

NORTHCOTE COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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
Kelli Kawhia-Conrad	Staff Representative	Elected	2025
Emily Potter	Student Representative	Elected	2023
Annabel Barlow	Student Representative	Elected	2024

Accountant: Annie Gao

NORTHCOTE COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

Index

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

Financial Statements	
-----------------------------	--

<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 20</u>	Notes to the Financial Statements
<u>21 - 23</u>	Independent Auditor's Report

Other Information

Key Performance Indicators

Analysis of Variance

Giving Effect to Te Tiriti o Waitangi

Kiwisport

Good Employer Assurance

Northcote College

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

TRINA MAREE LINCOLN

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

19/6/2024

Date:

Frances Kate Meade

Full Name of Principal

[Signature]

Signature of Principal

19.6.24

Date:



Northcote College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	15,112,892	10,556,053	13,916,672
Locally Raised Funds	3	2,037,964	1,263,374	1,335,725
Interest		56,653	10,000	9,236
Gain on Sale of Property, Plant and Equipment		-	-	-
Total Revenue		17,207,509	11,829,427	15,261,633
Expense				
Locally Raised Funds	3	768,041	411,637	527,466
Learning Resources	4	11,695,376	9,901,531	10,504,573
Administration	5	676,052	558,074	586,060
Interest		5,892	1,988	11,134
Property	6	3,867,175	953,819	3,709,189
Loss on Disposal of Property, Plant and Equipment		(13,742)	-	177,055
Total Expense		16,998,794	11,827,049	15,515,475
Net Surplus / (Deficit) for the year		208,715	2,378	(253,842)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		208,715	2,378	(253,842)

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		809,139	809,140	1,054,797
Total comprehensive revenue and expense for the year		208,715	2,378	(253,842)
Movement in Reserved Equity		(6,726)	-	8,184
Contribution from / (Distributions to) the Ministry of Education		-	-	-
Equity at 31 December		1,011,128	811,518	809,139
Accumulated comprehensive revenue and expense		956,442	750,106	747,727
Reserves		54,686	61,412	61,412
Equity at 31 December		1,011,128	811,518	809,139

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,576,891	1,011,243	570,970
Accounts Receivable	8	900,118	691,399	712,306
Prepayments		67,403	54,054	54,054
Investments	9	600,000	200,000	600,000
Funds Receivable for Capital Works Projects	16	53,746	-	37,099
GST Receivable		14,413	-	-
		3,212,571	1,956,696	1,974,429
Current Liabilities				
GST Payable		-	1,158	1,158
Accounts Payable	11	1,353,459	945,202	945,202
Revenue Received in Advance	12	1,022,506	563,553	602,026
Provision for Cyclical Maintenance	13	64,025	66,680	66,680
Finance Lease Liability	14	36,748	56,253	67,059
Funds held in Trust	15	779,410	379,577	379,577
		3,256,148	2,012,423	2,061,702
Working Capital Surplus/(Deficit)		(43,577)	(55,727)	(87,273)
Non-current Assets				
Property, Plant and Equipment	10	1,475,920	1,302,917	1,311,753
		1,475,920	1,302,917	1,311,753
Non-current Liabilities				
Provision for Cyclical Maintenance	13	410,864	408,478	375,927
Finance Lease Liability	14	10,352	27,194	39,414
		421,216	435,672	415,341
Net Assets		1,011,128	811,518	809,139
Equity		1,011,128	811,518	809,139

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 2023

		2023	2023	2022
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		3,687,003	3,111,904	3,447,297
Locally Raised Funds		724,835	453,651	914,186
International Students		1,627,971	809,723	661,650
Goods and Services Tax (net)		(15,571)	-	20,872
Payments to Employees		(2,542,445)	(2,133,171)	(2,305,006)
Payments to Suppliers		(2,498,047)	(2,011,195)	(2,118,111)
Interest Paid		(5,892)	(1,988)	(11,134)
Interest Received		53,363	10,000	7,337
Net cash from/(to) Operating Activities		1,031,217	238,924	617,091
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		20,919	-	50
Purchase of Property Plant & Equipment (and Intangibles)		(380,037)	(233,631)	(147,861)
Purchase of Investments		-	-	(600,000)
Proceeds from Sale of Investments		-	-	211,178
Net cash from/(to) Investing Activities		(359,118)	(233,631)	(536,633)
Cash flows from Financing Activities				
Contributions from / (Distributions to) Ministry of Education		(6,726)	-	8,184
Finance Lease Payments		(42,638)	(23,026)	(62,234)
Funds Administered on Behalf of Other Parties		383,186	37,099	145,832
Net cash from/(to) Financing Activities		333,822	14,073	91,782
Net increase/(decrease) in cash and cash equivalents		1,005,921	19,366	172,240
Cash and cash equivalents at the beginning of the year	7	570,970	970,970	398,730
Cash and cash equivalents at the end of the year	7	1,576,891	990,336	570,970

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 2023

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 21.

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 material.

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. The valuation is based on the valuer's approach to determining market value.

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.

