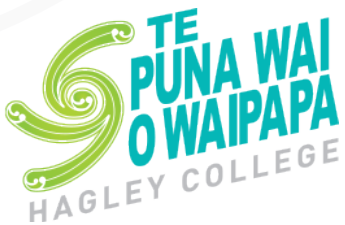




Annual Report 2024

Te Puna Wai o Waipapa - Hagley College



HAGLEY COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 336

Principal: Rowan Milburn

School Address: 510 Hagley Ave, Christchurch 8011

School Postal Address: PO Box 3084, Christchurch 8140

School Phone: (03) 3793090

School Email: info@hagley.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Melanie Morris	Presiding Member	Elected	Sep-25
Rowan Milburn	Principal ex Officio		
Paul Ballantine	Parent Representative	Elected	Sep-25
Phillipa Weir	Parent Representative	Elected	Sep-25
Zelda Yates	Parent Representative	Elected	Sep-25
Charles Mullins	Parent Representative	Elected	Sep-25
Suzanne Waters	Staff Representative	Elected	Sep-25

HAGLEY COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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Hagley 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.

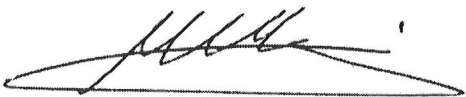
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

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.

Melanie Morris

Full Name of Presiding Member



Signature of Presiding Member

30 May 2025

Date:

Rowan Claire Milburn

Full Name of Principal



Signature of Principal

30 May 2025

Date:

Hagley College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	21,288,504	21,661,535	21,557,900
Locally Raised Funds	3	792,183	731,650	723,326
Interest		217,402	160,000	200,002
Gain on Sale of Property, Plant and Equipment		-	-	18,261
Total Revenue		22,298,089	22,553,185	22,499,489
Expense				
Locally Raised Funds	3	281,164	289,000	305,052
Learning Resources	4	16,213,233	16,773,656	16,704,525
Administration	5	1,615,064	1,633,370	1,650,023
Interest		7,052	7,000	7,458
Property	6	4,104,772	3,906,110	4,021,473
Loss on Disposal of Property, Plant and Equipment		2,674	-	1,167
Total Expense		22,223,959	22,609,136	22,689,698
Net Surplus / (Deficit) for the year		74,130	(55,951)	(190,209)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		74,130	(55,951)	(190,209)

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



Hagley College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		5,198,251	5,198,251	5,388,460
Total comprehensive revenue and expense for the year		74,130	(55,951)	(190,209)
Contribution - Furniture and Equipment Grant		100,846	-	-
Equity at 31 December		5,373,227	5,142,300	5,198,251
Accumulated comprehensive revenue and expense		5,373,227	5,142,300	5,198,251
Equity at 31 December		5,373,227	5,142,300	5,198,251

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.



Hagley College

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	281,965	250,457	301,778
Accounts Receivable	8	1,275,181	1,223,296	1,655,161
GST Receivable		12,170	(3,353)	600
Prepayments		2,583	3,200	272
Inventories	9	5,903	4,100	5,708
Investments	10	3,293,000	3,166,000	2,683,000
		<u>4,870,802</u>	<u>4,643,700</u>	<u>4,646,519</u>
Current Liabilities				
Accounts Payable	12	1,870,566	1,835,909	1,912,013
Revenue Received in Advance	13	292,195	301,300	308,984
Finance Lease Liability	14	90,889	90,000	89,169
Funds held in Trust	15	195,348	170,700	174,473
Funds held on behalf of School Cluster	17	(6,734)	15,000	13,821
		<u>2,442,264</u>	<u>2,412,909</u>	<u>2,498,460</u>
Working Capital Surplus/(Deficit)		2,428,538	2,230,791	2,148,059
Non-current Assets				
Property, Plant and Equipment	11	2,974,370	2,946,509	3,082,509
		<u>2,974,370</u>	<u>2,946,509</u>	<u>3,082,509</u>
Non-current Liabilities				
Finance Lease Liability	14	29,681	35,000	32,317
		<u>29,681</u>	<u>35,000</u>	<u>32,317</u>
Net Assets		<u><u>5,373,227</u></u>	<u><u>5,142,300</u></u>	<u><u>5,198,251</u></u>
Equity		<u><u>5,373,227</u></u>	<u><u>5,142,300</u></u>	<u><u>5,198,251</u></u>

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



Hagley College

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		6,809,900	6,652,362	6,035,123
Locally Raised Funds		772,024	701,107	712,119
International Students		60,959	56,000	4,522
Goods and Services Tax (net)		(11,570)	3,953	90,552
Payments to Employees		(4,295,754)	(4,075,457)	(4,164,436)
Payments to Suppliers		(2,623,334)	(2,766,215)	(2,483,825)
Interest Paid		(7,052)	(7,000)	(7,458)
Interest Received		215,009	180,009	178,418
Net cash from/(to) Operating Activities		920,182	744,759	365,015
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(2,674)	-	17,094
Purchase of Property Plant & Equipment (and Intangibles)		(339,260)	(314,000)	(664,752)
Purchase of Investments		(610,000)	(483,000)	400,000
Net cash from/(to) Investing Activities		(951,934)	(797,000)	(247,658)
Cash flows from Financing Activities				
Furniture and Equipment Grant		100,846	-	-
Finance Lease Payments		(89,227)	3,514	247,474
Funds Administered on Behalf of Other Parties		320	(2,594)	(99,407)
Net cash from/(to) Financing Activities		11,939	920	148,067
Net increase/(decrease) in cash and cash equivalents		(19,813)	(51,321)	265,424
Cash and cash equivalents at the beginning of the year	7	301,778	301,778	36,354
Cash and cash equivalents at the end of the year	7	281,965	250,457	301,778

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.



Hagley College

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Hagley 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.

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 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) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

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



f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10 years
Board-owned Buildings	40 - 50 years
Furniture and Equipment	5 - 10 years
Information and Communication Technology	2 - 5 years
Motor Vehicles	5 years
Artworks	100 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



k) 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 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.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) 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.

r) Financial Instruments

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

The School's financial liabilities comprise accounts payable and finance lease 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) 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.

t) Budget Figures

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

u) Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	5,412,784	5,281,874	5,550,640
Teachers' Salaries Grants	12,186,012	13,000,000	12,641,441
Use of Land and Buildings Grants	2,693,854	2,400,000	2,416,433
Other Government Grants	995,854	979,661	949,386
	<u>21,288,504</u>	<u>21,661,535</u>	<u>21,557,900</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	17,687	18,000	10,225
Fees for Extra Curricular Activities	14,865	6,000	7,282
Café	244,638	256,000	254,233
Fundraising and Community Grants	50,864	44,000	32,480
Curriculum related Activities - Purchase of goods and services	135,188	117,950	123,318
Other Revenue	299,224	259,700	285,627
International Student Fees	29,717	30,000	10,161
	<u>792,183</u>	<u>731,650</u>	<u>723,326</u>
Expense			
Extra Curricular Activities Costs	4,118	3,000	3,745
Café	276,500	286,000	283,727
Fundraising and Community Grant Costs	-	-	17,408
International Student - Other Expenses	546	-	172
	<u>281,164</u>	<u>289,000</u>	<u>305,052</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>511,019</u>	<u>442,650</u>	<u>418,274</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	741,425	699,220	767,456
Information and Communication Technology	325,236	332,800	305,948
Employee Benefits - Salaries	14,543,098	15,231,261	15,009,668
Staff Development	59,628	54,000	74,055
Depreciation	537,710	450,000	540,775
Other Learning Resources	6,136	6,375	6,623
	<u>16,213,233</u>	<u>16,773,656</u>	<u>16,704,525</u>

5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	11,724	10,609	12,009
Board Fees and Expenses	15,036	18,200	16,964
Operating Leases	3,456	-	5,136
Legal Fees	3,360	10,000	9,375
Other Administration Expenses	399,912	397,900	476,954
Employee Benefits - Salaries	1,131,492	1,144,500	1,079,247
Insurance	50,084	52,161	47,642
Service Providers, Contractors and Consultancy	-	-	2,696
	1,615,064	1,633,370	1,650,023

6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	-	11,000	-
Heat, Light and Water	426,404	440,000	459,967
Rates	64,675	63,110	54,543
Repairs and Maintenance	134,725	198,000	216,544
Use of Land and Buildings	2,693,854	2,400,000	2,416,433
Employee Benefits - Salaries	716,495	731,000	805,061
Other Property Expenses	68,619	63,000	68,925
	4,104,772	3,906,110	4,021,473

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	81,965	250,457	111,778
Short-term Bank Deposits	200,000	-	190,000
Cash and cash equivalents for Statement of Cash Flows	281,965	250,457	301,778

