

HURUNUI COLLEGE

Annual Financial Statements For the year ended 31 December 2024

Ministry Number: 311
Principal: Jane Marsh
School Address: Tenterden Street, Harwarden
School Postal Address: P O Box 12, Harwarden
School Phone: 03 314 4430
School Email: office@hurunuicollege.school.nz

Members of the Board of Trustees

Name	Ceased	Term Finishes
Greg Costello		Sep-25
Rhonda Sullivan		Sep-25
Kelly Morris		Sep-25
Robin McKinlay		Oct-26
Nick Molhoek		Oct-26
William Harnett		Sep-25
Shea Kelly		Sep-25
Jane Marsh - Principal		
Stephen Beck - Principal	Jan-24	

Accountant / Service Provider:

Geoff Gillam Consultants

Hurunui College Table of Contents

Page

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expenses
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6	Notes to the Financial Statements
	Independent Auditor's Report
	Analysis of Variance
	Statement of compliance with employment policy

Hurunui 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.

Robin McKinlay

Jane Marsh

Full Name of Presiding Member

Full Name of Principal

Signed by:

4BD537725F00DAC5

Signed by:

081EA1A0E1C135E5

Signature of Presiding Member

Signature of Principal

28/05/2025

28/05/2025

Hurunui 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	4,500,302	4,544,020	4,203,492
Locally Raised Funds	3	157,902	113,390	178,106
Interest		29,081	-	21,949
Gain on Sale of Property, Plant and Equipment		19,565	-	-
		<hr/>	<hr/>	<hr/>
		4,706,850	4,657,410	4,403,547
Expenses				
Locally Raised Funds	3	134,257	68,000	128,437
Learning Resources	4	2,795,238	2,796,270	2,802,277
Administration	5	225,759	239,350	199,929
Interest		553	-	1,232
Property	6	1,072,324	1,039,000	938,243
Other Expense	7	426,637	500,000	402,619
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<hr/>	<hr/>	<hr/>
		4,654,768	4,642,620	4,472,737
Net Surplus / (Deficit)		52,082	14,790	(69,190)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		52,082	14,790	(69,190)

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

Hurunui College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Actual 2024 \$	Budget (Unaudited) 2024 \$	Actual 2023 \$
Balance at 1 January	1,431,394	1,431,394	1,500,584
Total comprehensive revenue and expense for the year	52,082	14,790	(69,190)
Contributions from / (Distributions to) the Ministry of Education			
Contribution - Furniture and Equipment Grant	19,119	-	-
Contribution to Ministry of Education - School Redevelopment	(39,920)	-	-
	24		
Equity at 31 December	1,462,675	1,446,184	1,431,394
Accumulated comprehensive revenue and expense	1,462,675	1,446,184	1,431,394
Reserves	-	-	-
Equity at 31 December 2024	1,462,675	1,446,184	1,431,394

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.

Hurunui College

Statement of Financial Position

As at 31 December 2024

		2024	2024 Budget	2023
	Notes	Actual \$	(Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	209,314	227,075	535,158
Accounts Receivable	9	207,726	199,000	209,772
GST Receivable		15,513	15,000	-
Prepayments		5,978	5,000	5,239
Inventories		2,500	8,000	8,300
Investments	10	265,167	262,000	250,000
Funds owing for Capital Works Projects	16	55,397	-	-
		<u>761,595</u>	<u>716,075</u>	<u>1,008,469</u>
Current Liabilities				
GST Payable		-	-	2,004
Accounts Payable	12	229,169	225,000	198,961
Revenue Received in Advance	13	21,408	20,000	17,669
Provision for Cyclical Maintenance	14	22,917	36,127	22,727
Funds held for Capital Works Projects	16	-	-	290,005
Finance Lease Liability - Current Portion	15	46,043	35,000	52,547
		<u>319,537</u>	<u>316,127</u>	<u>583,913</u>
Working Capital Surplus or (Deficit)		442,058	399,948	424,556
Non-current Assets				
Property, Plant and Equipment	11	1,086,750	1,091,236	1,103,236
		<u>1,086,750</u>	<u>1,091,236</u>	<u>1,103,236</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	26,800	-	13,400
Finance Lease Liability	15	39,333	45,000	82,998
		<u>66,133</u>	<u>45,000</u>	<u>96,398</u>
Net Assets		<u>1,462,675</u>	<u>1,446,184</u>	<u>1,431,394</u>
Equity		<u>1,462,675</u>	<u>1,446,184</u>	<u>1,431,394</u>

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



Hurunui College

Statement of Cash Flows

For the year ended 31 December 2024

	2024	2024	2023
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	1,524,757	1,559,020	1,375,708
Locally Raised Funds	190,109	151,481	138,606
Goods and Services Tax (net)	(17,517)	(17,004)	40,425
Payments to Employees	(628,221)	(647,860)	(636,785)
Payments to Suppliers	(943,290)	(964,059)	(886,770)
Interest Received	29,004	558	17,391
Net cash from / (to) the Operating Activities	<u>154,842</u>	<u>82,136</u>	<u>48,575</u>
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	19,565	-	-
Purchase of PPE (and Intangibles)	(107,227)	(35,000)	(240,740)
Purchase of Investments	(15,167)	(12,000)	(250,000)
Proceeds from Sale of Investments	-	-	-
Net cash from / (to) the Investing Activities	<u>(102,829)</u>	<u>(47,000)</u>	<u>(490,740)</u>
Cash flows from Financing Activities			
Contribution by the Ministry of Education - Furniture and Equipment Grants	19,119	-	-
Finance Lease Payments	(51,574)	(55,545)	(61,296)
Funds Administered on Behalf of Third Parties	(345,402)	(287,674)	194,171
Net cash from Financing Activities	<u>(377,857)</u>	<u>(343,219)</u>	<u>132,875</u>
Net increase/(decrease) in cash and cash equivalents	<u>(325,844)</u>	<u>(308,083)</u>	<u>(309,290)</u>
Cash and cash equivalents at the beginning of the year	8 535,158	535,158	844,448
Cash and cash equivalents at the end of the year	8 <u>209,314</u>	<u>227,075</u>	<u>535,158</u>

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

Hurunui College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2024

a) Reporting Entity

Hurunui 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 of Trustees (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 publically 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.

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 13.



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 14.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These 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.

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.

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) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for 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.

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.

The School has met the requirements under schedule 6 section 28 of the Education Act 1989 in relation to the acquisition of securities.

j) 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.

k) 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.

