

CHANEL COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 244

Principal: Myra Coley

School Address: Herbert Street, Masterton

School Postal Address: P O Box 719, Masterton

School Phone: 06 370 0612

School Email: admin@chanelcollege.school.nz

Accountant / Service Provider: McPhee Accounting Services Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Nicola Murray	Parent Representative/Chairperson	Elected Sep 22	Sep-25
Myra Coley	Principal	Appointed Jan 22	
Kim Teahan	Proprietors Appointee/Deputy Chairperson	Appointed Oct 16	Sep-25
Odette Bayliss	Proprietors Appointee	Appointed Sep 22	Sep-25
James O'Connor	Parent Representative	Elected Sep 22	Sep-25
Richard Fleming	Parent Representative	Elected Sep 22	Sep-25
John Hardie	Parent Representative	Elected Sep 22	Sep-25
Angela Gregory	Staff Representative	Elected Sep 22	Resigned June 24
Casper Morcilla	Student Representative	Elected September 2023	Resigned Sept 24
Michael Murphy	Parent Representative	Selected May 2023	Sep-25
Thomas Vazhathara	Proprietors Appointee	Appointed May 2023	Sep-25
Lorna Meade	Staff Representative	Appointed Sept 24	Sep-25
Lotia Lio	Student Representative	Elected November 24	Sep-25
Deacon Matthew White	Proprietors Appointee	Appointed Mar 24	Sep-25

CHANEL COLLEGE

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Chanel 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.

Nicola Ann Murray
Full Name of Presiding Member

MYRA COLEY
Full Name of Principal

[Signature]
Signature of Presiding Member

[Signature]
Signature of Principal

13 May 2025
Date:

13 MAY 2025
Date:

Chanel College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	4,516,173	3,805,074	4,128,499
Locally Raised Funds	3	108,426	62,850	97,870
Use of Proprietor's Land and Buildings		381,019	380,000	364,564
Interest		26,880	10,000	23,599
Total Revenue		5,032,498	4,257,924	4,614,532
Expense				
Locally Raised Funds	3	102,654	81,650	118,651
Learning Resources	4	3,824,647	3,135,736	3,489,292
Administration	5	375,829	401,138	339,282
Interest		2,222	1,000	7,422
Property	6	756,408	688,100	652,268
Loss on Disposal of Property, Plant and Equipment		-	-	1,735
Total Expense		5,061,760	4,307,624	4,608,650
Net Surplus / (Deficit) for the year		(29,262)	(49,700)	5,882
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(29,262)	(49,700)	5,882

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



Chanel College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		875,648	926,279	819,126
Total comprehensive revenue and expense for the year		(29,262)	(49,700)	5,882
Contribution - Furniture and Equipment Grant		50,427	-	50,640
Equity at 31 December		896,813	876,579	875,648
Accumulated comprehensive revenue and expense		896,813	876,579	875,648
Reserves		-	-	-
Equity at 31 December		896,813	876,579	875,648

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.



Chanel College

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	670,158	612,353	594,777
Accounts Receivable	8	320,545	301,500	279,442
GST Receivable		17,396	30,000	42,787
Prepayments		22,703	20,000	20,071
Investments		151,928	147,000	139,108
		1,182,730	1,110,853	1,076,185
Current Liabilities				
Accounts Payable	11	391,372	329,200	345,149
Borrowings	12	15,478	15,478	15,478
Revenue Received in Advance	13	58,331	34,200	54,706
Provision for Cyclical Maintenance	14	66,278	40,587	14,587
Finance Lease Liability	15	13,573	10,502	17,110
Funds held in Trust	16	-	50	50
Funds held on behalf of School Cluster	17	-	-	260
		545,032	430,017	447,340
Working Capital Surplus/(Deficit)		637,698	680,836	628,845
Non-current Assets				
Property, Plant and Equipment	10	494,350	392,605	466,507
		494,350	392,605	466,507
Non-current Liabilities				
Borrowings	12	46,434	46,434	61,912
Provision for Cyclical Maintenance	14	182,665	145,386	145,386
Finance Lease Liability	15	6,136	5,042	12,406
Funds held in Trust		-	-	-
		235,235	196,862	219,704
Net Assets		896,813	876,579	875,648
Equity		896,813	876,579	875,648

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



Chanel College

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,536,263	1,476,434	1,352,934
Locally Raised Funds		83,337	48,197	111,301
International Students		27,639	-	17,900
Goods and Services Tax (net)		25,391	12,779	(20,137)
Payments to Employees		(770,697)	(733,623)	(714,499)
Payments to Suppliers		(759,106)	(757,335)	(554,293)
Interest Paid		(2,222)	(1,000)	(7,422)
Interest Received		31,064	9,727	21,053
Net cash from/(to) Operating Activities		171,669	55,179	206,837
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(106,148)	-	(184,772)
Purchase of Investments		(12,820)	(7,892)	(4,547)
Net cash from/(to) Investing Activities		(118,968)	(7,892)	(189,319)
Cash flows from Financing Activities				
Furniture and Equipment Grant		50,427	-	50,640
Finance Lease Payments		(11,959)	(13,972)	(18,648)
Loans Received		-	-	77,390
Repayment of Loans		(15,478)	(15,478)	-
Funds Administered on Behalf of Other Parties		(311)	(261)	(159)
Net cash from/(to) Financing Activities		22,679	(29,711)	109,223
Net increase/(decrease) in cash and cash equivalents		75,380	17,576	126,741
Cash and cash equivalents at the beginning of the year	7	594,777	594,777	468,036
Cash and cash equivalents at the end of the year	7	670,157	612,353	594,777

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

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



Chanel College

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The 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 10.



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 22.

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 Proprietor. 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. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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



e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, 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.

f) Accounts Receivable

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

g) Investments

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

h) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	1 - 15 years
Information and Communication Technology	1 - 15 years
Intangible Assets	40 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



i) 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.

j) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

k) Revenue Received in Advance

Revenue received in advance relates to fees received from parents 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 are earned.

