

# JAMES HARGEST COLLEGE



JAMES HARGEST COLLEGE **KEEP FAITH**

## 2024 Annual Report

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# JAMES HARGEST COLLEGE



JAMES HARGEST COLLEGE **KEEP FAITH**

## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 552

Principal: Mike Newell

Accountant/Service Provider: Findex NZ Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Toni Green	Presiding Member	Elected	Jun-25
Mike Newell	Principal ex Officio	Non-elected	
Nicholas Raines	Parent Representative	Elected	Jun-25
Michelle Greenwood	Parent Representative	Elected	Jun-25
Mary Foley	Parent Representative	Elected	Jun-25
Rev. Richard Aitken	Parent Representative	Elected	Jun-25
Jeremy Rees	Parent Representative	Co-opted	Jun-25
Lara Buchanan	Staff Representative	Non-elected	
Ishaan Boon	Student Representative	Non-elected	Sep-25
Ben Hargest	Student Representative	Non-elected	Sep-25

### JUNIOR CAMPUS

6 Layard Street  
Invercargill, New Zealand  
Telephone 03 217 9250  
Facsimile 03 217 3152

Email: [office@jameshargest.school.nz](mailto:office@jameshargest.school.nz)

### SENIOR CAMPUS

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Invercargill, New Zealand  
Telephone 03 217 6129  
Facsimile 03 217 0351

# JAMES HARGEST COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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# James Hargest College

## Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Toni Green

Full Name of Presiding Member



Signature of Presiding Member

03.06.2025

Date:

Michael James Newell

Full Name of Principal



Signature of Principal

03.06.2025

Date:

# James Hargest College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	20,904,733	20,851,420	20,138,839
Locally Raised Funds	3	4,161,175	1,048,229	2,668,363
Interest		288,941	260,549	323,820
Gain on Sale of Property, Plant and Equipment		87,679	-	4,734
Invercargill Activity Centre	4	218,698	196,063	195,961
Murihiku Young Parents Learning Centre	20	519,623	458,081	457,936
<b>Total Revenue</b>		<b>26,180,849</b>	<b>22,814,342</b>	<b>23,789,653</b>
<b>Expense</b>				
Locally Raised Funds	3	3,626,090	682,373	2,150,451
Invercargill Activity Centre	4	199,287	190,177	213,625
Learning Resources	5	16,406,847	16,929,327	15,813,202
Administration	6	1,637,651	1,665,559	1,503,512
Interest		17,474	17,650	14,738
Property	7	3,959,687	3,608,990	3,475,918
Murihiku Young Parents Learning Centre	20	533,529	424,181	423,894
<b>Total Expense</b>		<b>26,380,565</b>	<b>23,518,257</b>	<b>23,595,340</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(199,716)</b>	<b>(703,915)</b>	<b>194,313</b>
Other Comprehensive Revenue and Expense		-	-	8,560
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(199,716)</b>	<b>(703,915)</b>	<b>202,873</b>

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

# James Hargest College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		6,707,928	6,707,928	6,497,189
Total comprehensive revenue and expense for the year		(199,716)	(703,915)	202,873
Capital Contributions from the Ministry of Education				
Distributions to Ministry of Education		(109,496)	50,000	(17,923)
Contribution - Furniture and Equipment Grant (IAC)		-	1,796	1,796
Contribution - Furniture and Equipment Grant (MYPLC)		18,040	23,993	23,993
Contribution - Furniture and Equipment Grant (JHC)		84,893	-	-
Contribution - Te Mana Tuhono		211,658	-	-
<b>Equity at 31 December</b>		6,713,307	6,079,802	6,707,928
Accumulated comprehensive revenue and expense		6,120,003	5,438,693	6,100,719
<u>Reserve - Teen Parent Unit</u>				
Opening balance		607,209	607,209	573,167
Surplus for the year	20	(13,906)	33,900	34,042
Closing balance		593,303	641,109	607,209
<b>Equity at 31 December</b>		6,713,307	6,079,802	6,707,928

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.

# James Hargest College

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	1,247,108	1,280,068	1,280,068
Accounts Receivable	9	1,625,567	1,389,483	1,389,483
GST Receivable		75,888	83,838	83,838
Prepayments		59,999	50,231	50,231
Inventories	10	8,096	1,851	1,851
Investments	11	1,685,908	1,312,688	1,445,586
Funds Receivable for Capital Works Projects	19	16,099	169,089	169,089
		4,718,665	4,287,248	4,420,146
<b>Current Liabilities</b>				
Accounts Payable	13	1,903,923	1,977,738	1,862,073
Revenue Received in Advance	15	684,809	621,325	561,260
Provision for Cyclical Maintenance	16	160,625	166,166	78,000
Finance Lease Liability	17	110,007	115,887	115,887
Funds held in Trust	18	436,829	403,025	334,521
Funds held for Capital Works Projects	19	355,001	542,051	542,051
Borrowings	14	25,380	25,385	25,385
		3,676,574	3,851,577	3,519,177
<b>Working Capital Surplus</b>		1,042,091	435,671	900,968
<b>Non-current Assets</b>				
Investments	11	3,682,176	4,070,309	4,070,309
Property, Plant and Equipment	12	2,455,379	2,154,968	2,154,968
		6,137,555	6,225,277	6,225,277
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	357,995	449,262	286,428
Finance Lease Liability	17	86,029	55,729	55,729
Borrowings	14	22,315	76,155	76,155
		466,339	581,146	418,312
<b>Net Assets</b>		6,713,307	6,079,802	6,707,927
<b>Equity</b>		6,713,307	6,079,802	6,707,928

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

# James Hargest College

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		5,418,210	5,922,321	5,113,965
Locally Raised Funds		3,445,988	535,553	2,131,742
Invercargill Activity Centre		166,356	-	117,374
Murihiku Young Parents Learning Centre		395,235		13,607
International Students		671,005	512,676	481,261
Goods and Services Tax (net)		7,950	-	(36,364)
Payments to Employees		(3,837,956)	(3,777,179)	(3,285,646)
Payments to Suppliers		(6,239,660)	(2,960,307)	(3,986,859)
Interest Paid		(17,474)	(17,650)	(14,738)
Interest Received		337,751	260,549	264,298
Net cash from/(to) Operating Activities		347,405	475,963	798,641
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment		10,000	39,786	12,947
Purchase of Property Plant & Equipment		(444,568)	(515,749)	(445,677)
Purchase of Investments		-	-	(184,863)
Proceeds from Sale of Investments		147,811	-	-
Net cash from/(to) Investing Activities		(286,757)	(475,963)	(617,593)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		102,933	-	25,789
			-	-
Distributions to Ministry of Education		-	-	-
Finance Lease Payments		(69,215)	-	(167,982)
Loans Received		-	-	-
Repayment of Loans		(28,465)	-	-
Funds Administered on Behalf of Other Parties		(98,861)	-	166,352
Net cash from/(to) Financing Activities		(93,608)	-	24,159
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(32,960)</b>	<b>-</b>	<b>205,207</b>
Cash and cash equivalents at the beginning of the year	8	1,280,068	1,280,068	1,074,861
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>1,247,108</b>	<b>1,280,068</b>	<b>1,280,068</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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



# James Hargest College

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

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

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

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

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

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

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

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

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

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

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

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

*The following disclosures are examples of critical accounting estimates:*

###### **Cyclical maintenance**

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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

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

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 25b.

#### ***Recognition of grants***

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

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

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

#### ***Other Grants where conditions exist***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

### **d) 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.

### **e) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks. The carrying amount of cash and cash equivalents represent fair value.

### **f) Accounts Receivable**

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

#### **g) Inventories**

Inventories are consumable items held for sale and are comprised of stationery and canteen stock. 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.

#### **h) Investments**

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

#### **i) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Buildings	5 - 50 years
Furniture and Equipment	0 - 20 years
Information and Communication Technology	1 - 50 years
Motor Vehicles	4 - 10 years
Leased Assets	Term of lease
Library Resources	12.5% per annum
Work in Progress	0%

#### **j) Impairment of property, plant, and equipment**

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

#### **Non cash generating assets**

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

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

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

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

#### **k) Accounts Payable**

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

#### **l) Employee Entitlements**

##### *Short-term employee entitlements*

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

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

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

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

#### **m) Revenue Received in Advance**

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

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

#### **n) Funds Held in Trust**

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

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

#### **o) Funds held for Capital works**

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

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

#### **p) Provision for Cyclical Maintenance**

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

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

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

#### **q) Financial Instruments**

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

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

**r) 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.

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	5,280,665	5,092,981	4,906,239
Teachers' Salaries Grants	13,037,686	13,395,148	12,755,719
Use of Land and Buildings Grants	2,422,121	2,246,443	2,246,443
Other Government Grants	164,261	116,848	230,438
	<u>20,904,733</u>	<u>20,851,420</u>	<u>20,138,839</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	69,202	74,150	69,274
Fees for Extra Curricular Activities	3,059,245	9,393	1,614,721
Trading	297,318	310,000	331,667
Fundraising and Community Grants	42,714	37,575	37,575
Other Revenue	186,979	104,435	171,073
International Student Fees	505,717	512,676	444,053
	<u>4,161,175</u>	<u>1,048,229</u>	<u>2,668,363</u>
<b>Expense</b>			
Extra Curricular Activities Costs	2,831,698	49,218	1,348,043
Trading	323,894	309,198	376,947
Fundraising and Community Grant Costs	38,695	37,575	6,973
Other Locally Raised Funds Expenditure	127,460	37,460	103,242
International Student - Employee Benefits - Salaries	230,533	167,913	178,693
International Student - Other Expenses	73,810	81,009	136,553
	<u>3,626,090</u>	<u>682,373</u>	<u>2,150,451</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>535,085</u>	<u>365,856</u>	<u>517,912</u>

