

MARLBOROUGH BOYS' COLLEGE



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	288
Principal:	John Kendal
School Address:	Stephenson Street, Blenheim 7301
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MARLBOROUGH BOYS' COLLEGE

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
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Financial Statements

1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 18	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Independent Auditor's Report

Marlborough Boys' College

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the School.

The School's 2021 financial statements are authorised for issue by the Board.

Lynette Rayner

Full Name of Presiding Member

DocuSigned by:

Lynette Rayner

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Signature of Presiding Member

23 August 2022

Date:

John Kendal

Full Name of Principal

DocuSigned by:

John Kendal

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Signature of Principal

23 August 2022

Date:

Marlborough Boys' College

Members of the Board

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expired/ Expires
Lynette Rayner	Presiding Member	Co-opted	Dec 2021
John Kendal	Principal ex Officio		
Steve Wilkes	Parent Representative	Elected	Sep 2022
Michael Loza	Parent Representative	Elected	Sep 2022
Callum Anderson	Parent Representative	Elected	Sep 2022
Geoff van Asch	Parent Representative	Selected	Nov 2023
Tim Burfoot	Parent Representative	Elected	Nov 2023
Debbie Cave-Higgins	Parent Representative	Elected	Sep 2022
Lachlan McNabb	Staff Representative	Elected	Sep 2021

Marlborough Boys' College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	9,826,129	7,872,754	9,840,805
Locally Raised Funds	3	552,734	683,460	484,965
Interest Income		1,974	8,000	8,088
Gain on Sale of Property, Plant and Equipment		167	-	-
International Students	4	16,290	11,217	24,810
		<u>10,397,294</u>	<u>8,575,431</u>	<u>10,358,668</u>
Expenses				
Locally Raised Funds	3	219,404	130,550	167,815
International Students	4	3,068	1,690	49,396
Learning Resources	5	8,148,628	7,004,748	7,885,904
Administration	6	899,736	794,345	845,787
Finance		9,578	-	10,088
Property	7	986,697	551,642	1,066,303
Depreciation	10	282,500	230,000	268,716
Loss on Disposal of Property, Plant and Equipment		-	-	3,044
		<u>10,549,611</u>	<u>8,712,975</u>	<u>10,297,053</u>
Net Surplus / (Deficit) for the year		(152,317)	(137,544)	61,615
Total Comprehensive Revenue and Expense for the Year		<u>(152,317)</u>	<u>(137,544)</u>	<u>61,615</u>

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

Marlborough Boys' College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,282,820	1,282,820	1,176,116
Total comprehensive revenue and expense for the year		(152,317)	(137,544)	61,615
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	45,089
Distribution of Equity		-	-	-
Equity at 31 December		1,130,503	1,145,276	1,282,820
Retained Earnings		1,130,503	1,145,276	1,282,820
Equity at 31 December		1,130,503	1,145,276	1,282,820

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.

Marlborough Boys' College

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	870,805	1,014,709	922,253
Accounts Receivable	9	605,690	600,385	600,385
GST Receivable		83,413	59,668	59,668
Prepayments		-	4,307	4,307
		1,559,908	1,679,069	1,586,613
Current Liabilities				
Accounts Payable	11	667,631	774,061	774,061
Revenue Received in Advance	12	173,201	120,104	120,104
Finance Lease Liability	13	42,222	78,837	78,837
Funds held for Capital Works Projects	14	96,486	24,919	24,919
Funds Held on Behalf of the Alternative Education	15	173,358	114,342	114,342
		1,152,898	1,112,263	1,112,263
Working Capital Surplus/(Deficit)		407,010	566,806	474,350
Non-current Assets				
Property, Plant and Equipment	10	751,178	622,866	852,866
		751,178	622,866	852,866
Non-current Liabilities				
Finance Lease Liability	13	27,685	44,396	44,396
		27,685	44,396	44,396
Net Assets		1,130,503	1,145,276	1,282,820
Equity		1,130,503	1,145,276	1,282,820

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

Marlborough Boys' College

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,794,272	2,104,368	2,259,267
Locally Raised Funds		553,681	683,460	630,842
International Students		16,328	11,217	(28,577)
Goods and Services Tax (net)		(23,745)	-	18,276
Payments to Employees		(1,467,973)	(1,224,630)	(742,296)
Payments to Suppliers		(1,834,389)	(1,489,959)	(1,769,890)
Interest Received		1,974	8,000	8,304
Net cash from/(to) Operating Activities		40,148	92,456	375,926
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		167	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(146,078)	-	(305,563)
Net cash from/(to) Investing Activities		(145,911)	-	(305,563)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	45,089
Finance Lease Payments		(76,266)	-	(135,392)
Funds Administered on Behalf of Third Parties		130,584	-	(138,001)
Net cash from/(to) Financing Activities		54,318	-	(228,304)
Net increase/(decrease) in cash and cash equivalents		(51,445)	92,456	(157,941)
Cash and cash equivalents at the beginning of the year	8	922,253	922,253	1,080,194
Cash and cash equivalents at the end of the year	8	870,808	1,014,709	922,253

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.

Marlborough Boys' College

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

1.1. Reporting Entity

Marlborough Boys' 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.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$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.

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. 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.

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.

1.3. 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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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

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 recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

1.4. 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.

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

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

1.8. Inventories

Inventories are consumable items held for sale and comprised 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.

1.9. 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.

1.10. 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 to buildings owned by the Crown 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 – Crown	5-15 years
Furniture and equipment	5-20 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Musical Equipment	8 years
Plant and Machinery	3 years
Sports Equipment	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	50 years

1.11. 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.

1.12. 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.

1.13. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve 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.

1.14. Revenue Received in Advance

Revenue received in advance relates to fees received from students and 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 provide the services to which they relate.

1.15. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts 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.

1.16. 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

The School's financial liabilities comprise accounts payable, borrowings, painting contract liability and finance lease liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

1.17. Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

1.18. 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.

1.19. Budget Figures

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

1.20. 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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	2,234,869	2,058,206	2,295,475
Teachers' Salaries Grants	6,504,754	5,705,548	6,588,331
Use of Land and Buildings Grants	457,003	-	462,667
Other MoE Grants	629,503	109,000	493,119
Other Government Grants	-	-	1,213
	<u>9,826,129</u>	<u>7,872,754</u>	<u>9,840,805</u>

The School has opted in to the donations scheme for this year. Total amount received was \$143,400 (2020: \$140,250).

3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	281,073	488,226	235,441
Fees for Extra Curricular Activities	203,118	117,000	160,823
Other Revenue	68,543	78,234	88,701
	<u>552,734</u>	<u>683,460</u>	<u>484,965</u>
Expenses			
Extra Curricular Activities Costs	219,404	130,550	167,815
	<u>219,404</u>	<u>130,550</u>	<u>167,815</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>333,330</u>	<u>552,910</u>	<u>317,150</u>

4. International Student Revenue and Expenses

	2021	2021	2020
	Actual	Budget	Actual
	Number	(Unaudited)	Number
	1	Number	2
International Student Roll	1	1	2
	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	16,290	11,217	24,810
Expenses			
Student Recruitment	1,309	1,290	2,790
Employee Benefit - Salaries	620	-	41,197
Other Expenses	1,139	400	5,409
	<u>3,068</u>	<u>1,690</u>	<u>49,396</u>
<i>Surplus / (Deficit) for the year International Students</i>	<u>13,222</u>	<u>9,527</u>	<u>(24,586)</u>

5. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	685,062	551,109	655,630
Information and Communication Technology	116,509	128,000	132,848
Employee Benefits - Salaries	7,300,989	6,268,510	7,065,711
Staff Development	46,068	57,129	31,715
	<u>8,148,628</u>	<u>7,004,748</u>	<u>7,885,904</u>

6. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	10,112	8,565	7,122
Board Fees	1,540	1,000	1,834
Board Expenses	35,667	29,557	44,148
Communication	20,375	19,800	18,704
Consumables	24,063	17,449	22,220
Operating Lease	(104)	-	(542)
Legal Fees	80,840	-	37,092
Other	90,380	79,030	4,654
Employee Benefits - Salaries	608,780	609,849	687,511
Insurance	19,869	20,812	17,847
Service Providers, Contractors and Consultancy	8,214	8,283	5,197
	<u>899,736</u>	<u>794,345</u>	<u>845,787</u>

7. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	10,778	5,500	8,549
Consultancy and Contract Services	139,353	140,050	120,383
Grounds	16,513	15,369	16,185
Heat, Light and Water	169,409	145,000	124,096
Rates	16,035	20,066	20,343
Repairs and Maintenance	106,363	98,000	162,319
Use of Land and Buildings	457,003	-	462,667
Security	(43,494)	13,000	26,560
Employee Benefits - Salaries	114,737	114,657	125,201
	<u>986,697</u>	<u>551,642</u>	<u>1,066,303</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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.

8. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	820,048	511,576	419,120
Short-term Bank Deposits	50,757	503,133	503,133
Cash and cash equivalents for Statement of Cash Flows	<u>870,805</u>	<u>1,014,709</u>	<u>922,253</u>

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

Of the \$870,805 Cash and Cash Equivalents, \$112,991 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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 2022 on Crown owned school buildings.

Of the \$870,805 Cash and Cash Equivalents, \$73,913 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these requirements are not met, the funds will need to be returned.

Of the \$870,805 Cash and Cash Equivalents, \$173,358 is held by the School on behalf of the Alternative Education cluster. See note 15 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	67,190	88,991	88,991
Teacher Salaries Grant Receivable	538,500	511,394	511,394
	<u>605,690</u>	<u>600,385</u>	<u>600,385</u>
Receivables from Exchange Transactions	67,190	88,991	88,991
Receivables from Non-Exchange Transactions	538,500	511,394	511,394
	<u>605,690</u>	<u>600,385</u>	<u>600,385</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2021						
Building Improvements	183,557	-	-	-	(22,900)	160,657
Furniture and Equipment	309,038	126,798	-	-	(75,895)	359,941
Information and Communication Technology	166,862	21,288	-	-	(74,476)	113,674
Motor Vehicles	59,895	-	-	-	(20,419)	39,476
Leased Assets	130,332	31,134	-	-	(88,214)	73,252
Library Resources	3,182	1,773	(181)	-	(596)	4,178
Balance at 31 December 2021	852,866	180,993	(181)	-	(282,500)	751,178

The net carrying value of equipment held under a finance lease is \$73,252 (2020: \$130,332)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	614,558	(453,901)	160,657	614,558	(431,001)	183,557
Furniture and Equipment	1,574,382	(1,214,441)	359,941	1,448,084	(1,139,046)	309,038
Information and Communication Technology	1,299,977	(1,186,303)	113,674	1,278,690	(1,111,828)	166,862
Motor Vehicles	180,163	(140,687)	39,476	180,163	(120,268)	59,895
Leased Assets	193,982	(120,730)	73,252	222,829	(92,497)	130,332
Library Resources	116,585	(112,407)	4,178	121,737	(118,555)	3,182
Balance at 31 December	3,979,647	(3,228,469)	751,178	3,866,061	(3,013,195)	852,866

11. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	50,938	86,876	86,876
Accruals	28,766	56,122	56,122
Banking Staffing Overuse	-	62,838	62,838
Employee Entitlements - Salaries	552,431	511,394	511,394
Employee Entitlements - Leave Accrual	35,496	56,831	56,831
	667,631	774,061	774,061
Payables for Exchange Transactions	667,631	774,061	774,061
	667,631	774,061	774,061

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	73,913	-	-
International Student Fees in Advance	1,894	1,856	1,856
Other Revenue in Advance	97,394	118,248	118,248
	173,201	120,104	120,104

13. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	47,206	86,966	86,966
Later than One Year and no Later than Five Years	29,401	48,077	48,077
Future Finance Charges	(6,700)	(11,810)	(11,810)
	69,907	123,233	123,233
Represented by:			
Finance lease liability - Current	42,222	78,837	78,837
Finance lease liability - Term	27,685	44,396	44,396
	69,907	123,233	123,233

14. 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:

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
East West Toilets	6,559	-	-	-	6,559
Rooms 36-39	7,700	-	(8,500)	-	(800)
Rooms 10/11 Language Hub	13,388	247,720	(276,812)	-	(15,704)
Tennis Court Canopy	(2,728)	250,000	(175,980)	-	71,292
Tech Block H&S	-	73,260	(38,316)	-	34,944
Fire System, Doors & Fire Walls	-	29,070	(28,874)	-	196
Totals	24,919	600,050	(528,482)	-	96,487

Represented by:

Funds Held on Behalf of the Ministry of Education	112,991
Funds Due from the Ministry of Education	(16,505)
	<u>96,486</u>

2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
East West Toilets	7,948	-	(1,389)	-	6,559
Careers Centre	(2,423)	-	-	2,423	-
Library Skylights	(571)	-	-	571	-
Heating Art & Science	4,293	-	-	(4,293)	-
Security System	(216)	-	-	216	-
Gym Roof	244	-	(244)	-	-
Art/Science Boiler	-	6,062	(6,062)	-	-
Rooms 36-39	-	29,400	(21,700)	-	7,700
Rooms 10/11 Language Hub	-	32,250	(18,862)	-	13,388
Tennis Court Canopy	-	-	(2,728)	-	(2,728)
Totals	9,275	67,712	(50,985)	(1,083)	24,919

15. Funds Held on Behalf of the Alternative Education Cluster

Marlborough Boys' College was the lead school and holds funds on behalf of the Alternative Education cluster, a group of schools funded by the Ministry of Education to share professional support.

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held at Beginning of the Year	114,342	114,342	104,339
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	175,169	-	206,317
Funds Spent on Behalf of the Cluster	(116,153)	-	(196,314)
Funds Held at Year End	<u>173,358</u>	<u>114,342</u>	<u>114,342</u>

16. 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.

17. Remuneration*Key management personnel compensation*

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	1,540	1,834
<i>Leadership Team</i>		
Remuneration	701,565	840,845
Full-time equivalent members	5.50	7.00
Total key management personnel remuneration	<u>703,105</u>	<u>842,679</u>

There are seven members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. The Board also has Finance (eight members) and Property (seven members) that meet monthly and quarterly respectively. 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:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160-170
Benefits and Other Emoluments	0 -10	0-10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 -110	13.00	11.00
110 -120	6.00	3.00
120 - 130	1.00	1.00
130 -140	-	1.00
	<u>20.00</u>	<u>16.00</u>

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

18. 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:

	2021 Actual	2020 Actual
Total (\$000s)	70 - 80	20 - 30
Number of People	2	1

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: 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 2021, a contingent liability for the school may exist.

20. Commitments**(a) Capital Commitments**

As at 31 December 2021 the Board has entered into the following contract agreements for capital works.

(a) The school has a number of fully funded and approved Ministry of Education property projects. Total funds received this year are \$600,050 of which \$528,483 has been spent this year. These projects are approved by the Ministry of Education.

(Capital commitments in relation to Ministry projects at 31 December 2020: \$24,919)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: nil)

21. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	870,805	1,014,709	922,253
Receivables	605,690	600,385	600,385
Total Financial assets measured at amortised cost	1,476,495	1,615,094	1,522,638

Financial liabilities measured at amortised cost

Payables	667,631	774,061	774,061
Finance Leases	69,907	123,233	123,233
Total Financial liabilities measured at amortised Cost	737,538	897,294	897,294

22. Events After Balance Date

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

23. Comparatives

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

24. COVID 19 Pandemic on going implications**Impact of Covid-19**

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

25. Marlborough Boys' College Future Site

In November 2015, the Minister of Education announced a plan for the Marlborough Girls' and Marlborough Boys' Colleges to move to a new shared site with separate, co-located schools. On 5 December 2018 the Minister of Education announced that Marlborough Girls' and Marlborough Boys' Colleges will be co-located on the sites currently occupied by Marlborough Girls' College and Bohally Intermediate. In the interim the Ministry of Education will continue to support the School to maintain their facilities with ongoing work such as repairs and maintenance, regardless of indicative timing for relocation.

The Board has an obligation to maintain the buildings in good order until the new College is built. The Board considers that it has adequate funds set aside to meet its property obligations. To fulfil its obligations the Board has a Property Plan, which is approved by the Ministry of Education. Currently, no Provision for Cyclical Maintenance is recognised. At some time in the future, when there is more certainty about the details and timing of the Schools' relocation, the Provision for Cyclical Maintenance may need to be reassessed and an adjustment made to the amount provided.

The Board owns leasehold building improvements, within its Property, Plant and Equipment as shown at Note 10. The Board believes that the financial statements adequately reflects their value as at 31 December 2021. At some time in the future, when there is more certainty about the details and timing of the Schools' relocation, the value of Property Plant and Equipment, including Building Improvements owned by the school may need to be reassessed and an adjustment made to the value.



Marlborough Boys' College

2019-21 Charter and 2021 Strategic/Annual Plan

1. Introduction

Marlborough High School opened in 1900 as a co-educational school. In 1919 the school changed its name to Marlborough College. The school roll rose from 342 in 1946 to 1205 in 1962. When the government decided to build a second secondary school in Blenheim the community voted for single sex education. The school was renamed Marlborough Boys' College in 1963 when Marlborough Girls' College was opened on its current site.

The school serves Blenheim and the surrounding Marlborough area. Marlborough is a region of great geographical diversity, and rich history. The region's economy is dominated by the wine industry.

