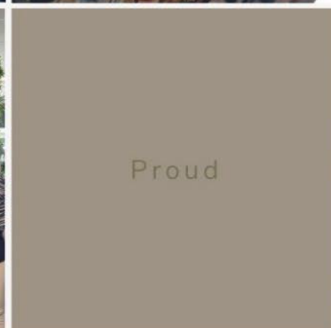
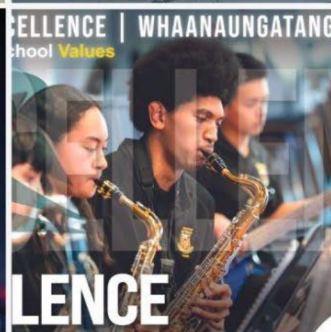
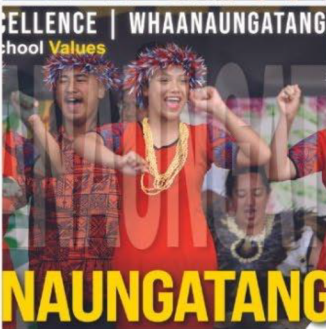


MANUREWA HIGH SCHOOL

ANNUAL REPORT 2024



MANUREWA HIGH SCHOOL

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 99

Principal: Peter Jones

School Address: 67 Browns Road, Manurewa, Auckland 2102

School Postal Address: Po Box 75247, Manurewa, Auckland 2243

School Phone: 09 2690690

School Email: mhs@manurewa.school.nz

Members of the Board:

| Name | Position | How Position Gained | Term Expired/ Expires |
|-----------------------|------------------------|---------------------|-----------------------|
| Penina Tuunai-Ifope | Presiding Member | Elected | 13/09/2025 |
| Talia Brown | Presiding Member (New) | Voted | 13/09/2025 |
| Peter Jones | Principal ex Officio | Employed | Ongoing |
| Richard Thornton | Parent Representative | Elected | 13/09/2025 |
| John Ikinepe | Parent Representative | Elected | 13/09/2025 |
| Faaolaina Manao | Parent Representative | Elected | 13/09/2025 |
| Sarai Makara Moreland | Student Representative | Elected | 21/09/2023 |
| Taniara Lavea | Student Representative | Elected | 21/09/2024 |
| Velma Siteine | Staff Representative | Elected | Resigned |
| Michael Trevelyan | Staff Representative | Elected | 13/09/2025 |
| Manaia Lauulu | Secretary | Employed | Ongoing |

Accountant / Service Provider: Sheryl Lane Chartered Accountant

MANUREWA HIGH SCHOOL

Consolidated Annual Financial Statements - For the year ended 31 December 2024

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| 2 | Statement of Comprehensive Revenue and Expense |
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Manurewa High School

Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

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

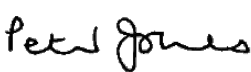
The Group's 2024 consolidated financial statements are authorised for issue by the Board.

Talia Brown
Full Name of Presiding Member


Signature of Presiding Member

23/06/2025
Date:

Peter Jones
Full Name of Principal


Signature of Principal

23/06/2025
Date:

Manurewa High School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

| | Notes | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|-------|----------------------|---|----------------------|----------------------|--|----------------------|
| Revenue | | | | | | | |
| Government Grants | 2 | 31,442,871 | 28,614,706 | 30,282,232 | 31,442,871 | 28,614,706 | 30,414,732 |
| Locally Raised Funds | 3 | 2,186,215 | 1,828,734 | 2,129,610 | 2,201,215 | 1,828,734 | 2,224,610 |
| Interest | | 245,235 | 100,000 | 263,048 | 248,624 | 100,000 | 267,107 |
| Total Revenue | | 33,874,321 | 30,543,440 | 32,674,890 | 33,892,710 | 30,543,440 | 32,906,449 |
| Expense | | | | | | | |
| Locally Raised Funds | 3 | 1,126,081 | 832,110 | 1,168,117 | 1,126,081 | 832,110 | 1,168,117 |
| Learning Resources | 4 | 23,984,418 | 24,589,581 | 23,375,397 | 23,984,826 | 24,589,581 | 23,376,170 |
| Administration | 5 | 3,311,501 | 1,479,812 | 3,048,635 | 3,313,038 | 1,479,812 | 3,380,687 |
| Interest | | 5,495 | 30,000 | 7,872 | 5,495 | 30,000 | 7,872 |
| Property | 6 | 5,405,363 | 4,091,316 | 4,972,024 | 5,405,363 | 4,091,316 | 4,972,024 |
| Total expense | | 33,832,858 | 31,022,819 | 32,572,045 | 33,834,803 | 31,022,819 | 32,904,870 |
| Net Surplus / (Deficit) for the year | | 41,463 | (479,379) | 102,845 | 57,907 | (479,379) | 1,579 |
| Other Comprehensive Revenue and Expense | | | | | | | |
| <i>Item that will not be reclassified to surplus(deficit)</i> | | | | | | | |
| Gain on equity investment revaluations | | - | - | - | - | - | - |
| Total other comprehensive revenue and expense | | - | - | - | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 41,463 | (479,379) | 102,845 | 57,907 | (479,379) | 1,579 |

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



Manurewa High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

| | Notes | 2024 | School | 2023 | 2024 | Group | 2023 |
|--|-------|------------------|-------------------------------|------------------|------------------|-------------------------------|------------------|
| | | Actual | 2024 Budget (Unaudited) | Actual | Actual | 2024 Budget (Unaudited) | Actual |
| | | \$ | \$ | \$ | \$ | \$ | \$ |
| Equity at 1 January | | 9,651,454 | 6,040,656 | 9,404,508 | 9,774,345 | 6,040,656 | 9,628,665 |
| Total comprehensive revenue and expense for the year | | 41,463 | (479,379) | 102,845 | 57,907 | (479,379) | 1,579 |
| Contribution - Furniture and Equipment Grant | | - | - | 144,101 | - | - | 144,101 |
| Equity at 31 December | | <u>9,692,917</u> | <u>5,561,277</u> | <u>9,651,454</u> | <u>9,832,252</u> | <u>5,561,277</u> | <u>9,774,345</u> |
| Accumulated comprehensive revenue and expense | | 9,692,917 | 5,561,277 | 9,651,454 | 9,832,252 | 5,561,277 | 9,774,345 |
| Reserves | | - | - | - | - | - | - |
| Equity at 31 December | | <u>9,692,917</u> | <u>5,561,277</u> | <u>9,651,454</u> | <u>9,832,252</u> | <u>5,561,277</u> | <u>9,774,345</u> |

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Manurewa High School
Statement of Financial Position
As at 31 December 2024

| | Notes | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|-------|----------------------|---|----------------------|----------------------|--|----------------------|
| Current Assets | | | | | | | |
| Cash and Cash Equivalents | 7 | 3,639,326 | 5,000,120 | 5,160,593 | 3,778,166 | 5,000,120 | 5,330,204 |
| Accounts Receivable | 8 | 1,343,610 | 1,105,000 | 1,082,803 | 1,343,610 | 1,105,000 | 1,268,404 |
| GST Receivable | | 247,170 | - | 522,507 | 247,196 | - | 522,507 |
| Prepayments | | 110,638 | 50,000 | 55,404 | 110,638 | 50,000 | 69,803 |
| Inventories | 9 | 15,800 | 12,000 | 12,663 | 15,800 | 12,000 | 12,663 |
| Investments | 10 | 553,203 | - | 599,808 | 553,203 | - | 599,808 |
| Funds receivable for Capital Works Projects | 16 | 373,330 | - | 548 | 373,330 | - | 548 |
| | | 6,283,076 | 6,167,120 | 7,434,326 | 6,421,942 | 6,167,120 | 7,803,937 |
| Current Liabilities | | | | | | | |
| Accounts Payable | 12 | 2,200,842 | 2,812,176 | 2,065,460 | 2,200,842 | 2,812,176 | 2,113,057 |
| Revenue Received in Advance | 13 | 763,258 | 858,000 | 291,738 | 763,258 | 858,000 | 491,738 |
| Provision for Cyclical Maintenance | 14 | 251,611 | 211,750 | 211,750 | 251,611 | 211,750 | 211,750 |
| Finance Lease Liability | 15 | 207,073 | 96,881 | 87,217 | 207,073 | 96,881 | 87,217 |
| Funds held for Capital Works Projects | 16 | 66,753 | - | 524,433 | 66,753 | - | 524,433 |
| Funds held on behalf of School Cluster | 17 | 697,590 | 551,200 | 1,861 | 697,590 | 551,200 | 1,861 |
| | | 4,187,128 | 4,530,007 | 3,182,459 | 4,187,128 | 4,530,007 | 3,430,056 |
| Working Capital Surplus/(Deficit) | | 2,095,948 | 1,637,113 | 4,251,867 | 2,234,814 | 1,637,113 | 4,373,881 |
| Non-current Assets | | | | | | | |
| Property, Plant and Equipment | 11 | 8,313,293 | 4,357,862 | 5,831,580 | 8,313,764 | 4,357,862 | 5,832,459 |
| | | 8,313,293 | 4,357,862 | 5,831,580 | 8,313,764 | 4,357,862 | 5,832,459 |
| Non-current Liabilities | | | | | | | |
| Provision for Cyclical Maintenance | 14 | 262,186 | 263,698 | 263,698 | 262,186 | 263,698 | 263,698 |
| Finance Lease Liability | 15 | 454,140 | 170,000 | 168,298 | 454,140 | 170,000 | 168,298 |
| | | 716,326 | 433,698 | 431,996 | 716,326 | 433,698 | 431,996 |
| Net Assets | | 9,692,917 | 5,561,277 | 9,651,454 | 9,832,252 | 5,561,277 | 9,774,346 |
| Equity: | | | | | | | |
| Accumulated comprehensive revenue and expense | | 9,692,917 | 5,561,277 | 9,651,454 | 9,832,252 | 5,561,277 | 9,774,345 |
| Total equity | | 9,692,917 | 5,561,277 | 9,651,454 | 9,832,252 | 5,561,277 | 9,774,345 |



Manurewa High School

Statement of Cash Flows

For the year ended 31 December 2024

| | Notes | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------|----------------------|---|----------------------|----------------------|--|----------------------|
| Cash flows from Operating Activities | | | | | | | |
| Government Grants | | 15,510,621 | 21,055,362 | 14,912,341 | 15,511,183 | 21,055,362 | 15,044,840 |
| Locally Raised Funds | | 2,624,051 | 1,553,234 | 2,117,277 | 2,624,652 | 1,553,234 | 2,139,777 |
| International Students | | 39,277 | 28,500 | 13,566 | 39,277 | 28,500 | 13,566 |
| Goods and Services Tax (net) | | 275,337 | - | (319,758) | 274,749 | - | (319,758) |
| Payments to Employees | | (8,607,058) | (8,550,234) | (8,341,163) | (8,607,058) | (8,550,234) | (8,341,163) |
| Payments to Suppliers | | (8,254,128) | (4,283,199) | (7,761,017) | (8,288,863) | (4,283,199) | (8,045,564) |
| Interest Paid | | (5,495) | (30,000) | (7,872) | (5,495) | (30,000) | (7,872) |
| Interest Received | | 243,056 | 100,000 | 270,007 | 246,445 | 100,000 | 274,066 |
| Net cash from / (to) the Operating Activities | | 1,825,661 | 9,873,663 | 883,381 | 1,794,890 | 9,873,663 | 757,892 |
| Cash flows from Investing Activities | | | | | | | |
| Purchase from Sale of Property Plant & Equipment (and Intangibles) | | (3,182,058) | (5,157,862) | (1,263,455) | (3,182,058) | (5,157,862) | (1,263,455) |
| Proceeds from sale of Investments | | 46,605 | - | 233,432 | 46,605 | - | 233,432 |
| Net cash from / (to) the Investing Activities | | (3,135,453) | (5,157,862) | (1,030,023) | (3,135,453) | (5,157,862) | (1,030,023) |
| Cash flows from Financing Activities | | | | | | | |
| Furniture and Equipment Grant | | - | - | 144,101 | - | - | 144,101 |
| Finance Lease Payments | | (76,742) | (266,881) | (14,488) | (76,742) | (266,881) | (14,488) |
| Funds Administered on Behalf of Other Parties | | (134,733) | 551,200 | (376,095) | (134,733) | 551,200 | (376,095) |
| Net cash from / (to) Financing Activities | | (211,474) | 284,319 | (246,482) | (211,474) | 284,319 | (246,482) |
| Net increase/(decrease) in cash and cash equivalents | | (1,521,267) | 5,000,120 | (393,124) | (1,552,038) | 5,000,120 | (518,613) |
| Cash and cash equivalents at the beginning of the year | 7 | 5,160,593 | - | 5,553,717 | 5,330,204 | - | 5,848,817 |
| Cash and cash equivalents at the end of the year | 7 | 3,639,326 | 5,000,120 | 5,160,593 | 3,778,166 | 5,000,120 | 5,330,204 |

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



Manurewa High School

Reconciliation of net cash from Operating Activities to Comprehensive revenue and expenses

For the year ended 31 December 2024

| | School | | Group | |
|--|------------------|----------------|------------------|----------------|
| | 2024 | 2023 | 2024 | 2023 |
| | Actual | Actual | Actual | Actual |
| | \$ | \$ | \$ | \$ |
| Net surplus/(deficit) for the year | 41,463 | 102,845 | 57,907 | 1,579 |
| Add (deduct) no-cash items | | | | |
| Depreciation | 1,029,302 | 965,541 | 1,029,710 | 966,313 |
| Non-cash Movement in Cyclical Maintenance Provision and other | 180,066 | (41,881) | 180,040 | (41,876) |
| Total non-cash items | 1,209,368 | 923,660 | 1,209,750 | 924,437 |
| Add (deduct) investing or financing items | | | | |
| Fundraising relating to investing | 5,495 | 7,872 | 5,495 | 7,872 |
| Add (deduct) movements in statement of financial position items | | | | |
| (Increase)/Decrease in receivables including prepayments | (316,041) | 992,955 | (116,042) | 992,956 |
| (Increase)/Decreases in Net GST | 275,337 | (319,758) | 275,337 | (319,854) |
| (Increase)/Decrease in Stock | 3,137 | - | 3,137 | - |
| Increase/(Decrease) in Payables | 135,382 | 147,376 | 87,786 | 194,972 |
| (Increase)/Decrease in Revenue in advance | 471,520 | (971,569) | 271,520 | (1,044,069) |
| Total movement in working capital items | 569,335 | (150,996) | 521,738 | (175,995) |
| Net Cash Flow from operating activities | <u>1,825,661</u> | <u>883,381</u> | <u>1,794,890</u> | <u>757,892</u> |

The above Reconciliation of net cash from Operating Activities to Comprehensive revenue and expenses should be read in conjunction with the accompanying notes which form part of these financial statements.



Manurewa High School

Notes to the Group Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Manurewa High 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 Manurewa High School (the 'Group') consists of Manurewa High School and its controlled entity. The controlled entity is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's controlled entity is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

The consolidated 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.

The School has voluntarily elected to report as a Tier 1 entity, notwithstanding that it has not met the expenditure threshold of \$33 million for each of the two preceeding years.

Basis of Preparation

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

Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Subsidiaries

Controlled entity is an entity controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of controlled entities are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a controlled entity that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a controlled entity, it derecognises the assets and liabilities of the controlled entity, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former controlled entity is measured at fair value when control is lost.

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 consolidated financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Disclosure Regime as appropriate to public benefit entities that qualify for Tier 1 reporting. The Group 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 Group qualifies for Tier 1 as the group is not publicly accountable and is not considered large as it falls within the expenditure threshold of Exceeding \$33 million per year.

Measurement Base

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

Presentation Currency

These consolidated 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 consolidated financial statements are set out below.

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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 14.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the Group. 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 15. Future operating lease commitments are disclosed in note 23.



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.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the controlled entity. The controlled entity which are controlled are disclosed at Note 26.

c) Revenue Recognition

Government Grants

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group 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 Group has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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



e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense because they are investments that the Group intends to hold for long term strategic purposes. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these consolidated 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 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 Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

| | |
|--|-------------------------|
| Building Improvements | 10–50 years |
| Furniture and Equipment | 5–20 years |
| Information and Communication Technology | 2–5 years |
| Motor Vehicles | 5 years |
| Textbooks | 3 years |
| Leased Assets held under a Finance Lease | Term of Lease |
| Library Resources | 12.5% Diminishing value |

k) Impairment of property, plant, and equipment

The Group 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 Group 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 the surplus or deficit.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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



n) Revenue Received in Advance

Revenue received in advance relates to fees received from international and grants received to Learning and Behaviour 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 Group holds sufficient funds to enable the refund of unearned fees in relation to international students, should the Group be unable to provide the services to which they relate.