## 4. Invercargill Activity Centre Revenue and Expense

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Activity Centre Income	32,632	33,670	19,912
Government Grants - Ministry of Education	133,242	112,813	126,469
Use of Land and Buildings Grants	52,824	49,580	49,580
	<u>218,698</u>	<u>196,063</u>	<u>195,961</u>
<b>Expense</b>			
Other Invercargill Centre Expenses	79,675	81,798	75,474
Ka Ora, Ka Ako - Healthy School Lunches Programme	7,336	-	-
Employee Benefit - Salaries	59,452	58,799	88,571
Use of Land and Buildings Expense	52,824	49,580	49,580
	<u>199,287</u>	<u>190,177</u>	<u>213,625</u>
<i>Surplus for the year - Invercargill Activity Centre</i>	<u>19,410</u>	<u>5,886</u>	<u>(17,664)</u>

## 5. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	621,597	617,530	498,300
Employee Benefits - Salaries	15,199,796	16,736,048	14,749,029
Staff Development	74,742	60,000	52,219
Depreciation	500,812	515,749	513,654
Other Learning Resources	9,900	-	-
	<u>16,406,847</u>	<u>17,929,327</u>	<u>15,813,202</u>

## 6. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	18,350	13,100	12,384
Board Fees and Expenses	40,530	56,150	38,485
Operating Leases	22,478	162,177	-
Other Administration Expenses	361,099	363,028	367,991
Employee Benefits - Salaries	1,138,497	28,242	1,027,474
Insurance	53,109	42,862	48,359
Service Providers, Contractors and Consultancy	3,588	-	8,819
	<u>1,637,651</u>	<u>665,559</u>	<u>1,503,512</u>

## 7. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	333,751	255,500	285,761
Cyclical Maintenance	276,018	251,000	92,470
Heat, Light and Water	300,969	267,000	265,377
Rates	16,742	15,000	14,290
Repairs and Maintenance	291,127	219,500	207,401
Use of Land and Buildings	2,422,121	2,246,443	2,246,443
Employee Benefits - Salaries	220,643	231,547	211,085
Other Property Expenses	98,316	123,000	153,091
	<u>3,959,687</u>	<u>3,608,990</u>	<u>3,475,918</u>

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

## 8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	1,246,398	1,279,362	1,279,362
Cash on hand	710	706	706
Cash and cash equivalents for Statement of Cash Flows	<u>1,247,108</u>	<u>1,280,068</u>	<u>1,280,068</u>

Of the \$1,247,107 Cash and Cash Equivalents, \$251,489 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$1,247,107 Cash and Cash Equivalents, \$684,809 of Revenue Received in Advance is held by the School, as disclosed in note 15.

Other restrictions on cash that may require disclosure include funds held in trust and international students of \$436,829 as disclosed in note 18.

## 9. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	299,366	136,807	136,807
Receivables from the Ministry of Education	-	79,093	79,093
Interest Receivable	35,877	84,687	84,687
Teacher Salaries Grant Receivable	1,290,324	1,088,896	1,088,896
	<u>1,625,567</u>	<u>1,389,483</u>	<u>1,389,483</u>
Receivables from Exchange Transactions	335,243	221,494	221,494
Receivables from Non-Exchange Transactions	1,290,324	1,167,989	1,167,989
	<u>1,625,567</u>	<u>1,389,483</u>	<u>1,389,483</u>

## 10. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	7,238	1,320	1,320
Canteen	858	531	531
	<u>8,096</u>	<u>1,851</u>	<u>1,851</u>

## 11. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,685,908	1,312,688	1,445,586
Non-current Asset			
Long-term Bank Deposits	3,682,176	4,070,309	4,070,309
Total Investments	<u>5,368,084</u>	<u>5,382,997</u>	<u>5,515,895</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	511,522	-	-	-	(30,478)	481,044
Furniture and Equipment	957,061	215,351	(14,871)	-	(156,221)	1,001,320
Information and Communication Technology	424,123	405,084	(2,506)	-	(134,583)	692,118
Motor Vehicles	112,049	113,274	(86,786)	-	(60,287)	78,250
Leased Assets	79,945	122,774	-	-	(108,403)	94,316
Library Resources	70,268	17,311	(860)	-	(10,840)	75,879
Work in Progress	-	32,452	-	-	-	32,452
	<u>2,154,968</u>	<u>906,246</u>	<u>(105,023)</u>	<u>-</u>	<u>(500,812)</u>	<u>2,455,379</u>

The net carrying value of Information and Communication Technology held under a finance lease is \$94,316 (2023: \$79,945)

### Restrictions

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



	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	1,335,755	(854,712)	481,043	1,335,755	(824,233)	511,522
Furniture and Equipment	3,614,961	(2,613,644)	1,001,317	3,430,153	(2,473,092)	957,061
Information and Communication Technology	2,911,028	(2,218,911)	692,117	2,514,147	(2,090,024)	424,123
Motor Vehicles	437,056	(358,806)	78,250	359,430	(247,381)	112,049
Leased Assets	739,390	(645,074)	94,316	690,357	(610,412)	79,945
Library Resources	188,820	(112,941)	75,879	173,684	(103,416)	70,268
Work in Progress	32,452	-	32,452	-	-	-
	<u>9,259,462</u>	<u>(6,804,088)</u>	<u>2,455,379</u>	<u>8,503,526</u>	<u>(6,348,558)</u>	<u>2,154,968</u>

### 13. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	304,752	389,451	389,451
Accruals	35,625	36,858	36,858
Banking Staffing Overuse	-	5,634	5,634
Employee Entitlements - Salaries	1,501,711	1,489,752	1,374,087
Employee Entitlements - Leave Accrual	61,835	56,043	56,043
	<u>1,903,923</u>	<u>1,977,738</u>	<u>1,862,073</u>

Payables for Exchange Transactions	1,903,923	1,977,738	1,862,073
	<u>1,903,923</u>	<u>1,977,738</u>	<u>1,862,073</u>

The carrying value of payables approximates their fair value.

### 14. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due within one year	25,380	25,385	25,385
	<u>25,380</u>	<u>25,385</u>	<u>25,385</u>
Painting Contract due after one year	22,315	76,155	76,155
	<u>22,315</u>	<u>76,155</u>	<u>76,155</u>

In 2022, the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a six year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2022, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

### 15. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	98,825	31,358	31,358
International Student Fees in Advance	572,028	506,740	406,740
Other Revenue in Advance	13,956	83,227	123,162
	<u>684,809</u>	<u>621,325</u>	<u>561,260</u>

## 16. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	364,428	364,428	499,648
Increase to the Provision During the Year	181,111	251,000	78,219
Use of the Provision During the Year	(26,919)	-	(213,439)
Provision at the End of the Year	518,620	615,428	364,428
Cyclical Maintenance - Current	160,625	166,166	78,000
Cyclical Maintenance - Non current	357,995	449,262	286,428
	518,620	615,428	364,428

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan and current painting contract.

## 17. Finance Lease Liability

The School has entered into a number of finance lease agreements for Computers and Information and Communication Technology Equipment. Minimum lease payments payable:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	110,007	115,887	115,887
Later than One Year and no Later than Five Years	86,029	55,729	55,729
	196,036	171,616	171,616
<b>Represented by</b>			
Finance lease liability - Current	110,007	115,887	115,887
Finance lease liability - Non current	86,029	55,729	55,729
	196,036	171,616	171,616