Marlborough Boys' College is a school that has undergone major change. In recent years the school has:

- Continued to have outstanding sporting and arts successes.
- Increased its ability to identify and support students with specific learning needs in reaction to a changing demographic profile.
- Raised the focus of academic achievement.
- Been supported greatly by the community in general and the PTA, Old Boys' Association and the recently created Marlborough College Charitable Foundation in particular.
- Advanced the planning towards future co-location with Marlborough Girls' College. This has included extensive consultation leading to the development of a Co-location Education Brief to guide the co-location process. Visit www.marlboroughcolleges.co.nz for further information. Consultation confirmed the community preference for single-sex education. The existence of the two schools on 1 site and sharing some facilities will provide elements of what proponents of both single sex and co-education deem as important.

Marlborough Boys' College acknowledges its obligation and is committed to:

1. Fulfilling all the requirements set out in the National Education Goals.
2. Administering the school according to the National Administration Guidelines.
3. Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum document.
4. Developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.
 - At Marlborough Boys' College we endeavour to be proactive in fostering cultural understanding consistent with the Treaty of Waitangi – to honour the concepts of protection, participation and partnership.
 - Students can choose to study Te Reo Māori in full year programmes.
 - Curriculum has been developed to support "Māori to achieve as Māori." The Te Waharoa course is an example.
 - Since 2017 all year 9 students' study for 1 term Te Reo/Tikanga as part of their compulsory curriculum.
 - Providing professional development with a focus on teaching and learning that has a culturally responsive and relational focus.
 - All staff and students are exposed to opportunities to experience Tikanga Māori (Māori protocol and culture). Tikanga Māori is part of MBC culture – "what we do around here". For example, powhiri for new students and staff at the start of the year, blessing of new buildings, signage in Māori, displays of Māori art work and haka as part of school Prizegivings and beginning of sporting events.

Steps taken to discover the views and concerns of the school's Māori community

- The Board of Trustees has had a minimum of one Māori parent representative since May 2016.
- Communication with Māori occurs on top of existing school processes through Whānau hui and formal and informal meetings with representatives of local iwi.
- The new schools project has provided a focus which will be a catalyst for further consultation with iwi.

3. Values Statement

Young Men of Marlborough strive to be:

- Respectful
- Responsible
- Involved
- Proud
- The best that they can be.

4. Vision Statement

To inspire and empower our learning community to be the best they can be.

Co-Location Vision Statement

Embracing opportunities for our community of learners.

Kia whai hua mō tō tātou hapori ākonga

5. Strategic/Charter Goals 2019 - 21

- a) To provide a safe and positive learning environment for all stakeholders with a focus on the promotion of school values especially pride and respect.
- b) To raise academic expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs.
- c) To increase opportunities and participation in the Arts, Sport and Leadership/Service.
- d) To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of art facilities that recognise both our long history and bicultural and multicultural facets of our school.

Review of Charter and Consultation

The Board of Trustees undertook extensive consultation in 2011 and 2012 that resulted in a new Mission Statement, Values, Vision Statement and Strategic/Charter Goals.

Revisions have been made to the Strategic/Charter goals since then. Significant consultation has taken place since 2013 on the nature and siting of secondary education in Marlborough. Goal d) was introduced in 2016 and reflects the outcomes of deliberations on the schools' future siting and character.

Consultation by the Board in 2014 and 2015 resulted in Goal c) and consolidation of specific focus areas and greater strategic planning and financial support to identified planned projects in these areas (see page 4).

Following a Ministry of Education facilitated review of the Charter in 2016 reporting on some of the then current goals ceased in 2017 as they were regarded as "business as usual" – policies and procedures where now in place for them to be ongoing.

The Vision statement following 2018 community consultation was changed. The co-location vision statement was also added to the charter in 2018.

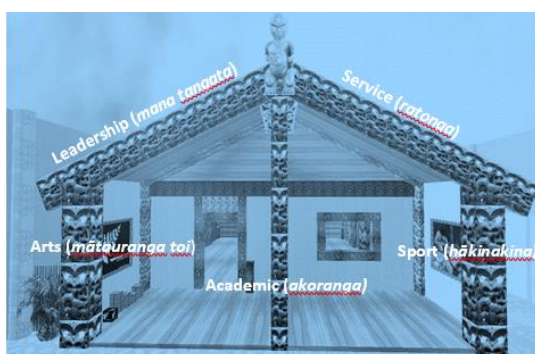
Marlborough Boys' College 2019-21 Strategic Planning Focus

"To inspire and empower our learning community to be the best they can be"



- ☒ Respectful
- ☒ Responsible
- ☒ Involved
- ☒ Proud
- ☒ The best we can be

Identified Focus Areas



Finance	Human Resources	Information technology	Property	Pastoral	Community
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To enhance **Leadership (mana tangata)** and **Service (ratonga)** opportunities and participation starting at year 9 with a stepped program to year 13.

To provide increased opportunities and ongoing participation in the **Arts (mātauranga toi)**. Support new Arts Co-ordinator and Director of Performance Music. Consolidate Māori and Pasifika performing arts, musical, drama and dance opportunities.

Academic (akoranga) Planning for a year 9-11 curriculum and associated structures that engages students, is responsive to community aspirations and fulfils the intent of the NZ curriculum. Have plans in place to support achievement of priority learning groups.

Strategic Planning Goals 2019-21 Focus Areas

To provide increased opportunities and participation in **Sport (hākinakina)**.
To provide greater support to coaches and managers.

Pastoral (Te pakiaka tangata)
To consolidate programmes to support students to live by the school values +/or be more consistently in a teachable space.

Human Resources (pūmanawa tangata)
To provide ongoing staff professional development with a focus on relational and culturally responsive strategies and supporting teaching and learning in flexible learning environments.

Property / Community (hangatanga / hapori)
To plan for meeting the challenges and maximising the opportunities a new site will provide.

Our 2019-21 Goals are in response to the following identified challenges/aspirations

- 1) We exist to serve our community. Community consultation in 2017 resulted in the following aspiration areas:
 - **Identity Tuakiri** - our students are aware of who they are, their culture, their heritage and their future – on a local and a global scale.
 - **Personal management Rangatiratanga** - our students have the resilience, tenacity, adaptability and confidence to succeed in anything they set out to achieve.
 - **Creativity & innovation Auahatanga** - our students apply creative and innovative thinking to their work, providing them with a solid foundation for future problem solving.
 - **Student-centred learning Ako Arotahinga** - we're creating a learning environment where students are inspired and supported to be the best they can be.
 - **Effective relationships Whaka Whānaungatanga** - through collaborative learning approaches, our students build strong relationships that help them to work and achieve together.
 - **Sustainability Kaitiakitanga** - our students understand and apply sustainable approaches to everything they do.
- 2) As a school we continue to focus on providing opportunities for our students to develop as well-rounded men that as a community we can be proud of. We do this by encouraging students to take opportunities offered for them to "be the best they can be" academically, in the arts, in sport and in leadership and/or service – we refer to these as our pillars – see diagram page 4.
- 3) To prepare students for their desired future by ensuring they have the qualifications for the next steps in their lives by building on a "schools within schools" concept catering equally for students aspiring for merit, excellent and scholarship passes to gain access to university programmes and for those with other educational or vocational aspirations.
- 4) To continue to support priority learning groups in the school – Māori, Pasifika and students with special needs including GATE. To put a Mauri-ora lens over all activities in the school - see p 13.
- 5) To consolidate a momentum of increased academic achievement while supporting more students with specific learning needs.
- 6) To plan for a year 9-11 curriculum and associated structures that engages young men, fulfils the intent of the NZ curriculum and is responsive to the community aspirations above.
- 7) To support staff to embrace the challenges and opportunities of teaching in flexible learning environments. This includes a review of what and how we teach/learn, the most appropriate timetable to support this and a review of how we assess and report to families/whānau/fono.
- 8) ERO after a November 2019 visit recommend the school needs to continue to:
 - embed systems to monitor and regularly report on progress of students who require their learning to be accelerated
 - monitor the progress of all year 9 and 10 students, and evaluate junior achievement data, to know needs and improve student outcomes through informed decision-making
 - initiate established action plans from inquiries and internal evaluation so they are consistently monitored over time
 - focus on improving culturally responsive practices by ongoing consultation with iwi and whānau to strengthen authentic partnerships, increase the visibility of te ao Māori within the school and further develop teachers' capability to support Māori learners
 - proactively reduce the disparity between Māori and other students' achievement
 - ensure all students' cultures, languages and identities are acknowledged and valued within the school
 - build knowledge of, and strengthen, evaluation processes and systems to know how effective programmes are in meeting learner needs. This includes health and safety practices, student wellbeing and how well the school is meeting school values and valued outcomes.



Marlborough Boys' College Strategic Plan 2019-21 – to be read in conjunction with the Board's Strategic Focus documentation (see page 4)

NAG1 Foster Student Achievement

Focus on providing a Mauri Ora lens on school operations – see page 13

Raise Academic Achievement

- Use Positive Behaviour for Learning (PB4L) tier 1,2 and 3 concepts to focus on key values and to consolidate practices in the school promoting a safe and positive learning environment for all stakeholders incorporating restorative practice. (2019-21)
- Increase the range of teaching strategies and meaningful learning activities (2019-21) by focusing on culturally responsive and relational pedagogy, differentiation and e learning.
- Incorporate a focus on academic monitoring. (2019-21)
- Investigate curriculum and timetable options that will support engagement, achievement and progress. (2019-21)
- Develop action plans, resource and monitor programs for students identified as needing learning to be accelerated:
 - Māori
 - Pasifika
 - Special Needs including gifted and talented
 - Capable of NCEA endorsements and scholarship
 - Being “at risk” of not achieving NCEA level 1 based on their numeracy entry data
 - Being “at risk” of not achieving NCEA level 2 based on their level 1 results
 - Having specific learning issues
 - Presenting at school in a non-teachable state.

Increase opportunities and participation in the Arts, Sport and Leadership/Service

- Action Plans created supported by school and community groups. (2019-21)

NAG 3 Personnel - Hauora

- Professional development will be provided (2019 – 21)
- Manage staff anxiety associated with a site change (2019-21)
- Support staff to work collaboratively in flexible learning environments. (2019-21)

MBC is committed to working collaboratively to meet regional challenges identified by the Piritahi COL. (2019-21). See page 14.

Positive relationships developed with the community for the mutual benefit of all.

NAG 5 Health and Safety
To identify and conform with the requirements of the Health and Safety and Vulnerable Children's Acts. (2019-21)

National Educational Goals

- Success for all through application of the National Curriculum
- Equality of educational opportunity by removing barriers to learning
- Balanced curriculum with a focus on literacy and numeracy
- Skill development
- Effective pedagogy
- Improved Māori outcomes
- Improved outcomes for students with special needs
- Respect for the diverse heritage of NZ people acknowledging the unique place of Māori.

Identified Community and school challenges (see page 5)

NAG 2 Strategic Planning and Self Review

- Strategic Plan incorporates Piritahi goals. (2019-21)
- To plan for a new site in 2023 with inspirational learning programmes complementing state of art facilities that recognise both our long history and bicultural and multicultural facets of our school. (2016-18)

NAG 4 Finance and Property

- To encourage the Marlborough College Charitable Foundation, Old Boys' Association, PTA and community organisations to fund initiatives to enhance learning programmes and opportunities for individual students and groups. (2019-21)
- To plan for pragmatic use of 5YA funds on the current school site by increasing the number of prototype flexible learning spaces (2019-21)

2019 – 2021 Key Strategic Goals and Objectives

a) To provide a safe and positive learning environment for all stakeholders with a focus on school values especially pride and respect.		
2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
	Action Plans with mid and end of year monitoring and reporting enable objectives to be met	
Focus on consistent, insistent and persistent strategy in what staff do to support each other and our boys.	Consolidation of consistent, insistent and persistent strategy in what staff do to support each other and our boys.	<p>Consolidation of consistent, insistent and persistent strategy in what staff do to support each other and our boys.</p> <p>2021 we deliberately focused on finding a consistent balance between being less punitive and moving toward being more responsive in dealing with pastoral matters.</p> <ul style="list-style-type: none"> • Deans raising behavioural trends at weekly whānau meetings. • SLT reminding staff of our PB4L school wide Kaupapa – Ongoing Staff P.D • The Tumuaiki resetting our values and expectations and Whānau and Principal Assemblies
	<p>Build knowledge of and develop programmes that</p> <ol style="list-style-type: none"> 1. support student wellbeing and 2. support students to understand and live by the school values <p>Monitor the effectiveness of these programmes in meeting learner needs.</p>	<p>Consolidate knowledge of and develop programmes that</p> <ol style="list-style-type: none"> 1. support student wellbeing and 2. support students to understand and live by the school values <p>Monitor the effectiveness of these programmes in meeting learner needs.</p> <p>A review of the house structure in Term 4 was instrumental in the decision to have full vertical Whānau Classes in 2022.</p>

Focus on respectful relationships supported by consistent practice in restorative processes.	Consolidation of focus on respectful relationships supported by consistent practice in restorative processes.	Consolidation of focus on respectful relationships supported by consistent practice in restorative processes.
Reduce truancy rate to 8% or lower.	Reduce truancy rate to 7% or lower.	<p>Reduce truancy rate to 7% or lower.</p> <ul style="list-style-type: none"> • Our truancy rate was 12.7 for 2021.
	Build knowledge of, develop and monitor programmes that ensure health and safety expectations for all stakeholders are met.	<p>Consolidate knowledge of, develop and monitor programmes that ensure health and safety expectations for all stakeholders are met.</p> <ul style="list-style-type: none"> • We undertook two significant improvements to our paper-based reporting around health and safety expectations • GONOGO online platform to reporting all Health and Safety matters across our school campus. Initial feedback has been positive.
Staff and student data show improved satisfaction levels from baseline figures for selected indices.	Staff and student data show improved satisfaction levels from baseline figures.	<p>Staff and student data show improved satisfaction levels from baseline figures.</p> <ul style="list-style-type: none"> • As an incoming Principal EDSOL NZ undertook a Principal Appraisal in September which gave a feedback from 31 staff. This report has been attached.

b) To raise academic expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs.		
2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
Action Plans with mid and end of year monitoring and reporting enable objectives to be met		
All decision making in the school considers “Mauri Ora” – if the decision is good for Māori it will be good for everyone – see page 13.	All decision making in the school considers “Mauri Ora” – if the decision is good for Māori it will be good for everyone. See page 13. Proactively reduce the disparity between Māori and other students’ achievement	All decision making in the school considers “Mauri Ora” – if the decision is good for Māori it will be good for everyone. <ul style="list-style-type: none"> It is about moving past ‘catchphrases’ and allowing Tangata Whenua and Mana Whenua the opportunity to participate in school processes and events.
Implement an observation/feedback programme with culturally responsive and relational pedagogy focus.	Focus on improving culturally responsive practices by: <ol style="list-style-type: none"> further developing teacher capability to support Māori learners including consolidation of observation/feedback programme with culturally responsive and relational pedagogy focus. ongoing consultation with iwi and whānau to strengthen authentic partnerships, increase the visibility of te ao Māori within the school 	Consolidation of the focus on improving culturally responsive practices by: <ol style="list-style-type: none"> further developing teacher capability to support Māori learners including embedding of observation/feedback programme with culturally responsive and relational pedagogy focus. ongoing consultation with iwi and whānau to strengthen authentic partnerships, increase the visibility of te ao Māori within the school <ul style="list-style-type: none"> The final publication and gifting of Te Tātoru o Wairau Cultural Narrative in terms of the curriculum will enable us to act upon the mandate of Ngāti Toa Rangatira, Ngāti Rārua, Ngāti Kuia and Rangitāne o Wairau.
	Ensure all students’ cultures, languages and identities are acknowledged and valued within the school. Specific focus on Pasifika as a rapidly increasing group.	Ensure all students’ cultures, languages and identities are acknowledged and valued within the school. Specific focus on Pasifika as a rapidly increasing group.

Consolidate / develop new programmes of study and associated structures in the senior school that meet the needs of students whether they be academic or vocational in their aspirations.	Consolidate / develop new programmes of study and associated structures in the senior school that meet the needs of students whether they be academic or vocational in their aspirations.	Consolidate / develop new programmes of study and associated structures in the senior school that meet the needs of students whether they be academic or vocational in their aspirations. <ul style="list-style-type: none"> • Gateway placements increased from 45 positions to 60 positions in 2022. • Trades positions remained consistent at 34 positions • Our commitment break our senior programmes into semesters was driven by student voice and wanting to see greater levels of engagement for a full academic year.
Plan for a year 9-11 curriculum and associated structures that engages students, is responsive to community aspirations and fulfils the intent of the NZ curriculum. Undertake curriculum audit, continue ongoing trials of curriculum integration and plan for implementation of the new digital technology curriculum across the school.	Implementation of elements of a year 9 or year 9/10 or 9-11 curriculum and associated structures that engages students, is responsive to community aspirations and fulfils the intent of the NZ curriculum. Continue ongoing trials of curriculum integration. Implementation of the digital technology curriculum across the school begins.	Review of a year 9 or 9/10 or 9-11 curriculum and associated structures that engages students, is responsive to community aspirations and fulfils the intent of the NZ curriculum. Embed curriculum integration trials and digital technology curriculum. <ul style="list-style-type: none"> • Due to severe staffing shortages within Technology we were unable to meet this goal.
Increase support and monitoring programmes for all students in the school.	Develop monitoring and support programmes for all students in the school with a focus on year 9 and 10 and students whose learning needs to be accelerated.	Consolidation of monitoring and support programmes for all students in the school with a focus on year 9 and 10 and students whose learning needs to be accelerated. <ul style="list-style-type: none"> • Our junior Gifted and Talented programme in Year 9 continues with positive success. However, ensuring we are increasing higher levels of diversity within these programmes remains a priority.