Property, plant and equipment acquired with individual values under \$500 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

	Years
Building improvements	10 - 100
Furniture and equipment	5 - 10
Information and communication technology	5
Plant	10 - 20
Term of Lease	2 - 3
Library resources	10
Motor Vehicles	5 - 10

l) 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. 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 the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

m) 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.

n) 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.

o) Revenue Received in Advance

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

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

p) 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.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) 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.

s) Financial Instruments

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

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

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

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Government Grants - Ministry of Education	1,029,849	959,020	907,107
Teachers' Salaries Grants	2,194,479	2,200,000	2,159,464
Use of Land and Buildings Grants	784,148	785,000	667,586
Bus	491,826	600,000	469,335
Other Government Grants	-	-	-
	4,500,302	4,544,020	4,203,492

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget \$	2023 Actual \$
<i>Revenue</i>			
Donations & Bequests	4,555	-	9,372
Fees for Extra Curricular Activities	70,327	21,000	78,628
School houses	60,599	65,390	62,780
Trading	22,421	27,000	27,326
	157,902	113,390	178,106
<i>Expenses</i>			
Extra Curricular Activities Costs	45,988	10,000	50,108
Trading	29,211	15,000	13,449
School houses	59,058	43,000	64,880
	134,257	68,000	128,437
<i>Surplus for the year Locally raised funds</i>	23,645	45,390	49,669

4 Learning Resources

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Curricular	145,033	163,270	157,349
Employee Benefits - Salaries	2,519,682	2,580,000	2,509,120
Staff Development	5,224	6,000	5,814
Depreciation	125,299	47,000	129,994
	2,795,238	2,796,270	2,802,277

5. Administration

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Audit Fee	12,304	3,500	6,339
Board of Trustees Fees	11,806	13,000	16,800
Communication	870	1,500	1,256
Consumables	6,877	15,000	6,910
Staff Expenses	1,615	4,500	3,563
Other	44,975	61,850	30,343
Employee Benefits - Salaries	147,312	140,000	134,718
	225,759	239,350	199,929

6. Property

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Caretaking and Cleaning Consumables	6,687	8,000	7,088
Cyclical Maintenance Provision	13,590	-	13,626
Grounds	23,408	18,000	15,236
Heat, Light and Water	25,730	35,000	26,436
Rates	9,589	8,500	6,542
Repairs and Maintenance	52,180	57,500	51,211
Use of Land and Buildings - Non-Integrated	784,148	785,000	667,586
Employee Benefits - Salaries	156,992	127,000	150,518
	<u>1,072,324</u>	<u>1,039,000</u>	<u>938,243</u>

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

7. Other Expense

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Transport	426,637	500,000	402,619
	<u>426,637</u>	<u>500,000</u>	<u>402,619</u>

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Bank Current Account	209,314	227,075	535,158
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>209,314</u>	<u>227,075</u>	<u>535,158</u>

Of the \$209,314 Cash and Cash Equivalents, \$21,408 of Revenue Received in Advance is held by the School, as disclosed in note 13. The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

9. Accounts Receivable

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Debtors	-	-	38,091
Debtor Ministry of Education	5,807	-	-
Interest Accrued	4,635	4,000	4,558
Teacher Salaries Grant Receivable	197,284	195,000	167,123
	<u>207,726</u>	<u>199,000</u>	<u>209,772</u>
Receivables from Exchange Transactions	4,635	4,000	42,649
Receivables from Non-Exchange Transactions	203,091	195,000	167,123
	<u>207,726</u>	<u>199,000</u>	<u>209,772</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	265,167	262,000	250,000

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2024



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	512,524	-	-	-	(8,452)	504,072
Furniture and Equipment	80,430	23,319	-	-	(18,875)	84,874
Information and Communication	13,066	1,309	-	-	(5,413)	8,962
Motor Vehicles	21,811	63,997	-	-	(7,411)	78,397
Plant	326,558	18,602	-	-	(29,830)	315,330
Leased Assets	135,063	1,586	-	-	(52,500)	84,149
Library Resources	13,784	-	-	-	(2,818)	10,966
Balance at 31 December 2024	1,103,236	108,813	-	-	(125,299)	1,086,750
	2024 Cost or Valuation \$	2024 Accumulated Denreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Denreciation \$	2023 Net Book Value \$
Buildings	690,881	(186,809)	504,072	690,881	(178,357)	512,524
Furniture and Equipment	644,657	(559,783)	84,874	621,338	(540,908)	80,430
Information and Communication	221,543	(212,581)	8,962	220,233	(207,167)	13,066
Motor Vehicles	145,947	(67,550)	78,397	139,797	(117,986)	21,811
Plant	564,287	(248,957)	315,330	545,685	(219,127)	326,558
Leased Assets	178,968	(94,819)	84,149	178,483	(43,420)	135,063
Library Resources	132,256	(121,290)	10,966	132,256	(118,472)	13,784
Balance at 31 December	2,578,539	(1,491,789)	1,086,750	2,528,673	(1,425,437)	1,103,236

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.

12. Accounts Payable

	2024 Actual \$	2024 Budget \$	Actual \$
Creditors	19,739	20,000	20,978
Banking Staffing Overuse	-	-	-
Employee Benefits Payable - Salaries	197,284	195,000	167,123
Employee Benefits Payable - Leave Accrual	12,146	10,000	10,860
	229,169	225,000	198,961
Payables for Exchange Transactions	229,169	225,000	198,961
	229,169	225,000	198,961

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Grants in Advance - Ministry of Education	9,623	-	-
Other revenue in Advance	11,785	20,000	17,669
	21,408	20,000	17,669

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Provision at the Start of the Year	36,127	36,127	22,501
Increase to the Provision During the Year	13,590	-	13,626
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>49,717</u>	<u>36,127</u>	<u>36,127</u>
Cyclical Maintenance - Current	22,917	36,127	22,727
Cyclical Maintenance - Non current	26,800	-	13,400
	<u>49,717</u>	<u>36,127</u>	<u>36,127</u>

The school's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property plan which is prepared by a Ministry of Education appointed property consultant.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget \$	2023 Actual \$
No Later than One Year	46,043	35,000	52,547
Later than One Year and no Later than Five Years	39,333	45,000	82,998
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>85,376</u>	<u>80,000</u>	<u>135,545</u>
Represented by			
Finance lease liability - Current	46,043	35,000	52,547
Finance lease liability - Non current	39,333	45,000	82,998
	<u>85,376</u>	<u>80,000</u>	<u>135,545</u>

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, and includes retentions on the projects, if applicable.

