

# NORTHCOTE COLLEGE

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### 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](mailto:office@northcote.school.nz)

**Accountant / Service Provider:** Annie Gao

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Fox	Presiding Member	Elected	2025
Vicki Barrie	Principal ex Officio	Elected	2025
Trina Lincoln	Parent Representative	Elected	2025
Greg Steele	Parent Representative	Elected	2025
Ruth Cooper	Parent Representative	Elected	2025
Chris Eng	Parent Representative	Elected	2025
Kelli Kawhia-Conrad	Staff Representative	Elected	2025
Annabel Barlow	Student Representative	Elected	2025

# NORTHCOTE COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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# Northcote 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.

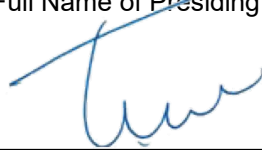
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Trina Lincoln

Full Name of Presiding Member



Signature of Presiding Member

30 May 2025

Date:

Vicki Ann Barrie

Full Name of Principal



Signature of Principal

30 May 2025

Date:

# Northcote 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	15,814,846	11,568,029	15,112,892
Locally Raised Funds	3	2,913,041	2,146,240	2,037,964
Interest		99,002	40,000	56,653
Gain on Sale of Property, Plant and Equipment		1,933	-	-
<b>Total Revenue</b>		<b>18,828,822</b>	<b>13,754,269</b>	<b>17,207,509</b>
<b>Expense</b>				
Locally Raised Funds	3	1,178,610	801,315	768,041
Learning Resources	4	12,608,167	11,158,622	11,695,376
Administration	5	751,391	657,139	676,052
Interest		9,037	4,044	5,892
Property	6	4,173,267	1,100,526	3,867,175
Loss on Disposal of Property, Plant and Equipment		774	-	(13,742)
<b>Total Expense</b>		<b>18,721,246</b>	<b>13,721,646</b>	<b>16,998,794</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>107,576</b>	<b>32,623</b>	<b>208,715</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>107,576</b>	<b>32,623</b>	<b>208,715</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.



# Northcote 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>		1,011,128	1,011,128	809,139
Total comprehensive revenue and expense for the year		107,576	32,623	208,715
Contribution from the Ministry of Education - Te Mana Tūhono		98,502	-	-
Contribution from the Ministry of Education - Furniture and Equipment Grant		66,425	-	-
Movement in Reserved Equity		(4,647)	-	(6,726)
<b>Equity at 31 December</b>		1,278,984	1,043,751	1,011,128
Accumulated comprehensive revenue and expense		1,228,945	989,065	956,442
Reserves		50,039	54,686	54,686
<b>Equity at 31 December</b>		1,278,984	1,043,751	1,011,128

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,520,939	1,659,942	1,576,891
Accounts Receivable	8	937,648	896,874	900,118
Prepayments		84,908	67,403	67,403
Inventories	9	17,191	-	-
Investments	10	1,700,000	600,000	600,000
Funds Receivable for Capital Works Projects	17	73,814	-	53,746
GST Receivable			14,413	14,413
		4,334,500	3,238,632	3,212,571
<b>Current Liabilities</b>				
GST Payable		32,396		
Accounts Payable	12	1,227,807	1,353,458	1,353,459
Revenue Received in Advance	13	1,510,399	978,866	1,022,506
Provision for Cyclical Maintenance	14	21,825	64,025	64,025
Finance Lease Liability	15	80,073	51,320	36,748
Funds held in Trust	16	1,273,830	779,410	779,410
Funds held for Capital Works Projects	17	72,750	-	-
		4,219,080	3,227,079	3,256,148
<b>Working Capital Surplus/(Deficit)</b>		115,420	11,553	(43,577)
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,744,206	1,597,623	1,475,920
		1,744,206	1,597,623	1,475,920
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	470,484	445,165	410,864
Finance Lease Liability	15	110,160	120,260	10,352
		580,644	565,425	421,216
<b>Net Assets</b>		1,278,984	1,043,751	1,011,128
<b>Equity</b>		1,278,984	1,043,751	1,011,128

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		3,657,711	3,406,261	3,687,003
Locally Raised Funds		1,266,877	513,124	724,835
International Students		2,245,298	1,633,118	1,627,971
Goods and Services Tax (net)		46,809	-	(15,571)
Payments to Employees		(3,099,265)	(2,654,344)	(2,542,445)
Payments to Suppliers		(3,420,787)	(2,631,755)	(2,498,047)
Interest Paid		(9,037)	(4,044)	(5,892)
Interest Received		93,694	40,000	53,363
Net cash from/(to) Operating Activities		781,300	302,360	1,031,217
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,159	-	20,919
Purchase of Property Plant & Equipment (and Intangibles)		(385,722)	(218,923)	(380,037)
Purchase of Investments		(1,100,000)	-	-
Net cash from/(to) Investing Activities		(1,484,563)	(218,923)	(359,118)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		66,425	-	-
Contribution from the Ministry of Education - Te Mana Tūhono		98,502	-	-
Movement in Reserved Equity		(4,647)	-	(6,726)
Finance Lease Payments		(60,072)	(54,132)	(42,638)
Funds Administered on Behalf of Other Parties		547,102	53,746	383,186
Net cash from/(to) Financing Activities		647,310	(386)	333,822
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(55,953)</b>	<b>83,051</b>	<b>1,005,921</b>
Cash and cash equivalents at the beginning of the year	7	1,576,891	1,576,891	570,970
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>1,520,939</b>	<b>1,659,942</b>	<b>1,576,891</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.



# Northcote College

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 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 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 policy.

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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





#### *Cyclical maintenance*

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

#### **h) Investments**

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

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

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



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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

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

### **j) Impairment of property, plant, and equipment**

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.

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

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

### **k) Accounts Payable**

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



## **l) Employee Entitlements**

### *Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

### *Long-term employee entitlements*

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

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

## **m) Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

## **n) Funds Held 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.

## **o) 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.

## **p) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

## **q) Provision for Cyclical Maintenance**

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

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

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



**r) Financial Instruments**

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

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.