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) Funds Held in Trust

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

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



n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

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

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

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

q) Goods and Services Tax (GST)

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

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	3,314,722	2,871,516	3,030,660
Teachers' Salaries Grants	8,851,366	7,405,676	7,821,504
Use of Land and Buildings Grants	2,600,598	-	2,630,023
Other Government Grants	346,206	278,861	434,485
	<u>15,112,892</u>	<u>10,556,053</u>	<u>13,916,672</u>

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

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	288,255	202,383	456,489
Fees for Extra Curricular Activities	358,915	73,315	288,891
Trading	67,951	59,076	60,756
Fundraising & Community Grants	50,954	18,626	73,518
Other Revenue	101,613	100,251	102,877
International Student Fees	1,170,276	809,723	353,194
	<u>2,037,964</u>	<u>1,263,374</u>	<u>1,335,725</u>
Expense			
Extra Curricular Activities Costs	377,833	120,451	321,014
Trading	8,289	7,264	7,941
International Student - Student Recruitment	39,394	25,000	6,371
International Student - Employee Benefit - Salaries	152,246	138,651	140,034
International Student - Other Expenses	190,279	120,271	52,106
	<u>768,041</u>	<u>411,637</u>	<u>527,466</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u><u>1,269,923</u></u>	<u><u>851,737</u></u>	<u><u>808,259</u></u>



4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	502,280	531,155	513,494
Information and Communication Technology	204,095	196,942	176,966
Library Resources	6,461	3,170	5,751
Employee Benefits - Salaries	10,620,027	8,867,796	9,493,328
Staff Development	92,127	60,000	50,773
Depreciation	270,386	242,468	264,261
	<u>11,695,376</u>	<u>9,901,531</u>	<u>10,504,573</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	11,670	11,520	11,184
Board Fees	3,400	4,600	4,830
Board Expenses	4,570	3,800	14,850
Communication	18,186	19,800	21,167
Consumables	24,397	19,460	19,692
Other	5,166	1,974	4,855
Employee Benefits - Salaries	561,255	467,520	431,666
Insurance	33,321	24,400	31,730
Service Providers, Contractors and Consultancy	14,087	5,000	46,086
	<u>676,052</u>	<u>558,074</u>	<u>586,060</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	215,902	200,150	202,331
Consultancy and Contract Services	51,918	52,300	56,775
Cyclical Maintenance Provision	133,920	99,231	130,359
Grounds	253,831	223,155	209,841
Heat, Light and Water	130,747	110,338	106,014
Rates	122	244	246
Repairs and Maintenance	400,960	197,521	293,545
Use of Land and Buildings	2,600,598	-	2,630,023
Security	14,789	6,000	6,889
Employee Benefits - Salaries	64,388	64,880	73,164
	<u>3,867,175</u>	<u>953,819</u>	<u>3,709,187</u>

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



7. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	876,891	411,243	370,970
Short-term Bank Deposits	700,000	600,000	200,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,576,891</u>	<u>1,011,243</u>	<u>570,970</u>

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

Of the \$1,576,891 Cash and Cash Equivalents, \$16,001 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	116,729	16,260	16,260
Interest Receivable	6,110	2,820	2,820
Banking Staffing Underuse	3,244	-	20,907
Teacher Salaries Grant Receivable	774,035	672,319	672,319
	<u>900,118</u>	<u>691,399</u>	<u>712,306</u>
Receivables from Exchange Transactions	122,839	19,080	19,080
Receivables from Non-Exchange Transactions	777,279	672,319	693,226
	<u>900,118</u>	<u>691,399</u>	<u>712,306</u>

9. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	600,000	200,000	600,000
Total Investments	<u>600,000</u>	<u>200,000</u>	<u>600,000</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	400,108				(12,851)	387,257
Artworks	43,450	776			-	44,226
Furniture and Equipment	521,636	205,628	(7,177)		(114,667)	605,419
Information and Communication Technology	112,125	222,889			(62,666)	272,348
Motor Vehicles	74,898				(9,687)	65,211
Textbooks	9,172	7,893			(4,719)	12,346
Leased Assets	104,715	12,136	(6,835)	(6,919)	(59,319)	43,778
Library Resources	45,649	9,651	(3,488)		(6,477)	45,335
Balance at 31 December 2023	1,311,753	458,973	(17,501)	(6,919)	(270,386)	1,475,920

The net carrying value of assets held under a finance lease is \$43,778 (2022: \$104,714)

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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	644,421	(257,164)	387,257	644,421	(244,313)	400,108
Artworks	44,226	-	44,226	43,450	-	43,450
Furniture and Equipment	1,987,774	(1,382,354)	605,419	1,801,942	(1,280,305)	521,636
Information and Communication Technology	1,557,443	(1,285,095)	272,348	1,337,884	(1,225,759)	112,125
Motor Vehicles	116,242	(51,031)	65,211	133,182	(58,284)	74,898
Textbooks	18,408	(6,062)	12,346	13,771	(4,599)	9,172
Leased Assets	230,924	(187,146)	43,778	247,658	(142,943)	104,715
Library Resources	156,405	(111,070)	45,335	158,896	(113,247)	45,649
Balance at 31 December 2023	4,755,843	(3,279,922)	1,475,920	4,381,204	(3,069,450)	1,311,753