		2024	Opening Balances \$	Receipts from MoE \$	School Contribution \$	Payments \$	Closing Balances \$
Senior Block Project 233327	<i>in progress</i>		290,005	684,896	39,020	(1,069,318)	(55,397)
Totals			<u>290,005</u>	<u>684,896</u>	<u>39,020</u>	<u>(1,069,318)</u>	<u>(55,397)</u>
		2023	Opening Balances \$	Receipts from MoE \$	School Contribution \$	Payments \$	Closing Balances \$
Junior Build	<i>completed</i>		-	48,394	-	(48,394)	-
Senior Block Project 233327	<i>in progress</i>		76,039	305,094	-	(91,128)	290,005
Roof	<i>completed</i>		19,795	(19,795)	-	-	-
Totals			<u>95,834</u>	<u>333,693</u>	<u>-</u>	<u>(139,522)</u>	<u>290,005</u>

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	2023
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,782	4,145
<i>Leadership Team</i>		
Remuneration	405,646	412,461
Full-time equivalent members	3	3
Total key management personnel remuneration	409,428	416,606
Total full-time equivalent personnel	3.00	3.00

There are 7 members of the Board excluding the Principal. The Board had held 8 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	2023
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	160-170
Benefits and Other Emoluments Principal 1	-	1-5
Benefits and Other Emoluments Principal 2	1-5	-
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	3	3
110-120	3	3
120-130	1	2
130-140	1	0
	8	8

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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	2023
	Actual	Actual
Total	\$4,000	\$0
Number of People	1	-



20. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts 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.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had no capital commitments (2023:\$710,247)

(b) Operating Commitments

As at 31 December 2024 the Board had no operating commitments.

22. Financial Instruments

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

Cash and receivables

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Cash and Cash Equivalents	209,314	227,075	535,158
Receivables	207,726	199,000	209,772
Investments - Term Deposits	265,167	262,000	250,000
Total Cash and Receivables	682,207	688,075	994,930

Financial liabilities measured at amortised cost

Payables	229,169	225,000	198,961
Finance Leases	85,376	80,000	135,545
Total Financial Liabilities Measured at Amortised Cost	314,545	305,000	334,506

23. Comparatives

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

24. Distribution of Equity

This balance related to the boards contribution towards the school redevelopment. Due to the original ministry budget for the redevelopment not being sufficient to cover all costs incurred, and in order to be able to complete the building project to the originally agreed specification, the Board contributed to cover any overspends or variations

25. 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 HURUNUI COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Hurunui College (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch Audit Limited, 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 15, 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 28 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Members of the Board listing, Statement of Variance, Evaluation and analysis of Student Progress and Achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy, Other report on special and contestable funding and the Kwisport Report, 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.





Warren Johnstone,
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Statement of Variance: Progress Towards Strategic Goals and Annual Plan Targets

Strategic Goal 1:

Whakamārama - Student Success and Achievement

Annual Target 1.1: Student achievement targets are developed and prioritised

Annual Target Actions	Outcomes - What did we achieve?	Evidence	Variance - Reason for difference between target and outcome	Evaluation - Planning for 2025
<p>1.1 - Set student achievement targets, identify targeted groups of students, track and monitor targeted group to meet expectation</p>	<ul style="list-style-type: none"> - Student achievement targets set and shared with staff - Targeted students (students achieving just below expected level) identified from Years 1-10, groups made on SMS, tracking sheets developed, and progress regularly tracked and monitored - Year 11-13 tracking sheet developed - Y11-13 students interviewed to support choice of appropriate subjects to lead to appropriate pathway - Meetings held to discuss student progress and strategies that supported these students to achieve - Achievement data of all students in Year 0-10 shared at staff meeting - Leaders worked strategically and collaboratively to improve learning outcomes for targeted learners by implementing and consistently reviewing the annual targets - Teachers increasingly targeted learning strategies to support progress for targeted individual students 	<p> Student Achiev...</p> <p>Data Analysis mid and end of year</p> <p> Data Analysis A...</p> <p>EDGE CTG (Curriculum Tracking Groups)</p> <p>Year 11-13 tracking spreadsheet</p>	<p>Variation between teachers across the school with forming overall teacher judgement to identify the targeted students achieving just below the expected level</p> <p>Teachers know the students very well and were able to individually engage and support students to achieve, especially in Years 11-13</p>	<p>Improve teachers understanding of best and inclusive teaching practices to better meet the needs of diverse learners</p> <p>Better support teachers to use specific strategies to accelerate student progress</p>

Annual Target 1.2: OTJ's (Overall Teacher Judgement) are made by using a range of agreed assessment practices that are robust, relevant and fit for purpose

Annual Target Actions	Outcomes - What did we achieve?	Evidence	Variance - Reason for difference between target and outcome	Evaluation - Planning for 2025
1.2 Develop & implement a process for forming consistent OTJ's in writing based on a variety of evidence and a range of sources	<ul style="list-style-type: none"> - Exploring Year 5-8 have developed a long term overview for writing to support consistency of moderation against the same genre - Exploring Year 5-8 planned for moderation marking each term - Teachers Year 1-8 met to moderate writing prior to reporting - TiC English ran PD session Teacher Only Day with Year 9-13 teachers on report writing as a common genre across year levels 	<ul style="list-style-type: none"> ☰ Writing Overvi... Meeting minutes Writing data 	<p>OTJ's in writing are becoming more consistent due to teachers meeting to moderate at reporting time</p> <p>Teachers are beginning to have a shared understanding of expectations of curriculum levels and progressions of learning in writing</p>	<p>Use a standardised writing tool across Year 1-10 to inform OTJ in writing</p> <p>Teachers to meet more regularly to improve and develop consistency in writing moderation, as well as building on shared understanding of levels and progressions of learning</p>


Annual Target 1.3: Use assessment data effectively to inform teaching and learning for students in Year 9/10

Annual Target Actions	Outcomes - What did we achieve?	Evidence	Variance	Evaluation - Planning for 2025
1.3 a) Develop a plan for assessment using a range of approaches, sources and assessment practices across	<ul style="list-style-type: none"> - DP led discussion with teachers of Year 9 & 10 on what assessment approaches are currently being used, what their purpose is for assessment, what happens with this assessment and how it affects and informs teacher practice - All unit and any assessment plans were put on the shared drive to gain understanding of current assessment practices - Teachers developed data tracking sheets for Year 9 & 10 	Year 9 & 10 CTG (Curriculum Tracking Group) spreadsheets	<p>Tracking sheets supported all teachers of Year 9 & 10 to inform their teaching and learning and report on student progress and achievement to parents and whānau</p> <p>Some improvement of teachers of Year 9 & 10's</p>	<p>Create a school wide assessment for learning plan across year levels and learning areas</p> <p>Continue to work with Year 9 & 10 teachers on effective assessment for learning practices using multiple sources of evidence</p>