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

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	23,931	10,000	10,112
Receivables from the Ministry of Education	36,733	93,296	517,152
Interest Receivable	42,402	20,000	40,009
Teacher Salaries Grant Receivable	1,172,115	1,100,000	1,087,888
	<u>1,275,181</u>	<u>1,223,296</u>	<u>1,655,161</u>
Receivables from Exchange Transactions	66,333	30,000	50,121
Receivables from Non-Exchange Transactions	1,208,848	1,193,296	1,605,040
	<u>1,275,181</u>	<u>1,223,296</u>	<u>1,655,161</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cafeteria	5,903	4,100	5,708
	<u>5,903</u>	<u>4,100</u>	<u>5,708</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	3,293,000	3,166,000	2,683,000
Total Investments	<u>3,293,000</u>	<u>3,166,000</u>	<u>2,683,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	1,183,535	-	-	-	(46,085)	1,137,450
Building Improvements	55,090	17,661	-	-	(10,886)	61,865
Furniture and Equipment	1,153,329	193,063	-	-	(196,266)	1,150,126
Information and Communication Technology	486,510	71,820	-	-	(181,193)	377,137
Motor Vehicles	97,238	-	-	-	(29,746)	67,492
Artwork	7,680	-	-	-	(98)	7,582
Leased Assets	64,191	137,417	-	-	(67,868)	133,740
Library Resources	34,936	12,284	(2,674)	-	(5,568)	38,978
	<u>3,082,509</u>	<u>432,245</u>	<u>(2,674)</u>	<u>-</u>	<u>(537,710)</u>	<u>2,974,370</u>

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	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated	Net Book	Cost or	Accumulated	Net Book
	\$	\$	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	2,186,783	(1,049,333)	1,137,450	2,186,783	(1,003,248)	1,183,535
Building Improvements	543,874	(482,009)	61,865	526,213	(471,123)	55,090
Furniture and Equipment	2,916,862	(1,766,736)	1,150,126	2,731,512	(1,578,183)	1,153,329
Information and Communication Technology	2,293,890	(1,916,753)	377,137	2,222,070	(1,735,560)	486,510
Motor Vehicles	184,267	(116,775)	67,492	184,267	(87,029)	97,238
Artwork	9,847	(2,265)	7,582	9,847	(2,167)	7,680
Leased Assets	239,060	(105,320)	133,740	150,749	(86,558)	64,191
Library Resources	250,692	(211,714)	38,978	258,167	(223,231)	34,936
	8,625,275	(5,650,905)	2,974,370	8,269,608	(5,187,099)	3,082,509

12. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	207,895	197,189	157,902
Accruals	202,541	128,720	287,527
Employee Entitlements - Salaries	1,349,576	1,350,000	1,341,794
Employee Entitlements - Leave Accrual	110,554	160,000	124,790
	1,870,566	1,835,909	1,912,013
Payables for Exchange Transactions	1,870,566	1,835,909	1,912,013
	1,870,566	1,835,909	1,912,013

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Grants in Advance - Ministry of Education	31,621	70,000	103,029
International Student Fees in Advance	31,242	26,000	-
Other revenue in Advance	229,332	205,300	205,955
	292,195	301,300	308,984

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:

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	90,889	90,000	89,169
Later than One Year and no Later than Five Years	29,681	35,000	32,317
	<u>120,570</u>	<u>125,000</u>	<u>121,486</u>
Represented by			
Finance lease liability - Current	90,889	90,000	89,169
Finance lease liability - Non current	29,681	35,000	32,317
	<u>120,570</u>	<u>125,000</u>	<u>121,486</u>

15. Funds held in Trust

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	195,348	170,700	174,473
	<u>195,348</u>	<u>170,700</u>	<u>174,473</u>

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

16. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Rhino Fire and Security Upgrade	-	185,146	(185,146)	-	-
LS Visual Property Modifications - Project 240787	-	235,669	(235,669)	-	-
Totals	<u>-</u>	<u>420,815</u>	<u>(420,815)</u>	<u>-</u>	<u>-</u>

Represented by:

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

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Admin and Library Fire Upgrade	-	41,448	(41,448)	-	-
Visibility Upgrades	-	14,575	(14,575)	-	-
Totals	<u>-</u>	<u>56,023</u>	<u>(56,023)</u>	<u>-</u>	<u>-</u>

Represented by:

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



17. Funds Held on Behalf of Kahui Ako Te Taura Here o Otautahi Cluster

Hagley College is the lead school funded by the Ministry of Education to provide services to its cluster of schools.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	13,821	13,821	113,849
Funds Received from Cluster Members	50,400	50,000	
Funds Received from MOE	78,147	56,000	88,049
Total funds received	<u>128,547</u>	<u>106,000</u>	<u>88,049</u>
Funds Spent on Behalf of the Cluster	(149,102)	(104,821)	(188,077)
Funds Held at Year End	<u>(6,734)</u>	<u>15,000</u>	<u>13,821</u>

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	3,665	3,645
<i>Leadership Team</i>		
Remuneration	665,865	593,788
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>669,530</u>	<u>597,433</u>

There are seven members of the Board excluding the Principal. The Board has held ten full meetings of the Board in the year. The Board also has Finance (three members) committees that meet monthly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2024	2023
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210 - 220	200 - 210
Benefits and Other Emoluments	5 - 10	5 - 10
Termination Benefits	-	-

Other Employees

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

Remuneration	2024	2023
\$000	FTE Number	FTE Number
100 - 110	36.00	27.00
110 - 120	18.00	14.00
120 - 130	12.00	13.00
130 - 140		
140 - 150	2.00	1.00
150 - 160	1.00	1.00
	<u>69.00</u>	<u>56.00</u>

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	2023
	Actual	Actual
Total	\$0	\$12,120
Number of People	0	2

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).

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The School is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the School will be required to maintain any buildings that are not replaced.

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 for 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.

(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	3,879	3,540
Later than One Year and No Later than Five Years	15,518	14,160
	<u>19,397</u>	<u>17,700</u>

The total lease payments incurred during the period were \$3,879 (2023: \$3,540).

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	281,965	250,457	301,778
Receivables	1,275,181	1,223,296	1,655,161
Investments - Term Deposits	3,293,000	3,166,000	2,683,000
Total financial assets measured at amortised cost	<u>4,850,146</u>	<u>4,639,753</u>	<u>4,639,939</u>

Financial liabilities measured at amortised cost

Payables	1,870,566	1,835,909	1,912,013
Finance Leases	120,570	125,000	121,486
Total financial liabilities measured at amortised cost	<u>1,991,136</u>	<u>1,960,909</u>	<u>2,033,499</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 HAGLEY COMMUNITY COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Hagley Community College (the School). The Auditor-General has appointed me, Michael Lee, 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 4 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.

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 includes copies of the Presiding Member's Report, Principal's Report, Board Listing, Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, Report on other special and contestable funding and Statement of KiwiSport funding, 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.



Michael Lee

Crowe New Zealand Audit Partnership

On behalf of the Auditor-General

Christchurch, New Zealand

Te Puna Wai o Waipapa – Hagley College

Annual Report 2024

Presiding member's report

Te Puna Wai o Waipapa | Hagley College Board Presiding Member Annual Report - 2024

As Presiding Member of the Board, it gives me great pleasure to present this annual report, reflecting on the journey of Te Puna Wai o Waipapa - Hagley College throughout 2024. This year has been one of both significant progress and challenges, and I commend the dedication and resilience of our staff, students, and wider community.

Key Highlights of 2024:

- **Board Leadership & Governance:** The Board elected Melanie Morris as Presiding Member/Chair and Paul Ballantine as Deputy Presiding Member. Paul Ballantine also took on the role of Finance Committee Chair. We also farewelled Paul Ballantine at the end of 2024 and thank him for his service.
- **Financial Stewardship:** The board has closely monitored the college's finances, addressing a projected deficit and implementing strategies for responsible spending. We have implemented new reporting formats to improve transparency and decision-making.
- **Policy & Compliance:** The board approved several key policies, including the Conflict of Interest Policy, Cellphone Policy (with ongoing review), Assessing and Responding to Concerns and Complaints Policy, Protected Disclosure Policy, and Performance Management Policy. The use of Schooldocs has streamlined the Board's review process for policies significantly.
- **Staffing & Wellbeing:** The board has supported staff through various leave applications and acknowledged their hard work, particularly during periods of relief cover. The board also approved the Te Puna Wai o Waipapa – Hagley College Health Consultation Delivery Statement.
- **Property Development:** The Whare and Gym rebuild project commenced in September, with an expected completion date by July 2025.
- **Student Achievement:** The board has reviewed NCEA results, noting improvements in some areas and identifying areas for further focus. Attendance has been identified as a key factor in student success.
- **Student Wellbeing:** The board approved Orton Bradley Park as the new location for the Year 10 camp.
- **Community Engagement:** We celebrated the closing of the Wharenui for redevelopment and held a successful Hui-a-whānau.