11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	381,907	147,435	147,435
Accruals	152,097	87,377	87,377
Employee Entitlements - Salaries	774,035	672,319	672,319
Employee Entitlements - Leave Accrual	45,420	38,071	38,071
	<u>1,353,459</u>	<u>945,202</u>	<u>945,202</u>
Payables for Exchange Transactions	1,353,459	945,202	945,202
	<u>1,353,459</u>	<u>945,202</u>	<u>945,202</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	43,642	-	38,473
International Student Fees in Advance	965,817	508,122	508,122
Other revenue in Advance	13,047	55,431	55,431
	<u>1,022,506</u>	<u>563,553</u>	<u>602,026</u>



13. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	442,607	375,927	359,348
Increase to the Provision During the Year	133,920	99,231	130,359
Use of the Provision During the Year	(101,638)	-	(47,100)
Other Adjustments	-	-	-
Provision at the End of the Year	474,889	475,158	442,607
Cyclical Maintenance - Current	64,025	66,680	66,680
Cyclical Maintenance - Non current	410,864	408,478	375,927
	474,889	475,158	442,607

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. 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:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	36,748	56,253	67,059
Later than One Year and no Later than Five Years	10,352	27,194	39,414
	47,100	83,447	106,473
Represented by			
Finance lease liability - Current	36,748	56,253	67,059
Finance lease liability - Non current	10,352	27,194	39,414
	47,100	83,447	106,473

15. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	779,410	379,577	379,577
	779,410	379,577	379,577

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 7.

	2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
MOE B Block	<i>in progress</i>	(23,992)	458,500	(461,982)	-	(27,474)
MOE F Block EEW	<i>closed</i>	(13,107)	18,550	(5,443)	-	(0)
MOE 5YA Project Roof Leaks	<i>in Progress</i>	-	95,000	(101,469)		(6,469)
MOE 5YA Drainage Project SS	<i>in Progress</i>	-	-	(19,803)		(19,803)
Totals		(37,099)	572,050	(588,697)	-	(53,746)

Represented by:

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

-

(53,746)

	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	<i>closed</i>	5,668	-	(5,668)		
MOE Gym Upgrade Mods	<i>closed</i>	16,633	-	(16,633)		
Totals		(22,074)	54,672	(69,697)	-	(37,099)

Represented by:

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

-

(37,099)



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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,400	4,830
<i>Leadership Team</i>		
Remuneration	822,085	617,392
Full-time equivalent members	5	4
Total key management personnel remuneration	825,485	622,222

There are seven members of the Board excluding the Principal. The Board has held nine 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	230 - 240	220 - 230
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	2023 FTE Number	2022 FTE Number
100 - 110	13	13
110 - 120	10	10
120 - 130	12	4
130 - 140	2	0
140 - 150	3	
150 -160	1	
	41.00	27.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay equity settlement wash-up amounts

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



21. Commitments

(a) Capital Commitments

As 31 December 2023, the capital commitments was \$209,724 as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
MOE B Block	663,500	461,982	201,518
MOE 5YA Project Roof Leaks	109,675	101,469	8,206
	773,175	563,451	209,724

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) operating lease of a Coffee Machine;

No later than One Year

2023 Actual \$	2022 Actual \$
3,120	-
<u>3,120</u>	<u>-</u>

The total lease payments incurred during the period were \$260 (2022: NIL).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,576,891	1,011,243	570,970
Receivables	900,118	691,399	712,306
Investments - Term Deposits	600,000	200,000	600,000
Total financial assets measured at amortised cost	<u>3,077,009</u>	<u>1,902,642</u>	<u>1,883,276</u>

Financial liabilities measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Payables	1,353,459	945,202	945,202
Finance Leases	47,100	83,447	106,473
Total financial liabilities measured at amortised cost	<u>1,400,559</u>	<u>1,028,649</u>	<u>1,051,675</u>

23. 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 2023**

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 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 19 June 2024 This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the 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 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 2023, Variance Report on Annual Plan 2023, Giving Effect to Te Tiriti o Waitangi, Kiwi Sport Funding for the year ended 31 December 2023 and Good Employer Assurance for the year ended 31 December 2023 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
Partner¹
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

¹ 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.



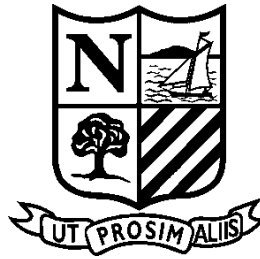
Northcote College
Key Performance Indicators 2023
as at May 2024