**s) Borrowings**

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

**t) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**u) Budget Figures**

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

**v) Services received in-kind**

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



## 2. Government Grants

Government Grants - Ministry of Education  
Teachers' Salaries Grants  
Use of Land and Buildings Grants  
Other Government Grants

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
3,309,904	3,139,660	3,314,721
9,149,357	8,121,372	8,851,366
3,001,286	-	2,600,598
354,299	306,997	346,207
15,814,846	11,568,029	15,112,892

## 3. Locally Raised Funds

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

### Revenue

Donations and Bequests  
Fees for Extra Curricular Activities  
Trading  
Fundraising and Community Grants  
Other Revenue  
International Student Fees

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
332,809	201,404	288,255
516,723	129,432	358,915
63,760	50,296	67,951
60,383	19,395	50,954
155,357	112,596	101,613
1,784,009	1,633,117	1,170,276
2,913,041	2,146,240	2,037,964

### Expense

Extra Curricular Activities Costs  
Trading  
International Student - Student Recruitment  
International Student - Employee Benefits - Salaries  
International Student - Other Expenses

579,749	184,465	377,833
11,197	7,400	8,289
37,161	60,000	39,394
174,590	146,030	152,246
375,913	403,420	190,279
1,178,610	801,315	768,041

*Surplus/ (Deficit) for the year Locally Raised Funds*

1,734,431	1,344,925	1,269,923
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## 4. Learning Resources

Curricular  
Information and Communication Technology  
Library Resources  
Employee Benefits - Salaries  
Staff Development  
Depreciation

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
533,036	549,915	502,280
228,668	237,684	204,095
8,163	3,224	6,461
11,410,315	10,007,971	10,620,027
107,345	83,996	92,127
320,640	275,832	270,386
12,608,167	11,158,622	11,695,376



## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	12,211	12,216	11,670
Board Fees and Expenses	7,343	8,393	7,970
Communication	11,990	20,100	18,186
Consumables	18,724	18,964	24,397
Legal Fees	28,242	-	-
Other Administration Expenses	49,735	9,810	5,166
Employee Benefits - Salaries	594,983	554,959	561,255
Insurance	28,163	32,697	33,321
Service Providers, Contractors and Consultancy	-	-	14,087
	<u>751,391</u>	<u>657,139</u>	<u>676,052</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Caretaking and Cleaning Consumables	216,322	212,576	215,902
Consultancy and Contract Services	50,607	52,500	51,918
Cyclical Maintenance	102,250	112,356	133,920
Grounds	249,148	269,168	253,831
Heat, Light and Water	185,142	162,282	130,747
Rates	25	240	122
Repairs and Maintenance	288,490	218,648	400,960
Use of Land and Buildings	3,001,286	-	2,600,598
Security	12,444	6,000	14,789
Employee Benefits - Salaries	67,553	66,756	64,388
	<u>4,173,267</u>	<u>1,100,526</u>	<u>3,867,175</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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	820,939	959,942	876,891
Short-term Bank Deposits	700,000	700,000	700,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,520,939</u>	<u>1,659,942</u>	<u>1,576,891</u>

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

Of the \$1,520,939 Cash and Cash Equivalents, \$72,750 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.

Of the \$1,520,939 Cash and Cash Equivalents, \$1,510,399 of Revenue Received in Advance is held by the School, as disclosed in note 13.

Of the \$1,520,939 Cash and Cash Equivalents, \$1,273,830 of Funds Held in Trust is held by the School, as disclosed in note 16.

Other restrictions on cash that may require disclosure include funds held in trust and international student as disclosed in note 16.



## 8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	25,581	116,729	116,729
Interest Receivable	11,418	6,110	6,110
Banking Staffing Underuse	-	-	3,244
Teacher Salaries Grant Receivable	900,649	774,035	774,035
	<u>937,648</u>	<u>896,874</u>	<u>900,118</u>
Receivables from Exchange Transactions	36,999	122,839	122,839
Receivables from Non-Exchange Transactions	900,649	774,035	777,279
	<u>937,648</u>	<u>896,874</u>	<u>900,118</u>

## 9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
School Uniforms	17,191	-	-
	<u>17,191</u>	<u>-</u>	<u>-</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	1,700,000	600,000	600,000
Total Investments	<u>1,700,000</u>	<u>600,000</u>	<u>600,000</u>





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	387,257	-	-	-	(12,850)	374,407
Artworks	44,226	-	-	-	-	44,226
Furniture and Equipment	605,419	277,954	(60)	-	(133,465)	749,848
Information and Communication Technology	272,348	84,063	(1,497)	-	(87,842)	267,072
Motor Vehicles	65,211	-	-	-	(9,687)	55,524
Textbooks	12,346	18,964	-	-	(5,966)	25,345
Leased Assets	43,778	203,204	-	-	(64,376)	182,606
Library Resources	45,335	10,859	(4,562)	-	(6,454)	45,179
	1,475,920	595,044	(6,118)	-	(320,640)	1,744,206

### 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	644,421	(270,014)	374,407	644,421	(257,164)	387,257
Artworks	44,226	-	44,226	44,226	-	44,226
Furniture and Equipment	2,263,929	(1,514,081)	749,848	1,987,774	(1,382,355)	605,419
Information and Communication Technology	1,609,846	(1,342,774)	267,072	1,557,443	(1,285,095)	272,348
Motor Vehicles	116,242	(60,718)	55,524	116,242	(51,031)	65,211
Textbooks	31,235	(5,891)	25,344	18,408	(6,062)	12,346
Leased Assets	237,889	(55,283)	182,606	230,924	(187,146)	43,778
Library Resources	151,527	(106,348)	45,179	156,405	(111,070)	45,335
	5,099,315	(3,355,109)	1,744,206	4,755,843	(3,279,923)	1,475,920

## 12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	103,897	381,907	381,907
Accruals	168,663	152,096	152,097
Banking Staffing Overuse	10,359	-	-
Employee Entitlements - Salaries	900,649	774,035	774,035
Employee Entitlements - Leave Accrual	44,239	45,420	45,420
	1,227,807	1,353,458	1,353,459
Payables for Exchange Transactions	1,227,807	1,353,458	1,353,459
	1,227,807	1,353,458	1,353,459

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	23,547	-	43,642
International Student Fees in Advance	1,427,107	965,818	965,817
Other revenue in Advance	59,745	13,048	13,047
	<u>1,510,399</u>	<u>978,866</u>	<u>1,022,506</u>

### 14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	474,889	410,864	442,607
Increase to the Provision During the Year	102,250	112,356	133,920
Use of the Provision During the Year	(84,830)	(14,030)	(101,638)
Provision at the End of the Year	<u>492,309</u>	<u>509,190</u>	<u>474,889</u>
Cyclical Maintenance - Current	21,825	64,025	64,025
Cyclical Maintenance - Non current	470,484	445,165	410,864
	<u>492,309</u>	<u>509,190</u>	<u>474,889</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan and consultation with the property consultant.