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

l) Funds Held in Trust

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

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

m) Shared Funds

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

n) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

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

o) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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



p) Borrowings

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,473,768	1,347,211	1,263,950
Teachers' Salaries Grants	2,993,939	2,400,000	2,792,501
Other Government Grants	48,466	57,863	72,048
	<u>4,516,173</u>	<u>3,805,074</u>	<u>4,128,499</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	6,574	2,000	5,450
Fees for Extra Curricular Activities	21,568	15,200	21,051
Trading	6,743	500	1,194
Fundraising and Community Grants	4,101	1,500	4,290
Other Revenue	41,801	31,150	60,485
International Student Fees	27,639	12,500	5,400
	<u>108,426</u>	<u>62,850</u>	<u>97,870</u>
Expense			
Extra Curricular Activities Costs	86,812	78,350	107,445
Trading	2,893	-	310
Fundraising and Community Grant Costs	3,660	1,500	1,969
Other Locally Raised Funds Expenditure	337	1,800	1,753
International Student - Other Expenses	8,952	-	7,174
	<u>102,654</u>	<u>81,650</u>	<u>118,651</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>5,772</u>	<u>(18,800)</u>	<u>(20,781)</u>

Donations include a \$3,500 donation from Chanel PTFA which was to go towards the new technology purchases in 2024 and a donation of \$2,000 from T G McCarthy Trust to put towards library resources.

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	147,562	196,883	132,947
Information and Communication Technology	77,489	64,500	41,428
Employee Benefits - Salaries	3,469,955	2,754,501	3,202,169
Staff Development	34,929	39,775	26,558
Depreciation	87,628	77,902	83,936
Other Learning Resources	7,084	2,175	2,254
	<u>3,824,647</u>	<u>3,135,736</u>	<u>3,489,292</u>



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	7,192	7,200	7,017
Board Fees and Expenses	18,524	12,070	8,437
Other Administration Expenses	77,716	60,200	68,187
Employee Benefits - Salaries	247,232	279,668	238,321
Insurance	15,099	15,000	12,520
Service Providers, Contractors and Consultancy	10,066	27,000	4,800
	<u>375,829</u>	<u>401,138</u>	<u>339,282</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	75,964	75,000	71,350
Cyclical Maintenance	88,970	26,000	49,573
Heat, Light and Water	34,406	45,500	36,067
Rates	14,589	15,000	13,433
Repairs and Maintenance	76,690	55,000	32,809
Use of Land and Buildings	381,019	380,000	364,564
Employee Benefits - Salaries	67,605	72,000	65,861
Other Property Expenses	17,165	19,600	18,611
	<u>756,408</u>	<u>688,100</u>	<u>652,268</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	672,373	614,853	599,317
Short-term Bank Deposits	-	-	-
Bank Overdraft	(2,215)	(2,500)	(4,540)
Cash and cash equivalents for Statement of Cash Flows	<u>670,158</u>	<u>612,353</u>	<u>594,777</u>

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

Of the \$672,373 Cash and Cash Equivalents, \$10,299 of Revenue Received in Advance is held by the School, as disclosed in note 13.

Of the \$672,373 Cash and Cash Equivalents, \$35,532 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.



8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	22,928	16,000	20,190
Receivables from the Ministry of Education	850	-	20,107
Interest Receivable	1,043	5,500	5,227
Banking Staffing Underuse	-	-	3,606
Teacher Salaries Grant Receivable	295,724	280,000	230,312
	<u>320,545</u>	<u>301,500</u>	<u>279,442</u>
Receivables from Exchange Transactions	23,971	21,500	25,417
Receivables from Non-Exchange Transactions	296,574	280,000	254,025
	<u>320,545</u>	<u>301,500</u>	<u>279,442</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	151,928	147,000	139,108
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>151,928</u>	<u>147,000</u>	<u>139,108</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	296,282	51,539	-	-	(43,763)	304,058
Information and Communication Technology	115,944	54,579	-	-	(23,890)	146,633
Intangible Assets	26,584	-	-	-	(2,902)	23,682
Motor Vehicles	-	-	-	-	-	-
Leased Assets	20,875	9,323	-	-	(16,217)	13,981
Library Resources	6,822	30	-	-	(856)	5,996
	<u>466,507</u>	<u>115,471</u>	<u>-</u>	<u>-</u>	<u>(87,628)</u>	<u>494,350</u>

The net carrying value of furniture and equipment held under a finance lease is \$13,981 (2023: \$20,875)

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	Net Book	Cost or	Accumulated	Net Book
	\$	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	1,159,137	(855,079)	304,058	1,107,597	(811,315)	296,282
Information and Communication Technology	568,515	(421,882)	146,633	513,936	(397,992)	115,944
Intangible Assets	116,096	(92,414)	23,682	116,096	(89,512)	26,584
Motor Vehicles	48,870	(48,870)	-	48,870	(48,870)	-
Textbooks	-	-	-	-	-	-
Leased Assets	66,638	(52,657)	13,981	114,101	(93,226)	20,875
Library Resources	45,272	(39,276)	5,996	45,242	(38,420)	6,822
	2,004,528	(1,510,178)	494,350	1,945,842	(1,479,335)	466,507

11. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	43,846	45,000	83,366
Accruals	7,192	7,200	7,017
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	324,816	262,000	240,639
Employee Entitlements - Leave Accrual	15,518	15,000	14,127
	391,372	329,200	345,149
Payables for Exchange Transactions	391,372	329,200	345,149
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	391,372	329,200	345,149

The carrying value of payables approximates their fair value.

12. Borrowings

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Loans due in one year	15,478	15,478	15,478
	15,478	15,478	15,478
Loans due after one year	46,434	46,434	61,912
	46,434	46,434	61,912

The school has borrowings at 31 December 2024 of \$61,912 (31 December 2023 \$77,390). This loan is from the Energy Efficiency & Conservation Authority for the purpose of upgrading lighting in the school. The loan is unsecured, interest is 0% per annum and the loan is payable in equal quarterly instalments of \$3,869.50.



13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	1,663
International Student Fees in Advance	12,500	-	12,500
Other revenue in Advance	45,831	34,200	40,543
	58,331	34,200	54,706

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	159,973	159,973	110,400
Increase to the Provision During the Year	60,806	26,000	49,573
Other Adjustments	28,164	-	-
Provision at the End of the Year	248,943	185,973	159,973
Cyclical Maintenance - Current	66,278	40,587	14,587
Cyclical Maintenance - Non current	182,665	145,386	145,386
	248,943	185,973	159,973

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

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	14,646	11,500	18,833
Later than One Year and no Later than Five Years	6,477	6,000	13,007
Future Finance Charges	(1,414)	(1,956)	(2,324)
	19,709	15,544	29,516
Represented by			
Finance lease liability - Current	13,573	10,502	17,110
Finance lease liability - Non current	6,136	5,042	12,406
	19,709	15,544	29,516



16. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	50	50
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	-	50	50

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

17. Funds Held on Behalf of Cluster

Wairarapa Secondary Schools (LTM) Cluster

Chanel College is the lead school and holds funds on behalf of the Wairarapa Secondary Schools group, a group of schools funded by the Masterton Trust Lands Trust to share ICT professional development.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	260	260	420
Total funds received	260	260	420
Funds Spent on Behalf of the Cluster	260	260	160
Funds remaining	-	-	260
Funds Held at Year End	-	-	260

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.