<i>Indicator/Measure</i>	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023
Health and Safety Key Indicators										
1st Aid Injuries requiring on site treatment only – (excluding onsite physio) July - July					72	84	68	45	35	46
Number of injuries/incidents resulting in Physio, GP or other medical visits/hospital or dental July - July					51	67	61	53	32	26
Number of serious harm injuries (reported to WorkSafe NZ) July - July					1	1	1	0	0	0
Attendance										
Attendance rate overall %	86.6	85.1	84.4	84.0	83.0	82.7	85.7	83.4	76.3	82.6
Attendance rate % Māori	82.7	79.2	79.4	80.2	79.0	77.5	87.6	75.9	70.6	78.9
Attendance rate % Tongan	83.4	82.6	80.0	78.5	71.5	72.1	83.9	72.8	58.7	66.4
Attendance rate % Samoan	82.7	75.5	81.0	78.3	67.0	79.2	80.6	84.1	78.3	84.5
Unjustified Absence overall %	2.9	4.9%	4.6	4.6	5.5	5.4	4.8	5.6	6.6	5.7
Unjustified Absence % Māori	4.8	8.2%	7.6	7.2	9.1	9.5	8.7	10.9	11.3	8.7
Unjustified Absence % Tongan	5.7	8.8%	8.3	9.9	15.4	13.8	13.8	14.5	23.4	20.9
Unjustified Absence % Samoan	5.9	11.3	6.6	9.3	19.9	11.3	9.5	5.4	3.7	4
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	Not yet avail
Māori %									27.6	Not yet avail
Pacific %									28.3	Not yet avail
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	Not yet avail
Māori %									18.2	Not yet avail
Pacific %									20.2	Not yet avail
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	Not yet avail
Māori %									31.3	Not yet avail
Pacific %									32.3	Not yet avail

Achievement	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023
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
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
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	56.5
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
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
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
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	65.5
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
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
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
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	58.3
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
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
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
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
Literacy Year 11 %				89.1	93.1	92.9	93.2	90.3	92.3	92.0
Year 12 %				96.4	93.3	96.9	98.4	97.0	94.0	94.3
Year 13 %				98.8	99.0	95.7	96.7	97.7	97.7	98.9

	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023
Numeracy Year 11 %				85.8	91.1	89.3	90.6	87.9	92.7	93.1
Year 12 %				94.6	92.7	97.4	98.4	97.4	95.5	93.6
Year 13 %				97.5	98.0	95.7	95.6	98.9	99.1	98.4
University Entrance	51.6	56.9	68.3	72.5	59.6	61.3	55.8	63.8	57.7	61.6
Number of Scholarships including Outstanding Scholarships	23	15	16	18	15	12	7	10	11	15
Outstanding Scholarships	2	-	-	1	-	1	1	1	-	1
School Leaver Data										2023
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	80.6
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	65.1
Leavers with NCEA Level 2 or above – Pasifika %	66.7	71.4	80.0	84.6	54.8	68.2	70.4	66.7	63.6	47.8
Stand downs, Suspensions, Exclusions and Expulsions										
Stand downs per 1000 students	6.6		9	24.5	32.7	18.1	16.3	11.4	20.3	Not yet available
Suspensions	2	5	8	2	0	1	0	2	4	0
Exclusions	0	2	5	2	0	1	0	0	2	0
Expulsions	1	1	1	0	0	0	0	2	0	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	89.93	Not yet available
Engagement										
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
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
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

Governance and Management	2014	2015	2016	2017	2018	2019	2020 Covid-19	2021 Covid-19	2022 Covid-19	2023
Operating surplus/(deficit)	\$158,299	(\$206,363)	(\$191,337)	\$277,088	\$84,380	(\$197,681)	(\$158,949)	(\$396,949)	(\$253,842)	\$208,715
Working capital	\$35,541	(\$16,945)	(\$44,337)	\$205,070	\$271,129	\$97,366	\$87,032	(\$149,803)	(\$87,273)	(\$43,577)
Student Numbers										
Total Roll 1 March	1154	1089	1114	1085	1131	1081	1155	1176	1178	1260
Roll 1 March (funded students)	1046	988	1009	968	1006	965	1052	1140	1148	1182
Roll 1 March Foreign Fee Paying	108	101	105	117	124	112	87	36	14	77
Roll 1 March INZ	692	674	692	648	670	628	647	673	697	688
Roll 1 March OOZ	354	314	317	320	336	337	405	448	451	485
In zone students as a percentage of total domestic roll	66%	68%	69%	67%	67%	65%	61.5%	60%	61%	59%
Average Class Size										
				23	24	23	22	22	22	22.65
Enacting Te Tiriti										
Students and staff studying Te Reo Māori										
Students timetabled to study Te Reo Māori								114	87	75
Staff enrolled to study Te Reo Māori								30	12	37



Northcote College

Variance Report on Annual Plan 2023

as at 7 May 2024

Successful learning for all

The annual plan for 2023 was shaped around our actions and outcomes in 2022; 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 Kāhui Ako annual plan.

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)

Key Actions and Strategies 2023

Strategic Planning	What did we achieve:	Where to next?
<p>In 2023 we will work collaboratively with our community to confirm strategic goals to improve outcomes for all ākonga.</p> <p>From early 2024 our Charter and Annual Plan will be replaced with three-year strategic and annual implementation plans.</p> <p>Use the Education Now tool to gather the voices of leaders, teachers, students, whānau and Board in advance of face to face meetings/focus groups. https://ero.govt.nz/how-ero-reviews/how-ero-reviews-schoolskura-english-medium/education-now</p> <p>Engage with Hautū to assess how culturally responsive Northcote College is for Māori and identify priorities for development. https://www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf</p> <p>Work with ERO.</p>	<p>Engaged with the Hautū tool. Board had initial engagement with the Hautū tool at the March meeting. Brenda MacPherson (Māori Achievement Collaborative) presented to the Board of the Hautū tool in June 2023. BOT Hautū Presentation. Hautū now a standard BOT agenda item. Worked with our ERO partner through the Te Ara Huarau process to complete and publish our profile report ERO Reports published and established strategic priorities for improving outcomes for learners:</p> <ul style="list-style-type: none"> • Excellent and equitable outcomes for all ākonga. • Working collaboratively with mana whenua, whānau and the community to improve outcomes for all ākonga. <p>In September began work with ERO using the School Improvement Framework.</p> <p>Surveyed whānau/parents and students to inform our 2024-2025 Strategic Plan and 2024 Annual Implementation Plan.</p> <p>Completed Strategic Plan and 2024 Annual Implementation Plan.</p>	<p>See Strategic Plan 2024-2025 See Annual Implementation Plan 2024</p> <p>Northcote College has three strategic goals 2024-2025:</p> <ol style="list-style-type: none"> 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 3. To provide the physical environment needed to support the success of ākonga <p>Complete self-evaluation using the ERO School Improvement Framework.</p>

