

# HILLCREST HIGH SCHOOL

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



Ministry Number:	138
Principal:	Christine Williams
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Accountant / Service Provider:	Accounting For Schools Limited

# HILLCREST HIGH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

<b>Page</b>	<b>Statement</b>
	<b>Financial Statements</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	<b>Other Information</b>
	Independent Auditors Report
	Members of the Board
	Kiwisport / Statement of Compliance with Employment Policy
	Statement of Variance

**HILLCREST HIGH SCHOOL**  
Statement of Responsibility  
For the year ended 31 December 2024

The Board of Trustees 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.

Andrew Jackson Don  
Full Name of Presiding Member

Christine Williams  
Full Name of Principal

A. J. Don  
Signature of Presiding Member

Christine Williams  
Signature of Principal

29/5/25  
Date:

29/05/2025  
Date:

# HILLCREST HIGH SCHOOL

## Statement of Comprehensive Revenue and Expense For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	20,835,919	19,897,052	21,244,116
Locally Raised Funds	3	1,800,732	1,015,404	1,765,273
Interest		368,161	165,000	266,655
Gain on Sale of Property, Plant and Equipment		4,012	-	1,270
		<b>23,008,824</b>	<b>21,077,456</b>	<b>23,277,314</b>
<b>Expenses</b>				
Locally Raised Funds	3	1,201,674	591,153	1,368,202
Learning Resources	4	15,879,572	15,632,949	16,284,208
Administration	5	1,322,864	1,178,036	1,224,310
Property	6	3,975,481	3,719,575	3,510,392
Interest		14,944	13,176	13,638
Loss on Disposal of Property, Plant and Equipment		390	-	-
		<b>22,394,925</b>	<b>21,134,889</b>	<b>22,400,750</b>
<b>Total Expenses</b>				
		613,899	(57,433)	876,564
<b>Net Surplus for the year</b>				
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>613,899</b>	<b>(57,433)</b>	<b>876,564</b>

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

# HILLCREST HIGH SCHOOL

## Statement of Changes in Net Assets/Equity For the year ended 31 December 2024

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Balance at 1 January</b>	5,310,264	5,310,264	4,160,322
Total comprehensive revenue and expense for the year	613,899	(57,433)	876,564
Contributions from / (Distributions to) the Ministry of Education			
Contribution - Furniture & Equipment Grant	-	-	273,378
Contribution - Te Mana Tuhono	113,612	-	-
<b>Equity at 31 December</b>	<b>6,037,775</b>	<b>5,252,831</b>	<b>5,310,264</b>
Accumulated comprehensive revenue and expense	6,037,775	5,252,831	5,310,264
<b>Equity at 31 December</b>	<b>6,037,775</b>	<b>5,252,831</b>	<b>5,310,264</b>

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.

# HILLCREST HIGH SCHOOL

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	798,428	1,046,407	1,559,396
Accounts Receivable	8	1,478,891	1,240,000	1,201,539
Funds owed for Capital Works Projects	16	1,150	-	-
GST Receivable		50,618	30,000	58,109
Investments	9	5,701,082	5,007,819	4,872,819
Prepayments		55,238	100,000	91,654
		<b>8,085,407</b>	<b>7,424,226</b>	<b>7,783,517</b>
<b>Current Liabilities</b>				
Accounts Payable	11	1,747,949	1,940,000	2,036,265
Finance Lease Liability	14	148,769	200,000	181,883
Funds held for Capital Works Projects	16	216,079	-	142,809
Funds held in Trust	15	441,193	315,266	335,036
Provision for Cyclical Maintenance	13	242,320	322,114	235,943
Revenue Received in Advance	12	1,088,136	1,001,500	1,147,825
		<b>3,884,446</b>	<b>3,778,880</b>	<b>4,079,761</b>
<b>Working Capital Surplus</b>		<b>4,200,961</b>	<b>3,645,346</b>	<b>3,703,756</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	2,187,412	2,032,434	2,000,173
		<b>2,187,412</b>	<b>2,032,434</b>	<b>2,000,173</b>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	100,078	185,000	153,716
Provision for Cyclical Maintenance	13	250,520	239,949	239,949
		<b>350,598</b>	<b>424,949</b>	<b>393,665</b>
<b>Net Assets</b>		<b>6,037,775</b>	<b>5,252,831</b>	<b>5,310,264</b>
<b>Equity</b>		<b>6,037,775</b>	<b>5,252,831</b>	<b>5,310,264</b>

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

# HILLCREST HIGH SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		6,777,469	5,998,123	7,217,978
Locally Raised Funds		808,990	720,815	1,127,408
International Students		695,958	-	903,861
Goods and Services Tax (net)		7,491	28,110	(34,305)
Payments to Employees		(4,407,097)	(4,110,508)	(4,708,279)
Payments to Suppliers		(3,660,291)	(2,678,649)	(2,729,681)
Interest Paid		(14,944)	(13,176)	(13,638)
Interest Received		351,638	165,144	202,859
Cyclical Maintenance Payments made in the year		(93,209)	-	(79,090)
Net cash from/(to) the Operating Activities		466,005	109,859	1,887,113
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		4,800	-	19,841
Purchase of PPE (and Intangibles)		(393,178)	(374,670)	(487,711)
Purchase of Investments		(828,263)	(135,000)	(1,271,488)
Net cash from/(to) the Investing Activities		(1,216,641)	(509,670)	(1,739,358)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(188,609)	49,401	31,958
Funds on Behalf of Third Parties		178,277	(162,579)	259,076
Furniture and Equipment Grant		-	-	273,378
Net cash from/(to) Financing Activities		(10,332)	(113,178)	564,412
<b>Net increase/(decrease) in cash and cash equivalents</b>		(760,968)	(512,989)	712,167
Cash and cash equivalents at the beginning of the year	7	1,559,396	1,559,396	847,229
<b>Cash and cash equivalents at the end of the year</b>	7	798,428	1,046,407	1,559,396

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

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

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

###### **Measurement Base**

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

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

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

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

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

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

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

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

###### **Cyclical Maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

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

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

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

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21b.

##### *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.

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

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

##### **h) Inventories**

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

##### **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 not trivial.

##### **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.

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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:

Buildings	10 - 75 years
Furniture and Equipment	10 - 15 years
Information Technology	4 - 5 years
Library Resources	12.5% Diminishing value
Motor Vehicles	5 years
Text Books	3 years
Leased assets held under a finance lease	Term of Lease

#### **k) Impairment of property, plant, and equipment and intangible assets**

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

#### *Non cash generating assets*

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

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

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

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

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

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

#### 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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

##### *Long-term employee entitlements*

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

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

#### n) Revenue Received in Advance

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

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

#### 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 Revenue and Expense.

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

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### 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 Revenue and Expense.