## 18. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	436,829	403,025	334,521
	436,829	403,025	334,521

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

## 19. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8 and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
JHC - Essential Infrastructure - #210201 & 230015	74,348	-	-	-	74,348
JC New Pastoral Care Offices - (BOT Project)	(3,524)	-	(3,320)	-	(6,844)
Cultural Entrance Way - (BOT Project)	(3,540)	-	(5,715)	-	(9,255)
AV Theatre remodel - (BOT Project)	-	-	(51,843)	51,843	-
Toilet Block & Breakout space upgrade - #226905	467,703	1,176,600	(1,561,979)	-	82,324
MYPLC Learning Area Upgrade - #229481	(31,123)	62,074	(32,038)	1,087	-
IAC Kitchen & Outdoor Learning Structure - #229417	(72,452)	39,723	(24,927)	57,653	-
Roof Repairs - (B,C,D,F,H,I Snr Blocks) - #235499	(22,186)	117,000	(36,664)	-	58,150
Metal & Translucent Roof Replacements - #230014	(27,913)	34,557	(6,644)	-	-
A,B&RB: LSPM Toiled Modifications - #249755	(2,197)	25,000	(4,542)	-	18,262
Snr A,F Toilet remodel & new fire doors - #235502	(4,243)	35,548	(4,976)	-	26,329
Snr Toilet Block (quad) - #248110	(1,913)	405,000	(373,492)	-	29,596
Jnr Visual Support Modification - #245601	-	79,000	(47,749)	-	31,251
MYPLC Roof Replacement toilet upgrade - #242896	-	450,000	(415,260)	-	34,740
MYPLC Reinstate vehicle damaged wall - #246519	-	9,573	(9,573)	-	-
<b>Totals</b>	<b>372,963</b>	<b>2,434,075</b>	<b>(2,578,721)</b>	<b>110,583</b>	<b>338,902</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	355,001
Funds Receivable from the Ministry of Education	(16,099)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
JHC - Essential Infrastructure - #210201 & 230015	-	74,348	-	-	74,348
JC New Pastoral Care Offices - (BOT Project)	-	-	(3,524)	-	(3,524)
Sports office redevelopment - (BOT Project)	-	-	(69,392)	69,392	-
Cultural Entrance Way - (BOT Project)	-	-	(3,540)	-	(3,540)
Toilet Block & Breakout space upgrade - #226905	8,669	750,000	(290,965)	-	467,703
MYPLC Learning Area Upgrade - #229481	118,707	123,753	(273,583)	-	(31,123)
IAC Kitchen & Outdoor Learning Structure - #229417	(2,152)	337,560	(407,858)	-	(72,452)
Roof Repairs - (B,C,D,F,H,I Snr Blocks) - #235499	21,075	31,500	(74,761)	-	(22,186)
Metal & Translucent Roof Replacements - #230014	157,668	-	(185,581)	-	(27,913)
A,B&RB: LSPM Toiled Modifications - #249755	-	-	(2,197)	-	(2,197)
Snr A,F Toilet remodel & new fire doors - #235502	-	-	(4,243)	-	(4,243)
Snr Toilet Block (quad) - #248110	-	-	(1,913)	-	(1,913)
Snr and Jnr Campus Boiler Replacement - #217766	(133,276)	210,601	(77,325)	-	-
Jnr Campus Synthetic Court Dev - (BOT Project)	(15,025)	96,844	(81,818)	-	-
Jnr Campus Synthetic Turf - #222884	(52,923)	35,000	-	17,923	-
Jnr Campus Hall Roof & Wall Replacement - #226900	(3,471)	55,406	(51,935)	-	-
D Block Learning Support Modification - #235056	19,900	1,972	(21,872)	-	-
<b>Totals</b>	<b>119,172</b>	<b>1,716,984</b>	<b>(1,550,506)</b>	<b>87,315</b>	<b>372,963</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	542,051
Funds Receivable from the Ministry of Education	(169,089)

## 20. Funds Held for Teen Parent Unit

The School's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expense is included in the school's Statement of Revenue and Expense. During the year the funds were spent on employee benefit expenses, administration and property management expenses.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Course Fees	109,632	112,900	112,897
Government Grants - Ministry of Education	183,547	167,200	167,139
Ka Ora, Ka Ako - Healthy School Lunches Programme	63,626	42,200	42,228
Use of Land and Buildings Grants	106,113	101,681	101,681
Other Revenue	56,704	34,100	33,991
Total funds received	519,623	458,081	457,936
<b>Expenses</b>			
Ka Ora, Ka Ako - Healthy School Lunches Programme	125,041	52,500	52,577
Other Teen Parent Unit Expenses	235,735	188,700	188,370
Use of Land and Buildings	106,113	101,681	101,681
Employee Benefits - Salaries	66,640	81,300	81,266
	533,529	424,181	423,894
<i>Surplus for the year Teen Parent Unit</i>	<u>(13,906)</u>	<u>33,900</u>	<u>34,042</u>

## 21. 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.

## 22. Remuneration

### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<b>Board Members</b>		
Remuneration	8,683	7,886
<b>Leadership Team</b>		
Remuneration	1,060,540	921,994
Full-time equivalent members	7	6
Total key management personnel remuneration	<u>1,069,223</u>	<u>929,880</u>

There are 8 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance committees that meet monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### *Principal 1*

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

	<b>2024 Actual \$000</b>	<b>2023 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	230-240	220-230
Benefits and Other Emoluments	5-10	5-10
Termination Benefits	-	-

#### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2024 FTE Number</b>	<b>2023 FTE Number</b>
100-110	33	35
110-120	26	24
120-130	4	4
130-140	2	2
140-150	1	1
150-160	1	1
160-170	-	-
170-180	1	-
	<b>68.00</b>	<b>67.00</b>

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

### **23. Compensation and Other Benefits Upon Leaving**

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

	<b>2024 Actual</b>	<b>2023 Actual</b>
Total	-	-
Number of People	-	-

### **24. Contingencies**

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

#### **Holidays Act Compliance – Schools Payroll**

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

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

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

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

## 25. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$993,283 (2023:\$1,228,412) as a result of entering the following contracts:

Contract Name	Contract Number	2024 Capital Commitment
		\$
Toilet Block & Breakout space upgrade	226905	115,699
B,C,D,F,H,I : Mould Remediation & Roof Repairs	235499	33,000
Jnr Visual Support Modification	245601	21,000
Snr Toilet Block (quad)	248110	45,000
A,B&RB: LSPM Toilet modifications	249755	5,900
<b>Total</b>		<b>220,599</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 19.

### (b) Operating Commitments

There are no operating commitments as at 31 December 2024 (capital commitments at 31 December 2023: nil).

## 26. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,247,108	1,280,068	1,280,068
Receivables	1,625,567	1,389,483	1,389,483
Investments - Term Deposits	5,368,084	5,382,997	5,515,895
Total financial assets measured at amortised cost	<u>8,240,759</u>	<u>8,052,548</u>	<u>8,185,446</u>

### Financial liabilities measured at amortised cost

Payables	1,903,923	1,977,738	1,862,073
Borrowings - Loans	22,315	76,155	101,540
Finance Leases	196,036	171,616	171,616
Total financial liabilities measured at amortised cost	<u>2,122,274</u>	<u>2,225,509</u>	<u>2,135,229</u>

## 27. Events After Balance Date

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

## 28. Comparatives

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

## 29. Investments - Breach of Section 154

The school is in breach of Section 154 (2)(b)(ii) of the Education and Training Act 2020 because it has invested \$991,856 with SBS, which does not satisfy a credit-rating test that is specified in either regulations made under Part 4 of the Crown Entities Act 2004 or a notice in the Gazette published by the Minister of Finance.

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF JAMES HARGEST COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of James Hargest College (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, to carry out the audit of the financial statements of the School on his behalf.

#### **Opinion**

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 3 June 2025. This is the date at which our opinion is expressed.

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

#### **Basis for our opinion**

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

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

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

#### **Responsibilities of the Board for the financial statements**

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the Members of the Board, Statement of Responsibility, and Kiwisport funding, but does not include the financial statements and our auditor's report thereon.

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

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

### Independence

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

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



Aaron Higham  
BDO Invercargill  
On behalf of the Auditor-General  
Invercargill, New Zealand

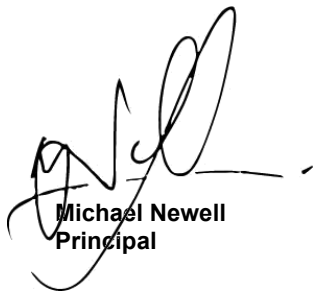
# Report on other special and contestable funding

During the 2024 James Hargest College received no contestable funding.

## Kiwisport funding 2024

The school received total Kiwisport funding of \$44,349.96 (excluding GST).

The funding contributed to salaries for two Sports Co-ordinators across our two campuses to help increase students' participation that the school and external sporting bodies provide in organised sport, as well as the purchase of sport and recreation equipment.



Michael Newell  
Principal



JAMES HARGEST COLLEGE **KEEP FAITH**

# **JAMES HARGEST COLLEGE**

## **CHARTER FOR 2025**



## **CHARTER CONTENTS**

School Description

Mission, Vision and Values Statement

“Looking Back”

- Reporting on 2024 Priorities/Targets

“Looking Forward”

- 2024-2027 Strategic Plan (Updated Nov 2024)
- Annual Priorities/Targets for 2025

Analysis of Variance Summary (foldout)



## SCHOOL DESCRIPTION

James Hargest College is located in North Invercargill. It is a co-educational Year 7-13 school created in January 2005 from the merger of James Hargest High School (est 1958), Collingwood Intermediate School and Rosedale Intermediate School as part of an Invercargill-wide schooling network review.

The College operates on two permanent sites located 1.5 kilometres apart. The Junior Campus provides for Years 7 and 8 students and the Senior Campus for Years 9 to 13. Both campuses are set in extensive and attractive surroundings, and are well-maintained with a continual programme of re-development, modernisation and maintenance.

The current roll is approximately 1900. The ethnic composition of the school is 64% New Zealand European, 19% Māori, 3% Pasifika and 14% other.

The College has a number of special features and attached units.

- A **Teen Parent Unit** (Murihiku Young Parents' Learning Centre) operates on a separate site, catering for up to thirty young parents re-engaging with or continuing their education.
- An **Activity Centre** operates on a separate site, catering for up to sixteen students (from all Invercargill schools) who require an alternative programme for behavioural reasons.
- **Itinerant Music Service.** We host a team of seven trained and qualified music teachers who provide instrumental tutoring to all contributing Southland secondary schools.
- The **Student Support Centre** caters for special needs students (both ORS and non-ORS) in a way that encourages inclusiveness, and appropriate mainstreaming, in a supportive environment.
- **Invercargill Student Support Network (ISSN).** Hargest works in close collaboration with the four other city Secondary schools, in the provision and management of a range of programmes designed for students at risk of disengaging with education.

The College is committed to maintaining and building an environment where Māori, Pasifika, and students of other ethnicities feel comfortable, valued and affirmed. A significant commitment is made to the provision of te reo at all levels and a whanau-based pastoral environment.

A wide range of extra-curricular programmes is provided to facilitate development of Hargest students as true all-rounders. Music and Drama are particular strengths.

The College enjoys a high level of community support and involvement.



## OUR MISSION IS:

To equip all our students to create the best possible future for themselves and their world.

