

HERETAUNGA COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 00251

Principal: Fiona Craven

School Address: Ward Street
Upper Hutt
Ward Street
Upper Hutt

School Phone: 04 939 9370

School Email: info@heretaunga.school.nz

Members of the Board

Name	Position	How Position Gained
Rachel De Lima	Presiding Member	Elected
Fiona Craven	Principal ex Officio	
Nicole Banks	Parent Representative	Elected
Phillip de Greve	Parent Representative	Elected
Rob Houghton	Parent Representative	Elected
Abbie Spiers	Parent Representative	Elected
Shaun Blackler	Staff Representative	Elected
Tuan Dinh	Student Representative	Elected

Accountant / Service Provider: Jocelyn Best

HERETAUNGA COLLEGE

Annual Report - For the year ended 31 December 2022

Index

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

Financial Statements

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 - 19	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Good Employer Disclosure

Heretaunga College

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Rachel delima

Full Name of Presiding Member

HONA CRAVEN

Full Name of Principal

Rachel delima

Signature of Presiding Member

Joana Crane

Signature of Principal

31.5.2023

Date:

31 May 2023

Date:

Heretaunga College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	11,603,668	11,246,867	10,618,691
Locally Raised Funds	3	439,627	149,672	438,393
Interest Income		10,053	4,000	3,798
Gain on Sale of Property, Plant and Equipment		-		
Total Revenue		12,053,346	11,400,539	11,060,882
Expenses				
Locally Raised Funds	3	310,996	123,102	306,296
Learning Resources	4	8,334,328	8,259,483	7,925,390
Administration	5	631,626	534,505	512,327
Finance		7,981	3,000	8,960
Property	6	2,750,167	2,687,151	2,207,608
Loss on Disposal of Property, Plant and Equipment		1,142	-	2,849
		12,036,240	11,607,241	10,963,430
Net Surplus / (Deficit) for the year		17,106	(206,702)	97,452
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		17,106	(206,702)	97,452

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



Heretaunga College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		671,981	77,559	512,635
Total comprehensive revenue and expense for the year		17,106	(206,702)	97,452
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		39,000	-	61,894
Contribution - Network Upgrade		91,105	-	-
Equity at 31 December		819,192	(129,143)	671,981

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.



Heretaunga College
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	722,511	500,000	295,997
Accounts Receivable	8	604,160	490,000	546,988
GST Receivable		-	-	42,199
Prepayments		35,392	20,000	31,511
Investments	9	415,139	276,351	410,404
Funds Receivable for Capital Works Projects	16	29,286	-	99,914
		1,806,488	1,286,351	1,427,013
Current Liabilities				
GST Payable		13,636	20,000	-
Accounts Payable	11	644,861	730,000	667,843
Revenue Received in Advance	12	131,007	100,000	231,097
Provision for Cyclical Maintenance	13	78,454	70,000	32,167
Finance Lease Liability	14	27,865	20,000	60,008
Funds held in Trust	15	1,851	1,000	56,242
Funds held for Capital Works Projects	16	472,072	400,000	16,708
		1,369,746	1,341,000	1,064,065
Working Capital Surplus/(Deficit)		436,742	(54,649)	362,948
Non-current Assets				
Property, Plant and Equipment	10	821,856	285,506	714,844
		821,856	285,506	714,844
Non-current Liabilities				
Provision for Cyclical Maintenance	13	426,954	350,000	373,860
Finance Lease Liability	14	12,452	10,000	31,951
		439,406	360,000	405,811
Net Assets		819,192	(129,143)	671,981
Equity		819,192	(129,143)	671,981

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



Heretaunga College

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		3,231,659	3,469,149	3,021,784
Locally Raised Funds		400,893	(42,545)	377,648
International Students		27,637	(551)	59,960
Goods and Services Tax (net)		55,837	50,000	(27,025)
Payments to Employees		(1,692,685)	(1,811,743)	(1,576,228)
Payments to Suppliers		(1,817,669)	(1,561,481)	(1,652,072)
Interest Paid		(7,981)	(3,000)	(8,960)
Interest Received		11,166	4,000	3,798
Net cash from/(to) Operating Activities		208,857	103,829	198,905
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(1,142)	(1,000)	434
Purchase of Property Plant & Equipment (and Intangibles)		(235,426)	(297,478)	(255,319)
Purchase of Investments		(4,735)	23,649	(3,285)
Net cash from/(to) Investing Activities		(241,303)	(274,829)	(258,150)
Cash flows from Financing Activities				
Furniture and Equipment Grant		39,000	-	61,894
Finance Lease Payments		(51,642)	140,000	(60,610)
Funds Administered on Behalf of Third Parties		471,602	381,000	(206,300)
Net cash from/(to) Financing Activities		458,960	521,000	(205,016)
Net increase/(decrease) in cash and cash equivalents		426,514	350,000	(264,261)
Cash and cash equivalents at the beginning of the year	7	295,997	150,000	560,258
Cash and cash equivalents at the end of the year	7	722,511	500,000	295,997

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



Heretaunga College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Heretaunga College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note X. Future operating lease commitments are disclosed in note 31b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

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



e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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) 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.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	50 years
Furniture and equipment	3 - 20 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment and intangible assets

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



Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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.

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, 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.

m) Revenue Received in Advance

Revenue received in advance relates to grants received 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 in relation to international students, should the School be unable to

n) Funds Held in Trust

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

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

o) Funds held for Capital works

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

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



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

q) 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.

r) 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.

s) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	3,261,513	2,904,782	2,866,981
Teachers' Salaries Grants	6,207,538	6,207,538	5,939,888
Use of Land and Buildings Grants	2,028,479	2,028,479	1,697,232
Other Government Grants	106,136	106,068	114,590
	11,603,666	11,246,867	10,618,691

The school has opted in to the donations scheme for this year. Total amount received was \$131,386.