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

##### q) Provision for Cyclical Maintenance

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

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

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

##### 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, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

##### s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

##### t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

##### 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.

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	6,509,290	5,759,767	6,776,143
Other Government Grants	167,860	138,037	485,026
Teachers' Salaries Grants	11,343,571	11,329,248	11,318,501
Use of Land and Buildings Grants	2,815,198	2,670,000	2,664,446
	<u>20,835,919</u>	<u>19,897,052</u>	<u>21,244,116</u>

### 3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Fees for Extra Curricular Activities	573,781	26,500	674,112
Donations & Bequests	2,000	-	65
Fundraising & Community Grants	165,809	-	154,076
Other revenue	265,577	218,672	196,799
Trading	3,633	1,800	4,515
International Student Fees	789,932	768,432	735,706
	<u>1,800,732</u>	<u>1,015,404</u>	<u>1,765,273</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	641,339	98,995	773,224
Fundraising & Community Grant Costs	108,878	-	128,880
Other Locally Raised Funds Expenditure	-	-	32,959
Trading	215	-	346
International Student - Employee Benefit - Salaries	326,640	338,520	319,407
International Student - Other Expenses	124,602	153,638	113,386
	<u>1,201,674</u>	<u>591,153</u>	<u>1,368,202</u>
<i>Surplus for the year locally raised funds</i>	<u>599,058</u>	<u>424,251</u>	<u>397,071</u>

During the year the School hosted 49 International students (2023: 45)

### 4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	1,061,303	1,146,809	1,043,695
Employee Benefits - Salaries	14,177,948	13,943,596	14,601,197
Staff Development	55,190	35,002	65,215
Depreciation	420,230	342,408	395,032
Other Learning Resources	164,901	165,134	179,069
	<u>15,879,572</u>	<u>15,632,949</u>	<u>16,284,208</u>

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	12,000	12,000	11,708
Board Fees and Expenses	5,441	5,104	4,917
Employee Benefits - Salaries	1,100,822	983,624	1,002,933
Insurance	31,806	24,444	24,418
Operating Lease	15,161	10,008	10,472
Other Administration Expenses	149,161	134,352	162,206
Service Providers, Contractors and Consultancy	8,473	8,504	7,656
	<b>1,322,864</b>	<b>1,178,036</b>	<b>1,224,310</b>

#### 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	276,575	260,004	255,905
Cyclical Maintenance Provision	110,157	86,171	(9,988)
Employee Benefits - Salaries	187,418	167,172	160,050
Heat, Light and Water	177,404	214,996	186,633
Rates	18,649	17,000	16,992
Repairs and Maintenance	222,410	146,328	85,515
Other Property Expenses	167,670	157,904	150,839
Use of Land and Buildings	2,815,198	2,670,000	2,664,446
	<b>3,975,481</b>	<b>3,719,575</b>	<b>3,510,392</b>

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.

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Current Account	798,428	1,046,407	1,559,396
Net cash and cash equivalents for Cash Flow Statement	<u>798,428</u>	<u>1,046,407</u>	<u>1,559,396</u>

Of the \$798,428 cash and cash equivalents and \$5,701,083 investments:

- a) \$394,375 is held by the School on behalf of the international students for the cost of homestay when students occupy the placement
- b) \$860,704 is held by the School on behalf of international students for their tuition fees in the following year
- c) \$48,100 is held by the School on behalf of the students for activities in the following year.
- d) \$114,929 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2025 on Crown owned school buildings.

#### 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	294,937	190,000	58,842
Receivables from the Ministry of Education	-	-	100,319
Interest Receivable	106,667	90,000	90,144
Teacher Salaries Grant Receivable	1,077,287	960,000	952,234
	<u>1,478,891</u>	<u>1,240,000</u>	<u>1,201,539</u>
Receivables from Exchange Transactions	401,604	280,000	148,986
Receivables from Non-Exchange Transactions	1,077,287	960,000	1,052,553
	<u>1,478,891</u>	<u>1,240,000</u>	<u>1,201,539</u>

#### 9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	5,701,082	5,007,819	4,872,819
	<u>5,701,082</u>	<u>5,007,819</u>	<u>4,872,819</u>

The carrying value of term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2024.

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements - Crown	650,050	25,190	-	-	(33,504)	641,736
Furniture and Equipment	766,269	191,992	(108)	-	(104,044)	854,109
Information Technology	185,724	175,875	-	-	(76,710)	284,889
Leased Assets	328,342	101,856	-	-	(185,126)	245,072
Library Resources	56,271	8,307	-	-	(7,121)	57,457
Motor Vehicles	10,060	105,423	(1,069)	-	(12,897)	101,517
Textbooks	3,457	-	-	-	(828)	2,629
<b>Balance at 31 December 2024</b>	<b>2,000,173</b>	<b>608,643</b>	<b>(1,177)</b>	<b>-</b>	<b>(420,230)</b>	<b>2,187,409</b>

The net carrying value of equipment held under a finance lease is \$245,073 (2023: \$328,342).

#### Restrictions

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

	2024 Cost or Valuation	2024 Accumulate d Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
2024	\$	\$	\$	\$	\$	\$
Building Improvements - Crown	1,307,050	(665,314)	641,736	1,281,860	(631,810)	650,050
Furniture and Equipment	2,902,335	(2,048,226)	854,109	2,725,865	(1,959,598)	766,269
Information Technology	1,338,835	(1,053,945)	284,890	1,166,019	(980,295)	185,724
Leased Assets	930,294	(685,220)	245,074	828,437	(500,095)	328,342
Library Resources	174,598	(117,141)	57,457	166,293	(110,021)	56,271
Motor Vehicles	175,898	(74,381)	101,517	72,576	(62,516)	10,060
Textbooks	276,147	(273,518)	2,629	276,147	(272,689)	3,457
<b>Balance at 31 December 2024</b>	<b>7,105,157</b>	<b>(4,917,745)</b>	<b>2,187,412</b>	<b>6,517,197</b>	<b>(4,517,024)</b>	<b>2,000,173</b>

#### 11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	239,290	505,000	596,669
Accruals	95,879	150,000	155,518
Employee Entitlements - Salaries	1,364,815	1,240,000	1,238,309
Employee Entitlements - Leave Accrual	47,965	45,000	45,769
	<b>1,747,949</b>	<b>1,940,000</b>	<b>2,036,265</b>
Payables for Exchange Transactions	1,747,949	1,940,000	2,036,265
	<b>1,747,949</b>	<b>1,940,000</b>	<b>2,036,265</b>

The carrying value of payables approximates their fair value.



# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	38,379	-	57,915
International Student Fees in Advance	860,704	976,500	845,905
Other Student Activity Fees	189,053	25,000	244,005
	<u>1,088,136</u>	<u>1,001,500</u>	<u>1,147,825</u>

#### 13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	475,892	475,892	564,970
Increase to the Provision During the Year	16,948	86,171	86,171
Use of the Provision During the Year	-	-	(79,090)
Other Adjustments	-	-	(96,159)
Provision at the End of the Year	<u>492,840</u>	<u>562,063</u>	<u>475,892</u>
Cyclical Maintenance - Current	242,320	322,114	235,943
Cyclical Maintenance - Non Current	250,520	239,949	239,949
	<u>492,840</u>	<u>562,063</u>	<u>475,892</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

#### 14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	153,818	200,000	188,660
Later than One Year and no Later than Five Years	102,147	185,000	156,941
Future Finance Charges	(7,118)	-	(10,002)
	<u>248,847</u>	<u>385,000</u>	<u>335,599</u>
<b>Represented By</b>			
Finance Lease Liability - Current	148,769	200,000	181,883
Finance Lease Liability - Non Current	100,078	185,000	153,716
	<u>248,847</u>	<u>385,000</u>	<u>335,599</u>

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 15. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	441,193	315,266	335,036
	<u>441,193</u>	<u>315,266</u>	<u>335,036</u>

These funds are held in trust for international students home stay fees.

#### 16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2024		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
ILC Block Relocation - 234602	<i>In progress</i>	142,809	100,000	(149,322)	-	93,487
10YP - C Block Roof	<i>In progress</i>	-	-	(1,150)	-	(1,150)
5YA - PAC Relocation	<i>In progress</i>	-	25,000	(5,468)	-	19,532
5YA - Removal of Old Building	<i>In progress</i>	-	50,000	(50,000)	-	-
5YA - Roofing Replacement	<i>In progress</i>	-	105,000	(1,940)	-	103,060
Totals		<u>142,809</u>	<u>280,000</u>	<u>(207,880)</u>	<u>-</u>	<u>214,929</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	216,079
Funds Due from the Ministry of Education	(1,150)
	<u>214,929</u>

2023		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
ILC Block Relocation - 234602	<i>In progress</i>	(36,033)	2,381,298	(2,202,456)	-	142,809
Totals		<u>(36,033)</u>	<u>2,381,298</u>	<u>(312,187)</u>	<u>-</u>	<u>142,809</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	142,809
Funds Due from the Ministry of Education	-
	<u>142,809</u>

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 17. Related Party Transactions

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

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

### 18. Remuneration

#### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i> Remuneration	5,441	4,865
<i>Leadership Team</i> Remuneration	1,911,349	2,362,170
Full-time equivalent members	15.00	17.39
Total key management personnel remuneration	1,916,790	2,367,035

There are 8 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220 - 230	220 - 230
Benefits and Other Emoluments	5 - 10	5 - 10

#### Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	30	37
110 - 120	22	25
120 - 130	10	6
130 - 140	2	1
140 - 150	1	2
	65	71

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



# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 19. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	\$ -	\$ -
Number of People	-	-

### 20. Contingencies

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

#### Holidays Act Compliance – Schools Payroll

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

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

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

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

### 21. Commitments

#### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$473,593 (2023: \$622,915) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Relocate classrooms in the ILC Block	\$ 473,593
<b>Total</b>	<b>473,593</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

#### (b) Operating Commitments

As at 31 December 2024 the Board has not entered into any contracts (2023: nil).

# HILLCREST HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 22. Financial Instruments

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	798,428	1,046,407	1,559,396
Receivables	1,478,891	1,240,000	1,201,539
Investments - Term Deposits	5,701,082	5,007,819	4,872,819
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>7,978,401</b>	<b>7,294,226</b>	<b>7,633,754</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	1,747,949	1,940,000	2,036,265
Finance Leases	248,847	385,000	335,599
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>1,996,796</b>	<b>2,325,000</b>	<b>2,371,864</b>

#### 23. Events After Balance Date

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

#### 24. Comparatives

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



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF HILLCREST HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Hillcrest High School (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- 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
- 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 29 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 comprises the information included on pages 1, 24 to 50, 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.

A handwritten signature in black ink, appearing to read 'JL', positioned above the printed name.

Johann van Loggerenberg  
PKF Hamilton Audit Ltd  
On behalf of the Auditor-General  
Hamilton, New Zealand

# HILLCREST HIGH SCHOOL

## Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Occupation	Term expired / expires
Andrew Don	Chairperson	Re-elected August 2022	Property Valuer	August 2025
Kevin Endres	Deputy Chairperson	Elected August 2022	Director	August 2025
Christine Williams	Principal	Acting 28 Jan - 4 Mar 2024	Principal	
Ryan Cox	Associate Principal	Appointed	Associate Principal	
Ted Wharawhara	Ngati Haua Rep	Co-Opted 2023	Whanau Support Worker	August 2025
Dominic Hopkirk	Staff Rep	Elected August 2022	Teacher	August 2025
Shuming Ke	Parent Rep	Elected August 2022	Principal Scientist	August 2025
Rochelle Ward	Parent Rep	Elected August 2022	Senior Academic Social work educator	August 2025
Andrew Chain	Parent Rep	Co-opted on August 2024	Accountant	August 2025
Ariel Wu	Student Rep	Elected Sep 2024	Student	August 2025
Ofa Pouono	Parent Rep	Elected August 2022	Operations Manager	November 2024
Glenys Doake	Parent Rep	Elected August 2022	Chartered Accountant	June 2024
Jennifer Guo	Student Rep	Elected Sep 2023	Student	August 2024
Kelvin Whiting	Previous Principal	Appointed	Principal	January 2024

# HILLCREST HIGH SCHOOL

## Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support student participation in organised sport.

In 2024 the School received funding of \$43,675 (2023: \$41,526) to increase our student participation in the school wide sports and recreation programme.

The funding was spent on employing a director of sport and sports co-ordinator to establish, deliver and maintain the system for sport delivery with an aim to increase sport participation.