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the Group's control, these amounts are not recorded in the Consolidated Statement of Comprehensive Revenue and Expense. The Group holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 Group sites 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.

s) Financial Instruments

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

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



t) Goods and Services Tax (GST)

The consolidated 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 consolidated statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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



2. Government Grants

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|---|----------------------|----------------------|--|----------------------|
| Government Grants - Ministry of Education | 10,781,852 | 10,613,358 | 10,760,199 | 10,781,852 | 10,613,358 | 10,760,199 |
| Teachers' Salaries Grants | 12,273,402 | 11,100,000 | 12,196,387 | 12,273,402 | 11,100,000 | 12,196,387 |
| Use of Land and Buildings Grants | 3,658,850 | 2,500,000 | 3,200,077 | 3,658,850 | 2,500,000 | 3,200,077 |
| Ka Ora, Ka Ako - Healthy School Lunches Programme | 3,634,286 | 3,620,000 | 3,066,413 | 3,634,286 | 3,620,000 | 3,066,413 |
| Other Government Grants | 1,094,481 | 781,348 | 1,059,156 | 1,094,481 | 781,348 | 1,191,656 |
| | 31,442,871 | 28,614,706 | 30,282,232 | 31,442,871 | 28,614,706 | 30,414,732 |

3. Locally Raised Funds

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

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|---|----------------------|----------------------|--|----------------------|
| Revenue | | | | | | |
| Fees for Extra Curricular Activities | 324,952 | 808,000 | 158,302 | 324,952 | 808,000 | 158,302 |
| Donations and Bequests | 185,776 | 20,000 | 134,487 | 200,776 | 20,000 | 229,487 |
| Fundraising & Community Grants | 1,100,356 | 520,000 | 970,182 | 1,100,356 | 520,000 | 970,182 |
| Trading | 52,340 | 5,000 | 357,470 | 52,340 | 5,000 | 357,470 |
| Other Revenue | 483,614 | 447,234 | 474,720 | 483,614 | 447,234 | 474,720 |
| International Student Fees | 39,177 | 28,500 | 34,449 | 39,177 | 28,500 | 34,449 |
| | 2,186,215 | 1,828,734 | 2,129,610 | 2,201,215 | 1,828,734 | 2,224,610 |
| Expenses | | | | | | |
| Extra Curricular Activities Costs | 945,061 | 747,510 | 761,406 | 945,061 | 747,510 | 761,406 |
| Trading | 41,278 | - | 47,718 | 41,278 | - | 47,718 |
| Other Locally Raised Funds Expenditure | 123,212 | 75,900 | 290,183 | 123,212 | 75,900 | 290,183 |
| International Student - Employee Benefits - Salaries | - | - | 59,943 | - | - | 59,943 |
| International Student - Other Expenses | 16,529 | 8,700 | 8,867 | 16,529 | 8,700 | 8,867 |
| | 1,126,081 | 832,110 | 1,168,117 | 1,126,081 | 832,110 | 1,168,117 |
| Surplus/ (Deficit) for the year Locally Raised Funds | 1,060,134 | 996,624 | 961,493 | 1,075,134 | 996,624 | 1,056,493 |

4. Learning Resources

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|---|----------------------|----------------------|--|----------------------|
| Curricular | 2,720,471 | 4,995,325 | 2,550,431 | 2,720,471 | 4,995,325 | 2,550,431 |
| Information and Communication Technology | 289,309 | 380,000 | 275,778 | 289,309 | 380,000 | 278,556 |
| Employee Benefits - Salaries | 19,839,065 | 18,301,556 | 19,468,500 | 19,839,065 | 18,301,556 | 19,468,500 |
| Staff Development | 99,176 | 88,000 | 105,761 | 99,176 | 88,000 | 103,544 |
| Depreciation | 1,029,302 | 800,000 | 965,541 | 1,029,710 | 800,000 | 966,312 |
| Other Learning Resource Expenses | 7,094 | 24,700 | 9,386 | 7,094 | 24,700 | 9,386 |
| | 23,984,418 | 24,589,581 | 23,375,397 | 23,984,826 | 24,589,581 | 23,376,729 |

5. Administration

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|---|----------------------|----------------------|--|----------------------|
| Audit Fee | 14,750 | 10,000 | 13,543 | 14,750 | 10,000 | 13,543 |
| Board Fees and Expenses | 53,381 | 33,500 | 19,720 | 53,381 | 33,500 | 19,720 |
| Other Administration Expenses | 558,886 | 390,000 | 333,630 | 558,930 | 390,000 | 664,289 |
| Employee Benefits - Salaries | 788,036 | 1,011,312 | 785,084 | 788,036 | 1,011,312 | 785,084 |
| Insurance | 20,767 | 10,000 | 24 | 20,767 | 10,000 | 24 |
| Service Providers, Contractors and Consultancy | 23,790 | 25,000 | 27,715 | 25,283 | 25,000 | 29,108 |
| Ka Ora, Ka Ako - Healthy School Lunches Programme | 1,851,891 | - | 1,868,919 | 1,851,891 | - | 1,868,919 |
| | 3,311,501 | 1,479,812 | 3,048,635 | 3,313,038 | 1,479,812 | 3,380,687 |



6. Property

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|-----------------------------------|----------------------|---|----------------------|----------------------|--|----------------------|
| Consultancy and Contract Services | 344,041 | 345,000 | 354,184 | 344,041 | 345,000 | 354,184 |
| Cyclical Maintenance Provision | 261,986 | 211,750 | 274,647 | 261,986 | 211,750 | 274,647 |
| Heat, Light and Water | 210,163 | 182,000 | 102,125 | 210,163 | 182,000 | 102,125 |
| Rates | 1,794 | 1,200 | 1,641 | 1,794 | 1,200 | 1,641 |
| Repairs and Maintenance | 330,855 | 247,000 | 381,223 | 330,855 | 247,000 | 381,223 |
| Use of Land and Buildings | 3,658,850 | 2,500,000 | 3,200,077 | 3,658,850 | 2,500,000 | 3,200,077 |
| Employee Benefits - Salaries | 220,038 | 337,366 | 195,038 | 220,038 | 337,366 | 195,038 |
| Other Property Expenses | 377,636 | 267,000 | 463,088 | 377,636 | 267,000 | 463,088 |
| | <u>5,405,363</u> | <u>4,091,316</u> | <u>4,972,023</u> | <u>5,405,363</u> | <u>4,091,316</u> | <u>4,972,023</u> |

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

7. Cash and Cash Equivalents

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|---|----------------------|----------------------|--|----------------------|
| Bank Accounts | 2,409,588 | 5,000,120 | 1,660,593 | 2,548,428 | 5,000,120 | 1,830,204 |
| Short-term Bank Deposits | 1,229,738 | - | 3,500,000 | 1,229,738 | - | 3,500,000 |
| Cash equivalents and cash equivalents for Consolidated Statement of Cash Flows | <u>3,639,326</u> | <u>5,000,120</u> | <u>5,160,593</u> | <u>3,778,166</u> | <u>5,000,120</u> | <u>5,330,204</u> |

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

Of the \$3,639,326 Cash and Cash Equivalents, \$697,590 is held by the School on behalf of the Cluster/Transport Network. See note 17 for details of how the funding received for the cluster has been spent in the year.

Other restrictions on cash that require disclosure includes funds held for capital works amounting to \$66,753 (Note 16) and Revenue received in advance amounting to \$763,258 (Note 13).

8. Accounts Receivable

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|---|----------------------|----------------------|--|----------------------|
| Receivables | 144,366 | 1,105,000 | 149,959 | 144,366 | 1,105,000 | 335,560 |
| Interest Receivable | 14,779 | - | 12,600 | 14,779 | - | 12,600 |
| Teacher Salaries Grant Receivable | 1,184,465 | - | 920,244 | 1,184,465 | - | 920,244 |
| | <u>1,343,610</u> | <u>1,105,000</u> | <u>1,082,803</u> | <u>1,343,610</u> | <u>1,105,000</u> | <u>1,268,404</u> |
| Receivables from Exchange Transactions | 159,145 | 1,105,000 | 162,559 | 159,145 | 1,105,000 | 348,160 |
| Receivables from Non-Exchange Transactions | 1,184,465 | - | 920,244 | 1,184,465 | - | 920,244 |
| | <u>1,343,610</u> | <u>1,105,000</u> | <u>1,082,803</u> | <u>1,343,610</u> | <u>1,105,000</u> | <u>1,268,404</u> |

9. Inventories

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|------------|----------------------|---|----------------------|----------------------|--|----------------------|
| Stationery | 15,800 | 12,000 | 12,663 | 15,800 | 12,000 | 12,663 |
| | <u>15,800</u> | <u>12,000</u> | <u>12,663</u> | <u>15,800</u> | <u>12,000</u> | <u>12,663</u> |

10. Investments

The Group and School's investments are classified as follows:

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--------------------------|----------------------|---|----------------------|----------------------|--|----------------------|
| Current Asset | | | | | | |
| Short-term Bank Deposits | 553,203 | - | 599,808 | 553,203 | - | 599,808 |
| | <u>553,203</u> | <u>-</u> | <u>599,808</u> | <u>553,203</u> | <u>-</u> | <u>599,808</u> |
| Total Investments | <u>553,203</u> | <u>-</u> | <u>599,808</u> | <u>553,203</u> | <u>-</u> | <u>599,808</u> |



11. Property, Plant and Equipment

GROUP

| | Opening Balance (Net Book Value) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|-------------------------------------|-----------|-------------|------------|--------------|-------------|
| 2024 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings - School | 2,258,720 | 2,588,724 | - | - | (68,911) | 4,778,533 |
| Furniture and Equipment | 1,736,902 | 215,784 | - | - | (367,400) | 1,585,286 |
| Information and Communication Technology | 1,069,719 | 298,770 | - | - | (447,001) | 921,488 |
| Motor Vehicles | 79,380 | - | - | - | (18,875) | 60,505 |
| Textbooks | 7,952 | 15,346 | - | - | (8,443) | 14,855 |
| Leased Assets | 264,814 | 628,933 | (126,346) | - | (110,043) | 657,359 |
| Library Resources | 64,239 | 13,813 | - | - | (9,037) | 69,015 |
| Technology Garage - Working in Progress | 180,885 | - | - | - | - | 180,885 |
| Fale Design - Working in Progress | 39,944 | 5,894 | - | - | - | 45,838 |
| Swimming Pool Complex Expenses - Working in progress | 27,212 | 873,853 | (901,065) | - | - | - |
| BoT Shade Structure- Swimming Pool | 102,692 | 1,356,741 | (1,459,433) | - | - | - |
| | 5,832,459 | 5,997,859 | (2,486,844) | - | (1,029,710) | 8,313,764 |

GROUP

| | 2024 | 2024 | 2024 | 2023 | 2023 | 2023 |
|--|----------------------|-----------------------------|----------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings - School | 5,545,645 | (767,112) | 4,778,533 | 2,956,921 | (698,201) | 2,258,720 |
| Furniture and Equipment | 4,823,520 | (3,238,235) | 1,585,285 | 4,607,736 | (2,870,834) | 1,736,902 |
| Information and Communication Technology | 3,870,548 | (2,949,060) | 921,488 | 3,571,778 | (2,502,059) | 1,069,719 |
| Motor Vehicles | 238,561 | (178,056) | 60,505 | 238,561 | (159,181) | 79,380 |
| Textbooks | 970,919 | (956,064) | 14,855 | 955,573 | (947,621) | 7,952 |
| Leased Assets | 895,208 | (237,850) | 657,359 | 566,252 | (301,438) | 264,814 |
| Library Resources | 287,457 | (218,443) | 69,015 | 273,645 | (209,406) | 64,239 |
| Technology Garage - Working in Progress | 180,885 | - | 180,885 | 180,885 | - | 180,885 |
| Fale Design - Working in Progress | 45,838 | - | 45,838 | 39,944 | - | 39,944 |
| Swimming Pool Complex Expenses - Working in progress | - | - | - | 27,212 | - | 27,212 |
| BoT Shade Structure- Swimming Pool | - | - | - | 102,692 | - | 102,692 |
| | 16,858,582 | (8,544,818) | 8,313,764 | 13,521,199 | (7,688,740) | 5,832,459 |

SCHOOL

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|--------------------------|-----------|-------------|------------|--------------|-------------|
| 2024 | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings - School | 2,258,720 | 2,588,724 | - | - | (68,911) | 4,778,533 |
| Furniture and Equipment | 1,736,902 | 215,784 | - | - | (367,400) | 1,585,286 |
| Information and Communication Technology | 1,068,840 | 298,770 | - | - | (446,593) | 921,017 |
| Motor Vehicles | 79,380 | - | - | - | (18,875) | 60,505 |
| Textbooks | 7,952 | 15,346 | - | - | (8,443) | 14,855 |
| Leased Assets | 264,814 | 628,933 | (126,346) | - | (110,043) | 657,359 |
| Library Resources | 64,239 | 13,813 | - | - | (9,037) | 69,015 |
| Technology Garage - Working in Progress | 180,885 | - | - | - | - | 180,885 |
| Fale Design - Working in Progress | 39,944 | 5,894 | - | - | - | 45,838 |
| Swimming Pool Complex Expenses - Working in progress | 27,212 | 873,853 | (901,065) | - | - | - |
| BoT Shade Structure- Swimming Pool | 102,692 | 1,356,741 | (1,459,433) | - | - | - |
| | 5,831,580 | 5,997,859 | (2,486,844) | - | (1,029,302) | 8,313,293 |

SCHOOL

| | 2024 | 2024 | 2024 | 2023 | 2023 | 2023 |
|--|----------------------|-----------------------------|----------------|----------------------|-----------------------------|-------------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Buildings - School | 5,545,645 | (767,112) | 4,778,533 | 2,956,921 | (698,201) | 2,258,720 |
| Furniture and Equipment | 4,823,520 | (3,238,235) | 1,585,285 | 4,607,736 | (2,870,834) | 1,736,902 |
| Information and Communication Technology | 3,861,188 | (2,940,171) | 921,017 | 3,562,418 | (2,493,578) | 1,068,840 |
| Motor Vehicles | 238,561 | (178,056) | 60,505 | 238,561 | (159,181) | 79,380 |
| Textbooks | 970,919 | (956,064) | 14,856 | 955,573 | (947,621) | 7,952 |
| Leased Assets | 895,208 | (237,850) | 657,358 | 566,252 | (301,438) | 264,814 |
| Library Resources | 287,457 | (218,443) | 69,014 | 273,645 | (209,406) | 64,239 |
| Technology Garage - Working in Progress | 180,885 | - | 180,885 | 180,885 | - | 180,885 |
| Fale Design - Working in Progress | 45,838 | - | 45,838 | 39,944 | - | 39,944 |
| Swimming Pool Complex Expenses - Working in progress | - | - | - | 27,212 | - | 27,212 |
| BoT Shade Structure- Swimming Pool | - | - | - | 102,692 | - | 102,692 |
| | 16,849,222 | (8,535,929) | 8,313,293 | 13,511,839 | (7,680,259) | 5,831,580 |

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$657,359 (2023: \$264,815)

Restrictions

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



12. Accounts Payable

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|---|----------------------|----------------------|--|----------------------|
| Creditors | 743,870 | 2,812,176 | 839,386 | 743,870 | 2,812,176 | 886,983 |
| Employee Entitlements - Salaries | 1,184,465 | - | 1,077,688 | 1,184,465 | - | 1,077,688 |
| Employee Entitlements - Leave Accrual | 272,508 | - | 148,386 | 272,508 | - | 148,386 |
| | <u>2,200,842</u> | <u>2,812,176</u> | <u>2,065,460</u> | <u>2,200,842</u> | <u>2,812,176</u> | <u>2,113,057</u> |
| Payables for Exchange Transactions | 1,968,240 | 2,812,176 | 1,825,417 | 1,968,240 | 2,812,176 | 1,873,014 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | 232,602 | - | 240,043 | 232,602 | - | 240,043 |
| | <u>2,200,842</u> | <u>2,812,176</u> | <u>2,065,460</u> | <u>2,200,842</u> | <u>2,812,176</u> | <u>2,113,057</u> |

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---------------------------------------|----------------------|---|----------------------|----------------------|--|----------------------|
| International Student Fees in Advance | 13,478 | - | 13,378 | 13,478 | - | 13,378 |
| Other revenue in Advance | 749,780 | 858,000 | 278,360 | 749,780 | 858,000 | 478,360 |
| | <u>763,258</u> | <u>858,000</u> | <u>291,738</u> | <u>763,258</u> | <u>858,000</u> | <u>491,738</u> |

14. Provision for Cyclical Maintenance

| | 2024 Actual \$ | School and Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|---|----------------------|
| Provision at the Start of the Year | 475,448 | 475,448 | 538,433 |
| Increase to the Provision During the Year | 261,986 | 211,750 | 274,647 |
| Use of the Provision During the Year | (223,637) | (211,750) | (337,632) |
| Provision at the End of the Year | <u>513,797</u> | <u>475,448</u> | <u>475,448</u> |
| Cyclical Maintenance - Current | 251,611 | 211,750 | 211,750 |
| Cyclical Maintenance - Non current | 262,186 | 263,698 | 263,698 |
| | <u>513,797</u> | <u>475,448</u> | <u>475,448</u> |

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

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 school's 10-Year Property plan.

15. Finance Lease Liability

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

| | 2024 Actual \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|---|----------------------|----------------------|--|----------------------|
| No Later than One Year | 207,073 | 96,881 | 87,217 | 207,073 | 96,881 | 87,217 |
| Later than One Year and no Later than Five Years | 454,140 | 170,000 | 168,298 | 454,140 | 170,000 | 168,298 |
| | <u>661,213</u> | <u>266,881</u> | <u>255,515</u> | <u>661,213</u> | <u>266,881</u> | <u>255,515</u> |
| Represented by | | | | | | |
| Finance lease liability - Current | 207,073 | 96,881 | 87,217 | 207,073 | 96,881 | 87,217 |
| Finance lease liability - Non-current | 454,140 | 170,000 | 168,298 | 454,140 | 170,000 | 168,298 |
| | <u>661,213</u> | <u>266,881</u> | <u>255,515</u> | <u>661,213</u> | <u>266,881</u> | <u>255,515</u> |



16. Funds Held for Capital Works Projects

During the year the School and Group 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 per note 7, and includes retentions on the projects, if applicable.

School and Group

| 2024 | Opening Balances \$ | Receipts from MOE \$ | Payments \$ | Board Contribution | Closing Balances \$ |
|--------------------------------|---------------------------|----------------------------|----------------|-----------------------|---------------------------|
| Learning Support 218523 | (548) | - | (38,203) | - | (38,751) |
| MOE ILE Science Block 228036 | 348,187 | - | (313,867) | - | 34,320 |
| MOE ILE Refurbishment 228038 | 39,877 | 40,000 | (110,971) | 31,094 | - |
| Target Roof Repair 228035 | 18,515 | - | (18,515) | - | - |
| Creation fo New Office | 59,959 | - | (73,243) | - | (13,284) |
| Internal Wall Repair 228031 | 57,895 | 6,386 | (64,281) | - | - |
| OA.Guidance Office Remediation | - | 36,000 | (3,567) | - | 32,433 |
| MOE Block RA Refurbishment | - | - | (147,283) | - | (147,283) |
| MOE N,O,RA Removal of Asbestos | - | - | (174,012) | - | (174,012) |
| Totals | 523,885 | 82,386 | (943,941) | 31,094 | (306,576) |

Represented by:

| | |
|---|-----------|
| Funds Held on Behalf of the Ministry of Education | 66,753 |
| Funds Receivable from the Ministry of Education | (373,330) |

| 2023 | Opening Balances \$ | Receipts from MOE \$ | Payments \$ | Board Contribution \$ | Closing Balances \$ |
|------------------------------|---------------------------|----------------------------|----------------|-----------------------------|---------------------------|
| Learning Support 218523 | - | 120,139 | (60,180) | - | (548) |
| MOE ILE Science Block 228036 | 82,072 | 1,113,533 | (847,418) | - | 348,187 |
| MOE ILE Refurbishment 228038 | 24,680 | - | (6,165) | - | 39,877 |
| Target Roof Repair | (26,841) | 320,000 | (253,282) | - | 18,515 |
| Creation fo New Office | (548) | - | - | - | 59,959 |
| Internal Wall Repair 228031 | - | 115,142 | (57,248) | - | 57,895 |
| | (23,672) | - | - | 23,672 | - |
| | 49,965 | - | (49,965) | - | - |
| Totals | 105,656 | 1,668,814 | (1,274,258) | 23,672 | 523,885 |

Represented by:

| | |
|---|---------|
| Funds Held on Behalf of the Ministry of Education | 524,433 |
| Funds Receivable from the Ministry of Education | (548) |

17. Funds Held on Behalf of Cluster / Transport Network

Manurewa High School is the lead school funded by the Ministry of Education to provide Trade Academy services to its cluster of schools.