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	19,706	3,050	6,870
Fees for Extra Curricular Activities	138,226	-	86,173
Trading	135,491	97,505	129,876
Fundraising & Community Grants	11,627	-	10,472
Other Revenue	75,811	21,900	77,807
International Student Fees	58,766	27,217	127,195
	439,627	149,672	438,393
Expenses			
Extra Curricular Activities Costs	169,930	19,500	93,335
Trading	122,534	71,500	102,584
Fundraising and Community Grant Costs	454	-	-
International Student - Student Recruitment	2,300	-	1,150
International Student - Employee Benefit - Salaries	7,974	15,052	77,291
International Student - Other Expenses	7,804	17,050	31,936
	310,996	123,102	306,296
Surplus/ (Deficit) for the year Locally raised funds	128,631	26,570	132,097

During the year the School hosted 2 International students (2021:7)

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	747,090	508,422	642,375
Equipment Repairs	877	1,500	2,935
Information and Communication Technology	134,623	97,000	97,912
Library Resources	2,830	2,000	924
Employee Benefits - Salaries	7,213,143	7,455,561	6,952,944
Staff Development	14,247	15,000	16,432
Depreciation	221,518	180,000	211,868
	8,334,328	8,259,483	7,925,390



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	14,377	12,943	12,766
Board Fees	4,670	5,060	3,295
Board Expenses	8,237	11,225	3,994
Communication	6,388	9,900	10,287
Consumables	3,696	2,900	3,054
Operating Lease	8,956	24,957	25,347
Other	25,971	25,350	22,739
Employee Benefits - Salaries	518,364	396,170	393,371
Insurance	25,647	30,000	25,889
Service Providers, Contractors and Consultancy	15,320	16,000	11,585
	<u>631,626</u>	<u>534,505</u>	<u>512,327</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	21,740	27,500	21,707
Consultancy and Contract Services	154,176	159,423	131,847
Cyclical Maintenance Provision	137,981	90,000	35,365
Grounds	13,499	17,500	14,170
Heat, Light and Water	109,181	82,000	83,634
Rates	2,947	8,000	3,508
Repairs and Maintenance	91,002	88,251	65,950
Use of Land and Buildings	2,028,479	2,028,479	1,697,232
Security	21,514	33,500	28,662
Employee Benefits - Salaries	169,648	152,498	125,533
	<u>2,750,167</u>	<u>2,687,151</u>	<u>2,207,608</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	722,511	500,000	295,997
Cash and cash equivalents for Statement of Cash Flows	<u>722,511</u>	<u>500,000</u>	<u>295,997</u>

Of the \$722,511 Cash and Cash Equivalents, \$472,072 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 2021 on Crown owned school buildings.



8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	39,470	40,000	22,244
Interest Receivable	-	-	1,113
Banking Staffing Underuse	29,771	-	-
Teacher Salaries Grant Receivable	534,919	450,000	523,631
	<u>604,160</u>	<u>490,000</u>	<u>546,988</u>
Receivables from Exchange Transactions	39,470	40,000	23,357
Receivables from Non-Exchange Transactions	564,690	450,000	523,631
	<u>604,160</u>	<u>490,000</u>	<u>546,988</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	415,139	276,351	410,404
	<u>415,139</u>	<u>276,351</u>	<u>410,404</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	54,863				(2,344)	52,519
Furniture and Equipment	245,959	139,994			(46,642)	339,311
Information and Communication Technology	281,037	172,882			(98,637)	355,282
Motor Vehicles	17,000				(11,319)	5,681
Textbooks	614				(397)	217
Leased Assets	85,682	10,048			(57,767)	37,963
Library Resources	29,690	5,605			(4,412)	30,883
Balance at 31 December 2022	<u>714,844</u>	<u>328,530</u>	<u>-</u>	<u>-</u>	<u>(221,518)</u>	<u>821,856</u>

The net carrying value of furniture and equipment held under a finance lease is \$30,883 (2021: \$29,690)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.



	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	117,218	(64,699)	52,519	117,218	(62,355)	54,863
Furniture and Equipment	791,899	(452,588)	339,311	651,904	(405,945)	245,959
Information and Communication T.	1,432,047	(1,076,765)	355,282	1,272,515	(991,478)	281,037
Motor Vehicles	79,122	(73,441)	5,681	79,122	(62,122)	17,000
Textbooks	46,796	(46,579)	217	46,796	(46,183)	613
Leased Assets	96,109	(58,146)	37,963	299,134	(213,452)	85,682
Library Resources	150,762	(119,879)	30,883	145,157	(115,467)	29,690
Balance at 31 December	2,713,953	(1,892,097)	821,856	2,611,846	(1,897,002)	714,844

11. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	41,116	50,000	96,621
Accruals	26,896	50,000	14,568
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	534,919	600,000	523,631
Employee Entitlements - Leave Accrual	41,930	30,000	33,023
	644,861	730,000	667,843
Payables for Exchange Transactions	644,861	730,000	667,843
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	644,861	730,000	667,843

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	73,172	-	106,220
International Student Fees in Advance	-	-	31,129
Other revenue in Advance	57,835	100,000	93,748
	131,007	100,000	231,097



13. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	406,027	406,027	453,862
Increase to the Provision During the Year	137,981	90,000	35,365
Use of the Provision During the Year	(38,600)	(76,027)	(83,200)
Other Adjustments	-	-	-
Provision at the End of the Year	505,408	420,000	406,027
Cyclical Maintenance - Current	78,454	70,000	32,167
Cyclical Maintenance - Non current	426,954	350,000	373,860
	505,408	420,000	406,027

Per the cyclical maintenance schedule the school is next expected to undertake painting works during [year]. This plan is based on the schools 10 Year Property plan / [other source of evidence]

14. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	27,865	20,000	60,008
Later than One Year and no Later than Five Years	12,452	10,000	31,951
	40,317	30,000	91,959
Represented by			
Finance lease liability - Current	27,865	20,000	60,008
Finance lease liability - Non current	12,452	10,000	31,951
	40,317	30,000	91,959

15. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	1,851	1,000	56,242
	1,851	1,000	56,242



16. Funds Held for Capital Works Projects

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

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
LSC Modifications		16,708	-	(36,667)	-	(19,959)
Block E ILE		(97,431)	640,882	(71,379)	-	472,072
Special Needs Modifications		-	-	(6,844)	-	(6,844)
5YA Future Years		(2,483)	-	-	-	(2,483)
Totals		(83,206)	640,882	(114,890)	-	442,786

Represented by:

Funds Held on Behalf of the Ministry of Education	472,072
Funds Receivable from the Ministry of Education	(29,286)