### **Statement of Compliance with Employment Policy**

For the year ended 31 December 2024 the Hillcrest High School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities Requirements.

## Statement of Variance 2024

Strategic Goal 1: Raise achievement of all ākonga to reduce disparity in educational outcomes. (Eke Panuku)				
1.2 Ensure that teaching and learning is innovative, recognises individual differences and culture, and extends all students.				
Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
<p>Create an effective induction programme for new teachers</p> <p>Recreate buddy system</p>	<p>New teachers induction day and then a meeting each week as part of the induction programme.</p>	<p>Review of the teacher induction programme at the end of Term One was favourable. Staff valued the programme and the staff climate and systems.</p>	<p>We have a strong SCT and teacher in charge of PCTs. This is a rigorous induction and support system. However, support staff are not supported enough when they start and a system needs to be put in place for this induction.</p>	<p>Support staff will be given induction by the Principal's Assistant and SCT for new staff.</p>
<p>Targeted PLD on differentiation and adaptive teaching</p>	<p>Huge range of workshops offered to staff throughout the year as well as full staff PD and self-directed learning.</p> <p>Innovation Academy based on Design Thinking - four days based in the Design School at Waikato University. This involved 150 Year 9 and 10 students, and a range of staff.</p> <p><b>Junior Year 9 and Year 10 Junior diploma</b> launched. This diploma enables students to strive to achieve</p>	<p>Each teacher shows evidence in Professional Growth Conversation.</p> <p>Student voice helps direct an individual teacher's PD plan.</p> <p>At Year 9 for Numeracy, NZ European, Māori, and Pacific students have made similar improvements over the year.</p> <p>Overall, for Numeracy, all Year 9 ethnic sub-cohorts improved their scores by a median of at least 37 points which equates to 1.5 CSL,</p>	<p>Some staff chose workshops that were not challenging but comfortable or chose not to attend.</p> <p>In 2024 unlike previous years the Junior English Literacy course classes have not been run as an option subject. Students who have been identified either through their e-AsTTle, PAT scores or through some kind of consultation with previous teachers have been placed into these classes in place of the general English course</p>	<p>More PD on Neurodiversity and on Literacy for lower ability students and ELL students and for all teachers to help support students to be ready for Common Assessment tasks.</p> <p>We have created a leadership academy for Yr 11/12 students in 2025 to encourage more leadership opportunities for all students.</p> <p>Literacy targeted PD including two WSL appointed to be in charge of Literacy in 2025.</p>

	<p>as many points as they can through subject assessments and extra curricular opportunities.</p> <p><b>Pūhoro</b> Our students are part of weekly tutorials at school, online support, and wānanga around the Waikato to strengthen our networks and our high level learning. At the wānanga, students have exposure to hands-on learning, such as creating electromagnetic fields; building dams to withstand earthquakes; wiring electrical appliances; designing whairo or kowhaiwhai patterns on tablets, which were then integrated using virtual reality technology into virtual Marae. Two of our ākonga were chosen to go to America and Hawaii in December.</p> <p><b>Whakapike Ake</b> We have this agency come to our kura twice a year to help support Māori students who want to get in to the medical field.</p>	<p>meeting or exceeding the NECL yearly expectations.</p> <p>MELLA students have made better improvement than the other ethnic cohorts</p> <p><b>Literacy Year 9</b> By the end of the year while 4A is still the most common e-asTTle level, the range has moved significantly and now sits at 3A-6B, rather than 2P-5A. Virtually all students have progressed the two sub-levels that are expected with routine classroom practice, if not more.</p> <p><b>Year 10 Literacy</b> The majority of students in the 2024 Year 10 cohort moved the expected two sub-levels with most students now sitting within the range of 5B-6B. There are now no students testing at curriculum level 3, and only a small number in the lower end of level 4 at the end of the year.</p>	<p>that all other junior students are entered into. This means they are not essentially learning double English, the downside of which was they could have been taught similar strategies but in different ways (leading to more confusion) and it eliminated some of their subject choice options. Students are in their JEL classes for three hours per week.</p>	<p>PLD workshops will run teaching staff about understanding and using the reading asTTle results and PAT results to help support their priority/ focus students.</p> <p>JEL classes that run when English is on</p>
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	<p><b>Employment Service in School programme</b> for Year 12 and Year 13 students to help transition into the workplace and tertiary education. This is run by a disability provider. Our main provider has been Enrich +, but this year we have also been working with Career Moves.</p> <p>This programme is for any students with a disability or Learning Support need. The facilitators work with the students to develop work ready skills while at high school.</p> <p><b>Unistart papers</b> for Year 13 students</p>	<p>Out of 17 students 11 gained a B- or above grade</p> <p>COMPX101 A+ 99.32 LEADR101 B+ 76.07 LEADR101 B- 67.54 ENGLI100 A 87.40 LEADR101 B 70.72 ENGLI100 A+ 90.40 COMPX223 A+ 99.53 COMPX101 A+ 98.29 ENGLI100 A 87.90 COMPX101 A 87.72 LEADR101 B- 69.31</p>		
<p>Develop culturally responsive practices that normalise Te Ao Maaori</p> <ul style="list-style-type: none"> <li>• Reinvigorate the Effective Teacher Profile</li> <li>• Teachers continue to build knowledge and use of Tikanga and Te Reo</li> </ul>	<p>Attendance of all staff at Titiro whakamua run by Poutama Pounamu at Waikato University.</p> <p>Te Ao Māori in faculties: A number of faculties have made a conscious effort to incorporate a prescribed Te Ao Māori context into their programmes. An example of this is the Social Sciences faculty who have a unit</p>	<p>Two sessions run with half of the teaching staff at each three hour session.</p> <p>Evident in PGC conversations, course reviews and teacher unit plans.</p> <p>Improvement in disparity for Māori ākonga at Level 2 and 3.</p>	<p>Some faculty areas are more advanced in their planning but good practice is being shared at Board Of Study meetings.</p>	<p>Continue to have workshops that cater for a diverse need of ākonga.</p> <p>Continued study in Poutama Pounamu blended learning.</p>

