.3	92.3
Year 12 %				96.4	93.3	96.9	98.4	97.0	94.0
Year 13 %				98.8	99.0	95.7	96.7	97.7	97.7

	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19
Numeracy Year 11 %				85.8	91.1	89.3	90.6	87.9	92.7
Year 12 %				94.6	92.7	97.4	98.4	97.4	95.5
Year 13 %				97.5	98.0	95.7	95.6	98.9	99.1
University Entrance	51.6	56.9	68.3	72.5	59.6	61.3	55.8	63.8	56.8
Number of Scholarships including Outstanding Scholarships	23	15	16	18	15	12	7	10	11
Outstanding Scholarships	2	-	-	1	-	1	1	1	-
School Leaver Data									
Leavers with NCEA Level 2 or above Total NB: Strategic Plan target is 85%	84.5	88.8	88.1	87.5	83.3	82.9	90.2	84.1	Not yet available
Leavers with NCEA Level 2 or above – Māori %	71.9	75	69.2	81.8	66.7	63.6	64.5	67.5	Not yet available
Leavers with NCEA Level 2 or above – Pasifika %	66.7	71.4	80.0	84.6	54.8	68.2	70.4	66.7	Not yet available
Stand downs, Suspensions, Exclusions and Expulsions									
Stand downs per 1000 students	6.6		9	24.5	32.7	18.1	16.3	11.4	Not yet available
Suspensions	2	5	8	2	0	1	0	2	4
Exclusions	0	2	5	2	0	1	0	0	2
Expulsions	1	1	1	0	0	0	0	2	0
Retention									
Retention of students to at least 17 th birthday %	91.3	92.2	89.4	92.1	87.6	87.7	94.3	89.9	Not yet available
Engagement									
Me and My School Survey Result %	56.1	57.4	57.1	52.6	56.9	54.4	54.2	No survey	51.1

Governance and Management	2014	2015	2016	2017	2018	2019	2020	2021	2022
							Covid-19	Covid-19	Covid-19
Operating surplus/(deficit)	\$158,299	(\$206,363)	(\$191,337)	\$277,088	\$84,380	(\$197,681)	(\$158,949)	(\$396,949)	(\$253,842)
Working capital	\$35,541	(\$16,945)	(\$44,337)	\$205,070	\$271,129	\$97,366	\$87,032	(\$149,803)	(\$87,273)
Student Numbers									
Total Roll 1 March	1154	1089	1114	1085	1131	1081	1155	1176	1260
Roll 1 March (funded students)	1046	988	1009	968	1006	965	1052	1140	1180
Roll 1 March Foreign Fee Paying Students	108	101	105	117	124	112	87	36	77
Roll 1 March INZ	692	674	692	648	670	628	647	673	688
Roll 1 March OOZ	354	314	317	320	336	337	405	448	485
In zone students as a percentage of total domestic roll	66	68	69	67	67	65	61.5	60	59
Average Class Size									
				23	24	23	22	22	22
Enacting Te Tiriti									
160 Essential Kupu								(n=90)	(n=86)
Staff results - average								78	80
Staff results - median								74	77
Staff results - range								13-158	9-159



Northcote College

Variance Report on Annual Plan 2022

as at 27 March 2023

Successful learning for all

The annual plan for 2022 was shaped around our actions and outcomes in 2021; new initiatives and guidelines from the Ministry; ideas, issues and evidence emerging from school wide professional learning groups and self-review, the 2016 ERO review recommendations the 2016 Northcote College strategic review and the Northcote Community of Learners.

We have had a school wide focus on professional learning and self-review to improve outcomes for students with a particular focus on implementing an inquiry based Professional Learning Model to support teaching as inquiry and evidence based decision making. This focus is ongoing.

Vision: Success for all

Every student has both educational success and skills and knowledge for work and life
 (Source: MoE 4 year plan 2015)

Every student is a confident, connected, actively involved lifelong learner.
 (NZ Curriculum and Outcome Indicators pages 18 and 19 of ERO School Evaluation Indicators)

The two achievement challenges, three goals to support the achievement challenges, five improvement strategies and six other actions/areas of work for 2022 are listed and reported on below:

Achievement Challenges (outcomes for students):	What did we achieve?	Where to next?
1. For 85% of all leavers/18 year olds to achieve NCEA Level 2 (85% of Maori, 85% of Pasifika) (Better Public Service Target)	<i>Leavers data for 2022 not available as at March 2023</i>	<i>See Annual Plan 2023</i>
2. Increase participation of leavers in tertiary study by age 19 to 70%	<i>Leavers data for 2022 not available as at March 2023</i>	<i>See Annual Plan 2023</i>