### 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:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	80,073	51,320	36,748
Later than One Year and no Later than Five Years	110,160	120,260	10,352
	<u>190,233</u>	<u>171,580</u>	<u>47,100</u>
<b>Represented by</b>			
Finance lease liability - Current	80,073	51,320	36,748
Finance lease liability - Non current	110,160	120,260	10,353
	<u>190,233</u>	<u>171,580</u>	<u>47,101</u>

### 16. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	1,273,830	779,410	779,410
	<u>1,273,830</u>	<u>779,410</u>	<u>779,410</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 7, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
5YA MOE B Block 233838 - Closed	(27,474)	165,910	(138,436)	-	(0)
5YA Project Roof Leaks 243290 - Closed	(6,469)	13,094	(6,626)	-	(0)
5YA Drainage Project SS 248546	(19,803)	-	(30,597)	-	(50,400)
5YA Roof Repair C/D/L 248260	-	160,387	(165,710)	-	(5,323)
5YA Class Change Bell & Fire Alarm Upgrade 248547	-	67,500	(71,717)	-	(4,217)
5YA MSM Cable Upgrade 251499	-	18,711	(20,886)	-	(2,175)
5YA F Block - Lifecycle Replacements, Joinery and Roofing 233837	-	22,722	(32,492)	-	(9,770)
5YA Pool Heater Replacement 233836	-	10,965	(12,894)	-	(1,929)
5YA DCL Internal Refurbishment 248258	-	77,750	(5,000)	-	72,750
5YA Alarm and CCTV 233835 - Closed	-	95,100	(95,100)	-	-
Totals	(53,746)	632,140	(579,458)	-	(1,064)

### Represented by:

Funds Held on Behalf of the Ministry of Education	72,750
Funds Receivable from the Ministry of Education	(73,814)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
5YA MOE B Block 233838	(23,992)	458,500	(461,982)	-	(27,474)
5YA Project Roof Leaks 243290 - Closed	-	95,000	(101,469)	-	(6,469)
5YA Drainage Project SS 248546	-	-	(19,803)	-	(19,803)
Totals	(23,992)	553,500	(583,254)	-	(53,746)

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(53,746)

## 18. Related Party Transactions

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

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



## 19. Remuneration

### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,980	3,400
<i>Leadership Team</i>		
Remuneration	789,290	822,085
Full-time equivalent members	5	5
Total key management personnel remuneration	792,270	825,485

There are seven members of the Board excluding the Principal. The Board has held **seven** full meetings of the Board in the year. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	240-250	230 - 240
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:

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	10	13
110 - 120	13	10
120 - 130	12	12
130 - 140	5	2
140 - 150	4	3
150 -160	-	1
	44.00	41.00

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

## 20. Compensation and Other Benefits Upon Leaving

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

	2024 Actual \$10,000	2023 Actual
Total	1	-
Number of People		



21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity 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.

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$457,863 (2023:\$209,724) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
5YA Drainage Project SS 248546	49,040
5YA Class Change Bell & Fire Alarm Upgrade 248547	3,283
5YA F Block - Lifecycle Replacements, Joinery and Roofing 233837	320,234
5YA DCL Internal Refurbishment 248258	85,305
Total	457,863

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

(b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2024 Actual \$	2023 Actual \$
No later than One Year	480	-
Later than One Year and No Later than Five Years	720	-
	1,200	-

(b) operating lease of a Coffee Machine;

	2024 Actual \$	2023 Actual \$
No later than One Year	3,120	3,120
Later than One Year and No Later than Five Years	5,460	-
	8,580	3,120

The total lease payments incurred during the period were \$3,420 (2023: \$260).



### 23. Financial Instruments

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

#### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	1,520,939	1,659,942	1,576,891
Receivables	937,648	896,874	900,118
Investments - Term Deposits	1,700,000	600,000	600,000
Total financial assets measured at amortised cost	<u>4,158,587</u>	<u>3,156,816</u>	<u>3,077,009</u>

#### Financial liabilities measured at amortised cost

Payables	1,227,807	1,353,458	1,353,459
Finance Leases	190,233	171,580	47,099
Total financial liabilities measured at amortised cost	<u>1,418,040</u>	<u>1,525,038</u>	<u>1,400,558</u>

### 24. Events After Balance Date

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



## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF NORTHCOTE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Northcote College (the School). The Auditor-General has appointed me, Kurt Sherlock, 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 2 to 20, that comprise the statement of financial position as at 31 December 2024, 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:

- a) present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- b) 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 30 May 2025. 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.*

*Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.*

*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

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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 arise from section 134 of the Education and Training Act 2020.

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

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

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

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

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

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

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



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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information obtained at the date of our audit report is the Key Performance Indicators, Analysis of Variance, Giving effect to Te Tiriti o Waitangi, KiwiSport funding and Good Employer Assurance, but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

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



Kurt Sherlock  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand



**Northcote College**  
**Key Performance Indicators 2024**  
*as at 6 May 2025*

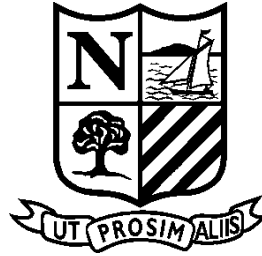
<i>Indicator/Measure</i>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020 Covid-19</b>	<b>2021 Covid-19</b>	<b>2022 Covid-19</b>	<b>2023</b>	<b>2024</b>
<b>Health and Safety Key Indicators</b>											
1st Aid Injuries requiring on site treatment only – (excluding onsite physio) July - July				72	84	68	45	35	46	107	
Number of injuries/incidents resulting in Physio, GP or other medical visits/hospital or dental July - July				51	67	61	53	32	26	92	
Number of serious harm injuries (reported to WorkSafe NZ) July - July				1	1	1	0	0	0	0	
<b>Attendance</b>											
<b>Regularly Attending</b> (ie attending over 90% of school days) <i>Ministry target is 70% by 2024   Ministry target is 75% by 2026   Ministry target is 80% by 2030</i>											
Overall % Term 1									66	66	
Overall % Term 2									53	54	
Overall % Term 3									53	52	
Overall % Term 4									56	53	
<b>Moderately Absent</b> (ie attending 70-80% of school days) <i>Ministry target is 6% by 2024   Ministry target is 4% by 2026</i>											
Overall % Term 1									22	22	
Overall % Term 2									26	24	
Overall % Term 3									26	26	
Overall % Term 4									19	24	
<b>Moderately Absent</b> (ie attending 70-80% of school days) <i>Ministry target is 6% by 2024   Ministry target is 4% by 2026</i>											
Overall % Term 1									6	6	
Overall % Term 2									11	12	
Overall % Term 3									11	12	
Overall % Term 4									10	12	
<b>Chronically Absent</b> overall % (ie attending less than 70% of school days) <i>Ministry target is 5% by 2024   Ministry target is 3% by 2026</i>											
Overall % Term 1									5	6	
Overall % Term 2									10	10	
Overall % Term 3									11	11	
Overall % Term 4									15	11	