Knowing and supporting individuals	What did we achieve:	Where to next?
<p>Northcote Kāhui Ako Achievement Challenge Tahī</p> <ul style="list-style-type: none"> Continue 'He Puna Kōrero A spring of voices', the NCOL wide case study Continue work on transitions Flexible Learning Days: Fri 24 March Thur 31 August Friday 17 November NCOL Teacher Only Day Friday 2 June <p>Implement Teaching and Tutoring Initiative 2023: \$22,255.69</p> <p>Develop a school-wide wellbeing strategy</p> <ul style="list-style-type: none"> Strengthen co-ordination of the wellbeing 'system' at Northcote College Embed GoodSpace <p>Focus on attendance New key measure is regular attendance over a term. Regular attendance more than 90% of available half-days (an average of nine days a fortnight).</p> <p>Eliminate harmful communication among students. Communications (speech and written communications) should reflect the 10 communication principles in the Harmful Digital Communications Act (HDCA). Communication should not denigrate a person's colour, race, ethnic or national origins, religion, gender, sexual orientation or disability.</p> <p>Develop guidelines for teachers about addressing 'slurs' in learning contexts.</p> <p>Engage with ERO's work on embracing diverse ethnicities. https://ero.govt.nz/our-research/education-for-all-our-children-embracing-diverse-ethnicities</p>	<p>Dean and Head of Learning Support undertook visits to Intermediate Schools to gather information about incoming Year 9 students. Changed enrolment information to include what the whānau recognise as the student's strengths – what are they drawn to.</p> <p>We did not develop guidelines for teachers about addressing 'slurs' in learning contexts.</p> <p>Completed the Annual Me and My School Survey in Term 3.</p> <p>Kāhui Ako transition events: NIS assembly visit NIS sports exchange Open Day</p> <p>Kāhui Ako subscription to Google Read&Write and full NC staff professional learning in use of this assistive technology - to support reading and writing skills of all students.</p> <p>Designated 'quiet space' for neurodivergent students & those with sensory issues at lunch - student led initiative.</p> <p>In Term 2 we hosted the Northcote Kāhui Ako Conference - Engaging all Learners; He whakamanawa i ā tātou akonga kia wana ake ai.</p> <p>Good Space survey of Year 9 students</p> <p>QR Codes for students to scan in/out of class to track student movement - to reduce vandalism but also find other issues, eg student with anxiety</p> <p>Loss of Learning Fund: 15 junior students received tutorial support with organisation, prioritising, executive functioning, and managing workloads.</p> <p>Contributed to the Education Hub survey on neurodivergent students – May.</p> <p>Google Suite PD with Kate Spragg on read & write tools to make learning tasks accessible for all.</p> <p>Rainbow Group is growing - over 30 students meeting weekly. Trip to Lil Gay Out in June.</p>	<p><i>See Strategic Plan 2024-2025</i> <i>See Annual Implementation Plan 2024</i></p> <p>Strengthening the co-ordination of the wellbeing 'system' at Northcote College is an ongoing piece of work.</p> <p>Wellbeing policies, structures, processes and roles is a goal in the 2024 Annual Implementation Plan.</p>