Intermediate Outcomes (goals to support achievement challenges):	What did we achieve?	Where to next?
<p>1. Professional Learning All staff engaged in professional learning and teaching as inquiry To strengthen students' agency and resilience To understand and implement effective pedagogy To build our capacity to personalise learning for, and with, Māori and Pasifika learners, to ensure they enjoy educational success (Tātaiako and Tapasā).</p>	<p>PLGs in 2023:</p> <ul style="list-style-type: none"> • Improving attitudes in maths • Increasing engagement and success of Maori/Pasifika in jnr health • Supporting literacy teaching and learning • Matauranga Maori in an English classroom • He whakamana i ngā taura mā te tirohanga ao Māori (te reo, tikanga) • Trialling new internal Level 1 Visual Arts standards into Year 10 program (1.1 and 1.4). • Teaching and learning production design skills • Improving Māori and Pasifika achievement in Junior Social Studies • Development of a responsive L1 Science Course maximising Maori and Pasifika success • Student motivation in languages • Supporting sports elite students to achieve at a higher level • Teachers and Teacher Aides Collaborating to improve student outcomes • Maximising student efficiency • Strengthening the junior music program to support senior music achievement • Redesigning a maths program for students below the curriculum level <p><i>See also 2022 Professional Learning Report</i></p>	<p>The work on NCOL Case Studies will continue in 2023.</p> <p>A professional learning focus in 2023 on empowering students through Māori frameworks (including te reo, tikanga and pedagogies).</p> <p>The work on cultural responsiveness will continue.</p> <p><i>See Annual Plan 2023</i></p>

<p>2. Educationally powerful connections All staff developing educationally powerful connections and relationships with parents, families, whānau</p>	<p>Important strategies in 2022:</p> <ul style="list-style-type: none"> • Knowing and supporting individuals • Curriculum Development • Cultural Responsiveness • Property Development <p><i>See individual reports below.</i></p>	<p>A school wide focus on knowing and supporting individuals continues.</p> <p>Strengthen enactment of Te Tiriti.</p> <p><i>See Annual Plan 2023</i></p>
<p>3. Pathways Build student capability to determine and participate in future- focussed education pathways that lead to further education and employment (p19 Education Outcome indicators)</p>		

Key Strategies 2022	What did we achieve?	Where to next?
<p>1. Knowing and supporting individuals</p>	<p>December 2022 Received latest ERO report on how teacher aides can have the most impact https://ero.govt.nz/our-research/working-together-how-teacher-aides-can-have-the-most-impact-summary</p> <p>September 2022 Mike Dudley attended a North Shore meeting to discuss arrangements for future regional truancy service.</p> <p>Used some time on Thursday 1 Sept Flexible Learning Day to hold Junior Subject Teacher meetings.</p> <p>August 2022 Received Ministry of Education Attendance and Engagement Strategy. Mike Dudley has revised his attendance reporting to align with new national targets.</p> <p>Good Space survey conducted with Year 11 students has identified 37 students to follow up around wellbeing issues. The Wellbeing Team report this is a useful tool which identified students who otherwise would not access support.</p> <p>Ongoing development of our Learning Support Register is supporting teaching and learning and PLD.</p> <p>June 2022 Celebrated NZSL week. Peer Mediators introduced to school at assembly during Bullying Free Week. These leaders will go to levels assemblies. Posters put up around school promoting peer mediation, forms at Harakeke, and email created: peermediators@northcote.school.nz</p> <p>Wellbeing Team are contributing to the development of list of the emotional and psychological wellbeing support / initiatives throughout the Kāhui Ako.</p> <p>May 2022 Peer Mediators to speak at assemblies in Bullying Free NZ week.</p> <p>April 2022 Have registered for GoodSpace survey tool https://www.goodspaceschools.com/ to help us identify and triage support for students at risk.</p>	<p><i>See Annual Plan 2023</i></p>