## OUR VISION IS:

To foster healthy all-round development and personal success in an environment informed by the principles of manaakitanga.

This means helping young people build their personal identity and hauora in a context of strong communal values (The Hargest Way).

It involves encouraging participation, connectedness and whanaungatanga through a range of service, cultural, sporting and leadership opportunities.

Personal success is fostered by a strong academic focus and the pursuit of excellence in its broadest sense, through responsive, supportive programmes and staff working on the principles of ako.

We aspire to provide education of superb quality, in partnership with our wider community.



# LOOKING BACK

See also A3 format Analysis of Variance  
Summary at the back of this document

## Report Back: Specific Priorities/Targets for 2024

	Target	Actions	Outcomes
1	<p><b>Culturally Responsive Practice:</b></p> <ul style="list-style-type: none"> <li>Culturally Responsive and Relational Pedagogy is a key focus across Y7 - 13 (Knowing your learner)</li> <li>Reduce the disparity between Staff and Student perceptions as to how Culturally Responsive our kura is.</li> <li>Continue embedding “success by Māori as Māori” and eliminating achievement disparities</li> </ul>	<ul style="list-style-type: none"> <li>Prioritising, role modelling, and providing opportunities for staff to grow their personal capacity and confidence in the use of Te Reo Māori and Tikanga to create a culturally responsive classroom/Kura</li> <li>Adding compulsory questions to end of Term Reflections that all staff will give to their students</li> <li>Using a variety of Te Reo daily in all classes.</li> <li>Departments complete regular revision of their alignment with the Rongohia Te Hau Continuum. Share Department Reviews widely with staff.</li> <li>Departments define Effective Teacher Profiles that were developed in 2022 as an iterative, reflective tool for teaching and learning</li> <li>Regularly share achievement data and successes with Whānau (Māori and Pasifika).</li> <li>Deliberate acts of teaching (DATs) and student tracking to be reinstated for all classes Year 7-13.</li> <li>Junior Campus teachers are working with Wiki Burdon to plan for and integrate localised Matāuranga Māori into their programmes.</li> </ul> <p><a href="#">Further detail in Action Plan here</a></p>	<p><b>Strengthening Whānau and Community Relationships:</b> JHC actively engaged with whānau through regular hui held across both campuses, soliciting feedback on communication, aspirations for students, and using this feedback to inform actions. Strong relationships were also built and strengthened with the Wāihopai Runaka and Murihiku Marae through meetings, attendance at community days and planning a joint TOD.</p> <p><b>Comprehensive Professional Development for Staff:</b> Significant investment was made in cross-campus PLD for staff. Sessions covered topics such as listening to ākonga using student voice, exploring unconscious bias and casual racism through Te Tiriti o Waitangi, learning everyday Te Reo Māori, participating in Haka and waiata, unpacking elements of the new curriculum, and understanding local stories, pūrākau, mātauraka Māori, and tikanga in the classroom. Partnerships with experts like Poutama Pounamu and Wiki Burdon, and Debbie Ruwhiu were integral to this PLD staff confidence and capability in these areas continued to grow throughout the year</p> <p><b>Integration of Te Ao Māori into Curriculum and School Life:</b> Clear progress made to embed Te Reo Māori and tikanga into daily school routines and the curriculum. This included "Te Reo kupu o te wiki" in weekly bulletins and briefings, using karakia at staff hui. Departments reviewed and developed their local curriculum, focusing on explicit CR and RP practices. At Year 7&amp;8 further planning focused on integrating pūrākau and mātauraka Māori specific to Ōmaui and Deep Cove in Social Studies.</p> <p><b>Emphasis on Student Voice and Data-Informed Practice:</b> Gathering and utilising student feedback was a key focus, informed by Rongohia te Hau data, teachers surveyed students on various aspects of their learning experience, including how well teachers know them, their contribution to the learning culture, sharing ideas, feedback received, and the teacher's use of Te Reo Māori. This information was used by teachers for reflection, refining culturally responsive practices, guiding next steps, informing goal setting, and structuring professional dialogue with professional leaders. The process of collecting student voice was repeated at the end of Term 3.</p> <p><b>Participation in Collaborative Initiatives and Events:</b> The school actively participated in significant regional initiatives and cultural events. This included attending the Te Pūtahitanga O Te Waipounamu</p>



			<p>Community Day at Murihiku marae and attending the launch of Te Pōhā Mātauraka o Murihiku, a three-year education programme endorsed by three local Rūnaka and based on mātauraka Murihiku. Students were involved in events like producing hangi parcels for Matatini celebrations, attending marae visits with other Southland schools, and participating in Polyfest, where both junior, senior, and Pasifika rōpu performed. The Junior Campus Kapa Haka Rōpū also prepared for Ngā Pūtangitangi and delivered an awe-inspiring performance. Matatini trip in 2025, were also being planned and fundraised for.</p> <p>The above outcomes; along with our ability to provide Te Reo as a subject from Year 7-13, provide opportunities for involvement in kapa haka, manu korero and a wide range of community performances and events underlines our commitment to giving effect to Te Tiriti o Waitangi.</p>
2	<p><b>Curriculum/Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>JHC Curriculum reviewed in line with national changes and remains responsive to students needs</li> <li>Engagement and achievement at Year 11 provides broad opportunities for academic success in preparation for Level 2</li> <li>Level 2 Merit/Excellence pass rates 43% (48% in 2025)</li> <li>Level 3 Merit/Excellence pass rates 45%</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Raise achievement for girls in Year 7&amp;8 Maths</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Improve achievement in Year 7&amp;8 Writing</li> </ul>	<ul style="list-style-type: none"> <li>Stage Two of Community/Staff/Student consultation around forward planning of our curriculum</li> <li>Refine reporting system/format using consultation data</li> <li>Departments build their collective knowledge of Mātauranga Māori with a specific focus on Murihiku to support the teaching of localised curriculum.</li> <li>Brigadier's Diploma in Year 11.</li> <li>Assessment tasks allow students to achieve at all levels</li> <li>Assessment criteria is shared with students</li> <li>Individual feedback/feedforward is specific, timely and targeted</li> <li>Students are tracked and interventions are implemented early.</li> <li>Junior Campus Homeroom Teachers will engage in Mathematics professional development with Rob Proffitt-White in preparation for implementing the new curriculum</li> <li>Continue to develop consistency in the systems and processes of teaching practice across homerooms.</li> <li>Provide mentoring for teachers.</li> <li>SSW - Monday/Wednesday</li> <li>SSR - Tuesday/Thursday</li> </ul>	<ul style="list-style-type: none"> <li>Departments developed courses for Year 9 and these will be further refined in term 2 2025. Timetable modelling of these changes did not happen as planned but will be completed by the end of term 2 2025.</li> <li>The introduction of the Brigadiers Diploma at Year 11 was a huge success. Staff were able to prioritise student learning and there was a positive flow on effect for attendance. The inaugural awards ceremony continues the JHC tradition of celebrating excellence.</li> <li>L2 Merit/Excellence pass rates 39.3% (EQI 40%) – Target not met</li> <li>L3 Merit/Excellence pass rates 32.7% (EQI 39.5%) – Target not met</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li><b>Year 7</b> - 52% females meeting and 8% exceeding curriculum expectations (in comparison 62% males meeting and 13% exceeding expectations)</li> <li><b>Year 8</b> - 64% females meeting and 8% exceeding curriculum expectations (in comparison to 65% males meeting and 17% exceeding expectations)</li> </ul> <p>The disparity between males and females' achievement in Mathematics is still evident, however, through tracking last year's Year 7 cohort through to Year 8, we have had an <b>increase of 3%</b> of females meeting expectations and <b>5% exceeding</b> expectations.</p>