<b>Achievement</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020 Covid-19</b>	<b>2021 Covid-19</b>	<b>2022 Covid-19</b>	<b>2023</b>	<b>2024</b>
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	78.5	77.6
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	72.1	65.9
NCEA Level 1 enrolment based cumulative Pacific success %	65.2	76.2	38.7	54.5	66.7	39.1	76.9	60.0	53.6	56.5	51.6
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	78.0	80.3
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	79.8	82.1
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	63.4	73.0
NCEA Level 2 enrolment based cumulative Pacific success %	63.2	81.0	86.4	45.2	59.1	58.3	70.0	60.9	64.3	65.5	76.2
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	79.5	74.5
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	75.3	76.6
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	69.2	74.2
NCEA Level 3 enrolment based cumulative Pacific success %	24.2	47.1	47.4	68.2	34.6	64.7	57.1	52.9	52.4	58.3	56.5
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	81.4	83.0
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	61.9	48.5
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	48	43.5
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	41.8	41.0
Literacy Year 11 %				89.1	93.1	92.9	93.2	90.3	92.3	92.0	92.0
Year 12 %				96.4	93.3	96.9	98.4	97.0	94.0	94.3	95.2
Year 13 %				98.8	99.0	95.7	96.7	97.7	97.7	98.9	97.3

	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023	2024
Numeracy Year 11 %				85.8	91.1	89.3	90.6	87.9	92.7	93.5	86.7
Year 12 %				94.6	92.7	97.4	98.4	97.4	95.5	93.6	96.0
Year 13 %				97.5	98.0	95.7	95.6	98.9	99.1	98.4	97.7
University Entrance - Overall	51.6	56.9	68.3	72.5	59.6	61.3	55.8	63.8	57.7	61.6	58.6
University Entrance - Māori							30.4	51.7	37.8	50.0	38.7
University Entrance - Pacific							28.6	23.5	28.6	33.3	21.7
Number of Scholarships including Outstanding Scholarships	23	15	16	18	15	12	7	10	11	15	17
Outstanding Scholarships	2	-	-	1	-	1	1	1	-	1	2
School Leaver Data	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023	2024
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	84.5	82.7	83.9	90.7
Leavers with NCEA Level 2 or above – Māori %	71.9	75	69.2	81.8	66.7	63.6	64.5	69.2	60.8	70	82.5
Leavers with NCEA Level 2 or above – Pacific %	66.7	71.4	80.0	84.6	54.8	68.2	70.4	66.7	63.6	55	76.9
Stand downs, Suspensions, Exclusions and Expulsions	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023	2024
Stand downs per 1000 students	6.6		9	24.5	32.7	18.1	16.3	11.4	20.3	Not yet available	Not yet available
Suspensions	2	5	8	2	0	1	0	2	4	0	3
Exclusions	0	2	5	2	0	1	0	0	2	0	3
Expulsions	1	1	1	0	0	0	0	2	0	0	0
Retention	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023	2024
Retention of students to at least 17 <sup>th</sup> birthday % - Total	91.3	92.2	89.4	92.1	87.6	87.7	94.3	89.8	89.95	86.0	Not yet available
Retention of students to at least 17 <sup>th</sup> birthday % - Māori								89.7	79.6	69.9	Not yet available

Retention of students to at least 17 <sup>th</sup> birthday % - Pacific								95.2	69.7	65.2	Not yet available
Engagement	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023	2024
Me and My School Survey Result Score Year 10	56.1	57.4	57.1	52.6	56.9	54.4	54.2	No survey	51.1	52.7	52.7
Me and My School Survey Result Score Māori	51.0	54.2	56.7	43.3	52.4	50.4	47.5	No survey	48.3	52.7	50.1
Me and My School Survey Result Score Pacific	64.8	53	56.4		46.5	52.8	57.1	No survey	51.3	53.3	52
Governance and Management	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023	2024
Operating surplus/(deficit)	\$158,299	(\$206,363)	(\$191,337)	\$277,088	\$84,380	(\$197,681)	(\$158,949)	(\$396,949)	(\$253,842)	\$208,715	\$107,577
Working capital	\$35,541	(\$16,945)	(\$44,337)	\$205,070	\$271,129	\$97,366	\$87,032	(\$149,803)	(\$87,273)	(\$43,577)	\$115,420
Student Numbers	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023	2024
Total Roll 1 March	1154	1089	1114	1085	1131	1081	1155	1176	1178	1260	1379
Roll 1 March (funded students)	1046	988	1009	968	1006	965	1052	1140	1148	1182	1268
Roll 1 March Foreign Fee Paying	108	101	105	117	124	112	87	36	14	77	94
Roll 1 March INZ	692	674	692	648	670	628	647	673	697	688	759
Roll 1 March OOZ	354	314	317	320	336	337	405	448	451	485	509
In zone students as a percentage of total domestic roll	66%	68%	69%	67%	67%	65%	61.5%	60%	61%	59%	60%
Average Class Size				2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023	2024
				23	24	23	22	22	22	22.65	22.86
Enacting Te Tiriti											
Students and staff studying Te Reo Māori								2021 Covid-19	2022 Covid-19	2023	2024
Students timetabled to study Te Reo								114	87	75	94