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
LSC Modifications		(13,719)	74,250	(43,823)	-	16,708
Block E ILE		29,013	66,773	(193,217)	-	(97,431)
LED Lighting		-	84,369	(84,369)	-	-
5YA Future Years		-	-	(2,483)	-	(2,483)
Totals		15,294	225,392	(323,892)	-	(83,206)

Represented by:

Funds Held on Behalf of the Ministry of Education	16,708
Funds Receivable from the Ministry of Education	(99,914)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	4,670	3,295
<i>Leadership Team</i> Remuneration Full-time equivalent members	1,955,483 17	2,055,357 19
Total key management personnel remuneration	1,960,153	2,058,652

There are 7 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has a Finance and Property subcommittee (3 members) that meets monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	10.00	8.00
110 - 120	4.00	3.00
120 - 130	1.00	1.00
130 - 140	1.00	1.00
	16.00	13.00

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



19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	\$17,000	-
Number of People	1	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

Contingent Asset

In 2022 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. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$3,649,699 contract for the Block E ILE and Site works project which will be fully funded by the Ministry of Education. \$864,969 has been received and \$392,898 has been spent on the project to date; and

(b) \$92,500 contract to make modifications to the Administration block. This project is fully funded by the Ministry and \$74,250 has been received and \$94,208 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$3,649,699 contract for the Block E ILE and Site works project, \$92,500 contract for modifications to the Administration Block)



22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	722,511	500,000	295,997
Receivables	604,160	490,000	546,988
Investments - Term Deposits	415,139	276,351	410,404
Total Financial assets measured at amortised cost	<u>1,741,810</u>	<u>1,266,351</u>	<u>1,253,389</u>

Financial liabilities measured at amortised cost

Payables	644,861	730,000	667,843
Finance Leases	40,317	30,000	91,959
Total Financial Liabilities Measured at Amortised Cost	<u>685,178</u>	<u>760,000</u>	<u>759,802</u>

23. Events After Balance Date

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



Annual Plan 2020 - 2022

Our Why (vision)

1	To prepare Upper Hutt youth for life as engaged, informed and educated citizens.
2	To create connections and build meaningful relationships.
3	Create a place in which it is safe for akonga to express themselves, think critically and to broaden their horizons.
4	To make learning inspirational, enjoyable and enriching thus fostering life-long learning.
5	To encourage our akonga to have confidence, to explore boundaries and to find their passion.

Targets

What we are trying to achieve	How do we know we have achieved it	Analysis of Variance
Development of a new junior curriculum and assessment system based on the Whanaungatanga approach as established in 2020.	A plan is in place for implementation in 2021. Teachers are experimenting with new pedagogies and collaboration from 2019. A new Junior Curriculum is in place by 2021. SOLO taxonomy is being used in all departments for assessment for learning. Poutama is in place for Junior school each term.	<ul style="list-style-type: none"> - Plan was implemented in 2021 and we reviewed it in 2022. SLT has come to the final decisions upon review of the Junior Curriculum. This is in light of the key aspects identified from the surveys. These decisions include: <ol style="list-style-type: none"> 1. Keeping the status quo moving forward into 2023 for 3 hours across both senior and junior programmes; 2. Separating Years 9 and 10 in their learning programmes (with some mixed courses available). - Professional learning has supported teachers with new pedagogies - knowing your learner, big questions in planning, differentiated practice. This has been hit and miss for some teachers across the curriculum - however, department planning time has been given to this. Mātauranga Māori is a key concern for teachers in their planning for next year. PLD planning for 2023 will take this into consideration. It will also support teachers wellbeing and confidence. - SOLO taxonomy - there is still variance of use and understanding across the curriculum. The new position appointment for 2022 worked with the staff but we have no lost momentum due to their resignation to another teaching post. Engagement with a PLD provider has seen this area be re-invigorated for the beginning of 2023 - Poutama - understandings of Poutama are still ongoing. The PLD provider working with SOLO is also supporting this area into 2023

<p>Well-being is an increasing focus of our school.</p>	<p>Student well-being committee is formed and is active within the Pride Council. Positive Psychology and Strengths based mentoring approaches are incorporated into teaching and mentoring programmes. A Wellness 'hub' plan is in place during 2020-2022 New Student Support AP in place.</p>	<ul style="list-style-type: none"> - Wellbeing Captain roles have been embedded in the college. They work closely with the Community Captains. - Positive Psychology and Strengths based practices continue integrated into the mentoring programme for each year level. This is a full programme that is reviewed year on year and termly - 'Wellness hub' plan has continued into 2022 with meetings being held with Malcolm Gillies and the MOE. Kickstart MOU has now embedded Kickstart onsite at HC and supporting programmes for HC students and Upper Hutt youth. - Due to the COVID situation during Term 2 and 3 it was decided to postpone the Staff Wellbeing Conference in Term 4. We are looking at reintroducing it for 2023
<p>Student Support Services Reviewed and developed to improve equity for students</p>	<p>Implementation of recommendations of the external review of current Student Support Services New AP for Student Support to release Equity DP for attendance strategy</p>	<ul style="list-style-type: none"> - Continuing with the collaborative approach to ensure equity of access to support for all students. - This has created an issue with our enrolment scheme - caregivers trying to enroll when they live out of zone - New AP position has been very successful. This has enabled the Attendance Strategy to be developed in the second half of the year - More teacher aids moved to permanent positions - Careers strategy also added to the Student Support Services
<p>Improved NCEA results are sustained or improved.</p>	<p>Pass rates for NCEA Level 1 & 2 are greater than 82% Pass rate for NCEA Level 3 is 80% Pass rate for UE is greater than 50%</p>	<ul style="list-style-type: none"> - By the end of Term Two achievement was looking extremely poor. Student and staff cases of COVID 19 had taken a huge toll. - At the beginning of Term Three HOLs were given two goals: <ol style="list-style-type: none"> 1. All Students leave Heretaunga College with Level 2 or 2. All students leave Heretaunga College with the next steps for their pathway in place - Teachers then focussed on marking, moderating and putting results on KAMAR - Programmes were put in place for students to be monitored and identified for call backs during Term 4. - Level 1 results for 2022 have returned to the National level. Our focus is to keep as many of these students at school so that we work on Level 2 with them. Our new Pathways Department is actively moving on this for 2023 - Level 2 results have made more than 15% improvement from 2021. This has been due to the focus by all teachers on Level 2 achievement and on new courses that were initiated during Term 3 by the Pathways Dept. - Level 3 results are partly as a result of the previous years Level 2 results. This is the cohort that has only sat NCEA during the pandemic. They did not receive support from NZQA until it was too late and many of them were too