Continue to progress writing by consolidating the “Write that Essay” and other writing initiatives in the school.	Continue to progress writing by consolidating the “Write that Essay” and other writing initiatives in the school.	Continue to progress writing by consolidating the “Write that Essay” and other writing initiatives in the school. Languages Curriculum report attached. Reported to the BOT in February
Investigate options to support student progress in numeracy.	Consolidate programmes to support student progress in numeracy.	Consolidate programmes to support student progress in numeracy. Mathematics Curriculum report attached. Reported to the BOT in June
Consolidation of the Spiral of Inquiry model to analyse in depth one aspect of teaching or leadership best practice with differentiation and/or culturally responsive and relational pedagogy writing as preferred focuses. All staff encouraged to identify 4 priority learners who will be the focus of the spiral.	Consolidation of the Inquiry model approach to analyse in depth one aspect of teaching or leadership best practice. Major focuses to be identified.	Consolidation of the Inquiry model approach to analyse in depth one aspect of teaching or leadership best practice. Major focuses to be identified. Ongoing progress being implemented through our WSL model
Implement Kōrero mai coaching model.	Consolidate the Kōrero mai coaching model.	Embed the Kōrero mai coaching model. Ongoing progress being implemented through our WSL model

c) To increase participation and raise achievement in the Arts, Sport and Leadership/Service

2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
Action Plans with mid and end of year monitoring and reporting enable objectives to be met		
To provide increased opportunities and participation in sport.	To provide increased opportunities and participation in sport.	To provide increased opportunities and participation in sport. Ongoing Covid disruptions have impacted greatly
To provide increased opportunities and ongoing participation in the arts.	To provide increased opportunities and ongoing participation in the arts.	To provide increased opportunities and ongoing participation in the arts. Arts Curriculum report attached. Reported to the BOT in June

To enhance leadership and service opportunities and participation starting at year 9 with a stepped program to year 13.	To enhance leadership and service opportunities and participation starting at year 9 with a stepped program to year 13.	To enhance leadership and service opportunities and participation starting at year 9 with a stepped program to year 13.

(d) To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of art facilities that recognise our long history, bicultural and multicultural facets of our school		
2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
	Action Plans with mid and end of year monitoring and reporting enable objectives to be met	
<p>The education brief is reviewed and planning for the new campus is initiated.</p> <p>A master plan is developed that includes a building plan with confirmed shared spaces and ways of reducing disruption to present day pupils.</p> <p>Ongoing Iwi and community consultation and support is established.</p> <p>Cultural brief developed to ensure planning incorporates features of regional cultural significance.</p> <p>Confirm roll numbers for first year of operation and future maximum roll to ensure the master plan reflects expected community trends in population growth.</p> <p>Support staff, students and the community with the change management implications that arise from the co-location opportunity.</p> <p>Strengthen leadership capacity by increased middle leader involvement in the planning process.</p> <p>More prototype collaborative learning spaces are developed and used for teaching and learning.</p> <p>Staff will be given opportunities to visit schools with FLE's and investigate curriculum/structural adaptations possible within them.</p>	<p>The new campus master plan is progressed, along with school, community & iwi consultation. A clear understanding of co-location is established with all.</p> <p>The majority of staff will have visited schools with FLEs and contributed to the learning design discussion and learning spaces consultation.</p> <p>Cultural brief developed to ensure planning incorporates features of regional cultural significance.</p> <p>Change Leadership capacity is strengthened across the school.</p> <p>Teaching and learning in prototyped spaces is trialled by all faculties not requiring specialist rooms.</p> <p>Further alignment of existing systems and structures e.g. ICT, timetables, curriculum.</p> <p>Develop new systems for a successful shared campus.</p> <p>Work with Ministry of Education capital works to maintain existing facilities and support prototype opportunities.</p> <p>Student interchange with MGC expanded.</p>	<p>The new campus design is completed. Ongoing – Te Tātoru o Wairau</p> <p>All staff will have had the opportunity to visit schools with FLEs and/or contributed to learning design discussions. Ongoing – Te Tātoru o Wairau</p> <p>Leadership of change and innovation is driven by teams and succession planning is initiated to ensure sustainability Ongoing – Te Tātoru o Wairau</p> <p>Teaching and learning in prototyped spaces is trialled by all faculties not requiring specialist rooms. Ongoing – Te Tātoru o Wairau</p> <p>Ministry of Education capital works section maintains existing facilities. Ongoing – Te Tātoru o Wairau</p> <p>Student interchange with MGC expanded. Ongoing – Te Tātoru o Wairau</p>

<p>Further align existing systems and structures e.g. ICT, curriculum, timetables - to plan a curriculum and associated structures that engages young men, fulfils the intent of the NZ curriculum and is responsive to the community aspirations.</p> <p>Develop new systems for a successful shared campus.</p> <p>Student interchange with MGC consolidated.</p> <p>Ministry of Education capital works section maintains existing facilities</p>		
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2021 Annual Plan

Strategic Goal: To provide a safe and positive learning environment for all stakeholders with a focus on school values especially pride and respect.

Targets

- Increase attendance
- Reduce truancy rate
- Staff satisfaction surveys show improvement from 2016 baseline data in selected indices
- Student satisfaction shows improvement from baseline 2018 data in selected indices.

Strategic Goal: To raise expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs.

Targets

- Specialised programs of localized curriculum developed and implemented to support specific learning needs of students
- Māori year 9 students who have been identified as operating below curriculum level expectations on entry to year 9 in Literacy and numeracy, will have accelerated their achievement by 2 curriculum sub-levels
- NCEA level 2 target of at least 69% pass rate
- NCEA level 1 target of at least 65% pass rate
- Review of junior curriculum and reporting to accelerate student achievement
- To implement interventions and programmes that will shift achievement outcomes for year 11-13 student groups identified as at risk, based on their level 1/2 results
- Community of Learning Within School Leads (WSL)/Heads of Faculty supported with change leadership training.

Strategic Goal: To increase participation and in the Arts, Sport and Leadership/Service

Targets

- Participation in arts and sport will be higher than baseline 2019 data

Strategic Goal: To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of art facilities that recognise both our long history and bicultural and multicultural facets of our school.

Targets

- Student interchange opportunities with MGC consolidated – numbers involved in 2021 double
- 20 staff have been supported to experience teaching in a flexible learning environment (FLE). 80% are interested in building on this experience in 2021. 80% of students learning in the FLE's in collaboratively planned programmes regard the experience as beneficial to their learning.
- The integrated curriculum trials are seen as positive by 80% of staff and students participating in these.

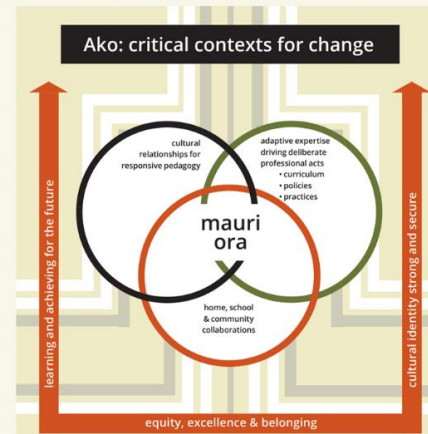
Ako: critical contexts for change

Cultural relationships:

- care for learners and their learning
- recognise prior knowledge as foundational to identity and learning
- focus on potential.

Responsive pedagogy:

- begins with the learners' experiences
- involves the interactive, dialogic construction of knowledge
- requires power-sharing so learners and teachers make sense together.



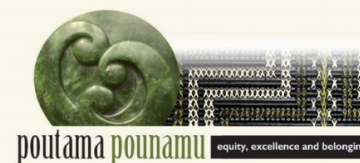
The professionals in the school (leaders and teachers) implement curriculum, policies and practices that are:

- purposefully developed to promote equity, excellence and belonging for all students
- responsive and appropriate to local contexts
- grounded in research about what we know works to support students'
 - strong and secure cultural identities
 - learning and achieving for the future
- reviewed in response to evidence and feedback on how their actions are affecting students and whānau.

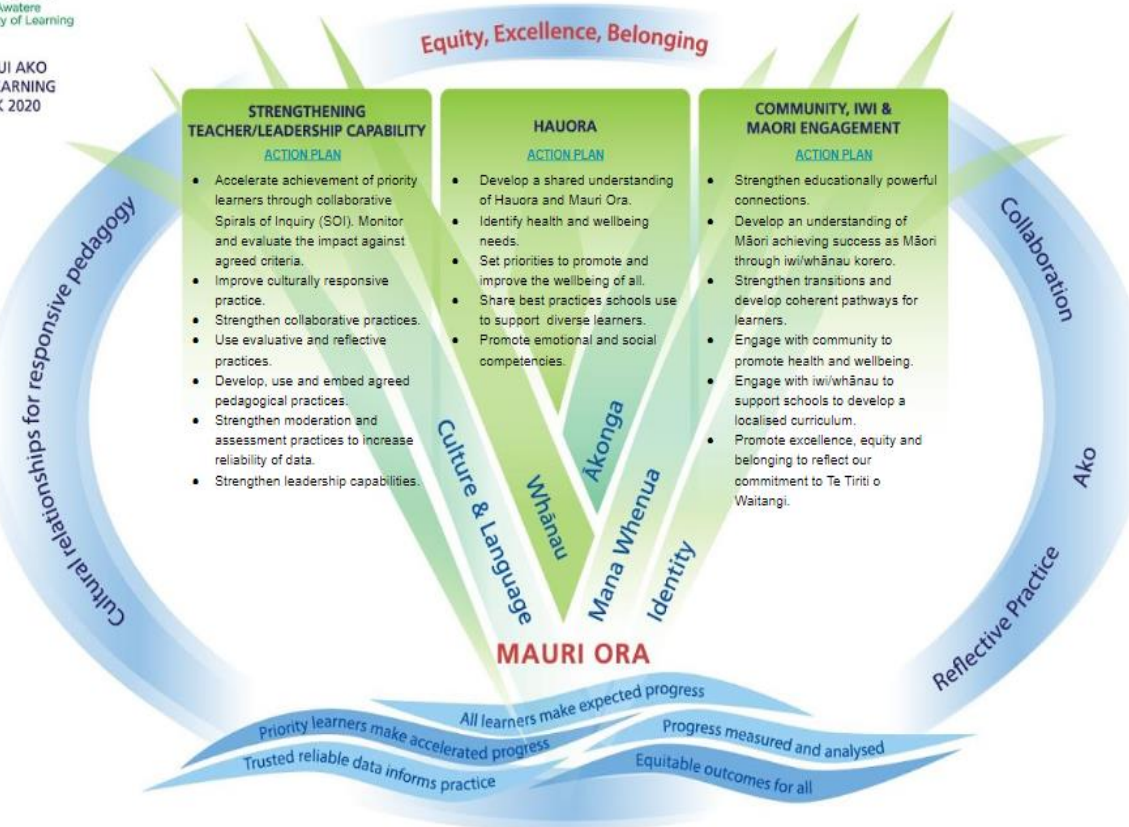
Research shows collaborations between home, school and community have large positive effects on student outcomes:

- this is challenging when the culture of the school is not representative of all families
- reciprocal power-sharing relationships are key.

In comprehensive school reform, these contexts are driven by the key levers of critical leadership, evidence-informed decision-making and prioritised learning outcomes.



'Whiria nga tahi nga ākonga - Weave Learners Together'





Please note – there are no Languages statistics prior to 2020 in Assay.



1. Data Summary for 2021

Languages DATA SUMMARY 2021

JUNIOR – TRENDS

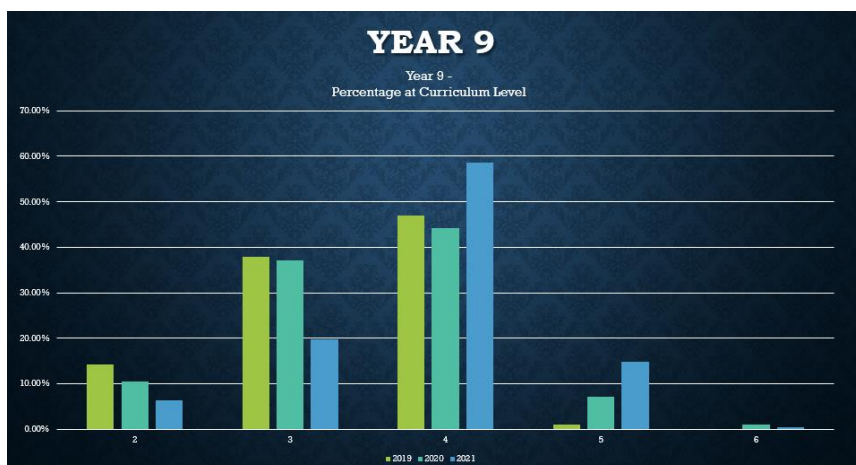
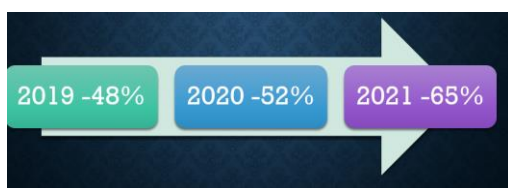
English

We continue to celebrate the successes in our junior programmes. The changes we have made are a direct response to the continued decline in literacy skills we have observed in our boys, which is supported by the recently released report of the state of literacy in Aotearoa by The Education Hub. Many incoming year 9 students are only on curriculum level two, rather than level four as they should be. A targeted reading programme, a focus on core skills and a literacy-support class have all had a positive impact on reading and writing results.

The implementation of OTJs (overall teacher judgements) in Terms 1 and 3 have also had a significant impact on our reporting to whānau and offer a greater understanding of individual achievement for all. These results (coupled with the summative assessment results) enable us to gather real-time achievement data and look at individual improvement across a range of core skills.

As you can see from the infographic and graph below, the number of Year 9 students at the end of 2021 who were at curriculum level 4B or higher was 65%. This represents a 13% percent increase on the 2020 data and a 17% increase over 2019 levels. This data is obtained by averaging a range of summative assessments that focus on the core skills of critical thinking, reading for meaning, purpose and structure, the use of language and technical accuracy.

Attainment at Year 9 of curriculum level 4B or higher

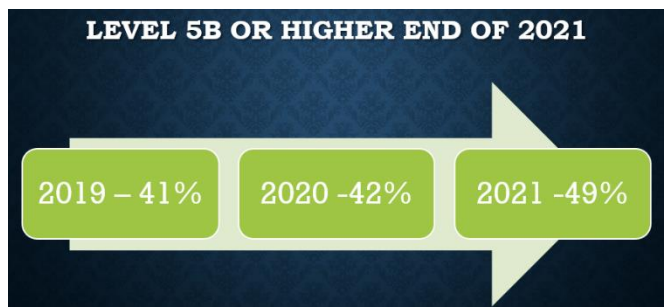


The continued success of the GaTe programme has also enabled success for a greater number of students who are achieving one or more levels above the national average.

At Year 10 the programme also focuses on core reading and writing skills, as well as developing the critical thinking required for future NCEA assessments. This was something that was lacking in both the junior and senior programmes and one of the perceived reasons why our endorsement levels have dropped.

Implementing a writing portfolio has also helped with our writing skills, although we continue to have issues with the non-completion of work largely due to absenteeism and/or lack of focus and engagement.

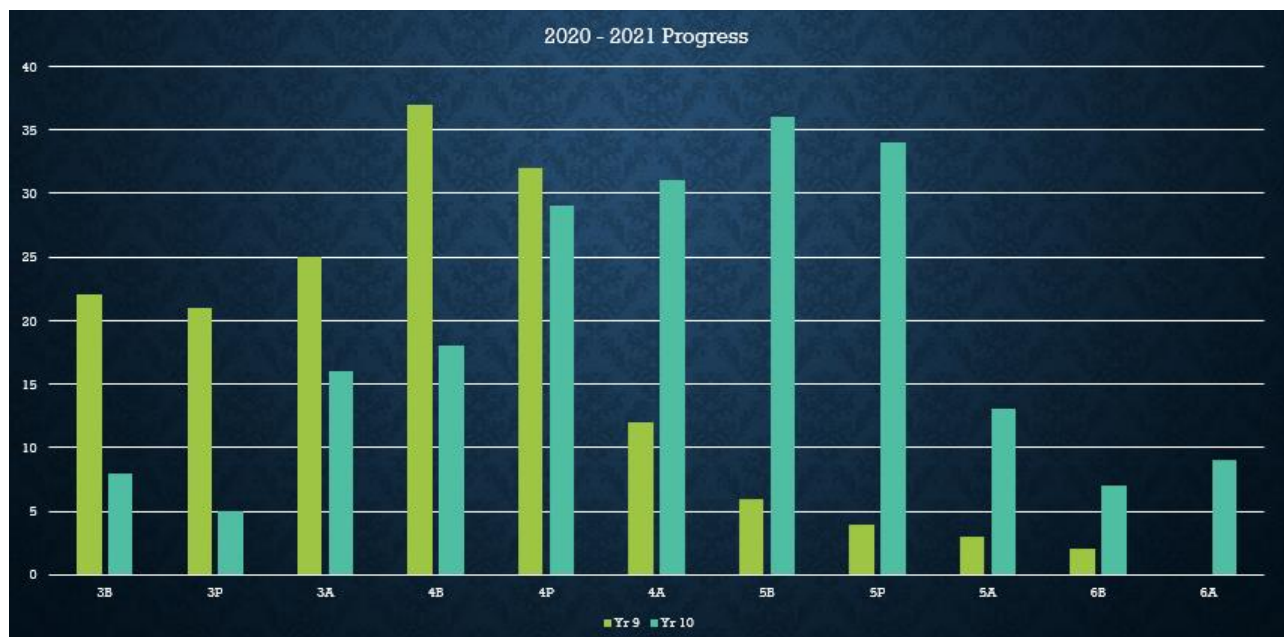
Curriculum level progress did occur in 2021 which once again indicates that the learning tasks and focus we have introduced into our programmes is producing successful outcomes.