Looking Ahead:

As we move forward, we remain committed to providing a high-quality, inclusive education for all our ākonga. We will continue to focus on:

- Maintaining sound financial management.
- Supporting our dedicated staff.
- Ensuring the successful completion of the rebuild project.
- Improving student achievement and wellbeing.
- Strengthening our connections with the community.

He waka eke noa - We are all in this together.

I extend my sincere gratitude to the Board of Trustees, Principal, staff, students, and whānau for their unwavering commitment to Te Puna Wai o Waipapa | Hagley College. Together, we will continue to empower our students to achieve their full potential.

Principal's report

Successes

2024 was another successful year for Te Puna Wai o Waipapa – Hagley College.

We experienced continual roll growth with a March 1 roll return of 1326, which was up from 1218 in 2023. Specific areas of growth included our Year 9 (with the addition of a sixth class), English Language Learning, After 3 Adult Education programmes and specialist Pre- professional programmes. We still have demand for places throughout the secondary college, particularly Years 10-13. The challenge with ongoing and continuous enrolments is our ability to provide an appropriate course/pathway for students who join us throughout the year. We continuously enrolled through 2024, where we had places available in programmes, and the students met our designated character criteria. This made a big difference to our retention of students and therefore roll numbers. Our retention of students in 2024 was a drop of 92 students from our March 1 roll return to our September roll return. In previous years it was not uncommon to be losing 50 students per term which is partly reflected in the nature of our school, where students come with a variety of educational goals that could be considered non-traditional.

Attendance was another strength area of our kura in 2024. Our actual attendance rates are still well below the attendance targets of the Ministry of Education but our attendance planning document and processes have strengthened significantly in 2024. We established and shared our attendance plan which is in line with the Government's STAR (Stepped Attendance Response) attendance plan. We designed targets that are incrementally getting us closer to the Government targets and clarified the school's roles and responsibilities with respect to student attendance. This included ensuring parents are notified consistently and in a timely way when their young person is absent from school as well as providing parents and whānau with a weekly attendance summary every Friday evening for the concluded week, regularly sending a document outlining support services for students and whānau related to attendance and informing whānau when attendance has reached a point where the young person is at risk of not achieving their goals. It has been difficult to compare our attendance rates with other years based on the fact we have changed how we report on attendance in alignment with the Government's requirements. In comparing Term 1 data from 2024 to Term 1 2025, a 3% attendance increase of those students regularly attending (90-100%) has been noted. The goal for 2024 was to have robust systems in place to support students and whānau to attend regularly. We also participated in a pilot program through the Ministry of Education where we identified a number of students in Year 10 whose attendance we were trying to lift to above 80% through monitoring and mentoring processes. Just over 85% of students in that pilot study lifted their attendance across Term 3.

There is a full section in this report dedicated to student achievement but I would like to highlight our rate of NCEA Level 1 Merit and Excellence endorsements which was above the national average. To acknowledge this success we held both a Year 12 and Year 13 endorsement assembly to recognise the achievement of these students in front of their peers and parents. This celebration was well received by students and parents and will be built into our calendar for the future.

Another success for our kura in 2024 was our continued work with staff around culturally responsive practices and the number of staff who were enrolled in dedicated Te reo Māori study. As part of staff members' Professional Growth Cycle, staff were given time to complete a school specific self- assessment tool which, at a point in time, showed where that staff member was at with te reo and tikanga Māori. Staff were then offered a number of ways to upskill in both areas. A second evaluation using the same tool was later undertaken by staff. Heads of Department then used this tool as a discussion point when they met with staff at the end of the year to talk about the staff members' Professional Growth Cycle. While te reo competence and tikanga knowledge is an aspect of cultural competence, we also had a focus on improving staff members' culturally responsive practices by continuing to unpack teaching strategies that are culturally responsive in professional development sessions and offering a Mātauranga Māori Professional Learning Group that staff could opt into. This work was guided by Russell Bishop's 'Teaching to the North East' and

the 'Hikairo Schema' document. The school's progress on giving effect to Te Tiriti o Waitangi will be detailed further later in this document.

Literacy and numeracy have been a strong focus in 2024, and preparing students for the CAA has dominated this space. Alongside our schoolwide approach to subject specific literacy to support students' success and growth in their literacy and numeracy skills we offered small group teaching targeting the CAA. The statement of variance breaks down value added in the junior school and in general we were pleased that just over 50% of our Year 10 students achieved literacy and numeracy in Year 10 via the CAA. This offers those students a head start for NCEA Level 1 in 2025.

Another success was the conducting of wellbeing surveys for target groups. The survey results emphasised that students like being at our school and they had good advice that has been able to be shared with kaiako about what makes a difference to their wellbeing at school. Interestingly, it is teachers giving good robust feedback to students and having high expectations of them and their work that they see as being the marker of teachers who care. The survey further reinforced the work that we have been doing on cultural responsiveness in that students articulated that it has a greater impact on them to have a teacher help them to experience success in a classroom rather than for the teacher to make casual conversation about, for example, their interests. There is a place for both, but what happens in a teacher's class makes the difference to a student experiencing success and feeling more positive about themselves.

The re-energising of our Kāhui ako 'Te Taura here o Ōtautahi was also a success in 2024. Anita Yarwood and Rowan Milburn took on the co-leadership of the Kāhui ako and we presented our re-energised kāhui ako to Ao Tawhiti and Hagley staff with a PLD day in Term 4. It included a keynote speaker and workshop sessions that were staff planned and staff led. The event was a great success and re-introduced our staff to the goals and work of the kāhui ako. It remains a challenge to engage with all kura and ECE's in our kāhui ako but our philosophy has been to work with the willing and successes included the following

- Excellent within school teachers and across school leads
- Staff applying for positions within our kāhui ako
- PLD opportunities for ECE's and opportunities for those head teachers to come together
- Mentoring and coaching of Within School teachers from Te Puna Wai College and Ao Tawhiti
- Termly hui as a governance group of Principals

We were extremely grateful to have our third building project begin in 2024. Our whare ako, named Pūkaki, due for completion in July 2025, will serve both as a welcome space and classrooms, and will also have the capacity for noho marae. This building will sit proudly on the corner of our site and is very visible to our community so staff and new students can be welcomed onto our site from the street following appropriate tikanga. The building project has also included a very much needed refurbishment to Gym 1. Working within the Christchurch Rebuild Programme on buildings which are part of an ageing site has not been without its challenges, but a priority for our school is to provide buildings that are warm and dry and which encourage and promote good teaching and learning. The building work in general has been a success for 2024.

Challenges

Managing and maintaining a site where there are very old buildings alongside new ones remains a challenge. We are still in the Christchurch Rebuild Programme with building still ongoing which has meant we are tight for classroom space and this has meant that without a Ministry of Education supported property plan we have had to take opportunities that arose to revitalise areas rather than necessarily having a specific maintenance plan. The funding and priorities change all the time. We are due to exit the Christchurch

Rebuild Programme at the end of 2025 so we will transition into a ten year property plan with support from our Ministry of Education Property Adviser.

Student attendance, which is reflected in student achievement, particularly NCEA, remains a challenge. Students come to our kura for many reasons at many points in their education journey and this can at times be reflected in lower attendance due, for example, to mental health and anxiety. We have noticed a strong correlation between students with a 60% attendance rate who generally achieve about 60% of the credits they require to achieve NCEA. The link is very close between attendance and achievement, particularly at Level 1 and then there a few outliers in level 2 and even more in Level 3. We know we need students to attend more but the solution is not clear and every situation is individual and complex. In 2024 we had a resource of a 0.8 FTTE social worker and a 0.8 FTTE mental health adviser funded through various sources including the Ministry of Education, and two schools that utilised the resource the most. Both roles were crucial in working across our kāhui ako to lift attendance where mental health was often a significant factor. The Ministry of Education had originally supported these roles financially but then withdrew the funding after 2 years. Unfortunately, in 2025 we have had to reduce the roles to just a mental health adviser which has left a gap in the social work area. Many of our vulnerable ākongā such as former migrant and refugee students were heavily supported by our social worker and it was so valuable as a resource that a small working group are working hard to pursue other funding avenues with the goal of generating enough funding in 2025 to have both roles in place for 2026.

Our Pre- professional course numbers remain a challenge in that we have a great deal of competition from other tertiary providers. Our Pre- professional courses target students with a specific interest to learn in that context for most or all of their programmes and often targets 18-22 year olds. These courses contribute to the special character of our school and numbers have tended to fluctuate in the time they have been running. In 2024 we implemented taster days to help attract our own students as well as external students and numbers in these programmes are up for 2025. The increased competition from other tertiary providers as well as other broader social forces remain a challenge for our kura. We continue to expand how we market these programmes into 2025.