School and Group

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Funds Held at Beginning of the Year | 1,860 | - | 796,185 |
| Funds Received from Cluster Members | - | - | - |
| Funds Received from MOE | 2,703,631 | 551,200 | 1,735,072 |
| Total funds received | 2,705,491 | 551,200 | 2,531,257 |
| Funds Spent on Behalf of the Cluster | 1,300,523 | - | 1,243,773 |
| Funds remaining | 1,404,968 | 551,200 | 1,287,484 |
| Distribution of Funds | | | |
| AIMHI College | - | - | (6,516) |
| Alfriston College | (16,934) | - | (21,845) |
| Aorere College | (2,363) | - | (8,806) |
| CEAT - Coomunity Education and Training | (9,424) | - | (28,478) |
| James Cook High School | (236,708) | - | (263,665) |
| Mangere College | (7,927) | - | (6,532) |
| Onehunga High School | (322,749) | - | (722,975) |
| Papakura High School | (101,485) | - | (223,232) |
| Te Hiko | (9,788) | - | (3,575) |
| Funds Held at Year End | 697,590 | 551,200 | 1,860 |



18. 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 expenditure is included in the Consolidated Statement of Comprehensive Revenue and Expense. During the year, the funds were spent on employee benefit expenses, administration and property management expenses.

19. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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.

20. Remuneration

Key management personnel compensation (School)

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

| | 2024 Actual \$ | 2023 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 14,035 | 7,935 |
| <i>Leadership Team</i> | | |
| Remuneration | 1,466,770 | 1,405,540 |
| Full-time equivalent members | 10 | 10 |
| Total key management personnel remuneration | 1,480,805 | 1,413,475 |

There are 9 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 2 and Property 2 committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

| | 2024 Actual \$000 | 2023 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 250-260 | 250-260 |
| Benefits and Other Emoluments | 7-8 | 5-10 |

Other Employees

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

| Remuneration \$000 | 2024 FTE Number | 2023 FTE Number |
|-----------------------|--------------------|--------------------|
| 100-110 | 27.00 | 20.00 |
| 110-120 | 16.00 | 23.00 |
| 120-130 | 11.00 | 12.00 |
| 130-140 | 6.00 | 2.00 |
| 140-150 | 2.00 | 5.00 |
| 150-160 | 2.00 | - |
| | 64.00 | 62.00 |

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



21. 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:

| | 2024 Actual | 2023 Actual |
|------------------|----------------|----------------|
| School | \$41,889 | - |
| Total | 2 | - |
| Number of People | | |

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

23. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$911,958 (2023:\$1,034,954) as a result of entering the following contracts:

| Contract Name | Remaining |
|--------------------------------------|----------------|
| | \$ |
| MOE Learning Support Upgrade 218523 | 208,750 |
| MOE OA Guidance Office Remediation | 20,677 |
| MOE Block RA Refurbishment | 209,575 |
| MOE A,HA,M,O,S,Y Target Roof | 120,000 |
| MOE M,Removal of Boiler and Asbestos | 95,000 |
| MOE N,O,RA Removal of Asbestos | 257,956 |
| Total | 911,958 |

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

(b) Operating Commitments

As at 31 December 2024 the School Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

No later than One Year
Later than One Year and No Later than Five Years
Later than Five Years

| | 2024 Actual \$ | 2023 Actual \$ |
|--|----------------------|----------------------|
| | 4,391 | 4,065 |
| | - | - |
| | - | - |
| | 4,391 | 4,065 |

The total lease payments incurred during the period were \$4,391 (2023: \$4,065).

24. 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 \$ | School 2024 Budget (Unaudited) \$ | 2023 Actual \$ | 2024 Actual \$ | Group 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|---|----------------------|----------------------|--|----------------------|
| Cash and Cash Equivalents | 3,639,326 | 5,000,120 | 5,160,593 | 3,778,166 | 5,000,120 | 5,330,204 |
| Receivables | 1,343,610 | 1,105,000 | 1,082,803 | 1,343,610 | 1,105,000 | 1,268,404 |
| Investments - Term Deposits | 553,203 | - | 599,808 | 553,203 | - | 599,808 |
| Total financial assets measured at amortised cost | 5,536,139 | 6,105,120 | 6,843,204 | 5,674,979 | 6,105,120 | 7,198,416 |

Financial liabilities measured at amortised cost

| | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|------------------|
| Payables | 1,968,240 | 2,812,176 | 1,825,417 | 1,968,240 | 2,812,176 | 1,873,014 |
| Finance Leases | 661,213 | 266,881 | 255,515 | 661,213 | 266,881 | 255,515 |
| Total financial liabilities measured at amortised cost | 2,629,453 | 3,079,057 | 2,080,932 | 2,629,453 | 3,079,057 | 2,128,529 |



Financial Instrument Risks

The school activities expose it to various financial instrument risks, including market risk, credit risk, and liquidity risk. The school has policies to manage these risk and seeks to minimise exposure from instruments. These policies do not allow transactions that are speculate in nature to be entered into.

Market Risk

Fair Value Interest Rate Risk

Fair value interest rate risk is the risk that the fair value of a financial instrument will fluctuate due to changes in market interest rates. The School's exposure to fair value interest rate risk is limited to its bank deposits that are held at fixed rates of interest. The School does not actively manage its exposure to fair value interest rate risk.

Cash Flow Interest Rate Risk

Cash flow interest rate risk is the risk that the cash flows from a financial instrument will fluctuate because of changes in market interest rates. Investment issues at variable interest rates exposure School to cash flow interest rate risk.

The School's investment policy requires a spread of investment maturity dates to limit exposure to short-term interest rate movements. The School currently has no variable interest rate investments.

Currency Risk

The School has no exposure to currency risk as at the reporting date

Credit Risk

Credit risk is the risk that a third party will default on its obligations to Manurewa High School, causing the school to incur a loss.

The School is exposed to credit risk from cash and term deposits with banks. The maximum credit exposure is best represented by the carrying amount in the statement of financial position.

Risk Management

Due to the timing of its cash inflows and outflows, the school invests surplus cash with a registered bank with a Standard and Poor's credit rating of at least AA- for investments. The school invests funds only registered banks that have a Standards and Poor's credit rating of at least AA- for short-term investments and A for long-term investments. The school's investment in term deposits are considered to be low-risk investment. The credit rating of bank is monitored for credit deterioration.

Fair value

The fair value of financial instruments is the carrying value. See notes 7 and 10 for the fair value of deposits.

Cash at bank and Term deposits

| | 2024 Actual \$ | 2023 Actual \$ |
|--|----------------------|----------------------|
| ASB Limited | | |
| Short term deposits with maturities less than 3 months | 1,229,738 | 3,500,000 |
| Short term deposits with maturities more than 3 months | 553,203 | 599,808 |
| | <u>1,782,941</u> | <u>4,099,808</u> |
| Accrued Interest | 14,779 | 12,600 |
| | <u>1,797,720</u> | <u>4,112,408</u> |

Interest Rate Risk

The Board's treasury policy objectives are to:

- ensure there is sufficient liquidity to meet operational commitments;
- invest in risk free or near risk free investments;
- purchase investments with a range of maturity dates:

The maturity periods of the investments are as follow:

within 180 Days

| 2024 \$ | 2023 \$ |
|------------------|------------------|
| <u>1,782,941</u> | <u>4,099,808</u> |

All of the above investments can be readily liquidated, although not necessarily at the amounts recorded above.

Liquidity Risk Management

Ultimate responsibility for liquidity management rest with the Board of Trustees, which has built an appropriate liquidity risk management framework for the management of short, medium and long term funding and liquidity management requirements of Manurewa High School. The School manages liquidity risk by maintaining reserves and by continuously monitoring forecast and actual cash flows and matching the maturity profiles of financial assets and liabilities.

Contractual maturity analysis of financial liabilities, excluding derivatives

The table below analyses financial liabilities (excluding derivatives) into relevant maturity groupings based on the remaining

period at balance date to the contractual maturity date. Future interest payments on floating rate debt are based on the floating rate of the instrument at balance date. The amounts disclosed are the undiscounted contractual cash flows

| | Carrying amount \$ | Contractual cash flows | Less than 6 months | 6-12 months | More than 1 year |
|--|-----------------------|---------------------------|-----------------------|---------------|---------------------|
| 2024 | | | | | |
| Payables (excl income in advance, taxes payable & grant received subject to condition) | 1,797,421 | 1,797,421 | 1,797,421 | - | - |
| Finance Leases | 112,304 | 123,836 | 17,196 | 16,163 | 90,477 |
| Total | <u>1,909,725</u> | <u>1,921,257</u> | <u>1,814,617</u> | <u>16,163</u> | <u>90,477</u> |

2023

| | | | | | |
|--|----------------|------------------|----------------|---------------|----------------|
| Payables (excl income in advance, taxes payable & grant received subject to condition) | 730,240 | 730,240 | 730,240 | - | - |
| Finance Leases | 250,600 | 286,551 | 10,712 | 12,086 | 263,753 |
| Total | <u>980,840</u> | <u>1,016,791</u> | <u>740,952</u> | <u>12,086</u> | <u>263,753</u> |



25. Events After Balance Date

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

26. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

| Name of Controlled Entity | Principal Activity | Place of incorporation and operation | Proportion of ownership interest and voting power held by the Group | | Value of investment \$000 | |
|---|--------------------|--------------------------------------|---|------|---------------------------|------|
| | | | 2024 | 2023 | 2024 | 2023 |
| Manurewa High School Business Academy Trust | Raising Funds | Auckland, New Zealand | 100% | 100% | Nil | Nil |

All controlled entities have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

27. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Manurewa High School ('the Parent') and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, Kurt Sherlock using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the Group on his behalf.

Opinion

We have audited the financial statements of the Parent and Group on pages 2 to 22, 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 Parent and Group:

- a) 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
- b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards.

Our audit was completed on 23 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.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

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Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the Parent and Group 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 Parent and Group for assessing the Parent and Group'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 Parent and Group, 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 Parent and Group'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 Group'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 Group'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 Group 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 obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Principal's Report and Analysis of Variance 2024 Charter Targets, Kiwi Sport Funding and Good Employer Assurance Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the Group 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 Group.



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Principals Report & Analysis of Variance 2024 Charter Targets

| | | | | | | | |
|--|---|----------------|----|--|--|--|--|
| School Name: | Manurewa High School | School Number: | 99 | | | | |
| Strategic Aim: | Focus outcomes for all aakonga (learners): <ul style="list-style-type: none">Aakonga engaged in akorangaAakonga engaged in their cultural identityAakonga taking positive steps into, through and beyond school | | | | | | |
| Annual Aim: | Strategic Vision: Commitment to Akoranga Staff, students and whaanau practise a commitment to akoranga that is ubiquitous, dynamic, co-dependent and co-lead by the entire school community. 2024 Goal: Te Ara o Taawhaki is the framework to guide our process. Embedding Te Ara o Taawhaki across the school to ensure all staff and students live our Learner Profile and Piki atu ki te rangi. <table><tr><td>Pedagogy: continue to align and consolidate strategies and approaches, that support akoranga throughout the Manurewa Vā Ta Ako, to embody our Learner Profile</td><td>Curriculum Design: continue to align and consolidate programmes of akoranga that occur across the Manurewa Vā Ta Ako with our Learner Profile</td></tr><tr><td colspan="2">Our 2024 - 2025 Strategic Plan: Three specific intentions: Culturally Sustaining Curriculum & Pedagogy Conscientise Hauora Practices, schoolwide, through a Te Ara o Taawhaki lens Embedding Accountability Systems</td></tr></table> | | | Pedagogy: continue to align and consolidate strategies and approaches, that support akoranga throughout the Manurewa Vā Ta Ako, to embody our Learner Profile | Curriculum Design: continue to align and consolidate programmes of akoranga that occur across the Manurewa Vā Ta Ako with our Learner Profile | Our 2024 - 2025 Strategic Plan: Three specific intentions: Culturally Sustaining Curriculum & Pedagogy Conscientise Hauora Practices, schoolwide, through a Te Ara o Taawhaki lens Embedding Accountability Systems | |
| Pedagogy: continue to align and consolidate strategies and approaches, that support akoranga throughout the Manurewa Vā Ta Ako, to embody our Learner Profile | Curriculum Design: continue to align and consolidate programmes of akoranga that occur across the Manurewa Vā Ta Ako with our Learner Profile | | | | | | |
| Our 2024 - 2025 Strategic Plan: Three specific intentions: Culturally Sustaining Curriculum & Pedagogy Conscientise Hauora Practices, schoolwide, through a Te Ara o Taawhaki lens Embedding Accountability Systems | | | | | | | |
| 2024 Targets: | Attendance 90% / Retention 70% - continue to close the gap between the apparent and actual retention / Stand downs 5 per 100 students Achievement (All) L1 - 72% / L2 - 72% / L3 - 72% / UE - 45% Achievement (Merit) L1 - 30% / L2 - 15% / L3 - 15% Achievement (Excellence) L1 - 15% / L2 - 10% / L3 - 5% asTTle Y9 Level 4 70% / Y10 Level 5 30% <i>*note same target set for all learners</i> | | | | | | |

| | |
|------------------------------|--|
| Baseline Data (2023): | Attendance 73.2% / Retention (based on students staying until at least 17 years of age) not available / Stand downs 6 (1 Maaori / 4 Pasifika) per 100 students Achievement (All) L1 – 65.6% / L2 – 68.4% / L3 – 73.5% / UE – 29.1% Achievement (Merit) L1 – 20.4% / L2 – 10.8% / L3 – 11.6% Achievement (Excellence) L1 – 9.9% / L2 – 7.4% / L3 – 1.8% asTTle Y9 Level 4 67.0% Reading (M70.0%) 53.0% Writing (M46.0%) / Y10 Level 5 16.0% Reading (M17.0%) Writing 31.0% (M32.0%) |
|------------------------------|--|

Vision: “Piki atu ki te rangi, Aim High, Strive for Excellence”

2024: Manurewa Magic!

Tuu tonu a Matukutureia, tuuraki a Matukutururu e rere ana te wai o te Puhinui ki te Manukanukatanga o Hoturoa. Tihei mauri ora.

E ngaa mana, E ngaa reo, E ngaa karangatanga maha, Teenaa koutou.

Me mihi ka tika ki te waahi ngaro, ki ngaa manaakitanga o te runga rawa ki runga i a taatou.

Ki ngaa mate kua huri tuaraa mai, haere haere whakangaro atu raa koutou.

Ki a taatou e oreore tonu nei i teenei ao me oona werohanga katoa, teenaa taatou katoa.

*Ko Emirates te waka
Ko Cadair Idris te maunga
Ko Te Irish Sea te moana
Ko Mersey te awa
Ko Anfield te marae
Ko The Kop te hapuu
Ko Liverpool FC te iwi
Ko Billy Parry tooku rangatira
Ko Ken tooku paapaa, ko Jean tooku maamaa
Ko Graeme, ko Arniban tooku teina
Ko Justine tooku hoa rangatira
Ko Billy raatou, ko Sam, ko Joe aaku tama
Ko Matua Pete Jones taku ingoa
Noo reira, teenaa koutou, teenaa koutou, teenaa taatou katoa*



Kia ora Whaanau, I am grateful and blessed to still be serving our community as the Tumuaki of Manurewa High. 2024 has provided so many Happy, Confident and Proud examples of **'Manurewa Magic'** which continue to outweigh any challenges we have faced. There are so many examples of our rangatahi being able to achieve our vision of **"Piki atu ki te rangi, Aim High, Strive for Excellence."** We continue to do this guided by and as upstanders of our educational framework, Te Ara o Taawhaki.



At Manurewa High School, our key focus outcomes remain consistent and strong:

- aakonga (learners) engaged in akoranga (learning)
- aakonga engaged in their cultural identities
- aakonga taking positive steps into, through, and beyond school

Our Learner Profile remains the focus of our local curriculum design and akoranga programmes. We know that our rangatahi, who can evidence the skills, capabilities, and attributes detailed in our Learner Profile, will be successful when they leave us. We continue to map our curriculum to our Learner Profile, and we know and acknowledge that you, our whaanau and community, make a considerable contribution in this space.



There have been so many examples throughout 2024 of our focus outcomes and Learner Profile in action. Some of my 2024 highlights have been;

- Polyfest 2024 with 13 of our groups performing,
- REWaken Choir qualifying for the second successive year in 'The Big Sing' finals held in Wellington and winning a silver medal and the Audience Impact Award
- Top Shelf won both the Smokefree Tangata Beats & Smokefree Rockquest National Final, becoming only the third band to do so. They have two singles and music videos coming in the New Year.
- Sports results including:
Waka Ama - Waka Ama J19 Girls - Silver - V6 250m New Zealand Secondary Schools Nationals, Bronze - V6 500m New Zealand Secondary Schools Nationals, 8th - V12 250m New Zealand Secondary Schools Nationals.
Basketball Premier Girls - Promoted to Premier Grade after winning Senior A. Won Auckland Premier Grade in their first year - 2nd at the Northern Zone Qualifier and 9th at the BBNZ Secondary School Nationals
Rugby U14 - Winning the Auckland U14B Competition
- Property projects completed:
Covering of the turf and swimming pool
Installing a dedicated attendance office, Whare Whakatau
- Our Trades Academy continues to be one of the top three trades academies in the country
- Waananga continuing to support success at a national and regional level; REWaken Choir and Girls Rugby and at Polyfest building ongoing connections to our community
- Young Enterprise Scheme Regional Awards – Excellence in Business Management: Oogway Apothecary, Deloitte Individual of the Year: Joey Hung, CEO of the Year (National Award): Joey Hung, Excellence in Marketing and Promotions: Oogway Apothecary, Runner-Up (2nd Place Company of the Year) for South Auckland: Oogway Apothecary, 1st Place Company of the Year for South Auckland: Ako I Te Reo

We are blessed to have so many dedicated and passionate people serving our kura who make all these opportunities a reality. Thank you to our Board of Trustees, Senior Leadership Team, and all our staff who continue to support the mahi we do as we challenge the traditional systems and structures, delivering an innovative local curriculum that works for our rangatahi. Thank you to all our whaanau, our businesses, community groups, and alumni who regularly come in to support us. Thank you to everyone who spends their time helping our rangatahi to REWAlise their potential.

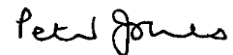
To all those leaving us, wherever your ara takes you, please stay in touch and return to share your knowledge and experiences with the next generation. We hope we have given you the confidence to be proud of who you are, where you come from, and where you are going, and we have helped you take a

positive next step. Continue to live our Manu**REWA** values of **Respect**, **Excellence**, **Whanaungatanga**, and **Akoranga**, and aim to '**Piki atu ki te rangi**' in everything you do in your life. Also, know that you will always be part of our Manurewa High School whaanau and are always welcome back. Be Happy, Be Confident, Be Proud, Be an 'Upstander of Te Ara o Tawhaki.'

Hūtia te rito o te harakeke, kei hea te kōmako e kō. Rere ki uta rere ki tai. Kī mai ki ahau he aha te mea nui o tēnei ao. Māku e kii atu, he tangata, he tangata, he tangata.

Noo reira kia haumaruru te noho e te whānau. Mauri ora

Ngaa mihi nui



Peter Jones
Tumuaki / Principal



Te Ara o Taawhaki - The Pathway of Taawhaki

Te Ara o Tawhaki is an educational framework to guide and support ideologies, systems and processes applied within our Manurewa High School context. The title of this educational framework pays homage to our mana whenua - Tainui Waikato - and their ancestor, Taawhaki. According to ancient tradition, Taawhaki is the supernatural inhabitant who climbed the aka vine to ascend the heavens and receive the three baskets of knowledge. The three baskets, which Tawhaki returned to earth with, remain commonly known today as Nga Kete o te Waananga.