The Proprietor of the School (Catholic Archdiocese of Wellington) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.



Nicola Murray is a Board Member and also owns Murray Plumbing Limited. During the year they were contracted to provide plumbing services for a discounted rate. The total value of all transactions for the year was \$3,768.90 (2023: \$927.34) and no amount is outstanding as at balance date (2023: Nil). Because this amount is less than \$25,000 (excl GST) for the year, the contract does not require Ministry approval under s10 of Schedule 23 of the Education and Training Act 2020.

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,505	4,340
<i>Leadership Team</i>		
Remuneration	530,866	541,538
Full-time equivalent members	4	4
Total key management personnel remuneration	535,371	545,878

There are 11 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (3 members) that met twice as well as Property and HR committees that meet ad-hoc in line with other delegated committees. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

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	5.00	8.00
110-120	6.00	3.00
120-130	2.00	5.00
130-140	1.00	0.00
	14.00	16.00

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

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

As at 31 December 2024 the Board has not entered into contract agreements.

(Capital commitments at 31 December 2023: \$ Nil)

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into operating commitment contracts.

(Operating commitments at 31 December 2023: \$ Nil)



23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	670,158	612,353	594,777
Receivables	320,545	301,500	279,442
Investments - Term Deposits	151,928	147,000	139,108
Total financial assets measured at amortised cost	<u>1,142,631</u>	<u>1,060,853</u>	<u>1,013,327</u>

Financial liabilities measured at amortised cost

Payables	391,372	329,200	345,149
Borrowings - Loans	46,434	46,434	77,390
Finance Leases	19,709	15,544	29,516
Total financial liabilities measured at amortised cost	<u>457,515</u>	<u>391,178</u>	<u>452,055</u>

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.

26. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the board of trustees, either from government funding or community raised funds. A lease between the board and the proprietor records the terms of the equitable lease and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 10-40 years based on the economic life of the capital works assets involved. The interest may be realised on the sale of the capital works by the proprietor or the closure of the school.

2024	Cost \$	Accum Dep \$	Book Value \$	2024 Depn \$
Buildings	116,096	92,415	23,681	2,902

2023	Cost \$	Accum Dep \$	Book Value \$	2023 Depn \$
Buildings	116,096	89,512	29,584	2,902



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF CHANEL COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Chanel College (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

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

In our opinion the financial statements of the School:

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

Our audit was completed on 13 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 our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the School Directory, Statement of Responsibility, Analysis of Variance, Kiwisport Statement, Statement of Compliance with Employment Policy, Evaluation of the School's Student Progress and Achievement and Report on how the School has given effect to Te Tiriti o Waitangi, but does not include the financial statements and our auditor's report thereon.

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

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

Independence

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

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



Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand

Statement of Variance Reporting



School Name:	Chanel College	School Number:	244
Strategic Aim:	2.2; Curriculum is responsive to student needs, interests, and identities 2.4; Our curriculum is learner and learning focused and engages akonga leading to achievement and success.		
Annual Aim:	To support increased achievement of Literacy, Numeracy and Mathematics in Year 9 and 10.		
Target:	<p>Year 9 Mathematics To reduce the % of year 9 students achieving well below and below from 47% to 20%. To increase the % of Maori students achieving at the expected level in mathematics from 50% to 75%. To increase the % of male students achieving at the expected level from 25% to 50%.</p> <p>Year 9 Reading To increase the % of year 9 students achieving at or above the expected level from 49% to 69% To decrease the % of Maori students not achieving the expected level from 25% to 10% To decrease the % of male students achieving well below the expected level from 30% to 10%.</p> <p>Year 9 Writing To reduce the % of year 9 students working below the expected level from 34% to 20% To increase the % of male students working at the level from 50% to 60%.</p> <p>Year 10 Mathematics To decrease the number of students achieving at stanines 1-3 in the EOY Mathematics PAT from 22 to 15 students. For 50% of students to pass Numeracy Co-Requisites Raise the % of students at or below level 4 in Mathematics</p> <p>Year 10 Literacy For 65% of students passing Writing Co-Requisites (Literacy) 40% of students passing Reading Co-Requisites (Literacy) Raise the % of students at or below level 4 in Reading & writing</p>		
Baseline Data:	Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.		