	Developed a Transitioning Policy, using InsideOUT's guide for creating rainbow inclusive policies.	
Curriculum Development	What did we achieve:	Where to next?
<p>Northcote Kāhui Ako Achievement Challenge Toru</p> <ul style="list-style-type: none"> Develop knowledge/understanding/teaching and learning of local history. Participate in NCOL TOD Fri 2 June <p>Northcote Kāhui Ako Achievement Challenge Rua:</p> <ul style="list-style-type: none"> Engage with NCOL work to investigate and respond to mathematics learning across the Kāhui Ako. <p>Manage Literacy and Numeracy Te Reo Matatini me te Pāngarau Transition Year 2023</p> <ul style="list-style-type: none"> Implement a school wide literacy plan to integrate explicit literacy teaching across subjects. <p>New Course</p> <ul style="list-style-type: none"> Introduce Dance <p>Review Health Education and Sexuality Education Policy</p> <p>Review Term 1 Pastoral Care Programme</p> <p>Engage with Mental Health Education Years 1-13: A guide for teachers, leaders, and school boards to strengthen teaching mental health education. https://hpe.tki.org.nz/assets/healthpe/pdfs/Mental-health-education-A-guide-for-teachers-leaders-and-school-boards.pdf</p> <p>Engage with Relationships and Sexuality Education: A Guide for Teachers, Leaders, and boards of trustees published by the Ministry of Education in 2020. https://hpe.tki.org.nz/assets/healthpe/pdfs/RSE+Guide+y9-13.pdf</p> <p>Engage with the NZC 'Refresh' and NCEA change programme. https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/</p>	<p>Introduced Dance in Years 10 and 11. Teacher voice: Dance has become a welcoming and accepting place for all students. It has been awesome watching students from our LSC department thrive in class. As the subject is predominately creative and physical, I have seen their confidence bloom and they interact with their peers positively. We have also had many international students join our class throughout the term. Whether they have joined for one week or the whole term, it has worked well as dance breaks down the language barrier, and they are able to not only successfully participate but contribute ideas from their own heritage and culture. Student voice: 7 short clips of students.</p> <p>MOE Teacher Only Day 26 April Whole staff presentation on Curriculum Refresh and NCEA Change Programme Breakout sessions x2 Department discussion/planning</p> <p>Report meetings with SLT and HoD/HoFs completed. All asked about progress with course design: Curriculum Refresh Matauranga Māori NCEA Change</p> <p>PD for new NCEA Level 1 standards for HOD/HOFs. NCEA implementation self-review tool shared with all staff.</p> <p>Took part in NCEA Common Assessment Activities (CAAs) Literacy and Numeracy for Year 10 students</p> <p>Course Directory and course planning - further de-streaming, for example 12ENG mixed ability</p> <p>Whole staff hui on Literacy and Numeracy Co-requisite Created Literacy and Numeracy Coordinator Roles</p> <p>ME and HAL attended MOE Level 1 NCEA workshop in August</p>	<p><i>See Strategic Plan 2024-2025</i> <i>See Annual Implementation Plan 2024</i></p> <p>Dance introduced in Years 9 and 12 in 2024. Year 13 in 2025.</p> <p>Work on Health Education and Sexuality Education Policy review is ongoing.</p> <p>Change of government has stalled the completion of the full refreshed curriculum framework, including Mātaioho and Common Practice Model.</p> <p>Year 11 English mixed ability to continue.</p> <p>Year 9 Maths to be taught in form classes in 2024.</p> <p>All Year 10 and those in Year 11 who are not yet successful to be supported to do CAAs in 2024.</p>

<ul style="list-style-type: none"> Engage with testing of the full refreshed curriculum framework, including Mātaioho and Mātaiahikā, in Term 1. Continue to integrate and embed matauranga Māori in course design across the curriculum Continue to develop and implement Aotearoa NZ Histories. Continue to implement the new NCEA Achievement Standards. Access professional learning on local curriculum development. Participate in: MoE Teacher Only Day Wednesday 26 April One other date (TBA) Continue to take part in NCEA Pilots 2023: History Spanish Mandarin <p>Promote inclusive and ‘mana enhancing’ courses that are strengths-based and so move further away from ‘streaming’.</p> <ul style="list-style-type: none"> All Year 11 English classes to be mixed ability, with flexibility and support for individual students provided within the one course. Year 9 Maths to be taught in form classes until mid-Term 1 with curriculum and pedagogical development for the Year 9 programme a key area of focus for the year in preparation for Year 9 Maths to be taught in form classes from 2024. 	<p>Navigating the NCEA Change – Middle Leader and HOD Planning workshops ME Assessment for Learning two-day workshop</p> <p>Flexible Learning Day - departments planning for NCEA Change - 31 August</p> <p>Curriculum Design webinar through The Education Hub in September.</p> <p>Implemented the change in Year 11 English classes to mixed ability, with flexibility and support for individual students provided within one course.</p> <p>Received the Common Practice Model Phase 1: Principles and Pedagogical Approaches https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/common-practice-model/</p>	
Cultural Responsiveness	What did we achieve:	Where to next?
<p>Strengthen our enacting of Te Tiriti</p> <p>Continue to engage with Ngāti Whātua and take advice from kaumatua.</p> <p>Engage with: Te Kawerau ā Maki Ngāti Paoa Ngāi Tai Ki Tāmaki</p> <p>Follow the Awataha Marae settlement.</p>	<p>3 April: Professional Issues meeting led by Te Kawerau a Maki.</p> <p>8 colleagues taking Te Whakamānawa PLD (23 Feb - 27 July) - “Developing Cultural Competencies in Learning Communities”</p> <p>37 colleagues studied Te Reo Māori with Te Ahu o Te Reo Māori.</p> <p>FLD Enactment of Te Tiriti o Waitangi workshop for all staff - Core Education – in March.</p>	<p><i>See Strategic Plan 2024-2025</i> <i>See Annual Implementation Plan 2024</i></p> <p>Continue to engage with Māori Achievement Collaborative (MAC).</p> <p>Implement a Northcote College Pedagogical Plan for 2024 that will be informed by: Niho Taniwha, The Hikairo Schema, Teaching and Leading to the North-East,</p>