The first basket was called Te kete Aronui and contained the knowledge of our senses and knowledge to help mankind. The second basket was called Te Kete Tuauri and contained the knowledge of ritual, memory and prayer. The third basket was called Te Kete Tuatea and contained the knowledge of evil that could be harmful to mankind.

This puurakau (story) establishes a preface for metaphorical comparison between Taawhaki and the journey or pathway of learners at Manurewa High School. We believe that when our student's baskets of knowledge are full, they will be prepared to self-determine and pursue their own pathway for success beyond school.

Drawing on inspiration from Sir Mason Durie and Maxine Hemi, Te Ara o Taawhaki is visually depicted through the image of a whare (house). The whare visual is delineated into sections, similar to the structural components of a house.

Hauora (wellbeing) provides the foundational component of Te Ara o Taawhaki and specifically references Te Whare Tapa Wha model which focuses on the importance of family and relationships, body, mind and spirit.

Beyond the Hauora foundation, sits our school Kawa (standards and protocols) and Be the Manurewa Way; our school values of respect, excellence, whanaungatanga and akoranga.

Moving upwards there are four aka vines (as opposed to pillars) which make visual connection to Taawhaki's ascent to heaven. These four vines represent Waananga and Ako, which embody concepts such as curriculum design and teaching and learning, Tangatawhenuatanga and the cultural knowledge of Manurewa, Tainui-Waikato and Aotearoa and the 21st century skills required to flourish in an ever-changing digital world.

Beyond the aka vines sits our Learner Profile and Nga Kete o Te Wanaanga. The three baskets of knowledge reflect the capabilities we believe learners should acquire to successfully transition beyond school and into further study, training and/employment.

The roof and apex of our whare draws together our ethos for all learners; to be happy, confident and proud to have tino rangatiratanga (self-determination) and to exemplify our school vision to "Piki atu ki te rangi" (Aim High, Strive for Excellence).



Everything we do is through a Te Ara o Taawhaki lens:

We are proud to have a framework and Learner Profile through which we continue to design a local curriculum that works for our community.

Our Learner Profile is designed to support our Charter focus outcome of 'Aakonga taking positive steps into, through and beyond school'. It gives an aspirational description of what we would like our aakonga to 'look like' when they leave school and transition into further study, training and/or employment.

To support a depth of understanding of our Learner Profile, aakonga engage in our Kaitiaki, AkoConnect, Roopu Connect, Mentoring and Waananga programmes, whereby multi-literacies, skills and competencies are explicitly learnt and discovered through a ubiquitous, dynamic, co-dependent and co-lead learning programme. These learning programmes are often project based within our school and community and acknowledge that learning takes place anytime, any space, any place and with anyone.

Our core business will always be akoranga (learning) which is celebrated throughout the school. Akoranga that is ubiquitous, dynamic, co-dependent and co-lead by our entire school community. Akoranga that takes place anytime, any space, any place and with anyone. Manurewa High School continues to represent a community of happy, confident and proud people of all ages and backgrounds.

2024 Strategic Plan Actions Progress Reporting & Evaluation / AREA Data Analysis of Variance

Detailed on the following pages is the progress reporting and evaluation of our three 2024 Strategic Plan intentions and specific actions followed by the AREA data analysis of variance:

| Intention 1 | | | | | |
|---|---|---|--|----|---|
| Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design | | | | | |
| I1 A1: Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design | | | I1 A2: Continue to use Te Ara Taawhaki to explicitly strengthen teaching practice and staff capacity | | |
| ✓ | IP | ✗ | ✓ | IP | ✗ |
| MO3 – Use Puuraakau methodology to gain at least one piece of feedback from whaanau on the curriculum | MO1 – Establish a formal process for assessment at Year 9 and Year 10 which includes moderation and reporting of curriculum levels MO2 – Review and adjust Learner Profile Assessment Wheels | | MO1 – Develop a strategy to link and embed Language Week content into curriculum planning within learning areas MO2 – To increase the number of staff in columns 4 and 5 in the Te Ara o Tino Rangatiratanga classroom observation tool MO3 – Continue to deliver Language Weeks Professional Learning and make more specific links to Aromihi and curriculum planning within Learning areas | | |
| <p>There are links across both intentions and all the measurable outcomes</p> <p>The Puuraakau from the whaanau will allow us to review the Learner Profile assessment wheels to help us devise our junior assessment system. In 2025 the focus will be feeding this information into the Junior Curriculum to add to the Culturally Sustaining Pedagogy tools which will lead to more 4's and 5's in our Te Ara o Tino Rangatiratanga classroom observations to link into Aromihi and the accountability system.</p> <p>Culturally sustaining pedagogy has been enhanced due to each learning area and support team in the school adopting and incorporating intentionally a language week into their space via our language week strategy. We know this because of Te Ara o Tino Rangatiratanga classroom observation data.</p> | | | | | |

Te Ara o Tino Rangatiranga Classroom Observations

| 2022 (49) | 2023 (58) | 2024 (56) |
|-----------|------------|-----------|
| | 1 | |
| | 10 | 8 |
| 24 | 24 | 20 |
| 9 | 13 | 20 |
| 16 | 10 | 8 |
| 49 | 58 | 56 |
| Classes | Classes | Classes |
| | Waananga | |
| | AkoConnect | |
| | | |

2022 was the first time we did this process with the 2 new columns of culturally sustaining and critically sustaining pedagogy

In 2023, we observed in subject classes, AkoConnect and Waananga which is where the majority of 4 and 5's were.

In 2024 we only observed subject classes and we have 4 that stayed on column 4, 5 staff improved by going up 1 or 2 columns and 2 that stayed on the same column. This shows our staff are solidly improving each year. Our average of column 3 has been maintained from 2023 to 2024.

For the 8 staff who are in the red (columns 1 and 2) we have established through our accountability systems extra support for these staff where they must speak with their HOLA and show them their planning and that they can locate the culturally sustaining pedagogy tools on TEAMS. We have 7 staff who have remained in the red (column 1 and 2) over 2 years (2023 and 2024) they must follow the support of our accountability system as per the staff who received a column 1 or 2 in 2023 yet an extra step of observing a tuakana (someone in column 4 or 5) in a lesson to then write a reflection in their Aromihi. These steps are now formalised in our attestation and registration system.

To critically think about how we can more 4 and 5's in our classrooms we conducted a Junior Curriculum Audit to see how embedded our schoolwide initiatives were in each learning area. Leadership teams sat with MN (Nichola McCall), discussing 6 culturally sustaining schoolwide initiatives and were given a traffic light rating for each to measure growth and improvement to go back to their teams to plan for 2025. Follow up reviews will be held in Term 4 and Term 1 2025

| INITIATIVES | | KIA TERE TO PLANT START | KIA TUPU TO GROW BASIC | KIA HUA TO PROSPER DEVELOPING | KIA PUAWAI TO SUSTAIN EMBEDDING | SUMMARY |
|-------------|--|--|--|--|---|---------|
| 1 | Pepeha Framework and Critical Maatauranga / non-western knowledge contexts | Science | Aotearoa NZ Histories Social Sciences Technology | Digital Technology ELL English HPE Languages Learning Support Mathematics Te Reo Maaori | Visual Arts | |
| 2 | PAKTR curriculum planning – templates completed and saved on TEAMS | Aotearoa NZ Histories Digital Technology ELL HPE Technology | Te Reo Maaori | Languages Visual Arts | English Learning Support Mathematics Science Social Sciences | |
| 3 | Pehepha Framework curriculum content links to themes | | Aotearoa NZ Histories | Learning Support Technology | Digital Technology ELL English HPE Languages Science Social Sciences Mathematics Te Reo Maaori Visual Arts | |
| 4 | Synergies across the curriculum | Aotearoa NZ Histories Learning Support | Digital Technology English Languages Learning Support Social Sciences Te Reo Maaori Technology | ELL Mathematics Science Visual Arts | HPE | |
| 5 | Koorero Strategy | Aotearoa NZ Histories English HPE Languages Social Sciences | Digital Technology ELL English Learning Support Science Technology Visual Arts | | Te Reo Maaori | |
| 6 | Assessment (LPW) | | Aotearoa NZ Histories ELL HPE Science | Languages Mathematics Social Sciences Te Reo Maaori Technology | Digital Technology Visual Arts | |

| Intention 2 Conscientise Hauora Practices, schoolwide, through a Te Ara o Taawhaki lens | | | | | | | | | | | |
|---|---|--|--|--|---|--|----|--|--|----|---|
| I2 A1: Use Aakonga puuraakau to strengthen aakonga Hauora. | | | I2 A2: Gather whaanau voice to inform future actions to support Hauora. | | | I2 A3: Use Aromihi to strengthen staff Hauora. | | | I2 A4: Bi-termly whanaungatanga and kai organised for all staff. | | |
| ✓ | IP | ✗ | ✓ | IP | ✗ | ✓ | IP | ✗ | ✓ | IP | ✗ |
| | MO 1 - Puuraakau booklet shared through Whaanau Assemblies and Kaitiaki time. | MO2 - Hauora reflection completed by aakonga in Kaitiaki time during Term 1 and Term 3 (Akoranga Conferences). | MO1 - Whaanau voice is gathered in culturally appropriate ways (talanoa, puuraakau) to support aakonga Hauora. | MO2- Puuraakau booklet of whaanau voice is created to share with whaanau / community and Hauora planning for the future. | | MO1 - Full Staff Professional Learning to share aakonga puuraakau. | | MO2 - Hauora reflection completed by all staff each term | MO1 - All staff given multiple opportunities throughout the year to whakawhanaungatanga with each other. | | |
| <p>Intention 2 has seen most of the measurable outcomes in progress. Through our collaboration with Tuuturu, we have been able to complete in depth student, staff and whaanau consultation through surveys, focus groups and hui as below. This has been a 2-term consultation process.</p> <p>Whaanau</p> <ul style="list-style-type: none"> • Face to face and through a QR code at Fiafia night (90 responses gathered) • Link to complete the survey was shared in our Friday Coms (46 responses gathered) <p>Students</p> <ul style="list-style-type: none"> • Link to the survey was sent via email and Teams and staff were asked to give students time to complete (309 responses gathered) • 3 focus groups were completed (28 students) • Student Leadership Hui (50 students) <p>Staff</p> <ul style="list-style-type: none"> • Link to the survey was emailed (72 responses gathered) • 3 focus groups were completed (18 staff) • Feedback and walk through with all staff to check insights | | | | | | | | | | | |

Alongside this, we also had the **Year 9 & 10 Health Curriculum Consultation**

- Online survey sent to whaanau via email (70 responses gathered)
- Face-to-face at Akoranga Conferences (26 responses gathered)
- 2 student focus groups at Year 9 & 10 (16 students)
- Whaanau Hui (52 whaanau members attended)

Other already existing data collection within the school that supported this:

- Student Support
- Enrolments
- Operation Piki Atu ki te Rangi
- Stand downs / Suspensions/Exclusions
- Informal Koorero in a range of spaces
- Community / External Agencies

This work alongside other data gathered across the school, has informed our decision to make changes to Vā Ta Ako for 2025 through Waananga, AkoConnect and Kaitiaki. 2025 will see us deliver a schoolwide Hauora programme at the start and end of the year through Kaitiaki and AkoConnect.

I2 A1 – Student Puurakau booklet is being created so it can be shared alongside the data gathered this year through surveys, focus groups and the student leadership hui. This will now be shared through the Hauora programme at the beginning of Term 1 in Weeks 1-5. The reflections will also take place during this time and again in Term 4.

I2 A2 – We gathered feedback from 90 whaanau through an online survey and face to face at Fiafia night alongside another 46 whaanau responses online through our Friday Coms. Through this we were able to highlight whaanau themes around Hauora and what actions to take to support this immediately and moving into 2025.

I2 A3 – We have shared the Hauora research with all staff in a PL and they have been part of the walk-through in Term 3. Now that we have gathered this data and checked our insights, we will be able to connect this into the Aromihi space for all staff in 2025.

I2 A4 - We continue to share kai and whanaungatanga bi-termly. This was shared clearly with us during the staff Puurakau in 2023 as an important Hauora activity alongside the creation of a quiet space in the Maara for staff to use. We expect this to be open at the start of 2025.

| Intention 3 Embed Accountability Systems <i>(to integrate robust and multifaceted accountability systems appropriate to our community; to track, assess and enhance individual and collective performance to optimise student outcomes)</i> | | | | | | | | | | | |
|---|------------|---|---|------------|---|--|------------|---|--|-----|---|
| I3 A1: To use bespoke data that tracks and informs practice to increase Equity in NCEA outcomes. | | | I3 A2: Tracking the growth of Critically Conscious Culturally Sustaining Pedagogy. | | | I3 A3: Tracking and using student & whaanau feedback to improve student / school outcomes and Hauora. | | | I3 A4: Continuing to develop strong relationships with Mana Whenua. | | |
| ✓ | IP | ✗ | ✓ | IP | ✗ | ✓ | IP | ✗ | ✓ | IP | ✗ |
| | MO1 MO2 | | | MO1 MO2 | | | MO1 MO2 | | | MO1 | |
| <p>A1 MO1: Embed Learning Area tracking programme to decrease Equity gaps in NCEA outcomes by achieving a 65% of students in each class gains 14+ credits in all Level 1-3 classes.</p> <ul style="list-style-type: none"> Learning Area Data Meetings held in Term 1, Term 2, Term 3 and Term 4 established the tracking programme; further analysis to come re: decreasing Equity gaps in NCEA outcomes <p>A1 MO2: To set up and grow an NCEA individual student / and targeted cohort tracking processes within the Whaanau teams to increase NCEA Level 1-3 and UE outcomes and support the 65% pass rate in all Level 1-3 classes.</p> <ul style="list-style-type: none"> The Data Teams have been set up and have been tracking since Term 2; need to have a first full year. Interaction between Data Teams & Hoesa Too Waka / Mentoring / Whanau Team is now systemised and focused on individual student tracking | | | | | | | | | | | |

A2 MO1: Collecting qualitative data and feedback from Aromihi / Observation tools / Learning Area Planning / Maaia work to track progress towards the embedding of Te Ara o Taawhaki.

- Observation Tool data collected qualitative data in Term 3; Aromihi continues to collect data throughout the year – conversations and completion of the Aromihi document identifying the three actions; Junior Curriculum use of the Pepeha framework; Maaia working with Middle Leaders and individual Learning Areas

A2 MO2: Using surveys and research to inform & track the embedding of Pacific Values Framework and Tapasa.

- Maaia whole staff Tapasa survey completed in Term 3 and report to come; data used to inform professional learning delivered by Maaia in 2025
- Use of Pacific Values Framework to measure student achievement and success in Pasifika Thanksgiving 2024

A3 MO1: Track qualitative data and feedback from student councils/ Akoranga conferences / hui & fono.

- Qualitative data gathered from Student Leadership Hui (Student councils)
- Year 9 & 10 Health student survey; Year 9 & 10 Focus groups & Whaanau survey and Hui
- Hauora student survey; Year 9 -13 Focus groups; staff survey & focus groups; Whaanau survey
- Fiafia night data gathering

A3 MO2: Track quantitative data and feedback from student engagement survey / whaanau online survey / BOT.

- Year 9 & 10 Health student survey; Year 9 & 10 Focus groups & Whaanau survey and Hui
- Hauora student survey; Year 9 -13 Focus groups; staff survey & focus groups; Whaanau survey
- Fiafia night data gathering

A4 MO1: At least two hui with Mana Whenua.

- Koorero has been ongoing throughout the year with Mana Whenua with regard to the Co-Governance proposal from the Board. Mana Whenua have now appointed Tori Ngataki to the role and there will be a hui later in November to continue to work through the details, with the plan for a 2025 start.

AREA Data

Attendance, retention, engagement, and achievement data are key measures of progress and success for the Ministry. Below is the analysis of our 2024 data in these four areas, with the previous four years data being shown for comparison.

Attendance through student management system (KAMAR)

| | Item | 2020 Actual | 2021 Actual | 2022 Actual | 2023 Actual | 2024 Actual |
|----------|----------------------------------|-------------|-------------|-------------|-------------|-------------|
| All | % of student attendance in class | 80.3% | 87.1% | 74.9% | 73.2% | 77.2% |
| Maaori | % of student attendance in class | 75.5% | 84.2% | 70.2% | 68.7% | 71.9% |
| Pasifika | % of student attendance in class | 79.8% | 87.6% | 74.3% | 73.0% | 78.1% |

Our attendance, whilst starting to improve, continues to be impacted by the long-term impacts of COVID in our community and the cost-of-living crisis forcing many of our students to have to work to support their whaanau. Many students, staff and their whaanau still got COVID throughout the year and sickness levels remain high, particularly in the winter months. We continue to try to mitigate the impact on learning by carrying on with our Hybrid Learning Guides throughout the year, which enables students to access and stay on track with their learning even if they are away from school. However, as in previous years, when students or their whaanau are sick or they do not have access to a device or a quiet place to work, our data shows only 52% were able to stay on track when they were away from school. Also, the impact of staff being away in large numbers at times meant we still had to have a number of early finishes and work from home days across the year.

We continue to improve the accuracy of our attendance data as we deal with the ever-increasing transience in our community. The number of students enrolling and leaving our school throughout the year continues to be high and therefore is still a significant contributor to our overall attendance data. We remain committed through our attendance team and systems to reach our 90% target because of the direct link with student achievement. The chart below gives an indication of our transience levels detailing the number of students in each year level who arrived after the start of term 1 and left us before the end of term 4 (after the first full week in term 1 and from the middle of November). Note the continued high levels of late enrolments and leavers again for 2024 and that the levels of transience have a significant impact on our achievement data, particularly with the MOE calculation formula. The higher number of leavers at the senior level is directly linked to the cost-of-living crisis and the pressure to find employment to support their whaanau.

Many countries around the world pay students in low socio-economic communities from 16-18 to stay at school and continue their education so they do not have to leave to support their families. This is a positive investment in youth, their future prospects and a positive way of lifting families and communities out of poverty. In my opinion, something Aotearoa needs to be doing.

