

UPPER HUTT COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021



Principal:	Judith Taylor
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Ministry Number:	0250
Accountant / Service Provider:	Accounting For Schools Limited

UPPER HUTT COLLEGE

Annual report - For the year ended 31 December 2021

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UPPER HUTT COLLEGE

Statement of Responsibility

For the year ended 31 December 2021

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

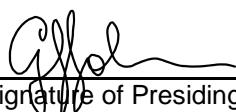
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

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

Garth Johnson

Full Name of Presiding Member



Signature of Presiding Member

Judith Taylor

Full Name of Principal



Signature of Principal

12 August 2022

Date:

12 August 2022

Date:

UPPER HUTT COLLEGE

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	10,267,853	10,303,304	10,497,703
Locally Raised Funds	3	166,179	47,957	141,474
Interest Earned		10,857	35,000	39,181
Gain on Sale of Property, Plant and Equipment		-	-	6,087
International Students	4	71,891	46,725	242,466
Other Revenue		-	-	119,864
		10,516,780	10,432,986	11,046,775
Expenses				
Locally Raised Funds	3	54,862	6,800	107,468
International Students	4	49,775	61,700	197,447
Learning Resources	5	7,229,915	6,991,220	6,737,216
Administration	6	582,373	581,254	557,483
Property	7	2,223,512	2,922,956	3,038,029
Finance Costs		4,486	-	5,262
Depreciation		212,335	181,000	196,343
Loss on Disposal of Property, Plant and Equipment		-	-	25,972
		10,357,258	10,744,930	10,865,220
Net Surplus for the year		159,522	(311,944)	181,555
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		159,522	(311,944)	181,555

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

UPPER HUTT COLLEGE

Statement of Changes in Net Assets/Equity For the year ended 31 December 2021

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January	1,944,884	1,944,884	1,763,329
Total comprehensive revenue and expense for the year	159,522	(311,944)	181,555
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	23,587	-	-
Equity at 31 December	2,127,993	1,632,940	1,944,884
Retained Earnings	2,127,993	1,632,940	1,944,884
Equity at 31 December	2,127,993	1,632,940	1,944,884

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

UPPER HUTT COLLEGE
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	610,764	140,137	203,151
Accounts Receivable	9	427,554	400,000	472,711
Funds held for Capital Works Projects	18	-	-	175,094
GST Receivable		50,478	30,000	59,088
Inventories	10	4,288	50,000	8,557
Investments	11	1,337,159	1,200,000	1,326,423
Prepayments		2,426	-	13,288
		<u>2,432,669</u>	<u>1,820,137</u>	<u>2,258,312</u>
Current Liabilities				
Accounts Payable	13	730,462	550,000	721,623
Finance Lease Liability	16	29,380	18,000	46,070
Funds held for Capital Works Projects	18	127,986	-	-
Funds held in Trust	17	49,715	-	80,061
Provision for Cyclical Maintenance	15	301,242	268,000	198,045
Revenue Received in Advance	14	58,098	-	76,806
		<u>1,296,883</u>	<u>836,000</u>	<u>1,122,605</u>
Working Capital Surplus		1,135,786	984,137	1,135,707
Non-current Assets				
Work in Progress		40,474	-	40,474
Property, Plant and Equipment	12	1,067,660	936,803	1,077,329
		<u>1,108,134</u>	<u>936,803</u>	<u>1,117,803</u>
Non-current Liabilities				
Finance Lease Liability	16	32,167	3,000	18,184
Funds held in Trust	17	3,300	-	3,300
Provision for Cyclical Maintenance	15	80,460	285,000	287,142
		<u>115,927</u>	<u>288,000</u>	<u>308,626</u>
Net Assets		<u>2,127,993</u>	<u>1,632,940</u>	<u>1,944,884</u>
Equity		<u>2,127,993</u>	<u>1,632,940</u>	<u>1,944,884</u>

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

UPPER HUTT COLLEGE

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,583,928	2,253,304	2,483,220
Locally Raised Funds		179,038	57,907	131,506
International Students		61,282	10,029	55,559
Goods and Services Tax (net)		8,610	29,091	(99,931)
Payments to Employees		(1,123,562)	(1,240,799)	(1,197,208)
Payments to Suppliers		(1,388,832)	(1,382,814)	(1,146,631)
Interest Paid		(4,486)	-	(5,262)
Interest Received		11,423	35,366	42,093
Net cash from/(to) the Operating Activities		327,401	(237,916)	263,346
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	8,696
Purchase of PPE (and Intangibles)		(202,666)	(40,474)	(228,684)
Purchase of Investments		(10,736)	126,423	563,059
Net cash from/(to) the Investing Activities		(213,402)	126,423	343,071
Cash flows from Financing Activities				
Finance Lease Payments		(2,707)	(43,254)	(27,572)
Funds on Behalf of Third Parties		272,734	91,733	(707,484)
Furniture and Equipment Grant		23,587	-	-
Net cash from/(to) Financing Activities		293,614	48,479	(735,056)
Net increase/(decrease) in cash and cash equivalents		407,613	(63,014)	(128,639)
Cash and cash equivalents at the beginning of the year	8	203,151	203,151	331,790
Cash and cash equivalents at the end of the year	8	610,764	140,137	203,151

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

k) Property, Plant and Equipment

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

Improvements 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.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	50 years
Furniture and Equipment	5 - 20 years
Information Technology	3 - 5 years
Library Resources	12.5% Diminishing value
Motor Vehicles	5 years
Text Books	6 years

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

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

Non cash generating assets

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

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

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

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

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

UPPER HUTT COLLEGE

Notes to the Financial Statements For the year ended 31 December 2021

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	2,290,335	2,085,531	2,117,310
Other Government Grants	111,032	85,783	62,383
Other MoE Grants	182,561	81,990	213,179
Teachers' Salaries Grants	5,996,715	5,750,000	5,728,443
Use of Land and Buildings Grants	1,687,210	2,300,000	2,376,388
	10,267,853	10,303,304	10,497,703

The School has opted into the donations scheme for this year. The amount received was \$147,600 (2020: \$137,400).

Other MOE Grants total includes additional COVID-19 funding totalling \$6,116 for the year ended 31 December 2021 (2020: \$80,280).

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Fees for Extra-Curricular Activities	98,696	24,457	124,991
Donations & Bequests	32,453	5,000	61
Fundraising & Community Grants	6,100	-	-
Other revenue	2,196	1,000	-
Trading	26,734	17,500	16,422
	166,179	47,957	141,474
Expenses			
Extra-Curricular Activities Costs	50,370	800	101,855
Trading	4,492	6,000	5,613
	54,862	6,800	107,468
<i>Surplus for the year Locally raised funds</i>	111,317	41,157	34,006

UPPER HUTT COLLEGE

Notes to the Financial Statements For the year ended 31 December 2021

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	6	4	16
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
International student fees	71,891	46,725	242,466
Expenses			
Commissions	7,843	6,150	22,395
Employee Benefit - Salaries	29,043	26,550	143,428
International student levy	2,879	1,000	8,695
Other Expenses	10,010	28,000	22,929
	<u>49,775</u>	<u>61,700</u>	<u>197,447</u>
<i>Surplus for the year International Students'</i>	<u>22,116</u>	<u>(14,975)</u>	<u>45,019</u>

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	342,621	437,909	342,581
Employee Benefits - Salaries	6,777,542	6,409,711	6,287,284
Information and Communication Technology	83,625	98,000	85,527
Library Resources	6,014	8,100	6,065
Staff Development	20,113	37,500	15,759
	<u>7,229,915</u>	<u>6,991,220</u>	<u>6,737,216</u>

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	10,337	9,500	9,397
Board of Trustees Expenses	4,801	3,500	17,292
Board of Trustees Fees	3,395	6,000	4,065
Communication	19,098	16,900	20,664
Consumables	49,870	22,500	40,607
Employee Benefits - Salaries	413,008	460,704	404,944
Insurance	6,806	5,000	4,829
Other	58,115	40,150	38,325
Service Providers, Contractors and Consultancy	16,943	17,000	17,360
	<u>582,373</u>	<u>581,254</u>	<u>557,483</u>

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

7. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	34,362	24,750	40,929
Consultancy and Contract Services	230,673	203,816	205,064
Cyclical Maintenance Provision	(63,965)	70,011	58,258
Employee Benefits - Salaries	100,533	96,879	95,870
Grounds	59,824	41,000	39,478
Heat, Light and Water	93,576	112,000	93,998
Rates	7,784	9,400	8,214
Repairs and Maintenance	66,943	58,100	114,358
Security	6,572	7,000	5,472
Use of Land and Buildings	1,687,210	2,300,000	2,376,388
	<u>2,223,512</u>	<u>2,922,956</u>	<u>3,038,029</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	600	-	600
Bank Current Account	326,200	140,137	202,551
Bank Call Account	283,964	-	-
Net cash and cash equivalents for Cash Flow Statement	<u>610,764</u>	<u>140,137</u>	<u>203,151</u>

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

Of the \$610,764 Cash and Cash Equivalents, \$127,986 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	27,950	14,000	18,628
Receivables from the Ministry of Education	15,152	-	45,432
Interest Receivable	800	1,000	1,366
Teacher Salaries Grant Receivable	383,652	385,000	407,285
	<u>427,554</u>	<u>400,000</u>	<u>472,711</u>
Receivables from Exchange Transactions	28,750	15,000	19,994
Receivables from Non-Exchange Transactions	398,804	385,000	452,717
	<u>427,554</u>	<u>400,000</u>	<u>472,711</u>

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
School Uniforms	-	-	3,509
Stationery	4,288	50,000	5,048
	<u>4,288</u>	<u>50,000</u>	<u>8,557</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	1,337,159	1,200,000	1,326,423

The carrying value of term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2021.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	152,902	-	-	-	(5,542)	147,360
Furniture and Equipment	578,662	30,283	-	-	(66,420)	542,525
Information Technology	142,042	106,359	-	-	(63,639)	184,762
Leased Assets	55,293	50,214	-	-	(49,065)	56,442
Library Resources	40,105	7,712	-	-	(5,094)	42,723
Motor Vehicles	84,051	-	-	-	(19,030)	65,020
Textbooks	24,274	8,099	-	-	(3,545)	28,828
Balance at 31 December 2021	1,077,329	202,667	-	-	(212,335)	1,067,660

The net carrying value of equipment held under a finance lease is \$56,442 (2020: \$55,293).

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	289,941	(142,581)	147,360	289,941	(137,039)	152,902
Furniture and Equipment	1,324,751	(782,226)	542,525	1,321,416	(742,754)	578,662
Information Technology	1,102,330	(917,568)	184,762	995,971	(853,929)	142,042
Leased Assets	260,181	(203,739)	56,442	246,972	(191,679)	55,293
Library Resources	57,873	(15,150)	42,723	50,161	(10,056)	40,105
Motor Vehicles	248,783	(183,763)	65,020	248,783	(164,732)	84,051
Textbooks	43,944	(15,116)	28,828	239,635	(215,361)	24,274
Balance at 31 December	3,327,803	(2,260,143)	1,067,660	3,392,879	(2,315,550)	1,077,329

13. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	89,669	105,000	257,986
Accruals	10,337	10,000	9,397
Employee Entitlements - Salaries	575,755	385,000	407,285
Employee Entitlements - Leave Accrual	54,701	50,000	46,955
	730,462	550,000	721,623
Payables for Exchange Transactions	730,462	550,000	721,623
	730,462	550,000	721,623

The carrying value of payables approximates their fair value.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
International Student Fees in Advance	26,087	-	36,696
Other Student Activity Fees in Advance	32,011	-	40,110
	58,098	-	76,806

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	485,187	485,187	426,929
Increase/(Decrease) to the Provision During the Year	(63,965)	70,011	58,258
Use of the Provision During the Year	(39,520)	(2,198)	-
Provision at the End of the Year	381,702	553,000	485,187
Cyclical Maintenance - Current	301,242	268,000	198,045
Cyclical Maintenance - Term	80,460	285,000	287,142
	381,702	553,000	485,187

16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	33,451	18,000	46,070
Later than One Year and no Later than Five Years	34,489	3,000	18,184
Future Finance Charges	(6,393)	-	-
	61,547	21,000	64,254
Represented By			
Finance Lease Liability - Current	29,380	18,000	46,070
Finance Lease Liability - Term	32,167	3,000	18,184
	61,547	21,000	64,254

17. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	49,715	-	80,061
Funds Held in Trust on Behalf of Third Parties - Non Current	3,300	-	3,300
	53,015	-	83,361

These funds are held in trust for international students home stay fees.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

2021		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Fire & Security Upgrade	<i>in progress</i>	(20,540)	96,000	(74,032)	123,937	125,365
J Block (Te Manawa)	<i>in progress</i>	-	-	(16,455)	-	(16,455)
LED Lighting Project	<i>in progress</i>	(135,661)	250,000	(132,062)	-	(17,723)
Library Carpet	<i>in progress</i>	(21,193)	-	-	-	(21,193)
Master Planning	<i>in progress</i>	(25,497)	81,900	(54,004)	-	2,399
Roofing Project	<i>in progress</i>	(6,769)	45,998	(25,015)	-	14,214
Roof Membranes	<i>in progress</i>	-	69,882	(53,172)	-	16,710
River Gym Wall Panels	<i>in progress</i>	5,195	-	-	-	5,195
River Gym Lighting	<i>in progress</i>	631	-	-	-	631
S Block Toilets & Kitchen	<i>in progress</i>	15,716	-	(6,567)	-	9,149
T5 Foods	<i>in progress</i>	13,024	-	(3,330)	-	9,694
Totals		(175,094)	543,780	(364,637)	123,937	127,986

Represented by:

Funds Held on Behalf of the Ministry of Education

183,357

Funds Due from the Ministry of Education

(55,371)

127,986

2020		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Fire & Security Upgrade	<i>in progress</i>	12,000	-	(32,540)	-	(20,540)
LED Lighting Project	<i>in progress</i>	-	-	(135,661)	-	(135,661)
Library Carpet	<i>in progress</i>	-	-	(21,193)	-	(21,193)
Master Planning	<i>in progress</i>	-	16,200	(41,697)	-	(25,497)
Roofing Project	<i>in progress</i>	-	-	(6,769)	-	(6,769)
Reinstate Heating	<i>completed</i>	-	13,565	(13,565)	-	-
River Gym Wall Panels	<i>in progress</i>	-	5,769	(574)	-	5,195
River Gym Lighting	<i>in progress</i>	6,671	-	(6,040)	-	631
S Block Toilets & Kitchen	<i>in progress</i>	-	19,000	(3,284)	-	15,716
T5 Foods	<i>in progress</i>	338,587	-	(325,563)	-	13,024
Totals		357,258	54,534	(586,886)	-	(175,094)

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2021	2020
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,395	4,065
<i>Leadership Team</i>		
Remuneration	666,987	645,175
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	<u>670,382</u>	<u>649,240</u>
Total full-time equivalent personnel	<u>5.00</u>	<u>5.00</u>

There are 7 members of the Board excluding the Principal. The Board held 8 full meetings of the Board in the year. The Board also has 7 members of the Finance committee that meet 8 times per year. 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:

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

UPPER HUTT COLLEGE

Notes to the Financial Statements For the year ended 31 December 2021

20. Remuneration (cont.)

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	9	6
110 - 120	5	4
130 - 140	-	1
140 - 150	1	-
	<u>15</u>	<u>11</u>

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 trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities or contingent assets as at 31 December 2021 (Contingent liabilities and contingent assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

UPPER HUTT COLLEGE

Notes to the Financial Statements

For the year ended 31 December 2021

23. Commitments

(a) Capital Commitments

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

- (a) Replacement of the food technology space, with a total value of \$450,000 of which \$401,306 has been spent at balance date;
- (b) Replacement of gym lights, with a total value of \$7,500 of which \$6,119 had been spent at balance date;
- (c) Fire and Security upgrade project, with Ministry funding of \$120,000, of which \$106,572 had been spent at balance date;
- (d) Upgrade of the S Block toilets & kitchen, with a total value of \$205,000 of which \$9,851 has been spent at balance date;
- (e) Replacement of roof membranes, with a total value of \$83,202 of which \$53,172 has been spent at balance date;
- (f) Upgrade of J Block (Te Manawa), with a total value of \$190,000 of which \$16,455 has been spent at balance date; and
- (g) Exterior painting of the College by Carus Group Ltd with a total cost of \$263,653.

(Capital commitments at 31 December 2020: \$577,500 of which \$430,635 has been spent)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating commitments (2020: nil).

24. Financial Instruments

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	610,764	140,137	203,151
Receivables	427,554	400,000	472,711
Investments - Term Deposits	1,377,633	1,200,000	1,366,897
Total Financial Assets Measured at Amortised Cost	2,415,951	1,740,137	2,042,759
Financial liabilities measured at amortised cost			
Payables	730,462	550,000	721,623
Finance Leases	61,547	21,000	64,254
Total Financial Liabilities Measured at Amortised Cost	792,009	571,000	785,877

25. Events After Balance Date

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

UPPER HUTT COLLEGE

Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Occupation	Term expired / expires
Garth Johnson	Presiding Member	Elected May 2019	IT Manager	September 2022
Judith Taylor	Principal		Principal	
Tania Wilkinson	Parent Rep	Elected September 2018, re-elected May 2019	Community Development Advisor	September 2022
Lily Candy	Student Rep	Elected Sept 2020	Student	September 2021
Emily Blackadder	Student Rep	Elected Sept 2021	Student	September 2022
Tania Jones	Parent Rep	Elected May 2019	Business Coach	September 2022
Mark Brewer	Parent Rep	Elected May 2019	Consultant	September 2022
Jaco Greyling	Parent Rep	Elected May 2019	Senior Customs Officer	September 2022
Bruce Thomas	Staff Rep	Elected May 2019	Teacher	September 2022

UPPER HUTT COLLEGE

Kiwisport Funding

For the year ended 31 December 2021

Kiwisport is a Government funding initiative to support student participation in organised sport.

In 2021 the School received funding of \$24,346 (2020: \$22,826) to increase our student participation in the school wide sports and recreation programme.

The funding was spent on subsidising the wages of a full-time Sport Coordinator to enable the widest range of sports opportunities to be presented to our students.

Independent auditor's report

To the readers of the financial statements of Upper Hutt College for the year ended 31 December 2021

The Auditor-General is the auditor of Upper Hutt College (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, which comprise the statement of financial position as at 31 December 2021, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021, and
 - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 12 August 2022. This is the date at which our opinion is expressed.

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

Basis for 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.

Emphasis of matter – Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to the fact that the Board did not comply with section 137(1) of the Education and Training Act 2020, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May 2022.

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, and pages 22 to 27 but does not include the financial statements, and our auditor's report thereon.

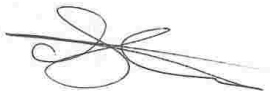
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



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



UPPER HUTT COLLEGE

ANALYSIS OF VARIANCE REPORT

2021

ANALYSIS OF VARIANCE - 2021

Strategic Area 1: Learning		Our goal: Continue to improve achievement and successes for all students
Focus	Success Indicators	
<p>To do this, we will:</p> <ul style="list-style-type: none"> ● Review curriculum and pathways offered ● Develop students who are actively engaged, self-managing (lifelong learners) ● Develop targeted programmes to address students at risk of not achieving 	<ul style="list-style-type: none"> ● A comprehensive curriculum plan is developed with changes to be implemented ● Students are engaged in and managing their own learning and achieving successful outcomes, measured through <ul style="list-style-type: none"> ○ attendance rates ○ NCEA pass rates ○ students developing and managing their individual learning plans ● Achieve equitable and excellent outcomes for all students 	
Focus area	Actions	Outcomes
FOCUS AREA: Review curriculum and pathways offered		
Review school timetable	School timetable reviewed as part of Curriculum Committee work with any changes to take place implemented over the timeframe 2021-2022.	The Curriculum Committee has looked at different models to suit various scenarios, but it is difficult to determine the most appropriate model. Designated as not essential at this point, but work on a better timetable model still to continue. 2022 timetable to onboard (where possible) the blocking of Year 9 Social Studies and Year 10 English. It will become evident during the construction of the full school timetable how much blocking can stay in place. Timetable options for 2023 to be explored during T4 for possible preparation time during 2022.
Review <i>CIAGE</i> Plan to provide an updated programme of careers education for school.	<p>CIAGE Plan review completed by the end of Term 1.</p> <p>Career central will be an integral part of students' goal setting and subject choice selection.</p>	<p>Completed. The CIAGE Plan was constantly reviewed by HOD Pathways and Gateway Coordinator, so no 'final' plan completed - this is a living document.</p> <p>Discussions now around the ongoing use of Career Central for UHC students as a cheaper and more accessible programme is available and could be introduced in 2022. Decision to be made in Term 4.</p>
Implement the Digital Technologies curriculum	DDDO will be implemented across a range of curriculum areas in 2021 with Design Thinking. Computational Thinking will be developed in DGT options.	<ul style="list-style-type: none"> - PB has organised for Year 10 Health Social Media unit to use the Design Thinking model in the final weeks of Term Four. Looking to trial and implement 2022. - LB has been trialling digital activities to use in the Mathematics courses particularly in relation to revision activities. Their work has been shared with the class and wider department to use. - MF targetted a Year 10 Science unit to use the Design Thinking model. - MS Year 9's used this in their novel unit to support the learning around online platforms. - Computational Thinking is covered in 9DGT & 10DGT in the following ways: <ul style="list-style-type: none"> - Coding in HTML - Coding in Scratch

		<p>- Discussion is had around file compression in respect to images.</p> <p>- DDDO is covered in 9DGT & 10DGT with:</p> <ul style="list-style-type: none"> - File management - A Bit of operating systems are discussed. - PowerPoint Publisher Design Project done with a design process. - Several applications are learnt to build up skills. - Planning for 9DGT & 9ERO courses in 2022 to encompass Computational Thinking.
Prepare for changes resulting from the NCEA Review	Strong teacher understanding of new Achievement standards (NCEA Level 1) Teachers ready to implement in 2022.	<p>NCEA Change Programme implementation timeframe has been paused until 2023. However, professional learning and readiness for change is still a 2021/2022 priority.</p> <p>Accord TOD 4 (1 Dec) was very successful. KC and AT, with the support of AP, facilitated the morning session on <i>Mana ōrite mo te Mātauranga Māori</i>, Literacy and Numeracy, and Universal Design for Learning. Staff were in Depts in the afternoon to continue conversations around impacts of these priorities on curriculum and teaching and learning.</p>
FOCUS AREA: Develop students who are actively engaged, self-managing (lifelong learners)		
<p>Develop and implement systems that emphasise the importance of good attendance and punctuality</p> <p>Key engagement data is reported</p>	<p>Student attendance at all levels is 85% Student lateness is reduced from 2020</p> <p>HoY & Dean Yr level meetings, SLT, and BOT will receive regular reports on:</p> <ul style="list-style-type: none"> • attendance <p>NCEA tracking data</p>	<p>Term One, Two, and Three Attendance Reports have been completed.</p> <p>Staff are checking rolls have been completed before data can be run and checked. PB to create report week of BOT meeting with Term Three report (PB).</p> <p>Regular Deans /HoY level meetings discussing academic tracking with all senior year levels and time given to term 3 Ako programme. New Lockdown Catchup (LCU) initiative in last week of Term 3 was highly successful with those students that attended.</p>
<p>An Ako Time programme for seniors is developed which focuses on regular student academic tracking and attendance monitoring and includes:</p> <ul style="list-style-type: none"> - senior learning plans that include self-review - Ako teacher mentoring of students - use of PAROT for attendance - communication with parents /caregivers - student wellbeing 	<p>Senior Ako Time programme developed and implemented.</p> <p>Senior students have developed self-managing skills around attendance and tracking of their own academic progress.</p>	<p>Student Learning Plans developed and provided for every senior student for use from Term 2 and in Term 3. Student reflection includes academic and attendance focus.</p> <p>PAROT software provides students with emails when there are issues regarding their attendance and Ako teachers with a daily summary of students who have missed lessons.</p> <p>On Track Thursday is part of the regular Ako timetable. Ako teachers provided with Academic Tracking Templates and Conversation starters with students.</p>

<p>An Ako Time programme for juniors is developed which focuses on student readiness for learning (CoA and NCEA), and attendance monitoring and includes:</p> <ul style="list-style-type: none"> - self-management (Year 9) - pathway planning (Year 10) - goal setting - student wellbeing 	<p>Junior Ako Time programme developed and implemented: Year 9 students are developing self-managing skills specific to year level.</p> <p>Year 10 students start pathway planning (for senior years).</p> <p>Increased student engagement during Ako Time.</p>	<p>A programme based on PB4L continued through the year and was supplemented by new ideas, but didn't have the focus of student readiness for learning via self-management in Year 9.</p> <p>The Year 10 programme did focus on pathway planning (as much as possible after COVID lockdowns affected the original plans). Goal setting and student wellbeing was a focus.</p>
<p>Certificate of Achievement (COA) (Year 9 & 10) is reviewed</p> <ul style="list-style-type: none"> - Attendance points - Reflection of NCEA - Reporting on twice with Termly Reports 	<p>CoA is reviewed and recommended changes are implemented for 2022.</p>	<p>Review not yet started</p> <p>Will action further when the Graduate Profile is completed to inform what should be reported on.</p> <p>Plan to survey students about their opinions of the current COA to happen in 2022</p>
FOCUS AREA: Develop targeted programmes to address students at risk of not achieving		
<p>Introduce a targeted AOP programme to address Level 3 students and their needs is implemented</p>	<p>A comprehensive AOP programme covering all 3 senior levels is operating effectively.</p> <ul style="list-style-type: none"> • Level 1 & 2 AOP programme offered to at risk/ targeted students at the end of the senior academic year. • Level 3 students identified at the start of term 3 and individual education programmes established. At risk students have targeted careers and pathways advice and guidance. 	<p>Students working in Lockdown Level 3-4 were given the opportunity to gain a 3 credit teamwork standard that recognises their work contribution in a challenging time.</p> <p>During Practice Exam Week a two day Lockdown Catch-Up was held for targeted L1, L2, and L3 students. Those students who attended increased their credits on average by 7 extra credits.</p> <p>Deans / HoY continue to update at-risk students and work with them. (JV)</p> <p>AOP will be week 5-6 term 4 and will include Level 3 students this year. (JV)</p> <p>Overall Level 3 NCEA pass rate maintained and slightly improved on 2020 results at 75%</p>
<p>Develop the Maori Achievement Plan</p>	<p>Maori Achievement Plan developed in consultation with staff and community.</p>	<p>Has not been developed as such during 2022, but a range of initiatives and actions have been undertaken that will help to inform the plan for 2022.</p>

Strategic Area 2: Teaching		Our goal: To promote excellence in teaching
Focus		Success Indicators
To do this, we will: <ul style="list-style-type: none"> • Develop a culture of innovative, reflective, best-practice teaching • Provide effective professional development opportunities 		Teachers will: <ul style="list-style-type: none"> • Continue with effective teacher professional development • Integrate a wide range of teaching strategies to engage learners
Focus area	Actions	Outcomes
FOCUS AREA: Develop a culture of innovative, reflective, best-practice teaching		
Review and implement a new appraisal process with a focus on reflective practice and growth coaching.	Appraisal process reviewed and confirmed for the 2021-2022 cycle.	Completed. Coach and Coachee now using a Professional Growth Cycle (PGC) with a Term 1-4 time-frame.
Establishment of working groups (effectively CLGs) - Culture, Appraisal, and Curriculum	Appraisal process reviewed and confirmed for the 2021-2022 cycle. Curriculum Committee findings and recommendations that impact on teaching and timetable presented to SLT by end of Term 2	Completed. For the remainder of this year one goal is expected. Start fresh at the beginning of 2022. Curriculum Committee recommendations - here - made to SLT and accepted. Work now underway to implement timetable blocking in junior school (English and Social Studies) and devices for Year 9 students. Work on timetable format to start later in Term 4. Change to Year 9 options (increase from 4 to 8) popular with 2022 intake.
Encourage departmental collaboration to improve learner outcomes	Differentiation dept meetings and whole staff differentiated practice sharing built into PLD programme and outcomes shared in UHC drive.	Completed but also ongoing. Will continue to underpin PLD in 2022.
FOCUS AREA: Provide effective professional development opportunities		
Target middle leaders, and opportunities for collaborative practice within and across departments.	Middle Leaders collaborate on our PLD priorities (Curriculum and Differentiation) through working groups, sharing good dept practice during late starts and differentiation dept meetings. Successful completion of the Emerging / Aspiring Leadership Programme by 3 Middle Leaders	Completed but also ongoing. Will continue to underpin PLD in 2023. Completed. One now appointed to an HOD position at Sacred Heart College. Feedback was very positive, having a kaiarahi (mentor) proved invaluable. Noted that the Aspiring is definitely more suited to those actively looking to move into a senior leadership role.
Develop cultural competence amongst staff	45 members of staff complete all modules from Education Perfect Te Reo Maori language course	Extension given to 18 of staff. Overall feedback was that aspects of the programme were valuable but that the modules were too repetitive and took too much time to move between them.

	<ul style="list-style-type: none"> • Increased use of Te Reo in staff communication • Increased use of Te Reo in classrooms. <p>All staff and students learn a shortened version of our school haka and waiata.</p>	<p>This action has changed. All staff will learn the school waiata. JA is teaching this weekly after Monday's briefing. The waiata has been translated into English and explained to staff.</p> <p>Kapa Haka has now been put into the timetable (Tues pd 5) and this group of 25 students are learning our waiata and haka. Next step is to include in the Year 9 Orientation programme.</p>
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Strategic Area 3: Wellbeing		Our goal: To provide a safe, positive learning environment for everyone
Focus		Success Indicators
To do this, we will: <ul style="list-style-type: none"> • Provide effective guidance processes for teachers and support systems for students • Develop and implement a UHC Wellbeing Plan for students and staff 		<ul style="list-style-type: none"> • Successful student and staff wellbeing surveys are completed with positive feedback
Focus area	Actions	Outcomes
FOCUS AREA: Provide effective guidance processes for teachers and support systems for students		
Establish and review effective systems that support teachers to provide positive learning environments	Clear systems that assist in providing positive learning environments, including PB4L strategies, are developed, implemented and made accessible to staff. These will include: <ul style="list-style-type: none"> • late-to-school processes • use of PB4L responses to minor behaviours • uniform monitoring processes These systems will be reviewed regularly.	Ongoing. Lateness to school is being trialled as being dealt with by classroom teachers. PB4L staff session was on the topic of preventative strategies in the classroom. Time to share best practice was had and good reflective discussions were had by teaching staff. Review of late processes and the recent changes will be completed early Term 3.
Provide Deans with ongoing opportunities to develop skills and knowledge to better support students	A programme to develop best practice via Guidance Meetings is developed and implemented by the beginning of Term 2. An Induction Programme for new Deans is implemented and reviewed annually.	Not implemented in 2021, to be introduced in 2022. A New Dean Induction Programme with input from Deans SD, SK and TC. Was close-to-ready for introduction in Term 3 but difficulty in attracting a new Dean has meant a re-organisation of the Deans structure and therefore no new Dean will be brought into the team.
Regularly report on progress and effectiveness of systems and processes	Termly Kamar data to be presented to staff in PB4L staff sessions. The PB4L team will use this data to inform Ako lessons and activities schoolwide. Deans will be surveyed every term to assess the effectiveness of (key) systems in the school The Me and My school survey will be completed annually	This did not occur. Not completed at either of the two earlier datepoints noted (July, August, start of Term 4). To move to 2022
Develop and implement a system of appraisal	Guidance appraisal system is co-constructed with Guidance/Deans and is integrated with our	Not started. Need the New Dean Induction Programme and

that specifically focuses on the role of the Dean	<p>school-wide appraisal processes so that it is embedded in their practice.</p> <ul style="list-style-type: none"> Deans are provided with an opportunity to reflect on their practice and set goals to strengthen capabilities. 	Guidance Best Practice implemented before engaging with reflection on practice.
FOCUS AREA: Develop and implement a UHC Wellbeing Plan		
Introduce a Student Wellbeing Team that will assist in the development and oversight of a UHC Student Wellbeing Plan	A Wellbeing Team of students from all levels is formed by the end of Term 1 and an initial Student Wellbeing Plan is developed by the end of Term 2.	Not completed. After the initial enthusiasm, it was difficult to bring group together. Will be part of 2022 Annual Plan and moved to leadership by students with teacher oversight - a result of successful Mental Health Awareness Week in Term 4.
Develop a UHC Staff Wellbeing Plan in association with the Staff Wellbeing Team	<p>A staff wellbeing plan is developed and shared with staff by the end of Term 1.</p> <p>Staff feel well supported professionally and personally which contributes to a respectful and productive staff culture.</p>	Plan not completed or shared with staff up to end of 2021. Regular and diverse contributions to staff wellness were made by Karen HF during the year and especially over the lockdown period. Other initiatives were implemented for staff including knitting group.
<p>Continue to develop an attractive and positive physical school environment</p> <p>- Masterplan (specialist technology spaces) confirmed and implemented during 2021.</p> <p>- Increased use of Te Reo by staff, in signage around school, communications etc</p>	<p>Classroom spaces affected by 2019 fire are operating in their permanent location in fit-for-purpose rooms (Textiles, DVC, Foods)</p> <p>Work completed in other areas - Te Manawa, (old) Food classroom</p> <p>Landscaping plan reviewed in time for commencing in autumn</p> <p>Implementation plan developed and started by Term 1.</p>	<p>Work continues on development of areas for fire-affected teaching spaces.</p> <p>Te Manawa works went to tender during Term 3, as part of wider school building works</p> <p>All property works and developments reported monthly to BOT</p> <p>Increased use of Te Reo led to examination of school branding. Meeting held with provider to discuss, ideas went to board and to be further developed</p>
Broaden and strengthen Student Leadership positions	A clear structure of student leadership is established which offers opportunities to students at all levels.	Completed. Student Leadership model finalised and implemented as part of the selection process for 2022 student leaders.

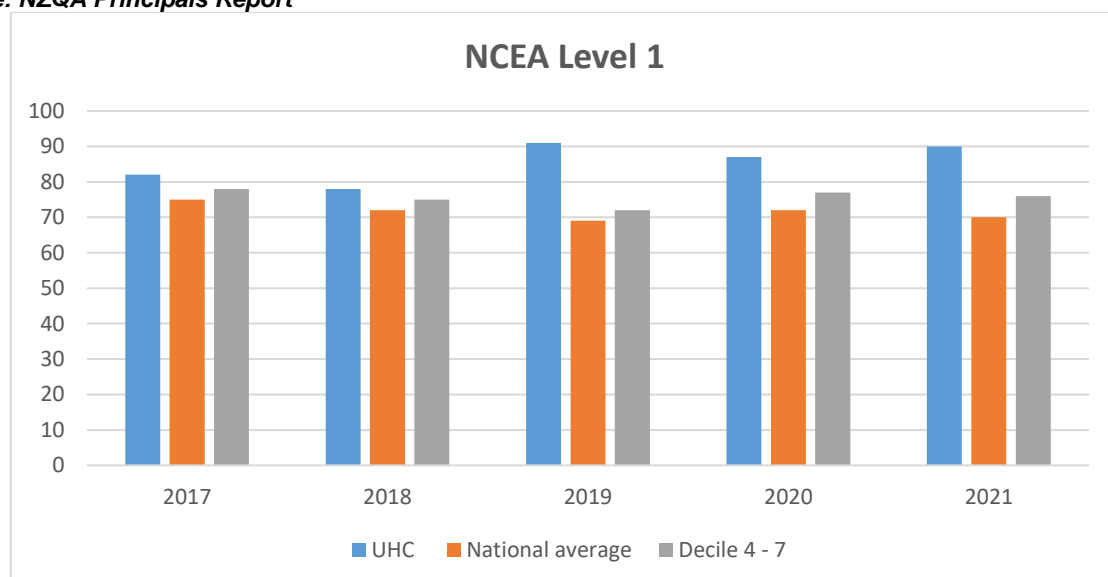
Strategic Area 4: Community Partnerships		Our goal: To build positive relationships between UHC and the wider UHC community
Focus		Success Indicators
To do this, we will: <ul style="list-style-type: none"> Actively promote Upper Hutt College in the community, with a focus on contributing schools Effectively communicate with families/whanau Foster relationships with key stakeholders including Orongomai Marae, local support groups etc. 		<ul style="list-style-type: none"> UHC will have a close relationship with contributing schools with increasing numbers of students attending UHC Positive feedback from, and engagement with, families/whanau and community groups/organisations
Focus area	Actions	Outcomes
FOCUS AREA: Actively promote Upper Hutt College in the community, with a focus on contributing schools		
Develop connections with local schools	Upper Hutt College will host students and schools for UHC events and will have been a presence at contributing schools for various events, thus increasing awareness of UHC - students, curriculum, culture, facilities etc	Open Day and Evening x2 PED201 classes over Friday mornings ran basketball and badminton coaching sessions with Fergusson Intermediate students
FOCUS AREA: Effectively communicate with families/whanau		
School Newsletter /Panui, Facebook, School website, School APP, Emails home.	Regular publication of Newsletter established. School website and social media, including BOT Instagram, continue	Two full school newsletters have been produced per term, which are widely read.
Provide opportunities for feedback from families / whanau	Introduce opportunities for feedback from community on school aspects	No feedback yet been sought from community at this point in time
FOCUS AREA: Foster relationships with key stakeholders including Orongomai Marae, local support groups etc.		
Continue to work with the community in the next stages of Te Manawa Atea development.	<p>Phase 2 of the Te Manawa Mahi Toi Collab Project is completed (pou complete and attached to whare)</p> <p>Te Manawa and the Memorial Garden are officially and appropriately opened / recognised in our school and community.</p>	<p>Not complete. Some progress was made on painting the pou in Term 4.</p> <p>Not complete. It is looking unlikely that this will occur before the kitchen and toilet area of Te Manawa is completed.</p>
Continue to work with the Upper Hutt Cluster	Active involvement in the Coherent Pathways working group to produce cluster-wide transition processes that will, in turn, strengthen our UHC transition practices and inform the development of a UHC learner profile(s).	Enrolment documentation updated to reflect UH Cluster agreed best practice. Transition processes review still in progress and UHC Learner Profile is in initial draft form.

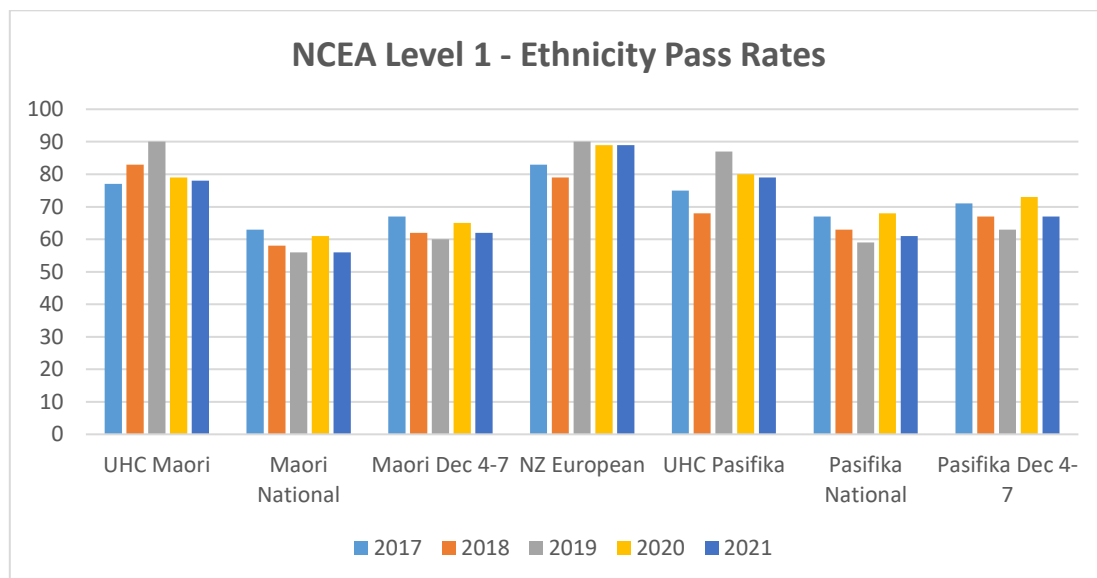
2021 NCEA RESULTS
Provisional, as at 21 February 2022

NCEA Level 1

	2021	2020	2019	2018	2017
Total number of eligible students	216	185	193	188	228
Number gaining Level 1	194	158	176	147	190
UHC Year 11 gaining Level 1	90%	87	91	78	82
National average	70	72	69	72	75
Decile 4 - 7	76	77	72	75	78
UHC Male	89%	90%	88%	74	77
National average	66	70	65	68	71
Decile 4 - 7	72	76	69	71	75
UHC Female	89%	81%	94%	82	85
National average	71	74	74	76	79
Decile 4 - 7	76	77	75	78	81
Literacy					
- UHC	95%	94%	98%	92	93
- National average	83	85	86	86	87
- Decile 4 – 7	88	89	89	89	90
Numeracy					
- UHC	94%	95%	97%	90%	92
- National average	82	83	84	84	86
- Decile 4 – 7	86	87	87	88	89
ENDORSEMENTS					
- Excellence % (Nat / Dec 4-7)	20 / 21 / 17	13 / 21 / 17	17 / 20 / 16	13 / 21 / 17	11 / 20 / 17
- Merit % (Nat / Dec 4-7)	28 / 32 / 30	24 / 32 / 31	22 / 34 / 31	29 / 34 / 33	22 / 33 / 31
Ethnicity pass rates					
- Asian	100%	92%	96%	83%	81
- Maori (Nat / Dec 4-7)	78 / 56 / 62	79 / 61 / 65	90 / 56 / 60	83 / 58 / 62	77 / 63 / 67
- New Zealand European	89%	89	90	79	83
- Pasifika (Nat / Dec 4-7)	79 / 61 / 67	80 / 68 / 73	87 / 59 / 63	68 / 63 / 67	75 / 67 / 71

Source: NZQA Principals Report





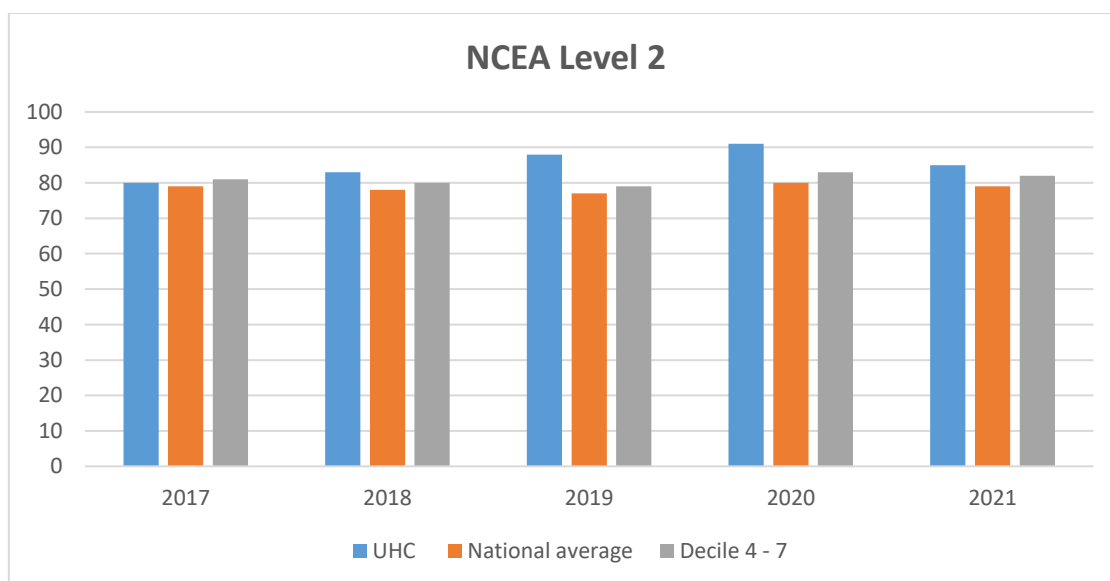
Commentary

- The Level 1 results continue the pattern of the last few years of strong results that are well above national and decile 4-7 results.
- The 90% pass rate (provisional at 18/2/22) was the highest of all co-ed secondary schools in the Wellington region.
- These figures do contain Learning Recognition Credits, recognising the impact that lockdown had on students and learning programmes. Students were eligible to earn LRC at a rate of 1 LRC to every 5 credits achieved through assessment, up to a cap of 8 LRC's at Level 1 and 6 LRC's at Level 2 & 3.
- The impact of lockdown would appear to be minimal from these results. What does impact on the results are the number of students who are counted in our statistics but who have either left school or who are very disengaged with learning but still attending in a minimal capacity.
- The overall pass rate has had a noticeable increase in the last 3 years and this cannot be attributed to LRC's which were not available in 2019. Internal mechanisms, such as improved course provision and selection, improved teaching, more focussed teacher professional learning and the provision of the AOP programme have had an impact.
- In terms of **male and female achievement**, the male's pass rates seem to have steadied over the last 3 years. The female pass rate is a little more variable. Both rates are still very acceptable when compared to national figures.
- The **Literacy and Numeracy** results continue to maintain excellent levels, well above national averages.
- We continue to have **endorsement pass rates** that just meet or are slightly below national averages. A school-wide focus on this area of achievement would see changes.
- For the first time, I have included a graph on **ethnicity pass rates** to give a visual of our progress in this area. The results of our **Asian students** are not included on this graph, but an excellent pass rate of **100%** cannot go un-noted.
 - We can be pleased that the pass rates of our **Maori students** are well above the national figures, however we are not maintaining a consistent level of results. There is further work to do in this area.
 - Pass rates for our **Pasifika students** are also well above national figures, but this is a small cohort and the addition (or loss) of 2-3 students will have a significant impact on the results.

NCEA LEVEL 2

	2021	2020	2019	2018	2017
Total number of eligible students	171	186	159	218	244
Number gaining Level 2	143	161	140	180	179
UHC Year 12 gaining Level 2	85%	91	88	83	78
National average	79%	80	77	78	79
Decile 4 - 7	82%	84	79	80	81
UHC Male	84%	94%	80	79%	73
National average	75	78	74	74	75
Decile 4 - 7	79	81	76	77	79
UHC Female	85	88%	95	87%	87
National average	79	82	79	81	81
Decile 4 - 7	83	86	83	83	84
ENDORSEMENTS – NCEA Level 2					
- Excellence % (Nat / Dec 4-7)	10 / 18 / 14	14 / 18 / 15	9 / 17 / 13	8 / 17 / 13	12 / 16 / 14
- Merit % (Nat / Dec 4-7)	15 / 24 / 22	16 / 25 / 23	21 / 26 / 23	14 / 25 / 23	14 / 24 / 21
Ethnicity pass rates					
- Asian	100	100	64	82	70
- Maori (Nat / Dec 4-7)	72 / 67 / 71	89 / 72 / 77	97 / 68 / 72	81 / 68 / 72	79 / 70 / 74
- New Zealand European	86	90	90	84	80
- Pasifika (Nat / Dec 4-7)	77 / 70 / 76	95 / 77 / 79	93 / 70 /	83 / 72 / 74	83 / 74 / 75

Source: NZQA Principals Report



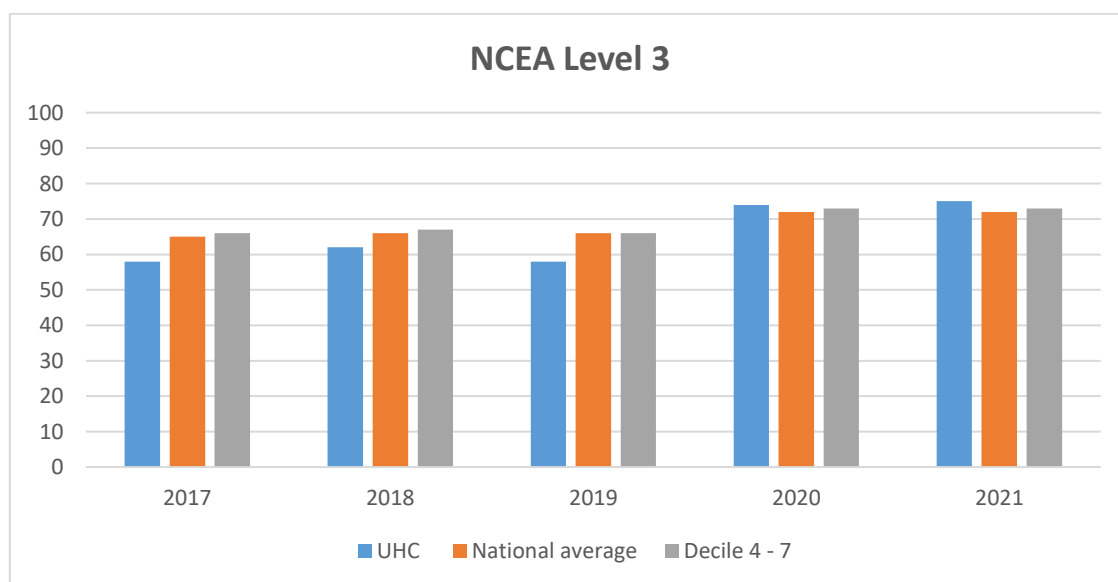
Commentary

- 2021 saw a decrease in the pass rate for Level 2 from a previous 91% to 85%. However, this is not unexpected given the cohort's pass rate at Level 1 in 2020 (85%) and it is more the norm that the Level 2 result is slightly lower than the Level 1 result.
- The pass rate continues the pattern of being well above national figures.
- Pass rates for **male and female achievement** were comparable, which differs from previous years where one has been significantly different than the other.
- **Endorsement rates** remain well below national figures for both Excellence and Merit endorsements.
- Our **Maori and Pasifika pass rates** were well below that achieved in 2020, and this was against a marked drop in national pass rates.

NCEA LEVEL 3

	2021	2020	2019	2018	2017
Total number of eligible students	162	131	177	192	143
Number gaining Level 3	119	90	103	118	84
UHC Year 13 gaining Level 3	75%	74	59	62	58
National average	72%	72	66	66	65
Decile 4 - 7	73%	73	66	67	66
UHC Male	73%	57	47	50	50
National average	66	68	61	61	60
Decile 4 - 7	67	67	61	61	60
UHC Female	77%	86	69	75	65
National average	73	75	71	71	70
Decile 4 - 7	76	77	71	72	72
ENDORSEMENTS – NCEA Level 3					
- Excellence % (Nat / Dec 4-7)	10 / 18 / 15	8 / 18 / 15	14 / 15 / 13	10 / 15 / 13	6 / 16 / 14
- Merit % (Nat / Dec 4-7)	18 / 26 / 24	20 / 27 / 24	11 / 28 / 24	16 / 27 / 24	14 / 27 / 24
Ethnicity pass rates					
- Asian	91%	82	59	55	82
- Maori (Nat / Dec 4-7)	63 / 58 / 60	73 / 61 / 63	65 / 55 / 56	48 / 53 / 54	46 / 53 / 54
- New Zealand European	78	76	58	66	57
- Pasifika (Nat / Dec 4-7)	64 / 64 / 65	73 / 69 / 67	44 / 60 / 60	50 / 59 / 57	57 / 59 / 58
UNIVERSITY ENTRANCE					
Number gaining UE	62	52	58	66	60
UHC	39%	42	33	35	39
National average	53%	53	49	49	49
Decile 4 – 7	51%	52	47	47	47

Source: NZQA Principals Report – roll based achievement NZQA



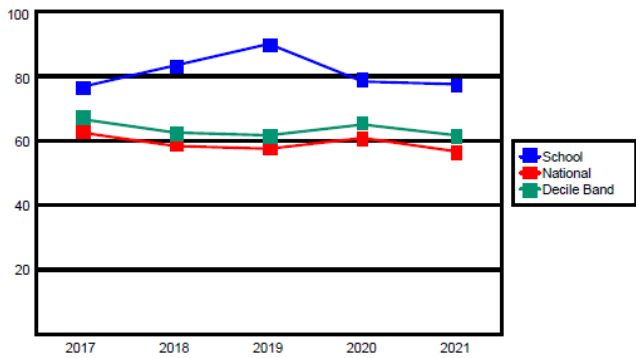
Commentary

- The pass rate for Level 3 (75%) was a very good result and is the second year that results have been a step above previous years. The results are now slightly above national figures.

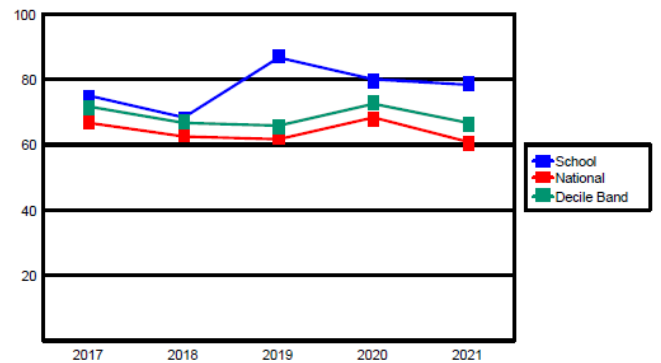
- There has been a significant improvement in the pass rate for males, moving it well above national figures and closer to the pass rate for females, which dropped in 2021.
- Endorsements at Excellence and Merit levels continue to only reach a point well below national figures.
- Correspondingly, pass rates according to ethnicity reflect similar changes, although pass rates for Maori students are above national figures.
- The number of students gaining UE continues to be very low.

Maori and Pasifika Results

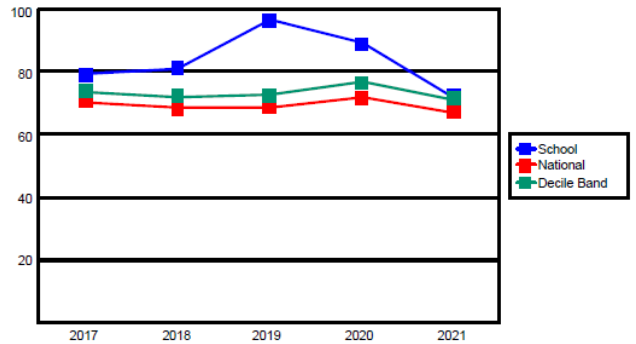
Year 11 NCEA Level 1 - Māori



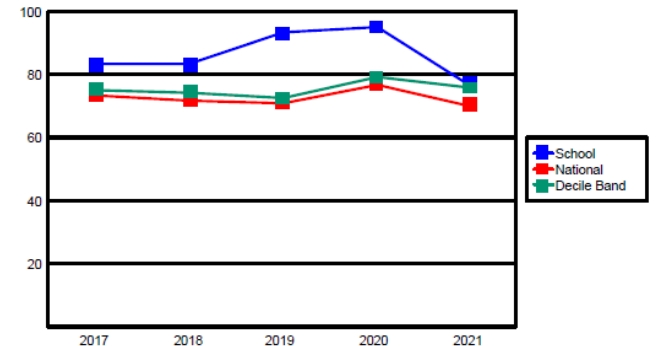
Year 11 NCEA Level 1 - Pacific Peoples



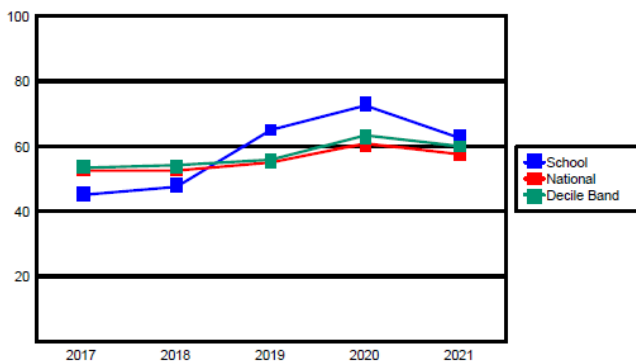
Year 12 NCEA Level 2 - Māori



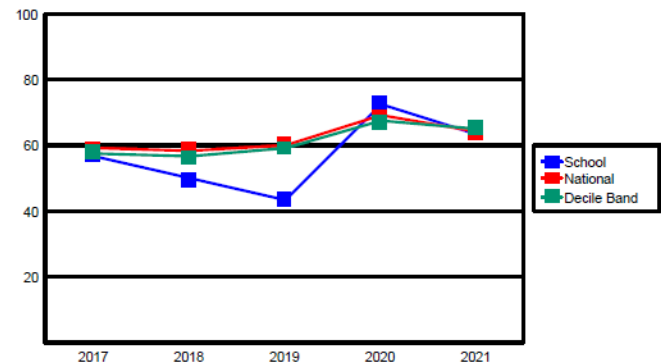
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Māori



Year 13 NCEA Level 3 - Pacific Peoples



- These results provided to show the pattern of achievement of our Māori and Pasifika students over time.
- At Level 1, our Maori and Pasifika students are achieving well above national and decile levels.
- From a highpoint in 2019, the pass rates for 2020 and 2021 show a clear decline in the pass rates for Level 1 – probably a result of the disruptions from COVID lockdowns that impacted more on our Maori and Pasifika students. It did not follow the same pattern as the national and decile rates which increased.
- The impact of COVID was just as noticeable in Level 2, with a marked decrease in the pass rates.
- The results will show variability because of the cohort size – approximately 50 for Maori students and sometimes fewer than 12 Pasifika students.
- Our general aim is to ensure we are tracking above national figures, while also working to bring these results are the same as our NZ European students.

Scholarships

	2021	2020	2019	2018	2017	2016	2015	2014	2013
Number of Scholarships	2	0	2	1	0	6 + 1 Outstanding	4	1	4
Number of students	4	1	1	2	3	4	3	7	2

- Four students entered Scholarship in 6 different subjects. In two of the exams, students were absent.
- Two students gained a Scholarship – one in Painting, and one in Health & Physical Education, which is covered in this case in the Year 13 FOT course.

Endorsements – NCEA and Course

Number (and %) of NCEA Endorsements awarded at each level

NCEA Achieved with Excellence

Year	2021	2020	2019	2018	2017
Level 1	38 – 20%	20 - 13%	28 – 17%	19 – 13%	20 – 11%
Level 2	14 – 10%	22 - 14%	13 – 9%	15 - 8%	22 – 12%
Level 3	12 – 10%	8 - 8%	16 – 14%	12 - 10%	5 – 6%

NCEA Achieved with Merit

Year	2021	2020	2019	2018	2017
Level 1	54 – 28%	38 - 24%	40 – 22%	40- 29%	41 -22%
Level 2	21 – 15%	27 - 16%	29 – 21%	26 - 16%	28 – 16%
Level 3	19 – 18%	19 - 20%	12 – 11%	18 - 16%	13 – 15%

Commentary

- Comments on NCEA endorsements noted earlier

Number of Excellence and Merit Course Endorsements awarded at each level

Year	2021	2020	2019	2018	2017
10	5 students 5 endorsements 4 Excellence 1 Merit	6 students 6 endorsements 2 Excellence 4 Merit	5 students 5 endorsements 3E, 2M	5 students 5 endorsements 1E, 4M	6 students 5 endorsements 1E, 4M
11	99 students 268 endorsements 76 Excellence 192 Merit	76 students 178 endorsements 57 Excellence 121 Merit (1 Excellence, 2 Merits at Level 2)	71 students 210 endorsement 56E, 154M (4E at Level 2)	62 students 169 endors. 47E, 122M	74 students 199 endors. 45E, 154M
12	94 endorsements 24 Excellence 70 Merit	62 students 147 endorsements 44 Excellence 103 Merits	50 students 103 endors. 30E, 77M	59 students 130 endors. 37E, 93M	65 students 136 endors. 47E, 89M
13	85 endorsements 21 Excellence 64 Merit	36 students 67 endorsements 13 Excellence 53 Merit	39 students 77 endors. 27E, 50M	37 students 76 endors. 24E, 54M	24 students 40 endors. 9E, 31M

Commentary

Students will gain an endorsement for a course if (in a single school year), they achieve 14 or more credits at Merit or Excellence level. 3 credits must be from externally assessed standards and 3 credits from internally assessed standards. It doesn't apply to PE.

Also, students can gain an Achieved Endorsement from gaining 14 credits in that subject.

- Great to see the Year 10 students who were accelerated into NCEA Level 1 classes all received an endorsement – 4 Excellence and 1 Merit awarded.
- Year 11/NCEA Level 1 showed a significant increase in Merit and Excellence endorsements from the previous year.
- Year 12/NCEA Level 2 showed the opposite, with a significantly fewer number gaining an endorsement
- In Year 13/NCEA Level 3, this pattern was reversed again, with pleasing results.

In terms of courses that gained Merit and Excellence endorsements, the details around that are in the table below – *Course Endorsements per Subject*.

- The Art Department had an excellent increase in the number of students gaining an endorsement at Level 1. Painting at Level 2 and 3 also saw good results.
- The Sciences also continue to do well with pleasing results in Biology, Level 2 Chemistry and Science itself.
- English achieved excellent endorsement results at Level 1 – 55 gaining a course endorsement.
- Maths also improved the number of endorsements at Level 1 and 3 Stats.
- Other subjects that had good increases include
 - Level 1 – Food&Nutrition, DGT, Health, History, PE
 - Level 3 - Media

Course Endorsements per Subject

Subject	NCEA Level 1				NCEA Level 2				NCEA Level 3			
	Excellence		Merit		Excellence		Merit		Excellence		Merit	
	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020	2021	2020
Art	11	6	13	5								
Art Design		-		-	2	2	2	3	0	0	2	0
Art Painting		-		-	4	5	9	8	1	1	5	1
Biology	3	1	5	4	1	3	7	5	0	1	2	7
Chemistry		-		-	1	1	22	5	0	2	2	3
Classics		-		-		-		-	2		6	
Commerce	2	1	5	6	0	0	0	0				
Computing		-		-	1	2	1	3				
Dance	2	5	4	2	0	4	0	3				
DGT	5	0	5	0	0	0	0	0	0		5	1
DVC	0	1	1	2	0	0	0	0				
Drama	0	0	9	2	0	2	2	10	0		5	3
English 201/202	20	10	33	17	4/0	5	12/1	28	7	3	8	12
FON	2	1	6	4	0	2	1	0	2		0	
Geography	4	3	9	9	3	5	7	2	0	0	5	6
Health	3	2	15	2	0	1	2	1	0	0	1	1
History	4	2	10	4	2	1	3	10	0	0	5	4
Japanese	2	2	2	2	3	-	1	-				
Maori		0		1	0	0	0	0				
Mathematics	10	8	35	30	1	5	10	14				
Maths (Calc)		-		-		-		-	0	2	2	4
Maths (Stats)		-		-		-		-	4	3	5	0
Media					0	1	2	6	4	1	7	6
Music	0	0	0	0	0	0	0	1	0		1	
Phys Ed 101/102	7/1	2/2	6/3	7/9	1	0	1	2	1		0	
Photography		-		-	2	3	3	3	1	1	2	1
Physics		-		-	0	3	5	7	0	1	3	3
Science	9	9	32	13		-		-				
Spanish	0		1									
Textiles	0	0	3	2	0	0	0	0		0		1

2021 NCEA Level 1 - 3 Targets & Results

Target 1 Improve on Upper Hutt College NCEA results (from previous year)	Target 2020 Results	Result 2021
NCEA Level 1	85%	90%
NCEA Level 2	89%	85%
NCEA Level 3	71%	75%
University Entrance	41%	39%

Target 2 NCEA Level 1 Literacy and Numeracy	Target	Result
	Literacy = 98%	95%
	Numeracy = 96%	94%

Target 3 Improve % of students achieving Excellence and Merit endorsements (from previous year)	Target Excellence	2021	Target Merit	2021
NCEA Level 1	12%	20%	24%	28%
NCEA Level 2	14%	10%	16%	15%
NCEA Level 3	8%	10%	20%	18%

Target 4 Improve achievement of UHC Maori and Pasifika students to UHC NZ European students (from previous year)	Target	Result - Maori	Result - Pasifika	Result – NZ European
NCEA Level 1	89%	78%	79%	89%
NCEA Level 2	90%	72%	77%	86%
NCEA Level 3	76%	63%	64%	78%

KEY – Achieved target