<p>Build meaningful relationships with mana whenua. Engage with: Te Kawerau a Maki Ngāti Pāoa Ngāi Tai Ki Tāmaki</p> <p>Board of Trustees to use Hautū Tool for review and planning.</p> <p>Develop 'Teaching to the North-East' - responsive pedagogies to raise student engagement and achievement. https://theeducationhub.org.nz/teaching-to-the-north-east/</p> <p>Supported by PLGs, including: 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) PLG focus: Ka whai tatou i te whakaako i te reo me ngā tikanga/rautaki ako Māori ki te whakamana i ngā tauira... Integrate Māori language, tikanga and pedagogies into the learning programmes for akonga to enhance students' mana, wellbeing and achievement.</p> <p>Continue 'Ohu Māori' lead advisory group.</p> <p>Support staff and students to develop their use of tikanga Māori me te Reo Māori.</p> <ul style="list-style-type: none"> Encourage participation in Te Ahu o te Reo Māori programme. Develop and strengthen knowledge of tikanga through collective voice: karakia and waiata (Te Waiata o te Kura o Onewa). <p>Join the Māori Achievement Collaborative -Te Arahou kaupapa.</p> <p>Encourage teachers to accept professional responsibility for, and make a commitment to, improving Māori students' educational achievement.</p> <ul style="list-style-type: none"> Attend U- Learn https://core-ed.org/en_NZ/events-and-webinars/ulearn23/ Encourage teachers to undertake Te Whakamanawa https://core-ed.org/professional-learning/further-learning-opportunities/online-programmes/te- 	<p>Northcote Kāhui Ako Conference - Engaging all Learners; He whakamanawa i ā tātou akonga kia wana ake ai - Friday 2 June Ohu Māori meeting 6 June</p> <p>Hui with Ngāti Paoa - 1.8.23</p> <p>Hui with Te Kawerau a Maki - 3.8.23</p> <p>Professional Issues Staff Hui with Te Kawerau a Maki - 14.8.23</p> <p>BOT Hautū Presentation with Brenda Macpherson - 26.6.23</p> <p>Waiata kura (School waiata) - Staff briefings and School Assemblies</p> <p>Laulotaha evenings continue</p> <p>Professional learning opportunities 'Māori achieving success as Māori' webinar (Janelle Riki-Waaka) 'Equity for Leaders' webinar (Dr Hana O'Regan)</p> <p>Matariki Evening 28.7</p> <p>28.11 Ngāti Paoa Education Hui for Ohu Māori and HODs.</p> <p>KAW + MN interviews with Year 9 Māori students about what supports their learning best</p> <p>17.11 TOD Keynote speaker: Dr Melanie Riwai-Couch - Niho Taniwha: Improving Teaching and Learning for Ākonga Māori Workshop for Middle/Senior Leaders facilitated by Renee Neville: Culturally Responsive Pedagogy</p> <p>15.11 ME and LAU to Russell Bishop seminar on Leading to the North East</p> <p>Introduced an annual NZ Wars assembly.</p> <p>Fully engaged in MAC hui and conferences.</p> <p>Rework of Year 9 enrolment form to allow students to take te Reo Māori and an international language.</p> <p>Presented 'Kia kaha Te Reo Māori' pins at assembly on 4.9.23 to celebrate Te Wiki o Te Reo Māori. Te Ahu o Te Reo Māori e song introduced to whole school.</p>	<p>the Common Practice Model and High Impact Teaching Strategies.</p>
--	---	---

<p>whakamanawa/</p> <ul style="list-style-type: none"> Five things teachers can do to support tauira Māori <p>Teacher Only Day speakers Mere Berryman or Melanie Riwai Couch.</p> <p>Treaty speaker for the whole staff.</p> <p>Continue Māori student voice group interviews and Kāhui Ako 'He Puna Kōrero' Case Studies with Māori whānau and students.</p> <p>Track the number of students studying Te Reo Maori. Ensure Deans know the importance of taking Te Reo Maori. Find a way to change the timetable structure from 2024 to allow students to study Te Reo Māori and other languages.</p> <p>Principal's sabbatical project: local (pre-European) history</p>		
Property Development	What did we achieve:	Where to next?
<p>Redevelopment</p> <p>Work with Ministry of Education, designers and consultants and contractors to deliver entire Stage 1 of Redevelopment project.</p> <p>Key actions include:</p> <ul style="list-style-type: none"> Complete enabling works to ORO, A Block and F Block and managing the moves. Solve issues of current gymnasium Complete design of new gym and re-establish funding. Complete design of CDL and re-establish funding. Support contractor building new classroom block. <p>5YA 2023 projects</p> <ul style="list-style-type: none"> Drain replacements Heat pump replacements Blk F part refurbishment <p>Address impact of gum on paths and other school property.</p>	<p>Report on costs and scope for remediation of existing gym were discussed at April BOT meeting. School SLT and Board have significant concerns which include health and safety of students and staff given the current proposal plan involves school use of the gym while asbestos is being removed. No update yet from Ministry on costs and scope of new gym.</p> <p>F block enabling works completed and occupied. A block enabling works completed and occupied. ORO roof completed.</p> <p>Ministry still investigating gymnasium remediation v new gym.</p> <p>CDL design work recommenced and then stalled.</p> <p>Managed air quality issues with a Ministry funded approach of testing and fogging.</p> <p>Gym has been shrink-wrapped.</p>	<p><i>See Strategic Plan 2024-2025</i> <i>See Annual Implementation Plan 2024</i></p> <p>The new 38 classroom block will be completed in August 2025.</p> <p>At the time of writing there is no clarity about the rest of Stage 1. Both the new gym and renovation of CDL are stalled.</p>