Māori					
Staff enrolled to study Te Reo Māori		30	12	37	32



**Northcote College**

**Variance Report on Annual  
Implementation Plan 2024**

*as at 5 May 2025*

***Successful learning for all***

Annual Goal 2024 1: Pedagogies for success: Co-operative Learning																																															
Key Actions 2024	What did we do and achieve?	Where to next?																																													
<p>Professional learning for all k̄iako   teaching staff on pedagogies for success (in general) and co-operative learning (in particular).</p> <p>Share, learn, trial and feedback on co-operative learning strategies.</p> <p><a href="#">Pedagogies for Success</a></p>	<p>See Professional Learning Report 2024</p> <p><b>Key points:</b> We saw an increase in deliberate use of PFS over the year.</p> <div><p><b>Pedagogies for Success</b> Collaborative Learning Reflections - February and November 2024</p><p>Continuum of practice</p><table><tr><th>Level</th><th>Feb 2024 (#)</th><th>Feb 2024 (%)</th><th>Nov 2024 (#)</th><th>Nov 2024 (%)</th></tr><tr><td>1 (Emerging)</td><td>15</td><td>23%</td><td>2</td><td>3%</td></tr><tr><td>1.5</td><td>7</td><td>11%</td><td>7</td><td>11%</td></tr><tr><td>2 (Evolving)</td><td>27</td><td>42%</td><td>14</td><td>22%</td></tr><tr><td>2.5</td><td>10</td><td>15%</td><td>10</td><td>16%</td></tr><tr><td>3 (Embedding)</td><td>6</td><td>9%</td><td>24</td><td>38%</td></tr><tr><td>3.5</td><td>0</td><td>0%</td><td>2</td><td>3%</td></tr><tr><td>4 (Excelling)</td><td>0</td><td>0%</td><td>4</td><td>6%</td></tr><tr><td>TOTAL</td><td>65</td><td></td><td>63</td><td></td></tr></table></div> <p>Colleagues and departments shifted practice with the deliberate planning of cooperative learning strategies.</p> <p>HODs expressed desire to stay with the same pedagogical approach (cooperative learning) for focus in 2025 to strengthen competence and confidence.</p> <p>Strategies and resources were shared within and across departments and were a focus for professional growth cycle lesson observations. Cooperative learning activities were present in most lessons observed by mentors, HODs, SLT in 2024.</p>	Level	Feb 2024 (#)	Feb 2024 (%)	Nov 2024 (#)	Nov 2024 (%)	1 (Emerging)	15	23%	2	3%	1.5	7	11%	7	11%	2 (Evolving)	27	42%	14	22%	2.5	10	15%	10	16%	3 (Embedding)	6	9%	24	38%	3.5	0	0%	2	3%	4 (Excelling)	0	0%	4	6%	TOTAL	65		63		<p>See Annual Implementation Plan 2025</p> <p>In 2025 we will continue to work to embed collaborative learning in practice, and we will also pick up another high impact strategy to target from Term 2.</p> <p>Creating clear and agreed conditions for learning to underpin pedagogies for success.</p> <p>Next steps (as encouraged by Russell Bishop) to not just interview ākonga Māori, but also teachers of ākonga Māori and whānau for feedback on the cooperative strategies being trialled.</p>
Level	Feb 2024 (#)	Feb 2024 (%)	Nov 2024 (#)	Nov 2024 (%)																																											
1 (Emerging)	15	23%	2	3%																																											
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4 (Excelling)	0	0%	4	6%																																											
TOTAL	65		63																																												



	<p>External professional learning opportunities to develop competence with cooperative learning strategies were shared and encouraged. A number of external PL opportunities offered to develop this pedagogy were taken up by staff.</p> <p>Our focus on cooperative learning was urged as a priority for addressing disparities and inequity in education by Russell Bishop at Kāhui Ako Conference.</p> <p>Several professional learning groups (PLGs) have collaborative learning at the heart of their inquiries.</p> <p>Departments had Pedagogies for Success as regular agenda item for meetings as an opportunity to share practice, resources and strategies.</p> <p>We created a staff shared folder for PFS. All reminded to contribute to staff shared folder.</p> <p>Pleasing to see deliberate planning for collaborative learning in lesson observations, and in conversations with students, they enjoy this learning strategy.</p>	
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**Annual Goal 2024 2:****Literacy and Numeracy co-requisites for NCEA success**

2024 Planned Actions	What did we do and achieve?	Where to next?
<p>Establish school wide processes (logistics and professional learning) to support ākongā success in Literacy and Numeracy.</p> <p>All teachers recognising and maximising the opportunities they provide ākongā  students to gain Literacy and Numeracy across the curriculum.</p> <p>Improve academic tracking processes to improve student outcomes - better comms with family, greater responsibility and ownership of students, clearer steps/interventions if students at risk of not gaining NCEA at any level.</p>	<p>See NCEA results 2024 See Professional Learning Report 2024 See HoD reports 2024</p> <p><b>Key Points:</b> We appointed and resourced a Literacy Co-ordinator and Numeracy Co-ordinator to lead this work.</p> <p>We offered the CAAs to Year 10 and those in Year 11-13 who needed to sit in May and September.</p> <p>Northcote College 2024 NCEA Literacy results: Year 11 92% Year 12 95% Year 13 97%</p> <p>Northcote College 2024 NCEA Numeracy results: Year 11 87% Year 12 96% Year 13 97%</p> <p>More students achieved the co-requisite with the alternative tagged standards.</p> <p>We ran before school workshops on Wednesday mornings between May and September for students who were not successful in May to be supported to do better in September. This gave students more confidence. These workshops were very well attended and there were lots of staff members giving targeted support.</p>	<p>See Annual Implementation Plan 2025</p> <p>Continue to inspire and support teachers in all curriculum areas to embed deliberate teaching to support lit/num success for their students.</p> <p>Put the Literacy and Numeracy workbooks on the stationery list for students and allocate pages to curriculum areas to ensure coverage in class and/or homework.</p> <p>Hold an NCEA Literacy and Numeracy information evening for parents.</p> <p>Offer CAAs in May and September again in 2025.</p> <p>Continue to support students who have avoided or repeatedly been unsuccessful in CAAs.</p>

Learning support explored interventions to better support students who are unable to fully access the curriculum (and often have avoidant behaviours and absenteeism) and therefore are struggling academically and are significantly behind their peers. Their items for discussion:

- structured literacy review
- RTLB maths groups
- CAA response and support
- C8 numbers
- the role of explicit teaching
- Teacher Aide support

Pleasing results of May CAAs compared with national statistics:

	National participating (raw)	National achieved (raw)	Nat % achieved	NC all participating (raw)	NC achieved (raw)	NC % achieved	NC Y10 participating (raw)	NC Y10 achieved (raw)	NC Y10 % achieved
Numeracy	55,468	25,272	45.6%	279	141	50.7% (+5.1)	207	121	56.8% (+11.2)
Reading	54,623	32,040	58.7%	298	196	65.7% (+7)	216	151	69.9% (+11.2)
Writing	51,566	28,704	55.7%	309	205	66.3% (+10.6)	216	151	69.9% (+14.2)

Ongoing concerns:

- CAAs challenging for neurodiverse students and English language learners
- wellbeing of students with repeated failure of one or more CAAs
- alternative pathway of tagged standards only available until end of 2025
- workload on PN and LitNum Coordinators with no extra MOE resourcing

Schoolwide approach to targeted teaching of lit/num skills. Weekly emails from the lit/num coordinators sharing resources and strategies for staff. Lit/num resources were created and shared.