	<p>Annual Case Studies are underway with some completed.</p> <p>Flexible Learning Day 25 March focussed on teaching diverse learners and included building effective learning relationships between teachers and teacher aides and students. After keynote presentation teachers worked on a unit reviews. Key note included presentation by Kate Meade on literacy across the curriculum.</p> <p>Focus on attendance in ongoing. In April Principal shared attendance date at full school assembly and encouraged students to attend 95% which is Ministry definition of 'good' attendance. In Term 1 due largely to Covid fewer than 25% of NC students have attended 95%.</p> <p>Deans contact time has been reduced apart from one and that will be addressed next term.</p> <p>Each Dean now has a Year Level Mentors to assist them in their work with individual students.</p> <p>The first Peer Mediation training day has been held..</p> <p>A course in the use of NZ Sign Language for students and staff has been introduced..</p> <p>Investigate the issue of L2/L3 ESOL students without L1 numeracy.</p> <p>Changed timing and approach at Term 1 parent/teacher/student evenings. Focus on knowing students rather than reporting on students.</p> <p>Term 1 Junior Subject Teacher Meetings have been held throughout the Term on Wednesday morning PL time to share knowledge of individual learners and pedagogy.</p>	
2. Curriculum Development	<p>December 2022 New NCOL Achievement Challenge approved.</p> <p>November 2022 Friday 25 November: MOE Accord Teacher only Day Review of NZC Refresh Materials - the draft of Te Mātaiaho The Curriculum Framework and the draft implementation supports Monday 28 November: MOE Accord Teacher only Day Te Tiriti o Waitangi and Equitable Partnerships in Education workshop - Core Education</p> <p>September 2022 Successful trial of online exams held.</p> <p>Flexible Learning Day Thursday 1 Sept was an excellent time for planning for Curriculum Refresh/NCEA updates. VB presented to staff on Refresh of the front half of the curriculum.</p> <p>August 2022 Teacher Only Day on 25 August will be time for curriculum development.</p>	<i>See Annual Plan 2023</i>

Note: Literacy and Numeracy implementation delayed by Ministry of Education until 2024 to allow more time for planning.

June 2022

16 May Teacher Only Day was used by departments for curriculum planning.

3 June NCOL Teacher Only Day including curriculum planning in departments and NCOL presentation at NIS by Sir Ian Taylor

Literacy priorities (individual, departmental, whole school) discussed and cross-curricular strategies modelled and shared at PLG

Positive feedback from students in the new 9MED course shared at the end of first quadmester evaluation Google Form.

May 2022

English Department feedback session on Curriculum refresh with David Taylor

ME attended Models of Curriculum Delivery PD at Orewa College - 12 April

All learning areas have responded to questions about literacy needs - to be shared at PLG as part of action plan

16 May TOD dedicated to planning for Curriculum Refresh/NCEA updates.

April 2022

All staff involved nationally in 2022 NZC Refresh have been working with their respective focus groups during Term 1.

9 Media Literacy course has been introduced for all Year 9 students.

Literacy

Kate Meade accepted a leadership role for this work and has set the scene with HoDs and staff, is sharing resources and establishing a school wide literacy PLG to support the Implementation of a school wide literacy' strategy and professional learning plan. See also FLD Day 25 March Ministry of Education released the Literacy, Communication and Maths strategy which will support our work in this area. This has been added to the Northcote College Annual Plan.

<https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/literacy-and-communication-and-maths-strategy/#:~:text=Literacy%20%26%20communication%20and%20maths%20are,to%20better%20access%20its%20richness.>

NCOL AC leaders met on 31 March with Northcote College Principal and WS leaders to discuss who will engage/lead with each action point for each of the NCOL achievement challenges 1-3.