While the increase has been less significant than the year 9s, it represents a big jump from previous years.

The graph below shows the cohort's improvement over the two year junior programme. The graph shows actual student numbers. *Note that there were a significant number of high needs students*

in this cohort hence the high number that have remained at curriculum level 3.



Te Reo Māori

It is particularly pleasing to note that the success of the junior Te Reo programmes has transferred into a very full Level 1 course this year as well as a number of students choosing both the Reo and Waharoa courses in year 10. This developing programme has gone from strength to strength and is a testament to the hard work that has been put into it. Achievement data that is more measurable is still under construction, but OTJs have been established for whānau and teachers to better understand student achievement.

ESOL

Having a dedicated space for ESOL teachers to work has been beneficial to the students in terms of well being and belonging. Data is difficult to assemble across students with varying needs and abilities, but in general, we have seen a significant improvement in the language and communication skills of these students. Having a 'wrap-around' system of tuakana teina with junior and senior classes has also helped significantly.

JUNIOR – REFLECTION

You could comment on:

- *What is working and what needs to improve?*
- *How is your faculty continuing to build capability to provide differentiated approaches to teaching, learning and assessment?*
- *What are the biggest challenges your faculty faces?*

We know that multiple opportunities to practice core skills in different contexts works. We know that empowering our learners through engagement and agency works. We know that fostering belief and self-belief in a co-constructed environment, works. And these are the things that we have been and are continuing to focus on in the Languages department. While we do not have the perfect model just yet, the lack of streaming, the choice around topic and assessment and the differentiation we offer has meant both an increase in student achievement and a decrease in negative student behaviour. Our biggest challenge is to engage the 'hard core' bottom 5% that remain resistant to anything we have previously tried.

This group features large absenteeism and a lack of work ethic and focus in class. Many of our students also struggle to complete work and this is a significant problem for us as these poor work habits deteriorate over time and cause issues with NCEA assessment later on. We have tried a number of things such as home contact, extra support and lunchtime tutorials, but currently the boys all think these things are a punishment rather than a support mechanism and network.

Research continues to promote core elements in terms of teaching success:

- Passionate teachers who build respectful relationships with learners
- Quality resources and innovative teaching methods
- Multiple opportunities for learners to connect learning
- Multiple assessment opportunities

We are still working towards complete success in terms of connected learning, but this is at the forefront of our theme-based learning approach. We are thankful we have not moved to a fully integrated curriculum such as is in practice at MGC as we believe that this approach is impractical based on the students we have at our kura due to the significant gaps they have in core skills. Rather, enabling staff to work individually, collectively and collaboratively on localised connected curriculum is both empowering and successful.

The faculty remains challenged by the very low academic ability that many students who arrive at the college at Year 9 exhibit. Because the skill levels of these arrivals is so much lower than it should be, we are required to play 'catch-up' for much of the first, if not the entire two year junior programme. This means that we struggle to focus on the refinement of language (patterns, structures etc) and critical thinking that is required for senior assessment when so much time has to be spent on literacy demands. We have

already noted the flow-on effect of this in terms of lower endorsement numbers and lower pass rates for the writing standards, particularly at Level 3.

Much discussion has occurred around subject equity in the junior school, but if time is taken away from the English classes, then the entire school will need to be responsible for teaching the basic reading and writing skills that we are currently tasked with. This will also require sustained silent reading in **all** classes, plus a focus on subject-based vocabulary, report structure, sentence skills and so on which of course, should be part of all subjects now (but is not consistently taught).

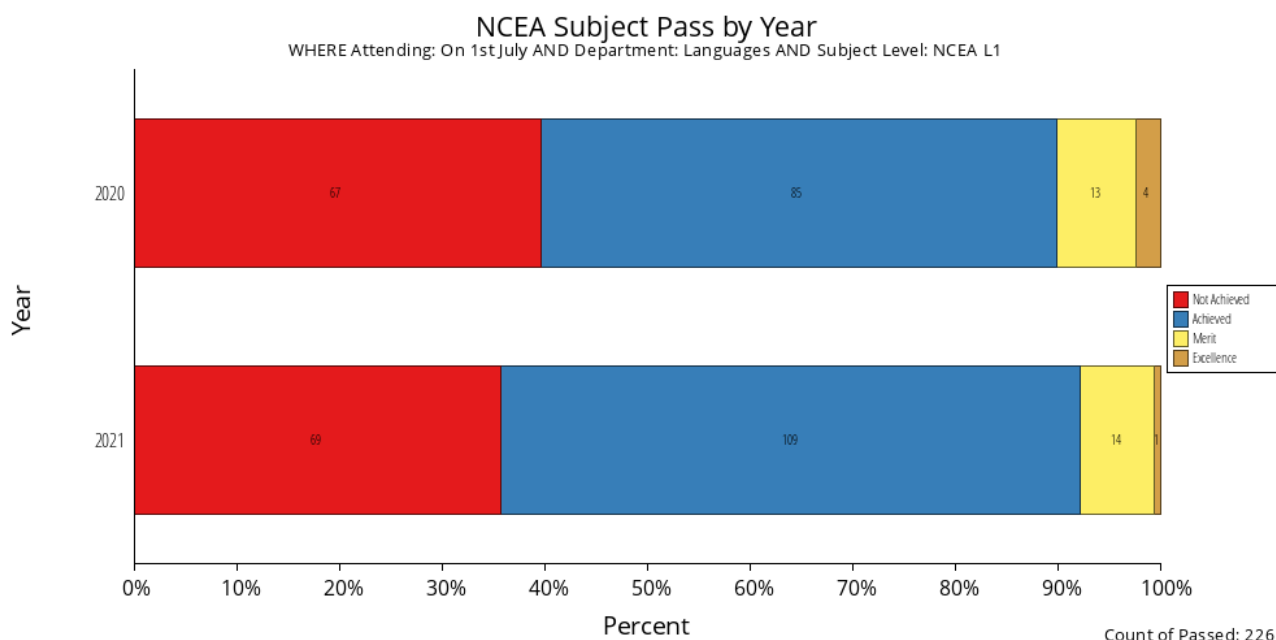
We also need to be pro-active around the new literacy standards that are coming in from 2024. These will be assessed in Year 9 and 10 in a twice-yearly assessment. How will these skills be reinforced in **all** subject areas?

The other area we need to consider is the ESOL programme that requires smaller class sizes in order to be effective. Currently there are only two ESOL classes – a junior and a senior class. In order for these classes to provide a better service for its customers (ie the students), creating a third class of intermediate learners who can be extended, will ensure greater success for our Pasifika students in NZQA assessments. The funding is available, this programme just needs to be considered a priority.

SENIOR – TRENDS

LEVEL 1 OVERALL

The number of Level 1 students successfully passing English, Te Waharoa and Te Reo Māori courses continues to increase.



It is important to note that many of our Level 1 students view a pass in English as being **10 credits**. This is because this is the literacy requirement. Because we have also reduced the entry requirements in Level 2 English to 10 credits, the magic 14 no longer seems relevant unless you are seeking a Merit or Excellence endorsement. This has skewed the 'pass' data. If we look at the number of students who successfully achieved individual standards then the pass rate at Level 1 becomes 75%.

Our Māori learners sit at a 70% pass rate which is down slightly on 2020 and our Pasifika learners are around 65% which is also lower than 2020. The latter data is supported by higher than usual absentee rates possibly as a response to the current COVID crisis.

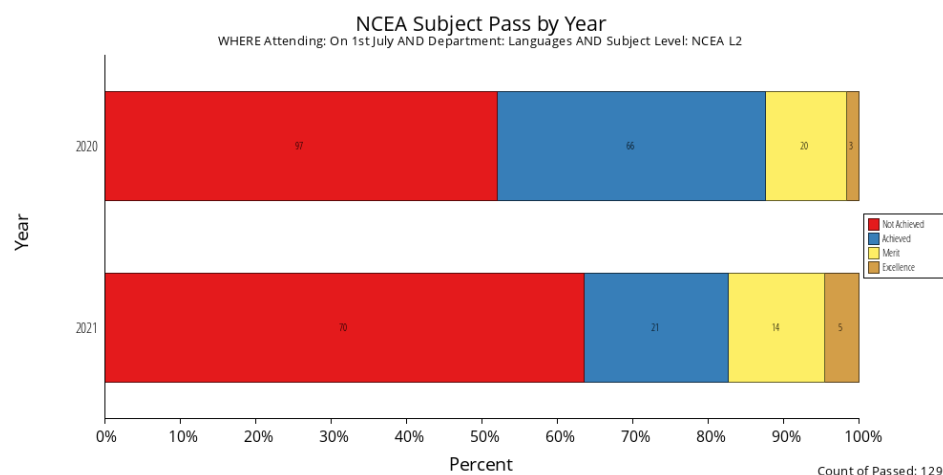
Only six students in English or Te Reo Māori classes did not achieve their required literacy credits. There are clear and obvious reasons why these students were not successful (some are Alt Ed students or are unable to gain literacy due to learning needs). This represents a significant increase in literacy achievement and something we can be proud of.

Course endorsements were also lower than 2020 with only 1 Excellence and 14 Merit endorsements across both English and Te Reo Māori.

LEVEL 2 AND 3 OVERALL

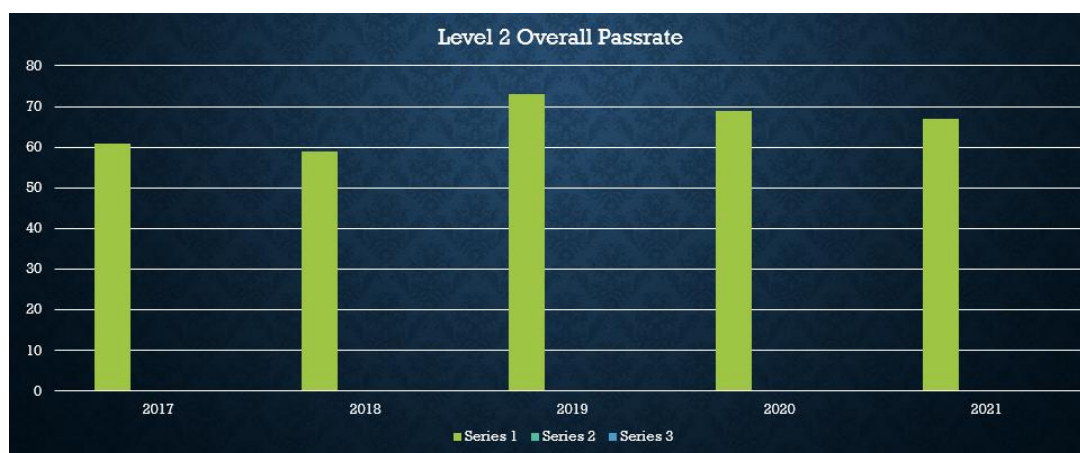
Both of these levels saw a slight drop in achievement in 2021 which was not helped with the huge absenteeism from external examinations. Students unashamedly played the 'credit harvest' game relying on easier unit standard credits from other subjects and COVID credits to get them 'across the line' and not attempting anything beyond whatever they felt they required. In many cases this was of course, the magic 10. This remains incredibly frustrating and something we will need to work on for 2022.

LEVEL 2 OVERALL



The graph above from Assay indicates a pass rate of a mere 36% in 2021 based on having only 110 Level 2 students which is ludicrous.

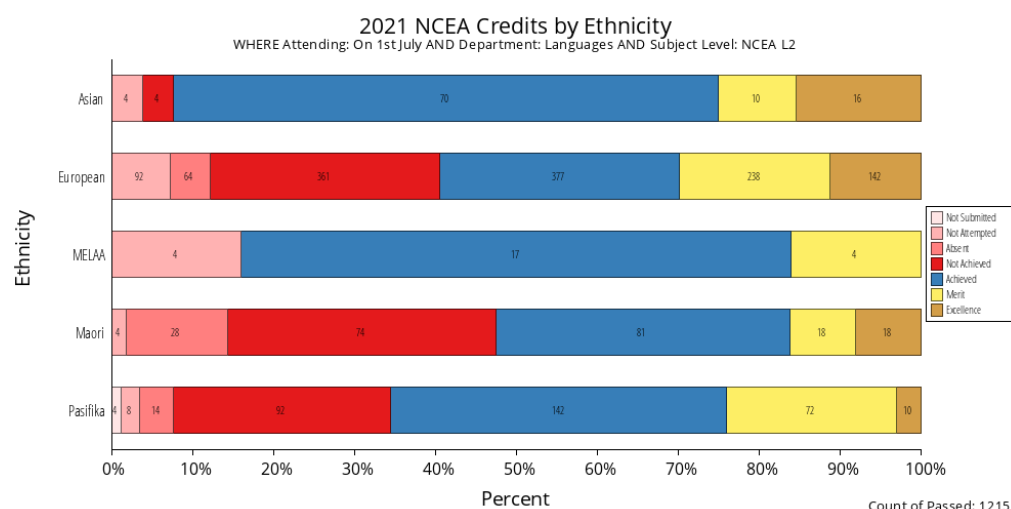
If we analyse instead by the number of students who successfully gained passes in internal and external standards using KAMAR and average the totals by overall number of students then Level 2 looks like this – which is a 64% pass rate:



Internal and external assessment pass rates were consistent which indicates our moderation processes are accurate.

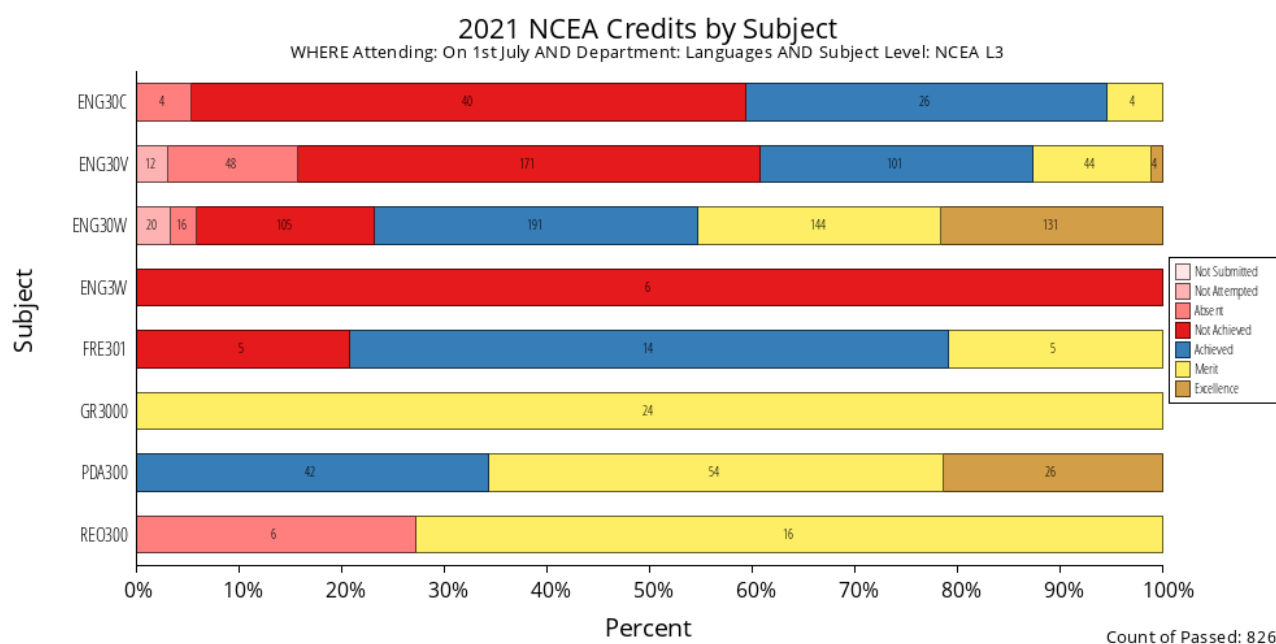
Pass rates for Māori and Pasifika students were consistent with 2020. The recorded pass rate for Level 2 Te Reo Māori is low, but this is because the students chose to complete Te Waharoa standards during this class instead. The Te Reo achievement standards are extremely difficult beyond Level 1 and really require full immersion in order to be successful at this level.

The pass rate for the ESOL Senior programme was 75% if we look at a pass rate of 14 credits. If we analyse across achievement standards then the pass rate becomes 86%.



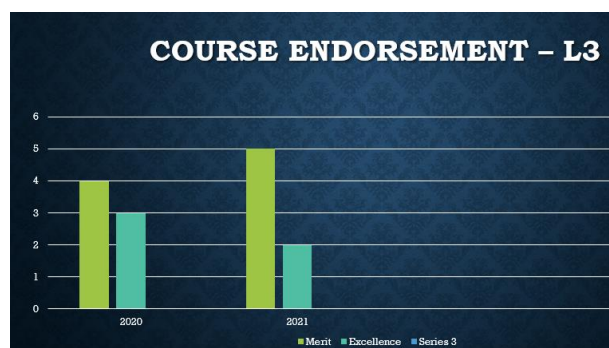
LEVEL 3 OVERALL

There was again a clear split between the novel and visual courses at Level 3 in English which is something that needs to be addressed in 2023. The novel course is consistently achieving pass rates around 80% but the visual courses are 31% and 51% largely due to the writing standards.