	<p>entitled 'Tangata Whenua, Tauwi and Aotearoa'.  The Business and Commerce faculty have incorporated local Maaori businesses into Programmes of Learning for the new Commerce course.  The Head of Faculty took her department to the Super Hub at Tainui Group Holdings to make a connection for future learning.  They are also using Nau mai raa (electricity company).  A number of staff in the English faculty have completed the wānanga tikanga course.  Each teacher must use a Māori text during the year and whakatauki are being used in course outlines and displays in class so these can be referred back to.  In all faculties there is a commitment within faculty meetings to spend time on Te Reo learning. Some faculties are using directed texts such as Māori Made Easy or Toro Mai.</p> <p>Workshops on Mana Ōrite provided regularly throughout the year.</p>	<p>Comparable results for Year 10 Numeracy asTTle shift in curriculum levels.</p> <p>Pasifika homework club and study camp.</p> <p>Improved and superb attendance at Māori awards evening.</p>		
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	Four staff members enrolled in Poutama Pounamu Blended Learning course who in turn facilitate with four staff members each.			
<p>Strengthen the Professional Growth cycle</p> <ul style="list-style-type: none"> <li>• Documented Walk throughs</li> <li>• Release time to observe good practice</li> <li>• Rigorous Professional Growth conversations</li> </ul>	<p>Sharing of good practice at Board of Studies meetings.</p> <p>Professional Growth Conversations template amended to encourage more directed conversations.</p>	<p>Professional Growth Conversations show good reflective conversations.</p> <p>PGCs show termly walk throughs.</p>		<p>Teachers have to select five priority students that they show reflection and revised strategies for in their documentation. This is to be shared twice yearly with their faculty.</p> <p>PGC template adapted to facilitate this new development.</p>

**1.4 Increase the number of students attending regularly**

- 70% attending regularly (attending 90% or more)
- Less than 5% chronically absent (attending 70% or less)

Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
<p>Programmes of learning are engaging and inclusive. Work with the Kaahui Ako and outside agencies to support aakonga with chronic absence.</p> <p>Continue to resource the Student Engagement Officer to support aakonga with moderate absence. Continue to refine and promote attendance procedures and systems.</p>	<p>Tipu ake carving programme offered at Year 9 to targeted students.</p> <p>Wānanga programme offered to Māori students throughout 2024. Increased mana and attendance through this.</p> <p>Junior Year 9 and Year 10 Junior diploma launched. Points earned through participation in extracurricular activities and academic progress.</p> <p>Cultural Diversity facilitator has increased participation in sport and lunchtime activities with a futsal team made up of migrant and refugee students competing each week against other schools.</p>	<p>Attendance data has improved with both chronic and regular attendance improving incrementally.</p> <p>More students are participating in House activities and lunchtime activities.</p>	<p>Student Engagement Officer in place in school</p>	<p>Triple Summit Ākonga programmes engaged for Year 9 and 10 boys.</p> <p>Triple Summits Whanake Programme for 16 to 18 year old ākkonga.</p> <p>The Waterboy Taku Wairua Term 1 2025 for thirty Year 10 students.</p> <p>Māori liaison officer employed from February 2025 to work with students who are not achieving in class.</p>

3.1 Provide opportunities to build and celebrate school culture				
Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
Have an NCEA Excellence award assembly with parents early in Term One	Very good turn out of caregivers to assembly.	Very good turn out of caregivers to assembly.		Do this again.
Acknowledge junior diligence at the end of the first semester in both core and non core subjects	Very good turn out of caregivers to assembly.	Very good turn out of caregivers to assembly.		
Instigate Students of the month in newsletters and social media nominated by teachers for both extra curricular and academic arenas.	Successful inclusion in the newsletter.  Also Whakanuia Mātauranga Māori newsletter launched showcasing ākonga who are achieving in different areas of the kura.			Will continue both of these initiatives next year.
Monthly item in the newsletter and social media about recent House events and which House is in the lead	Successful inclusion in the newsletter.  Also Whakanuia Mātauranga Māori newsletter launched showcasing ākonga who are achieving in different areas of the kura.			
The Junior council will run a termly event for juniors	Vibrant Junior council ran this year. Not only did they run House events but they also challenged students'			

	unacceptable behaviours by making videos and posting these on our Instagram page.			
Use the Hauora programme as a vehicle to promote the school values and House Spirit	School haka, karakia and waiata taught in Hauora. Haka competition ran in Term Two.			Next year RAPID time will teach our school values weekly. House captains will be managed by the Associate Principal. Senior Student Leadership team will take ownership of the House system not just House Captains. No time pressure on assemblies will help promote House activities.

### 3.3 Ensure a consistent approach to behaviour management based on our school values

Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
Build HOF capability to support kaiako in behaviour management	<p>New Behaviour Management System has cut down on repeated minor behaviours.</p> <p>HOFs run through Behaviour Management Professional Development by the Director of Pastoral Care at faculty time.</p>	<p>HOFs have relished this extra support and firm systems.</p> <p>HOFs taking detentions and managing students who are in time out during lessons.</p>	<p>Led by the Director of Pastoral care.</p> <p>The DPC goes to Board of Studies meetings and more frequently goes to faculty meetings to lead PD in that forum.</p>	<p>Shared discussion and planning on how to support staff with lateness, behaviour management and accountability of junior students for completion of work.</p>
Provide PLD to all staff in behaviour management including restorative practice	<p>Staff more confident in their Behaviour Management approach.</p> <p>Staff more consistent.</p> <p>Staff realise there is support when students do not follow expectations.</p>	<p>Fewer repeated behaviours showing in an individual's pastoral notes.</p> <p>No suspensions this year.</p> <p>Pastoral letters for different stages of the discipline process sent home at appropriate times.</p>	<p>One or two year levels not operating as well due to inconsistency of some Deans still to adapt to the points system of monitoring numbers of behaviours occurring.</p>	<p>Crack down on lateness - just instigated in Term 4 of 2024.</p> <p>More mentoring of Deans in being timely with pastoral letters.</p> <p>More positive communication to be sent home by Deans and subject teachers.</p>
Review and refine our current behaviour management system	<p>Revised Behaviour Management System.</p>	<p>Fewer repeated behaviours showing in an individual's pastoral notes.</p> <p>No suspensions this year.</p> <p>Pastoral letters for different stages of the discipline process sent home at appropriate times.</p>	<p>Monitoring toilets at break times has reduced vaping stand downs. It has decreased graffiti and toilet damage as well.</p>	<p>Crack down on lateness - just instigated in Term 4 of 2024.</p> <p>More mentoring of Deans in being timely with pastoral letters.</p> <p>More positive communication to be sent home by Deans and subject teachers.</p>

Strategic Goal 4 Connect with the Community (Whaanaungatanga)				
4.3 Improve the reporting of student progress and achievement to whaanau.				
Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
Send Tick Reports to whaanau in preparation for Parent Interviews.	Tick reports sent in advance of interviews.	Better turnout at parent teacher interviews.	First set of interviews booking system not advertised early enough before booking system opened up.	Change in how we report: Term One: Week 4 and 8 tick reports. Term Two: Week 4 tick reports and written reports in Week 8 Term Three: Week 4 and 8 tick reports. Term Four: Week 4 junior only tick reports.
Schoology feedback comments.				Changing to reporting only on KAMAR. Google classroom for Learning management system and feedback done through Google documents. Using Schoolbridge for tracking data.