	2024 Year 8 Baseline Data (n = 44)	
	Category	Students
	Well Below	7
	Below	14
	At	16
	Above	7
	Gender Breakdown:	
	Male: 12% Well Below, 32% Below, 40% At, 16% Above	
	Female: 20% Well Below, 32% Below, 32% At, 16% Above	
	Māori Students:	
	50% Below, 40% At, 10% Above	
	NZ European:	
	25% Well Below, 25% Below, 29% At, 21% Above	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>📌 Literacy Programme Enhancements:</p> <ul style="list-style-type: none"> Implemented the Literacy 'Super Skills' programme, focusing on proofreading, comprehension, and grammar. Integrated writing tasks into each base class's Kaupapa with real-world applications. Purchased and utilized Walker Literacy texts for all Year 9 students. Strengthened cross-curricular links, especially with RE and Social Sciences. <p>📌 Mathematics Programme Enhancements:</p> <ul style="list-style-type: none"> Adopted targeted interventions for struggling students. Integrated Walkemaths Numeracy Textbooks and Smart LAB online resources. Used AFOL (Assessment for Learning through Agency, Feedback, Ownership, and Learning) to personalize learning. 	<p>📌 Literacy Improvements:</p> <ul style="list-style-type: none"> At the beginning of 2024, 29 x Year 9 students were "Not Achieving" in English; by mid-year, 8 had moved up, and by year-end, further improvements, especially in reading, were evident. Māori and Pasifika students made steady gains, with Māori girls showing particularly strong performance. <p>📌 Mathematics Improvements:</p> <ul style="list-style-type: none"> A significant number of students moved from "Not Achieving" to "At Expectation" by year-end. High-achieving students were identified, with six successfully passing their CAA. Justification and reasoning skills were highlighted as an area for growth in 2025. <p>📌 Classroom Dynamics & Engagement:</p> <ul style="list-style-type: none"> Smaller class sizes and thematic grouping improved student engagement and attendance. Hands-on projects and cross-curricular learning fostered curiosity and self-esteem. Student confidence and academic resilience increased, particularly in literacy-based activities. <p>ENGLISH Māori Students Females (8 students)</p> <ul style="list-style-type: none"> Mid-Year: Not Achieving: 37.5% (3/8) At Risk: 25% (2/8) At Expectation: 12.5% (1/8) Above Expectation: 12.5% (1/8) End-Year: Not Achieving: 25% (2/8) ↓ At Expectation: 62.5% (5/8) ↑ Above Expectation: 12.5% (1/8) (No Change) 	<p>The shifts expected within this cohort were significant and EOY8 data lacked sufficient detail for the Lead teacher to be able to fully grasp the needs of learners in this cohort.</p> <p>There are significant gaps in foundational skills for this cohort. Although targets may not have been met, it is important to note the progress and value added through engaging programmes and increased confidence and resilience of learners.</p> <p>The change in teachers moving from a range of subject specialists to a cohesive, collaborative team of Yr 9 teachers was a shift that had a positive impact on achievement and engagement.</p> <p>There are some instructional gaps and inconsistencies between teachers around structured teaching methods which would better meet the needs of struggling</p>	<p>In 2025, Yr 9 teachers will engage in Structured Numeracy and literacy PLD as well as PLD to strengthen their use of diagnostic tools to help personalise learning. Tius will include e-asttle, PAT, and running records.</p> <p>The team will learn to embed culturally sustained practices using best practise from Tātaiako and Tapasā.</p> <p>Learning opportunities will connect with real world application to help continue to increase engagement.</p> <p>A regular meeting time locked timetabled for the teachers to meet will ensure greater cohesion of practice, assessment moderation and planning for targeted learners.</p> <p>Evaluation of the teaching hours within the Yr 9 homeroom space will take place to ensure adequate teaching time is</p>

<ul style="list-style-type: none"> Identified eight high-achieving students for targeted Common Assessment Activity (CAA) preparation. <p>📌 Student-Teacher Relationship Enhancements:</p> <ul style="list-style-type: none"> Prioritized relationship-building through assessment and student observations. Created thematic 	<p>◆ Key Change: "Not Achieving" decreased by 12.5%, "At Expectation" increased by 37.5%</p> <p>Māori Males (5 students)</p> <ul style="list-style-type: none"> Mid-Year: Not Achieving: 60% (3/5) At Risk: 20% (1/5) Expectation: 20% (1/5) End-Year: Not Achieving: 80% (4/5) ↑ At Expectation: 20% (1/5) (No Change) <p>◆ Key Change: "Not Achieving" increased by 20%, fewer students at "At Risk"</p>	<p>learners and also how the teachers track and analyse data to target specific areas of need.</p> <p>Year 9 Integrated Curriculum rōpū started the year with two key teachers and then a combination of subject specialists. By the end of</p>	<p>given to the foundational skills needed for learners.</p>
<p>English classes (Active English, English Extension) to cater to diverse student needs.</p> <ul style="list-style-type: none"> Introduced a third teacher in Term 3 for smaller class sizes and more personalized attention. <p>📌 Support for Diverse Learners:</p> <ul style="list-style-type: none"> Implemented Project-Based Learning (PBL) with local themes (e.g., Wairarapatanga, Matariki). 	<p>Pasifika Students</p> <p>Fijian Female (1 student) Mid-Year: At Expectation (100%)End-Year: Above Expectation (100%)</p> <p>◆ Key Change: Positive growth to highest level</p> <p>Samoan Females (3 students)</p> <ul style="list-style-type: none"> Mid-Year: Not Achieving: 33.3% (1/3) At Expectation: 66.7% (2/3) End-Year: <ul style="list-style-type: none"> At Expectation: 100% (3/3) ↑ <p>◆ Key Change: No students "Not Achieving" by end of year</p> <p>Samoan Male (1 student) Mid-Year: Not Achieving (100%) End-Year: Not Achieving (100%)</p> <p>◆ Key Change: No progress</p>	<p>Term 2, it was decided to have 3 core teachers in this space due to growing numbers and the evaluation of needs. The three Yr 9 teachers included a primary trained lead teacher, an English specialist teacher and a Math specialist teacher to support Numeracy and Literacy focus.</p>	
<ul style="list-style-type: none"> Offered three engagement-focused pathways (Eco-Entrepreneur Squad, Speak Out, Speak Up, Ngā Kairangatira Taiao). Developed a native corridor along the school stream to integrate environmental science. 	<p>Overall Trends</p> <p>Māori females showed the most improvement with a 12.5% drop in Not Achieving Māori males regressed, with Not Achieving increasing to 80% All Samoan females improved, but the Samoan male showed no change Fijian female made the biggest leap to Above Expectation</p> <p>MATHEMATICS</p> <p>1. Progress by Gender</p>		

2 Professional Development for Teachers:

- Engaged with RTLB Literacy interventions and dyslexia support.
- Participated in workshops on neuroscience for learning and trauma-informed practice.
- Conducted eAsTTle and Learning Hub zoom PDs on data-driven teaching strategies.
- Attended hands-on PD at Hutt Valley High School to exchange best practices.

Achievement Level

	BoY - Male %	BoY - Female %	EoY - Male %	EoY - Female %
Not Achieving	~75%	~65%	~45%	~35%
At Risk of Not Achieving	~15%	~25%	~30%	~30%
At Expectation	~8%	~8%	~22%	~28%
Above Expectation	~2%	~2%	~3%	~7%

Key Gender Insights

- Males started with more students in "Not Achieving" (~75% vs. 65% females).
- Females showed slightly stronger progress by the end of the year, with more students reaching "At Expectation" and "Above Expectation" (35% males vs. 45% females not achieving at EoY).
- Males had fewer students in the "Above Expectation" range at the end of the year.