The Level 3 Te Reo Māori and Te Waharoa course achieved very good pass rates for the assessments that were attempted (83%).

Course endorsement was also down slightly on 2020 for excellence but higher for merit. This reflected the lack of 'excellence' skills presented by the students at the beginning of the year. This was addressed by year end (evidenced by 7 excellence grades in the external assessment) but this impacted the overall results.



SENIOR - RELECTION

You could comment on:

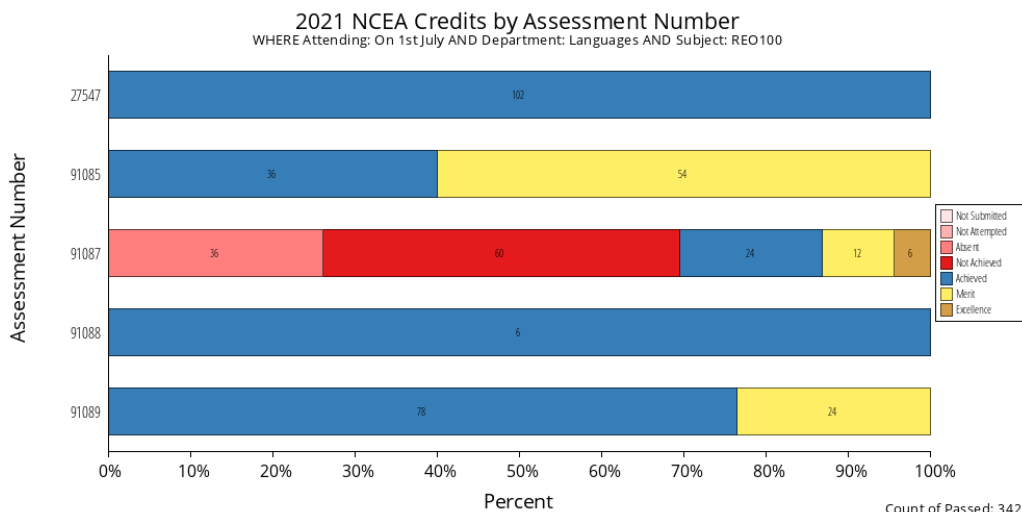
- What is working and what needs to improve?
- How is your faculty continuing to build capability to provide differentiated approaches to teaching, learning and assessment?
- What are the biggest challenges your faculty faces?

LEVEL ONE COURSES

In 2021, we trialled an alternative to the traditional English programme in three Level 1 classes. This trial was to look at how different standards can affect engagement and therefore achievement. The results supported our thinking that student agency has a significant impact on achievement. Many students were able to see a greater connection between the learning and the wider world using the amended courses. This has led to the theme-based courses that are opt-in and offer mixed ability learning environments around the greater variety of standards we have for 2022. So far we have already noted a significant improvement in behaviour, engagement and teacher enthusiasm.

We also deleted the problematic 101 or Communications-focused course at Level 1. This had become a 'dumping ground' for students with a wide variety of learning needs. These students are now either dispersed through mainstream classes or in the Pathways course designed as an alternative to English Achievement Standards. This is not the perfect solution and more focus and development around these specific students will be required for 2023 as the support networks are not available to operate as we are currently, and there are greater numbers of students with significant learning issues.

The Level 1 Te Reo and Te Waharoa courses were hugely successful with a number of students producing some outstanding results in both internal and external assessments. It is exciting to see our boys engaging with local curriculum and knowledge in a meaningful way.



LEVEL TWO COURSES

The Level 2 results were much lower than expected and after lots of discussion and reflection, we have come to the following conclusions.

- Firstly, there was much confusion last year around the focus and content of the newly formed visual and written Level 2 courses and
- Secondly, a large number of students played the 'credit harvest' game as previously mentioned. An increasing number of our boys are no longer university focused and this impacts their interest and achievement in the literacy-specific Achievement Standards.

Despite our very best efforts, many of our boys simply give up. In 2022 we have tried to address this with greater communication around course options and expectations and reflecting and re-evaluating as way to best serve the needs of our learners.

There has also been a significant drop in the number of students taking Level 2 English after it became an optional subject at the start of 2021 which has meant larger class sizes for those remaining. Larger classes are not helpful in terms of addressing specific learners needs and create a large marking load which are both stressful for the classroom teacher. This will also inevitably have a flow on effect for UE Literacy rates and is something that we need to monitor as a school. The usual expectation that an English teacher will provide an additional standard outside of the classroom environment has become a tiresome and onerous expectation when it is no longer one or two students and the teacher already has 32 assessments to mark.

The quality of written work has deteriorated over the last 5 years and this has been extremely problematic for the writing portfolio standard. While we are attempting to address this at a junior level, it is going to be at least two years before this work can filter through. This is also corroborated by the report published by The Education Hub on literacy practices in NZ communities. The nature of the semesterised course is also not allowing us to focus on language skills (to contribute to the writing portfolio) due to the very short time constraints and the impact of Covid, and we are not expecting an improvement in Merit and Excellence grades for Level 2 portfolio's in 2022 as a consequence.

This issue clearly highlights the continued need for alternative courses at Level 2 and there are plans in place to look at a revamp and connected curriculum options for the Communications and Pathways courses for 2023.

The Level 2 Te Reo course had to be amended due to difficulty in engaging learners in the exacting achievement standards. This is of course, making the learner the centre of assessment and Ben is to be commended for altering his programme to suit the needs of the learner and to ensure a more positive learning experience.

LEVEL THREE COURSES

Any Level 3 course in Languages requires a level of expertise. English, in particular, focuses on higher order thinking, demands well-developed language and writing skills and expects learners to be self-disciplined and focused. And for some of our learners, this is what we received (as evidenced by the 7 excellence grades in external assessments). However, there are an increasing number who are 'forced' into a course due to lack of timetable options who lack the appropriate core skills to ensure success at this level.

This is the issue facing the Level 3 Visual course. For some unknown reason, students believe that the Visual course is easier, which is completely erroneous. Plans are in place for a change in course for 2023 around a theme-based concept to disabuse our boys of the easier option concept and to try and fit our learners with content that they are going to find relevant and engaging.

GENERAL COMMENT

As a staff, we are now expected to teach primary level reading and writing skills to our junior students. Most of us are not trained in these skills and this is an ongoing issue which we need to address. While Caro Vinnicombe is doing a fantastic job with some of the lower ability students in both year 9 and 10, the level of differentiation required for our classes is significant and requires a lot of time and effort to construct. Ministry guidelines presume that differentiation will occur across 2 curriculum levels, however many of our classes require differentiation across 4 curriculum levels.

We were pleased to have a reprieve on the new NCEA standards and assessments due to COVID. The changes mooted here are significant and in my opinion, offer a step backwards for most of our learners. Fundamentally these standards are not easily 'connected' with other subject areas and are limiting in terms of student agency around the content and mode of assessment. The faculty will be doing PD this year on modes of assessment to continue to find workable solutions for our lower level learners going forward.

The *Write that Essay* system is a programme that the school adopted a number of years ago to help develop our akonga into confident writers. We received PD on it and at the time, I was a WSL and spent time in all faculties implementing it. However, there have been a significant number of staff changes and I

believe that we need to re-focus on this excellent programme to ensure consistency around our writing in all subject areas.

2. Review of 2021 Faculty Action Plan

Languages ACTION PLAN 2021

Review	Goal(s)	Success Criteria	Outcomes
<ul style="list-style-type: none"> Two year junior programme OTJs as a form of summative data Theme-based learning 	<p><i>He waka eke noa – we're all in this waka together</i></p> <p>This was a broad goal around empowering and enthusing learners across all year levels.</p>	<ul style="list-style-type: none"> Developing a community of learning in the classroom A focus on building supportive relationships Fostering self-belief Having high expectations Developing confident learners who are active participants <p><i>How will we measure success?</i></p> <ul style="list-style-type: none"> Student attendance statistics Student voice Evaluating student assessment through: <ul style="list-style-type: none"> Completion rates Formative assessment Grade improvement Junior diploma and Senior work review 	<ul style="list-style-type: none"> Significant reduction in behavioural referrals to Faculty Timeout due to the positive relationships developed between students and teachers. Improvement overall in both year 9 and 10 achievement. Higher engagement with theme-based learning. OTJs provided rich across-faculty data that identifies strengths and weaknesses of individuals. This enables classroom teachers to make adjustments in classroom learning programmes to directly address shortfalls or problem areas. Reading programme was hugely successful and has continued to develop confident readers in the year 10 and 11 programmes. Significant gains were achieved particularly at year 9.

		<ul style="list-style-type: none"> ○ E-AsTtle 	<ul style="list-style-type: none"> • A wider variety of topics were explored by enabling student choice with texts and learning tools. This promoted engagement and developed deeper connections to key learning.
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Next Steps

1. Continue to grow our collaborative approach to teaching in the faculty. The Google Team Drive is developing our capacity in this area as we share and refine our teaching programmes.
2. Focus on UDL as a mechanism for differentiation in all programmes, but particularly the junior levels.
3. Continue to develop connected curriculum with particular focus on the digital, local and new histories curriculums.

3. Faculty Action Plan for 2022

Languages ACTION PLAN 2022

School Strategic Goal	Goals	Success Criteria	Professional Learning & Development Required (in 2022)
Academic – raising expectations and achievement for all	Knowing our learners – junior goal	Using incoming data to help inform our learning programmes. By developing good relationships with our students, we strengthen and deepen learning opportunities.	Using Assay and KAMAR to inform practice
Academic – raising expectations and achievement for all	Engaging our learners – junior goal	Developing theme-based and connected curriculum opportunities around student interest to engage and promote learning opportunities.	Faculty professional development around course construction

Academic – raising expectations and achievement for all	Acknowledging cultural capital – junior goal	Allowing students the autonomy to choose how they will complete and present learning through their own unique world view.	Online professional development through NZATE and Putake (NZQA website) and focus on UDL
Academic – raising expectations and achievement for all	Learning around assessment – senior goal	Focus on learning; on skills and innovation rather than focusing on the assessment or the credits gained. Allowing students to drive their own learning will ultimately improve the assessment in the long run.	Faculty PD
Academic – raising expectations and achievement for all	Aligning with cultural identity – senior goal	We need to approach texts from multiple viewpoints to deepen connections to and beyond the texts. By allowing students to bring their own perspective, we foster critical thinking and creativity.	Aligning this with the new History Curriculum to develop a local curriculum will enrich and empower our learners

Academic – raising expectations and achievement for all	Inquiry focus – senior goal	Inquiry should drive learning not assessment. By focusing on the 'why' element, students are creating their own learning programmes and developing deeper critical thinking skills.	Faculty PD
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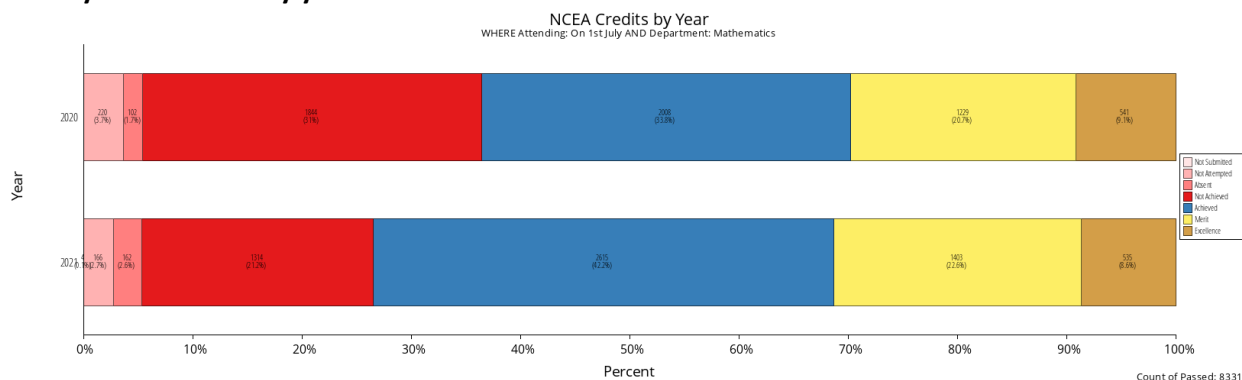
Mathematics faculty data analysis 2022

Areas to consider as you evaluate your data and find trends:

Comparing cohorts is not statistically valid and analysis should always be considered with that in mind.

Overall Faculty Results

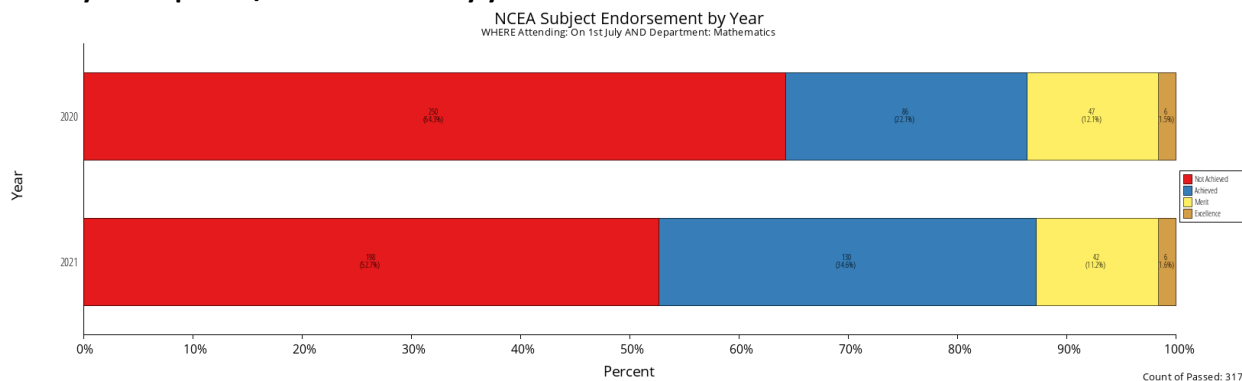
1. Faculty NCEA credits by year



Merit and Excellence remain consistent and increasing the overall proportion continues to provide a significant challenge. Students, and to a certain extent parents, are apathetic about schooling and education in general. It is difficult to get them to bring equipment and engage let alone put in the extra work required for merit and excellence. In some year 11 and 12 classes 50% of students come to school with no pen and/or paper let alone a calculator, different color pen and/or ruler (these are not hardship issues). In order to obtain merit and excellence students need to invest significant time outside of school in study and revision and they are just not prepared to do so anymore. Much of the problem is societal, greater competition for students time from jobs, more sporting and cultural options, gaming and a lack of perceived value (they get the same number of credits). Students do not associate the higher level of achievement with a greater knowledge base and therefore more likely success at the next level. There is also an institutional component as high levels of academic success are not something MBC is known for and the extremely high number of absences for school related activities makes it hard to argue that MBC prioritises academic success. Numerous examples exist of very capable, motivated students with attendance of less than 85% for “legitimate” school reasons. All the research says that attendance of less than 85% has a negative impact on academic success yet we as an institution facilitate just that. If we wish to obtain higher academic results as an organisation then we need to look at how we can prioritise academic work over extra and co-curricular activities.

The reduction in NA and increase in achieved results is a direct result of our policy of not admitting students to NCEA L1 (NZCL 6) courses until they reach NZCL 5. These students would otherwise be included in the data as NA had we not kept them until they were ready for NCEA L1.

2. Faculty NCEA passes/endorsements by year

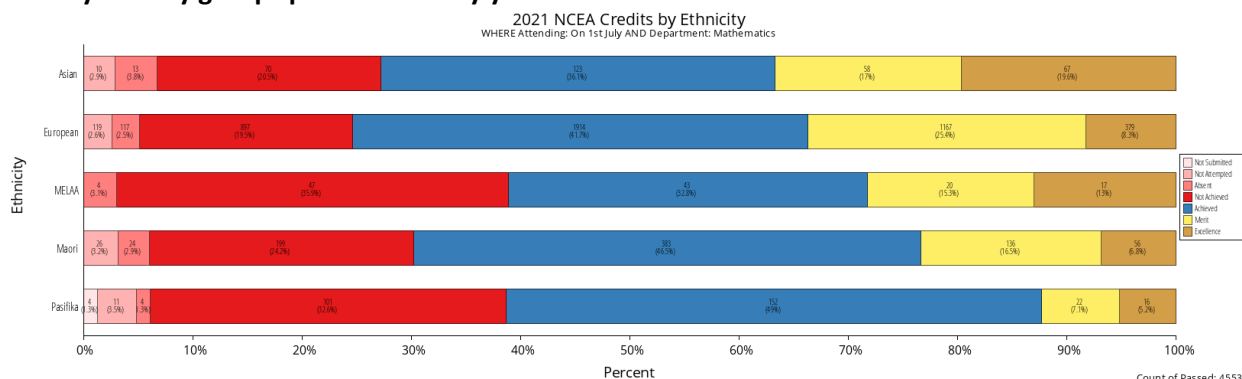


Similar comments to my observations in the previous graph.

The pursuit of course endorsement leads students to do all sorts of strange things. For example; students strategically attempt two out of three papers during a Calculus exam so they have a better chance of an excellence endorsement only to find Auckland University will not admit them because they did not sit that paper. This year a student arrived at course selection asking to be admitted to Level 3 Calculus but he had chosen not to even attempt the Level 2 Calculus exam. Our GATE program encourages students to skip L1 altogether, this effectively removes our top candidates for excellence endorsement from Level 1. Then they enter Level 2 with massive gaps in their knowledge and for the most part their subsequent Level 2 and 3 NCEA results suffer.