<p>all learning areas in Years 9 & 10 1.3 b) Use data effectively to inform teaching and learning and to report on student progress and achievement for students in Year 9 & Year 10</p>	<p>- Year 9 & 10 teachers used the information from their recently developed tracking sheets to inform progress and achievement for mid year and end of year data analysis</p>		<p>understanding of assessment to include not just high impact tools, but also the observations of and conversations with students</p>	
--	--	--	--	--

Strategic Goal 2:
Ako Quality Teaching and Learning and Professional Excellence

Annual Target 2.1: Strengthen Teaching as Inquiry and PGC to focus on raising student achievement				
Annual Target Actions	Outcomes - What did we achieve?	Evidence	Variance (Reason for difference between target and outcome)	Evaluation - Planning for 2025
<p>2.1 Set PGC goals and focus Teaching as Inquiry on raising student achievement of the targeted students</p>	<ul style="list-style-type: none"> - Expectations of Professional Growth Cycle and Teaching as Inquiry shared Teacher Only Day - Support through leadership and staff meetings given to teachers to develop an inquiry question that focuses on raising student achievement of targeted students - Principal created a document to provide support to leadership team on process and expectations of being a PGC partner - Leadership team held professional conversations 	<p>☰ Expectations of...</p> <p>Staff Meeting Minutes Leadership Meeting MInutes</p>	<p>All teachers engaged in the Teaching as Inquiry process; however, there was notable variation in the quality and depth of inquiry across the staff. Additionally, not all inquiries were clearly focused on the identified target students, which</p>	<p>Provide more specific and structured guidelines for Teaching as Inquiry.</p>

	<p>with PGC partners</p> <ul style="list-style-type: none"> - Teachers documented their Teaching as Inquiry on Google Classroom, recorded conversations and copies of observations - Specialist Classroom Teacher alongside support from the Management Team supported some teachers with improving teacher practice to support targeted students - Teachers shared Teaching as Inquiry at staff meetings 	<p> PGC Guidelines...</p> <p>Google Classroom PGC</p> <ul style="list-style-type: none"> - Teaching as Inquiry document - Record of conversations - Record of observations 	<p>limited the overall impact of the process. Greater guidance and support are needed to ensure a consistent, evidence-based approach that aligns inquiry with school-wide priorities and target learner needs.</p>	
--	--	--	---	--

Annual Target 2.2: UDL is supported and implemented school wide

Annual Target Actions	Outcomes - What did we achieve?	Evidence	Variance (Reason for difference between target and outcome)	Evaluation - Planning for 2025
<p>2.2 Use UDL practices to meet the diverse and variable needs of all students</p>	<ul style="list-style-type: none"> - Professional development session led by Principal on UDL, what is the purpose and how to plan using the UDL framework - Teachers were observed using UDL in classroom practice 	<p>Professional Development session minutes</p> <p>Classroom observations</p>	<p>While some teachers successfully implemented Universal Design for Learning (UDL) strategies to meet the needs of diverse learners, not all teachers consistently applied UDL principles in the classroom. To ensure more effective and equitable learning opportunities for all students, additional professional development is necessary.</p>	<p>A key focus moving forward will be on improving teaching practice. Integration of Universal Design for Learning (UDL) strategies will be one of the key strategies.</p>

Annual Target 2.3: Continue to develop and implement Year 1-8 Integrated Inquiry to incorporate our cultural narrative

Annual Target Actions	Outcomes - What did we achieve?	Evidence	Variance (Reason for difference between target and outcome)	Evaluation - Planning for 2025
<p>2.3 Develop a resource that captivates our cultural narrative and local history of our area to support the Year 1-8 Integrated Inquiry</p>	<p>- Visit to Concretions Waipara River TOD to build on knowledge of significant places in our area - Held meetings with mana whenua to start building and recording our stories as part of our cultural narrative, and sharing of resources</p>	<p>Video clip of Dr Kate Pedley's korero Feedback from staff Meeting minutes Cultural Narrative website (yet to be officially 'signed' off by Mana Whenua and local iwi) Google classroom - resource bank</p>	<p>Resources to support teachers in the delivery of our cultural narrative have been developed and are accessible via Google Classroom. However, the Hurunui College Cultural Narrative website is not yet live, as it is awaiting final feedback from Mana Whenua. Once this feedback is received, the website will be launched to further enhance the availability and accessibility of resources for staff and students.</p>	<p>Ongoing support will be provided to teachers to help integrate our cultural narrative into teaching and learning programmes. We will continue to work closely with Mana Whenua to ensure the cultural narrative reflects the authentic perspectives and values of the local iwi, further enriching the learning experience for all students.</p>

Strategic Goal 3:

3. Whakawhanaungatanga Community Engagement and Partnership

Annual Target 3.1: Improved relationship and engagement with whānau

Annual Plan Action	Action Taken	Evidence	Variance (Reason for difference between target and outcome)	Evaluation - Planning for 2025
<p>3.1 Strengthen and provide improved opportunities for whānau to engage with learning, sporting and cultural events at school</p>	<ul style="list-style-type: none"> - Mihi Whakatau held twice/year to welcome all new staff, students, families and whānau - Year 1-8 Meet the teacher & Year 9-13 AKO Teacher Connect - Year 1-8 Learning Conferences - Sporting events - Swimming Sports, Tabloid Sports, Cross Country, Athletics, T-Ball - Camps - Year 1-8 Assemblies & Full School Assemblies - Matariki celebration, including international community - Quiz evening - Pet Day - Course selection & Progress and Pathways Evenings 	<p>Whanau/staff/student feedback</p>	<p>The school provided a wide range of opportunities for whānau to engage in learning, sporting, and cultural events. While these opportunities were well attended by parents and caregivers who typically participate in school-related activities, there was limited engagement from whānau who are less likely to attend such events. This highlights an ongoing challenge in reaching and involving all families. For students in Years 9–13, geographic distance was identified as a potential barrier to participation, as many whānau reside outside the immediate local area. Further strategies are needed to ensure more equitable access and engagement across the wider school community.</p>	<p>The school will prioritise identifying and implementing alternative approaches to connect with whānau who have consistently experienced a disconnect with the school. This will include exploring more accessible, flexible, and culturally responsive methods of engagement to build trust, strengthen relationships, and ensure all whānau feel valued and involved in their child’s educational journey.</p>