<p>3. Cultural Responsiveness</p>	<p>December 2022 Meeting with Te Kawerau a Maki Education team (Robin Taua-Gordon & Josie Wall) about the TKaM School Engagement and Development Programme over the next three years 2023-2025 (8/12/22)</p> <p>Meeting with Charles Royal about making connections with Ngāti Paoa (9/11/22)</p> <p>November 2022 200 hours secured with Core Education PLD Provider through MOE Regionally Funded PLD Collated and analysed Māori student voice - 40 Māori students in Years 9 and 10. Findings reported to HODs and Deans and the Ohu Māori.</p> <p>4th & 5th Nov - 12 teachers graduated from Te Ahu o Te Reo Māori Programme (Levels 1-6)</p> <p>28/11/22 - One day Te Tiriti o Waitangi Workshop for all staff held online by Core Education</p> <p>October 2022 ULearn Conference 2022 - The online conference that addresses inequities in education - 12 & 13 October. Four staff members attended.</p> <p>September 2022 20 copies of Teaching to the North-East purchased and distributed to staff. Collating Māori Student Voice - Year 9 and 10</p> <p>August 2022 Kelli Kawhia and Vicki Barrie have met with Core Education and Tupu Ora as potential PLD providers.</p> <p>Core Education booked for Te Tiriti Workshop for all staff on Monday 28 November.</p> <p>June 2022 Considering Mere Berryman Poutama Pounamu for PLD provider. https://poutamapounamu.org.nz/</p> <p>May 2022 VB and KAW met with Ann Milne with a view to her being our Matauranga Māori PLD provider.</p> <p>30/4 and 1st May - Staff in Levels 5 and 6 of the Te Ahu o te Reo Māori had the first of three weekend wānanga online. High quality kaiako (teachers).</p>	<p><i>See Annual Plan 2023</i></p>
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	<p>Ohu Māori KAW updated HoDs on work of Ohu Māori.</p> <p>April 2022 Twenty staff members have enrolled in Te Ahu o te Reo Māori programme. Kelli Kawhia-Conrad (Pouārahi Te Reo Māori me Tikanga Māori at Northcote College) is supporting the Northcote College staff doing this online course with 10 face to face sessions in 2022.</p> <p>Application for centrally funded Matauranga Māori PLD focused on building cultural capability was successful. 200 hours over the next 2 years. https://pld.education.govt.nz/regionally-allocated-pld/pld-priorities/</p> <p>We are working with Valeti Finau and her team from Laulotaha to move online. VB asked and New Era agreed to provide online support for Laulotaha.</p>	
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<p>4. Property Development</p>	<p>December 2022</p> <ul style="list-style-type: none"> - F block nearing completion. - A block delayed. Estimated completion end of Feb 2023. - ORO roof to be completed over holidays. - Pool boiler upgrade and B block upgrade delayed. <p>September 2022</p> <ul style="list-style-type: none"> - F block and A block enabling works continue to progress. - Significant issue with electricity supply has been identified. - Meeting to discuss the scope of the CDL project arranged by the Ministry. - Design work on the 38 classroom block and gymnasium continues. <p>August 2022</p> <ul style="list-style-type: none"> - Developed design for 38 classroom block now completed. - Construction, design and Ministry personnel attended Northcote College Open Day and presented plans to date. - F block and A block enabling works underway. - Vicki Barrie (Principal), Friederike Cannan (Executive Officer) Melissa Beaumont (Head of Science) and Anne-Marie Whitby (Acting Head of Technology) visited Whangarei Boys new building. <p>June 2022</p> <ul style="list-style-type: none"> - F block enabling works to begin 13 June. - A block enabling works to begin 23 June. <p>May 2022</p> <ul style="list-style-type: none"> - LSC, Tech and Maths have successfully moved into the modular classrooms. - DRP have approved preliminary designs. - Anzac Tasker invited to be involved in design from here on. - Enabling works in F Block and A block contract let and due to commence on 20 June. <p>April 2022</p> <ul style="list-style-type: none"> - We are moving into the Modular classrooms over the April holiday break. Blessing to be arranged. Details to follow. Monday morning 2 May subject to John Marsden availability. - No progress on Stage 2 of Essential Enabling Works (EEW) to ORO, A block, F block. - Design work on major redevelopment continues. In April the designers had a series of meetings with the Department Heads. - No news on gym size. - Kohanga Reo being relocated. 	<p><i>See Annual Plan 2023</i></p>
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Other actions/areas of work	What did we achieve?	Where to next?
1. Manage challenges presented by Covid-19 as they arise.	<p>Covid Orange protocols prepared. May: Covid Orange protocols in use from Day 1 Term 2. Masks expected inside.</p> <p>August: Orange protocols still in place. Flexible Learning Fridays being used to manage workload issues due to increased absences and lack of relievers. September: Covid Protocols updated for change away from traffic light system.</p> <p>December: September Covid Protocols remain in place.</p>	Manage challenges presented by Covid-19 as they arise.
2. Manage Board of Trustee triennial elections 2022	<p>Proposal received from Alan Curtis.</p> <p>June: Alan Curtis engaged as our returning officer</p> <p>August: We held an information evening for prospective candidates for the Board election.</p> <p>Nominations have been received and we will have an election.</p> <p>September: Results due Tuesday 13 September</p> <p>October: New Board in place including new student and staff reps.</p> <p>Completed</p>	
3. Introduce the University of Waikato in-school teacher training programme	<p>Three pre-service teachers confirmed in this programme in 2022. All are enrolled and have begun the course.</p> <p>August: All three pre-service teachers in this programme continue to be on track for successful completion.</p> <p>December: All three pre-service teachers have completed their course. Two have been employed for 2023.</p>	Continue with the programme in 2023. Two pre-service teachers are confirmed in this programme in 2023.
4. International Student Recovery Plan	<p>The Government has announced a 5-step plan to reopen New Zealand borders to international students. We applied for 5 of the 1000 places available for students in years 9-13 for a 'border class exception' and were successful. Two of these students have paid. They arrive in July.</p> <p>There is enrolment interest for later in the year from visa waiver countries.</p> <p>June: Positive progress on enrolling students for the second half of 2022 and 2023. We have been allocated 4 more students from the 'border class exemption' scheme.</p> <p>August: Welcomed 16 new international students on the first day of Term 3. They are from China, Japan, Germany and Vietnam and are in Years 9-12.</p> <p>November: New DP appointed who will take over as Director of International from 2023</p>	Re-build international student programmes and enrolments.