In order to improve subject endorsements we need to promote academic success as a school, encourage horizontal extension as opposed to skipping levels and provide better options for all students.

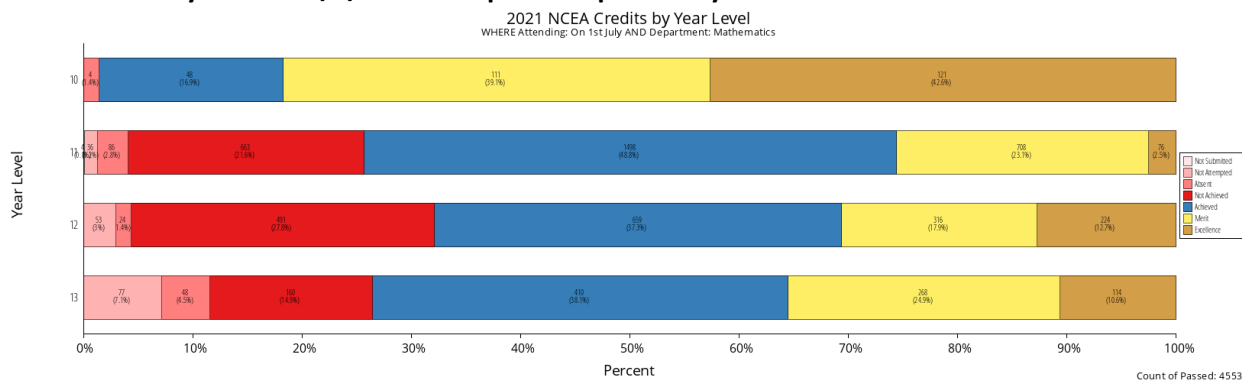
3. Faculty Priority groups performance by year



Language continues to be the biggest barrier to achievement for Pasifika and other ESOL students. The most motivated, hardworking and conscientious Pasifika/ESOL student still struggles with the style and language in NCEA Mathematics assessments. Until NZQA policy changes to allow either a translator or languages other than English and Te Reo this will not change. We can provide contextual, culturally based content in class but this does not help when the assessment is in English and is language heavy. Raising Māori students achievement remains a challenge in spite of our best efforts to be culturally responsive and relational. Again we have an internal conflict between our express goal of raising Māori achievement and the amount of time they are removed from class for "legitimate" school activities. For example; Thursday period five students are removed from class for Kapahaka. Students are also out of class for Whenua iti courses and other targeted programs. While these programs are aimed at increasing engagement the fact that they remove students from class is in direct conflict with our goal of increasing academic success for priority learners. By all means offer the programs but not at the expense of academic success.

Individual Course Results

4. NCEA credits by course L1/2/3 and compared to previous years



In year 10 Level one assessments are only offered to a hand picked group of students so the data does not reflect the year 10 cohort.

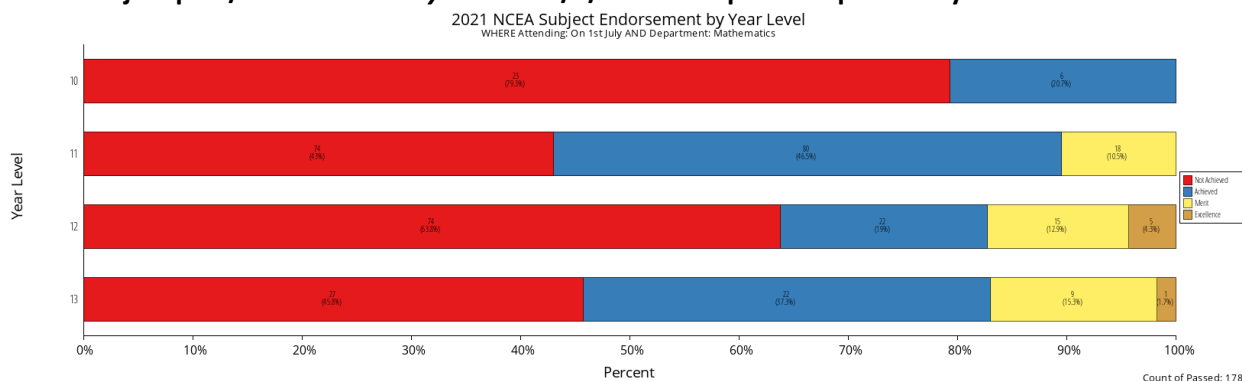
The year 11 data should include the results from year 10 if these students were not cherry picked out of their cohort.

In year 12 we have a lot of students who take Level 2 Mathematics who have just scrapped through at Level 1 and “need it” for a course or a trade. They often do not have the motivation, prior knowledge or work ethic to make the step up to curriculum level 7 (it is significant).

In year 13 most students have a clear pathway and motivation.

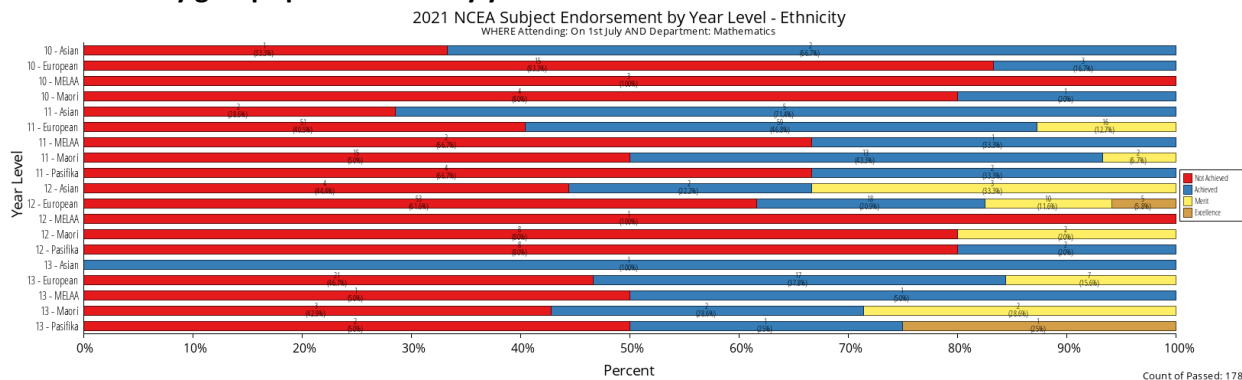
I have already discussed the issues with apathy, lack of interest and time out of class and their impacts on merit, excellence and endorsements.

5. NCEA subject pass/endorsement by course L1/2/3 and compared to previous years



Already commented on.

6. Course Priority groups performance by year



Already commented on.

7. Literacy/numeracy/STEM equity contribution/ success (if applicable) by year

Numeracy is predominantly delivered by the Mathematics faculty, the WSL role for Numeracy was held within the faculty for the last two years and as a results of this being resourced and targeted we had the lowest carryover of year 11 students into year 12 without NCEA Level one Numeracy in the last seven years. That however is very different to “being numerate”, our biggest issue in this area remains the low level of our incoming students. Not just Mathematically but also their ability to write, set out their books, self manage, read for comprehension and general work ethic and attitude to work. It is for this reason that we are refocusing our efforts in year nine on Number and basic skills without the aid of technology.

As of next year the rules for “Numeracy” (and “Literacy”), the NZQA qualification, will change, this will have little impact on 80% of our students who have always obtained this qualification through mainstream Mathematics classes. It will however significantly impact the remaining 20% of students who needed support to obtain “Numeracy” previously. This is because the assessment will be nationally managed, standardised and delivered online. Up until now we have had the ability to gather evidence over time and or through other means e.g. observation, oral presentation, video or assignment. The assessment will be first available in year 9 and will be offered two or three times a year (MBC are yet to discuss or decide how it will be implemented, tracked and administered). There will be a significant number who will roll over each year into the next without “Numeracy” and presumably any other NCEA certificate. They will need to be in a specialised Numeracy class until such time as they pass the national assessment. Mainstream Mathematics classes will be working at a higher level and on topics not included in the national assessment. As an organisation we also need to consider how we will offer “Numeracy” in the school in general. As the Mathematics Faculty sees it there are three possibilities (in order of preference);

- two new compulsory subjects be created, Numeracy and Literacy and students remain in these until they pass the national qualification. Other Mathematics (and presumably English) topics become options and are chosen like any other option. Once a student passes the national qualification this frees up a timetable line for another option.
- it is delegated to the Mathematics Faculty and we administer and track it (resourcing will be needed), mostly likely what will happen.
- both Numeracy and Literacy are fully integrated into all subjects and it is every Teachers responsibility to teach the content. An administrator will need to be appointed to oversee the administration of testing, tracking and reporting (this may be the ideal but it is also the least appealing to the teaching staff and the hardest to introduce).

Regardless of what option is chosen we need to move quickly to ensure we are ready to go.

The Mathematics Faculty is in a period of transition on four fronts; Numeracy standard is changing, Level one NCEA standards are changing, year one of a three year semester course trial and of course looking forward to the new campus. Covid and losing two experienced Teachers certainly does not help the situation.

However, we have a highly skilled, dedicated and motivated faculty who if given the resourcing, mandate and support can achieve anything. The biggest request we have is that we are trusted as the experts in our field and allowed to make changes and implement programs and courses we know will work based on evidence gathered from years of experience and time in the classroom.

Ideas and improvements on the horizon;

- overhaul of junior program, year 9 Number/numeracy (incorporating Measurement and personal finance as contexts) minimal technology use, year 10 (or after achieving Numeracy) Algebra, Geometry (Pythagoras and Trigonometry), Statistics and Probability with appropriate technology use. High focus on written work, communicating mathematically, comprehension and understanding.
- more semester courses (as opposed to subjects) to cater for our students needs. Less than 20% of our year 13 students go to university, nationally 50% drop out after the first year. Yet our entire subject structure is about those students. As an example there are 73 students taking Level 2 Physics this year because there is nowhere else for them to go. Of these students maybe a third will go on to NCEA Level 3 Physics and of them half may go to University to study Physics. So why make them all suffer through a full years Physics course? Why not offer Biomechanics (Physics, PE and Mathematics) for the

sports coaches and personal trainers? That is just one example of many and I only picked Physics as I am aware of the example and it is typical of other similar situations.

- not implementing the new NCEA Level 1 standards. They are weak and lack any substance. Our proposal is to offer the same semester A course to all students choosing year 11 Mathematics (remember if they have “Numeracy” it will be optional and a prerequisite to NCEA L2) that includes Number, Algebra and Trigonometry. Students will sit a mid-year exam on those three topics before entering their semester B choice of speciality (picked at the end of the previous year but confirmed based on semester A results). Another exam at the end of the year will be offered and students will enter NCEA Level 2 based on meeting the necessary prerequisites. Parallel to this will be the offering of more cross – curricular courses so students have more choice and are in courses they want and need to be in so are engaged. Ultimately leading to happier students and happier Teachers.

The future is bright, let's make it happen.

MBC Faculty Annual Report 2021



ARTS Faculty

Data Analysis 2021



2020 Proxima Accessit
Keelin Kotuku Te Aorangi Bell

The ARTS FACULTY is made up of several different curriculum areas.
Visual Arts, Music, Drama, Media, Digital Technology, (Pasifika Dance, Kapa haka*)

JUNIOR – TRENDS

Identified trend	Plan	Expected result
2021 – Junior option and elective numbers down in some Arts Faculty subjects thus Level 1 numbers affected.	2022 - Reinvigorate junior curriculum in affected areas	2022/23 – Increase in student numbers eg: 2021 - L1 MEDIA = 5 students Intensive effort to revitalise programme. 2022 - L1 MEDIA = 27 students
2021 – Connected curriculum being trialled at MBC but not in all ARTS	2022 – some Arts curriculum areas joining with other faculties to develop connected programmes.	2022/23 – Topic based programmes for Junior classes develop shared objectives through connected curriculum areas.
<p>Page 2 Comment from HoD Music – Barbara Song — “I feel let down by the College’s decision to set up the 2 lesson a week year 10 core music. Aren’t we supposed to set students up for success? I am disappointed that we, as a faculty, give the college feedback on this issue year after year and was not listened.”</p> <p><i>This decision was made several years ago with the promise to address the inequity through review. No review is yet completed.</i></p>		

JUNIOR – REFLECTIONS

DIGITAL TECHNOLOGY

- Junior DTY -
- Sufficiency of teaching staff was an issue following a long-term staff member retirement
- Consequence, was a wide variety of teachers were used throughout 2021
-

MEDIA

- Junior Media – focus on development of subject interest towards increase in Senior school.
- Seems to be working as over 100 students enrolled in Media in 2022.
- 2022 – Increase in student number at Level 1 – 27. (2021 – only 5 students.)
- Increase shows how essential it is to ensure that the junior programme is strong, well-developed, and taught effectively.

DRAMA

- Teacher out on leave from Term 2
- Junior Drama focus is on rebuilding numbers
- Still only 2 x Year 9 classes (4pw/1 term) and 1 x Year 10 class (2pw/2terms)
- As confidence, and numbers, grow the opportunity for Senior classes will return

VISUAL ARTS

- Junior Art programmes continue to be popular
- Year 9 Art (4pw/1 term) needed to be reinvigorated for 2022.
(The new programme is well received)
- Year 10 Core Art (2pw/2terms) – heavily subscribed with 30+ in each class.
- Year 10 Specialist Art (4pw/2terms) smaller student numbers allow for extension of gifted

MUSIC

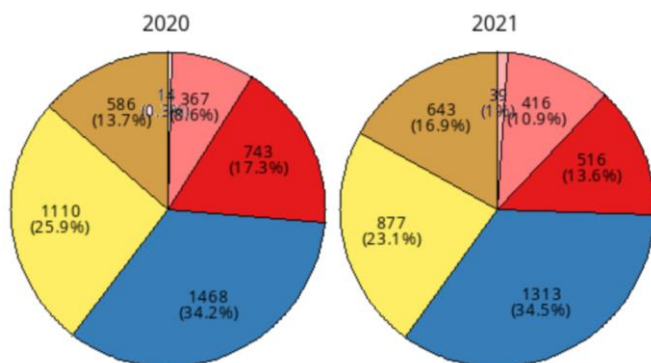
- Junior Music always a favourite
- Year 9 Music (4pw/1 term) good numbers each term
- Year 10 Core Music (2pw/2terms) – heavily subscribed with 25+ in each class.
- Year 10 Specialist Music (4pw/2terms) smaller student numbers allow for gifted extension

SENIOR – TRENDS

NCEA Credits by Year

Where Attending: On 1st July and Department: Arts

Count of Passed: 5997



OVERALL: 2020 - 73.8% passed with A/M/E & 2021 - 74.5% passed with A/M/E

Improvements in 2021 – 3.7% fewer Not Achieved and 3.2% more Excellences.

Achieved and Merit very similar year on year.