Similar challenges face our Tertiary Pathways programmes. We begin the year with Catch up College and in 2024 we had students from Christchurch and beyond enrol in our Catch Up College programme in January. The challenge with Catch up College is our schools' ability to staff the range of curriculum areas to make it meaningful for students who have very individualised University Entrance needs. The cost to the school is significant, but the benefit to 2024's 76 students and the service which the programme provides to the wider community is also highly significant and deserves better recognition in terms of Ministry of Education funding. Being in the donation scheme means we charge a small administration/enrolment fee only. We will continue to weigh up the longevity of this programme and its financial viability.

Our education provision for students from migrant and refugee families remains both a success and a challenge for our kura. We have a very well led and strong English Language Learning department and 2024 saw students opt into a Monday afternoon programme that supported students' life skill development. Students could opt into, for example, Gym classes, sewing, gardening, computer skills classes as contexts for their English language learning and this was a very useful addition for our ELL learners. We are a popular

school for former refugee families as in many cases whole families are educated at Hagley and we have multi-level English Language programmes. The success is our numbers and outcomes for students and the challenge is to offer the wrap-around support for students who often present with trauma related backgrounds. Our ELL teachers and bilingual support workers do a great job considering their jobs often require social work understanding, immigration advocacy and counsellors. This remains a challenging space to meet student needs with the resource of a 'normal' secondary school. Fast growing numbers of adolescent classes will be an area to review in 2025 as trends show these classes grow through the year to almost unmanageable numbers and additional staffing is difficult to provide for these 20 hour programmes over the course of the year. It is a challenge to maintain our community focussed service work in this area, given the funding models which are designed for more traditional schools.

Board members

Board member names	Date that the board member's term finishes
Melanie Morris (Presiding Member)	14 th September, 2025
Zelda Yates (Deputy PM)	14 th September, 2025
Phillipa Weir	14 th September, 2025
Charles Mullins	14 th September, 2025
Suzanne Waters (staff)	14 th September, 2025
Lucia Campbell-Reeves (student)	14 th September, 2025
Trevor Campbell (Chair of Finance Committee)	14 th September, 2025

Statement of Variance 2024

INTRODUCTION

Our strategic goals set out how we give effect to the priorities our school has collectively established.

Our priorities are centred on realising our students' high levels of engagement and achievement, on achieving equity in educational opportunity, on giving effect to Te Tiriti o Waitangi and positively impacting student and staff wellbeing so our community can flourish. Our goals place an emphasis on the growth and improvement of our Te Puna Wai o Waipapa - Hagley College staff as a critical step in order to achieve our student-centred goals. Our goals also reflect our mandate and responsibility to act as a designated character school, meeting the needs of learners of all ages across our region.

Our goals are closely aligned to the National Education and Learning Priorities and the New Zealand Curriculum.

Each year, we undertake a collaborative process to review and set our goals so that everyone is informed and connected to them.

OUTCOMES

We want all Te Puna Wai o Waipapa – Hagley College students to be successful learners. Our mission is to build success, achievement and a desire for lifelong learning for every student. There are four key intended outcomes to enable students to be successful: engagement, retention, achievement and transitions.

1. **Engagement:** Improving our students' engagement in school and in their learning are fundamental to our work. This involves the active development of student wellbeing, built on understandings about how our students feel about their school and their learning. We focus on authentic relationships and our teachers becoming significant adults in the lives of their students.
2. **Retention:** Students being connected to their learning is vital to retention and success. We are committed to retaining students in their programmes and to reaching goals they have co-constructed with their teachers. These goals include qualifications, pathways and transitions to further learning, training or employment.
3. **Achievement:** The development of transferable learning skills and the gaining of qualifications are fundamental to success in students' lives at and beyond Te Puna Wai o Waipapa. The provision of literacy and numeracy interventions will support student achievement.
4. **Transitions:** We play a role in establishing appropriate pathways for students and support them in transitioning into their 'next steps'. Positive outcomes for all our students are the advancement to further learning, training or employment.

STRATEGIC GOALS

To meet our commitment to improve engagement, achievement, retention, and transitions, the following strategic goals for 2024 were identified:

- Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi
- Strengthen students achievement in their learning
- Strengthen students sense of wellbeing to increase success in learning

STRATEGIC GOAL 1

Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi

Two year strategic plan – What we expect to see		
<ol style="list-style-type: none"> 1. Decreased variability in culturally responsive teaching and understanding 2. Lifting of the baseline of Te Reo and Tikanga Māori for both kaiako and kaimahi 3. Improved attendance and engagement in our kura of Ākongā Māori 		
Priority groups – Ākongā Māori		
2024 Action	Success Indicators	Comment
Progression of professional learning and development for all staff <ul style="list-style-type: none"> • Teaching staff sessions • Targeted support staff sessions • Development of self-assessment tool 	Progress tracked through self - assessment tool at two key points in the year Shift in teaching practice as observed by HoDs Support staff attend and engage in PLD Self-assessment tool represented in PGC conversations	All teaching staff reflected on their progress with te reo and tikanga Māori across the course of 2024. The self-assessment tool was introduced to staff and all staff completed this as a benchmark of their ability. This tool was adapted from Niho Taniwha. Staff were then supported by HoDs to reflect and revisit the assessment, and end of year PGC conversations with teachers included a specific focus on tikanga and reo growth across the year. Most staff indicated growth in reo and tikanga. Two support staff te reo sessions were scheduled and well attended.
Kaiako Professional growth cycle conversations reflect growth in use of culturally responsive practices <ul style="list-style-type: none"> • SLT work with leaders to best equip leaders for change in PGC practice and documentation • PGC conversations have a culturally responsive focus 	PGC documentation Mid-year check in End of term 1 set up and check in	As above – SLT reviewed all Departments' Professional Growth Cycle conversations and notes and all departments reported growth in reo and tikanga and noted that it is more measurable with a benchmark of the self-assessment tool. At least two blocks of PLD in the shape of Professional Learning Groups reflected Culturally Responsive Practices and they had a good take up of staff interested in furthering their learning. This was aligned with work supported by Kāhui Ako roles. One had a Te reo focus and the other Mātauranga Māori. We identified that clarification is needed with te reo Māori and tikanga capability as a focus within CRP but is not the single focus. This is a priority for staff in 2025.
Sharing of student voice and experience through a range of means and includes learners such as <ul style="list-style-type: none"> • Pacific students • Learning support and neurodiverse learners • Māori learners 	Student and whānau responses and engagement with the school Tracking action plans across time to measure progress Measure initiatives as a response to student voice	This mahi was led by a Within School Kāhui Ako teacher. This was focused on targeted student groups rather than whānau in 2024. Three key staff conducted small group and individual interviews that focused on student wellbeing. The interviews were recorded in a shared document. The findings were used to shape a staff Professional Learning Group which looked at more detailed feedback to teachers on the things that impact student wellbeing and therefore as a spin- off of their learning. A website for teachers was created that shared resources to support student wellbeing.

STRATEGIC GOAL 2

Strengthen students' achievement in their learning

<p>Two year strategic plan:</p> <ol style="list-style-type: none"> 1. A clear progression of learning is established and reported on in the Junior College to best prepare students for NCEA 2. Attainment of higher achievement in all three NCEA levels 3. A focus on literacy and numeracy in years 9-10 to support achievement in learning 		
<p>Priority groups – All students</p>		
2024 Action	Success Indicators	Comment
<p>To track student achievement over the course of the year to be able to awhi and wero students depending on their progress</p> <p>Track student attendance</p>	<p>Identification of students at risk of not achieving and respond with actions in a timely way</p> <p>Achievement checkpoints are established and met</p> <p>Tutor and YA engagement with a tracking tool</p> <p>Increase in achievement rates across the senior school</p>	<p>Year Advisers have had the responsibility to identify and track student achievement for their year level. At two points of the year extra learning opportunities were provided for students needing it. This is continuing in January 2025.</p> <p>Achievement checkpoints were timetabled and implemented. This aligns with student, whānau and tutor conferencing.</p> <p>We had some issues with the tracking tool we were planning on using which meant we were reduced to what our SMS could provide. This will continue to be looked into in 2025.</p> <p>Our achievement rates are as follows NCEA Level 1- we are on par with equity index and are above National average for 2024. This is a good result for us. We did not see a drop in achievement rates at Level 1 based on literacy and numeracy data. NCEA Level 1 – 55% down from 59.6% in 2023. This result was above the national average by 9%. Our results were not linked to literacy and numeracy results. NCEA L2 – 55.6% which is up from 2023 where the achievement rate was 48.1%. This year's result was more in line with previous years however. NCEA L3 – A drop in achievement rate from 47.6% in 2023 to 40% in 2024 University Entrance – This has also dropped from 31.4% in 2023 to 24.9% in 2024. Cohorts are very difficult to compare at Hagley with 150+ new students starting with us in Year 12 and 13 every year. The challenge for us remains that all students are entered in this data and in many cases NCEA is one measure of achievement and we will continue to work on how we capture other goal data to sit alongside NCEA data. Māori achievement – Māori students achieve at a rate lower than non Māori across the data. Level 1 – 37.9% for 2024 Level 2 – 53.8% Level 3 – 38.9% UE – 19.4% Other than NCEA Level 2 these results are all lower than the 2023 achievement rates for non-Māori students.</p>