Annual target 3.2: Teachers recognise, value and use the richness of the cultural heritage, knowledge and skills that students and their whānau bring to our community

Annual Plan Action	Action Taken	Evidence	Variance (Reason for difference between target and outcome)	Evaluation - Planning for 2025
<p>3.2 Identify and learn about the lives and cultural backgrounds of all ākonga and use this knowledge to support and engage learners</p>	<ul style="list-style-type: none"> - Renewed TiC Māori job description to better reflect the pastoral care and support work that has developed as part of this role for sometime - System of reporting support given to and information on our Māori ākonga developed - Allocated times in staff meeting, to run some professional development sessions, led initially by TiC Māori, with support from cultural leaders to start supporting teachers to build on culturally responsive practice 	<p>Job description - TiC Māori</p> <p>Pastoral notes - Support system</p> <p>Staff meeting minutes</p>	<p>Initial efforts were focused on supporting teachers to deepen their understanding of the lives and cultural backgrounds of our Māori ākonga. While this has provided valuable insight and strengthened relationships, there is a need for a more structured and intentional approach. The development of a consistent framework or template would support teachers in systematically getting to know all learners—ensuring that this important practice is embedded across the school and applied equitably to students from all backgrounds.</p>	<p>All teachers will be expected to develop a deep understanding of their ākonga by learning about their cultural backgrounds, interests and aspirations, hobbies, strengths, whānau contexts, learning styles, prior knowledge, and lived experiences. This knowledge will be used intentionally to inform teaching practice, strengthen relationships, and design learning experiences that are responsive, engaging, and culturally sustaining.</p>

Annual Target 3.3: Strengthen connection with tangata whenua

Annual Plan Action	Action Taken	Evidence	Variance (Reason for difference between target and outcome)	Evaluation - Planning for 2025
3.3 Establish and build on a connection with Ngāi Tūāhuriri Rūnanga	- Meetings held with mana whenua and leadership team to discuss plan for pounamu trail/Harpers Pass Hikoi, including connecting with Westland High School and Kaiapoi High School	Hikoi planning document Meeting notes	We established and built on a connection with Ngāi Tūāhuriri Rūnanga. Through this connection, we have been able to build on our knowledge of our cultural narrative. Resources to support teachers for their teaching and learning programmes have been developed.	Continue to build relationships with mana whenua in 2025, and connect with further developing our cultural narrative resources and planning our hikoi as part of this

Strategic Goal 4:

4. Manaakitanga

Safe, Inclusive and Welcoming Environment

Annual Target 4.1. PB4L SW, Restorative practices and culturally inclusive practices are promoted and embedded within school wide systems, language and actions

Annual Plan Action	Action Taken	Evidence	Variance	Evaluation - Planning for 2025
4.1 Staff will engage and participate in restorative practices training workshops and will work restoratively to support students with learning and behaviour	- Teacher Only Day Rich Matla RP National Trainer facilitated full staff Restorative Practices refresh - Rich Matla facilitated workshop on restorative conversations with staff - Zoom meetings held in Term 3 with Rich Matla to seek supportive strategies	- Feedback form staff - Summary of workshop presented in the Restorative Essentials handbook and other resources - Meeting notes	All teachers actively engaged in and participated in the initial restorative practices workshops. However, it became evident that ongoing professional development was necessary	Continue to work with Restorative Practices National Trainer Rich Matla

	with some challenges teachers have been facing		throughout the year to further build teacher capability and confidence in consistently applying restorative approaches. Continued support is essential to sustain a restorative culture and ensure these practices are embedded effectively in daily interactions with students.	
--	--	--	--	--

Annual Target 4.2. Student attendance is promoted, valued and monitored

Annual Plan Action	Action Taken	Evidence	Variance	Evaluation - Planning for 2025
4.2 Identify and support students with low attendance rates and remove barriers to attend school	<ul style="list-style-type: none"> - Staff Meetings - attendance rates and specific students identified. Ako teachers asked to monitor. - Teachers shared successful strategies used to support these students with low attendance rates - DP Year 9-13 has attendance as part of his inquiry 	<ul style="list-style-type: none"> - Staff meeting minutes and agenda - Attendance data 	AKo/Homeroom Teachers proactively identified students with low attendance and implemented a range of support strategies. However, once these approaches were exhausted, additional leadership support was needed to provide sustained intervention. The absence of a clearly defined action plan, including targeted strategies to engage students and their whānau, limited the effectiveness of attendance improvement efforts.	Attendance to remain a key focus. Designated attendance leads will be appointed and a clear attendance action plan will be created. Solutions tailored to individuals need to be developed alongside whānau.

Annual Target 4.3. Develop digital citizenship and safety online

Annual Plan Action	Action Taken	Evidence	Variance	Evaluation - Planning for 2025
4.3 Students and parents will participate and engage in cyber safety workshops	<ul style="list-style-type: none"> - Parent workshops on topics of 'Online Safety', 'Healthy Relationships' and 'Vapefree' held with support from Hurunui Youth Leaders and Hurunui District Council - Keeping Ourselves Safe programme for Year 1-8 - Attitude and Vapefree workshop for Year 9-13 - Online safety workshop Year 9 & 10 facilitated by Senior Constable Ken Terry 	<ul style="list-style-type: none"> - Number of parents who attended the workshops - Feedback and evaluation from students and teachers 	Parent attendance at the workshops was notably low, indicating a need for a more strategic and targeted approach to engagement.	Work will continue with strengthening whānau engagement, understanding barriers, building trust, being proactive with communication and implementing strategies to encourage greater involvement

Evaluation and Analysis of Student Progress and Achievement

Year 1-10 Achievement Comparison 2023 & 2024

2023	Reading	Writing	Mathematics	2024	Reading	Writing	Mathematics
Year 1	80%	70%	90%	Year 1	82%	76%	76%
Year 2	33%	40%	27%	Year 2	71%	29%	57%
Year 3	75%	75%	50%	Year 3	27%	18%	9%
Year 4	29%	29%	43%	Year 4	64%	9%	73%
Year 5	50%	50%	58%	Year 5	38%	15%	54%
Year 6	42%	42%	33%	Year 6	47%	20%	47%
Year 7	33%	33%	60%	Year 7	38%	0%	25%
Year 8	44%	44%	44%	Year 8	60%	30%	60%
Year 9	15%	15%	19%	Year 9	35%	25%	25%
Year 10	5%	5%	14%	Year 10	23%	9%	36%

Analysis on Comparison

Reading

- Improvement in lower primary years - Years 1 & 2 from 33% to 71%
- Mixed performance in other year levels, with some showing growth e.g. Year 8 improved from 44% to 60%; however others declined