2. Progress by Ethnicity

Achievement Level	BoY - Māori %	BoY - Pasifika %	BoY - NZ European %	EoY - Māori %	EoY - Pasifika %	EoY - NZ European %
Not Achieving	~70%	~80%	~50%	~40%	~50%	~20%
At Risk	~20%	~15%	~30%	~35%	~30%	~35%
At Expectation	~8%	~5%	~15%	~20%	~15%	~35%
Above Expectation	~2%	~0%	~5%	~5%	~5%	~10%

Key Ethnicity Insights

- Pasifika students started with the highest percentage in "Not Achieving" (~80%) but improved significantly by the end of the year (~50%).
- Māori students also showed progress, with fewer in "Not Achieving" (~70% → 40%) and more moving into "At Expectation."
- NZ European students had the lowest percentage in "Not Achieving" at the start (~50%), and by the end of the year, only ~20% were still struggling.

	<ul style="list-style-type: none"> NZ European students had the highest percentage reaching "At Expectation" and "Above Expectation" by the end of the year (~45%). 		
	<p>3. Overall Summary</p> <ul style="list-style-type: none"> Both Māori and Pasifika students showed improvement but started with a higher proportion in "Not Achieving." Females showed slightly stronger overall progress than males, with more reaching "At Expectation" and "Above Expectation." NZ European students had a stronger initial position and finished with the highest percentage in "At Expectation" and "Above Expectation." Pasifika students showed the greatest overall improvement, despite starting with the highest number in "Not Achieving." 		
	<p>Would you like a visual chart to represent this breakdown? 😊</p> <p>4o</p> <p>MATHEMATICS Target students</p> <ul style="list-style-type: none"> Total students in dataset: 10 <ul style="list-style-type: none"> Female: 6 (60%) Male: 4 (40%) Māori: 6 (60%) NZ European: 3 (30%) Filipino: 1 (10%) <p>Progress Breakdown (Start of Year - Mid-Year - End of Year)</p> <p>Māori Students (6 total): SoY: Majority at 3P or 3A (below expectation) MoY: Mostly remaining at 3P or slight movement to 3B EoY: 33% (2 students) improved to 4A (At Expectation) 50% (3 students) remained at 3P-4P (At risk of not achieving) 17% (1 student) Not Achieving</p> <p>NZ European Students (3 total): SoY: 2 at 4B, 1 at 2A MoY: Mostly remained at 4B EoY: 33% (1 student) moved to 5P (Above Expectation) 67% (2 students) remained at 4A (At Expectation)</p> <p>Filipino Student (1 total):</p>		

SoY: 3P

MoY: 3P

EoY: Did not improve beyond 3P (Not Achieving)

Progress Summary (Overall Improvement by EoY)

- **40% (4 students)** reached "At Expectation" or above (4A, 5P).
- **40% (4 students)** remained in the "At risk of not achieving" category (3P-4P).
- **20% (2 students)** stayed at "Not Achieving" (3P or below).

This suggests **moderate progress overall**, with NZ European students showing the most improvement. Māori students had mixed results, with some reaching expectations while others remained at risk. The Filipino student showed no movement beyond 3P.

Target

Outcome

Reduce % of Year 9 students well below/below in Math to 20%

✗ Not Met (~45-50%)

Increase % of Māori students at expectation in Math to 75%

✗ Not Met (~25%)

Increase % of male students at expectation in Math to 50%

✗ Not Met (~22%)

Increase % of Year 9 students at or above expectation in Reading to 69%

✗ Not Met (~55-60%)

Decrease % of Māori students below expectation in Reading to 10%

✗ Not Met (~40%)

Decrease % of males well below in Reading to 10%

✗ Not Met (~30%)

Reduce % of Year 9 students below expectation in Writing to 20%

✗ Not Met (~28-30%)

Increase % of male students at expectation in Writing to 60%

✓ Met (60%)

✓ **1/8 targets were met.**

- While **some progress was made**, the **mathematics and reading goals were significantly missed**.
- **Male students showed improvement in Writing**, which was the only target successfully achieved.
- Māori and male students in **math and reading** require more targeted interventions.

	<p>Year 10 Co-requisite Results at the end of 2024</p> <p>Numeracy Target 50% Actual 40% Reading Target 40% Actual 42.5% Writing Target 65% Actual 67.5%</p> <p>Co-Requisite Targets were met for Reading and Writing however Numeracy targets not quite.</p>	<p>Mathematics teacher staffing was an issue in 2024 with classes be taught by several different teacher across the year and some of those were not Math specialists.</p>	<p>In 2025 a new HoD Mathematics was appointed to lead a shift in Math pedagogy from Yr 7-13. This will have an impact on progressions and effective teaching.</p> <p>Better assessment practices including all teachers using standardised assessments will ensure baseline data and summative data is used to informed teaching and next steps.</p>
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Planning for next year:

Board Assurance steps; The Head of Learning Area- The Board will be provided with a clear roadmap with accountability measures and be presented with twice a year. Principal will seek Board endorsement for PLD, interventions & funding to support these targets.

2025 Achievement Targets

1. **Reading:** By the end of the year, students will progress by at least two sublevels in eAsTTle Reading, demonstrating increased confidence in interpreting and responding to texts.
2. **Writing:** To reduce the percentage of Māori students below curriculum expectations in writing from 35% to 20% through targeted interventions and writing workshops.
3. **Mathematics:** Increase 30% percent of Year 9 students entering 2025 with data of 'just below' expectations *to meeting or exceeding* curriculum expectations and showing this by achieving a scale score of between 1497-1519 (eAsTTle scale score) in Mathematics by the end of the year.
4. 2024 data indicates 50% Maori boys are below in Mathematics. Target is to raise their achievement to be reaching a scale score of 1447 - 1494 in eAsTTle for Number Knowledge and Algebra.
5. **Integrated Learning (Project-Based Learning) Target Statement:**
6. Yr 9 students will actively engage in Integrated Project-Based Learning (PBL) connected to the Chanel College local curriculum, applying knowledge from reading, writing, and mathematics to authentic, real-world challenges. Through collaboration, inquiry, and action learning, students will explore our local environmental and sustainability areas, 'white spaces' (Ann Milne) concerns identified by students in 2021. Authentically researching our own stories of Chanel's 'Sacred Spaces', strengthening their ability to think critically, solve problems, and communicate effectively. This approach will be monitored closely as Yr9 teachers support students in achieving a minimum of two sublevels of progress in their literacy and numeracy skills while fostering deeper engagement and independent learning.

1. **Increase Māori male students at or above expectation** from **20% to 50%**.
 - Focus on literacy support and engagement strategies to reduce "Not Achieving" from 80%.
2. **Decrease Māori male students in "Not Achieving"** from **80% to below 40%**.
 - Implement targeted interventions and differentiated learning.
3. **Maintain or improve Māori female progress** by keeping **62.5% or more "At Expectation"** and increasing "Above Expectation" to **25%**.
4. **Ensure all Pasifika students are at least "At Expectation"**, with **50% reaching "Above Expectation"**.
5. **Reduce the percentage of male students well below expectation** in reading to **20% or less** (currently ~30%).

2025 Year 10 Mathematics Targets

1. **Reduce overall students in "Not Achieving"** from **~45-50% to below 30%**.
2. **Increase Māori students "At Expectation" in Mathematics** from **33% to 60%**.
3. **Ensure at least 50% of male students reach "At Expectation"** (currently ~22%).
4. **Increase the percentage of students "Above Expectation" from 5% to at least 15%**, with a focus on NZ European and high-achieving Māori students.
5. **Support Pasifika and Filipino students to move at least one level up in achievement.**

Statement of Variance Reporting



School Name:	Chanel College		School Number:	244									
Strategic Aim:	2.2; Curriculum is responsive to student needs, interests, and identities 2.4; Our curriculum is learner and learning focused and engages akonga leading to achievement and success.												
Annual Aim:	To improve Reading, Writing and Mathematics achievement in Yr 7&8, through explicit teaching practices												
Target:	<p>Writing</p> <ol style="list-style-type: none"> To increase the % of Maori students achieving at the expected level in writing from 25% to 45%. To decrease the % of year 8 students achieving well below and below from 49% to 35%. To increase the % of students achieving at the expected level from 34% to 40%. <p>Mathematics</p> <ol style="list-style-type: none"> To reduce the % of year 8 girls achieving well below or below from 76% to 50%. By the end of 2024 80% of year 8 students will have mastery of stage 8 basic facts By the end of year 80% of year 7 students will have mastery of stage 6 basic facts To increase the % of year 8 Maori girls achieving at the expected level from 8% to 17% <p>Reading</p> <ol style="list-style-type: none"> To reduce the % of female students achieving well below or below from 53% to 30%. To increase the % of students achieving at the expected level from 14% to 34%. To increase the % of year 8 boys achieving at the expected level from 19% to 40%. 												
Baseline Data:	<p>Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>Well Below: 33% (14 students)</td> <td>Well Below: 27% (12 students)</td> <td>Well Below: 22% (10 students)</td> </tr> <tr> <td>Below: 45% (19 students)</td> <td>Below: 21% (9 students)</td> <td>Below: 32% (14 students)</td> </tr> </tbody> </table>				Reading	Writing	Mathematics	Well Below: 33% (14 students)	Well Below: 27% (12 students)	Well Below: 22% (10 students)	Below: 45% (19 students)	Below: 21% (9 students)	Below: 32% (14 students)
Reading	Writing	Mathematics											
Well Below: 33% (14 students)	Well Below: 27% (12 students)	Well Below: 22% (10 students)											
Below: 45% (19 students)	Below: 21% (9 students)	Below: 32% (14 students)											

	At: 10% (4 students)	At: 21% (9 students)	At: 41% (18 students)
	Above: 12% (5 students)	Above: 31% (14 students)	Above: 5% (2 students)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>There has been a schoolwide focus on assessment, engagement and effective pedagogy. Each of the Year 7&8 teachers were involved in professional learning groups focussed on each of these areas.</p> <p>One Yr 7&8 teacher undertook Structured Literacy (IDEAL) PLD and upskilled the rest of the Yr 7&8 teaching team.</p> <p>Target groups were identified and planned for more specifically than in previous years.</p> <p>Schoolwide planning expectations include culturally responsive pedagogy, incorporating Māori perspectives, narratives, and language to engage and empower Māori learners.</p> <p>Assessment expectations include teachers use of writing exemplars and moderation to ensure consistency in assessment and providing clear success criteria to students.</p> <p>A Yr 7-10 Assessment Schedule was put in place from 2024</p> <p>Each of the 4 classes in Yr 7&8 had a teacher aide for the first half of the day.</p>	<p>Writing 72% of all students are sitting At and Above the expected level in Writing. This compares with 50% at the start of the year and 58% at the end of 2023. The large group who were Well Below at the start of the year (24%) is now 12%. 13 boys and 9 girls were Well Below at the start of the year. Now there are 7 and 4 respectively. There is a gender gap with girls slightly out-performing boys. 68% of boys are At and Above compared with 75% of girls. Of the 11 students who are Well Below, 7 are boys. Of the 27 students who are Above, 18 are girls.</p> <p>52% of Maori students were Well Below or Below at the start of 2024. Now 25% of Maori students are Well Below or Below. 1 Maori student was Above at the start of the year. Now there are 7.</p> <ul style="list-style-type: none"> ● Year 7: The move from Well Below to Below is evident for year 7 students. Heading into 2025, our largest group of year 8 students will be those sitting At and Above at present. Twice as many girls are Above, compared with boys (10 and 5 respectively). 15% of Maori students were Above at the start of 2024. The number now Above is 66%. 60% of Pasifika students are Above. ● Year 8: There has also been effective movement in year 8 with 49% At and Above at the start of the year compared with 74% of all year 8 students now. 	<p>Although progress has been made in Reading, Writing and Mathematics, targets set at the start of 2024 were not met for Māori students, and boys continue to slightly under perform girls in Literacy.</p> <p>Despite best efforts, the Yr 7&8 timetable did not cater to the hour a day of writing that was mandated. Staffing changes throughout 2024 also had an impact with 3 permanent full time homeroom teachers and one class that had a job-share situation in Terms 1 and 2. In Term 3, one of these teachers went on sick leave and the other maternity leave and eventually resignation. It took some time to find a suitable alternative which came into effect mid way through term 3.</p> <p>Planning, Assessment and moderation inconsistencies occurred due to a lack of time for the Yr 7&8 teaching time to meet weekly.</p> <p>The Yr 7&8 teaching team focussed more heavily on summative assessment practices rather than using formative assessments when required (as per the assessment schedule) which meant teaching may not have been as explicit and targeted as was required to see shifts made with some learners.</p>	<p>In 2025, the school timetable will be specifically designed to ensure an hour a day of reading, writing and mathematics is taught to all Year 7&8 students by the Yr 7&8 teachers as well as a team of specialist Literacy and numeracy teachers.</p> <p>The aim will be for this time to be the first half of the day to capture learners at their optimal engagement time.</p> <p>From 2025, the HoD Mathematics will oversee the whole school Mathematics programme including Yr 7&8. He will lead assessment practices, pedagogy and the teaching and learning programme. He will report to school leadership and the Board.</p> <p>Additional English specialist teachers will also teach within the Yr 7&8 team to support a Yr 7-13 progressions approach to the Literacy programme.</p> <p>The use of the Prime Math Programme will continue in 2025 however Yr 7&8 teachers will be part of Structured Numeracy PLD through the Whakaoriori Kahui Ako which will aim to support effective teaching of the new Mathematics curriculum.</p> <p>Structured Literacy PLD will be applied for with the aim of working with Co-Active education who has led our Assessment for Learning PLD in 2024.</p>

	<ul style="list-style-type: none"> • Gender: The gender disparity is similar at year 8 with 70% of boys At and Above compared with 79% of girls. • Ethnicity: 80% of Maori students in year 8 are At or Above. There are no year 8 Pasifika students. <p>Reading Yr 7 students -Well Below and Below at the start of the year (78%) to 46% at the end of the year. The move to Above (12% at the start of the year and now 42%) is reflected in both boys and girls. Gender: There is an obvious gender disparity in year 7, with 41% of boys At and Above, compared to 61% of girls At and Above. Ethnicity: 83% of Maori students are Below with no students Well Below and one student sitting Above. 57% of year 7 Maori students were Well Below at the start of 2024 and no students were Above. Year 8: The shift from Well Below to Below is also evident in the year 8 data, although it appears that the shift is more evident in boys, 39% of whom were Well Below at the start of 2024. By the end of 2024, 9% were Well Below and 39% were Below. Gender: There is only a slight gender disparity in year 8 with 52% of boys At and Above compared with 60% of girls being At and Above. Ethnicity: 66% of year 8 Maori students are At and Above compared with 47% of NZ European students. No Pasifika students are in year 8.</p>	<p>Mathematics tools such as Math Pro and Math Whizz, did help support greater engagement in Mathematics as well as the use of the Prime Maths resources however disparity between teachers in terms of how this resource was used, caused inconsistencies across the department in terms of teaching and assessment practices and inevitably, achievement.</p>	<p>This will be alongside work to unpack the new English curriculum.</p> <p>Yr 7&8 staff will undertake PLD on e-asttle and PAT assessments to improve their understanding of best use of these tools. This will happen as the whole school continues to embed assessment for learning systems at Chanel College.</p> <p>The Yr 7-10 Assessment Schedule set for 2025 will follow the expectations set out by the MOE aromatawai</p>
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	<p>Mathematics Year 7: 54% of students are At and Above. • Gender: There is no significant discrepancy between 50% of year 7 boys At and Above compared with 56% of year 7 girls At and Above. • Ethnicity: Only 1 year 7 Maori student is At and no students are Above. • Year 8: 52% of students are At and Above. • Gender: 56% of boys are At and Above compared with 48% of girls. • No Maori students are Well Below. 50% of year 8 Maori students are Below. There are no Pasifika students in year 8.</p> <p>✓ Writing: All targets exceeded! Next focus: boys' writing and sustaining Māori/Pasifika gains. ✓ Reading: Strong progress, but gender disparities persist. Next focus: boys' literacy and Māori student support. ✗ Mathematics: Some targets met, but Māori achievement and basic facts data need more attention.</p>	
Planning for next year:		
Board Assurance steps; Strategic Oversight & Monitoring <ul style="list-style-type: none"> Align targets with the Charter & Annual Plan. Require termly progress reports on student achievement. Track Māori, Pasifika, and gender-specific progress. Leadership & Teaching Accountability <ul style="list-style-type: none"> Principal and leadership provide regular updates on interventions. Invest in PLD for structured literacy & numeracy. 		

- Support **teacher coaching & mentoring** for priority learners.

Equity & Cultural Responsiveness

- Strengthen **whānau engagement & culturally responsive teaching**.
- Tailor literacy & numeracy strategies for **Māori students & Year 8 girls**.
- Provide gender-specific support (e.g., **maths confidence for girls**).

Resourcing & Policy Decisions

- Allocate funding for **targeted literacy & numeracy interventions**.
- Ensure **small-group support for underperforming students**.
- Schedule **termly board reviews** to track progress & adjust strategies.

Recommendation: Establish a **Student Achievement & Equity Committee** for ongoing oversight.

2025 Targets;

Reading: To reduce the percentage of Māori students who are below expectations to 30% or less, through increased Reading sessions and explicit guided reading lessons.

Writing: To reduce the number of ākonga who are well below expectations to 30% or less, through structured literacy initiatives, and the explicit teaching of writing skills.

Mathematics: To move the 66% of Māori students in year 8 who are "below expectations" to "at expectations" by the end of the year, by engaging our ākonga in meaningful, contextualised learning. (This should generate similar shifts for our other ākonga who are below expectations.)