Significant tracking and data analysis led by Lit/Num co-ordinators. Clear communication with students

	<p>and families around the process and how to be successful.</p> <p>Learning support co-ordinator and Lit/Num co-ordinators worked with students who had repeatedly not achieved and/or who need personalised support.</p> <p>The number of staff trained in Assessment Master to supervise digital exams.</p> <p>This is significant extra work for schools with no extra funding or resourcing from the MoE. The roles of PN and our Lit/Num Coordinators are being reviewed.</p> <p>Schoolwide teaching of literacy and numeracy skills has gained momentum with good sharing of resources and strategies. Students across learning areas had lit/<a href="#">num</a> starter activities in lessons to develop skills and confidence.</p> <p>We created an <a href="#">NC lit/num website</a> for students, staff, whānau.</p> <p>Offered PL opportunities for staff around lit/num. Successful joint application (with Rosmini) to fund development of literacy resources.</p> <p>Significant recording and tracking of student outcomes and sharing of information between lit/num coordinators, deans, students and whānau. Revamped Level 1 report layout to clearly communicate achievement, or not, of Reading, Writing and Numeracy.</p>	
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**Annual Goal 2024 3:****Review and further develop wellbeing policies, structures, processes and roles at Northcote College.**

2024 Planned Actions	What did we do and achieve?	Where to next?
<p>Review and capture the complete current wellbeing structure.</p> <p>Review and implement 'mahi tahi' plans <a href="https://www.safeguardingchildren.org.nz/">https://www.safeguardingchildren.org.nz/</a></p> <p>Develop new introduction to school values and expected behaviours programme for Year 9 and new students at other levels.</p> <p>Refresh PB4L school wide.</p> <p>Provide restorative training opportunities for PCTs.</p> <p>Plan for 2025 introduction of Pastoral Care time allowances from 2023 PPTA settlement.</p> <p>Use ERO Behaviour Report March 2024 to review our student behaviour and responses and to inform future decisions.</p>	<p><b>Key points:</b></p> <p>We held a full day off-site workshop to begin to review pastoral, counselling and wellbeing.</p> <p>Appointed a Head of Deans for 2025</p> <p>Two Deans attended Full Conference Restorative Training.</p> <p>Mahi Tahi plans were embedded in our processes.</p> <p>Developed a programme for Year 9: Kotahi te waka, Kotahi te hoe  One waka - we paddle together).</p>	<p>See Annual Implementation Plan 2025</p> <p>Review policies to create a co-ordinated suite of wellbeing and safeguarding policies.</p> <p>Continue to review policies, structures, processes and roles. Increase understanding of safeguarding and child protection.</p>

Annual Goal 2024 4: Māturanga Māori, Te Reo Māori and across the curriculum		
2024 Planned Actions	What we did and achieved	Where to next?
<p>Continue to integrate Te Reo Māori and Tikanga into the learning programmes for ākonga.</p> <p>Develop Matariki celebration into a school wide celebration including contributions from across the curriculum.</p> <p>Local history tours.</p> <p>Promote and offer Te Reo and Tikanga learning opportunities for ākonga and staff.</p> <p>Encourage kāiako participation in Te Ahu o te Reo Māori.</p> <p>Offer more Te Reo Māori and Tikanga learning opportunities for ākonga at all levels.</p> <p>Attend MAC hui and annual conference.</p>	<p>Increased number of students studying Te Reo Māori and Tikanga Māori: 112</p> <p>32 staff formally studying Te Reo Māori</p> <p><b>Key points:</b></p> <p>Engaged with Ngai Tai ki Tamaki Planned Te Whānau o Te Kāhano annual marae trip for 2025 Feb to be at Umupuia Marae in Maraetai, Clevedon. This will be a great way to connect with Ngai Tai ki Tamaki who is one of the key iwi who lived in and have a long history of settlement in the Northcote/North Shore area.</p> <p>Auckland War Memorial Museum Tour: 10 October Nigel Borell (Curator Taonga Māori) and Talei Tu'inukuafe (Associate Curator Māori) led a tour of the Ngāti Paoa, Ngāti Whatua and Waikato-Tainui art that is on display at the museum.</p> <p>Professional Learning for kaiako about Pōwhiri: <i>Pūrākau behind the Pōwhiri</i> presented over two sessions by RUT.</p> <p>Links with local ECE to share Te Ao Māori and provide student leadership opportunities Northcote College whānau students visited an Early Learning Centre (Caterpillars to Butterflies) to share waiata Māori with the tamariki.</p>	<p>See Annual Implementation Plan 2025</p> <p>Visit Umupuia Marae.</p> <p>Kapa Haka to perform at Polyfest 2025.</p> <p>Complete review of Te Tiriti policy.</p> <p>Continue with Ohu Māori.</p> <p>Budget for Te Reo Māori learning opportunities to replace Te Ahu o te Reo Māori which will not be funded by the Ministry in 2025.</p>