		far behind. We refocussed with many of them on ensuring LLevel 2 was complete and looked at alternative pathways to get into their next step for their pathway.
Specific targets for Achievement of Maori students are set by departments.	All senior Maori students for each Year level and progress tracked. These students achieve their NCEA goal from 2020. HOLs collect information related to recruitment, engagement and retention of Maori students across all senior courses from 2020.	<ul style="list-style-type: none"> - Due to the poor achievement overall during the first half of the year this goal was included in the overall achievement work. Staff and students needed to focus on their wellbeing. - Level 1 has dropped. - Level 2 Māori achievement improved by 13%. Still not closing the gap.. - Level 3 achievement has kept pace with all results but it still has not closed the gap. - PLD for 2023 has been identified to work out how we can address this discrepancy - Poutama Pounamu.
Achievement of more level endorsements.	30% of Year 11 achieve with a Merit endorsement, 15% with Excellence 22% of Year 12 achieve with a Merit endorsement, 14% with Excellence 20% of Year 13 achieve with a Merit endorsement, 12% with Excellence	<ul style="list-style-type: none"> - Due to the disruptive nature of 2022 these have remained relatively steady and in line with the national trend. - Again the PLD for 2023 will allow us to work improve this achievement.
Developing SLT leadership and new Portfolios; strengthening team dynamics.	Portfolio work is communicated to staff via SLT leaders in each portfolio Shared understanding of key messages across all portfolios SLT are provided with opportunities for team building and developing leadership skills	<ul style="list-style-type: none"> - We have continued to develop our practice and communication. Feedback from staff at the end of 2022 was a little confronting but on reflection was partly due to how the staff were feeling. 2022 was extremely challenging and has taken a toll on their wellbeing and goodwill. They are exhausted and are feeling undervalued with the potential industrial action for 2023. - SLT responsibilities document has been shared with staff

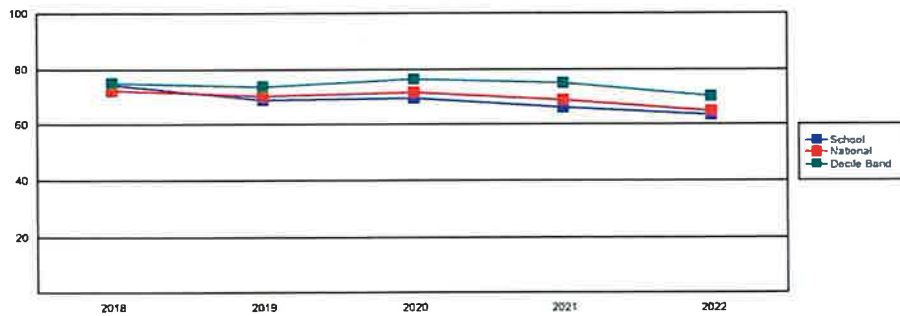
Achievement in NCEA and UE: Heretaunga College

Generated 5-Apr-2023

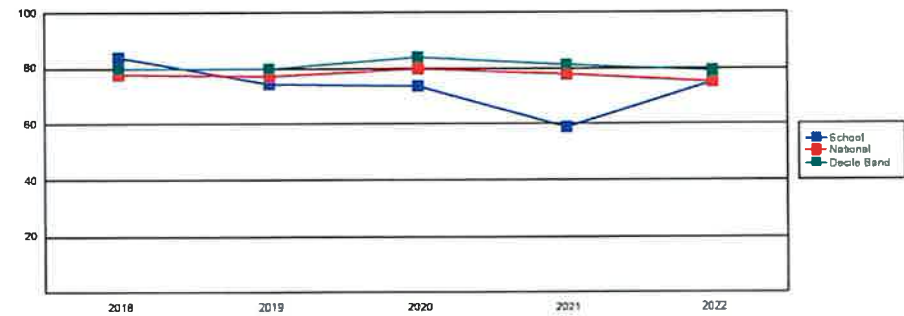
PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Heretaunga College				National				Decile 4-7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2018	74.4	83.8	69.7	41.3	72.4	77.6	66.1	48.9	75.2	80.1	66.3	47.2
2019	69.2	74.6	63.8	36.2	70.6	77.5	67.3	49.3	73.7	80.2	67.5	46.6
2020	69.9	73.6	67.4	39.4	71.8	80.1	72.1	53.4	76.5	83.9	73.1	51.6
2021	66.3	58.8	66.4	38.9	69.2	77.9	70.5	51.9	74.9	81.4	72.2	50.8
2022	63.7	75.3	58.3	34.5	64.9	74.9	68.2	50.3	70.2	78.9	70.1	49.5

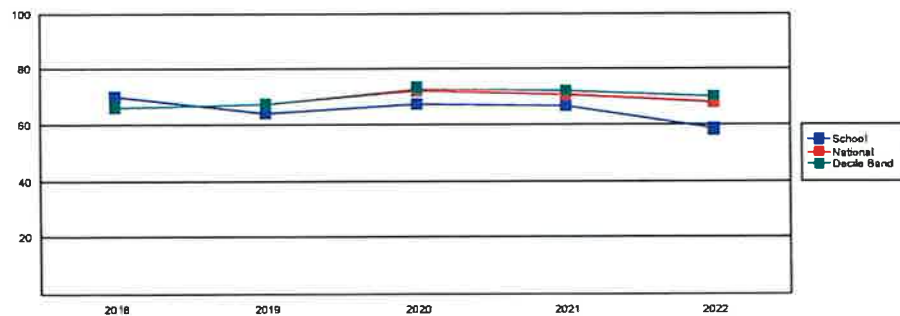
Year 11 - NCEA Level 1



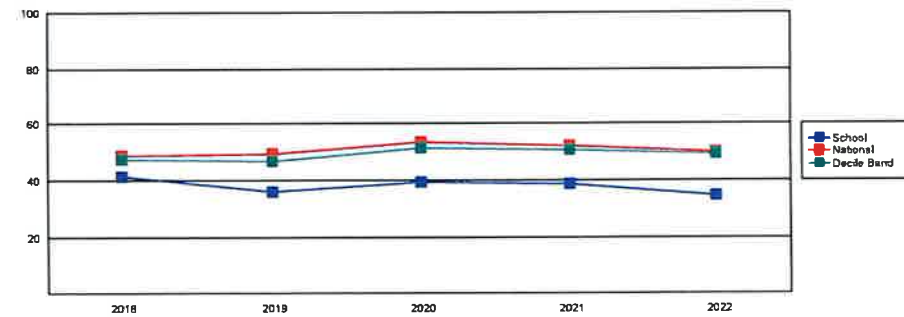
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