Writing

- General decline across years, with most year levels experiencing a drop in writing scores, and some with significant decreases (Yr 3 & 4)
- Writing remains the weakest subject overall in 2024, with several years scoring under 30%

Mathematics

- More stability with notable gains in some year levels e.g. Year 4 - 43% to 73% and Year 10 - 12% to 36%

Evaluation and Analysis of Student Progress and Achievement

READING ACHIEVEMENT DATA YEAR 1-10 2024

Reading Achievement Data for ALL YEAR 1-10 students End of Year 2024				
YEAR LEVEL	Well below	Below	At	Above/well above
Year 1	0%	6%	82%	12%
Year 2	0%	29%	71%	0%
Year 3	0%	55%	27%	18%
Year 4	0%	36%	64%	0%
Year 5	23%	38%	38%	0%
Year 6	27%	27%	47%	0%
Year 7	38%	25%	38%	0%
Year 8	30%	10%	60%	0%
Year 9	20%	45%	35%	0%
Year 10	50%	14%	23%	14%

Overall Reading Achievement Data for ALL Year 1-10 students End of Year 2024				
Year Level	Well Below	Below	At	Above/Well Above
Year 1-4 Discovery	0%	28%	63%	9%
Year 5-8 Exploring	28%	26%	46%	0%
Year 9-10 Investigating	36%	29%	29%	0%

Overall Reading Achievement Data for Year 1-10 Māori/Pacific students End of Year 2024				
Year Level	Well Below	Below	At	Above/Well Above
Year 1-4 Discovery	0%	71%	29%	0%
Year 5-8 Exploring	45%	22%	33%	0%
Year 9-10 Investigating	46%	36%	18%	0%

Reading: At the end of 2024, 53% students from Y1-10 achieving at or above the expected level

Analysis

- The Year 1-2 reading data stands out positively as achieving at or above expectation.
- There is a marked decline in reading achievement beginning in Year 3
- There is a drop-off in achievement around middle primary and upper primary levels
- Year 5-7 there is an increasing percentage of students achieving in the well below category
- Year 8 shows an improvement with 60% students achieving at expected level

- Year 9 & 10 exhibit concerning levels of underachievement
- Year 9 has the highest percentage below, and just over a third of students achieving at the expected level
- Year 10 is most concerning with half the students performing well below

ACCELERATED READING DATA YEAR 1-10, 2024

Accelerated Reading Data for Year 1-10 students 2024			
ACCELERATED READING	Insufficient	Expected	Accelerated
Year 1	20%	80%	0%
Year 2	29%	71%	0%
Year 3	18%	64%	18%
Year 4	20%	70%	10%
Year 5	31%	69%	0%
Year 6	14%	71%	14%
Year 7	13%	88%	0%
Year 8	33%	44%	22%
Year 9	23%	62%	15%
Year 10	5%	14%	82%

Overall Accelerated Reading Achievement Data for ALL Year 1-10 students End of Year 2024			
Year Level	Insufficient	Expected	Accelerated
Year 1-4 Discovery	21%	71%	8%
Year 5-8 Exploring	23%	68%	9%
Year 9-10 Investigating	11%	32%	57%

Overall Accelerated Reading Achievement Data for ALL Yr 1-10 Māori/Pacific students End of Year 2024			
Year Level	Insufficient	Expected	Accelerated
Year 1-4 Discovery	33%	67%	0%
Year 5-8 Exploring	43%	29%	28%
Year 9-10 Investigating	12%	38%	50%

Accelerated Reading: 58% all Year 1-10 students made expected progress
23% all Year 1-10 students made accelerated progress in reading

Reading Analysis

- Most year levels show a majority of students meeting **expected** reading growth which is a positive indicator of steady reading development
- Year 7 stands out with the highest proportion of students achieving **expected** progress and the lowest percentage of insufficient progress
- Few students are **accelerating** their progress in most year levels
- **Accelerated** progress is limited across most cohorts
- Year 10 is the outlier, with 82% of students achieving **accelerated** progress in reading

Recommendations and Planning in Reading for 2025

- Continue to support and provide professional development to teachers to use a evidence based structured approach to the teaching of reading
- Support teachers to engage and use the refreshed Year 0-6 English curriculum as the guiding document to set direction for teaching and learning and assessment
- Strengthen feedback and goal-setting processes across the school to support steady and accelerated reading progress
- Support teachers to track progress to focus on student trajectory and momentum
- Use diagnostic tools to identify and address gaps
- Focus on moderation and using multiple sources of evidence to make overall teacher judgements
- Focus and support teachers to use recommended strategies to accelerate student progress in reading

WRITING

WRITING ACHIEVEMENT DATA YEAR 1-10 2024

Writing Achievement Data for ALL YEAR 1-10 students End of Year 2024				
YEAR LEVEL	Well below	Below	At	Above/Well Above
Year 1	0%	24%	76%	0%
Year 2	0%	71%	29%	0%
Year 3	9%	73%	18%	0%
Year 4	27%	64%	9%	0%
Year 5	38%	47%	15%	0%
Year 6	47%	33%	20%	0%
Year 7	50%	50%	0%	0%
Year 8	40%	30%	30%	0%
Year 9	30%	45%	25%	0%
Year 10	50%	14%	9%	27%

Overall Writing Achievement Data for ALL Year 1-10 students End of Year 2024				
Year Level	Well Below	Below	At	Above/Well Above
Year 1-4 Discovery	9%	52%	39%	0%
Year 5-8 Exploring	44%	39%	17%	0%
Year 9-10 Investigating	40%	29%	17%	14%

Overall **Writing** Achievement Data for Year 1-10 **Māori/Pacific** students End of Year 2024

Year Level	Well Below	Below	At	Above/Well Above
Year 1-4 Discovery	29%	57%	14%	0%
Year 5-8 Exploring	67%	22%	11%	0%
Year 9-10 Investigating	46%	27%	27%	0%

Writing: At the end of 2024, 29% students from Y1-10 achieving at or above the expected level

Writing Analysis

- The Year 1 writing data stands out positively as achieving at expectation
- There is a significant drop in Year 2 with an increase in the number of students achieving below
- From Year 3-6 there is a steady increase in the number of students achieving well below
- Year 7 is of concern with no students achieving at or above expected level
- Slight improvement in Year 8 & 9
- Year 10 shows a widening gap in achievement between students performing well below to above