	<p>Hui Ohu Māori! Ongoing focus on enacting Te Tiriti o Waitangi at NC and building our collective capability and capacity.</p> <p>Mai i te Puna Reo, Puna Ao Māori weekly publication to support teachers in the Kāhui Ako with their learning of te reo Māori, and readings about effective pedagogy to Māori students to support equitable outcomes for Māori students.</p> <p>Ringa Toi Art Awards_Five students from Northcote College were selected to exhibit at the Ringa Toi annual exhibition that showcases the art work of secondary school students with a focus on Toi Māori.</p> <p>School trip to the tangihanga of King Tūheitia on 3/9/24: TWK teachers and 15 students attended the tangihanga of Kīngi Tūheitia. A very immersive and rich cultural experience for all who attended. High quality speakers of te reo Māori, and great entertainment and kapa haka performances.</p> <p>Attended Māori Achievement Collaborative Regional Hui on 29/8/24 held at Willow Park School. Principals and key personnel from a range of schools on the North Shore share best practice related to enacting Te Tiriti, supporting Māori achievement and equitable outcomes for Māori students.</p>	
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	<p>Continued to refine and offer Local Māori History Tours</p> <p>Matariki Celebration at Northcote College on 20/6/24 was a great success. Great opportunities for student leadership and celebrating Te Ao Māori, student kapa haka performances with local schools in the Northcote Kāhui Ako. Student Media documentary, capturing whānau, tauira &amp; kaiako voice around Matariki.</p> <p>Weaving Wānanga in Term 2: Pōkinikini workshops which involved Te Whānau o Te Kākano students and staff resulted in a special Korowai/Kahu (Cloak) being made in time for the Matariki Celebration.</p> <p>Began to review Tiriti o Waitangi Policy</p> <p>Te Reo Māori in the Classroom workshops – offered to teachers who were unable to enrol in the Te Ahu o Te Reo Māori programme for 2024.</p> <p>Māori Achievement Collaborative Annual Hui on 1-3 May at Waitangi - Attended by VB, MN, CO, MO, HHA, KAW</p> <ul style="list-style-type: none"> <li>- Te Tiriti Enactment</li> <li>- Graduate Profile</li> <li>- Manea Footprints of Kupe</li> <li>- Kohewhata Marae</li> <li>- Waitangi tour</li> <li>- Pōwhiri &amp; tikanga</li> <li>- Local Māori History of Ngā Puhi</li> </ul>	
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	<p>Tikanga Learning Opportunities - Fortnightly on a Wednesday, students and staff are able to learn about and practise pōwhiri.</p> <p>Paepae - In Te Whānau o Te Kāhono and Te Reo Māori classes, students open with a Paepae - karakia, mihi, and then mihi/acknowledgements to the kaikarakia and person who has shared their mihi. They also sing waiata and mōteatea.</p> <p>Kaiako attend two Ako Panuku Wānanga</p> <p>Kapa Haka - Tutor employed to teach Kapa Haka/Māori Performing Arts each week.</p> <p>Wānanga Raranga   Weaving Workshops Whānau class &amp; students of Te Reo Māori and kaiako, learning raranga   weaving with Kiriana O'Connell to make a korowai.</p> <p>Kāhui Ako Conference - Friday 31 May Russell Bishop keynote: Teaching in the North East Russell Bishop workshop: Leading to the North East KAW &amp; MN workshop: Te Reo Māori for the Classroom CO: Waka, Migration and Wayfinding Bronwyn Babbage: Waiata collaboration</p> <p>PLG - He whakamana i ngā tauira mā tirohanga ao Māori   Empowering students through Māori frameworks Te Reo Māori, tikanga, pōwhiri, tikanga ako, kapa haka</p>	
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Annual Goal 2024 5: Relationships with mana whenua		
2024 Planned Actions	What did we do and achieve?	Where to next?
<p>Continue to build respectful relationships with mana whenua, Ngāti Whatua, Te Kawerau ā Maki, Ngāti Pāoa, Ngāi Tai Ki Tāmaki</p> <p>Continuation of Te Puna Kōrero Continuation of hui ohu Māori and engagement with Māori Achievement Collaboration (MAC).</p>	<p>Engaged with Ngāi Tai Ki Tāmaki Planned Te Whānau o Te Kāhono annual marae trip for 2025 Feb to be at Umupuia Marae in Maraetai, Clevedon. This will be a great way to connect with Ngai Tai ki Tamaki who is one of the key iwi who lived in and have a long history of settlement in the Northcote/North Shore area.</p> <p>Engaged with Te Kawerau ā Maki Robin Taua-Gordon and Josie Wall joined with Kelli &amp; Niki on the Local Māori History Tour on Friday 22nd March and added valuable history and information to the kōrero. Meeting held with VB, KAW, MN and Robin on Monday 18th March to review where we are at with the Mana Kura Engagement Programme and where to next.</p> <p>Engaged with Ngāti Paoa Drina Paratene, Education Lead - invited to Local Māori History Tour (22/3/24)</p> <p>Engaged with Ngāti Whātua Matua John Marsden is our kaumātua and attends our Hui Ohu Māori.</p> <p>Invited mana whenua to the kura Matariki celebration, Thursday 20 June.</p>	<p>See Annual Implementation Plan 2025</p> <p>Continue to build relationships with mana whenua:</p> <p>Visit Umupuia Marae.</p> <p>Contact Te Kurataiaho Kapea re: connection with Ngāti Whātua ki Orākei.</p> <p>Continue to engage with Te Kawerau ā Maki and Ngāti Paoa</p>

**Annual Goal 2024 6:****Progress building development Stage 1 with minimal disruption to ākongā.**

2024 Planned Actions	What did we do and achieve?	Where to next?
<p>Continue to work with the Ministry on the completion of the new classroom block and to lobby for timely start on new gymnasium and renovation of C, D and L.</p> <p>Manage the old gymnasium repair project.</p> <p>Establish and secure budget for furniture and fittings and equipment requirements for new building.</p> <p>Engage designers and contractors for renovation of F9/10 using 5YA funds.</p>	<p>New building is still on track for completion in September 2025. Biggest risks remain the need for a new transformer and the funding for SP04.</p> <p>Renovation of old gym due to be completed April 2025.</p> <p>Completed the design for 5YA funded renovation of F9 and F10.</p>	<p>See Annual Implementation Plan 2025</p> <p>Secure furniture and equipment funding from the Ministry for the new building.</p> <p>Secure funding for SP04.</p> <p>Complete and move into new building by the end of 2025 including purchase of furniture and equipment.</p> <p>In 2025 complete the design work for renovation of CDL.</p> <p>Complete renovation of F9 and F10.</p> <p>Complete old gym renovation.</p> <p>Continue to lobby for new gymnasium.</p> <p>Get funding to permanently cover the courts.</p>