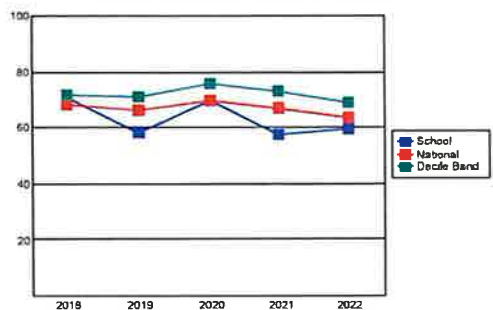
Achievement in NCEA and UE: Heretaunga College

Generated 5-Apr-2023

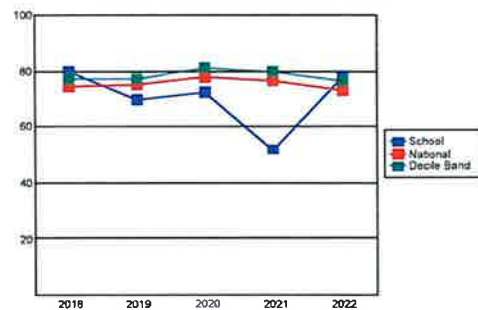
PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Heretaunga College				National				Decile 4-7				
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	
Male													
2018	70.8	80.0	66.7	29.2	68.2	74.2	61.0	42.4	71.6	76.7	60.3	40.0	
2019	58.3	69.3	55.0	25.0	66.5	74.7	62.3	42.2	71.2	76.9	61.9	39.4	
2020	69.9	72.6	54.4	23.5	69.6	77.8	68.5	46.8	75.6	81.4	68.3	44.3	
2021	57.5	51.7	63.3	30.0	67.0	76.0	66.8	45.5	73.2	79.5	67.5	43.7	
2022	59.6	77.6	50.0	25.0	63.4	73.3	65.6	44.9	69.3	76.7	66.9	43.8	
Female													
2018	77.7	86.6	72.1	50.8	76.8	81.0	70.7	54.8	79.2	83.7	72.0	54.0	
2019	78.2	79.8	69.2	43.1	74.9	80.2	71.9	55.8	76.4	83.6	72.6	53.4	
2020	69.9	74.4	81.3	56.3	74.1	82.4	75.5	59.6	77.4	86.4	77.6	58.8	
2021	72.6	65.6	69.0	46.5	71.5	79.8	74.0	57.7	76.7	83.6	76.6	57.5	
2022	68.8	73.7	66.7	45.5	66.5	76.6	70.5	55.3	71.2	81.2	73.3	55.1	

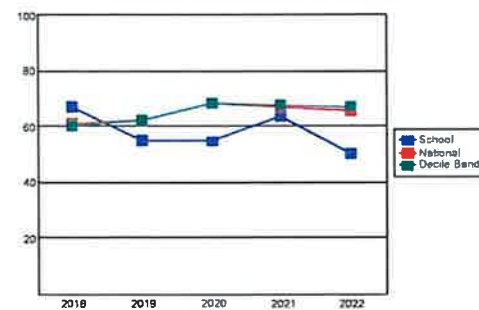
Year 11 NCEA Level 1 - Male



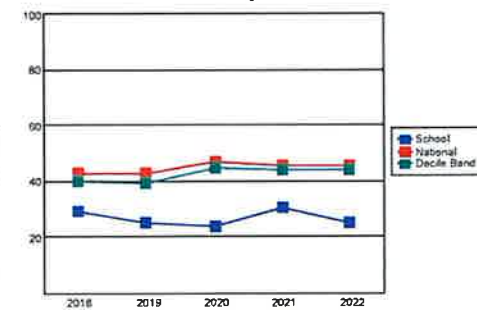
Year 12 NCEA Level 2 - Male



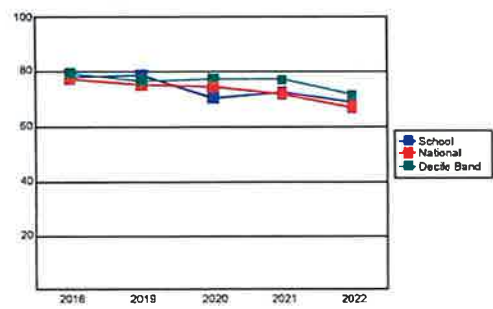
Year 13 NCEA Level 3 - Male



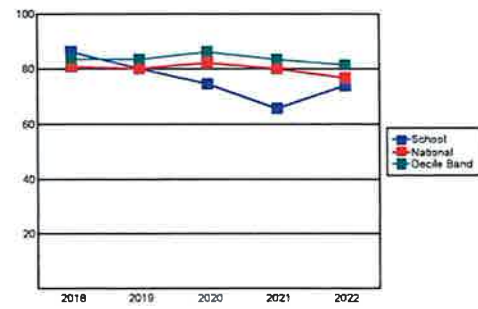
Year 13 University Entrance - Male



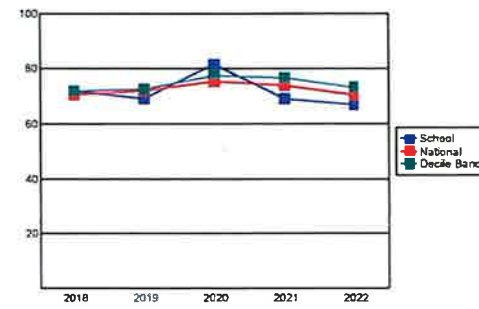
Year 11 NCEA Level 1 - Female



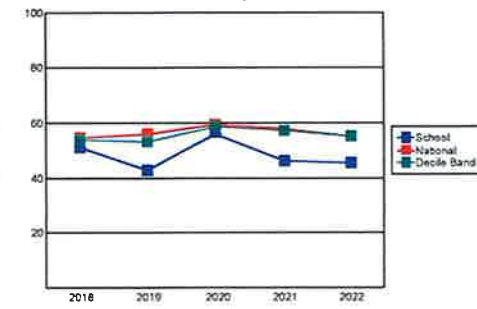
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