ACCELERATED WRITING DATA YEAR 1-10, 2024

Accelerated WRITING Data for Year 1-10 students 2024			
YEAR LEVEL	Insufficient	Expected	Accelerated
Year 1	20%	80%	0%
Year 2	57%	43%	0%
Year 3	18%	82%	0%
Year 4	50%	50%	0%
Year 5	46%	54%	0%
Year 6	29%	57%	14%
Year 7	50%	50%	0%
Year 8	11%	78%	11%
Year 9	15%	54%	31%
Year 10	14%	41%	45%

Overall Accelerated Writing Achievement Data for ALL Year 1-10 students End of Year 2024			
Year Level	Insufficient	Expected	Accelerated
Year 1-4 Discovery	34%	66%	0%
Year 5-8 Exploring	34%	59%	7%
Year 9-10 Investigating	14%	46%	40%

Overall Accelerated Writing Achievement Data for ALL Yr 1-10 Māori/Pacific students End of Year 2024			
Year Level	Insufficient	Expected	Accelerated
Year 1-4 Discovery	33%	67%	0%
Year 5-8 Exploring	57%	43%	0%
Year 9-10 Investigating	12%	38%	50%

Accelerated Writing: 57% all Year 1-10 students made expected progress in writing
 14% all Year 1-10 students made accelerated progress in writing

Accelerated Writing Analysis

- Year 1 shows a promising foundation with 80% students making expected progress
- Primary and intermediate years are underperforming with multiple year levels showing 50% or more not making expected progress
- Year 2 shows highest insufficient rate across all year levels
- Year 3 presents strongest performance in primary years with 82% expected progress
- Year 4 & 5 show concerning levels of insufficient progress and no accelerated progress
- Slight improvement in upper primary year levels
- Notable progress in the Year 8-10 year levels with an increasing percentage of students showing accelerated progress
- Year 10 stands out as the highest proportion of students making accelerated progress

Recommendations and Planning in Writing for 2025

- Continue to support and provide professional development to teachers to use a structured approach to writing (Dr Helen Walls)
- Provide intensive writing support focussing on core skills
- Support teachers to engage and use the refreshed Year 0-6 English curriculum as the guiding document to set direction for teaching and learning and assessment
- Strengthen feedback and goal-setting processes across the school to support steady and accelerated writing progress
- Use diagnostic tools to identify and address gaps
- Support teachers to track progress to focus on student trajectory and momentum
- Focus on moderation and using multiple sources of evidence to make overall teacher judgements
- Focus and support teachers to use recommended strategies to accelerate student progress in writing

MATHEMATICS

MATHEMATICS ACHIEVEMENT DATA YEAR 1-10 2024

Mathematics Achievement Data for ALL YEAR 1-10 students End of Year 2024				
YEAR LEVEL	Well below	Below	At	Above/Well Above
Year 1	0%	6%	76%	18%
Year 2	0%	43%	57%	0%
Year 3	0%	64%	9%	27%
Year 4	18%	9%	73%	0%
Year 5	23%	23%	54%	0%
Year 6	40%	13%	47%	0%
Year 7	38%	38%	25%	0%
Year 8	30%	10%	60%	0%
Year 9	35%	35%	25%	5%
Year 10	45%	5%	36%	14%

Overall Mathematics Achievement Data for ALL Year 1-10 students End of Year 2024				
Year Level	Well Below	Below	At	Above/Well Above
Year 1-4 Discovery	4%	26%	57%	13%
Year 5-8 Exploring	32%	20%	48%	0%
Year 9-10 Investigating	41%	19%	31%	9%

Overall Mathematics Achievement Data for Year 1-10 Māori/Pacific students End of Year 2024				
Year Level	Well Below	Below	At	Above/Well Above
Year 1-4 Discovery	28%	43%	29%	0%
Year 5-8 Exploring	45%	33%	22%	0%
Year 9-10 Investigating	46%	36%	18%	0%

Mathematics: At the end of 2024, 58% students from Y1-10 achieving at or above expected level

Mathematics Analysis

- Year 1-4 have clear strengths with high 'At-level' achievement and minimal underperformance
- Year 3 data is of concern with most students achieving below the expected level
- Year 5-7 shows significant underperformance especially in the well below category
- Year 9 & 10 reflects a widening achievement gap, with some high achievers emerging but also large numbers of students performing well below
- Above-level achievement is scarce across most year levels

ACCELERATED MATHEMATICS DATA YEAR 1-10, 2024

Accelerated MATHEMATICS Data for Year 1-10 students 2024			
YEAR LEVEL	Insufficient	Expected	Accelerated
Year 1	0%	100%	0%
Year 2	57%	43%	0%
Year 3	27%	64%	9%
Year 4	30%	70%	0%
Year 5	54%	46%	0%
Year 6	21%	79%	0%
Year 7	63%	25%	13%
Year 8	33%	67%	0%
Year 9	42%	58%	0%
Year 10	48%	33%	19%

Overall Accelerated Mathematics Achievement Data for ALL Year 1-10 students End of Year 2024			
Year Level	Insufficient	Expected	Accelerated
Year 1-4 Discovery	26%	71%	3%
Year 5-8 Exploring	41%	57%	2%
Year 9-10 Investigating	45%	45%	10%

Overall Accelerated Mathematics Achievement Data ALL Yr 1-10 Māori/Pacific students End Year 2024			
Year Level	Insufficient	Expected	Accelerated
Year 1-4 Discovery	67%	33%	0%
Year 5-8 Exploring	71%	29%	0%
Year 9-10 Investigating	36%	64%	0%

Accelerated Mathematics: 57% students Year 1-10 made expected progress in mathematics
5% students Year 1-10 made accelerated progress in mathematics

Accelerated Mathematics Analysis

- Strongest progress was shown in Years 1 with 100% meeting expected progress
- Middle primary performance fluctuates widely
- Year 6 shows a positive progress trend with 79% making expected progress
- Growth is not keeping pace with curriculum expectations in many year levels
- Year 2, 5, and 7 are the most concerning cohort with over half of the cohorts making insufficient progress

- Years 3, 7, and 10 show evidence of high progress with in increasing percentage of students achieving accelerated progress
- Year 10 showed the highest percentage of accelerated progress across all year levels

Recommendations and Planning in Mathematics for 2025

- Continue to support and provide professional development to teachers on maths practices and pedagogy (Rob Proffitt White)
- Support teachers to engage and use the refreshed Year 0-8 Mathematics curriculum as the guiding document to set direction for teaching and learning and assessment
- Strengthen feedback and goal-setting processes across the school to support steady and accelerated writing progress
- Support teachers to track progress to focus on student trajectory and momentum
- Use diagnostic tools to identify and address gaps
- Focus on moderation and using multiple sources of evidence to make overall teacher judgements
- Focus and support teachers to use recommended strategies to accelerate student progress in mathematics

NCEA Results 2024

[0311_overall-achievement-ncea-eqb.pdf](#)

Analysis NCEA Results 2024

- 44.4% of Year 11 students achieved NCEA Level 1, which is slightly below the national average and below the average for Socioeconomic Barriers (School Equity Index Band)
- 66.7% of Year 12 students achieved NCEA Level 2. This is below both the national average and the average for Socioeconomic Barriers (School Equity Index Band)
- 76.9% of Year 13 students achieved Level 3 and 61.5% of Year 13 students gained University Entrance. Both of these statistics are above the national average and the average for Socioeconomic Barriers (School Equity Index Band)

Actions for 2025

- The school will continue to provide a broad and varied curriculum for the students in Year 11-13 for continued engagement and to ensure success for our diverse learners.