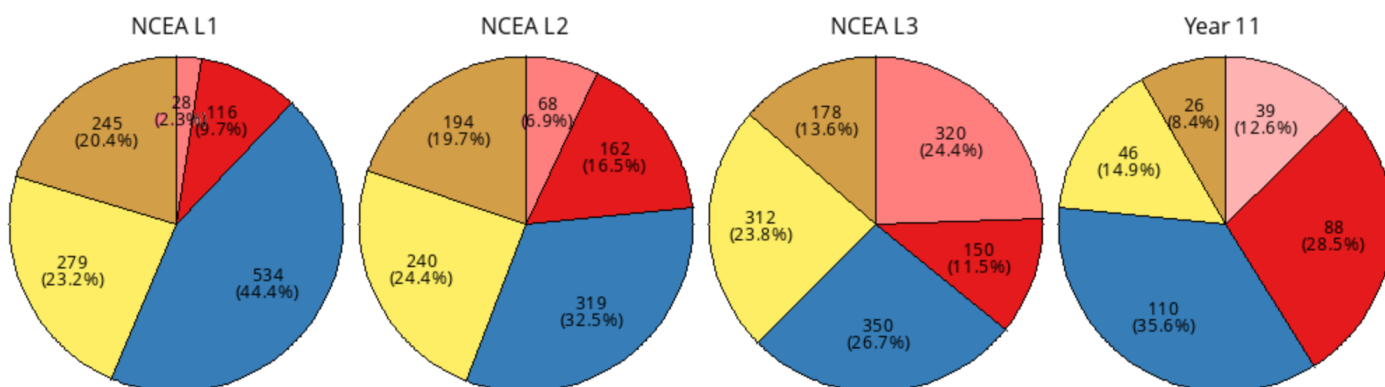
Levels 1, 2, 3 comparisons - CREDITS

Freeze

2021 NCEA Credits by Subject Level

Where Attending: On 1st July and Department: Arts

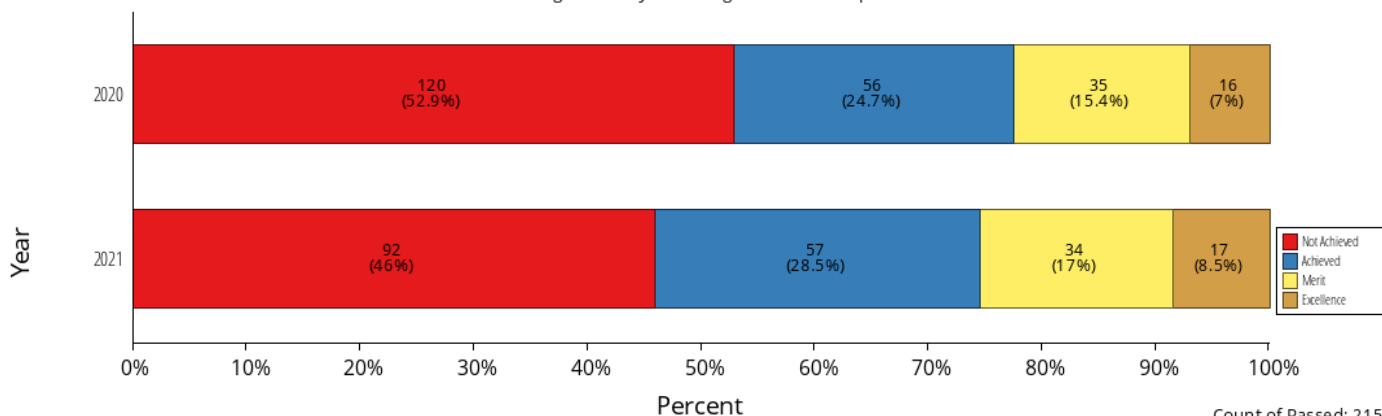
Count of Passed: 2833



Arts Faculty – PASS rate

NCEA Subject Pass by Year

WHERE Attending: Currently Attending or Left AND Department: Arts



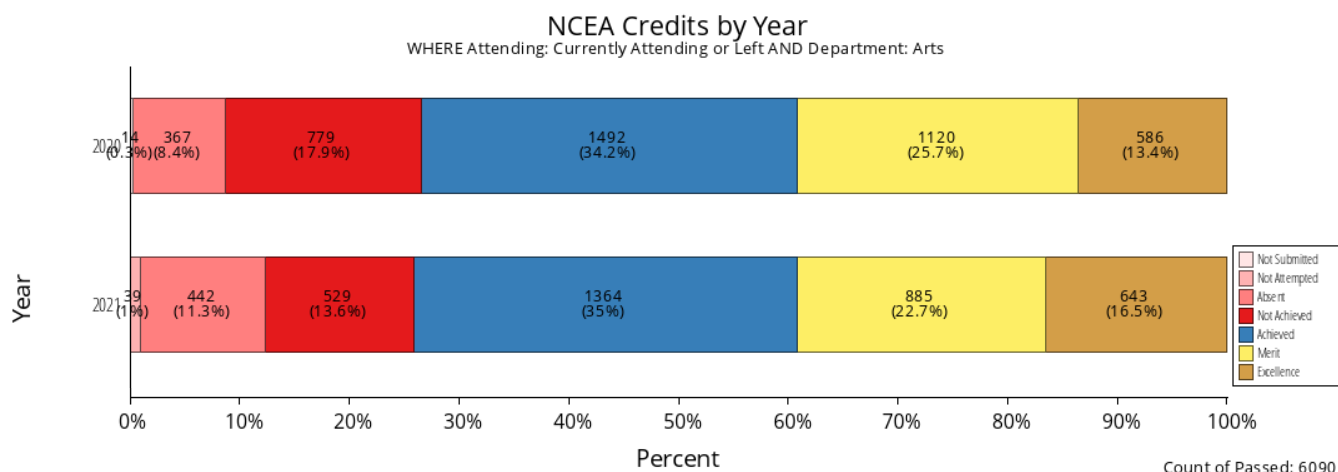
SUMMARY COMMENT:

2020 – Arts Faculty (all subjects/all levels) – **47.4%** overall pass rate

2021 – Arts Faculty (all subjects/all levels) – **55.8%** overall pass rate

Although the cumulative Arts Faculty pass rates in 2021 were only a slight improvement from 2020 results, variance is evident in the distribution of results.

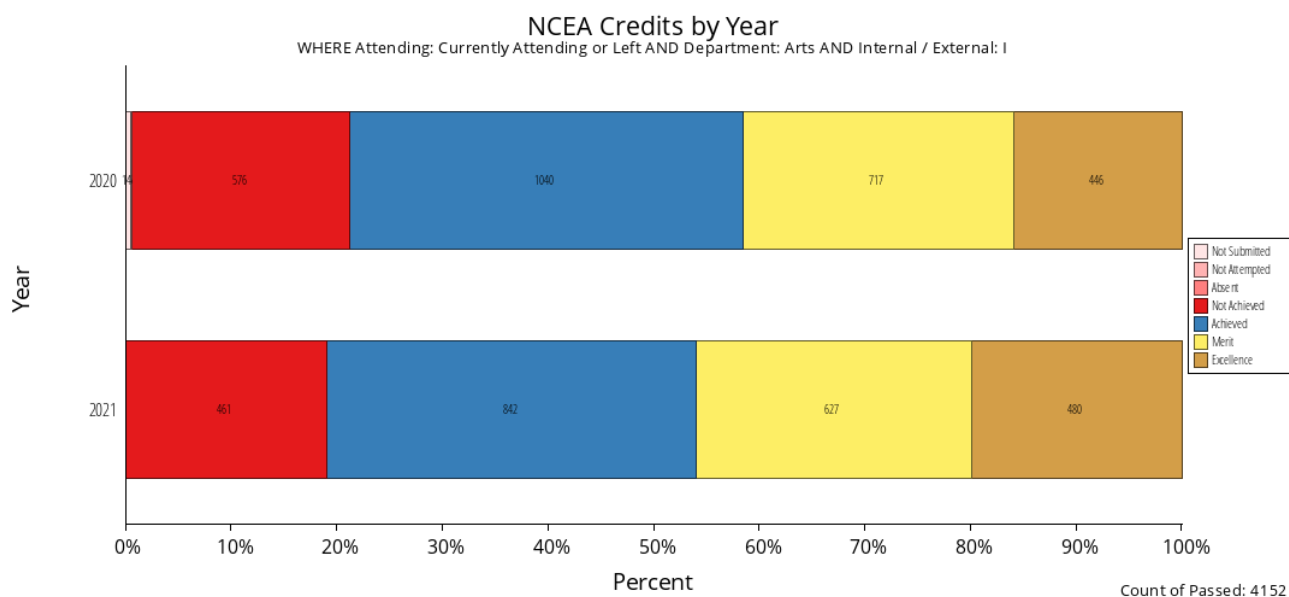
- This occurs in the areas identified as Achieved/Not Achieved/Absent from exam.
- The results in Achieved is greater and Merit is lower.
- Some subjects performed better, especially at Level 3.



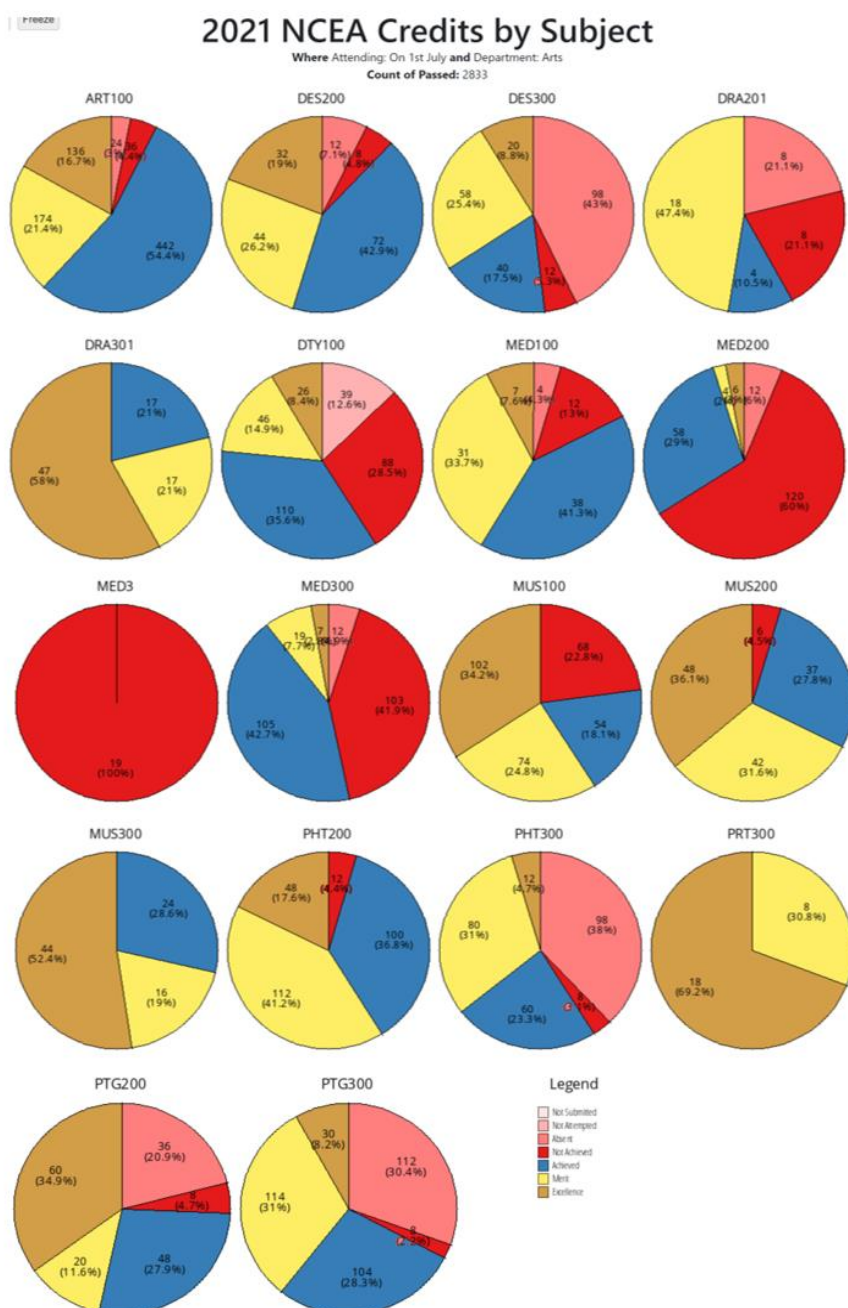
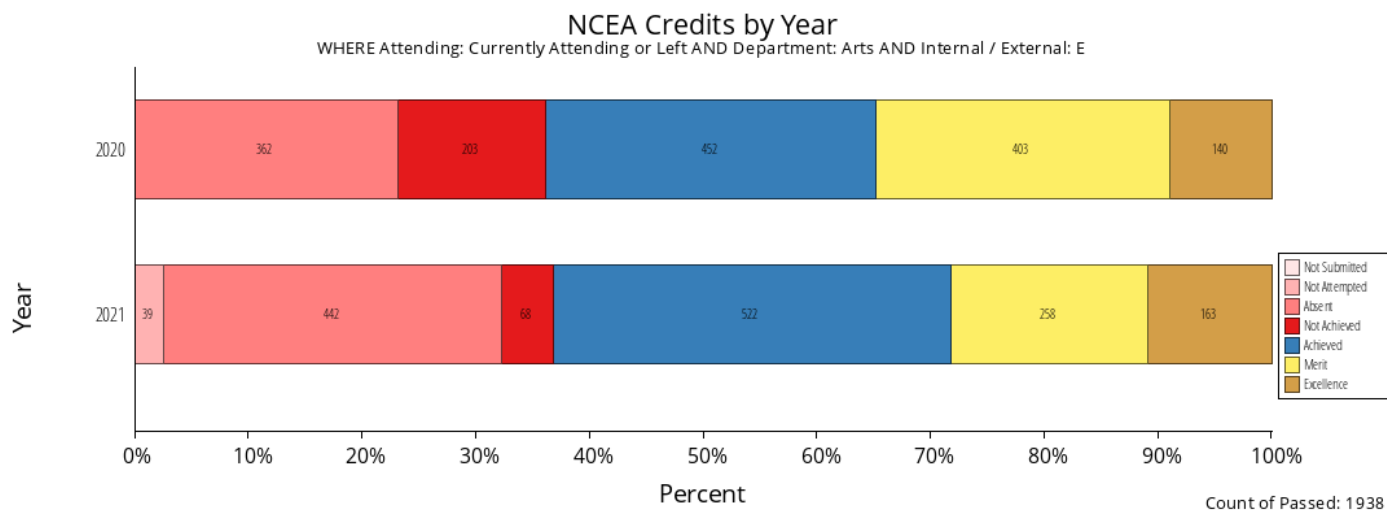
Other REASONS:

- In August 2021, the need to be away from kanohi ki te kanohi (*face-to-face*) learning due to COVID adversely affected some students and areas of the curriculum in their preparation for external NZQA exams.
- Consequently, more students chose to not attend the external exams and portfolio numbers were also dramatically reduced.
- Overall, students appear to be achieving more through Internals than Externals.
- Some student numbers are diminishing in some subjects due in part to lack of funding

INTERNAL results – ARTS FACULTY



EXTERNAL results – ARTS FACULTY



The ARTS FACULTY is made up of several different curriculum areas.
Visual Arts, Music, Drama, Media, Digital Technology

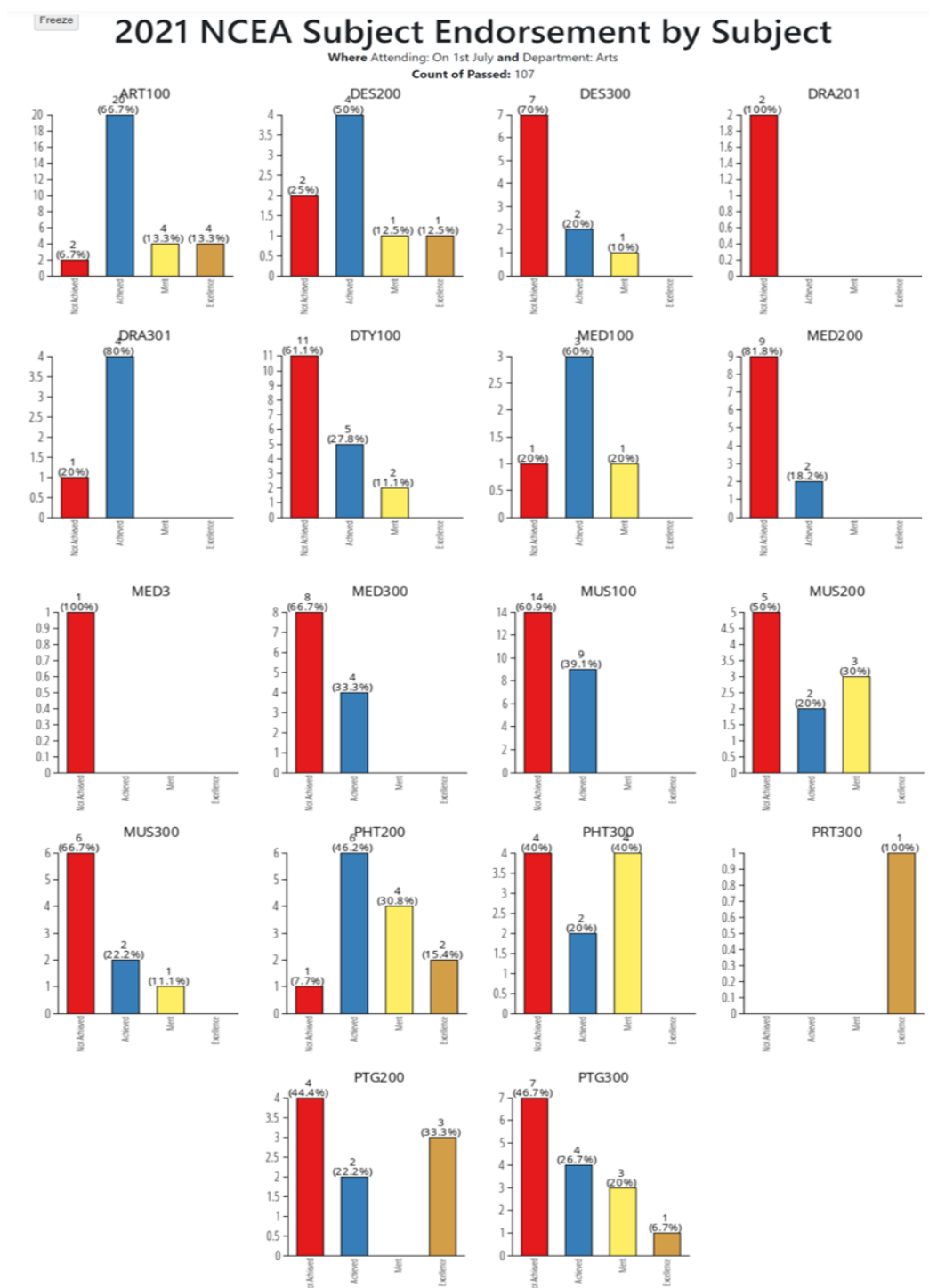
Some of these curriculum areas has multiple subjects within its domain.

These graphs represent the spread of most of the subjects.

NB: Pasifika Dance and Kapa haka are within the Arts Faculty but are reported on elsewhere.

Arts Faculty - NCEA SUBJECT ENDORSEMENT overview

	Plan	Expected result
2021 – Merit and Excellence endorsements are high in Arts Faculty	2022 – Continue to focus on the quality of grades, rather than quantity.	2022/23 – Merit and Excellence endorsements will continue to grow.
2021 – some departments actively focussed on high expectations and achievement on Merit and Excellence endorsements	2022 – continue to set goals and do the extra that it takes to achieve them.	This may also reduce the current climate of 'credit counting'.