Achievement in NCEA and UE: Heretaunga College

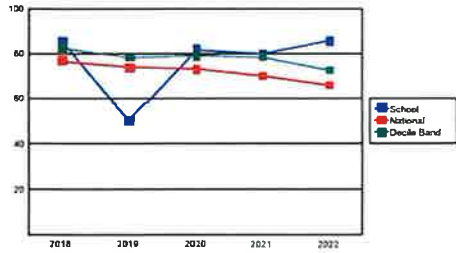
Generated 5-Apr-2023

PR2 - Enrolment Based Cumulative Results by Ethnicity

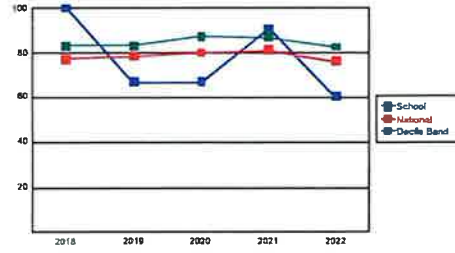
Academic Year	Heretaunga College				National				Decile 4-7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2018	85.7	100.0	100.0	83.3	76.9	77.3	70.5	60.1	82.2	83.0	75.1	62.7
2019	50.0	66.7	83.3	66.7	73.9	78.3	71.3	59.3	78.4	83.1	75.7	61.0
2020	81.8	66.7	90.0	40.0	73.1	80.0	76.5	64.1	79.0	87.4	80.3	65.1
2021	80.0	90.9	100.0	60.0	70.0	81.1	76.2	63.4	78.7	86.9	81.5	65.7
2022	85.7	60.0	80.0	60.0	65.9	76.0	73.6	61.3	72.6	82.5	76.6	61.7
European												
2018	76.0	84.2	69.3	37.5	78.0	81.5	69.9	55.0	78.6	82.6	68.7	50.2
2019	72.0	79.9	63.2	34.5	76.0	81.1	70.8	55.1	77.5	82.3	69.4	49.6
2020	69.0	76.1	69.9	43.7	75.8	83.2	74.6	59.0	79.6	85.6	74.3	53.9
2021	67.8	57.1	67.3	39.8	74.0	81.2	73.2	57.2	78.6	83.2	73.2	53.1
2022	65.3	76.8	61.0	37.3	69.7	79.4	71.6	56.0	74.1	81.7	72.6	52.4
Māori												
2018	66.7	87.5	63.2	31.6	58.4	68.6	52.9	29.3	62.4	72.2	53.8	29.8
2019	61.9	63.2	65.0	25.0	57.7	68.9	55.1	29.9	61.5	72.8	55.5	28.7
2020	72.2	63.2	52.2	30.4	60.8	71.9	60.7	34.1	65.4	76.8	63.1	34.9
2021	57.1	53.7	50.0	33.3	57.7	68.3	58.5	31.7	62.6	72.2	60.9	32.6
2022	38.3	76.7	45.2	16.1	53.9	64.1	55.7	30.9	57.9	69.5	58.8	32.7
Middle Eastern/Latin American/African												
2018	75.0	100.0	100.0	100.0	74.0	78.4	66.5	50.2	77.9	81.4	65.7	46.5
2019	50.0	50.0			67.5	75.5	68.3	52.0	71.0	77.0	68.4	50.5
2020	75.0	66.7	75.0	25.0	72.4	77.6	73.2	57.7	76.7	82.5	72.6	55.9
2021	100.0	40.0	75.0	25.0	68.4	78.0	70.3	56.0	72.7	81.2	72.8	56.6
2022	75.0	100.0	60.0		61.3	73.3	67.4	51.4	65.5	75.3	68.4	48.3
Other Ethnicity												
2018			100.0	100.0	72.9	75.9	63.6	50.8	78.7	80.7	68.1	52.9
2019	33.3				74.4	75.1	67.4	52.9	82.7	80.2	63.8	50.3
2020	100.0	50.0	50.0		74.6	81.0	74.3	56.9	79.7	87.6	79.2	61.4
2021		100.0	25.0	25.0	73.2	78.5	72.9	55.1	82.6	83.7	79.1	61.9
2022	75.0	100.0	33.3		65.5	77.0	66.3	53.4	74.3	84.1	70.7	55.0
Pacific Peoples												
2018	50.0	55.6	37.5	25.0	62.8	72.1	58.9	28.6	67.2	74.7	56.7	29.0
2019	75.0	54.5	40.0	20.0	61.8	71.3	60.3	30.3	65.8	72.7	59.3	29.5
2020	68.8	58.3	37.5	25.0	68.2	77.1	68.9	33.7	72.8	79.3	67.4	33.9
2021	68.4	50.0	50.0	20.0	62.3	71.5	64.9	33.0	67.4	77.1	66.3	36.1
2022	61.1	57.1	50.0	10.0	56.6	67.3	59.4	28.7	59.6	70.8	59.8	31.8