In response to the high levels of transience and enrolments happening throughout the year we have continued to develop our Te Aka Tokai programme to give a more structured start for our rangatahi arriving at MHS. The challenge we face is that many of these rangatahi come with complex needs and due to social and housing issues many have been out of mainstream education for a considerable time. What we still need is the resourcing (teacher, teacher aide x 2 and physical base) to run the programme for as long as each rangatahi needs it to support them to make a successful transition into mainstream. **With the extreme numbers we are dealing with we are asking yet again is there any additional resourcing available from the Ministry to support the further development of this programme?**

Manurewa High School Transience Data 2020 – 2024 (KAMAR)

| | Y9 | Y10 | Y11 | Y12 | Y13 | Total | |
|------|----|-----|-----|-----|-----|-------|-------|
| 2024 | 75 | 41 | 52 | 25 | 10 | 203 | Enrol |
| 2024 | 44 | 47 | 56 | 58 | 61 | 266 | Left |
| 2023 | 50 | 45 | 29 | 24 | 9 | 157 | Enrol |
| 2023 | 54 | 50 | 67 | 66 | 76 | 313 | Left |
| 2022 | 85 | 38 | 29 | 26 | 7 | 185 | Enrol |
| 2022 | 49 | 54 | 58 | 86 | 55 | 302 | Left |
| 2021 | 93 | 36 | 27 | 8 | 8 | 172 | Enrol |
| 2021 | 26 | 38 | 45 | 53 | 84 | 246 | Left |
| 2020 | 31 | 20 | 13 | 15 | 5 | 84 | Enrol |
| 2020 | 16 | 28 | 46 | 44 | 50 | 184 | Left |

Attendance strategies that we continue to utilise include:

- Attendance team contacting home – phone and / or text and also following up with home visits
- Kaitiaki, whaanau team and SLT contacting home – phone, text, or letter (this is attempts to make contact regularly not one-off contact)
- Whaanau hui when we are able to make contact and get whaanau in or we go to them for the meeting
- Engaging our Student Support Services team to conduct targeted home visits. We often find that students and their whaanau are no longer at the address that we have on our system or no longer have the same contact details as we have an increasingly transient student population
- Continuing to work with the Manurewa Attendance Cluster
- Guidance and Student Support Services engaged with if appropriate
- Regular meetings and collaboration with the local Police
- Working with outside agencies such as Check & Connect and The Rising Foundation

In addition, in Term 2 2024 we established our Whare Whakatau, our dedicated attendance office by the front gate of our kura to welcome all students when they arrive at school. Every student who arrives late or needs to leave early has to go through the office, further improving our attendance data, tracking and follow up as well as our attendance officers relationships with students and their whaanau.

Unfortunately, as the MOE is fully aware, a number of students and whaanau have entrenched habits before beginning high school with us, which often results in condoned truancy or an inability to contact anyone. Our whaanau are complicated and are still dealing with increased levels of poverty and the stress that comes with that, which impacts on us as a kura.

We continue to work hard to retain our students in education and not simply remove them, as we know that if we don't support our students, they will get lost in the system which is part of a concern not only for our kura but our Manurewa community. We also continue to play an active part in the new localised truancy service for our community and know, based on our experiences, that the proximate and coordinated local service is making a difference but continues to be under resourced.

Retention whole school (1 July Roll Return - 2024)

| Year | 2020 Actual | 2021 Actual | 2022 Actual | 2023 Actual | 2024 Actual |
|--------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 9 | 420 | 484 | 420 | 495 | 492 |
| 10 | 468 (105%) | 436 (104%) | 474 (98%) | 434 (103%) | 487 (98%) |
| 11 | 406 (96%) | 455 (97%) | 442 (101%) | 468 (99%) | 430 (99%) |
| 12 | 481 (100%) | 371 (91%) | 407 (89%) | 380 (86%) | 438 (94%) |
| 13 | 310 (80%) | 458 (95%) | 303 (75%) | 306 (75%) | 313 (82%) |
| Total | 2042 (72%) (246 – 57%) | 2129 (88%) (346 - 67%) | 2046 (75%) (270 – 67%) | 2083 (67%) (256 – 56%) | 2160 (75%) (235 – 56%) |

Bold = the apparent retention from Year 9 to Year 13 / Green = the actual % of students who started in Y9 and are still at MHS

In our context our overall retention levels appear to remain high across the school, however the transience is not reflected in this data. The actual % of students who arrived in Y9 and stayed with us until the end of Y13 in 2024 was 56%. In 2024 we had 203 students who arrived after the start of term 1 and 266 who left before the end of term 4. The ongoing high levels of transience in our community, with yet another rise in 2024, continues to be due to the following key factors:

- long-term impacts of COVID
- complex social issues
- the cost-of-living crisis
- housing crisis

Again, the combination of increased positive student pathway opportunities, particularly through the Trades Academy (students leaving early to take up employment and apprenticeship / further training opportunities - **planned**) and on the negative side whaanau pressure on students to leave school before completing their education to get a job (**not planned**) in order to contribute financially towards the whaanau along with community transience continue to be the key issues around the lower retention levels at Year 12 and 13. However, it has been pleasing to see our Y12 and Y13 cohorts starting to increase again in 2024.

Male Maori

| Year | 2020 Actual | 2021 Actual | 2022 Actual | 2023 Actual | 2024 Actual |
|--------------|------------------|------------------|------------------|------------------|------------------|
| 9 | 87 | 97 | 90 | 90 | 78 |
| 10 | 75 (106%) | 86 (99%) | 96 (99%) | 71 (79%) | 77 (86%) |
| 11 | 71 (100%) | 75 (100%) | 89 (103%) | 80 (83%) | 56 (79%) |
| 12 | 60 (88%) | 59 (83%) | 61 (81%) | 60 (67%) | 59 (74%) |
| 13 | 32 (76%) | 54 (90%) | 53 (90%) | 29 (48%) | 38 (63%) |
| Total | 325 (52%) | 372 (75%) | 389 (70%) | 330 (39%) | 308 (43%) |

Green = the actual % of students who started in Y9 and are still at MHS @ Y13

Female Maori

| Year | 2020 Actual | 2021 Actual | 2022 Actual | 2023 Actual | 2024 Actual |
|--------------|------------------|------------------|------------------|------------------|------------------|
| 9 | 76 | 80 | 79 | 71 | 68 |
| 10 | 89 (105%) | 80 (105%) | 84 (105%) | 71 (90%) | 69 (97%) |
| 11 | 50 (89%) | 78 (88%) | 96 (120%) | 65 (77%) | 70 (99%) |
| 12 | 54 (89%) | 45 (90%) | 76 (97%) | 55 (57%) | 53 (82%) |
| 13 | 34 (64%) | 41 (76%) | 42 (93%) | 45 (59%) | 35 (64%) |
| Total | 303 (49%) | 324 (65%) | 377 (79%) | 307 (48%) | 295 (34%) |

Green = the actual % of students who started in Y9 and are still at MHS @ Y13

The gap between Maaori and whole school retention started to shift positively last year. However, in my opinion the gap remains due to the long term impact of COVID and the 'cost of living' crisis forcing rangatahi and whaanau to choose employment over continuing with their education. We continue to focus on developing our culturally sustaining pedagogy and designing our local curriculum, through which we continue to aim to improve our Maaori student retention and achievement.

Stand Downs through student management system (KAMAR)

| | Item | 2020 Actual | 2021 Actual | 2022 Actual | 2023 Actual | 2024 Actual |
|----------|--|-------------|-------------|-------------|-------------|-------------|
| All | Number of students per 100 students who were stood down | 4 | 4 | 7 | 6 | 6 |
| Maori | Number of Maaori students per 100 students who were stood down | 1 | 1 | 2 | 1 | 2 |
| Pasifika | Number of Pasifika students per 100 students who were stood down | 2 | 2 | 4 | 4 | 4 |

- We continue to work in close collaboration with the Police and whaanau with increased use of restorative practices and whaanau hui in person or online
- We also continue to work hard to promote our values of respect, excellence, whanaungatanga and akoranga through 'Be the ManuREWA Way' and our PB4L and restorative practices systems
- We continued with our Te Ara Hou programmes during 2024 as an alternative within school programme to re-engage a select group of Y10 Tane again with positive results along with our second Wahine group. Many of the previous Y10 Tane and Wahine groups progressed into a modified Trades course again in 2024 and are still with us and on positive pathways to future meaningful employment
- **We still continue to seek funding from the Ministry to support the programme as the need is always greater than the resources, we have available. Also, we are saving the system a considerable amount of money by re-engaging these rangatahi and keeping them in full-time education and on meaningful future pathways. However, yet another year goes by where our funding requests are ignored**

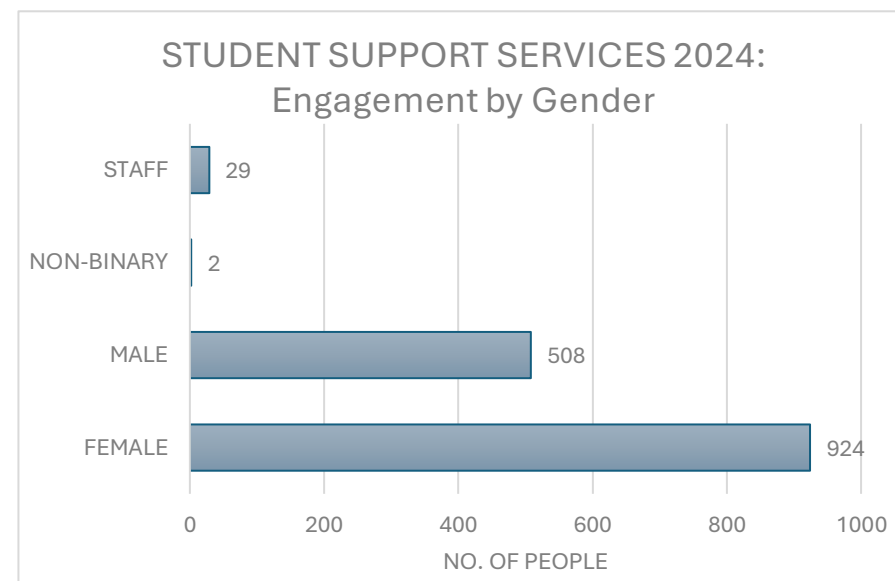
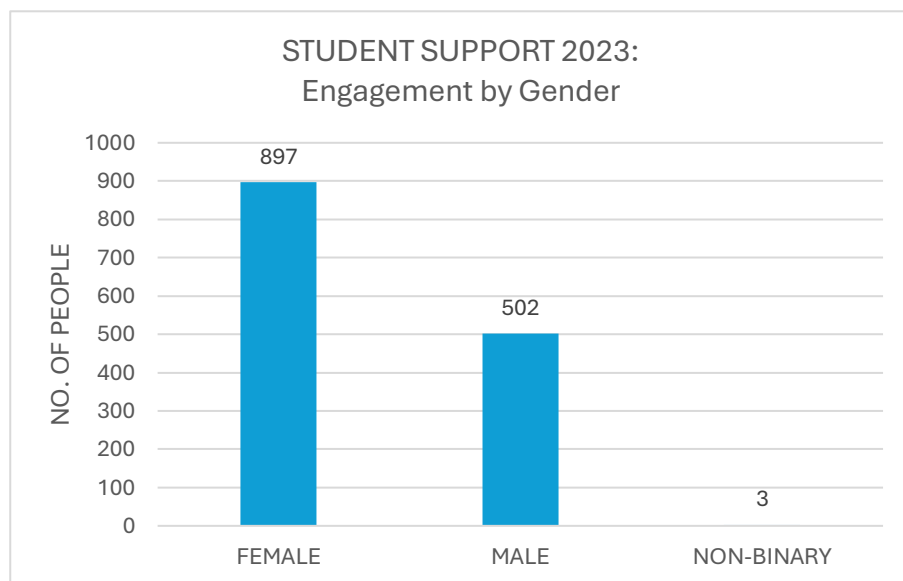
In light of the on-going long-term impact of COVID and the cost-of-living crisis on students, staff and whaanau Hauora, we continued with our specific strategic intention to 'Develop a schoolwide understanding of Hauora through a Te Ara o Tawhaki lens' into 2024 and specific actions included:

- I2 A1:** Use aakonga puuraakau to strengthen aakonga Hauora
- I2 A2:** Gather whaanau voice to inform future actions to support Hauora
- I2 A3:** Use Aromihi to strengthen staff Hauora
- I2 A4:** Bi-termly whanaungatanga and kai organised for all staff

It is important to acknowledge again that the on-going support of our Board of Trustees and the significant work carried out by our dedicated Whaanau, and Student Support Services Teams play a huge role behind the scenes supporting our students through the full range of challenging situations and issues, many of which go way beyond the classroom and the most serious of which the remain Ministry is aware of.

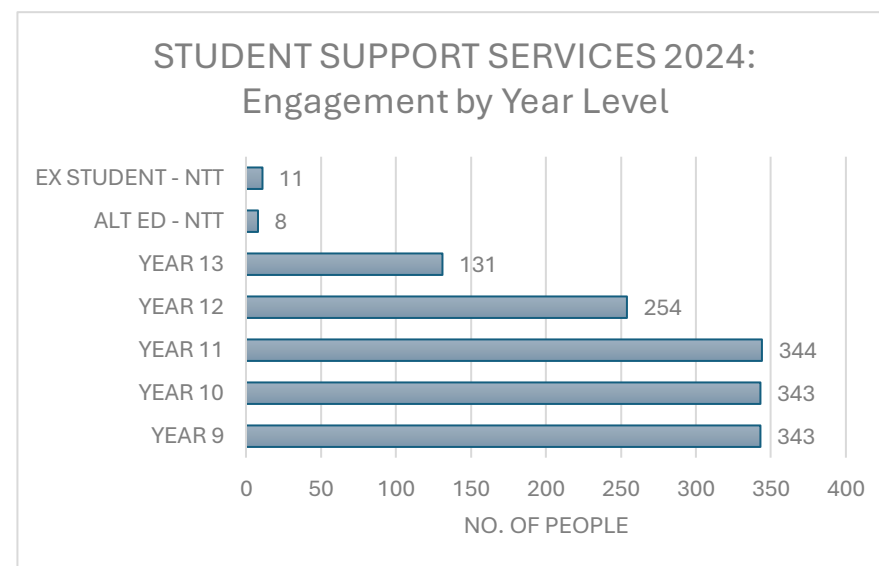
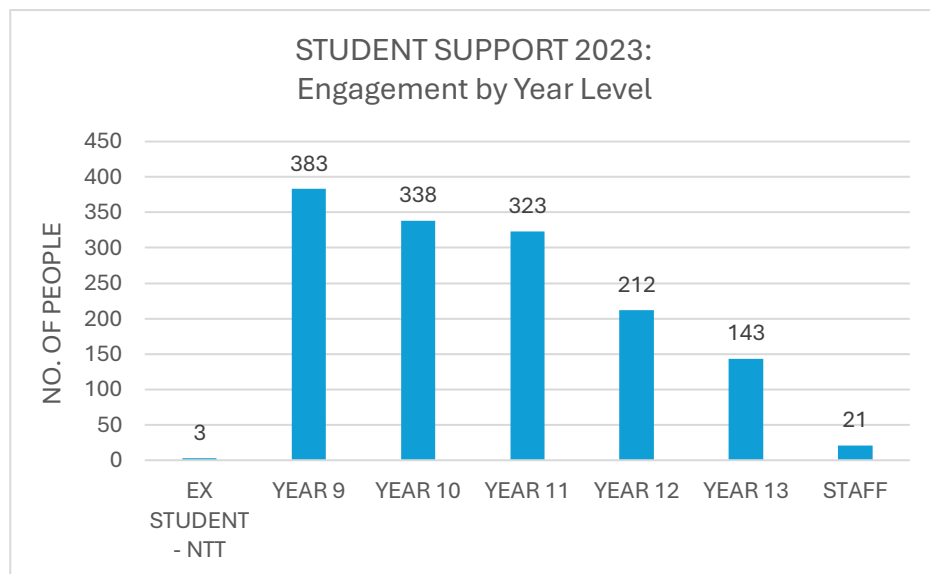
We want to yet again challenge the MOE for further support based on the volume of high-risk issues that we deal with on a daily basis. This requested is clearly supported by our Student Support Services statistics (see data and analysis from P23 which includes all our Counsellors, Social worker, Youth Advocate and our Kaiaarahi (Ngaa Tai Tini programme data) and the fact that Manurewa High School has been placed at number 1 for high-risk social issues when mapped against the revised equity index. In addition, with the on-going long-term impacts of COVID / health issues and the growth still projected in our community and the fact that future modelling is based on an increase to 2500 students, growing the relevant student support services is vital to the Hauora of our students and staff both now and in the future.

Student Support Services 2024 Engagement Report



Findings:

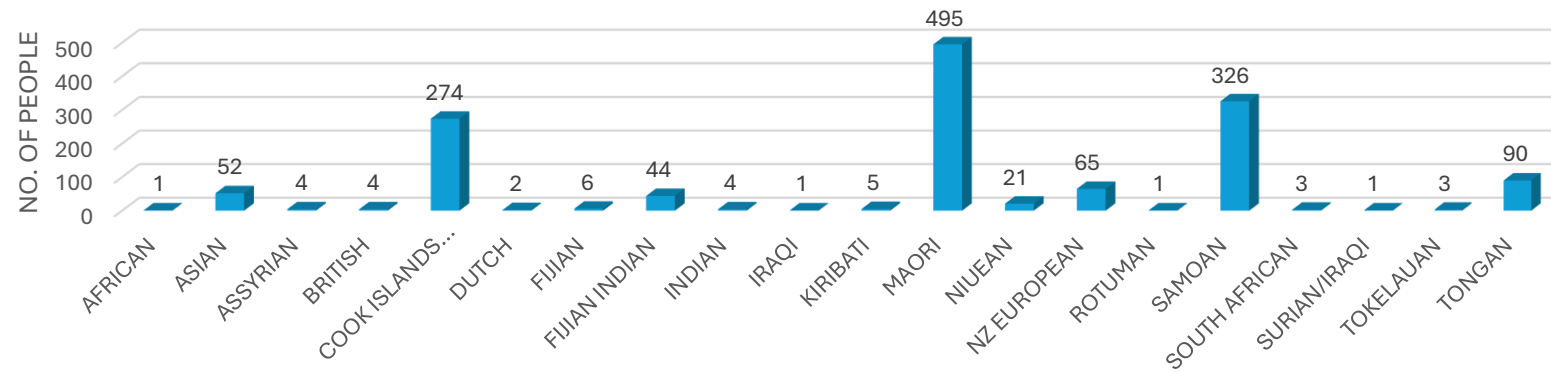
- Data shows high level of Engagement from females (increase from 2023)
- Data shows high level of engagement from males (increase from 2023)
- Data includes student engagement from the following spaces:
 - Counsellors/Social work (x5)
 - Youth Mentors (x2)
 - Ngaa Tai Tini (x3)
 - Part time counsellor (started in term 2 2024)
- Data includes student engagement with external programs from term 1 to 4
- Data includes a scale of engagement from brief intervention to on-going long-term support
- Data includes engagement from external facilitators running mentoring groups and one to one mentoring session
- Engagement from staff were a mix of brief intervention and referrals externally for further support. Clinical team supported SLT and HR when needed
- Data does not include engagement from our nursing team