<b>Additional Goals and Actions for 2024</b>		<b>What did we do and achieve?</b>
<b>Self-evaluation</b>		
Complete self-evaluation against ERO School Improvement Framework (SIF)		SLT began a self-evaluation against the ERO SIF. ERO partner visited to discuss.
<b>Curriculum and Assessment</b>		
Implement NCEA and curriculum changes		Implemented new NCEA Level 1 courses. Pause on changes to Level 2 and 3 NCEA.
Review timetable to resolve constraints of the junior timetable and better align with the senior timetable.		This issue is not yet resolved. In 2025 we will offer a semester course in Te Reo Māori with a pathway to Year 10 Te Reo Māori
Plan for the implementation of Year 12 Psychology as a new subject in 2025		Year 12 Psychology approved for 2025.
<b>Pathways</b>		
Interview all Year 12 and 13 students.		<b>October</b> Conducted pathway meetings with year 13 students and whānau on the 3rd and 4th of July. 150 parents attended the meetings. Positive feedback from students and whānau. Year 13's surveyed prior to meetings and pathway plans put in place. Plan is to go through the process with the year 12 cohort in 2025
Develop a pathway plan for Year 13 Māori and Pacific students – including whānau engagement.		See above - Māori and Pacific whānau invited to the pathway meetings last term. Goal is to have a plan in place for each Year 13 student - this includes having their whānau come into school.
<b>School Expectations and Student Behaviour</b>		
Implement the 'phones away for the day' policy by the start of Term 2 to meet new Government requirements.		Completed.
Develop strong clear classroom management strategies that work and are applied consistently.		Established a Head of Deans role to lead and manage a systematic annual process to manage behaviour and support Deans.
<b>International Students</b>		
Develop a 5-year International Department Strategic Plan		Completed.

International student surveys - develop strategies to better support international student academic progress and well being	Completed. International student tracking sheet created. Discuss any concerns at international department meetings. Share concerns with agents and teachers. Ensure their timetable is appropriate to their level of ability. Interview students regularly about wellbeing and academic progress. Use NC student support services when required.
<b>Sport</b>	
Develop better communication systems from the Sports Office to volunteers and coaches.	Ongoing.

## **Giving Effect to Te Tiriti o Waitangi 2024**

Section 127(1) of the Education and Training Act 2020 requires schools to give effect to Te Tiriti o Waitangi by:

- (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and te ao Māori
- (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- (iii) achieving equitable outcomes for Māori students.

*Source: Primary Objectives (S127 of Education and Training Act 2020)*

The Northcote College Board of Trustees takes this responsibility seriously.

The schools strategic plan 2024-2025 is the result of work in 2023 and clearly reflects the Board's commitment to enacting Te Tiriti.

Northcote College's current strategic goals include:

1. To achieve excellent and equitable outcomes for all ākonga
2. To work collaboratively with mana whenua, whānau and community to improve outcomes for all ākonga

### **Deliberate actions taken in 2024 to achieve these goals include:**

- Using the Hautū tool to reflect on policies and practices.
- Continuing membership of and engagement with the Māori Achievement Collaborative (MAC). In 2024 six staff members including the Principal attended the MAC conference at Waitangi. The theme was Te Tiriti enacting.
- Implementing a school-wide professional learning focus on pedagogies for success (PFS) deliberately designed to respond to the pedagogical practices that research shows are most likely to support the success of ākonga Māori.
- Continuing to employ two additional (permanent) teachers of Te Reo Māori to increase ākonga access to te reo Māori and tikanga Māori classes.
- Ongoing implementation of Aotearoa NZ histories.
- Reporting annually on Māori student academic achievement and sharing with kaumatua and mana whenua iwi (see below).
- Implementing curriculum changes and NCEA changes which reflect Mātauranga Māori.
- Engaging with Ngāti Whātua through our kaumatua.
- Engaging with mana whenua iwi: Te Kawerau ā Maki and Ngāti Paoa
- Supporting a Professional Learning Group (PLG) inquiry:  
He whakamana i ngā tauira mā ngā tirohanga ao Māori (te reo, tikanga, tikanga ako) | Empowering students through Māori frameworks (including te reo, tikanga, pedagogies)
- Continuing the 'Ohu Māori' lead advisory group
- Supporting staff and students to develop their use of tikanga Māori me te reo Māori.
  - Supporting staff participation in Te Ahu o te Reo Māori programme.
  - Supporting staff participation in other Te Reo Māori PL including one staff member being granted leave for full year total immersion and five staff attending Ako Panuku Wānanga Reo in April and November.

- Developing and strengthening knowledge of tikanga through collective voice: karakia and waiata (Te Waiata o te Kura o Onewa)
  - Professional learning workshops for staff on powhiri
  - Weaving workshops for students and staff
  - Hosting a school community Matariki Event
- Encouraging and supporting teachers to accept professional responsibility for, and make a commitment to, improving Māori students' educational achievement.
  - Deliberately choosing Teacher Only Day speakers, including Russell Bishop, to support enacting of Te Tiriti.
  - Undertaking annual Māori student voice focus group interviews to inform decision making.
  - Principal, SLT, HODs and other middle leaders actively encouraging staff to engage in professional learning around PFS, Māturanga Māori, te reo Māori and tikanga.
  - Continuing to develop and deliver local history tours to reflect Māori history and pūrākau for our staff and others in our Kāhui Āko.
  - School trips in September to Ringa Toi Art Wards and Tangihanga of King Tūheitia
  - Tracking of student and staff numbers studying te Reo Māori in our annual Key Indicators Report.

## Ākonga Māori NCEA Achievement 2024

Qualification	All Northcote College Students						Northcote College Māori Students					
	2024		2023		2022		2024		2023		2022	
	NC %	Nat %	NC %	Nat %	NC %	Nat%	NC %	Nat %	NC %	Nat %	NC %	Nat %
Level 1	77.6	44.9	78.5	61.7	81.0	64.9	65.9	39.3	72.1	51.9	62.2	53.9
Level 2	82.1	72.7	79.8	73.2	78.9	74.9	73.0	64.3	63.4	64.1	78.1	64.1
Level 3	76.6	68.2	75.3	67.7	70.0	68.2	74.2	57.9	69.2	56.3	56.8	55.7
UE	58.6	48.2	61.6	49.7	57.7	50.3	38.7	29.9	50.0	31.2	37.8	30.9
Level 1 Literacy Year 11	92.0	76.5	92.0	82.4	92.3	81.6	87.8	68.1	90.7	75.2	77.8	74.0
Level 1 Numeracy Year 11	86.7	74.5	93.5	81.5	92.7	80.8	73.2	62.2	93.0	72.2	71.1	70.6
UE Literacy Year 13	87.7	69.2	80.5	68.9	84.5	69.1	83.9	56.4	88.5	56.0	73.0	54.1

# **Northcote College**

## **Kiwi Sport Funding**

For the year ended 31 December 2024

In 2024 Northcote College received \$34,870.39 (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 22 competitive sports. There are 651 students involved in sports, which is 50% of the school's roll. Of these students 56% are male and 44% are female.



# **Northcote College**

## **Good Employer Assurance**

For the year ended 31 December 2024

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.