[0311_ncea-cert-endorsement-eqb.pdf](#)

Analysis NCEA Endorsements

- Year 11 students consistently perform well in achieving Excellence, peaking in 2024 at 30%
- Year 12 performance fluctuates significantly, peaking in 2023, then dropping sharply in 2024
- Year 13 results improved from a low in 2023 to 12.5% in 2024, but still trail national figures

Actions for 2025

- Continue to track student progress and provide targeted support as required to support students to achieve to their full potential

[0311_literacy-numeracy-eqb.pdf](#)

Analysis Literacy and Numeracy

- Consistently strong performance across all year levels in literacy
- Year 11 literacy continues to remedial above the national and EQI averages in all years
- Year 12 and 13 numeracy is strong, but Year 11 underperformance continues to be a trend across four years

Actions for 2025

- Strengthen numeracy achievement in Year 11 by implementing targeted interventions
- Track, support and implement targeted interventions for all students to achieve the CAAs (Common Assessment Activities)

Giving Effect to Te Tiriti o Waitangi

Hurunui College is committed to upholding the principles of Te Tiriti o Waitangi and recognises its obligations to honour the partnership, protection, and participation principles outlined within it. In order to give effect to these obligations, we have implemented various strategies aimed at fostering a culturally responsive and inclusive learning environment.

Our school is committed to implementing strategies that give effect to the Board's Te Tiriti o Waitangi obligations. By embedding Māori perspectives within our curriculum, prioritising cultural competency among staff, engaging with Māori, and celebrating Māori culture, we aim to create an inclusive and equitable learning environment where all students can thrive.

Partnership

We actively seek input for our Māori community in decision-making processes, seeking their voices and perspectives on matters that impact their education and well-being. This collaborative approach ensures that their voices are heard and valued within our school community.

Hurunui College continues to commit to establishing authentic relationships with mana whenua to foster a deeper understanding of the local environment, culture, history and pūrākau to enrich the learning experience of all learners.

Protection

Our curriculum incorporates Te Ao Māori perspectives across all learning areas, ensuring that students gain an understanding and appreciation of Māori language, culture, and history. This includes the integration of relevant resources, texts, and learning experiences that reflect the diversity of Aotearoa/New Zealand.

Tikanga Māori such as karakia and waiata are used across the school in everyday routines.

We celebrate Māori culture and language through various events, such as Matariki celebrations, Kapa Haka performances, and the use of Te Reo Māori language. These activities not only promote cultural pride but also foster a sense of belonging and identity among our students.

Participation

Hurunui College monitors progress of our Māori ākonga and works to respond to and reduce disparities and inequities. A focus is on fair and inclusive education in achievement, wellbeing and attendance for all students.

Leadership opportunities are offered to Māori students such as a cultural leader

We prioritise the recruitment and professional development of teachers to build cultural competency and understanding of Te Tiriti o Waitangi. Through ongoing training and support, our staff members are equipped with the necessary knowledge and skills to effectively engage with Māori students, whānau, and communities.

Statement of compliance with employment policy

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>A primary objective of the board is to ensure that Hurunui College is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s. 127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1) - The board regularly reviews how well it implements key legislative and regulatory requirements, including those related to health, safety, and welfare, and takes steps to address any gaps in implementation. See Self-Review and Board Assurances.</i></p> <p><i>The board, as the PCBU (Person Conducting a Business or Undertaking) under section 36 of the Health and Safety at Work Act 2015, must do what is reasonably practicable to ensure the health and safety of workers, and work to eliminate or minimise health and safety risks.</i></p> <p><i>At Hurunui College, we acknowledge our shared responsibility for health, safety, and welfare, and promote school wide engagement in related policies and procedures.</i></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>As required by the Education and Training Act 2020 (s 597), Hurunui College operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>Hurunui College is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.</i></p>
<p>How are you recognising,</p> <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? 	<p><i>This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</i></p> <p><i>The school actively encourages cultural responsiveness and promotes Te Ao Māori and tikanga Māori in our everyday interactions and through professional development</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Hurunui College staff.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>At Hurunui College, applications for flexible working arrangements are considered by the board.</i></p> <p><i>Staff apply in writing and must include:</i></p> <ul style="list-style-type: none"> ● <i>their name</i> ● <i>date of the request</i> ● <i>details of the working arrangements requested</i> ● <i>the time frame and proposed start date</i> ● <i>any changes the employer may need to make to accommodate the request</i> ● <i>reference to Part 6AA of the Employment Relations Act 2000.</i>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</i></p>

Report on Special and Contestable Funding

Attendance and Engagement Funding - Attendance and engagement funding was used in 2024 to promote regular attendance at school, improve engagement and achievement. A number of supports were put in place over the 2024 school year:

- Uniform subsidies and support - when uniform presents a potential barrier to attendance, part of or whole school uniforms were purchased on behalf of whānau - \$60.00 (inc GST)
- Assessment subsidy - when students who required an assessment by a psychologist for a diagnosis to support learning engagement, part payment was made on behalf of whānau - \$250.00 (inc GST)
- Art therapy - purchases for resources were made for resources to ensure attendance and engagement in art therapy - \$60.80 (inc GST)

Principal Wellbeing and Leadership Fund

- Attendance for a 2-day workshop with Ross Greene Collaborative Proactive Solutions to learn about leading and implementing evidence based strategies that support and manage student behaviour - \$2712.30
- NZPF Trans-Tasman Conference - \$1282.50

Kiwisport Funding

Kiwi Sports funding was used in 2024 to support the employment of a sports coordinator to manage and coordinate sport across the school.

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$4276.02 (excluding GST)