	<ul style="list-style-type: none"> <li>Improve writing mileage and skills across Year 9-13</li> </ul>	(Based on staff voice SSW and SSR will be paper based only)	<p><b>Writing</b></p> <p>Year 7 - 49% meeting (40% males and 56% females) and 3% exceeding (4% males and 3% females) curriculum expectations</p> <p>Year 8 - 65% meeting (62% males and 68% females) and 7% exceeding (6% males and 7% females) curriculum expectations</p> <p>Achieved - Through tracking the current Year 8 cohort across the 2 years they have attended the Junior Campus; we have had an increase of 10% more students meeting and 7% more students exceeding curriculum expectations.</p>
3	<p><b>Well-being and Engagement:</b></p> <ul style="list-style-type: none"> <li>Schoolwide attendance above 90%</li> <li>% of students attending 90% of the time increases</li> <li>Improvement in student and staff perception data</li> <li>Reduction in repetitive disruptive behaviour</li> <li>Increase pro-social behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Earlier intervention for students at 65-85% attendance</li> <li>Utilise MOE Attendance and Engagement regional funding</li> <li>Clear and early communication</li> <li>Implement Year one of Strategic Plan <ul style="list-style-type: none"> <li>Trial of Social Emotional Learning Programmes</li> <li>Trauma informed PLD for staff</li> <li>Review leadership opportunities across the kura</li> <li>Continue external PLD for Restorative Practice and implement at all levels of the kura</li> <li>Understand trends in staff wellbeing and proactively support our team</li> </ul> </li> </ul> <p><b>Standardise monthly analysis of behaviour data</b></p> <p><a href="#">Wellbeing Strategic Plan</a></p>	<ul style="list-style-type: none"> <li>Schoolwide attendance fell to 87% (88% in 2023)</li> <li>Reclassification by MOE of senior students in term 4 altered % of students attending 90% of the time. 55.25% for 2024 (59% in 2023). It is pleasing to note that this number rose to 72% for term 1 2025.</li> <li>Wide range of whole school and individual PLD under taken. Too early to see any qualitative shift. But clear anecdotal shift in understanding of social/emotional and trauma-based issues for students.</li> <li>Staff well-being temperature dials developed for easy and regular gauge of staff</li> <li>Great progress from pastoral team with behaviour analysis. Greater understanding of extracting data and sharing in pastoral meetings and discussed as part of PGCs.</li> </ul>
4	<p><b>Organisational Focus</b></p> <ul style="list-style-type: none"> <li>Continue to rebuild the International Programme - 25 FTE in 2025</li> </ul> <p>Property</p> <ul style="list-style-type: none"> <li>Implement Capital Works Masterplan</li> <li>Implement 5YA</li> </ul>	<p><a href="#">2024-27 International Department Strategic Plan</a></p> <ul style="list-style-type: none"> <li>Secure Construction budget for new Science and Learning Support Centre block</li> <li>Design new E Block and D block refurbishment</li> <li>Stand-alone copy of JC toilet block in main quad at SC</li> <li>E block toilet block remodel F block toilet remodel SC</li> <li>Breakaway bays in E and F toilet refurbishment / SAC spaces</li> </ul>	<ul style="list-style-type: none"> <li>International FTE target achieved. Strategic staffing appointments made for anticipated growth. Successful marketing trips to Europe and Asia with Japan a market with a lot of potential.</li> <li>Construction approved for stage 1 of the capital works masterplan with completion due April 2026. Awaiting budget approval for design funding for stage 2.</li> <li>Bulk of the 5YI projects were progressed with the following completed: stand alone toilet blocks on both campuses, visual impairment project on the JC, classrooms remodelled on the JC, F block staff office space and staff outdoor area. Further breakout spaces designed for the JC, along with design and partial</li> </ul>

		<ul style="list-style-type: none"><li>• Minor capital works project staff wellbeing outdoor area SC</li><li>• Ministry funded visual impairment project JC</li><li>• BOT funded guidance centre JC</li></ul>	construct of performing arts space on the SC. E and F block toilet refurbishments shelved in favour of another stand-alone block.
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LOOKING  
FORWARD

# Strategic Plan/Reporting Framework 2021 – 2024

## GOAL 1: Academic Achievement

**“Personal success is fostered by a strong academic focus....”(JHC Vision)**

- **There are multiple pathways for student academic achievement**
- “Highest Qualification on Leaving” Data (for year before) exceeds target of 85% at Level 2.
- Numeracy/Literacy minimum thresholds exceed 90%.
- NCEA pass rates at Levels 1, 2 and 3 reflect exceeding the EQI band
- Scholarships – at least 15 (depending on cohort).
- All academic indicators reflect insignificant disparities for Māori cohorts.

We compare and track ourselves with:

- Ourselves, over time.
- National data.
- Exceeding the EQI Band

## GOAL 2: Wellbeing, Engagement and Broader Educational Success

**“Our vision is to foster healthy all round development and personal success..” “..helping young people build their personal identity and haurora..” (JHC Vision)**

- “Narratives of Success” (reporting on specific students including Māori, Pasifika and students with learning support needs) will provide evidence of a wide spectrum of responsiveness to issues of equity, inclusion, extension, barriers to learning, behaviour, and engagement.
- “Success by Māori as Māori” – as defined by the James Hargest College Māori community – will be reported according to that definition.
- Participation indicators will be reported covering sport, culture, service, leadership.
- Engagement indicators will be reported covering Graduation, Senior Retention, Stand Downs and Suspensions and Attendance.
- Destination indicators will clarify where students go on leaving.

## GOAL 3: Organisational Effectiveness

**“We aspire to provide education of superb quality..” “..through responsive supportive programmes..” (JHC Vision)**

- Special Programmes we maintain:
  - Teen Parent Unit
  - Activity Centre, ISSN
  - Student Support Centre
  - International Programme
  - House based form class and pastoral structure
  - Culturally Responsive Practice refreshed
  - E learning pedagogy – Blended Learning the norm

Strategic Organisational Foci:

- Sustainable leadership/building leadership capacity
- Large scale property development
- Development of our “wellness” Policy and Practice

### Curriculum Responsiveness

- Senior Campus specific: Curriculum review in line with NCEA Change Package
- Junior Campus: Develop consistency in the systems and processes of teaching practice across homerooms. Aotearoa New Zealand Histories Curriculum implementation.

# Strategic Plan/Reporting Framework 2024 – 2027 (Revised Nov 2024)

## GOAL 1: Academic Achievement

**“Personal success is fostered by a strong academic focus....”(JHC Vision)**

- Provide multiple pathways for student academic achievement
- Numeracy/Literacy - increase achievement of CAA's year on year.
- Minimum of 85% of school leavers achieve NCEA Level 2 or higher.
- NCEA pass rates at Levels 2 and 3 exceed the EQI band
- Scholarships – at least 15 (across a 3 year average)
- All academic indicators reflect insignificant disparities for Māori and Pasifika cohorts.
- Culturally Responsive Pedagogies and deliberate Wellbeing Strategies underpin academic achievement

We compare and track ourselves with:

- Ourselves, over time.
- National data.
- Exceeding the EQI Band

## GOAL 2: Wellbeing, Engagement and Broader Educational Success

**“Our vision is to foster healthy all round development and personal success..” “..helping young people build their personal identity and haurora..” (JHC Vision)**

- “Narratives of Success” reporting on a wide range of students (including Māori, Pasifika and students with learning support needs) will provide evidence of a wide spectrum of responsiveness to issues of equity, inclusion, extension, barriers to learning, behaviour, and engagement.
- Elevating “Success by Māori as Māori” – as defined by the James Hargest College Māori community.
- Participation in sport, culture, service and leadership will be analysed and promoted.
- Engagement indicators of Senior Retention and Destination data, Attendance, Stand Downs and Suspensions will be analysed and deliberately actioned.
- Culturally Responsive Pedagogies and deliberate Wellbeing Strategies underpin engagement and broader educational success.

## GOAL 3: Organisational Effectiveness

**“We aspire to provide education of superb quality..in partnership with our wider community” “..through responsive supportive programmes..” (JHC Vision)**

- Special Programmes we maintain:
  - Teen Parent Unit, Activity Centre, ISSN
  - Student Support Centre
  - International Programme
  - Itinerant Music Programme (Host School)

Strategic Organisational Foci:

- Sustainable leadership/building leadership capacity
- PLD will be prioritised to reflect the strategic plan and annual goals
- Property maintenance and development
- Implementation of Wellbeing Strategic Plan
- Implementation of Te Pōhā 3 Year Plan
- Curriculum Responsiveness
- E learning pedagogy – Research based with tailored responses
- Maintain regular review cycles

## Annual Priorities/Targets for 2025

2025	Target – Academic Achievement	Actions
	<ul style="list-style-type: none"> <li>Provide multiple pathways for student academic achievement</li> </ul>	<p>Students are offered a variety of programmes to enable them to achieve academic success:</p> <ul style="list-style-type: none"> <li>Establish Cambridge Programme for Year 10 students</li> <li>NCEA Level 2 and 3</li> <li>Gateway</li> <li>Star Courses</li> </ul>
	<ul style="list-style-type: none"> <li>Numeracy/Literacy - increase achievement of CAA's year on year.</li> </ul>	<ul style="list-style-type: none"> <li>Provide Lit/Num support for students struggling with passing CAAs</li> <li>Review of and development of curriculum to align with the new Mathematics curriculum in Year 7 &amp; 8 (Reading and Writing 2026)</li> <li>Writing and Mathematics PLD for Year 7 &amp; 8 teachers</li> <li>Standardised assessment for Reading, Writing, Mathematics for Year 7 -10</li> </ul>
	<ul style="list-style-type: none"> <li>Minimum of 85% of school leavers achieve NCEA Level 2 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>Brigadier's Diploma and 2024 Year 11 classes are reviewed mid 2025</li> <li>In response to the review, modification of Year 11 programme to better prepare students for Level 2 NCEA</li> <li>Create a process to track student achievement. Eg Termly check ins with form teachers to look at academic summary and set goals. Form teacher refers to Dean the students they are concerned about</li> <li>Each term academic summaries will be sent to whānau for all senior students.</li> <li>End of Term 3 we will send an academic summary to Year 12 (and 13) students including what assessments are yet to be assessed.</li> <li>HODs/TICs increase the monitoring of the entry of grades on markbooks.</li> <li>Targeted PLD for staff on kamar especially markbooks.</li> </ul>
	<ul style="list-style-type: none"> <li>NCEA pass rates (Including good passes at Merit and Excellence) at Levels 2 and 3 exceed the EQI band</li> </ul>	<ul style="list-style-type: none"> <li>Assessment tasks allow students to achieve at all levels</li> <li>Assessment criteria is shared with students</li> <li>Teachers intentionally kōrero with students about their individual academic aspirations and support them to achieve them.</li> <li>Individual feedback/feedforward is specific, timely and targeted</li> </ul>

		<ul style="list-style-type: none"> <li>Classroom teachers actively monitor progress towards each internal assessment and support ākonga to achieve at each grade boundary.</li> <li>High expectations of academic success regularly communicated at assemblies and via newsletters etc</li> </ul>
	<ul style="list-style-type: none"> <li>Scholarships – at least 15 (across a 3 year average)</li> </ul>	<ul style="list-style-type: none"> <li>Students are identified and encouraged to engage with scholarship programmes from Year 12.</li> <li>Curriculum areas will provide a regular, structured scholarship programme.</li> <li>Academic excellence is celebrated to provide inspiration to aspiring students.</li> </ul>
	<ul style="list-style-type: none"> <li>All academic indicators reflect insignificant disparities for Māori and Pacific cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>Deliberate acts of teaching (DATs) and student tracking to be continued for all classes Year 7-13.</li> <li>Regularly share achievement successes with Whānau (Māori and Pacific).</li> </ul>
	<ul style="list-style-type: none"> <li>Culturally Responsive and Relational Pedagogies and deliberate Wellbeing strategies underpin academic achievement</li> </ul>	<ul style="list-style-type: none"> <li>Prioritising, role modelling, and providing opportunities for staff to grow their personal capacity and confidence in the use of Te Reo Māori and Tikanga to create a culturally responsive classroom/Kura</li> <li>Teachers can identify their Māori and Pacific students and have made a deliberate connection with the learner and their whānau early in the year.</li> <li>Using compulsory questions for end of Term Reflections that all staff will give to their students twice per year. The deliberate actions undertaken are discussed during the PGC cycle.</li> <li>Departments complete regular revision of their alignment with the Rongohia Te Hau Continuum. Encourage individual teacher reflection and forward planning.</li> <li>Te Pōhā supports all aspects of Teaching and Learning at JHC and is shared widely.</li> <li>Rongohia te hau will be undertaken biannually (2025 &amp; 2027)</li> </ul>



2025	Target – Engagement and Broader Educational Success	Actions
	<ul style="list-style-type: none"> <li>“Narratives of Success” Reporting on a wide range of students and staff (including Māori, Pasifika and students with learning support needs) will provide evidence of a wide spectrum of responsiveness to issues of equity, inclusion, extension, barriers to learning, behaviour, and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>HODs/TICs share Narratives of Success in their annual report to the Board</li> <li>Regular promotion of success stories in school communications eg Newsletter, Social Media, Magazines.</li> <li>Acknowledgement and positive reinforcement of achievements or values</li> <li>Formal reporting comments are evidence that students are known and noticed.</li> </ul>
	<ul style="list-style-type: none"> <li>Elevating “Success by Māori as Māori” – as defined by the James Hargest College Māori community.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Definition of Success</a> is reviewed alongside Māori whānau.</li> <li>The measures of success are evaluated annually with whānau and a focus group of students from both campuses.</li> <li>Acknowledgement and positive reinforcement of achievements or values of our Māori students</li> </ul>
	<ul style="list-style-type: none"> <li>Participation in sport, culture, service and leadership will be analysed and promoted.</li> </ul>	<ul style="list-style-type: none"> <li>Student leaders report to the student body about opportunities and achievements.</li> <li>Teachers to track student participation and provide encouragement.</li> <li>Participation data will be reviewed with the aim of showing increased student involvement.</li> <li>Create ways to promote groups/activities/events students can join (especially at Year 9)</li> <li>Students and staff actively participate in House events.</li> <li></li> </ul>
	<ul style="list-style-type: none"> <li>Engagement indicators of Senior Retention and Destination data, Attendance, Stand Downs and Suspensions will be analysed and deliberately actioned.</li> </ul>	<ul style="list-style-type: none"> <li>Communication is clear and deliberate between whānau, staff and students so that all destination intentions are transparent and supported.</li> <li>Careers options and opportunities are visible and frequently shared with students.</li> <li>Pastoral Leads (Deans, Guidance, Careers, Heads of House etc) review relevant data at least twice a term.</li> <li>Initiate early interventions for at risk students.</li> <li>Mentoring/resourcing provided to upskill on kamar</li> <li></li> </ul>
		<ul style="list-style-type: none"> <li>Implementation of the: <a href="#">Wellbeing Strategic Plan</a></li> </ul>

2025	Target – Organisational Effectiveness	Actions
	Special Programmes we maintain: Teen Parent Unit, Activity Centre, ISSN Student Support Centre International Programme	Proactive support around assessment, curriculum, resourcing.  <a href="#">2024-27 International Department Strategic Plan</a>
	Sustainable leadership/building leadership capacity	<ul style="list-style-type: none"> <li>Grow digital capabilities of TiC/HOD/Deans eg using Kamar, E-AsTTle, NZCER, NZQA, DAT's, Student Voice to inform practice, identify trends and make meaningful changes for ākonga</li> <li>Deliberate leadership sessions offered at each Cross Campus PLD</li> </ul>
	Property maintenance and development	<ul style="list-style-type: none"> <li>Minimising disruption to students and staff through careful, well thought out decision making and communication during Stage 1 construction phase of new Science and SSC Block..</li> <li>Begin design of Stage 2 of Capital Works Masterplan</li> <li>Development of Performing Arts space</li> <li>Repurposing of cloak bays and existing offices into guidance spaces at the JC</li> </ul>
	Implementation of Wellbeing Strategic Plan	<ul style="list-style-type: none"> <li><a href="#">Wellbeing Strategic Plan</a> - Implement Year 2</li> </ul>
	Curriculum Responsiveness	<ul style="list-style-type: none"> <li>Timetable modeling for Year 9/10 curriculum completed by T1, W4.</li> <li>Year 9 and 10 JHC Curriculum planning, including Term 2 intensive programme design.</li> <li>Cambridge implementation at Year 10 and planning for Year 11 in 2026.</li> <li>Te Pōhā to inform development of a progressive localised curriculum plan.</li> <li>Junior Campus engage in the English Curriculum Refresh in preparation for implementation in 2026.</li> <li>Using MOE advice, develop reporting format for standardised literacy and numeracy assessments across Year 7-10.</li> </ul>
	E learning pedagogy – Research based with tailored responses	<ul style="list-style-type: none"> <li>Maintain blended learning expectations across our kura</li> <li>Provide a framework to navigate and utilise Artificial Intelligence. (Traffic light System)</li> <li>Consistent framework of acceptable AI use in assessment.</li> <li>Student policy around accountability for authenticity.</li> </ul>
	Maintain regular review cycles	<ul style="list-style-type: none"> <li>Departments</li> <li>SLT</li> <li>NZQA compliance</li> </ul>



# 2024 Annual Report - Summary

## Analysis of Variance

### Executive Summary - Goal 1

The “vital statistics” for achievement in 2024 at JHC are generally very healthy, NCEA passes at L1,2,3, UE and Literacy/Numeracy all above the national average to EQI schools nationally with the exception of Level 1 Literacy. An area of sub-optimal performance was our Merit/Excellence data at Level 2 and 3. Our goal from 2024 is to exceed EQI national statistics. On the Junior Campus, data reflects the very significant gains made over the 2 years, with tangible progress in the specific Maths, Writing and Reading focus areas. As is the case on the Senior Campus, there are disparities in achievement rates for our Māori learners.

Goal 1 – Academic Achievement “Strong academic focus and the pursuit of excellence” (JHC vision) –	Report on Whole School Success	Report on Māori and Pasifika Success “To equip <i>all</i> our students to create the best possible future....”																																										
<ul style="list-style-type: none"><li>Literacy/Numeracy Goal: Exceed EQI Band.</li></ul>	<div>Level 1 Literacy80.9% (Nat 76.5%, EQI 84.5%)</div> <div>Level 1 Numeracy76.7% (Nat 74.5%, EQI 75.5%)</div> <div>Observation: Goal not achieved</div>	<div>Level 1, JHC Māori Literacy = 84.2% (Nat 69.7%, EQI 75.5%) – (3.3% above JHC all)</div> <div>Level 1, JHC Pasifika Literacy = 72.2% (Nat 70.9, EQI 75.6%) – (4.5% below JHC all)</div> <div>Level 1, JHC Māori Numeracy = 70.2% (Nat 63.9%, EQI 69.9%) – (6.5% below JHC all)</div> <div>Level 1, JHC Pasifika Numeracy = 61.1% (Nat Pas 66%, EQI 65.8%%) – 15.6 below JHC all</div> <div>Observation: Māori learners are above JHC all for literacy but below for numeracy. Pasifika are below for both (note 11 pacific students)</div>																																										
<ul style="list-style-type: none"><li>Goal: Pass rates and Endorsements should exceed EQI Band Nationally</li></ul>	<table><tr><td></td><td>JHC 2024 (2023) %</td><td>NAT 2024 (2023) %</td><td>EQI Band 2024 (2023) %</td></tr><tr><td>L2</td><td>86.6 (84.2)</td><td>72.7 (72.2)</td><td>79.5 (78.5)</td></tr><tr><td>M+E</td><td>38.5 (31.2)</td><td>40.1 (38.6)</td><td>40 (37.8)</td></tr><tr><td>L3</td><td>77 (74.4)</td><td>68.2 (66.2)</td><td>74.5 (72.5)</td></tr><tr><td>M+E</td><td>32.7 (42.1)</td><td>40.3 (39.7)</td><td>39.5 (38.7)</td></tr><tr><td>UE</td><td>58.1 (62.4)</td><td>48.2 (47.2)</td><td>54.7 (54.3)</td></tr></table> <div>Observation: L2 Endorsements are on par, L3 Endorsements are below. L2,3 and UE overall pass rates are above the National rates.</div>		JHC 2024 (2023) %	NAT 2024 (2023) %	EQI Band 2024 (2023) %	L2	86.6 (84.2)	72.7 (72.2)	79.5 (78.5)	M+E	38.5 (31.2)	40.1 (38.6)	40 (37.8)	L3	77 (74.4)	68.2 (66.2)	74.5 (72.5)	M+E	32.7 (42.1)	40.3 (39.7)	39.5 (38.7)	UE	58.1 (62.4)	48.2 (47.2)	54.7 (54.3)	<div>Level 2 Māori pass rate = 76% (10.6% below JHC all) M+E = 29% (9.5% below JHC all)</div> <div>Pasifika pass rate = 90.9% (3.3% above JHC all) M+E = 24.3% (14.2% below JHC all)</div> <div>Level 3 Māori pass rate = 65.5% (11.5% below JHC all) M+E = 19% (13.7% below JHC all)</div> <div>Pasifika pass rate = 71.4% (5.6% below JHC all) M+E = 60%* (27.3% above JHC all)</div> <div>Māori UE pass rate = 46.9% (11.3% below JHC all)</div> <div>Pasifika UE pass rate = 57% (1.1% below JHC all)</div> <div>Observation: For Māori learners the disparity compared to their peers is 9-14% across year levels, overall passes and endorsements. This despite greater awareness, focus and action from staff. For Pasifika learners the range is wide due to smaller numbers so caution needs to be given. The range was from 1% below in areas to 27.3% above.</div> <div>*(Note : 10 Pasifika students at L2 and 3 at L3)</div>																		
	JHC 2024 (2023) %	NAT 2024 (2023) %	EQI Band 2024 (2023) %																																									
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<ul style="list-style-type: none"><li>Minimum of 85% of school leavers achieve NCEA Level 2 or higher.</li></ul>	<table><tr><td></td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>All</td><td>81.1</td><td>79.5</td><td>75.6</td><td>81.5</td><td>77.9</td></tr><tr><td>Male</td><td>78.9</td><td>69</td><td>68</td><td>76.4</td><td>71.6</td></tr><tr><td>Female</td><td>83.6</td><td>91.4</td><td>82.4</td><td>86.4</td><td>86.6</td></tr></table>		2020	2021	2022	2023	2024	All	81.1	79.5	75.6	81.5	77.9	Male	78.9	69	68	76.4	71.6	Female	83.6	91.4	82.4	86.4	86.6	<table><tr><td></td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>Māori</td><td>71.8</td><td>73.5</td><td>76.5</td><td>69.8</td><td>64.9</td></tr><tr><td>Pasifika</td><td>87.5</td><td>62.5</td><td>90.9</td><td>90</td><td>80.8</td></tr></table>		2020	2021	2022	2023	2024	Māori	71.8	73.5	76.5	69.8	64.9	Pasifika	87.5	62.5	90.9	90	80.8
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<ul style="list-style-type: none"><li>Scholarships. Goal: &gt; 15 (Across a 3-year average)</li></ul>	<ul style="list-style-type: none"><li>6 Scholarships. This is well below our expectations</li></ul>																																											
<div>Year 7 and 8 Cohort “Big Picture”:</div> <div>Cohorts arriving from Year 6 are expected to be working at Level 3 of the National Curriculum (see graphic). Our target is for them to be working at Level 4 by the end of Year 8. Reporting shows proportion working at the level. Comparisons with previous years are difficult due to National Standards being dropped and reporting now being aligned to curriculum levels only. Therefore, we show overall progress made from mid-year to end of year.</div> <div><div>Te Ara Poutama</div><div>Years and Curriculum Levels</div><div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div></div><div>Senior Campus</div></div>	<div>Junior Campus Analysis of Variance for 2024</div> <div>Year 7s and 8s At or Above Curriculum Expectations:</div> <table><tr><th rowspan="2"></th><th rowspan="2">Mid Year</th><th colspan="5">End of Year</th></tr><tr><th>All</th><th>Males</th><th>Females</th><th>Māori &amp; Pasifika Tane</th><th>Māori &amp; Pasifika Wahine</th></tr><tr><td>Y7 Reading</td><td>73%</td><td>72%</td><td>68%</td><td>76%</td><td>73%</td><td>72%</td></tr><tr><td>Y8 Reading</td><td>84%</td><td>82%</td><td>84%</td><td>81%</td><td>77%</td><td>59%</td></tr><tr><td>Year 7 Writing</td><td>54%</td><td>52%</td><td>44%</td><td>61%</td><td>47%</td><td>59%</td></tr><tr><td>Year 8 Writing</td><td>76%</td><td>72%</td><td>68%</td><td>75%</td><td>63%</td><td>66%</td></tr></table>		Mid Year	End of Year					All	Males	Females	Māori & Pasifika Tane	Māori & Pasifika Wahine	Y7 Reading	73%	72%	68%	76%	73%	72%	Y8 Reading	84%	82%	84%	81%	77%	59%	Year 7 Writing	54%	52%	44%	61%	47%	59%	Year 8 Writing	76%	72%	68%	75%	63%	66%	<div>One of the biggest challenges we face with student achievement in writing is the limited skills they enter James Hargest with, which is reflected in the fact only 52% of Year 7s are at curriculum expectations by the end of the year. The most significant barriers for learners are their limited vocabulary, knowledge and application of sentence structure and consequently punctuation and their ability to write a sufficient quantity. Our team has been engaging in professional learning in the teaching of Writing over the last 2 years and we are beginning to see the impact on student data when we look at achievement over the 2 years. Through tracking the current Year 8 cohort across the 2 years they have attended the Junior Campus, 17% (10% more students meeting and 7% more students exceeding curriculum expectations) of our Year 8 cohort have moved to being at or above curriculum expectations over the 2 years, which includes 14% of males and 12% of females. Writing will continue to be a curriculum focus throughout 2025 and our teaching team will be engaging in Structured Literacy professional development to help strengthen vocabulary teaching and spelling accuracy.</div> <div>Throughout 2024 our teaching team engaged in Mathematics professional development to enhance their pedagogical teaching approaches. Unfortunately, despite this upskilling, the disparity between males and females achievement in Mathematics is still evident, however, through tracking last year's Year 7 cohort through to Year 8, we have had an increase of 3% of females meeting expectations</div>		
	Mid Year			End of Year																																								
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Y7 Reading	73%	72%	68%	76%	73%	72%																																						
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Year 7 Maths	75%	68%	75%	60%	78%	54%
Year 8 Maths	85%	77%	82%	72%	64%	73%

\* Please note the reason the data has declined slightly between mid and end of year is because the expectations for achievement increase by a sublevel, for example at mid-year a Year 7 needs to be working at 3A-4P to be meeting expectations, but by the end of the year the expected level is only 4D-4P

and 5% exceeding expectations. We are confident that we will see this disparity reduce over time because it realistically takes up to 3 years to embed new professional development learning within classroom programmes. Throughout 2024 we spent time familiarising ourselves with the draft new Mathematics Curriculum and planning for teaching this when it's mandated in 2025, however, many changes have been made to the confirmed curriculum, which will require further work to plan for teaching this. Consequently, aligning our Mathematics programmes to the new curriculum will continue to be a major focus in 2025.

**Executive Summary – Goal 2**

Both qualitative and quantitative evidence reflect a highly inclusive school culture, in terms of all kinds of needs. The school's appreciation of how success looks different for different students has broadened in scope. Engagement is high, as indicated in a variety of ways such as Peer Support programmes, service, interest in Māori cultural identity, the embracing of cultural diversity, as well as our traditional strengths of Performance Music and drama. Attendance, retention and destination data are all evidence of a highly engaged and inclusive school.

Goal 2 – Engagement and Broader Educational Success “ ..... to foster healthy all-round development...” “.... Encourages participation, connectedness and whanaungatanga”	Report on Whole School Success “.....helping young people build their personal identity and hauora in a context of strong communal values....”	Report on Māori and Success “Māori enjoying success as Māori”																																																																																				
<b>Participation</b> <ul style="list-style-type: none"><li>Sport</li><li>Cultural</li><li>Service and Leadership</li></ul>	<ul style="list-style-type: none"><li>48% (43% in 2023) of all Year 9-13 students participate in 'meaningful sport' (competition that runs for more than 6 weeks) sport. This is well below the 61% participation figure for all of Southland. Girls are at 49% and boys at 46%. Average participation for girls in southland is 58% and 62% for boys.</li><li>24% (34% in 2023) of staff involved in sport (mid-range) and 14% (10% in 2023) involved in coaching</li><li>Successes, participation and quality of opportunity was maintained across a wide range including: Year 7/8 musical productions; Year 9/10 drama production, JHC Major Production and ShowQuest; Rockquest and Jazzfest; range of language, debating and public speaking competitions. Choir festival, Chamber music, Sing Out and Sheila Winn Drama.</li><li>High level of participation in Junior and Senior Campus Kapa Haka. Our performances at Polyfest and Ngā Pūtangitangi are awe inspiring.</li><li>“Tuakana Teina” peer programmes were documented coherently and supported strongly. Wide range of peer programmes.</li><li>International Friendship Club initiated a series of regular events supporting integration and social relationships for International Students.</li><li>LEO (Young Lions) Service Club organised a number of fundraisers and donated to a range of charities.</li><li>Senior Council, LEO Club, International Friendship Club, House Captains, Sport teams, Sound and Lighting, all provided excellent opportunities for leadership development.</li></ul> <p>Observation: A small improvement in sports participation but still well below the regional average. It is pleasing to have large numbers of our senior students giving back to JHC in terms of their service and leadership</p>																																																																																					
<b>Engagement:</b> <ul style="list-style-type: none"><li>(a) Attendance data (Year 7-13)</li><li>(b) Retention at school (2024 to 2025)</li><li>(c) Destination data (please note: data here is from the Y13 intentions) MOE data comes later in the year)</li><li>(d) Stand Downs</li><li>(e) Suspensions</li><li>(f) Exclusions</li></ul>	<ul style="list-style-type: none"><li>Attendance higher than 90% = 55.23% (59.7% in 2023) 83% (83.85% in 2023) of students have attendance at 80% or higher</li><li>Average attendance Year 7-13 = 87% (88.7% in 2023)</li><li>Into Year 12 = 85.9% (83.4% 2024) 49 Year 11 students left throughout the 2024 year, of which 23 were at the end</li><li>Into Year 13 = 82.2% (72.9% 2024) 67 Year 12 students left throughout the 2024 year, of which 46 were at the end</li><li>2024 Year 13 school leavers (whole cohort) go to: Employment = 30%, University = 46%, Polytech/Other Tertiary = 14% Unsure/other 10%</li><li><table><tr><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>72</td><td>49</td><td>58</td><td>54</td><td>58</td><td>33</td><td>61</td><td>70</td><td>107</td><td>57</td><td>59</td><td>80</td><td>129</td><td>133</td></tr></table></li><li><table><tr><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>9</td><td>11</td><td>4</td><td>10</td><td>6</td><td>5</td><td>0</td><td>4</td><td>5</td><td>1</td><td>1</td><td>3</td><td>15</td><td>16</td></tr></table></li><li><table><tr><td>2011</td><td>2012</td><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>6</td><td>6</td><td>2</td><td>5</td><td>4</td><td>0</td><td>0</td><td>1</td><td>3</td><td>1</td><td>1</td><td>1</td><td>7</td><td>8</td></tr></table></li></ul> <p>Observation: Increase in standdown, suspension and exclusion rates. Attendance rates are very good. Healthy retention of students at Year 12 and 13. Fewer of the 2024 Year 13 cohort intended to attend university in 2025.</p>	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	72	49	58	54	58	33	61	70	107	57	59	80	129	133	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	9	11	4	10	6	5	0	4	5	1	1	3	15	16	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	6	6	2	5	4	0	0	1	3	1	1	1	7	8	<ul style="list-style-type: none"><li>Whole year data wasn’t available but for Terms 3&amp;4 36.5% of Māori students had attendance higher than 90% (6% lower than JHC all and 71.5% had attendance over 80% (8% lower than JHC all)</li><li>Average attendance for Māori 82.4% (82.9% in 2023) (-6% below JHC all)</li><li>Into Year 12 = 76.7% (83.3% 2024) 18 students left throughout the 2024 year, of which 8 were at the end (9.2% lower than JHC al)</li><li>Into Year 13 = 78.8% (82.9% 2024) 12 students left throughout the 2024 year, of which 7 were at the end (3.4% lower than JHC all)</li><li>2024 Year 13 Māori school leavers go to: Employment = 33% University = 44% Polytech/Other Tertiary = 19% Unsure/other 4% (no significant disparity)</li><li>27.5% (31.9% in 2023) of the stand downs, suspensions and exclusions were Māori students who make up 20% of the school roll.</li></ul> <p>Observation: Disproportionate level of Stand Downs for Māori but decreased from 2023. There were negative disparities for Māori in retention and attendance data. No disparity for destination intentions</p>
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024																																																																									
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<b>Executive Summary – Goal 3</b> All who work at JHC have a very clear understanding of the strategic foci of our organisation. The evidence below reflects progress on identified, key areas of development.	
<b>Goal 3 – Organisational Effectiveness</b>	<b>“We aspire to provide education of superb quality.....” “through responsive, supportive programmes.....” (Mission Statement)</b>
<b>Key Schoolwide Development Foci</b> <ul style="list-style-type: none"><li>• Culturally Responsive Practice</li></ul>	See annual goal summary above
<ul style="list-style-type: none"><li>• E-learning Environment<ul style="list-style-type: none"><li>◦ Students are prepared for their digital future and Pedagogy is enhanced through 1-1 device access</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Equity devices are still in high demand on both campuses.</li><li>• Blended learning environment is the norm.</li></ul>
<b>Strategic Organisational Foci</b> <ul style="list-style-type: none"><li>• Sustainable leadership/building leadership capacity</li><li>• Property Development</li><li>• Wellness Project</li><li>• Qualitative improvement to pastoral care via Form Teachers' structures (all students “known and noticed)</li><li>• Financial sustainability</li></ul>	<ul style="list-style-type: none"><li>• SLT roles and responsibilities reviewed and additional SLT member added to senior campus.</li><li>• High quality HOD appointments.</li><li>• See annual goal summary above</li><li>• See annual goal summary above</li><li>• See annual goal summary above</li><li>• Finances are closely scrutinised and well reported</li><li>• Staff are very good at managing their departmental budgets to ensure our students receive a high-quality education.</li><li>• Overstaffing remains a risk but is managed. Ensures the breadth of curriculum coverage is maintained.</li><li>• Annual accounts are published on our website.</li></ul>
<b>Curriculum Responsiveness</b> <ul style="list-style-type: none"><li>• Senior Campus specific: Curriculum review in line with NCEA Change Package</li><li>• ANZ Histories Curriculum</li><li>• Junior Campus specific: Implementation of DTC and Targeted Literacy Focus</li></ul>	<ul style="list-style-type: none"><li>• Brigadiers Diploma successfully introduced.</li><li>• Curriculum review committee proposing changes to Year 9-10 and a Cambridge class to be introduced at Year 10 in 2025</li><li>• ANZH has been implement across Years 7-10.</li><li>• DTC implemented across the curriculum</li><li>• Structure of the school day changed to focus on Literacy and Numeracy in the morning</li><li>• Systems and processes developed across the homerooms to improve consistency</li><li>• See annual goal summary above</li></ul>
<b>Special Programmes</b> <ul style="list-style-type: none"><li>• MYPLC – Teen Parent Unit</li><li>• ISSN:<ul style="list-style-type: none"><li>◦ General</li><li>◦ Activity Centre</li></ul></li><li>• Student Support Centre</li><li>• International Programme</li></ul>	<ul style="list-style-type: none"><li>• JHC is host school. (Located at Surrey Park, Isabella St). A separate Annual Report gives critical data. The Unit caters for approx. 30 girls.</li><li>• JHC continued to play a full part in the programmes provided and funded by all five secondary schools, for students at risk of disengaging.</li><li>• Our usage represented 21% of the total. Our staffing contributions was 41% of total school's contributions.</li><li>• Our proactive use of these facilities and our best practice processes managed by key staff are contributing to their effective use.</li><li>• JHC is the host school for the Invercargill Activities Centre managed by the Director of the ISSN as one of the coordinated programmes for all Invercargill secondary schools. The two teaching staff are on the JHC payroll. (Separate Annual Report based on Ministry of Education template).</li><li>• This Special Needs Unit (funded solely by JHC, including ORS funding) caters for approx. 20 students, each with varying degrees of mainstream integration. The unit is base for a team of 15 Teacher Aides and 2 key teaching staff, with management oversight by the SENCO.</li><li>• See annual goal summary above</li></ul>



# Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<b>How have you met your obligations to provide good and safe working conditions?</b>	<i>We have a current Health and Safety Officer who works across both campuses. There is transparency around roles and who is responsible for which aspects of school leadership. There is regular reporting to the Board on all aspects of school operation. We use community connection and best practice to ensure all processes and protocols are clear and adhered too.</i>
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	<i>Refer to Personnel Policy, all Principles of being a good employer adhered to. Jobs are all advertised widely, an appointment panel convened and all appointments made subject to a fair and impartial process.</i>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<i>All positions are advertised with clear job descriptions and hours of work. All applications are considered by a panel before any shortlisting occurs. Interviews are conducted with all applicants using a consistent set of questions. The appointment panel for the position sits together to make a decision and an offer of employment.</i>
<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<i>JHC is working with an external PLD partner to ensure our whole school is culturally responsive and aware of our commitment to Te Tiriti. Culturally important occasions are always supported for staff with appropriate leave where required. Connections for all staff to our local Marae are encouraged and tikanga observed in our kura. Staff are involved in co construction of goals and career aspirations. Support is given to grow staff professionally alongside personal goals for career development.</i>
<b>How have you enhanced the abilities of individual employees?</b>	<i>Through the Professional Growth Cycle, goals and PLD opportunities are identified and individuals are supported and encouraged to grow their personal capacity and support their aspirations.</i>
<b>How are you recognising the employment requirements of women?</b>	<i>Women form the majority of staff in our workplace. We operate a system where all individuals are valued and their requirements are supported. We recognise that this varies significantly between individuals. Our collective team approach ensures staff have a colleague they can approach should any support be required.</i>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<i>As above, all employees are individuals. Staff are always encouraged and supported in removing all possible barriers. Clear communication in our appraisal process is important, as is working with a staff member each individual feels comfortable and confident working with. Health and Safety conversations as well as an open door policy ensure staff feel valued, heard and supported with any specific individual requirements.</i>

All elements of the ST Collective Agreement as well as Support Staff Collective Agreement, including all relevant legislation are adhered to and reviewed on a cyclical basis with all Policies at Board Level.

The JHC Board will meet to discuss an EEO policy which currently sits under the Personnel Policy with all procedures of this policy adhered to

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<b>Do you operate an EEO programme/policy?</b>		✓
<b>Has this policy or programme been made available to staff?</b>		✓
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>		✓
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>		✓
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>		✓
<b>Does your EEO programme/policy set priorities and objectives?</b>		✓