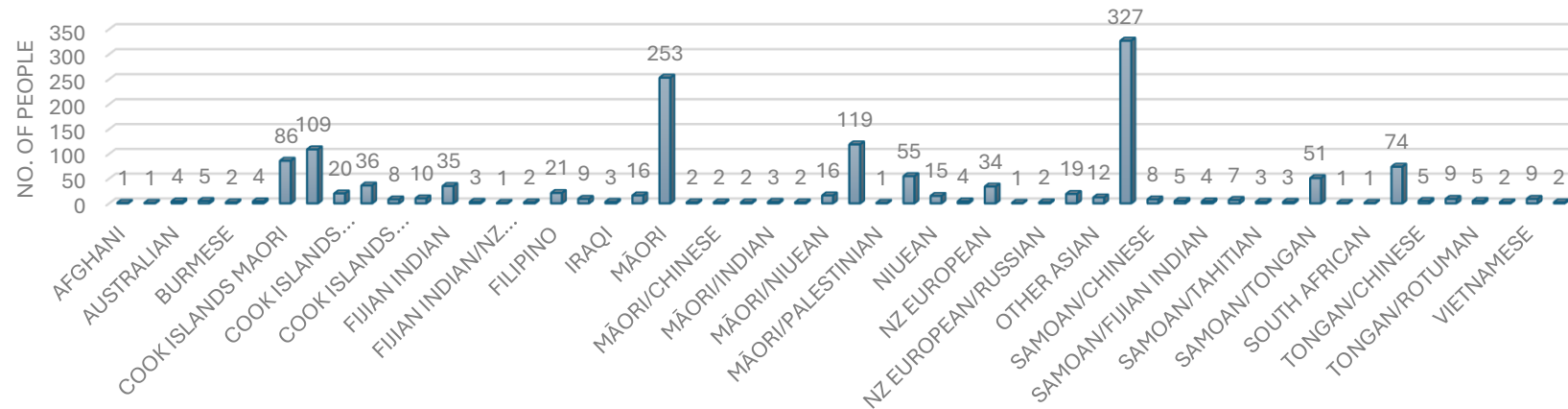
Findings:

- Data shows high level of engagement with year 11 & 12 students (increase from 2023)
- Data shows high level of engagement with students who are no longer in school but are engaging with learning externally with support from the Ngaa Tai Tini team (increase from 2023)
- Data includes student engagement from the following spaces:
 - Counsellors/Social work (x5)
 - Youth Mentors (x2)
 - Ngaa Tai Tini (x3)
 - Part time counsellor (started in term 2 2024)
- Data includes student engagement with external programs from term 1 to 4
- Data includes a scale of engagement from brief intervention to on-going long term supports
- Data includes engagement from external facilitators running group and one to one mentoring session
- Data does not include engagement from our nursing team
- This data does not include staff engagement

STUDENT SUPPORT 2023:
Engagement by Ethnicity



STUDENT SUPPORT SERVICES 2024:
Engagement by Ethnicity



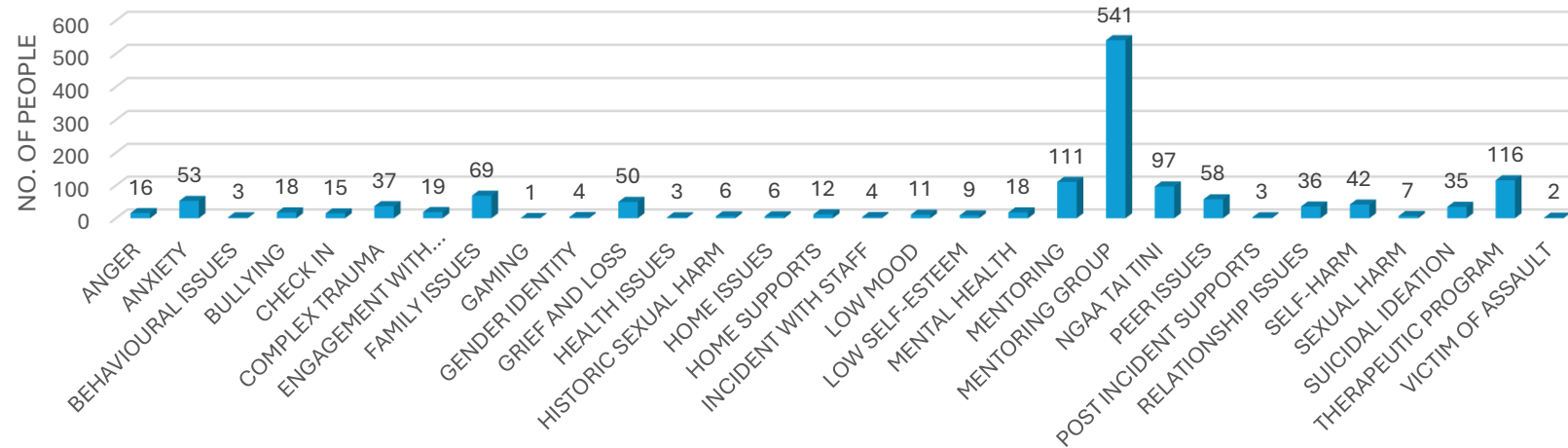
Findings:

- Data shows a diverse range of people engaging with student support services team in school
- Data reflects how students identify themselves in session (not according to KAMAR)
- Data shows high level of engagement with our Asian and Middle Eastern students
- Data shows high level of engagement from Maaori, Samoan and Cook Islands Maaori
- Data includes student engagement from the following spaces:
 - Counsellors/Social work (x5)
 - Youth Mentors (x2)
 - Ngaa Tai Tini (x3)
 - Part time counsellor (started in term 2 2024)
- Data includes student engagement with external programs from term 1 to 4
- Data includes a scale of engagement from brief intervention to on-going long term supports
- Data includes engagement from external facilitators running group and one to one mentoring session
- Data does not include engagement from our nursing team
- This data does not include staff engagement

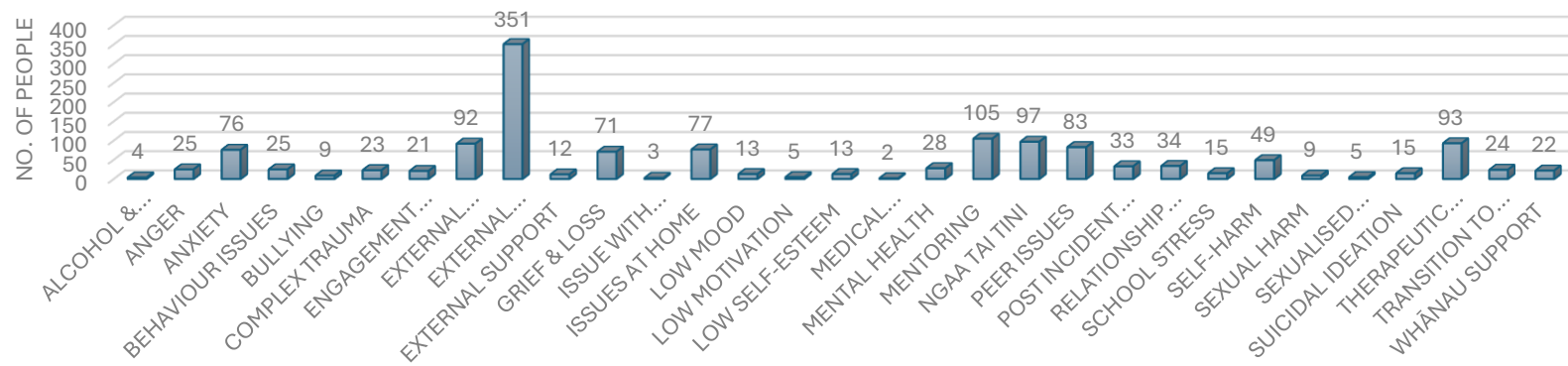
NOTE:

- Majority of students identify with more than one ethnicity. Ethnicities above have been categorised with students' permission
- Engagement with Asian and Middle Eastern students were difficult due to language barriers. Engagement was often due to visa issues, difference in social norms (family dynamics and ways of being differ to social norms in NZ), being new to NZ and needing extra assistance with housing and social supports etc. which is beyond our scope
- Engagement with some new enrolments through Goodspace / Te Aka Tokai was difficult due to language barriers and high learning support needs

STUDENT SUPPORT 2023:
Engagement by Presenting Issue



STUDENT SUPPORT SERVICES 2024:
Engagement by Presenting Issue



Reflections:

- Data shows high level of engagement from mentoring groups majority from external programs
- Data shows high level of engagement with therapeutic groups (specialised supports)
- Data shows that external agencies are often referring students back into school support due to overcapacity in community support spaces and funding cuts to frontline staff
- Data shows a vast range of presenting issues
- Data includes a scale of engagement from brief intervention to on-going long term supports
- Data includes student engagement from the following spaces:
 - Counsellors/Social work (x5)
 - Youth Mentors (x2)
 - Ngaa Tai Tini (x3)
 - Part time counsellor (started in term 2 2024)
- Data includes student engagement with external programs from term 1 to 4
- Data includes engagement from external facilitators running group and one to one mentoring session
- Data does not include engagement from our nursing team
- This data does not include staff engagement

NOTE:

- Term 2 and 3 are often peak times in the Student Support Space. Clinical team often have double the recommended number of clients during this time
- Data does not include engagement with external agencies or scheduled visits (Oranga Tamariki, CAMHS, Police, lawyers etc.)
- Throughout the year, we have received a high level of S66 and S132 from external agencies
- Noticed a high level in complex enrolments in 2024 requiring social work or clinical team lead supports
- Report of concerns to Oranga Tamariki were low in 2024 (under 10)
- Data does not include restoratives from youth mentor role
- Clinical team still looking for another counsellor

Engagement (own school data)

| | 2020 Agreed | 2021 Agreed | 2022 Agreed | 2023 Agreed | 2024 Agreed |
|--|-------------|-------------|-------------|-------------|-------------|
| At school learning is relevant and links to the real world | 71% | 74% | 70% | 75% | 75% |
| At school learning is personalised to my needs | 78% | 70% | 71% | 70% | 70% |
| At school I can explore new ideas | 70% | 70% | 70% | 72% | 70% |
| Teachers make learning interesting | 70% | 72% | 72% | 75% | 75% |
| Teachers and parents work together | 80% | 75% | 75% | 78% | 80% |
| Teachers care about how I feel | 81% | 80% | 80% | 82% | 85% |
| Teachers are interested in my culture or family background | 75% | 73% | 75% | 81% | 90% |
| Students have a say in what happens at school | 70% | 75% | 70% | 70% | 75% |
| At school people accept me for who I am | 75% | 70% | 70% | 71% | 72% |
| I work at home to extend my learning | 70% | 75% | 65% | 60% | 60% |
| Teachers challenge me to think more deeply | 70% | 70% | 70% | 70% | 70% |
| Teachers encourage a positive attitude towards learning | 80% | 80% | 80% | 80% | 80% |
| Teachers think that all students can do well | 79% | 76% | 70% | 78% | 80% |
| I am proud of my school | 84% | 85% | 85% | 85% | 85% |
| I am proud of who I am and where I come from | 87% | 87% | 90% | 90% | 90% |
| The school shows pride in Maaori culture | 80% | 82% | 80% | 80% | 85% |
| Students treat each other with respect | 69% | 65% | 65% | 70% | 70% |
| Teachers always take action if someone is being hit or bullied | 71% | 70% | 72% | 75% | 72% |
| Teachers treat students fairly | 70% | 70% | 75% | 75% | 75% |
| I feel safe at school | 81% | 80% | 80% | 82% | 82% |

2020 – Based on 50 students from each year level (250 students)

2021 – Based on 50 students from each year level (250 students)

2022 – Based on 50 students from each year level (250 students)

2023 – Based on 50 students from each year level (250 students)

2024 – Based on 50 students from each year level (250 students)

The recovery from the impact of COVID on learning and the curriculum changes we made post 2020 lockdown all continue to be reflected in our engagement data again this year. For example:

Teachers and parents work together - 80% in 2020, back to 75% in 2021 and back to 80% in 2024

Teachers care about how I feel - 81% in 2020 up to 85% in 2024

Teachers are interested in my culture or family background - 75% in 2020 up to 90% in 2024

I work at home to extend my learning - 70% in 2020 and 75% in 2021 but back to 60% in 2023 and 2024

I am proud of who I am and where I come from – 90% again in 2024

The consistent cohort of students surveyed over the last six years shows some clear results and trends. Our positive challenge is how we can continue to improve the levels of engagement with our students, especially with regard to their akoranga (learning). We asked some new questions in 2021 and again in 2022, 2023 and 2024, relevant to student engagement experiences during lockdown (2021) and our Hybrid Learning Guide (HLG) introduction (2022-2024). The student feedback indicates some key areas of focus as we continue to adapt and improve online learning and engagement, particularly when students are having to work from home. We are a NetSafe school and continue to provide support to students and whaanau on how to stay and feel safe online which is a much more focussed issue following the lockdowns. It is positive to see an increase of more students feeling safe online in 2022 and maintained in 2023 and 2024, however this is still an area we would like to improve. Our Hybrid Learning Guides had an impact in 2022 to support teachers to make learning interesting online and this has now been improving again in 2024 as teachers become more skilled in producing engaging and relevant HLGs.

| <i>New questions asked in 2021, 2022 & 2023</i> | 2021 Agreed | 2022 Agreed | 2023 Agreed | 2024 Agreed |
|--|------------------------|------------------------|------------------------|------------------------|
| I am confident using online learning platforms such as Teams and Education Perfect | 85% | 85% | 82% | 85% |
| I am able to stay engaged with my learning online | 52% | 50% | 50% | 52% |
| Teachers make learning interesting online | 60% | 70% | 60% | 65% |
| I feel safe online | 60% | 65% | 65% | 65% |

Achievement through NCEA (NZQA data)

Achievement in NCEA and UE: Manurewa High School

Generated 14-Jan-2025

PR2 - Enrolment Based Cumulative Overall Results

| Academic Year | Manurewa High School | | | | National | | | | Many Socioeconomic Barriers (School Equity Index Band) | | | |
|------------------|----------------------|--------------------|--------------------|---------------|--------------------|--------------------|--------------------|---------------|---|--------------------|--------------------|---------------|
| | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE |
| 2020 | 64.1 | 75.8 | 71.5 | 28.8 | 71.8 | 80.1 | 72.1 | 53.4 | 66.0 | 73.4 | 65.7 | 31.6 |
| 2021 | 55.7 | 70.1 | 75.6 | 29.8 | 69.2 | 77.9 | 70.5 | 51.9 | 62.0 | 69.9 | 63.1 | 29.4 |
| 2022 | 49.3 | 65.7 | 63.2 | 21.3 | 64.9 | 74.9 | 68.2 | 50.3 | 57.9 | 67.4 | 59.7 | 27.0 |
| 2023 | 65.6 | 68.4 | 73.5 | 29.1 | 61.7 | 73.2 | 67.7 | 49.7 | 55.5 | 64.6 | 60.2 | 26.5 |
| 2024 | 62.4 | 75.4 | 79.0 | 39.2 | 44.9 | 72.7 | 68.2 | 48.2 | 44.8 | 63.9 | 61.1 | 26.8 |

Ultimately our destination data is the key measure of success for our kura – did we help our leavers to take a positive next step? From our preliminary destination data, we have again gone a long way to achieving our ‘Get Qualified’ goal for our leavers and the mahi is still going on with summer school, education to employment programmes and connections and tertiary course entrance support. In my opinion, external examinations in their current format are no longer a relevant form of assessment and bear little relevance to what happens when students enter employment. However, with the NCEA changes at Level 1 many more of our students had to sit external assessments and therefore, along with the new literacy and numeracy requirements, we were always expecting a drop with our Level 1 results. With the above points in mind we are very happy as a kura with our 2024 results. Whilst the national trend was again down, we went up apart from Level 1. Some key highlights are:

- **L1 down by 3.2% (Nationally down 16.8%)**
- **L2 up by 7%**
- **(up 9.8% from L1)**
- **L3 up by 5.5%**
- **(up 10.6% from L2)**
- **UE up by 10.1%**
- **Equity Band all up**
- **National up @ L1 L2 & L3**
- **UE Equity Gap continuing to close**

This strengthens our view that the mahi we have been doing over the last few years with regard to curriculum design and improving teacher pedagogy as well as the focussed data tracking and termly learning area data meetings have been major factors with regard to the continued rise in achievement for our rangatahi.

Achievement in NCEA and UE: Manurewa High School

Generated 14-Jan-2025

PR2 - Enrolment Based Cumulative Results by Gender

| Academic Year | Manurewa High School | | | | National | | | | Many Socioeconomic Barriers (School Equity Index Band) | | | |
|---------------|----------------------|--------------------|--------------------|---------------|--------------------|--------------------|--------------------|---------------|---|--------------------|--------------------|---------------|
| | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE |
| Male | | | | | | | | | | | | |
| 2020 | 59.9 | 79.0 | 71.5 | 23.8 | 69.6 | 77.8 | 68.5 | 46.8 | 64.4 | 72.6 | 65.3 | 25.9 |
| 2021 | 53.1 | 73.1 | 77.7 | 18.5 | 67.0 | 76.0 | 66.8 | 45.5 | 60.8 | 68.8 | 61.5 | 22.8 |
| 2022 | 41.1 | 69.7 | 62.6 | 15.3 | 63.4 | 73.3 | 65.6 | 44.9 | 56.8 | 67.8 | 60.3 | 22.5 |
| 2023 | 68.2 | 68.4 | 72.7 | 23.3 | 60.1 | 71.8 | 64.8 | 44.0 | 55.1 | 64.9 | 59.1 | 20.8 |
| 2024 | 58.0 | 77.7 | 72.4 | 28.8 | 43.1 | 70.7 | 65.7 | 42.5 | 43.3 | 62.2 | 59.1 | 21.2 |
| Female | | | | | | | | | | | | |
| 2020 | 68.7 | 72.7 | 71.4 | 33.3 | 74.1 | 82.4 | 75.5 | 59.6 | 67.9 | 74.2 | 66.1 | 37.5 |
| 2021 | 58.6 | 66.9 | 73.7 | 40.0 | 71.5 | 79.8 | 74.0 | 57.7 | 63.5 | 71.2 | 64.7 | 35.7 |
| 2022 | 57.6 | 61.2 | 63.9 | 27.9 | 66.5 | 76.6 | 70.5 | 55.3 | 59.1 | 67.0 | 59.1 | 31.5 |
| 2023 | 62.3 | 68.5 | 74.4 | 34.6 | 63.3 | 74.7 | 70.3 | 54.9 | 55.9 | 64.3 | 61.3 | 32.5 |
| 2024 | 66.9 | 72.7 | 85.3 | 49.1 | 46.9 | 74.8 | 70.6 | 53.6 | 46.8 | 65.9 | 63.3 | 33.0 |

In 2024 our boys had higher achievement than girls again at Level 2 and higher than National average at Level 1, 2 and 3. It should be noted our Trades Academy Construction, Education to Employment, Engineering, Logistics and P-TECH courses continue to have a very positive impact in this space. However, there is still a significant gap when it comes to University Entrance but again it should be noted that this is relevant to students chosen destinations post-secondary school with more boys going directly into employment and Trades. Our girls went up across all levels and had our best ever Level 3 and UE results.

Achievement in NCEA and UE: Manurewa High School

Generated 14-Jan-2025

PR2 - Enrolment Based Cumulative Results by Ethnicity

| Academic Year | Manurewa High School | | | | National | | | | Many Socioeconomic Barriers (School Equity Index Band) | | | |
|--|----------------------|--------------------|--------------------|---------------|--------------------|--------------------|--------------------|---------------|---|--------------------|--------------------|---------------|
| | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE |
| Asian | | | | | | | | | | | | |
| 2020 | 86.2 | 85.7 | 83.1 | 55.4 | 73.1 | 80.0 | 76.5 | 64.1 | 84.4 | 81.4 | 74.3 | 42.5 |
| 2021 | 59.4 | 90.9 | 78.9 | 44.7 | 70.0 | 81.1 | 76.2 | 63.4 | 77.1 | 83.0 | 73.3 | 44.9 |
| 2022 | 75.8 | 68.7 | 75.9 | 46.3 | 65.9 | 76.0 | 73.6 | 61.3 | 70.9 | 73.9 | 71.5 | 42.8 |
| 2023 | 68.2 | 75.0 | 80.4 | 48.2 | 59.5 | 70.7 | 70.1 | 58.1 | 60.5 | 65.1 | 62.6 | 37.9 |
| 2024 | 69.5 | 68.9 | 81.7 | 60.6 | 39.4 | 69.2 | 68.2 | 55.0 | 51.2 | 62.6 | 62.0 | 38.5 |
| European | | | | | | | | | | | | |
| 2020 | 72.1 | 77.6 | 75.6 | 41.5 | 75.8 | 83.2 | 74.6 | 59.0 | 71.7 | 75.6 | 65.7 | 37.3 |
| 2021 | 61.3 | 80.0 | 76.2 | 26.2 | 74.0 | 81.2 | 73.2 | 57.2 | 68.9 | 74.4 | 62.7 | 32.8 |
| 2022 | 47.9 | 66.7 | 59.6 | 28.8 | 69.7 | 79.4 | 71.6 | 56.0 | 65.2 | 73.6 | 61.8 | 33.6 |
| 2023 | 61.6 | 59.0 | 81.8 | 42.4 | 67.2 | 78.0 | 71.4 | 55.5 | 62.0 | 70.3 | 60.5 | 29.3 |
| 2024 | 62.4 | 76.0 | 87.2 | 48.7 | 50.5 | 77.8 | 71.6 | 53.3 | 51.8 | 68.8 | 63.0 | 29.9 |
| Māori | | | | | | | | | | | | |
| 2020 | 54.2 | 73.7 | 60.9 | 18.8 | 60.8 | 71.9 | 60.7 | 34.1 | 58.8 | 70.0 | 62.6 | 28.4 |
| 2021 | 50.0 | 61.9 | 70.4 | 19.4 | 57.7 | 68.3 | 58.5 | 31.7 | 56.4 | 65.6 | 57.8 | 24.6 |
| 2022 | 38.4 | 61.4 | 51.8 | 7.2 | 53.9 | 64.1 | 55.7 | 30.9 | 52.9 | 63.9 | 53.4 | 23.0 |
| 2023 | 59.0 | 60.3 | 70.3 | 25.7 | 51.9 | 64.6 | 56.3 | 31.2 | 50.9 | 62.5 | 56.0 | 23.0 |
| 2024 | 61.0 | 70.2 | 68.5 | 30.1 | 39.3 | 64.3 | 57.9 | 29.9 | 41.5 | 61.8 | 57.7 | 21.0 |
| Middle Eastern/Latin American/African | | | | | | | | | | | | |
| 2020 | 80.0 | 100.0 | 60.0 | 20.0 | 72.4 | 77.6 | 73.2 | 57.7 | 69.2 | 77.2 | 64.4 | 42.5 |
| 2021 | 71.4 | 81.8 | 83.3 | 66.7 | 68.4 | 78.0 | 70.3 | 56.0 | 72.3 | 68.8 | 67.6 | 50.7 |
| 2022 | 30.0 | 78.6 | 81.8 | 36.4 | 61.3 | 73.3 | 67.4 | 51.4 | 57.8 | 65.6 | 61.3 | 33.8 |
| 2023 | 50.0 | 72.7 | 77.8 | 77.8 | 60.2 | 69.4 | 66.9 | 51.4 | 56.7 | 60.2 | 57.5 | 32.9 |
| 2024 | 100.0 | 87.5 | 66.7 | 22.2 | 40.7 | 68.8 | 65.7 | 49.9 | 46.3 | 57.1 | 57.6 | 34.1 |
| Other Ethnicity | | | | | | | | | | | | |
| 2020 | | | | | 74.6 | 81.0 | 74.3 | 56.9 | 65.6 | 78.6 | 76.2 | 42.9 |
| 2021 | | | | | 73.2 | 78.5 | 72.9 | 55.1 | 67.7 | 81.3 | 80.8 | 34.6 |
| 2022 | | | | | 65.5 | 77.0 | 66.3 | 53.4 | 49.1 | 69.2 | 60.7 | 28.6 |
| 2023 | 100.0 | 100.0 | | | 59.6 | 73.9 | 65.5 | 48.7 | 55.9 | 56.1 | 57.6 | 33.3 |
| 2024 | 80.0 | 85.7 | 100.0 | | 40.6 | 73.3 | 70.6 | 54.2 | 45.9 | 69.1 | 55.9 | 17.6 |
| Pacific Peoples | | | | | | | | | | | | |
| 2020 | 61.5 | 73.0 | 71.1 | 19.9 | 68.2 | 77.1 | 68.9 | 33.7 | 63.4 | 70.9 | 65.3 | 23.8 |
| 2021 | 55.4 | 65.4 | 76.6 | 26.8 | 62.3 | 71.5 | 64.9 | 33.0 | 56.3 | 63.6 | 64.9 | 23.1 |
| 2022 | 49.6 | 65.7 | 63.5 | 14.6 | 56.6 | 67.3 | 59.4 | 28.7 | 50.4 | 61.6 | 58.3 | 16.0 |
| 2023 | 64.9 | 69.3 | 71.5 | 21.0 | 52.7 | 65.0 | 60.4 | 29.8 | 50.1 | 59.2 | 61.7 | 19.1 |
| 2024 | 57.8 | 76.3 | 80.2 | 33.5 | 36.3 | 64.9 | 63.4 | 30.1 | 37.5 | 60.9 | 63.5 | 21.5 |

The equity gap is now closing for our Māori and Pasifika rangatahi when you compare them again against the results our Asian rangatahi achieved. Also, we are now ahead of the national average at Level 1, 2, 3 and UE for both Māori and Pasifika and have improved achievement again at most levels when compared to 2024.

Merit & Excellence Endorsements

NCEA Certificate Endorsement: Manurewa High School

Generated 14-Jan-2025

PR4 - Cumulative Results by Percentage

| Academic Year | Manurewa High School | | | National | | | Many Socioeconomic Barriers (School Equity Index Band) | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|-------------------------|-------------------------|
| | Year 11 NCEA Level 1 | Year 12 NCEA Level 2 | Year 13 NCEA Level 3 | Year 11 NCEA Level 1 | Year 12 NCEA Level 2 | Year 13 NCEA Level 3 | Year 11 NCEA Level 1 | Year 12 NCEA Level 2 | Year 13 NCEA Level 3 |
| <u>Achieved with Excellence</u> | | | | | | | | | |
| 2020 | 4.8 | 3.8 | 3.1 | 20.7 | 17.9 | 17.5 | 9.4 | 7.2 | 9.2 |
| 2021 | 6.4 | 8.0 | 3.1 | 21.1 | 17.9 | 17.9 | 9.4 | 7.6 | 8.3 |
| 2022 | 10.6 | 2.4 | 3.6 | 19.4 | 16.5 | 15.3 | 9.2 | 6.0 | 7.6 |
| 2023 | 9.9 | 7.4 | 1.8 | 16.7 | 15.0 | 13.6 | 7.7 | 6.8 | 7.5 |
| 2024 | 4.3 | 5.3 | 8.7 | 11.1 | 15.1 | 14.2 | 5.8 | 6.4 | 9.3 |
| <u>Achieved with Merit</u> | | | | | | | | | |
| 2020 | 22.1 | 8.8 | 9.2 | 32.3 | 24.9 | 26.3 | 22.0 | 13.6 | 15.3 |
| 2021 | 24.2 | 12.9 | 11.2 | 31.9 | 23.8 | 25.3 | 24.0 | 14.1 | 14.8 |
| 2022 | 21.6 | 8.7 | 8.2 | 31.4 | 24.0 | 25.5 | 21.6 | 12.3 | 12.6 |
| 2023 | 20.4 | 10.8 | 11.6 | 31.4 | 23.5 | 25.6 | 20.2 | 11.9 | 12.3 |
| 2024 | 14.7 | 10.9 | 8.7 | 28.8 | 25.0 | 26.1 | 17.4 | 13.3 | 13.2 |

These results again continue to highlight the challenge for us to maintain and raise the achievement levels of our students. Learner attitudes of both students and staff towards aiming for and achieving at the highest level continues to be a challenging focus as we continue to improve our data tracking, identification, and implementation of support strategies at all levels. We will continue to improve our teacher pedagogy, confidence, and capability in this space. Lifting the confidence of our students to make them believe they can achieve at the highest levels remains an ongoing key focus of our learner profile as we aim to grow happy, confident, and proud young people.

Literacy

asTTle Reading results 2018 – 2023 (note 2021 was disrupted by Covid)

Year 9: Level 4 and above - Goal 70% @ level 4

| | 2018 T1 | 2018 T3-4 | 2019 T1 | 2019 T3-4 | 2020 T1 | 2020 T4 | 2021 T1 | 2022 T1 | 2022 T4 | 2023 T1 | 2023 T2 | 2023 T3 |
|----------|---------|-----------|---------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|
| All | 53% | 62% | 43% | 58% | 47.4% | 53.2% | 44.4% | 52.1% | 66.5% | 46.2% | 60.4% | 67% |
| Māori | 52% | 57% | 40% | 57% | 39.3% | 43.9% | 40% | 55.6% | 76.4% | 41.2% | 58.0% | 70%* |
| Pasifika | 47% | 58% | 39% | 54% | 45.7% | 53.3% | 41.2% | 52.3% | 56.4% | 44.9% | 56.8% | 64% |
| Boys | 48% | 54% | 38% | 54% | 37.3% | 45.2% | 39.8% | 41.1% | 55.3% | 36.8% | 52.5% | 61% |

Improvement through the year

| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|----------|------|---|------------------|---|---|--------|
| All | +9 | +15 | +5.8 | | +14.4% | +20.8% |
| Māori | +5 | +17 | +4.6 | | +20.8% | +28.8% |
| Pasifika | +11 | +15 | +7.6 | | +4.1% | +19.1% |
| Boys | +6 | +16 | +7.9 | | +14.2% | +24.2% |
| | | Panui 1 tool was introduced. Reading focus in PL. | Covid disruption | No data – Juniors were out from school for long periods | Panui 2 tool was introduced. Reading focus in PL. | |

Year 10: Level 5 and above - Goal 30% @ level 5

| | 2018 T1 | 2018 T3 | 2019 T1 | 2019 T3 | 2020 T1 | 2020 T3 | 2021 T1 | 2022 T1 | 2022 T4 | 2023 T1* | 2023 T2 | 2023 T3 |
|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|
| All | 17% | 27% | 5% | 20% | 11.5% | 17.3% | 15% | 11.7% | 19.7% | 17.5% | 13.4% | 16% |
| Māori | 18% | 31% | 4% | 18% | 12.9% | 18.4% | 9.8% | 9.6% | 17.1% | 19.4% | 10.2% | 17% |
| Pasifika | 11% | 18% | 2% | 15% | 8% | 14.8% | 12.9% | 11.7% | 16.9% | 12.1% | 10.7% | 13% |
| Boys | 14% | 21% | 5% | 18% | 11.5% | 16.7% | 10.5% | 10.4% | 18.4% | 16.3% | 8.5% | 17% |

Improvement through the year

| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023* |
|----------|------|---|------------------|--|--------------------------|-------|
| All | +10 | +15 | +5.8 | | +8.0% | -1.5% |
| Māori | +13 | +14 | +5.5 | | +7.5% | -2.4% |
| Pasifika | +7 | +13 | +6.8 | | +5.2% | +0.9% |
| Boys | +7 | +13 | +5.2 | | +8.0% | -0.7% |
| | | Panui 1 tool was introduced. Reading focus in PL. | Covid disruption | No data – Juniors were out from school for long periods Panui 2 Tool introduced to support learning | Tuhituhi tool introduced | |

Moving students from level 4 – 5 between Year 9 and Year 10 is still our challenge area. Many schools struggle with this shift. The data from 2019 with the introduction of the first PANUI tool shows that big shifts are possible with targeted strategies. With so many more of our Year 9 cohort at level 4 in 2023, this should be more achievable.

asTTle writing 2020 – 2023.

We Introduced asTTle writing late in 2020 as writing was noted as a key barrier in senior achievement and asTTle writing gave us both the capacity to track students written skills and also provide the detailed feedback and feedforward required for skill building.

| Year 9 students @ level 4+ | 2020 | 2021 | 2022 Term 2 | 2022 Term 3 | 2023 Term 1 | 2023 Term 2 | 2023 Term 3 |
|----------------------------|------|------|-------------|-------------|-------------|-------------|-------------|
| All students | 13% | 31% | 44.7% | 60.6% | 39% | 48% | 53% |
| Māori | 7% | 39% | 42.3% | 64.4% | 33.3% | 42% | 46% |
| Pasifika | 11% | 34% | 48.3% | 63.8% | 38.5% | 50% | 52% |
| Boys | 9% | 26% | 34.9% | 47.1% | 25% | 36% | 38% |

| Year 10 students @ level 5+ | 2020 | 2021 | 2022 Term 2 | 2022 Term 3 | 2023 Term 1 | 2023 Term 2 | 2023 Term 3 |
|-----------------------------|------|------|-------------|-------------|-------------|-------------|-------------|
| All students | 2% | 15% | 15.9% | 21.5% | 22% | 29% | 31% |
| Māori | 0% | 11% | 14.7% | 15.2% | 18% | 27% | 32% |
| Pasifika | 1% | 19% | 16.3% | 19.3% | 24% | 27% | 28% |
| Boys | 1% | 13% | 13.8% | 18.2% | 16% | 26% | 24% |

2024 Achievement - asTTle Reading

| | End of year or better | Term 1 | Term 2 | Term 3 | Term 4 | 2024 Actual | 2024 Target |
|----------|-----------------------|--------|--------|--|--------|-------------|-------------|
| All | Y9 – Level 4 | 36% | 48% | No testing was conducted due to Level 1 standard 1.3 external assessment | 73% | 67% | 70% |
| | Y10 – Level 5 | 9% | 11% | | 24% | 16% | 30% |
| Maaori | Y9 – Level 4 | 35% | 42% | | 71% | 70% | 70% |
| | Y10 – Level 5 | 4% | 9% | | 23% | 17% | 30% |
| Pasifika | Y9 – Level 4 | 36% | 45% | | 66% | 64% | 70% |
| | Y10 – Level 5 | 9% | 8% | | 22% | 13% | 30% |
| Boys | Y9 – Level 4 | 32% | 42% | | 59% | 61% | 70% |
| | Y10 – Level 5 | 7% | 9% | | 21% | 17% | 30% |

Achievement - asTTle Writing

| | End of year or better | Term 1 | Term 2 | Term 3 | Term 4 | 2024 Actual | 2024 Target |
|----------|-----------------------|--------|--------|--|--------|-------------|-------------|
| All | Y9 – Level 4 | 48% | 56% | No testing was conducted due to Level 1 standard 1.3 external assessment | 67% | 53% | 70% |
| | Y10 – Level 5 | 19% | 24% | | 36% | 31% | 30% |
| Maaori | Y9 – Level 4 | 54% | 54% | | 77% | 46% | 70% |
| | Y10 – Level 5 | 14% | 21% | | 27% | 32% | 30% |
| Pasifika | Y9 – Level 4 | 44% | 57% | | 68% | 52% | 70% |
| | Y10 – Level 5 | 18% | 20% | | 31% | 28% | 30% |
| Boys | Y9 – Level 4 | 38% | 45% | | 47% | 38% | 70% |
| | Y10 – Level 5 | 14% | 18% | | 26% | 24% | 30% |

Numeracy:

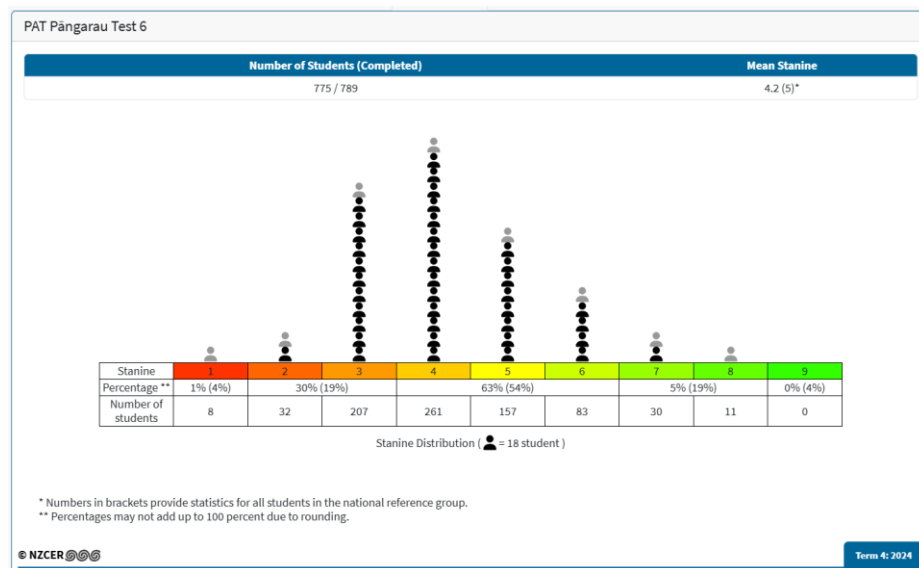
PATs (PAT levels do not correspond with Curriculum Levels)

2024 – Year 9 Comparison Term 1 and 3

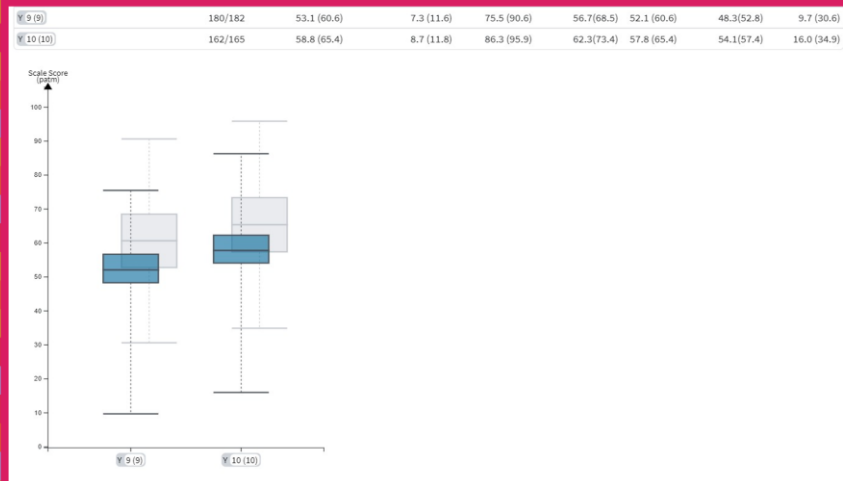
| | Term 1 | Term 3 | Progress |
|-----------|--------|--------|----------------------|
| Level 2 | 125 | 68 | 57 students moved L3 |
| Level 3 | 200 | 157 | 43 students moved L4 |
| Level 4 | 53 | 160 | 107 more at Level 4 |
| Level 5/6 | 16 | 18 | 2 more students |

2024 Year 9 - Term 4:

Shows considerable movement into 4-6 area and few left at Level 2.