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Heretaunga College

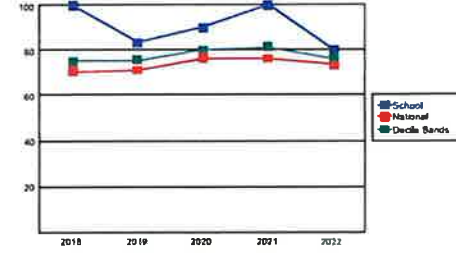
Year 11 NCEA Level 1 - Asian



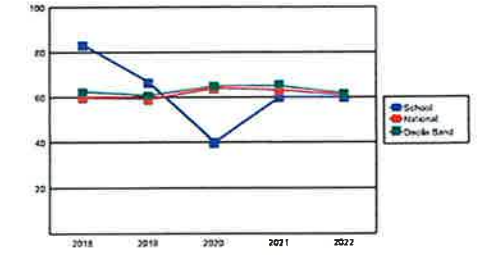
Year 12 NCEA Level 2 - Asian



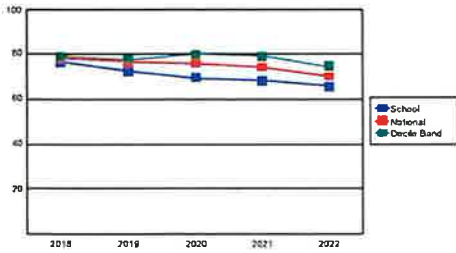
Year 13 NCEA Level 3 - Asian



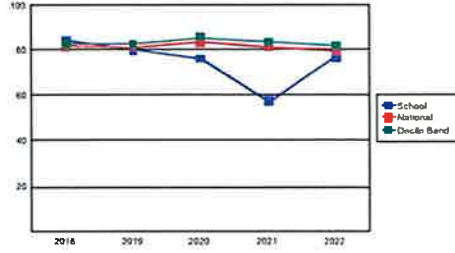
Year 13 University Entrance - Asian



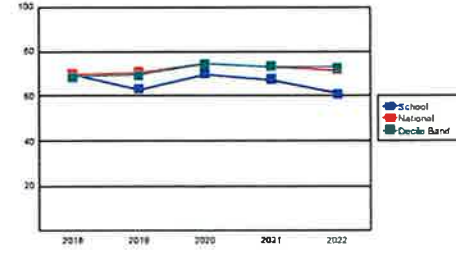
Year 11 NCEA Level 1 - European



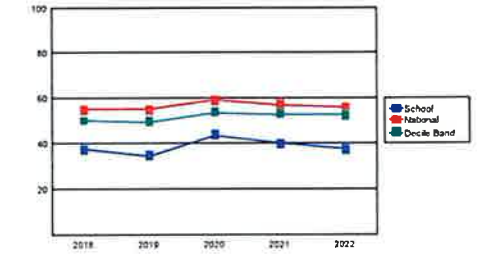
Year 12 NCEA Level 2 - European



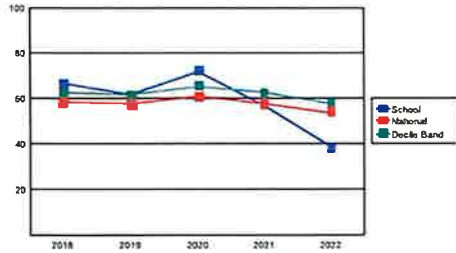
Year 13 NCEA Level 3 - European



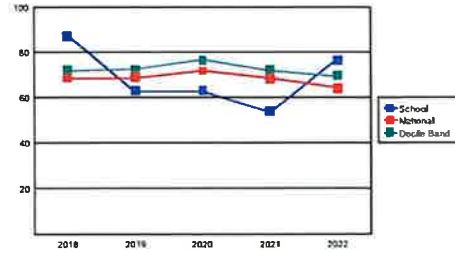
Year 13 University Entrance - European



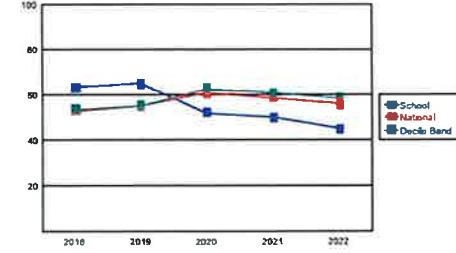
Year 11 NCEA Level 1 - Māori



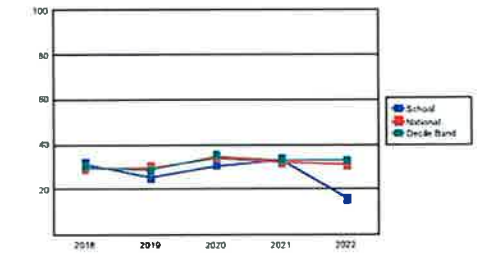
Year 12 NCEA Level 2 - Māori



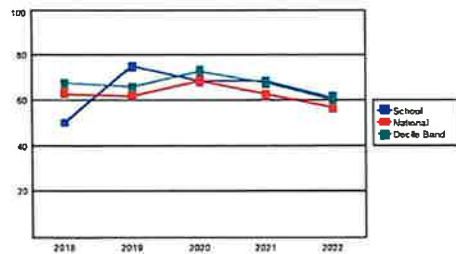
Year 13 NCEA Level 3 - Māori



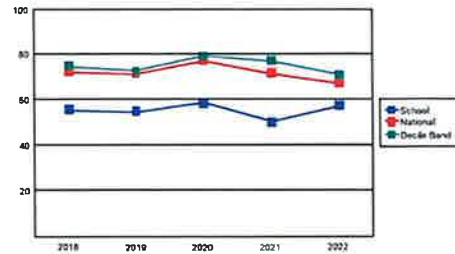
Year 13 University Entrance - Māori



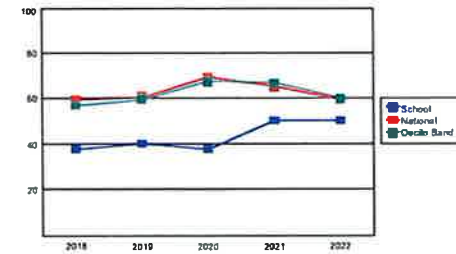
Year 11 NCEA Level 1 - Pacific Peoples



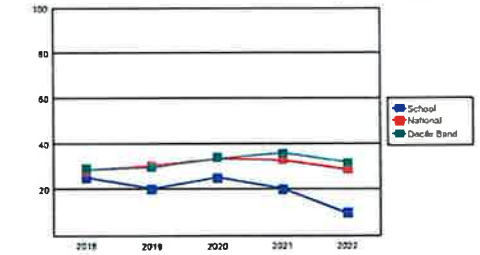
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples

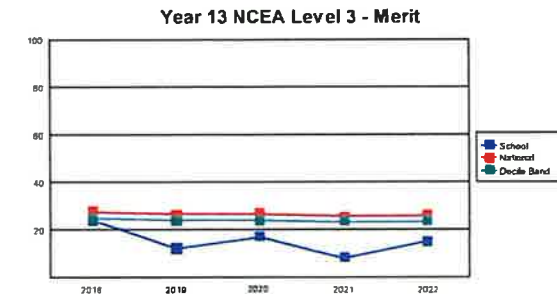
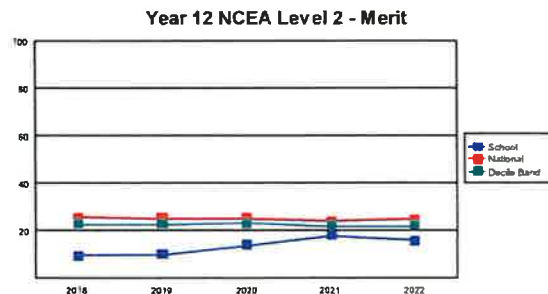
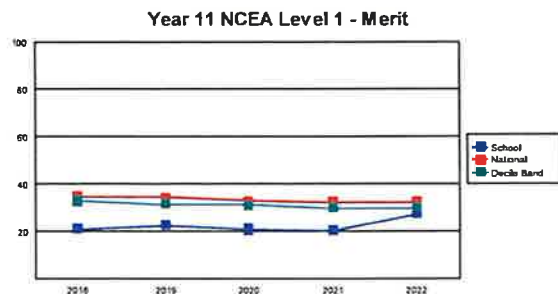
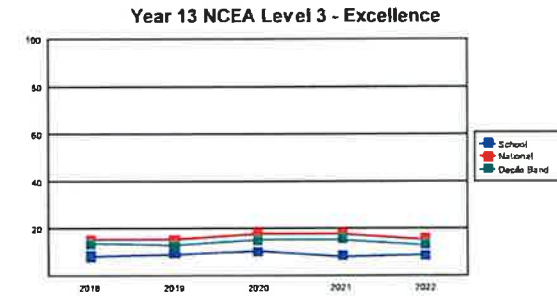
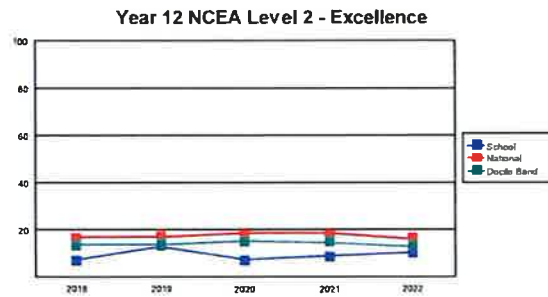
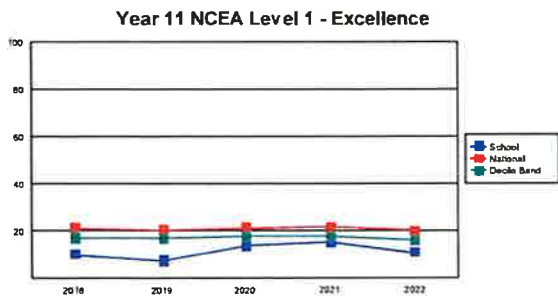


NCEA Certificate Endorsement: Heretaunga College

Generated 9-Feb-2023

PR4 - Cumulative Results by Percentage

Academic Year	Heretaunga College			National			Decile 4-7		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>									
2018	9.5	6.7	7.9	20.5	16.5	15.0	16.6	13.2	13.2
2019	7.0	12.9	9.0	19.9	16.7	14.8	16.4	13.6	12.6
2020	13.1	6.8	10.1	20.7	17.9	17.5	17.1	14.8	15.0
2021	14.8	8.4	8.0	21.1	17.9	17.9	17.3	14.3	15.5
2022	10.5	9.9	8.6	19.5	16.2	15.4	15.6	13.0	12.9
<u>Achieved with Merit</u>									
2018	20.9	9.2	23.7	34.3	25.2	27.0	32.7	22.5	24.3
2019	22.7	9.8	11.9	33.9	25.1	26.2	31.4	22.4	23.6
2020	20.8	13.7	16.9	32.3	24.9	26.3	30.9	22.9	23.7
2021	20.3	17.8	8.0	31.9	23.8	25.3	29.9	21.8	23.2
2022	27.2	15.7	14.8	31.9	24.5	25.8	29.7	21.7	23.2





Heretaunga College

Principal: Fiona Craven BSc (Hons), PGCE

Ward Street, Upper Hutt, New Zealand

Telephone: 64-4-939 9370

email: info@heretaunga.school.nz

www.heretaunga.school.nz

2022

STATEMENT OF KIWISPORT EXPENDITURE

Heretaunga College has used our Kiwisport funding of \$19,884.84 to help contribute towards the wages of our Sports Co-ordinator.



Heretaunga College

Principal: Fiona Craven BSc (Hons), PGCE

Ward Street, Upper Hutt, New Zealand

Telephone: 64-4-939 9370

email: info@heretaunga.school.nz

www.heretaunga.school.nz

Good Employer Disclosure

Heretaunga College has the stated intention of being a good employer consistent with Section 597 of the Education and Training Act 2020. This covers:

- Good and safe working conditions,
- An equal employment opportunities programme,
- The impartial selection of suitable qualified persons for appointment,
- Recognition within the workforce of the aims, aspirations, and cultural differences of Maori, other ethnic and minority groups, women and persons with disabilities,
- Opportunities for the enhancement of the abilities of individual employees,
- Ensuring all employees maintain proper standards of integrity, conduct and concern for the public interest and the well-being of students attending the school.

The school employed 119 staff in 2022. The majority of our staff are covered by Collective Agreements. This ensures that all employees, regardless of gender or other areas of potential inequity are remunerated at the same level for equivalent work.

Human Resources policies are reviewed regularly in line with the school's commitment to good employer practices and the school's values.

Our objective is to make the school an even better place to work. By building on existing good practice, higher staff engagement will drive higher quality student outcomes. There is a clear relationship between the wellbeing of staff and student wellbeing.

Independent auditor's report

To the readers of the financial statements of Heretaunga College for the year ended 31 December 2022

The Auditor-General is the auditor of Heretaunga College (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, 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 19, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 2022, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 31 May 2023. 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 Opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 20 to 29 but does not include the financial statements, and our auditor's report thereon.

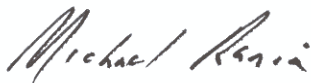
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

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



Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand