

# UPPER HUTT COLLEGE

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



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

# UPPER HUTT COLLEGE

Annual financial statements - For the year ended 31 December 2024

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# UPPER HUTT COLLEGE

## Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Garth Johnson

Full Name of Presiding Member

Janetta Van Maren

Full Name of Principal (Acting Principal)

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

29/5/2025

Date:

29/5/2025

Date:

# UPPER HUTT COLLEGE

## Statement of Comprehensive Revenue and Expense For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	13,597,350	12,859,122	13,073,696
Locally Raised Funds	3	1,317,155	287,500	600,675
Interest		214,803	141,453	127,930
Other Revenue		28,764	9,000	25,884
		<u>15,158,072</u>	<u>13,297,075</u>	<u>13,828,185</u>
<b>Expenses</b>				
Locally Raised Funds	3	921,854	100,125	269,152
Learning Resources	4	9,061,726	9,358,597	8,927,201
Administration	5	622,986	566,549	578,151
Property	6	3,309,582	3,173,985	3,104,024
Interest		8,051	5,500	8,795
Loss on Disposal of Property, Plant and Equipment		-	-	187
		<u>13,924,199</u>	<u>13,204,756</u>	<u>12,887,510</u>
<b>Net Surplus for the year</b>		<u>1,233,873</u>	<u>92,319</u>	<u>940,675</u>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>1,233,873</u></u>	<u><u>92,319</u></u>	<u><u>940,675</u></u>

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



# UPPER HUTT COLLEGE

## Statement of Changes in Net Assets/Equity For the year ended 31 December 2024

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Balance at 1 January</b>	3,736,296	3,736,297	2,665,869
Total comprehensive revenue and expense for the year	1,233,873	39,164	940,675
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	100,000	129,755
<b>Equity at 31 December</b>	<u>4,970,169</u>	<u>3,875,461</u>	<u>3,736,299</u>
Accumulated comprehensive revenue and expense	4,970,169	3,875,461	3,736,299
<b>Equity at 31 December</b>	<u>4,970,169</u>	<u>3,875,461</u>	<u>3,736,299</u>

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 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,725,314	1,034,324	932,207
Accounts Receivable	8	711,002	700,000	621,796
Funds receivable for Capital Works Projects	17	187,968	-	231,448
GST Receivable		-	30,000	32,119
Inventories	9	2,338	3,500	3,449
Investments	10	3,094,982	1,930,000	2,430,382
Prepayments		25,000	-	421,687
		<u>5,746,604</u>	<u>3,697,824</u>	<u>4,673,088</u>
<b>Current Liabilities</b>				
Accounts Payable	12	980,290	825,000	815,248
Finance Lease Liability	15	41,384	28,348	40,479
Funds held for Capital Works Projects	17	25,467	-	108,997
Funds held in Trust	16	337,794	-	258,065
GST Payable		2,051	-	-
Provision for Cyclical Maintenance	14	-	13,410	18,575
Revenue Received in Advance	13	510,248	235,000	782,288
		<u>1,897,234</u>	<u>1,101,758</u>	<u>2,023,652</u>
<b>Working Capital Surplus</b>		<u>3,849,370</u>	<u>2,596,066</u>	<u>2,649,436</u>
<b>Non-current Assets</b>				
Work in Progress		-	-	19,800
Property, Plant and Equipment	11	1,258,902	1,377,555	1,192,793
		<u>1,258,902</u>	<u>1,377,555</u>	<u>1,212,593</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	15	58,485	34,551	62,902
Funds held in Trust	16	3,300	3,300	3,300
Provision for Cyclical Maintenance	14	76,318	60,309	59,528
		<u>138,103</u>	<u>98,160</u>	<u>125,730</u>
<b>Net Assets</b>		<u>4,970,169</u>	<u>3,875,461</u>	<u>3,736,299</u>
<b>Equity</b>		<u>4,970,169</u>	<u>3,875,461</u>	<u>3,736,299</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 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		3,739,125	3,912,917	3,344,566
Locally Raised Funds		435,730	500	755,113
International Students		625,362	162,500	419,528
Goods and Services Tax (net)		34,163	(20,000)	39,893
Payments to Employees		(1,581,473)	(1,544,795)	(1,384,574)
Payments to Suppliers		(1,741,146)	(1,538,338)	(2,120,162)
Interest Paid		(8,051)	(5,500)	(8,795)
Interest Received		209,548	146,453	106,960
Net cash from/(to) the Operating Activities		1,713,258	1,113,737	1,152,529
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(248,963)	(340,426)	(284,307)
Purchase of Investments		(664,600)	(630,000)	(1,069,523)
Net cash from/(to) the Investing Activities		(913,563)	(970,426)	(1,353,830)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(46,268)	(37,101)	(16,152)
Funds Administered on Behalf of Other Parties		39,680	(85,755)	10,654
Furniture and Equipment Grant		-	100,000	129,755
Net cash from/(to) Financing Activities		(6,588)	(22,856)	124,257
<b>Net increase/(decrease) in cash and cash equivalents</b>		793,107	120,455	(77,044)
Cash and cash equivalents at the beginning of the year	7	932,207	913,869	1,009,251
<b>Cash and cash equivalents at the end of the year</b>	7	1,725,314	1,034,324	932,207

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

The above 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 2024

### 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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements 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 \$33 million per year. All relevant reduced disclosure concessions have been taken.

##### **Measurement Base**

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

##### **Presentation Currency**

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

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

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

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

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

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

##### **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 14.

# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 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 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 school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

##### *Recognition of grants*

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

### c) Revenue Recognition

#### **Government Grants**

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

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

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

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

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

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



# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

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

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

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

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

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

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

#### **d) Operating Lease Payments**

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

#### **e) Finance Lease Payments**

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

#### **f) Cash and Cash Equivalents**

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

#### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for 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.

#### **hi) 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.

#### **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 not trivial.



# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown 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.

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

# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### k) Impairment of property, plant, and equipment and intangible assets

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

##### Non cash generating assets

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

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

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

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

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

#### l) 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.

#### 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

#### n) 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.

#### o) 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.



# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### 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 Statement of Revenue and Expense.

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 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 schools 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.

#### 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.

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.

#### 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 2024

### 2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	3,665,320	3,056,925	3,235,096
Other Government Grants	73,805	52,197	109,470
Teachers' Salaries Grants	7,311,263	7,300,000	7,315,505
Use of Land and Buildings Grants	2,546,962	2,450,000	2,413,625
	13,597,350	12,859,122	13,073,696

### 3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Fees for Extra-Curricular Activities	806,512	-	181,316
Fundraising & Community Grants	-	-	23,821
Other revenue	225	-	2,282
Trading	5,770	10,000	9,015
International student fees	504,648	277,500	384,241
	1,317,155	287,500	600,675
<b>Expenses</b>			
Extra-Curricular Activities Costs	755,142	4,000	144,131
Fundraising & Community Grants Costs	2,757	-	11,135
Trading	1,510	-	2,147
International Student - Commissions	59,358	40,125	46,154
International Student - Employee Benefit - Salaries	61,193	-	37,992
International Student - Levy	6,893	-	2,833
International Student - Other Expenses	35,001	56,000	24,760
	921,854	100,125	269,152
	395,301	187,375	331,523

Surplus for the year Locally raised funds

### 4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	410,796	645,347	435,629
Depreciation	245,413	245,000	236,233
Employee Benefits - Salaries	8,271,486	8,273,761	8,122,053
Information and Communication Technology	109,912	151,689	108,542
Library Resources	5,102	7,200	6,394
Staff Development	19,017	35,600	18,350
	9,061,726	9,358,597	8,927,201

# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	18,554	10,000	10,968
Board of Trustees Expenses	7,627	10,000	6,523
Board of Trustees Fees	4,335	5,900	4,165
Communication	17,346	17,900	17,363
Consumables	51,910	21,000	48,593
Employee Benefits - Salaries	430,182	419,249	402,803
Insurance	8,858	9,000	7,920
Other	65,894	56,500	61,813
Service Providers, Contractors and Consultancy	18,280	17,000	18,003
	<u>622,986</u>	<u>566,549</u>	<u>578,151</u>

### 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	42,837	38,500	41,380
Consultancy and Contract Services	226,910	259,000	217,697
Cyclical Maintenance Provision	10,611	70,000	(6,217)
Employee Benefits - Salaries	144,390	134,285	129,211
Grounds	53,299	56,500	50,868
Heat, Light and Water	148,752	97,000	142,481
Rates	7,686	6,900	8,246
Repairs and Maintenance	122,108	54,800	99,997
Security	6,027	7,000	6,736
Use of Land and Buildings	2,546,962	2,450,000	2,413,625
	<u>3,309,582</u>	<u>3,173,985</u>	<u>3,104,024</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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	600	600	600
Bank Current Account	715,878	738,724	638,944
Bank Call Account	1,008,836	295,000	292,663
Net cash and cash equivalents for Cash Flow Statement	<u>1,725,314</u>	<u>1,034,324</u>	<u>932,207</u>

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

Of the \$1,725,314 Cash and Cash Equivalents, \$25,467 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2025 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 2024

### 8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	6,521	20,000	956
Receivables from the Ministry of Education	7,222	-	-
Interest Receivable	29,836	-	24,581
Teacher Salaries Grant Receivable	667,423	680,000	596,259
	<u>711,002</u>	<u>700,000</u>	<u>621,796</u>
Receivables from Exchange Transactions	36,357	20,000	25,537
Receivables from Non-Exchange Transactions	674,645	680,000	596,259
	<u>711,002</u>	<u>700,000</u>	<u>621,796</u>

### 9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	2,338	3,500	3,449
	<u>2,338</u>	<u>3,500</u>	<u>3,449</u>

### 10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	3,094,982	1,930,000	2,430,382

The carrying value of term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2024.



# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2024</b>						
Buildings	136,276	-	-	-	(5,542)	130,734
Furniture and Equipment	601,662	170,509	(3,071)	-	(79,642)	689,458
Information Technology	224,705	89,800	-	-	(80,728)	233,777
Leased Assets	97,020	42,756	-	-	(46,959)	92,817
Library Resources	48,640	6,455	-	-	(6,147)	48,948
Motor Vehicles	26,958	-	-	-	(19,030)	7,927
Textbooks	57,532	5,074	-	-	(7,365)	55,241
<b>Balance at 31 December 2024</b>	<b>1,192,793</b>	<b>314,594</b>	<b>(3,071)</b>	<b>-</b>	<b>(245,413)</b>	<b>1,258,902</b>

The net carrying value of equipment held under a finance lease is \$92,817 (2024: \$97,020).

#### Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	289,941	(159,207)	130,734	289,941	(153,665)	136,276
Furniture and Equipment	1,391,623	(702,165)	689,458	1,224,186	(622,524)	601,662
Information Technology	832,625	(598,848)	233,777	742,750	(518,045)	224,705
Leased Assets	300,323	(207,506)	92,817	257,567	(160,547)	97,020
Library Resources	81,469	(32,521)	48,948	75,014	(26,374)	48,640
Motor Vehicles	95,152	(87,225)	7,927	95,152	(68,194)	26,958
Textbooks	86,133	(30,892)	55,241	81,059	(23,527)	57,532
<b>Balance at 31 December</b>	<b>3,077,266</b>	<b>(1,818,364)</b>	<b>1,258,902</b>	<b>2,765,669</b>	<b>(1,572,876)</b>	<b>1,192,793</b>

### 12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	187,752	120,000	115,977
Accruals	18,556	25,000	10,968
Employee Entitlements - Salaries	750,275	680,000	664,907
Employee Entitlements - Leave Accrual	23,707	-	23,396
	<b>980,290</b>	<b>825,000</b>	<b>815,248</b>
Payables for Exchange Transactions	980,290	825,000	815,248
	<b>980,290</b>	<b>825,000</b>	<b>815,248</b>

The carrying value of payables approximates their fair value.

# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	-	17,948
International Student Fees in Advance	359,001	235,000	238,287
Other Student Activity Fees in Advance	151,247	-	526,053
	<u>510,248</u>	<u>235,000</u>	<u>782,288</u>

### 14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	78,103	78,103	148,808
Increase/(Decrease) to the Provision During the Year	5,235	70,000	2,983
Use of the Provision During the Year	(7,020)	(74,384)	(73,688)
Provision at the End of the Year	<u>76,318</u>	<u>73,719</u>	<u>78,103</u>
Cyclical Maintenance - Current	-	13,410	18,575
Cyclical Maintenance - Non Current	76,318	60,309	59,528
	<u>76,318</u>	<u>73,719</u>	<u>78,103</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

### 15. Finance Lease Liability

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	47,745	28,348	46,905
Later than One Year and no Later than Five Years	62,433	34,551	68,408
Future Finance Charges	(10,309)	-	(11,932)
	<u>99,869</u>	<u>62,899</u>	<u>103,381</u>
<b>Represented By</b>			
Finance Lease Liability - Current	41,384	28,348	40,479
Finance Lease Liability - Non Current	58,485	34,551	62,902
	<u>99,869</u>	<u>62,899</u>	<u>103,381</u>

# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 16. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	337,794	-	258,065
Funds Held in Trust on Behalf of Third Parties - Non Current	3,300	3,300	3,300
	<u>341,094</u>	<u>3,300</u>	<u>261,365</u>

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

### 17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2024		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to Other Revenue)	Closing Balances \$
Fire & Security Upgrade	Completed	515	-	-	(515)	-
AMS Flooring	in progress	-	36,827	(37,954)	-	(1,127)
Drainage Project 1	Completed	(3,720)	(7,595)	-	11,315	-
Food & Textiles (was Master Planning)	in progress	(122,562)	149,819	(70,390)	-	(43,133)
Roofing Project	in progress	27,771	-	(37,355)	-	(9,584)
River Gym Wall Panels	Completed	(493)	-	-	493	-
River Gym Lighting	Completed	710	-	-	(710)	-
S Block Toilets & Kitchen	Completed	(87,317)	-	23,660	799	(62,858)
T5 Foods	in progress	(4,438)	-	-	12,113	7,675
Sports Turf	Completed	(3,747)	302,230	(295,735)	-	2,748
Re-set Sports Posts	Completed	22,059	(22,059)	-	-	-
Block W (Awhina)	in progress	-	-	(8,700)	-	(8,700)
Heating	in progress	(2,923)	-	(4,597)	-	(7,520)
H Block Roof	in progress	-	-	(12,770)	-	(12,770)
Plumbing	in progress	-	-	(10,126)	-	(10,126)
General Property Consultancy	in progress	(6,248)	-	(12,925)	-	(19,173)
Precast Panel & Structural	in progress	-	17,000	(1,956)	-	15,044
Electrical Works	in progress	-	-	(671)	-	(671)
Stage 1 Sprinkler	in progress	-	-	(12,306)	-	(12,306)
Drainage - Stage 2	Completed	57,942	10,588	(68,530)	-	-
Totals		<u>(122,451)</u>	<u>486,810</u>	<u>(550,355)</u>	<u>23,495</u>	<u>(162,501)</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

25,467
(187,968)
<u>(162,501)</u>



# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 17. Funds Held for Capital Works Projects (cont.)

2023		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Fire & Security Upgrade	<i>in progress</i>	1,428	4,228	(5,141)	-	515
J Block (Te Manawa)	<i>in progress</i>	-	-	-	-	-
LED Lighting Project	<i>complete</i>	(17,723)	17,723	-	-	-
Library Carpet	<i>complete</i>	(154)	-	-	154	-
Food & Textiles (was Master Planning)	<i>in progress</i>	(58,180)	580,000	(644,382)	-	(122,562)
Roofing Project	<i>in progress</i>	28,954	-	(1,184)	-	27,771
River Gym Wall Panels	<i>in progress</i>	3,961	4,304	(8,758)	-	(493)
River Gym Lighting	<i>in progress</i>	631	-	79	-	710
S Block Toilets & Kitchen	<i>in progress</i>	(67,925)	-	(19,392)	-	(87,317)
T5 Foods	<i>in progress</i>	(4,438)	-	-	-	(4,438)
Sports Turf	<i>in progress</i>	8,147	-	(11,894)	-	(3,747)
Re-set Sports Posts	<i>in progress</i>	30,420	-	(8,361)	-	22,059
Drainage	<i>in progress</i>	(3,309)	-	(411)	-	(3,720)
Heating	<i>in progress</i>	(2,923)	-	-	-	(2,923)
Hardware	<i>complete</i>	(8,630)	8,630	-	-	-
General Property	<i>in progress</i>	(2,631)	-	(3,617)	-	(6,248)
Drainage - Stage 2	<i>in progress</i>	-	63,450	(5,508)	-	57,942
Totals		(92,372)	678,335	(708,569)	154	(122,451)

### 18. 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.

# UPPER HUTT COLLEGE

## Notes to the Financial Statements For the year ended 31 December 2024

### 19. Remuneration

#### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
Board Members Remuneration	4,335	4,165
Leadership Team Remuneration	735,274	699,826
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	739,609	703,991
Total full-time equivalent personnel	5.00	5.00

There are 8 members of the Board excluding the Principal. The Board held 9 full meetings of the Board in the year. The Board also has 8 members of the Finance & Property committee that meet 9 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	190 - 200
Benefits and Other Emoluments	-	-

#### 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	23	19
110 - 120	7	10
120 - 130	7	3
140 - 150	-	1
150 - 160	-	-
160 - 170	1	-
	38	33

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

### 20. 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:

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-



# UPPER HUTT COLLEGE

## Notes to the Financial Statements

For the year ended 31 December 2024

### 21. Contingencies

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

#### Holidays Act Compliance – Schools Payroll

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

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

### Pay Equity Settlement Wash Up

In 2024 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2024. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2024. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2025.

### 22. Commitments

#### (a) Capital Commitments

As at 31 December 2024 the Board had capital commitments of \$14,462 (2023: \$693,645) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend to Date	Remaining Capital Commitment
	\$	\$	\$
Roofing Project	130,938	119,504	11,434
AMS Flooring	40,982	37,954	3,028
	171,920	157,458	14,462

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

#### (b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating commitments (2023: nil).



# UPPER HUTT COLLEGE

## Notes to the Financial Statements For the year ended 31 December 2024

### 23. Financial Instruments

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	1,725,314	1,034,324	932,207
Receivables	711,002	700,000	621,796
Investments - Term Deposits	3,094,982	1,930,000	2,430,382
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>5,531,298</b>	<b>3,664,324</b>	<b>3,984,385</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	980,290	825,000	815,248
Finance Leases	99,869	62,899	103,381
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>1,080,159</b>	<b>887,899</b>	<b>918,629</b>

### 24. Events After Balance Date

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

### 25. Comparatives

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

## UPPER HUTT COLLEGE

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Occupation	Term expired / expires
Garth Johnson	Presiding Member	Re-elected September 2022	IT Manager	September 2025
Judith Taylor	Principal		Principal	
Craig Butler	Parent Rep	Elected Sept 2022		September 2025
Wendy Holmes	Parent Rep	Elected Sept 2022		September 2025
Jo Leiper	Parent Rep	Elected Sept 2022		September 2025
Charlie Beckett	Parent Rep	Co-opted September 2022		September 2025
Bruce Thomas	Staff Rep	Re-elected September 2022	Teacher	September 2025
Mark Brewer	Parent Rep	Co-opted September 2022	Consultant	September 2025
Koh Than	Student Rep	Elected Sept 2024	Student	September 2025

## UPPER HUTT COLLEGE

### Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2024

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

In 2024 the School received funding of \$30,077 (2023: \$27,340) 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.

#### Statement of Compliance with Employment Policy

For the year ended 31 December 2024 Upper Hutt College Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

# Independent auditor's report

## **To the readers of the financial statements of Upper Hutt College for the year ended 31 December 2024**

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 2024, 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 2024, 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 30 May 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 Opinion**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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, 22 to 23, and pages 27 to 37 but does not include the financial statements, and our auditor's report thereon.

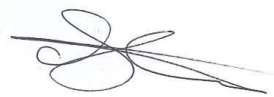
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### **Independence**

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

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



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



## Statement of variance: progress against targets

<b>Strategic Goal 1 - Learners at the Centre</b> <b>Provide learning opportunities that enable ākonga success</b> <ul style="list-style-type: none"> <li>• Having high aspirations for every learner</li> <li>• Every learner has the opportunity to gain sound foundation skills</li> <li>• Reduce barriers to learning</li> <li>• Increased focus on digital literacy skills to ensure learners are suitably prepared for the future</li> </ul>	
<b>Actions &amp; Goals</b>	<b>Key achievements / What has been achieved so far?</b>
<b>Having high aspirations for every learner</b> <ul style="list-style-type: none"> <li>- Careers Education / planning in Ako time</li> <li>- Goal setting and reflection in subjects &amp; Ako time</li> <li>- Utilise opportunities to expose students to successes i.e. previous students, outside presentations</li> <li>- Investigate restorative practices</li> </ul>	<p>A week focussing on Careers Education introduced which included goal setting and reflections. Highlights included a Careers Expo with external agencies presenting to students</p>
<b>Every learner has the opportunity to gain sound foundation skills</b> <ul style="list-style-type: none"> <li>- Develop and implement UHC Literacy Plan</li> <li>- Distribution of Hauora Learning Plans from LSC to teachers</li> <li>- Ako programme to reinforce school values</li> </ul>	<p>The UHC Literacy Team implemented the Literacy Plan and most subject areas have incorporated the UHC literacy strategies into their junior units of learning. Hauora Learning Plans were provided for teachers of students who had particular learning needs</p> <p>The Ako Time Programme continued to build on and develop the school values.</p>
<b>Reduce barriers to learning</b> <ul style="list-style-type: none"> <li>- All Year 9-10 students will have access to a digital device</li> <li>- Provision of specialist staff (eg Numeracy teacher)</li> <li>- Develop and implement a plan to improve attendance including weekly attendance data emailed to parents</li> <li>- explore ways to breakdown streaming of senior courses at NCEA Level 1</li> </ul>	<p>The UHC Board has continued to provide, for the second year, a chromebook for Year 9 students who do not have one, ensuring equity of access to learning with this essential device.</p> <p>A specialist Numeracy teacher was appointed and worked with individual students as well as developing the school's Numeracy website.</p> <p>Parents and caregivers receive weekly updates on student attendance</p>
<b>Increased focus on digital literacy skills to ensure learners are suitably prepared for the future</b> <ul style="list-style-type: none"> <li>- All yr 9 students having a digital induction</li> <li>- Students have access to a range of digital tools and applications including <i>assisted tech for learning and assessment</i></li> <li>- Digital Fluency Resources Hub for teachers</li> </ul>	<p>The Digital Induction for all Year 9 students took place in the first week of school, ensuring students were familiar with the Google Classroom and use of their chromebook.</p> <p>The Digital Fluency Resources Hub, along with teacher-led PD, ensured that students were able to access and use a range of digital tools.</p>
<b>Next steps / Areas for development</b> <ul style="list-style-type: none"> <li>• Examine how we provide different courses for seniors at NCEA Level 1 level (eg ENG101, 102).</li> <li>• Review key teacher practices to ensure consistency across learning environments.</li> <li>• Further examine the barriers to learning for Māori and Pasifika students.</li> </ul>	

## Strategic Goal 2 - Quality Teaching and Leadership

### Promote excellence in teaching

- Relevant and focussed professional development for teaching and leadership
- Implement NZ curriculum refresh and NCEA changes
- Develop middle management capability
- Maturanga Māori in subject areas
- Development and implementation of school-wide Literacy Plan

Actions & Goals	Key achievements / What has been achieved so far?
<b>Relevant and focussed professional development for teaching and leadership</b> - Implement PLD programme based around literacy, NCEA Changes and Maturanga Māori including: - Staff engaging in NCEA changes workshops and continuing to develop programmes of learning in curriculum areas. - Staff able to use Assessment Master and aware of Pūtake Resource. - Comprehensive late-start PLD programme - Enrolment and support of staff in Te Ahu o te Reo Māori Programme. - Organise a staff Upper Hutt area tour at the start of 2025 with a focus on local Iwi and other areas of significance. - Teachers embedding school wide literacy strategies - HODs/Middle Leaders lead curriculum development in the Upper Hutt Cluster	PD Opportunities were presented to numerous staff through in-school PD time, NZQA and subject association workshops. Some staff fully engaged in Putake eg, History, and there was huge success for those staff enrolled in and completing the Te Ahu o te Reo Māori Programme. Late start programme connected digital tools, UDL and literacy implemented in 2024. Most staff are actively using literacy strategies in the junior school.
<b>Implement NZ curriculum refresh and NCEA changes</b> Teachers will implement NCEA Level 1 changes and actively participate in TO Accord Days - School hosts information evening for whānau	NCEA changes successfully implemented - 75% pass rate. RAMP changes ongoing for 2025 The NCEA Information was a success with approximately 100+ students and families attending.
<b>Maturanga Māori in subject areas</b> Department focus on what it looks like within their curriculum areas including: - Providing contexts and viewpoints connected to Te Ao Māori - Incorporating Te Reo Māori as part of everyday practice in classrooms - Acknowledging local tikanga and histories, eg: new teachers to attend induction day at Orongomai - Staff and students have opportunities to learn our school waiata	Some progress made in these goals. PGC documentation included feedback and conversations in Department meetings and PLD initiated. Staff have incorporated the singing of school waiata into regular Friday briefings
<b>Dedicated PLD to address school culture</b>	Ako Time Programme had sessions specifically with junior classes focussing on school values.



<b>Development and implementation of school-wide Literacy Plan</b> Development and implementation of a school-wide approach to improve literacy teaching and learning - Teachers embedding effective literacy and digital fluency practice in everyday teaching and learning across all curriculum areas	The school-wide approach to improve literacy teaching and learning has been carefully implemented, with further work being done over the year.  Teachers have previously focussed on developing their own literacy skills in their teaching, and this year the focus was on working more deeply within Departments and ensuring literacy skills were being taught across all curriculum levels.
<b>Next steps / Areas for development</b> <ul style="list-style-type: none"> <li>• Further development of Matauranga Māori, Pūtake and Assessment Master needed within Departments, along with wider learning of school waiata. Support for staff learning te reo.</li> <li>• Continued work on consolidating NCEA Level 1 courses and continuing to develop and implement changes at other Levels.</li> <li>• Development of middle management capability.</li> <li>• Further staff development on school culture in 2025 including the staff tour of Upper Hutt area.</li> <li>• In the literacy area, further development on liaising with Intermediate/feeder school on their literacy (and numeracy) needs.</li> <li>• Analysing Years 9 and 10 quantitative literacy data (e-AsTTle) to identify gaps or areas of need.</li> </ul>	

<b>Strategic Goal 3 - Enhancing Hauora and Inclusion</b> <b>Foster a safe and inclusive learning environment</b> <ul style="list-style-type: none"> <li>• Students living the school values</li> <li>• Promotion of wellbeing for all learners</li> <li>• Students are engaged and have a sense of belonging to the school</li> <li>• Incorporate te reo Māori and tikanga Māori into everyday life of UHC</li> </ul>	
<b>Actions &amp; Goals</b>	<b>Key achievements / What has been achieved so far?</b>
<b>Students living the school values</b> Development of school values, including: - Review school values and update if necessary (feedback from students, whānau and staff) - Publicise new values within the schoolwide community (both English and te reo Māori versions) - New values incorporated into extended Ako Time programme - All staff discuss and promote values	The school Strategic Plan and Values were reviewed and the Strategic Plan 2024-2025 was introduced. The school values of Respect/Whakaute, Responsibility/Takohanga, Resilience/Manawaroa now included Integrity/Ngākau pono. The values form a key part of the Ako Time programme and they are promoted as part of Junior Achievement awards in termly assemblies.
<b>Promotion of wellbeing for all learners</b> Wellbeing initiatives including: - Promotion of wellbeing through the Ako Time programme - Embedding the Student Well-being Committee - Implement Stymie programme - Encourage increased participation and involvement in extra-curricular activities by introducing a school wide expo/ signup day.	Committee ran many events throughout the year including the hugely successful Wellbeing Week in Term 3, the highlight being over 300 students taking part in the Wellbeing Walk. The introduction of Stymie – the anonymous notification system for students reporting bullying etc, was a huge success as seen in reports to the Board.

- Continue to broaden strengthen student leadership	The inaugural Extra-curricular Expo Day was successful as well, allowing students to see and sign up to a range of extra-curricular activities. Junior leaders continued to create some fun activities in 2024 and senior leaders were a key part of the inaugural Upper Hutt Student Leader Conference held at UHC.
<b>Students are engaged and have a sense of belonging to the school</b> - Revitalisation of the school House system - Recognising diversity within UHC including: <ul style="list-style-type: none"> <li>- Celebrating cultural weeks</li> <li>- International food days</li> <li>- Different and new clubs and groups within the school to belong to</li> </ul>	The Head students were integral in researching and formulating the new House system and planning got as far as developing the survey for students around names/colours of Houses. This will be continued in 2025. The Cultural Committee and whānau involvement led to a more organised approach for celebrating Te Re Māori Wiki and Pasifika Language Weeks. Flag raising and cultural performances are part of the celebration of culture. International Food Day returned and was successful, and students enjoyed new clubs (Craft Club and D&D Club).
<b>Incorporate te reo Māori and tikanga Māori into everyday life of UHC</b> School values and vision in both English and Māori Increased use of Te Reo <ul style="list-style-type: none"> <li>- In communication to whānau</li> <li>- Learning school waiata</li> <li>- Plan for signage around school and in classrooms, eg: whakatauki</li> <li>- Learning about local knowledge and significant pepeha of the school, eg: landmarks and pūrākau /stories significant to the UH area</li> </ul>	The Strategic Plan 2024-2025 includes the school vision and values in te reo Māori. There has been an increase in the use of Te Reo, in small ways – communications to whānau, learning the school waiata etc.  Still need to look at how we display te reo Māori. Could have more within classrooms. Waiata and posters ordered for te reo classroom in 2025 but need more visual stuff in all classes.
<b>Next steps / Areas for development</b> <ul style="list-style-type: none"> <li>• Continue to incorporate te reo Māori into everyday life of UHC.</li> </ul>	

## Strategic Goal 4 - Positive Partnerships

### Growing partnerships with whānau and the wider community

- Strengthen partnership with whānau, school and ākonga
- Enhance connections with contributing schools and schools in the UH Network
- Develop relationships and collaborations with industry and employers
- Develop and implement International Student Programme

Actions & Goals	Key achievements / What has been achieved so far?
<b>Strengthen partnership with whānau, school and ākonga</b> - Review current parent teacher meeting structure	Parent Teacher Interviews were changes to Student Learning Conferences, signalling a change in focus of the evenings. Ongoing communications with whānau



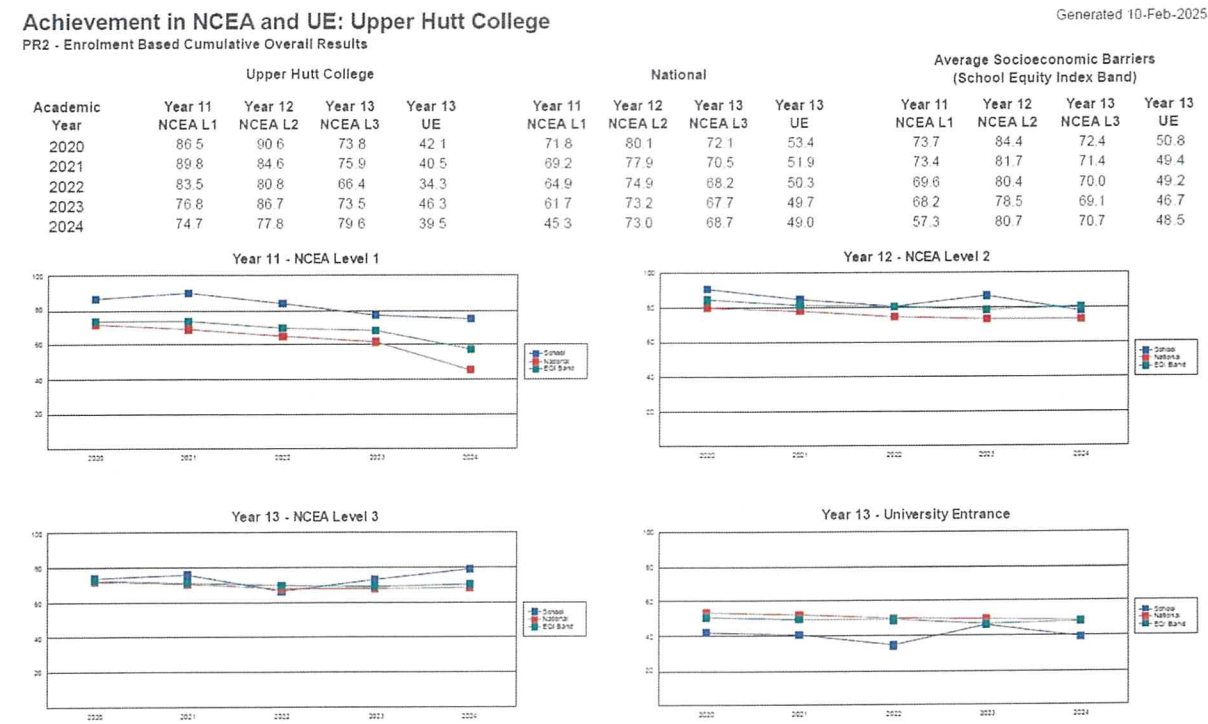
<p>Enhance connections with contributing schools and schools in the UH Network</p> <p>Continue to develop connections with local schools including:</p> <ul style="list-style-type: none"> <li>- Cluster Kaitiaki Hui</li> <li>- Student leadership conference</li> <li>- Kapa Haka cluster group (performing at Waitangi Day)</li> <li>- Connections during enrolment and EOY period</li> <li>- UHC students involved with other schools</li> </ul>	<p>UHC contributes to, and participates in, the UHC Education Network (Upper Hutt Cluster). We continue to make connections with our local and contributing schools through hosting and facilitating the Student Leadership Conference, and participating in the cluster Kapa Haka group. We connect strongly with the Intermediate schools, especially during enrolment period and end-of-year (we invite them to Year 11 Drama matinee performances). Our students visit the primary schools – senior CSL (Community Sports Leadership) students work with juniors at Trentham School, students in PLC (Personalised Learning Class) read to ākonga at the local kura.</p>
<p>Develop relationships and collaborations with industry and employers</p>	<p>This is an area that hasn't been developed.</p>
<p><b>Develop and implement International Student Programme</b></p> <p>Continue to rebuild/strengthen the programme by:</p> <ul style="list-style-type: none"> <li>- Developing new marketing opportunities / materials</li> <li>- Recruitment of high quality homestays</li> <li>- Managing positive relationships with education agencies</li> </ul>	<p>The International Director undertook marketing trips to Europe and Japan, making connections with new agents and re-establishing connections with previous and current agents, and with past students. New materials were developed for these trips for display and information purposes. The Director was also involved in a number of zoom meetings with agents and prospective parents, a new initiative in building relationships and making UHC more known and accessible.</p> <p>This resulted in an increase from 2 students at the beginning of 2022 to 61 students at the end of 2024 - the equivalent of 28.75 FTE. We also hosted 2 short term groups totalling 36 students - the equivalent of 3 FTE. Throughout the same period 26 new homestay families have also been recruited to a total of 63 potential host families.</p>
<p><b>Next steps / Areas for development</b></p> <ul style="list-style-type: none"> <li>• Continue to develop connections with whānau, building on initial Pasifika parent fono and support of whānau around kapa haka in 2025.</li> <li>• Review of reporting system.</li> </ul>	

# Upper Hutt College

## 2024 Analysis of NCEA Achievement

Results are presented and compared against the school's equity Index (EQI). This is a measure that estimates the extent to which students face socio-economic barriers to achievement at school. Schools are assigned an EQI number from 344 to 569. A higher EQI number indicates that a school has students facing more socioeconomic barriers on average, and a lower EQI number indicates that a school has students facing fewer socioeconomic barriers on average. This is used to enable the Ministry of Education to target resourcing to mitigate the impact of socioeconomic barriers. Our school's EQI is 465, the average EQI for secondary schools in the Wellington education region is 452.

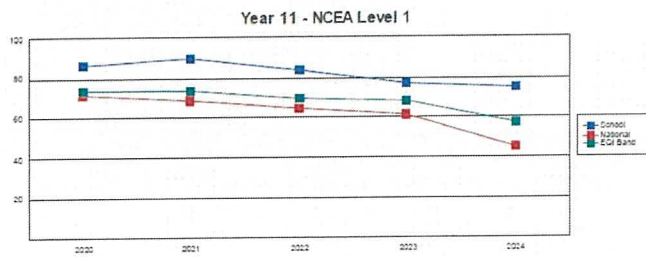
### Summary



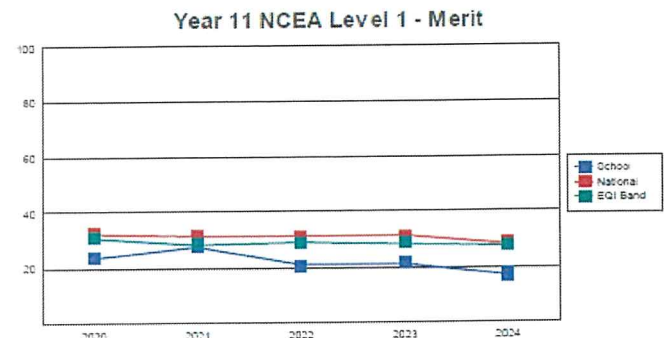
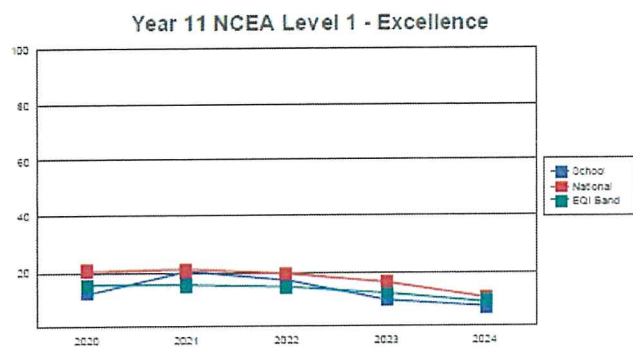
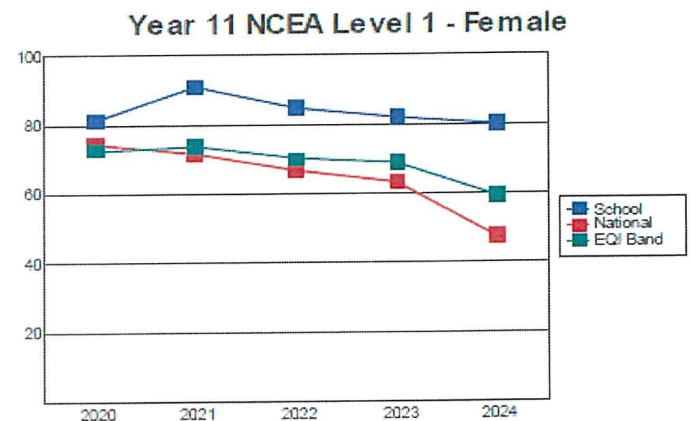
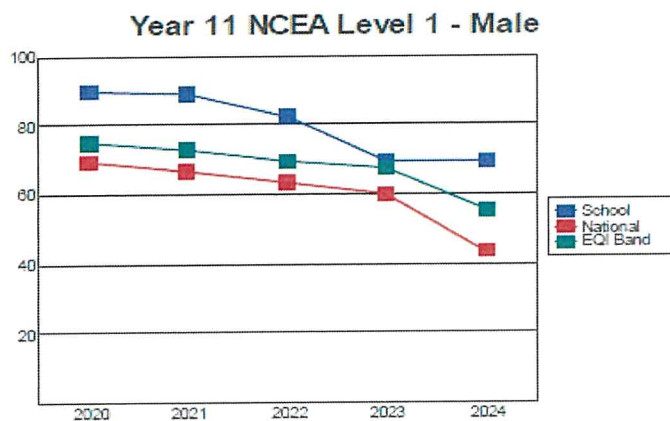
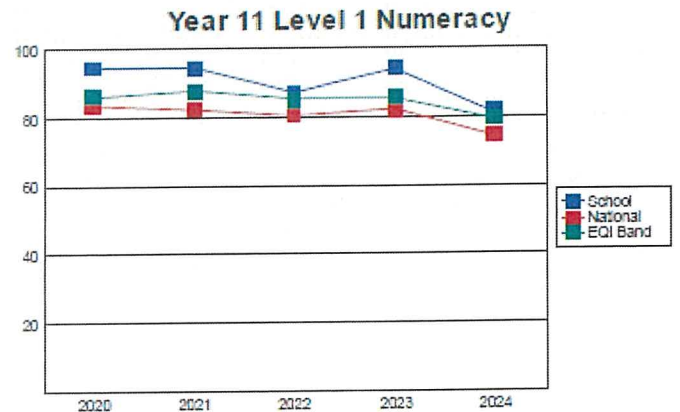
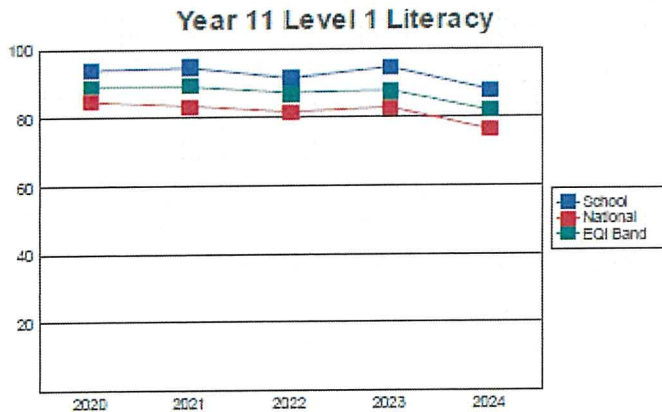
Upper Hutt College has continued to achieve high success rates in NCEA Levels 1, 2 and 3. It has performed consistently above national averages in NCEA Level 1 and all but 2 years in Level 2 and 3. University Entrance is not necessarily a focus for Year 13 students at UHC - a good proportion of students are not following an academic pathway but have their sights set on a trades career, assisted by Gateway and STP programmes in Year 12 and 13.

Further analysis of school data shows that UHC continues to more than hold its own in comparison to other co-ed secondary schools in the Wellington area.

## NCEA Level 1



- The achievement rate has declined through the country since COVID. The changes with the Literacy and Numeracy co-requisites are reflected in a significant decrease in achievement through the country although not seen as such at UHC.



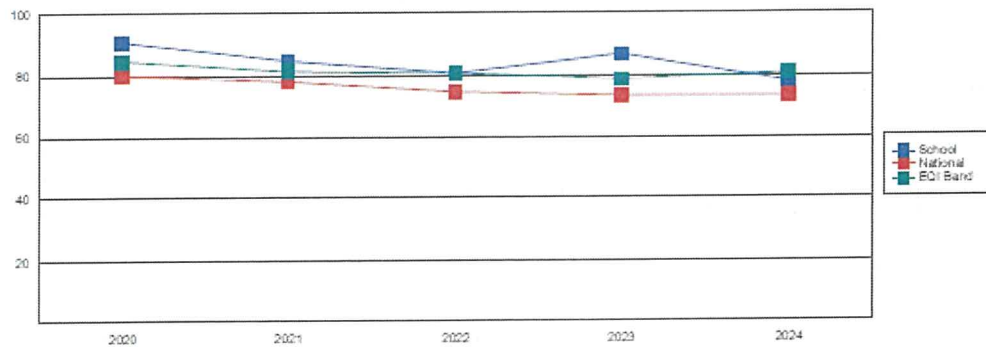
- Our Level 1 results have always been pleasing, we have worked hard to ensure that our students have a good start in gathering their NCEA qualifications based on sound foundational academic skills.
- In Literacy and Numeracy, our results have been consistently high over the last 5 years, mirroring changes shown nationally as a result of the introduction of the co-requisites.



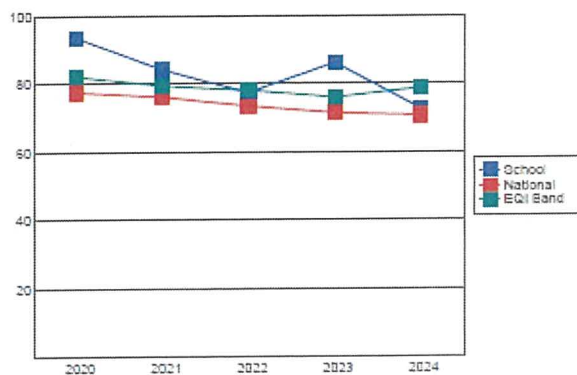
- The consistency of results is reflected in the separated male and female results. Nationally, there's a concerning decrease in Level 1 achievement for both, UHC has halted the decline with the males and slowed it down for the females.
- Our students do not focus on gaining endorsements – it isn't a target for the school or individual departments.
- Overall, it's clear that COVID has had, and continues to have, a significant impact on our students as well as all students nationally.

## NCEA Level 2

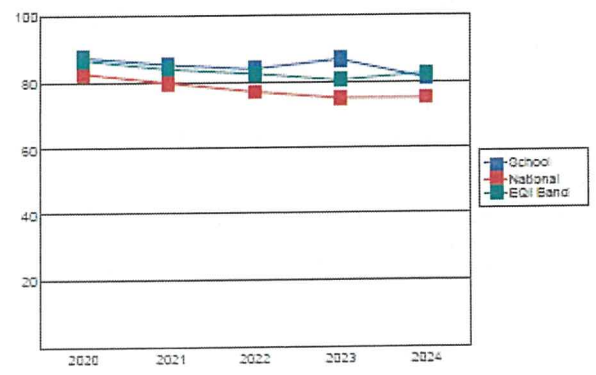
Year 12 - NCEA Level 2



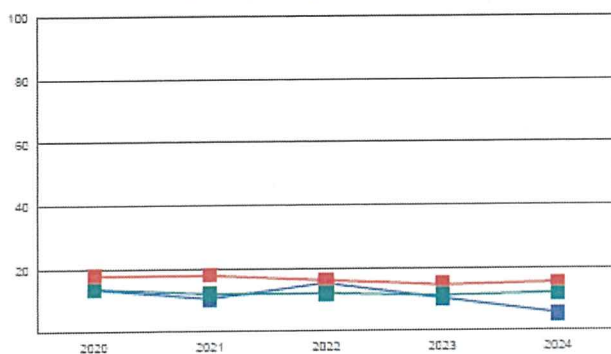
Year 12 NCEA Level 2 - Male



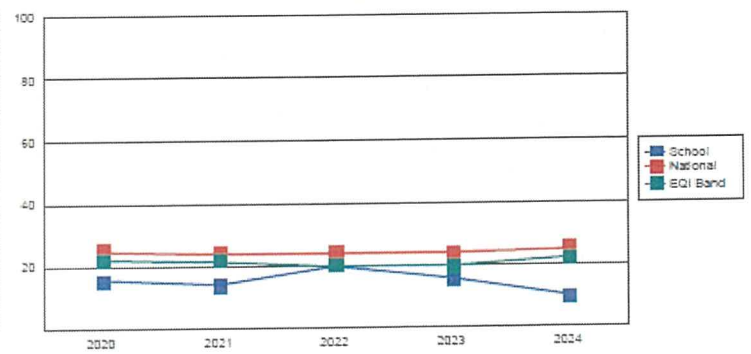
Year 12 NCEA Level 2 - Female



Year 12 NCEA Level 2 - Excellence



Year 12 NCEA Level 2 - Merit

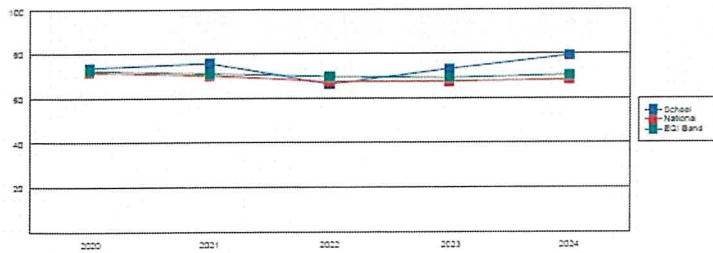


- The Level 2 results dropped after good results in 2023 and were lower than the average of our EQI band.
- In looking at the results of males and females, it's clear that the males achievement rate was significantly worse than the previous year (or that the previous year was significantly better!)
- Again, endorsements at Level 2 are not a target for us.

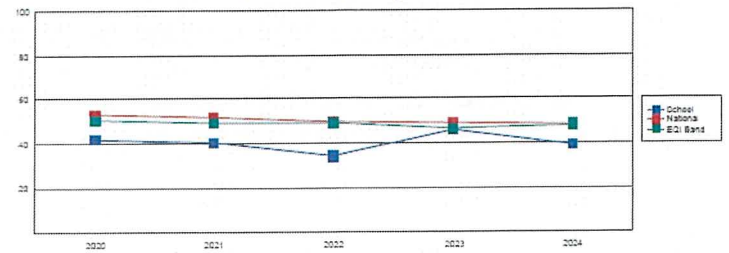


## NCEA Level 3 & University Entrance

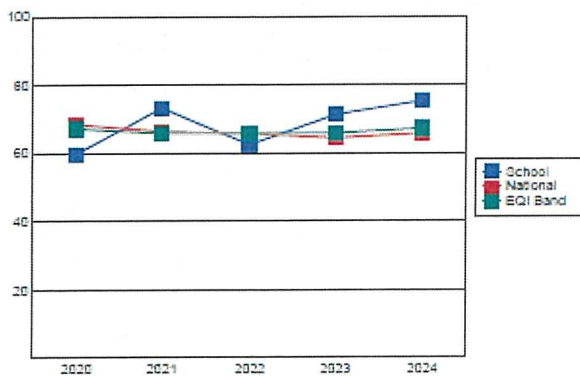
Year 13 - NCEA Level 3



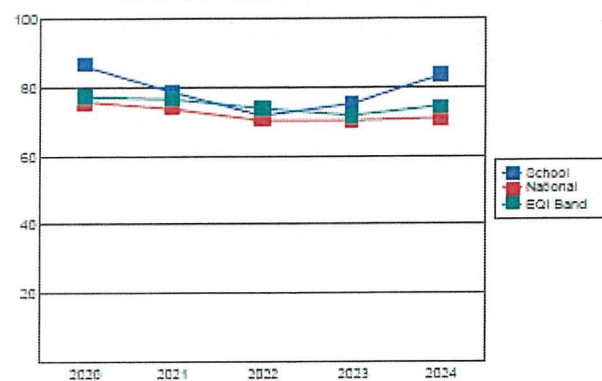
Year 13 - University Entrance



Year 13 NCEA Level 3 - Male



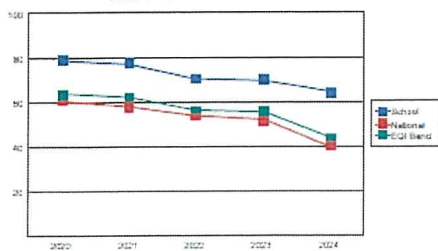
Year 13 NCEA Level 3 - Female



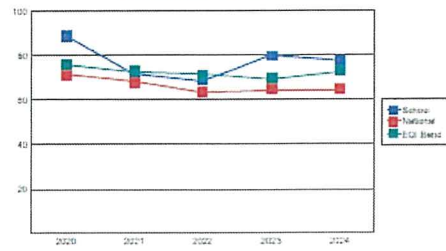
- Our NCEA Level 3 results were pleasing, showing another increase after a drop in 2022. This cohort of students were excellent and the results for both male and female reflected that.
- University Entrance continues to give results below our EQI and national achievement levels. A closer look at the programmes of learning for Year 13 students and an in-house review of the results for students on a UE programme would be more useful.

## Māori and Pacific People's Achievement

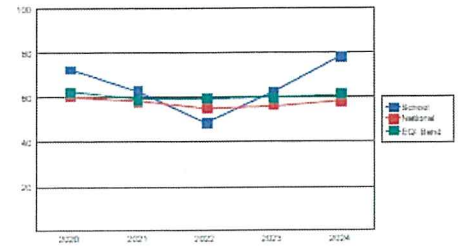
Year 11 NCEA Level 1 - Māori



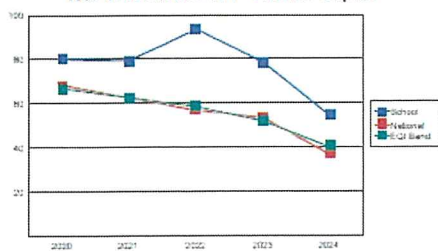
Year 12 NCEA Level 2 - Māori



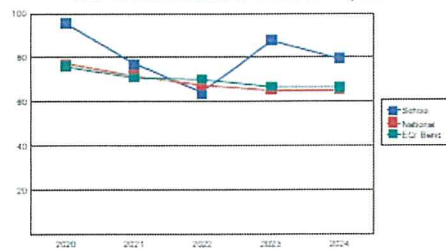
Year 13 NCEA Level 3 - Māori



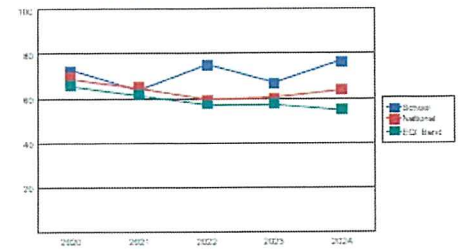
Year 11 NCEA Level 1 - Pacific Peoples



Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



- In Level 1, our Māori students have always achieved above the National and EQI/Decile averages.
  - The last few years have seen a decline in achievement rates though, mirroring the changes at the national level. In 2020, 79% of Māori students gained NCEA Level 1, but by 2024 that had dropped to 65%. The corresponding figures for national achievement were 61% in 2020 and 40% in 2024.
  - The issues that are impacting on Māori students nation-wide are also impacting on those at UHC.
  - However, the aim is not to simply improve as an ethnic group but to equal that of other ethnicities at school – in 2020 89% of our European students gained Level 1 and 80% in 2024. This continues to be a work-on for us.
  - In Level 2 and 3, the result of Māori students is pleasing and above the national averages and especially so at Level 3.
- 
- For our Pasifika students, the change at Level 1 has been significant over the last few years with 80% of students gaining NCEA Level 1 in 2020, down to 54% in 2024. Again, it mirrors the nation-wide decline in achievement.
  - The impact of COVID can be seen, with any differences in readiness for college, literacy and numeracy skills being amplified when entering at Year 9 and then spending longer, and finding it more difficult to catch up in Year 9 and 10.
  - In Year 12, a great cohort of students provided excellent results and this was also the case at Level 3.
  - In all cases with our Pasifika students, the size of the cohort matters with small numbers at each level in 2024 – in Year 11 there were 15 students, in Year 12 there were 8 students and in Year 13, there were 5 Pasifika students.

# Upper Hutt College

## Giving effect to Te Tiriti o Waitangi

Upper Hutt College recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi. We do this by:

- working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori:
  - The Board co-opted a respected kaumatua and ex-Upper Hutt College teacher who continues to provide important connections and links to Orongomai Marae. He provides a Māori perspective to better help the Board make key decisions and is helping to build their own knowledge of te reo Māori, and te ao Māori in each meeting.
  - Departments are starting to forge links with Orongomai in learning about local history and art eg Art Department
  - All Departments continue to integrate mātauranga Māori into their teaching
- taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori:
  - We continue to support the professional development of a Kaiako from our local community in their teaching journey – they provide instruction to classes from Year 9 to 13
  - We celebrate Matariki and Te Wiki o te Reo Māori, both occasions feature student-led, school-wide activities
  - Teachers and support staff are encouraged to building their teaching capability, knowledge and skills in te reo Māori and tikanga Māori by providing opportunities for professional development as a whole staff, and for those learning through external providers – Te Ahu o te Reo Māori with Takatū
  - Staff practice our school waiata weekly
- working to achieve equitable outcomes for Māori students.
  - Whānau hui have been re-established with a solid base of parents and caregivers.
  - Our kapa haka rōpū is well-supported and continues to thrive under the leadership of our Kaiako te reo Māori.
  - Curriculum time of one hour per week is given for kapa haka practice with growing numbers of students.
  - Our timetable reflects the importance of this rōpū in meeting the needs of our students by providing an hour per week for kapa haka.
  - We actively track the academic progress of and with our Māori students and provide opportunities for senior academic success with specific programmes eg the Term 2-3 Tautoko Korowai programme for Year 11 students and the Term 3-4 Achievement Opportunity Programme for Year 11 and 12 students.