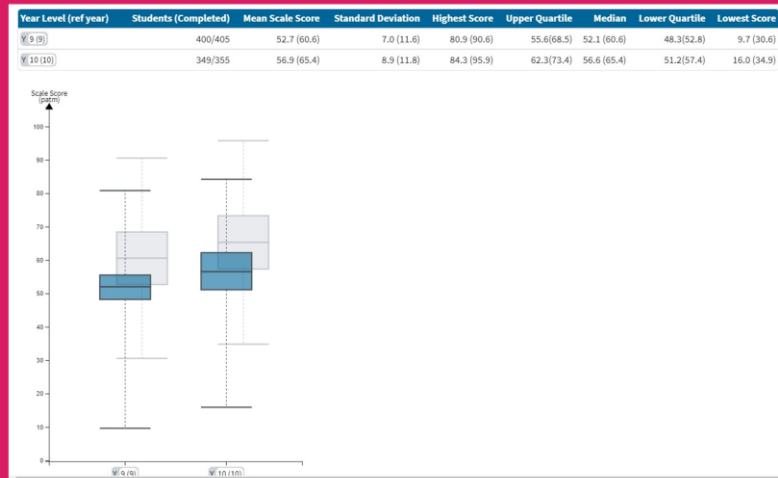


Maori students in Year 9 and Year 10



11

Pasifika Students Year 9 and Year 10



12

YEAR 9 and YEAR 10 males



10

Co-Requisite testing: Literacy 2024

CAA 1:

Reading 19/34 - 56% passed (selected Year 11s)

Writing 20/28 - 71% passed (selected Year 11s)

CAA 2:

22/23 - 96% passed (selected Year 10s)

25/25 - 100% passed (selected Year 10s)

Co-Requisite testing: Numeracy 2024

CAA 1: 15/70 – 21% Passed

CAA 2: 48/200 – 24% Passed

Level 1 Literacy and Numeracy: Manurewa High School

Generated 14-Jan-2025

PR 3 - Cumulative Results by Percentage

| Academic Year | Achievement | Manurewa High School | | | National | | | Many Socioeconomic Barriers (School Equity Index Band) | | |
|---------------|-------------|----------------------|---------|---------|----------|---------|---------|---|---------|---------|
| | | Year 11 | Year 12 | Year 13 | Year 11 | Year 12 | Year 13 | Year 11 | Year 12 | Year 13 |
| 2020 | Literacy | 84.9 | 95.8 | 98.1 | 85.1 | 92.7 | 94.4 | 81.2 | 92.3 | 94.2 |
| 2021 | Literacy | 79.5 | 94.9 | 96.7 | 83.6 | 92.2 | 94.2 | 79.0 | 91.1 | 94.2 |
| 2022 | Literacy | 81.1 | 90.7 | 98.7 | 81.6 | 91.2 | 93.9 | 76.7 | 89.4 | 93.6 |
| 2023 | Literacy | 90.0 | 96.2 | 97.7 | 82.8 | 90.8 | 93.5 | 77.9 | 89.8 | 92.3 |
| 2024 | Literacy | 91.7 | 94.9 | 97.5 | 76.5 | 89.0 | 92.2 | 69.0 | 86.9 | 91.6 |
| 2020 | Numeracy | 85.8 | 95.8 | 98.4 | 83.6 | 91.7 | 93.7 | 78.8 | 91.7 | 93.9 |
| 2021 | Numeracy | 86.1 | 97.9 | 96.9 | 82.5 | 91.3 | 93.6 | 77.3 | 90.1 | 93.9 |
| 2022 | Numeracy | 80.4 | 94.3 | 99.0 | 80.8 | 90.2 | 93.3 | 74.7 | 88.5 | 93.2 |
| 2023 | Numeracy | 88.5 | 93.9 | 98.4 | 82.3 | 90.0 | 93.0 | 76.7 | 88.5 | 92.1 |
| 2024 | Numeracy | 87.1 | 94.0 | 97.8 | 74.5 | 89.1 | 92.2 | 65.9 | 86.5 | 92.0 |

Level 1 Literacy and Numeracy

MHS has traditionally had consistently high levels of Literacy and Numeracy at Level 1. We have maintained this again in 2024, however, the NCEA changes have made it much more difficult. We were strategic in realising the challenges ahead so our English and Maths Learning Areas sought to mitigate the barriers the new Literacy and Numeracy standards would create by running 80%+ of our Year 10 cohort through the old Literacy package and 25% through the old Numeracy package in 2023. This meant that many of our students were not so disadvantaged in 2024 in terms of losing 10 English and /or Maths credits to cover Literacy and Numeracy requirements.

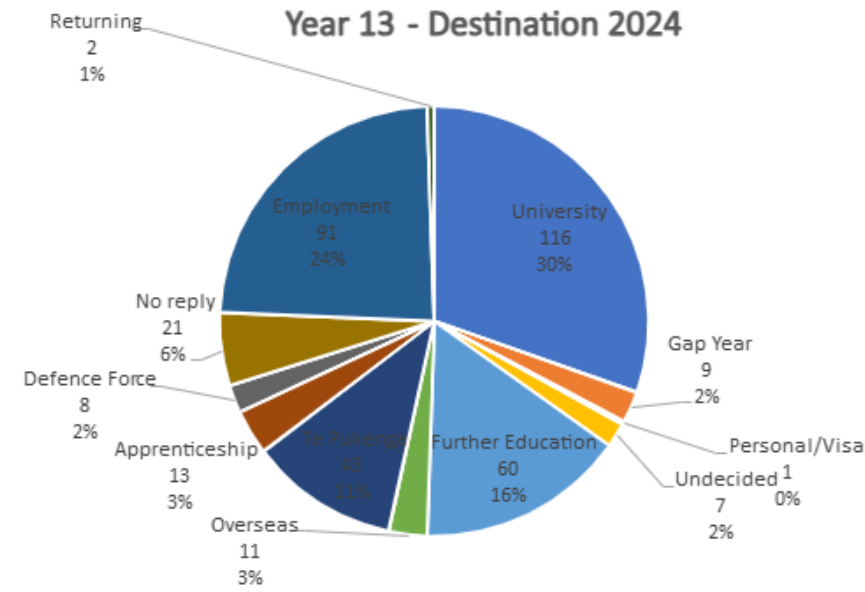
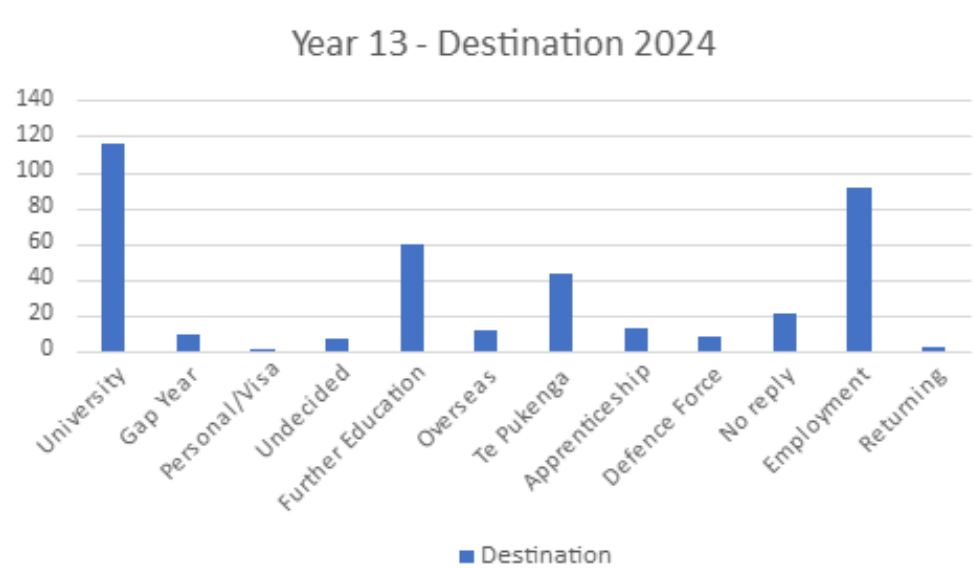
Given the ongoing changes to the Literacy and Numeracy testing and the variable outcomes and questionable pedagogy applied there, we have not trusted this pathway and have ensured that our students that still needed Lit/Num gained it through their Level 1 English and Maths classes. For Literacy we had the buffer this year with most Year 11s having achieved Literacy through the old package last year, however, the challenge will be huge for next years cohort. We offered the co-req testing to some Year 11s in the first round and then a small group of Year 10s in the second round, as a way to attempt to benchmark the co-req testing for us. We ran a larger cohort through the Numeracy co-req but this was less successful. One unexpected issue that added to our Lit/Num challenges this year was that we had a larger group of Year 12-13 students enrolling throughout the year, many from overseas. Govt immigration policy changes meant this was an ongoing issue throughout the year, and because these students were coming in from overseas, they had no NCEA results. So, the Year 13 students needed to pass Level 3 and UE but had not achieved Literacy or Numeracy. In the past this was not an issue because their Level 2 and 3 results would generally give them Lit/Num by default. However, with the changes, students were losing Level 3 English and Maths credits from their Level 3 total credits in order to cover Literacy and Numeracy. We then had to run special programmes for these students outside class times to get them Lit/Num from Level 1 standards, so as not to jeopardise their Level 3 /UE outcomes. This added a lot of pressure on students and staff. Again, another consequence that seems not to have been considered when the changes were made.

Leavers Data: Achievement

| | Item | 2020 Actual | 2021 Actual | 2022 Actual | 2023 Actual | 2024 Actual |
|----------|-------------------|----------------|----------------|----------------|--|--|
| All | Level 1 or better | 83.3% | 87.0% | 77.0% | Individual school data no longer available from Education Counts | Individual school data no longer available from Education Counts |
| | Level 2 or better | 74.9% | 79.2% | 64.6% | | |
| | Level 3 or better | 54.3% | 61.9% | 41.3% | | |
| Maaori | Level 1 or better | 72.1% | 79.6% | 66.3% | Individual school data no longer available from Education Counts | Individual school data no longer available from Education Counts |
| | Level 2 or better | 59.5% | 68.7% | 52.2% | | |
| | Level 3 or better | 38.7% | 50.3% | 27.5% | | |
| Pasifika | Level 1 or better | 84.1% | 86.4% | 79.5% | Individual school data no longer available from Education Counts | Individual school data no longer available from Education Counts |
| | Level 2 or better | 76.0% | 77.7% | 65.8% | | |
| | Level 3 or better | 53.1% | 60.8% | 42.3% | | |

Destination Data

Below is the provisional destination data for our 2024 leavers. This for us, is the most accurate measure of success and links directly to our key Strategic Plan focus outcome of ‘aakonga taking positive steps into, through and **beyond** school’. We will continue to work with as many of those students as possible without a positive next step at the start of 2025, however we are not funded for this mahi and have limited resources. **This is yet another area in the education system which is seriously underfunded, and we do not provide anywhere near enough transition support for our rangatahi across Aotearoa.**



Retention data from Education CountsPercentage staying until at least 17 years of age *(2023 data not available until term 2, 2024)*

| | 2020 Actual | 2021 Actual | 2022 Actual | 2023 Actual | 2024 Actual |
|----------|----------------|----------------|----------------|--|--|
| All | 82.1% | 88.4% | 72.9% | Individual school data no longer available from Education Counts | Individual school data no longer available from Education Counts |
| Maaori | 68.5% | 80.3% | 60.1% | Individual school data no longer available from Education Counts | Individual school data no longer available from Education Counts |
| Pasifika | 83.0% | 87.1% | 75.5% | Individual school data no longer available from Education Counts | Individual school data no longer available from Education Counts |

Planning for 2025:

Our data analysis, evaluation and reflections of 2024 still indicate that we are continuing to work in the right areas and that in 2025 we need to:

- continue to improve our learner and community engagement through our work in local curriculum design, culturally sustaining pedagogy and our Kaahui Ako achievement challenges
- continue to embed our Learner Profile, curriculum design and Va Ta Ako
- continue to frame our goals through pedagogy and curriculum design and make the links explicit
- continue to work towards clear and equitable outcomes for all our learners

Our Charter focus outcomes and strategic vision remain consistent as we continue our journey and in 2025 we will continue to focus on embedding Te Ara o Taawhaki across the school.

Charter Focus Outcomes:

| | | |
|-----------------------------|--|---|
| Aakonga engaged in Akoranga | Aakonga engaged in their Cultural Identities | Aakonga taking positive steps into, through and beyond school |
|-----------------------------|--|---|

Strategic Vision:

Commitment to Akoranga

Staff, students and whaanau practise a commitment to akoranga that is ubiquitous, dynamic, co-dependent and co-lead by the entire school community

2025 Goal:

To continue embedding Te Ara o Taawhaki across the school to ensure all staff and students live our learner profile and Piki atu ki te rangi. Te Ara o Taawhaki is the framework to guide our process

Staffing: It should be noted we had 18 new teaching staff in 2020, 6 from overseas. Whilst the impact of COVID has meant slightly less movement of staff for 2021 and 2022, in 2023 it started increasing again, with some younger staff taking the opportunity to travel again and work overseas. We still had 12 new teaching staff to the school in 2021, 11 more in 2022 and a further 12 in 2023. In 2024 we had 19 new staff to school. In 2025 we will have 13 new teaching staff and a significant increase in staff with LATs. With the shortage of quality teachers across Auckland we continue to feel the strain. The impact of bringing so many new staff into our school is significant based on the vital importance of positive relationships linked to learning with our students. It takes time for new staff to build those relationships and learn the culture of our school and understand the community we serve.

Moving forward into the new Strategic Plan format for 2024 and 2025, these 3 themes will continue to form the basis of our intentions:

Culturally Sustaining Curriculum and Pedagogy will cover all four aka vines of Waananga, Ako, Tangatawhenuatanga and Te Ao Matahiko.

Conscientising Hauora Practices will cover the foundation and building blocks of Hauora, our Kawa and Be the Manurewa Way.

Embedding Accountability Systems will be integrated throughout the Strategic Plan to ensure we are reviewing, reflecting and re-evaluating our processes regularly to achieve equity for all students at Manurewa High School.

Our guiding question is, 'How do we achieve equity at Manurewa High School?'

Ethnicity is so clearly defined in our data. The huge variations mean we have to look at models to turn things around for Maaori and Pasifika. We have highly skilled specialist teachers whose pedagogy and curriculum design, whilst improving, does not currently best serve our Maaori and Pasifika students which means low equity. This is where Te Ara o Taawhaki is important as an indigenous framework to help us achieve equity.

Some hard questions we need to ask ourselves are:

- Why are **we** failing our Maaori and Pasifika students?
- Why are **we** doing better for other groups?

University Entrance (UE) is the highest academic qualification we offer as an education system. This should be part of our framing of Piki atu ki te rangi and Get Qualified after 5 years, alongside other important qualifications such as NCEA Level 3, first aid, driver's licence, pathway specific qualifications e.g. Trades, P-TECH, E2E etc.

The aspiration and Piki atu ki te rangi for all our aakonga would be to leave Manurewa High School with all options available to them in terms of qualifications.

If we make a conscious effort to improve our data and more Maaori and Pasifika students gain UE, we know we can improve all other qualifications to be transformational for our Manurewa community. The importance of this for our community includes better socio-economic outcomes, qualifications, job security and a more enriched Aotearoa.

In 2025 our focus will extend to: Developing Critical Consciousness through a Te Ara o Taawhaki lens

Critical consciousness requires us to notice and resist the unconscious biases and hidden curriculum (unspoken values and rules) that privilege some and exclude others. Critical consciousness involves:

- Reflecting critically on the imbalance of power and resources in our school and society
- Taking critical action in the pursuit of equity
- Disrupting the status quo to address oppression and strengthen equity

<https://inclusive.tki.org.nz/guides/supporting-akonga-maori/developing-critical-consciousness/>

*See MHS 2024-**2025** Strategic Plan for further detail.*



Manurewa High School

Piki atu ki te rangi

Manurewa High School

Kiwi Sport Funding

Kiwi Sport is a government funding initiative aimed at supporting students' participation in organized sports. This report outlines the utilization of Kiwi Sport funding received by Manurewa High School in 2024.

Funding Details:

In 2024, Manurewa High School received a total of \$48,935.13 (excluding GST) in Kiwi Sport funding. This amount was included in the operations grant funding.

Utilization of Funds:

The Kiwi Sport funding was allocated for the following purposes:

- Transport and extra gear for school sports teams.
- Coaching clinics for volleyball, basketball, rugby, and touch.
-

Impact:

The funding has significantly enhanced our sports programs, providing students with valuable opportunities to engage in physical activities and develop their skills. The transport and extra gear have facilitated better participation in sports events, while the coaching clinics have improved the overall performance and enthusiasm of our sports teams.

Conclusion:

We are grateful for the Kiwi Sport funding, which has played a crucial role in promoting sports and physical activities among our students. The support has enabled us to offer better facilities and training, contributing to the overall development of our students.



Manurewa High School

Good Employer Assurance Report

Manurewa High School is committed to being a good employer by ensuring the fair and proper treatment of employees in all aspects of their employment. This report outlines the key provisions of our employment policy that support this commitment.

Health and Safety

Manurewa High School prioritizes the health and safety of its staff. We have established comprehensive health and safety procedures to monitor and promote staff wellbeing. Regular training sessions and safety drills are conducted to ensure that all employees are aware of and adhere to these procedures.

Equal Employment Opportunities

We are dedicated to abiding by the Equal Employment Opportunities (EEO) requirements. Our employment practices are designed to provide equal opportunities for all employees, regardless of their background. We actively promote diversity and inclusion within our workforce.

Professional Development

Manurewa High School recognizes the importance of continuous professional development. We provide various opportunities for our staff to explore further professional development, including workshops, seminars, and training programs. This ensures that our employees can enhance their skills and advance their careers.

Recognition of Ethnic and Cultural Needs

We understand and respect the ethnic and cultural needs and differences of our employees. Our policies and practices are designed to recognize and accommodate these needs, fostering a supportive and inclusive work environment.

Conclusion

By adhering to these principles, Manurewa High School demonstrates its commitment to being a good employer. We will continue to review and improve our employment policies to ensure the fair and proper treatment of all employees.