**Level 1 NCEA attainment**

Year	Achievement	National	EQI
2022	69.6	64.9	69.6
2023	67.2	61.7	68.2
2024	64.4	44.9	57.0

**Level 2 Attainment**

Year	Achievement	National	EQI
2022	82.0	74.9	80.4
2023	75.1	73.2	78.5
2024	70.4	72.7	80.5

**Level 3 Attainment**

Year	Achievement	National	EQI
2022	69.1	68.2	70.0
2023	66.3	67.7	69.1
2024	61.8	68.2	70.2

**University Entrance**

Year	Achievement	National	EQI
2022	56.4	50.3	49.2
2023	55.1	49.7	46.7

2024	46.7	48.2	47.5
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### Summary

Overall Level One results are higher than the National and Equity Index band and continue a general downward trend over the last three years.

Overall Level Two results are lower than the National and significantly lower than the Equity Band Index, the latter going against the national trend being higher than EQI percent of 2022.

Overall Level Three attainment is the most disappointing compared to National and EQI statistics. Both of the latter have returned to similar or the same levels as 2022 while ours has continued to slide down and are a lot lower than the National and EQI statistics.

Our University Entrance results are similar but lower than the National and EQI but they have dropped significantly since 2022 compared to the National and EQI rates.

### Certificate Endorsements - Excellence

#### Year 11

Excellence	HHS	National	EQI
2022	14	19.4	15.7
2023	20.9	16.7	13.4
2024	17.9	11.1	9.3

#### Year 12

Excellence	HHS	National	EQI
2022	21.6	16.5	13
2023	12.9	15	11.6
2024	15.7	15.1	12

**Year 13**

Excellence	HHS	National	EQI
2022	22.9	15.3	12.3
2023	24.1	13.6	11.3
2024	13.8	14.2	11.8

**Certificate Endorsements - Merit****Year 11**

Merit	HHS	National	EQI
2022	30.5	31.4	29.7
2023	31.2	31.4	29.3
2024	34.2	28.8	27.6

**Year 12**

Merit	HHS	National	EQI
2022	18.7	24	21.5
2023	19.4	23.5	20.8
2024	24.7	25	22.1

**Year 13**

Merit	HHS	National	EQI
2022	24.9	25.5	23.3

2023	28.2	25.6	22.5
2024	23.7	26.1	23.2

### Comparing Ethnicities 2024 NCEA Results

#### Level One

Year	Asian	EQI	Nat	European	EQI	Nat	Māori	EQI	Nat	MEL A	EQI	Nat	Pasifika	EQI	Nat
<b>2024</b>	69.1	50.5	39.4	69.2	60.5	50.5	48.4	46.2	39.3	66.7	54.7	40.7	33.3	44.1	36.3

All ethnicities have performed above the Equity Index Band and the National results except for Pasifika.

#### Level Two

Year	Asian	EQI	Nat	European	EQI	Nat	Māori	EQI	Nat	MEL A	EQI	Nat	Pasifika	EQI	Nat
<b>2024</b>	73.1	74.3	69.2	77.1	81.8	77.8	58.2	70.7	64.3	52.4	71.7	68.8	44.0	69.1	64.9

Our Level Two results are poor. We are below the National and EQI in every ethnic group except for Asian which while lower than other schools in our Equity band is higher than the National result.

If we compare with 2023 results which are not shown in the table above, the results are better for Middle Eastern/Latin American/African (MELA) and the same for European.

### Level Three

Year	Asian	EQI	Nat	European	EQI	Nat	Māori	EQI	Nat	MEL A	EQI	Nat	Pasifika	EQI	Nat
2024	65.8	70.8	68.2	60.8	74.0	71.6	66.7	62.3	57.9	55.6	67.5	65.7	62.5	65.4	63.4

At Level Three all ethnicities have done poorer than National and compared to other schools in our EQI except for Māori students who have performed better than National and EQI.

### University Entrance

Year	Asian	EQI	Nat	European	EQI	Nat	Māori	EQI	Nat	MEL A	EQI	Nat	Pasifika	EQI	Nat
2024	54.4	53.9	55.0	45.5	50.7	53.3	36.7	32.8	29.9	44.4	49.9	49.9	37.7	32.0	30.1

For UE the results turn on their heads compared to other statistics in that Māori and Pasifika have higher numbers gaining UE than the National or EQI figures. Asian are higher than the EQI but lower than National. European are decidedly lower compared to both.

### Scholarship results

Subject	Number
Accounting	1
Agriculture and Horticulture	1
Calculus	4
Chemistry	2
Chinese	2
Earth and Space	1
English	3
Physics	2
Religious Studies	1
Statistics	5

We had 5 Outstanding Scholarships in Chemistry, Physics and Statistics with one student gaining the highest mark in the country for Physics.

### Cambridge Examinations

#### English Literature

Grade	A	B	C	D	E	Not passed
No. of students	4	6	5	2	1	0

## Mathematics

Grade	A	B	C	D	E	Not passed
No. of students	1	4	6	5	3	8

## Career and Transition Report

### 1. Secondary Tertiary Partnership (STP)

- Waikato Trades Academy (Wintec)
- Primary ITO-Agriculture
- 100 students initially enrolled on 1 March 2024.
- Courses
  - Vocational Pathway-Manufacturing and Technology Sector (Level 2)
  - Vocational Pathway-Manufacturing and Technology Sector (Longveld Girls) (Level 2)
  - Vocational Pathway-Construction and Infrastructure Sector (Level 2)
  - Certificate in Electrical Engineering (NCEA Level 2)
  - Vocational Pathway-Services Industries Sector - Café Skills (NCEA Level 2)
  - Services Industries Sector - Hairdressing and Beauty Therapy (NCEA Level 2)
  - Outdoor Experience (Level 2)
  - Vocational Pathway-Social and Community Services Sector (NCEA Level 2)
  - Vocational Pathway-Landscape construction and Tree work (Level 2)
  - Certificate in Service Industries Sector (Level 3)
  - Certificate in Educational Achievement in Exercise Science (Level 3)
  - Primary Industry Skills (Agriculture) (Level 3)
  - Certificate in Building and Construction (Level 3)
  - Certificate in Education Achievement in Automotive Engineering (Level 3)
  - Certificate in Educational Achievement in Mechanical Engineering (General) (Level 3)
  - Vocational Pathway-Primary Industry Skills (Level 2)
  - Vocational Pathway-Primary Industry Skills (Level 3)
- Ethnicity
  - Maori 18%
  - NZ European 58%
  - Pacifica 2%
  - Other 22%

- Gender
  - Male 56%
  - Female 42%
  - Diverse 2%

## 2. NCEA (Trades Academy)

- Total students 100
  - 74% gained NCEA at level 1 and/or level 2
  - 26% no NCEA. 98% no numeracy and/or literacy. 30% of these students left school.
  - 68% males gained NCEA L1 or higher
  - 74% males year 12 gained NCEA L2
  - 81% females gained NCEA L1 or higher
  - 80% females year 12 gained NCEA L2
- 70% Maori achieved level 1 or above
- 64% Maori year 12 gained level 2
- Destinations:
  - 29 students left school:
    - 14 Employment
    - 7 Wintec
    - 1 PTE (Private Training Enterprise)
    - 3 University
    - 4 Another school
  - 71 students returned to School:
    - 37 School: Trades Academy
    - 4 School: Gateway
    - 30 School full time

## 3. STAR

- 17 external providers used
- 639 students on STAR outside provider courses including non-credit taster experiences (excludes school-based courses)
- Courses:
  - Wintec (115 students)
    - Construction and Infrastructure Pathway
    - Creative Industries Pathway
    - Introduction to Photoshop, Introduction to Illustrator, Media Workshop Taster, Short Video Production Taster, Music Production Workshop, Introduction to Manual Pattern Making, Interior Design Taster
    - Manufacturing Technology Pathway
    - AutoCAD, Civil Engineering (with Land Surveying), MIG Welding, Solidworks, Automotive

- Primary Industries Pathway
  - Intro to Animal Technology
  - Service Industries Pathway
  - Hospitality
  - Intro to Restaurant Service,Intro to Cookery,Barista,Provide Table Service,Food Safety Methods, Hazards & Control,Prepare & Cook basic pasta,Food Service Styles and Menus, Prepare & Cook Basic Pastry Dishes, Chef or Waiter for a Day
  - Hair & Beauty
  - Beauty,Hairdressing
  - Sport
  - Rock Climbing,Caving,Canoeing,Adventure Based Learning
  - Social Community Services Pathway
  - Health,Early Childhood Education
- Lifecare Consultants (60 students, 15cr L3)
    - Health & Safety
  - Lifecare Consultants (60 students, 5cr L1,2&3)
    - First aid
  - Pacific Coast Technical Institute (PCTI) (6 students,12 credits L2)
    - Chainsaw course
  - Pacific Coast Technical Institute (PCTI) (18 students, 15 credits L 2)
    - Small Motors/Hand tools/Food processing
  - Pacific Coast Technical Institute (PCTI) (11 students, 21 credits L 2)
    - Apiculture
  - Elite services LTD (16 students, 14 credits L3)
    - Manual handling/Health & Safety
    - GPS & two-way radio
    - Small motors and hand tool maintenance
  - The learning Connection (44 students, 12cr L2/3)
    - Barista
  - University of Canterbury (8 students)
    - Maths 199
  - Waikato University Unistart(11 students)
    - Economics,Computing, Music,Philosophy
  - RTE Ltd (30 students, 15cr L3)
    - Forklift Certification
  - Varda Hair & Beauty (15 Students)
  - NZ School of Tourism (20 students)
  - The learning Place (13 students, 12cr L3)

- Security
- The learning Place (15 students, 10cr L2/3)
  - Barista
- SIT (2 students, Various unit standards L2/3)
  - Distance Learning-Health Science, Sport Physiology,ECE,Animals
- Telford (Taratahi) (2 students, Various unit standards L2/3)
  - Distance Learning-Agriculture
- Fairview motors (6 students, 24cr L2)
  - Vehicle Servicing, Wheels and Tyres, Engines, Brakes, Cooling Systems, Electrical
- NZMA
  - Police experience day
  - Bartending
- NZ School of Tourism-Flight attendant
- Hillcrest High STAR supported subjects:
  - Materials Technology Engineering
  - Materials Technology Carpentry
  - Hospitality
  - Music Technology
  - Outdoor Education
  - Senior Student leadership programme
  - Tourism
  - Electronics
  - Early Child Care
  - Pasifika
  - Motors
  - ILC: SPEC

#### 4. Gateway

- 86 students on the Gateway programme: TEC contract 75 places
- Achieved an average of 22 credits per student at level 2: TEC contract 20 credit average
- Gender:
  - Male 53.5%
  - Female 46.5%
- Ethnicity:
  - 15% Maori
  - 50% New Zealand European
  - 7% Pasifika
  - 28% Other

- Assessment
  - 79% Achieved NCEA L1 and above
  - 22% No NCEA 100% no numeracy and/or literacy
  - Females: 88% NCEA 1 and above
  - Males: 89% gained NCEA 1 and above
  - Maori: 92% gained NCEA 1 and above
  
- Destinations 86 students:
  - 31 students left school
  - 7 Full-time employment
  - 11 gained part-time employment
  - 10 Wintec
  - 7 PTE (Private Training Establishment)
  - 3 University
  - 4 Another school
  - 55 returned to school
  - 9 Trades Academy
  - 6 Gateway
  
- Gateway programmes:
  - Individual employers and businesses
  - ServiceIQ Red/Blue Shirts-The Warehouse
  - Seeds-Countdown
  - Future Foodies Pak N Save-Butchery/bakery/Sky City kitchen
  - Lifeguarding-Waterworld
  - Learn to Swim/Water safety-Waterworld
  - IVS-Biosecurity
  - PCTI Holland rd Farms-Horticulture/Apiculture
  - Fairview Motors
  - NZ School of Tourism
  - Elite School of Beauty
  - Varda
  - Waikato Aviation
  - Waikato District Health Board (Puna Waiora)
  - Puatala (Pacifica/ Maori) Incomparable program
  