		<p>Pacific student achievement – Pacific student data can be strongly impacted by small numbers in the cohort. There are pleasing results for our Pacific learners:</p> <p>Level 1 – no entered students Level 2 - 66.7% Level 3 – 27.3% UE – 18.2%</p> <p>Boys – Boys and Girls seem on par at Level 1 and after that girls' achievement rates are better than boys' across the other qualifications</p> <p>Level 1 – 54.8% Level 2 – 50.5% Level 3 – 29.9% UE – 14.9%</p> <p>Girls -</p> <p>Level 1 – 55.7% Level 2 – 59.8% Level 3 – 47.1% UE – 32.1%</p>
Estimated student achievement in NCEA to support achievement	<p>Tutors engage with the estimated grade process and it supports further learning conversations</p> <p>Achievement checkpoints are established and met</p> <p>Increase in achievement rates across the senior school</p>	<p>This was really effective in supporting Year Advisers and tutors with their student tracking. Time was given to staff to complete this so it had a 100% completion rate.</p> <p>These estimated grades were used in student and whānau conferencing at two points in the year.</p> <p>As above</p> <p>As above</p>
Teachers and departments to use junior achievement data to help inform learning design throughout the year. This will be used to support individual, class and cohort learning	<p>Feedback from staff, students and whānau on reporting of student progress</p> <p>Evidence of teachers using data to inform their practice</p> <p>Evidence of 'value added' in English, Maths and Social Sciences</p>	<p>2024 was the first year of an adjusted reporting timetable. It was well received by staff and parents according to the feedback we received. An interim report at the beginning of the year was particularly well received by parents as it was an indicator of how well their child or children had settled into the new school year.</p> <p>Departments reported that they were more responsive with their planning for junior classes based on their achievement objectives and how students were responding to learning and assessments.</p> <p>Social Sciences did not sit a standardised test but focussed on using the literacy and numeracy data to inform their teaching content and differentiated activities. This data came from e-asTTle results in literacy and numeracy</p> <p>English: Sat asTTle at two points.</p> <p>Over 3A:</p> <p>Beginning of year 9: 67.8% End of Year 9: 81.25% Difference: 13.45%</p>

		<p>Over 4A Beginning of Year 10: 33.9% End of Year 10: 50.6% Difference: 16.7%</p> <p>Maths: Only sat at the beginning of the year asTTle assessment as they held a Year 9 end of year exam in 2024. This had a 91% attendance rate The 2024 Year 9 cohort started with 52% of students at level 4B or above and ended with 70%. The 2024 Year 10 cohort started with 43% of students at level 5B or above and ended with 55%.</p>
Culturally responsive teachers creating a learning culture that is based on relationships and high expectations	Progress through the self-assessment tool at two key points in the year Shift in teaching practice See the self- assessment tool represented in PGC's	All teaching staff reflected on their progress with te reo and tikanga Māori across the course of the year. The reo and tikanga self -assessment tool was introduced to staff and all staff completed this as a benchmark of their current knowledge. This tool was adapted from Niho Taniwha. Staff were then supported by HoDs to reflect and revisit the assessment and end of year PGC conversations with teachers included a specific focus on tikanga and reo growth across the year. Most staff indicated growth in reo and tikanga in their PGC conversations with HoDs. A learning culture based on relationships and high expectations needs to be a focus for 2025. We will start by reconnecting to previous PLD in this space.

STRATEGIC GOAL 3

Strengthen students' sense of wellbeing to increase success in learning

<p>Two year strategic plan:</p> <ol style="list-style-type: none"> 1. Students and staff are supported in restorative practices through key staff 2. Clear roles and responsibilities and accountability around the role of the tutor, which is the backbone of the pastoral system 3. Designating specific PLD time for tasks related to the tutor role 4. A quality second chance education for students across Ōtautahi 		
2024 Targets	Success Indicators	Comment
<p>Clarify and promote the role of the tutor as the foundation of our kura's pastoral care system</p> <p>This includes PLD and building in time for the role</p>	<p>Tutors have clear roles and responsibilities</p> <p>Tutors being allocated extra PLD time to complete tutor tasks with support from YA's</p> <p>Students are supported by their tutor in terms of both academic and wellbeing support.</p> <p>Evidence of a school home partnership</p>	<p>This has been realised through the work that Year Advisers do with tutors and the regular communication from Year Advisers to support tutors.</p> <p>A full review of the tutor system will occur in 2025.</p> <p>This was built into Wednesday morning staff PLD sessions and we got a much better completion rate of tasks that support student wellbeing and learning. This is particularly important with the large numbers of new students we get in each year. Things like credit checkpoints, conferencing preparation and note taking and estimated grades contributed to academic tracking and building relationships between school and home. We also scheduled regular hui led by Year Advisers and regular hui which tutors facilitated with their class teachers. The end goal was that staff are talking about student learning and wellbeing regularly.</p> <p>We held two successful conferencing days which supported the tutor's work with students and families and enabled us to work through a co-constructed goal setting approach.</p> <p>The following statistics show growth in the home school partnership between 2023 and 2024 using our academic conferencing opportunities as a measure.</p> <p>May 2023: 471 (including 109 via video call)</p> <p>August 2024: 549 (including 75 video call)</p> <p>Weekly attendance snapshots are sent home to all year levels by the end of Term 2, 2024</p>
<p>Review the current timetable to best meet the learning and wellbeing needs of our staff and students</p>	<p>Student, whānau and staff voice is collected to support change</p> <p>A review is conducted taking into account staff allocation and consultation</p> <p>A new and more responsive timetable is ready to go for 2024</p>	<p>This was completed in 2024</p> <p>Staff, students and whānau were surveyed and a number of workshops were run to gather voice on a change of timetable.</p> <p>The feedback has been collated and taken into account and a new timetable has been created and will be implemented for 2025.</p> <p>The main driver was to give students a chance to be in class more and have three lessons across the week for seniors rather than two.</p> <p>The other change enables tutors to catch up with their groups on two occasions not just once. Seniors used to have 2 x 2 hour blocks and they now have a 1-2-1 structure.</p> <p>We continue to receive ongoing feedback on the timetable which may lead to further changes in the future.</p>
<p>Continue to develop our Year 12 Hauora programme with clearly defined outcomes and work towards</p>	<p>Clear themes and outcomes for each 12 Hauora class</p>	<p>This is very well managed through a website and a Team that collates resources and ideas.</p> <p>Teachers met regularly and shared ideas.</p> <p>Main theme was around students connecting with wellbeing strategies and life skills.</p>

<p>what wellbeing education could look like in Year 13</p>	<p>Sequential and well connected lessons All classes getting a similar experience for Hauora Year 12 tutors having a better understanding of Hauora More effective communication to whānau</p>	<p>Tutors in the most part understand the subject and its role but it could still be publicised better for the staff. Whānau seem familiar with the programme and are largely very supportive of their child getting wellbeing education in Year 12.</p>
<p>Track students attendance with support and oversight from Year Advisers</p>	<p>Staff understanding their role in improving attendance Familiarity with schoolwide targets Student attendance increases Case loads of Mental Health adviser and social worker</p>	<p>Our school attendance plan was finalized : Attendance Plan 2024-1.pdf</p> <p>We continue to track attendance, send home weekly snapshots of attendance for the past week to all whānau, identify when a student is at risk of not achieving and hold hui for whānau where this is the case.</p> <p>We also continue to promote good attendance, whenever we get the chance, to parents and students and publicise the correlation between attendance and achievement.</p> <p>Attendance Matters published our attendance for 2024 as:</p> <p>Term 3 - 2024 Regular attendance: 23% (2023 24%) Irregular attendance: 23% (2023 24%) Moderate absence: 17% (2023 18%) Chronic absence: 36% (2023 34%)</p> <p>Term 4 – 2024 Regular attendance – 27% (2023 29%) Irregular attendance – 29% (2023 19%) Moderate absence – 18% (2023 12%) Chronic absence – 26% (2023 39%)</p>

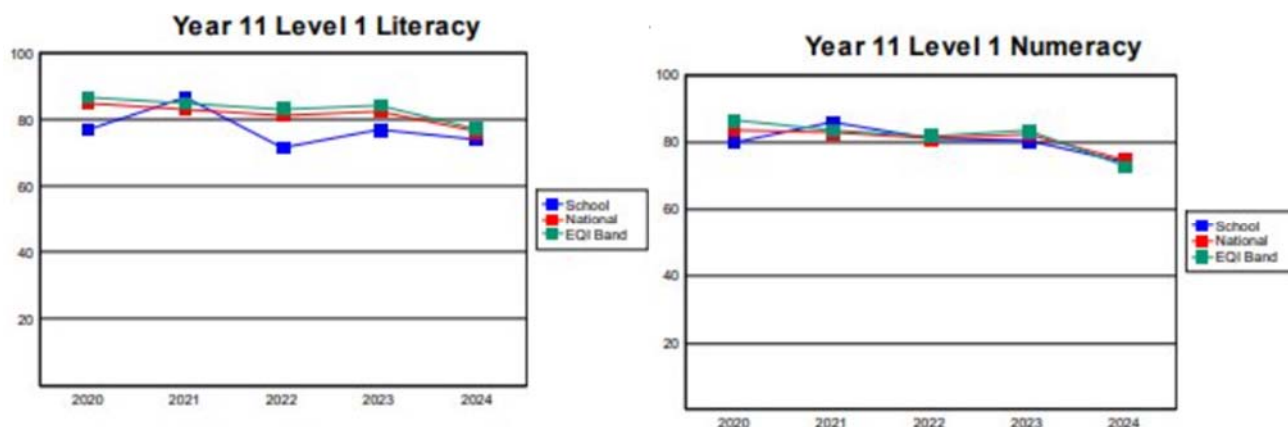
Evaluation and analysis of the school's students' progress and achievement

The following report will focus on how our students have achieved across the national curricula in 2024.