Other actions/areas of work	What did we achieve?	Where to next?
1. Continue focus on effective pedagogy and sharing of best practice. Offer Educative Adaptive Mentoring Professional Learning programme for PCT.	Ngaire Hoben 4x workshops on Educative Mentoring for supervisors of PCTs - two in Term 1 and two in Term 2. First workshop completed in March.	
2. Re-establish the Northcote College Leadership Development Group.	No progress.	
3. Continue involvement in Waikato in-school teacher training.	Two pre-service teachers training at Northcote College in 2023. Ministry funding has been approved for this programme for 2024.	One trainee (Mathematics) signed up for 2024.
4. Manage transition to new staff and structure in Schools Accounts.	Completed.	
5. Rebuild International Student Programme	In September we had 66 FTE compared to original budget of 50.	Budgeting for 96 international students in 2024.
6. Host a Mandarin Language Assistant.	Mandarin Language Assistant commence his role at the start of Term 1.	
7. ICT Management Committee and PN Jane Hall to consider our pathway towards Digital Exams.	The delay of the wireless upgrade (WSNUP) is of concern. Note: NZQA are currently undertaking a project nationally to determine 'what it will take' to get digital exams implemented. Wireless upgrade completed in July holidays.	
8. Manage the change from Principal Appraisal to Professional Growth Cycle.	Completed.	
9. Update physical restraint policies and procedures to meet new guidelines by 7 May. From 7 February 2023, schools will need to report physical restraint incidents using the online form through the community portal.	Policy was approved at April BOT meeting.	
10. Principal sabbatical Term 2. Research Project: Local History.	Completed.	

11. Improve comms to parents through website and apps.	Improved comms to parents through website and apps.	
12. Memorial for Karen Russell	Not completed.	

Giving Effect to Te Tiriti o Waitangi

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 new strategic plan 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 2023 to achieve these goals include:

- Using the Hautū tool to reflect on policies and practices.
- Joining and engaging with Māori Achievement Collaborative (MAC).
- Creating a 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.
- Employing two additional (permanent) teachers of Te Reo Māori to increase ākonga access to te reo Māori and tikanga Māori classes.
- Being at the forefront of implementation of Aotearoa NZ histories.
- Developing an annual report 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
- Professional Learning Groups (PLG), including:
 - 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)
 - PLG focus: Ka whai tatou i te whakaako i te reo me ngā tikanga/rautaki ako Māori ki te whakamana i ngā tauira. | Integrate Māori language, tikanga and pedagogies into the learning programmes for ākonga to enhance students' mana, wellbeing and achievement.
- 'Ohu Māori' lead advisory group
- Supporting staff and students to develop their use of tikanga Māori me te reo Māori.
 - Encouraging participation in Te Ahu o te Reo Māori programme.
 - Developing and strengthening knowledge of tikanga through collective voice: karakia and waiata (Te Waiata o te Kura o Onewa)

- 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 to support enacting of Te Tiriti including; Mere Berryman, Melanie Riwai Couch, Russell Bishop.
- Undertaking annual Māori student voice focus group interviews to inform decision making.
- Principal's sabbatical project 2023 researching pre-European history of the local area.
- Principal, SLT, HODs and other middle leaders actively encouraging staff to engage in professional learning around PFS, Māturanga Māori, te reo Māori and tikanga.
- Developing and delivering local history tours to reflect Māori history and pūrākau for our staff and others in our Kāhui Āko.
- Tracking of student and staff numbers studying te Reo Māori in our annual Key Indicators Report.

Ākonga Māori NCEA Achievement 2023

Qualification	All NC students		Ākonga Māori	
	2023 (Nat)	2022 (Nat)	2023 (Nat)	2022 (Nat)
NCEA Level 1	78.5% (61.7%)	81.0% (64.9%)	72.1% (51.9%)	62.2% (53.9%)
NCEA Level 2	79.8% (73.2%)	78.9% (74.9%)	63.4% (64.1%)	78.1% (64.1%)
NCEA Level 3	75.3% (67.7%)	70.0% (68.2%)	69.2% (56.3%)	56.8% (55.7%)
University Entrance	61.6% (49.7%)	57.7% (50.3%)	50.0% (31.2%)	37.8% (30.9%)
Level 1 Literacy (Yr 11)	92.0% (82.4%)	92.3% (81.6%)	90.7% (74.6%)	77.8% (74.0%)
Level 1 Numeracy (Yr 11)	93.1% (81.5%)	92.7% (80.8%)	93.0% (70.9%)	71.1% (70.6%)
UE Literacy (Yr 13)	80.5% (68.9%)	84.5% (69.1%)	42.7% (25.8%)	49.1% (24.5%)

Northcote College

Kiwi Sport Funding

For the year ended 31 December 2023

In 2023 Northcote College received \$31,256.77 (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 18 competitive sports. There are 493 students involved in sports, which is 39% of the school's roll. Of these students 49% are male and 51% are female.

Northcote College

Good Employer Assurance

For the year ended 31 December 2023

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.