- Apiculture
  - (Pacific Coast Technical Institute)
  - 10 Students graduated with the New Zealand Certificate in Apiculture (L3)
  - Completed 21 credits at L2

## **5. Plant & Produce (PPR) & 2 Plant Management & Produce (PMP)**

Secondary/Tertiary partnership (STP) between Science Faculty & Pacific Coast Technical Institute (Holland Rd farms)

- 1PPR: 19 students
- 2PMP: 20 Students
- Achieved 15 Credit Average
- Unit and achievement standards 21 L1/L2 towards NCEA L1-3 and the New Zealand Certificate in General Horticulture – Level 3

## **6. Technical and Vocational Education and Training (TVET) and Individual Pathway Programme (IPP)**

### **TVET**

**91 students** (Actual number is higher as this figure does not include students who did more than one line of TVET. Students are only counted once)

- Ethnicity
  - Maori 34%
  - NZ European 52%
  - Pacifica 3%
  - Other 2%
- Gender
  - Male 47%
  - Female 52%
  - Diverse 1%
- 47% of these students left school throughout the year to employment and courses.
  - 14% Employment
  - 10% Wintec
  - 12% PTE (Private Training Establishment)
  - 11% Another school
- Achievement:
  - Note: 47 % of students left school at the end, or throughout, the year
  - 53% Achieved Level 1
  - 37% Achieved level 1 and level 2
  - 65% females achieved level 1 and above
  - 53 % males achieved level 1 and above
- Maori NCEA results:
  - 39% gained L1 and above
  - 61% No NCEA
  - 68% of these students left school throughout the year. (Also, for many students NCEA L1 is a 2-year programme)

### **IPP**

Vocational pathway from TVET, Unistart, NHS: mental health, Guidance and dean referral, special programmes of learning, concentrate on university entrance, numeracy, distance learning, Gateway program, Transitioning out of school

- 63 students  
(Actual number is higher as this figure does not include students who did more than one line of IPP. Students are only counted once)
  - Year 10: 1 student
  - Year 12: 15 students
  - Year 13: 47 students
- Destinations
  - Total 63 students
  - 61 students left school
    - 24 Employment
    - 9 PTE (Private Training Establishment)
    - 11 Wintec
    - 12 University
    - 2 School
    - 2 Another school
    - 2 Unknown
- Unistart - Waikato university
  - 17 students:
    - Leadership LEADR101
    - Introduction to Computing COMPX101
    - Introduction to Communication Design Production DSIGN125
    - Introduction to Climate Change Science - Putaiao Huringa Ahuarangi CLIMT101
    - Telling the Story ENGLI100
    - The Big Questions: An Introduction to Philosophy PHILO150
  - Grades:
    - A+ = 4 students
    - A = 3 students
    - B+ = 1 student
    - B- = 2 students
    - B = 1 student
    - C+ = 1 student
    - C- = 1 student
    - E = 3 students
    - IC = 1 student

- Unistart - Canterbury University
  - 8 students
    - Maths 199: Advancing in Mathematical Science
  - Grades
    - A+ = 4 students
    - A = 1 student
    - A- = 2 students
    - B = 1 student

## 7. Career Services

Career central has now established itself as an integral part of the Careers and Hauora programme, allowing students to take ownership of their career plan.

- All students are registered with Career Central. Career development at all senior levels is available to all students and ongoing.
- Senior students have the option of being assessed using the Bullseye and Myers-Briggs Type Indicator® (MBTI®) personality inventory to help in their career planning. Students receive a comprehensive report.
- 568 students had one or more consultations.

## Evaluation of how we have given effect to Te Tiriti o Waitangi

We have Te Reo Māori at Year 9 through to Year 13 which is available for any student to take. At Year 9 we have half year semesters and at Year 10 to Year 13 students take Te Reo all year. The number of ākonga taking Te Reo Māori has grown and the department now has one class at Year 13, one at Year 12, two at Year 11 and two at Year 10.

In 2024 we paid for outside tutors to take Kapa Haka. This resulted in a renewed group who participated in the Koroneihana in August.

Our staff have been working hard to improve their own tikanga and we have had staff professional development on our local history.

We have also had tutoring of staff in our school haka and waiata so we can perform appropriately at events and lead our ākonga. Each staff briefing and staff meeting begins with karakia as do our Board of Trustee meetings.

Staff are offered workshops on Mana Ōrite throughout the year facilitated by a Within School Leader. We also had Waikato University lead Titiro Whakamua professional development with all staff over two workshops.

Through our Kahui Ako we have a Culturally Responsive hui facilitated by our Across School Leader which runs once a term for all of our colleagues in our Kahui Ako.

## Te Iti o Haua marae

All of our Year 9 ākonga visit Te Iti o Haua marae for the day over five consecutive days with Year 12 Peer support leaders taking activities at the marae. The visit involves an official pōwhiri whakatau, kai and sessions on rakau, tititorea, harakeke, waiata and haka.

### Te Ao Māori in faculties

A number of faculties have made a conscious effort to incorporate a prescribed Te Ao Māori context into their programmes.

In all faculties there is a commitment within faculty meetings to spend time on Te Reo learning. Some faculties are using directed texts such as Māori Made Easy or Toro Mai.

### Pūhoro STEM

Pūhoro is a kaupapa Māori approach to STEMM (Science, Technology, Engineering, Maths and Mātauranga Māori) that seeks to improve equitable access to Pūrau education and pathway Māori into high value careers. With the waka of Pūhoro, Mātauranga Māori is celebrated as a rich knowledge system, using the oars of kaupapa and tikanga Māori.

Pūhoro has created partnerships between Waikato University, Waikato-Tainui and local industries to allow Māori akonga to access learning in many different areas. Our students were part of weekly tutorials at school, online support, and wānanga around the Waikato to strengthen our networks and our high level learning. At the wānanga, students had exposure to hands-on learning, such as creating electromagnetic fields; building dams to withstand earthquakes; wiring electrical appliances; designing whairo or kowhaiwhai patterns on tablets, which were then integrated using virtual reality technology into virtual Marae.

In 2024 two of our rangatahi were provided with free trips to America to Silicon Valley to look at the STEM industry there.

### **Whakapike Ake**

We have this agency come to our kura twice a year to help support Māori students who want to get in to the medical field.

### **Tipu Ake**

In Term Four we began the Tipu Ake Māori carving course for students in Year 9 who had poor attendance or needed extra support. This was run through Te Kohau Health. This had mixed results but we are going to continue in 2025 and reevaluate.