Junior student achievement: We use E-AsTTle tests in Literacy (Reading) and Numeracy to gauge where our Year 9's start in terms of curriculum levels in both Literacy and Numeracy as well as getting our Year 9's and 10's to undertake them at the end of the year to see the progress made. In 2024. The Year 9 cohort started **with 52% of students at level 4B or above and ended with 70%**. The Year 10 cohort started with **43% of students at level 5B or above and ended with 55%**. To follow on from this, our Year 10 cohort finished the year with 53% having gained the NCEA Literacy Co-requisite while 56% of this cohort gained the NCEA Numeracy Co-requisite. These exams are set at upper level 4 and lower level 5 of curriculum and the results represent a 5% increase on the results of the previous cohort following these exams. This is a good result for our kura.

To further support student's Literacy and Numeracy in 2025 the school has created year 9 Literacy and Numeracy classes that exist within our Kete Wana programme. These are aimed at giving more support to those Year 9 students who are currently well below the expected level of the curriculum for their cohort. This will see students in small groups getting targeted support to accelerate their Literacy and or Numeracy to give them a better start at school. We have also created Year 12/13 Literacy and Numeracy classes to support those students who are still to achieve those specific co-requisites for their NCEA. Both programmes will be evaluated over the year to see how successful they are in supporting those specific students. In 2025 we will also focus on developing literacy in our junior science programme. This will also give us another measurement tool to allow us to see how students are progressing with literacy in that context. We also have teachers as part of the Kahui Ako who will be leading work in literacy within the school in both a general literacy and a science specific literacy space.

Overall, our Literacy and Numeracy levels were down on the previous year but very much in line with national averages in 2024. Learning design will continue to develop in line with raising achieving in these areas given the focus on both areas locally at our school and nationally.



2024 saw all departments in the junior school creating learning outcomes that were aligned with the NZ Curriculum (NZC). With the expected level being level 4 for year 9 students and level 5 for year 10 students, departments were asked to create learning outcomes aligned with their learning areas from the NZC as well as looking at NCEA and back mapping the key skills and knowledge so that students begin to be exposed to what will be important learning going forward. This was also used to report to whānau over the year to show how students were progressing. An end of year report that showed all learning outcomes and where a student measured against these was added to our report structure. With national learning area curriculum documents in a state of change at the current time, departments will need to change these learning outcomes as their curriculum documents get updated. At the end of 2025 it will be useful to analyse the data from the learning outcomes to see how much progress students are making

across each of the learning areas to allow us to adequately prepare these students for NCEA. It will also be used to evaluate our learning design for the current cohort and those who are to follow them.

Learning support is an area of our school that continues to grow in terms of the number of students using their services as can be seen in the table below. The number of students who had Special Assessment Conditions for NCEA was 140 which was similar to the year before. The learning support caseload, however, saw a big increase from 93 in 2023 to 118 in 2024 which puts more pressure on the Learning Support Department's time and resources. The work that the Learning Support Department do to prepare our teachers with the information needed to help meet students' needs in classes is incredibly valuable. This is done through having a teacher aide in each of our Year 9 classes, the creating of IEP's and ILP's that are shared with relevant teachers and class profile meetings to support the set up and pedagogy for each individual Year 9 class.

	2021	2022	2023	2024
Special Assessment Conditions (SACs)	110	132	146	140
Outside agency support (including application, co-ordination of relevant parties, oversight of support plan)	4	10	18	21
Learning Support Caseload (identified students who will need ongoing support for at least a school year - support is coordinated by a LSS teacher)	54	73	93	118

The table below represents achievement of those with Special Assessment Conditions:

	Year 11	Year 12	Year 13
# Who have SAC	25	77	53
Got Level 1	15	31	6
Got Level 2		52	9
Got Level 3		2	17
No NCEA	19	19	20

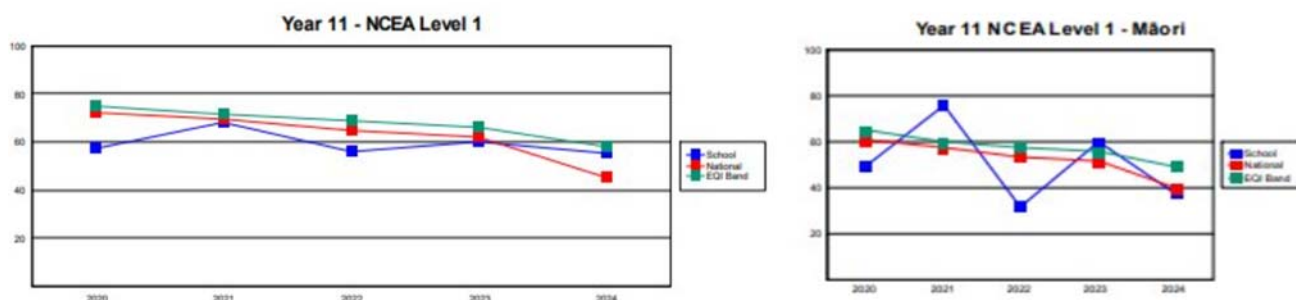
The provision for gifted and talented students came in the form of offering those students who had shown strengths in particular curriculum areas with the opportunity to skip a year and take on the advanced level of study that was more closely linked with their abilities. This saw students in Year 10 taking NCEA level 1 classes where appropriate, and the same opportunities were repeated in the Year 11-13 years. Some students in Year 13 also took the UC Star courses instead of a course at Level 3 as an opportunity to extend their learning. These decisions are made on a case-by-case basis and with full support and consultation with whānau.

In 2025, we will look to see how we can offer more opportunities for those students who show strengths in certain areas whether this be by allowing students with the opportunity to take part in external assessments in the form of the UC Kiwi Exams or by taking groups to various events provided in the community.

Year 11 achievement –

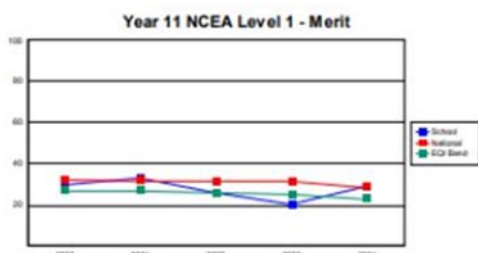
At Level 1, 55% of students gained NCEA. This number captures all students who were enrolled in our Year 11 programmes. When we enrol students as English Language Learners, new to the country and focusing on English Language acquisition and those who were identified as being on a 2-year programme towards gaining NCEA level 1 (health, attendance or level of curriculum as reasons for 2-year status) our achievement rate is 70%. Work will continue at each level of NCEA to identify students who are at risk of not achieving as early as possible in the year to look at initiatives that can support those students towards achievement.

It was pleasing to see that our Level 1 data was higher than that of the national average. Another positive was the number of Merit endorsements at Level 1. The percentage of students gaining endorsements at Level 1 was at the national average, which was up from previous years. Unfortunately, Māori achievement rates were down from the previous year at Level 1 but was at the national average overall. Of the 37 new students who joined us in 2024 at this level, 13 of them were able to gain NCEA level 1 while 5 of them were not on full timetables, meaning NCEA Level 1 would be a 2-year plan. In 2025 the school will focus on gaining an even better understanding of each cohort and create a profile for each which gives us a better understanding of how every individual has achieved in that particular year alongside other contributing data such as goals, curriculum levels, health status where necessary and attendance data.