Statement of Variance Reporting



School Name:	Chanel College	School Number:	244
Strategic Aim:	2.2; Curriculum is responsive to student needs, interests, and identities 2.4; Our curriculum is learner and learning focused and engages akonga leading to achievement and success.		
Annual Aim:	Senior students will gain a robust NCEA qualification that is indicative of the skills and knowledge they need to take their next steps.		
Target:	<p>Year 11- NCEA level 1- Increase the % of students passing Level 1 Literacy from 48% to 60% Maintain the level of students achieving Level 1 Numeracy Track the % of Maori students achieving NCEA - also Literacy & Numeracy</p> <p>Year 12 - NCEA level 2 -Sustain 87.5% pass rate for NCEA level 2 (76% in 2022, 87.5% in 2023) Monitor achievement levels of students who leave school at 15 years. What Quals are students leaving with?</p> <p>Year 13 - NCEA Level 3 -Continue to increase the pass rate at NCEA Level 3 from 73% to 80% (56% in 2022, 73% in 2023) Continue to increase the % of students achieving UE from 27% to 35% , Increase the % of Male students achieving UE from 0% to 10% Monitor students who leave school - what qualifications did they hold? Where did they go (career, future education) Increase the Maori Level 3 NCEA Pass rate from 50% to 60%</p>		
Baseline Data:	<p>Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.</p> <p>2023 NCEA results</p> <p>NCEA Level 1 – 44%</p> <p>NCEA Level 2- 87.5%</p> <p>NCEA Level 3- 68%</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Multi level classes continued in 2024 which allowed Year 11 students who had completed some NCEA Level 1 courses in 2023, to continue their progress.</p> <p>Staff PLD on assessment for learning practices, sure improvement of teacher</p>	<p>Students entered Yr 11 with an understanding of the NCEA assessment process and some assessments</p> <p>Level 1 (Year 11)</p> <ul style="list-style-type: none"> 52 students, 43 passed (83% pass rate, up from 44% in 2023, national rate: 44.9%) 11 Merit Endorsements, 2 Excellence Endorsements 6 students passed Level 2 early Concerns: 2 students lack Level 1 Literacy, 2 lack Level 1 Numeracy <p>Level 2 (Year 12)</p> <ul style="list-style-type: none"> 16 students, 11 passed (69% pass rate, down from 87.5% in 2023, national rate: 72.7%) 5 Merit Endorsements Concerns: 3 students lack Level 1 Literacy, 2 lack Level 2 Numeracy <p>Level 3 (Year 13)</p> <ul style="list-style-type: none"> 34 students, 29 passed (85% pass rate, up from 68% in 2023, national rate: 68.2%) 4 Merit Endorsements, 2 Excellence Endorsements 13 gained University Entrance (38%, below national rate of 48.2%) 	<p>Student readiness compared to previous years, especially for Yr 11s, has had a positive impact.</p> <p>Level 1 – Significant Improvement (44% → 83%)</p> <p>Teachers have better understanding of Targeted interventions in literacy and numeracy so there has been stronger teaching strategies or curriculum alignment</p> <p>A greater emphasis on Higher engagement and making learning more student focussed helps with motivation among students</p> <p>There has been more structured support for at-risk students</p>	

Planning for next year			
<p>Kahui Leads are developing rubrics for teaching Numeracy and Literacy across learning areas focussing on the shared responsibility for Num/Lit.</p> <p>A Māori Achievement group has been established to support the equity gaps for Māori who perform lower than their European peers.</p> <p>Pasifika Achievement group will do the same for Pasifika students.</p> <p>Continue to clarify consistent targets for at risk learners</p> <p>Embed the Chanel College Pedagogy model</p>			

CHANEL COLLEGE FINANCE AND PROPERTY COMMITTEE

KIWI SPORT FUNDING

Kiwi Sport is a Government funding initiative to support student's participation in organised sport. In 2024 the school received funding of \$6,407.44 (excluding GST).

The funding subsidised the sports co-ordinator's wages, the purchase of athletic resources and was also spent on swimming, athletics and cross-country competitions.

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

For the year ended 31st December 2024 the Chanel 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 contracts 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.



Evaluation of the School's Students' Progress and Achievement

This evaluation provides a comprehensive assessment of student learning outcomes at our school, focusing on both academic and holistic progress. The analysis is based on student achievement data across Year 7-13, highlighting strengths, areas for improvement, and recommendations for future growth.

Year 7 & 8: Foundational Learning and Engagement

Academic Progress:

- Students demonstrate solid foundational skills in literacy and numeracy, with structured literacy approaches yielding positive results.
- Data indicates that targeted interventions have improved reading comprehension and mathematical reasoning.
- Writing remains an area requiring continued focus, particularly in constructing cohesive arguments and critical thinking.

Holistic Development:

- Learner qualities such as collaboration, active listening, and engagement have shown notable growth.
- Participation in extracurricular activities, including sports and cultural programs, has strengthened students' sense of belonging.
- Continued emphasis on Catholic Social Teachings fosters moral and ethical development.

Areas for Improvement:

- Enhancing writing skills through cross-curricular integration.
 - Strengthening numeracy confidence, especially for students requiring additional support.
 - Expanding opportunities for leadership and independent learning.
-

Year 9 & 10: Academic Growth and Transition Readiness

Academic Progress:

- Achievement levels in core subjects indicate steady progress, particularly where differentiated learning strategies are applied.
- Integration of STEAM/STEM has engaged students in problem-solving and critical thinking tasks.
- Thematic units have improved engagement, with positive feedback from students and teachers.

Holistic Development:

- Increased participation in student-led initiatives has boosted confidence and leadership skills.
- Cultural responsiveness in curriculum delivery is fostering inclusivity and identity development.
- Social-emotional learning remains a key priority, with targeted wellbeing programs making a difference.

Areas for Improvement:

- Addressing literacy gaps through continued assessment-driven interventions.
- Enhancing cross-disciplinary learning opportunities.
- Increasing pathways for student agency in academic choices.

Senior Years (11-13): NCEA Performance and Future Readiness

Academic Progress:

- NCEA achievement rates are strong, with a high percentage of students meeting co-requisite literacy and numeracy standards.
- Engagement in project-based learning and inquiry-based approaches has contributed to deeper learning experiences.
- Students are developing resilience and adaptability, essential for post-school pathways.

Holistic Development:

- Leadership and service opportunities continue to be a highlight, with students actively involved in school and community projects.
- Culturally responsive teaching practices have enhanced student engagement and achievement.
- Career and vocational pathways are well-supported, with growing participation in work-integrated learning experiences.

Areas for Improvement:

- Strengthening support for students at risk of not achieving NCEA Level 2.
- Further integrating digital literacy and future-focused skills into all subject areas.
- Enhancing transition programs to better support students moving into tertiary education or the workforce.



How We Have Given Effect to Te Tiriti o Waitangi

Our school is committed to upholding the principles of Te Tiriti o Waitangi—Partnership, Protection, and Participation—through our curriculum, teaching practices, and school culture.

- **Partnership:** We actively engage with whānau, iwi, and Māori community leaders to ensure that Māori perspectives, knowledge, and values are authentically integrated into learning experiences. Regular consultation and collaboration have strengthened the school's responsiveness to Māori student needs through the establishment of a Māori Advisory Group, surveys of Māori Whanau and ākonga ensure whanau aspirations guide our priorities.
- **Protection:** The school prioritizes the protection and revitalization of te reo Māori me ngā tikanga. This is evident through structured Māori language programs, the integration of tikanga Māori in daily school life, and the use of culturally responsive pedagogies that validate Māori identities and ways of knowing.
- **Participation:** Māori students are supported to succeed as Māori through leadership opportunities, culturally inclusive extracurricular activities, and academic pathways that celebrate Māori success. There is a strong emphasis on building cultural competence among all students and staff, ensuring an environment where te ao Māori is valued and visible.