2021 NCEA Subject Endorsement

Where Attending: On 1st July and Department: Arts

[Export Table to CSV](#)

Not Achieved	Achieved	Merit	Excellence
85	71	24	12

(Assay table)

Arts Faculty - Total Merit & Excellence Endorsement per Level

	Merit	Excellence	TOTAL
Level 1	7	4	11
Level 2	8	6	14
Level 3	9	2	11
	24	12	36

Arts Faculty by Subject - Breakdown of Merit and Excellence Endorsements

	ART100	DES200	DES300	DTY100	MED100	MUS200	MUS300	PHT200	PHT300	PRT300	PTG200	PTG300
Merit endorsement	4	1	1	2	1	3	1	4	4	-	-	3
Excellence endorsement	4	1	-	-	-	-	-	2	-	1	3	1
Total per subject	8	2	1	2	1	3	1	6	4	1	3	4

Arts Faculty by year level - Breakdown of Merit and Excellence Endorsements

Level 1	ART100	DTY100	MED100
Merit endorsement	4	2	1
Excellence endorsement	4	-	-
Total per subject	8	2	1

Level 2	DES200	MUS200	PHT200	PTG200
Merit endorsement	1	3	4	-
Excellence endorsement	1	-	2	3
Total per subject	2	3	6	3

Level 3	DES300	MUS300	PHT300	PRT300	PTG300
Merit endorsement	1	1	4	-	3
Excellence endorsement	-	-	-	1	1
Total per subject	1	1	4	1	4

Arts Faculty – PRIORITY LEARNERS

5. Strategic/Charter Goals 2019 - 21

- b) To raise academic expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs.

WHY are these PRIORITY LEARNERS attracted to areas of the ARTS FACULTY?

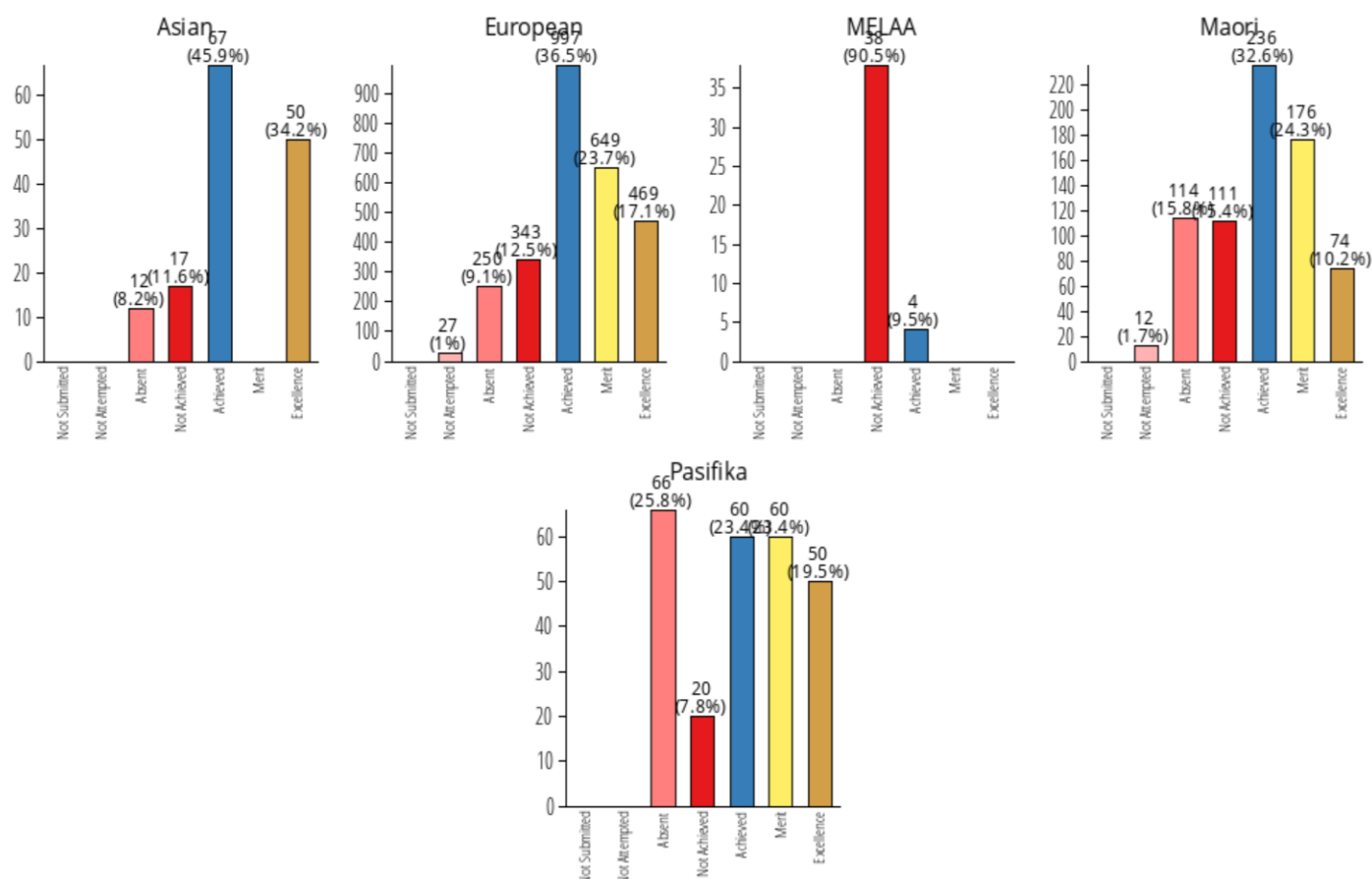
- We celebrate **Māori, Pasifika** and those with special education needs including **GATE**.
- Subjects such as Music, Drama and the Visual Arts are positive and practical spaces which attract our creative students.
- The collaborative and community aspects may be an attraction beyond the subject.
- Within the Arts Faculty we have places and curriculum areas in which some of our Priority Learners choose to thrive.
- Teaching staff in these areas are also passionate practitioners in Performing and Visual Arts and very supportive of 'kindred spirits'.
- The successful '**High Achievers / Scholarship**' programme continues to run in the Visual Arts. Although, we had no Scholarships in 2020/21, the by-product was multiple Level 3 Excellences and both Merit and Excellence endorsements. There have been 17 Visual Arts scholarships in the past 12 years.

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2021 NCEA Credits by Ethnicity

Where Attending: Currently Attending or Left and Department: Arts

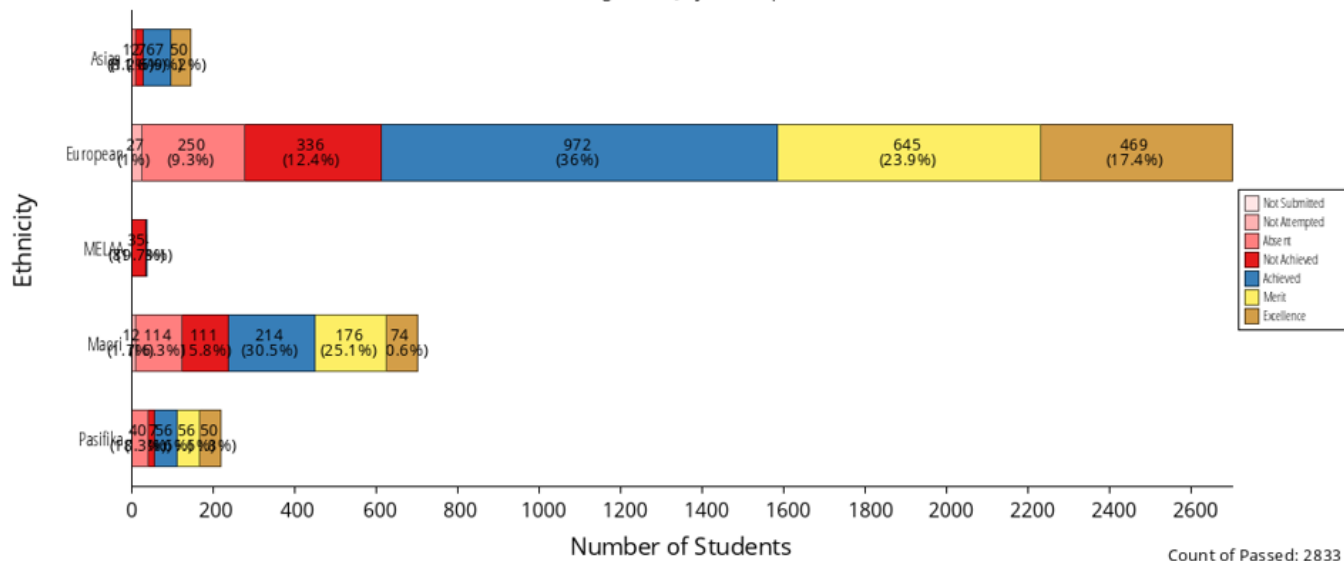
Count of Passed: 2892



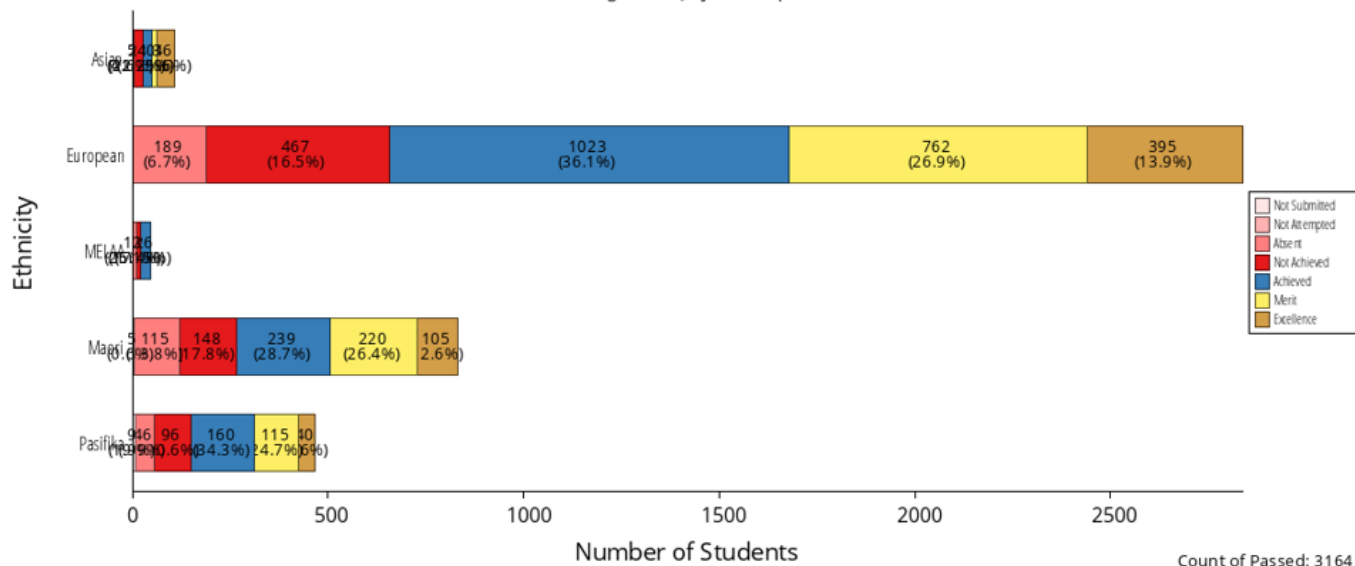
- High expectations and interesting opportunities must be the key.
- Looking towards 2023, the introduction of new Visual Arts standards at Level 2 include: **RARANGA** (Māori weaving - off loom finger weaving), **WHAIKAIRO** (Māori carving - traditional art of carving in wood, stone, and bone)

Arts Faculty 2021 / 2020/ 2019 - Credits Comparison by Ethnicity

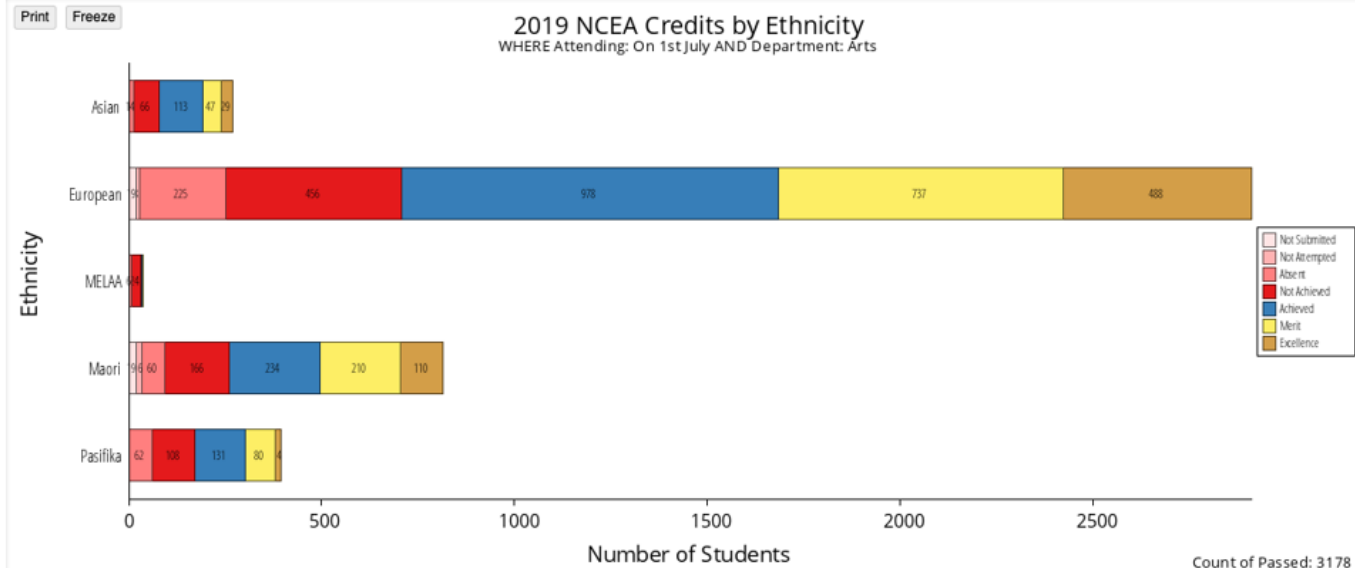
2021 NCEA Credits by Ethnicity
WHERE Attending: On 1st July AND Department: Arts



2020 NCEA Credits by Ethnicity
WHERE Attending: On 1st July AND Department: Arts



2019 NCEA Credits by Ethnicity
WHERE Attending: On 1st July AND Department: Arts



5. Strategic/Charter Goals 2019 - 21

c) To increase opportunities and participation in the Arts, Sport and Leadership/Service.

Identified trend	Plan	Expected result
2021 – Term 1 – Arts Co-ordinator resigned. No replacement for remainder of year.	2022 – Aim to appoint a new Arts Co-ordinator to support all Arts. An appointment made in January. In February, he chose to stay in Christchurch. Another has been made. He starts in Term 2, 2022.	2022/23 – Increase in support for Arts and the Arts students at MBC. More events and opportunities will be possible to support this valuable area.
2021 – the “bums on seats” formula for financial distribution does always not work. SEN discussion with KEJ established some possible revenue streams.	2022 – Continue to explore different revenue streams in support of student achievement Follow through on Redwood Trust Grant application agreement and \$\$ distribution	2022/23 – More resources and opportunities will be available for students More financial stability and opportunities will be available in support of the students in Arts.
2021 – An event which celebrated the varied of Performing Arts talent at MBC was held in T1, in lieu of a Combined Colleges’ production. Cultural Prizegiving had to be held as a ‘virtual event’.	2022 – COVID dependent, another ‘celebration of talent’ will happen. Potential for another virtual PG	2022/23 – Hoping for a more stable health environment so the performing arts can again thrive.

5. Strategic/Charter Goals 2019 - 21

d) To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of art facilities that recognise both our long history and bicultural and multicultural facets of our school.

Identified trend	Plan	Expected result
2021 – developing ideas on how the environs at the new school will support our long history through innovative archiving. This includes the various murals and other significant artworks at our existing school. Exploring how bi-culturalism and multicultural facets of MBC may be included in the new school.	2022 – Ensure that archived materials are valued and protected. Further explore what role Arts may have in representing the range of cultures at MBC. Eg: the three large wooden ‘seating’ areas which need to be carved. (Māori, Pasifika, European)	2022/23 – On-going interest and involvement in the development of the Te Taitoru o Wairau. Existing artworks are identified and preserved. New artworks are commissioned with strong student involvement.

More in-depth subject analysis is available:

- [Overview. DTY 2021 results analysis.docx](#)
- [Overview. MEDIA. 2021 grades.docx](#)
- [Overview. MUSIC. 2021 grades v2.docx](#)
- [Overview. VISUAL ARTS. 2021 results analysis.docx](#)

Kiwisport Funding

In 2021, the school received total Kiwi Sport funding of \$23,598 (excluding GST). The funding partially funded a sports co-ordinator and assistant. Funding also supported the purchase of equipment used in the kiwi Sport lunchtime programme. Up to 160 students participated in the daily lunchtime programme facilitated by our two employed staff. In addition to this staff also completed tasks for coaches and managers. Student participation has continued to rise from 491 in 2020 with the total number of students who represented the school in sport was 521 in 2021.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MARLBOROUGH BOYS' COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Marlborough Boys' College (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, 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 3 to 18, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 23 August 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Kiwisport Report, Analysis of Variance and Board Listing, but does not include the financial statements, and our auditor's report thereon.

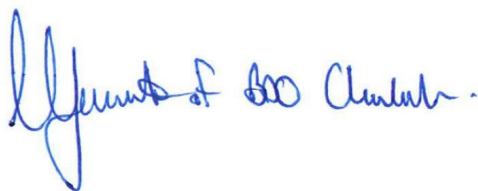
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink, appearing to read 'Warren Johnstone'.

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