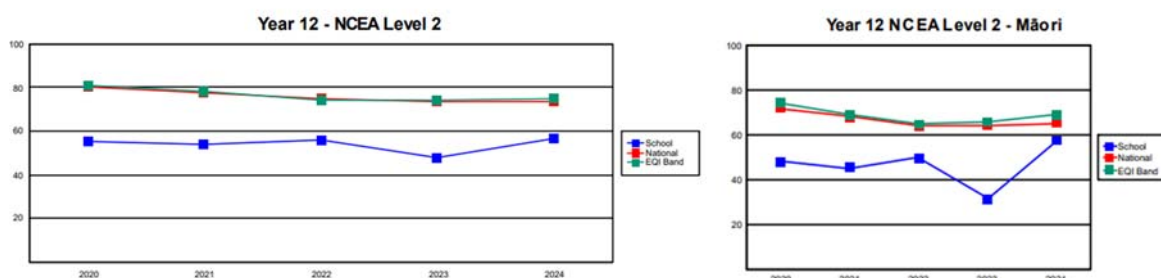
Level 1 NCEA Endorsements

It was really pleasing to see the number of NCEA Merit Endorsement that our Year 11 students gained in 2024. The result as per the graph below is a big increase from the previous year and sits on par with the national average for this level of endorsement.

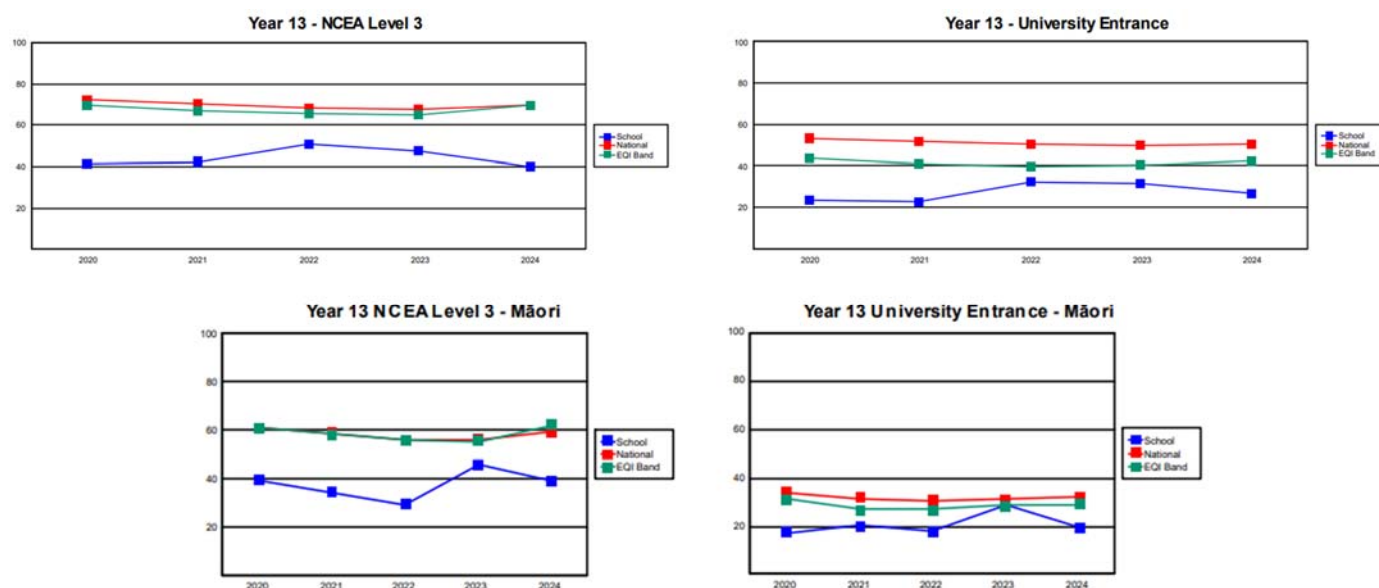


Year 12 achievement - Our NCEA level 2 results were up by 9% on the previous years' Year 12. The result for this cohort was very similar to its result at level 1. An interesting element when looking at our NCEA level 2 & 3 results, is that we enrolled many new students into these year groups, with differing previous school experiences. 100 students were enrolled in addition to the 150 students already from Year 11. Of those students new to our school in Year 12, 37% of them gained an NCEA qualification in 2024. While we would always want that number to be higher, many of the students who join us from other schools or from being out of education come to us with other goals which range from higher education, wellbeing to employment pathway goals. Capturing this information in 2025 will be a focus to give a better understanding of different achievements that our students gain while they are with us. To further support our new students in 2025, we have introduced Literacy and Numeracy classes to help prepare students to gain their Level 1 Literacy and Numeracy and thus enable them to be able to go and gain NCEA. Our Year Advisers along with the Year 12 tutors worked hard to identify those students during the year who were showing as being at risk of not gaining NCEA. These students are then given the chance to take part in extra learning opportunities to gain extra

credits. This worked well in 2024 and gave many students the extra opportunity they needed to make NCEA achievable. These interventions will take place again in 2025 to support those students who are identified as being at risk. Māori achievement was up from the previous year and was the highest rate of achievement we have had at this level over the last 5 years which was a good result.



Year 13 – At year 13 our achievement data takes an explanation. Firstly, of the group of students that we have as year 13, 145 are new to the school for this year, and this is on top of the 100 new students who will have started with us in the previous year. Like at Year 12, the new students to Hagley come to us for many different reasons and while academic achievement is for most the end goal, sometimes these students are working towards different goals other than just academic achievement. An example of this is that of the 145 new year 13's in 2024, 43 of these were not studying a full-time programme which in itself makes it very unlikely that those students would gain an NCEA qualification in a calendar year. Many of our new students at this level will be English Language learners who will have a timetable split between English Language courses and other academic courses. Our overall achievement rate for both NCEA level 3 and UE was at 40.2 and 26.8 respectively. While this is down from the previous 2 years it remains consistent with data at this level over time. An interesting point to note is that this cohort was in Year 9 when Covid-19 first appeared. This cohort was impacted more than any other year group in terms of their secondary education. Māori NCEA Level 3 and UE data is very much consistent with the general school data at this level.



Multi-lingual learners – In year 12 and 13 we have 115 students who are categorised as multi-lingual learners who have come from many different situations to find themselves studying with us. A dedicated member of staff tracks this group and supports them as they aim to gain an NCEA and or UE qualification. The literacy and numeracy co-requisite exams have become a very important part of the academic year for these students as it provides access to NCEA. A great deal of time and resources is used to prepare these students for these important exams. We will continue to identify these learners as a group and offer mentoring and literacy support to assist goal attainment in 2025.

Tertiary Pathways achievement including Catch up College - Catch Up College in January/February 2025 saw our number of students enrolled at 81 this year from schools all over Canterbury, and from as far afield as New Plymouth. We were only able to offer standards in 17 University Approved subjects this year (English, Calculus, Statistics, Geography, Media Studies, Physics, Chemistry, Biology, Earth and Space Science, Home Economics, Technology, Design, Painting, Photography, Printmaking, Sculpture, Music) as well UE literacy, numeracy, and Tourism for any students requiring further Level 3 credits.

Students completed a total of 395 credits during the Catch Up Intensive, and 95% of students who enrolled in the Intensive completed their standards by the semester 1 entry deadline: 48 students went on to semester 1 study at UC, 3 to Lincoln, 6 to Otago, 3 to Vic, 1 to Massey and 10 to Ara, 1 each to NZIS and QR.

Other courses that we continue to offer to students in the Tertiary Pathways area are Academic writing and study skills, FastPath Physics and Maths, Fine Arts Pathway and Tertiary Preparation. These courses provide students with an opportunity to get themselves prepared for tertiary study and enable us to meet the needs of students who are already with us and for those that seek us out in order to get to their next destination.

With the large number of students who join our kura in the senior school as second chance learners, it is becoming more and more important to understand where those students are in terms of their learning when they join us while then looking at how much they progress over their time with us. This means the normal achievement data that was mentioned above is not as relevant for our whole student population. Our ability to track our students progress given that they are very much following different trajectories is a very important next step for us to understand how much influence we have been able to have on these students, while also looking at how successful our students are with goals outside of NCEA.

Looking forward to 2025: The kura has a number of initiatives to implement in 2025 to lift student achievement

- measure scientific thinking as well as literacy and numeracy
- Literacy and numeracy provision in Kete Wana options
- Regular attendance to remove a barrier
- Consider further implementing a local context – year 9 trips with a focus on cultural narrative of Waipapa region.
- Recording the experience of 5 year 9 students across each term of high school.
- New student achievement tracking in Year 10 – collected as part of a target group – attendance, achievement, interim report comments and conferencing and reporting to show progress against subject outcomes, value added across the year

Giving effect to Te Tiriti o Waitangi

Section 127(1)(d) of the Education and Training Act 2020

In 2024, Te Puna Wai o Waipapa – Hagley College continued to strengthen our practice in giving effect to Te Tiriti o Waitangi. References have been made above within the Principal's report, statement of variance, and strategic goals to our work as a school to give effect to Te Tiriti o Waitangi so the following includes information not previously covered, as well as our reflections and identified next steps. Outlined are the specific initiatives, areas for improvement, and our strategic direction to ensure equitable outcomes and culturally sustaining learning for ākonga Māori and their whānau.