5. Host 'Creatives in Schools'.	Our 'Creative in Schools' artist is in residence Completed.	
6. Engage with EROs new operating model.	<p>ERO has made contact. Andrew Fox and Vicki Barrie attended an online information session on 5 April.</p> <p>June: Anjie Savage (our ERO partner) met with VB and SLT. Next meeting 18 August.</p> <p>August: Board to consider the Board Assurance Statement at August meeting.</p> <p>September: Board to consider the Board Assurance Statement at September meeting.</p> <p>December: SLT meeting with Anjie Savage. International and BAS completed. Attendance report completed. Profile report drafted.</p> <p>ERO comments to date:</p> <p>General observations</p> <p>There is a deliberate and collaborative determination to give effect to Te Tiriti o Waitangi and improve culturally responsive practices across the school.</p> <p>The school feels calm and there is a sense that people are happy and proud to belong to the Northcote College community.</p> <p>During our walk around the school, there were multiple examples of how approachable and transparent the principal is and the collective drive to make the school a positive environment for staff, students and whānau.</p> <p>Attendance</p> <p>Comprehensive and collaborative analysis of attendance data is embedded into school wide systems.</p> <p>Attendance is part of the school's holistic response to improving outcomes for learners.</p>	Working with ERO partner to confirm profile report. Moving to evaluative planning in 2023.

7. Purchase new Minivan	New minivan funded by Lion Foundation arrived in April. Completed.	
8. Whole school Showquest production.	Underway. June: Showquest is in the last week of term. August: Northcote College received three awards: Best Use of Drama Best Live Music Outstanding Rangatahi Award - Quinn Teague (Lead Guitar) This special award is given to the most outstanding performer of the entire Auckland event https://drive.google.com/file/d/1jhrt9jVrkPueEGAw4g9EjJG9svE5-TV/view Complete	Will do Showquest again in 2023.
9. Review current strategic plan 2018-2022 and develop Strategic Plan 2022-2027.	Ongoing. Note Ministry announced that only Annual Plans required for 2023 given Covid interruptions. Current Strategic Plan extended for 2023. September: Have agreed with ERO to update the strategic plan by end of Term I 2023.	Review current strategic plan 2018-2022 and develop Strategic Plan 2023-2027.
10. Respond to Ministry of Education leadership around plans for schools to become carbon neutral by 2025	June: Government has agreed that the Ministry will report on carbon emissions on behalf of state schools from July. https://www.education.govt.nz/our-work/changes-in-education/carbon-neutral-government-programme-in-new-zealand-schools/	
11. Principal sabbatical Term 2. Research Project: Local History.	Principal sabbatical to be postponed until 2023.	Principal to take sabbatical Term 2 2023.
12. Take part in PISA 2022.	Did not take part.	

Northcote College

Kiwi Sport Funding

For the year ended 31 December 2022

In 2022 Northcote College received \$29,508 (net) in Kiwi Sport funding.

This funding contributes to the employment of a Sports Co-ordinator who manages after school sports activities and competitions as well as organising lunchtime sport.

Northcote College is involved with 25 competitive sports. There are 421 students involved in sports, which is 41% of the school's roll. Of these students 55% are male and 45% are female.

Northcote College

Good Employer Assurance

For the year ended 31 December 2022

As a good employer, Northcote College operates an employment policy that contains provisions that are necessary for the fair and proper treatment of employees in all aspects of their employment including;

- * follow Health and Safety procedures and monitor staff wellbeing.
- * abide by the Equal Employment Opportunities requirements.
- * opportunities to explore further professional development.
- * recognition of ethnic and cultural needs and differences.