Te Reo Māori and Tikanga Māori Instruction

All Year 9 and 10 students (approximately 300 ākonga) receive two hours per week of timetabled instruction in te reo Māori and tikanga Māori. Additional opportunities include:

- **Kete Wana Option Classes** (3 hours/week):
 - *Te Ara Matatau* – advanced te reo Māori with a particular focus on preparing students to study te reo Māori at NCEA level.
 - *Mahi Toi (Māori Visual Arts)* – students explore Māori art forms and methods.
 - *Kapa Haka* – Te Ao Haka and Māori performing arts.

All senior students in Years 11-13 have access to instruction in te reo Māori me ōna tikanga in the following NCEA courses:

- NCEA Te Reo Māori (Levels 1-3) in three year-level classes. In 2024, 47 senior students were enrolled in NCEA Te Reo Māori.
- Mātauranga Māori (Level 1-3) – a senior, multi-level where students learn about a number of aspects of Te Ao Māori, including tikanga, kawa, values and perspectives, and significant events.
- Kapa Haka (Levels 1-3) - this NCEA is connected with the Kete Wana option. Senior students receive four hours of instruction per week in this timetabled course.

Reflections and Next Steps:

- Strengthen tracking of progress and outcomes in te reo Māori
- Promote wider cross-curricular reo Māori use
- Ensure clearer visibility of te reo Māori learning pathways for students and whānau

Embedding Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori

Our kaiako have engaged with mana whenua and iwi-led PLD, including:

- **Tuahiwi Education Workshops**
- **Te Ahu o Te Reo Māori ki Ngāi Tahu**
- A Deputy Principal completed **Te Pae Kahuraki**, a high-level iwi course focusing on te reo, tikanga, mātauranga, and iwi history. This has informed whole-staff PLD sessions and curriculum design.

Curriculum areas are now more intentionally embedding local content, and this is especially evident with the inclusion of the new NCEA Level One standards which require mana ōrite mō te Mātauranga Māori. Heads of Department present to Te Urungi (Whānau / ākonga Māori steering committee) on their mātauranga inclusion efforts.

Reflections and Next Steps:

- Build consistency across departments in embedding local iwi knowledge
- Develop departmental action plans to include local mātauranga ahead of and beyond NCEA Level One programme design.
- Continue investing in iwi-facilitated PLD and curriculum co-design

Māori Whānau Engagement and Partnership

We work closely with whānau Māori through:

Termly whānau hui – open to all Māori families and parents of students in kaupapa Māori courses. While these hui are a formal opportunity for the school to engage with whānau Māori, we also experience positive engagement through our tutor system where tutors are in regular contact with whānau- often over a five-year period.

Te Urungi Steering Committee – monthly hui involving Māori students, whānau, Māori staff, leadership, representative of the Board of Trustees. The purpose of this group is to collaborate as partners- our leadership team and BoT, with whānau and ākonga Māori, on making school-wide improvements and initiating kaupapa which better serve our hapori Māori. These monthly hui provide opportunities for curriculum feedback and co-design, discussions on Māori student wellbeing and pastoral care, actioning whānau aspirations for learning and opportunities.

Reflections and Next Steps:

- Expand participation and access to whānau forums
- Strengthen follow-through mechanisms from whānau feedback to practice

Māori Learner Outcomes and Achievement

In 2024, we implemented:

- Culturally responsive teaching strategies across classrooms
- Regular capture of Māori student voice on wellbeing and success
- Strengthened support systems informed by this data

Reflections and Next Steps:

- Develop a Māori Learner Success Plan to target literacy, numeracy, and NCEA success
- Monitor Māori student progress more consistently
- Further embed and improve access to Māori mentoring and academic support

Pastoral and Wellbeing Practices Reflecting Te Tiriti o Waitangi

We have made deliberate efforts to reflect Te Tiriti principles in our school pastoral and wellbeing procedures:

- Ākonga Māori and whānau may choose a Māori staff member for their Year 9 enrolment interview.
- Disciplinary processes include support from Māori pastoral staff, restorative whānau hui grounded in tikanga Māori and co-developed responses to incidents that aim to be mana-enhancing for all.
- Ākonga Māori can opt to join a vertical tutor group (different to our standard horizontal structure), Te Manawa o Te Anamata, which is led by a kaiako Māori and utilises a kaupapa Māori approach in carrying out the functions of pastoral care within our tutor system.

Reflections and Next Steps:

- Audit school-wide policies for Te Tiriti alignment
- Expand culturally grounded practices into career planning and transitions

Summary

We are committed to ongoing reflection and action to honour Te Tiriti o Waitangi, support our ākonga Māori, and work in true partnership with mana whenua and Māori whānau. This commitment is visible in our curriculum, student support, whānau engagement, and professional learning priorities.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Responsive to staff feedback when it comes to working conditions. We follow the Collective Agreement and staff have the opportunity to respond to the Health and Safety Committee on a monthly basis by submitting a form with their concerns. In Term 4 we had Wednesday mornings free from PLD sessions to give staff back time for the internal relief they did in Term 3. This is an example of being responsive to staff and their wellbeing needs.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We work hard to support staff with barriers to work and promote roles with reference to our multi-cultural community in our advertising and promotional material. We use appropriate tikanga around appointments. We aim for our staff to be representative of our community. We offer support to neurodivergent staff to reduce barriers and challenges and for work to be a safe space for them.
How do you practise impartial selection of suitably qualified persons for appointment?	By having a carefully selected appointment panel and ensure that we follow good practice guidelines when appointing. This may include a Board member or a representative from mana whenua. This aligns with our appointment process.
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	As above, ensure our material around appointments represents appropriate tikanga and we have strong numbers in kaupapa Māori programmes and have the staff to support those which means kaiako Māori are well supported. We would take the opportunity to employ Māori with the right experience and qualifications when the opportunity arises.
How have you enhanced the abilities of individual employees?	Through appropriate career planning as part of PGC and provided relevant PLD opportunities. We have provided opportunities for Pacific and Māori staff over the last year with study options and courses.
How are you recognising the employment requirements of women?	Women are well represented in leadership and within our kura. 4 out of 5 of the senior leaders are women and women are in the majority of HoD roles. We promote this particularly through having a female Principal of a co-ed school.
How are you recognising the employment requirements of persons with disabilities?	We reduce barriers and provide solutions to challenges. Staff with disabilities are an asset to our kura and represent our wider community.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Report on other special and contestable funding

Our Kāhui ako received \$30,000 of Regional Response Fund money to support the roles of our Social Worker and Mental Health Nurse. This was invaluable in providing two staff who have focused positions based around supporting our most vulnerable students. This means students are well connected to agencies, supported with housing and food, and home visits are utilised to support families in getting students with anxiety to school more regularly. Our former refugee communities in particular benefitted from access to a social worker. These positions are also funded by contributions from the schools within the kāhui ako. It is regrettable that this will not continue under the new guidelines for the Regional Response Fund.

KiwiSport funding

2024 saw further increases in numbers participating in sport in our kura. Students who play sport at Te Puna Wai o Waipapa tend to play a number of sports and we have worked hard to promote options for students which are more about participating with friends in more recreation activities than organised sport. An example of this was our wahine gym club which was a specialised fitness session held at school for girls that don't play any other sport. Numbers have grown from 5 regulars to 15 in this specific activity. Lunchtime engagement sessions with sport and activities is a focus of our sports department for 2025 as is growing leadership opportunities through a revitalised student sports council.

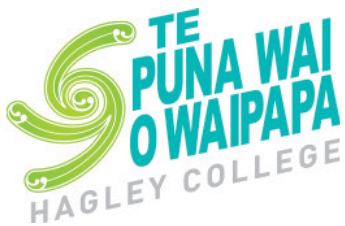
In 2024 the school received a total KiwiSport funding of **\$35,247.55 (excl GST)**. The funding was spent on a variety of things that includes:

- Payment of school levy
- Sport entry fees
- New uniforms
- One Off Tournament costs – Kī-o-Rahi, Basketball and Korfball
- Paying student/non-staff referees
- New equipment for recreation and sport
- Junior Athletics, BBQ lunch and prizes
- Costs associated with organised school activities such as Cross Country that include prizes and trophies.
- Sports trophy and medal engraving
- Recreation competition prizes
- Sports prizes
- Player of the day gift vouchers
- Gift vouchers for sport helpers

The number of ākonga participating in organised sport increased from 212 ākonga in 2023 to 424 ākonga in 2024 and our percentages increased from 28% in 2023 to 48.96% in 2024. This was a great result and in 2025 we are aiming to hit the 50% participation rate. We will continue to explore ways to engage students in sport and recreation in our kura.

Please see the figures below:

	PARTICIPATION #		
	TOTAL	BOYS	GIRLS
2020	239	126	113
2021	226	124	102
2022	168	89	79
2023	212	102	110
2024	424	180	244



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