

BLUE MOUNTAIN COLLEGE



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 391

Principal: Janelle Eason

School Address: State Highway 90, Tapanui, 9522

School Phone: 03 204 8358

School Email: admin@bmc.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

BLUE MOUNTAIN COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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Blue Mountain 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.

Phil Reid

Full Name of Presiding Member

Signed by:

8B13DF6D67F21920

Signature of Presiding Member

26/05/2025

Date:

Janelle Eason

Full Name of Principal

Signed by:

309289552095C8DE

Signature of Principal

23/05/2025

Date:

Blue Mountain College

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Phillip Reid	Presiding Member	Elected	Sep 2025
Lindy Cavanagh-Monaghan	Principal	ex Officio	Jan 2025
Janelle Eason	Principal	ex Officio	
Helen van der Linden	Parent Representative	Elected	Sep 2025
Mark Tiller	Parent Representative	Elected	Sep 2025
Nicky Horrell	Parent Representative	Elected	May 2024
Jaki Eales	Maori Representative	Co-opted	Sep 2025
Brendon Stuart	Parent Representative	Co-opted	Sep 2025
Matthew Short	Staff Representative	Elected	Sep 2025
Jessica Reid	Student Representative	Elected	Sep 2024
Ella Stuart	Student Representative	Elected	Sep 2025

Blue Mountain College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,535,383	4,367,545	4,350,504
Locally Raised Funds	3	332,475	327,871	336,724
Interest		67,168	45,000	41,085
Total Revenue		4,935,026	4,740,416	4,728,313
Expense				
Locally Raised Funds	3	439,878	459,305	152,327
Learning Resources	4	3,203,550	3,139,389	3,091,786
Administration	5	258,563	209,212	203,769
Interest		2,849	-	2,497
Property	6	1,090,999	1,170,155	1,279,603
Loss on Disposal of Property, Plant and Equipment		649	-	573
Total Expense		4,996,488	4,978,061	4,730,555
Net (Deficit) for the year		(61,462)	(237,645)	(2,242)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(61,462)	(237,645)	(2,242)

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

Blue Mountain 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		1,138,604	1,138,604	1,091,931
Total comprehensive revenue and expense for the year		(61,462)	(237,645)	(2,242)
Contribution - Furniture and Equipment Grant		-	-	48,915
Equity at 31 December		1,077,142	900,959	1,138,604
Accumulated comprehensive revenue and expense		1,077,142	900,959	1,138,604
Equity at 31 December		1,077,142	900,959	1,138,604

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.

Blue Mountain College

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	558,083	765,767	869,741
Accounts Receivable	8	288,933	285,140	285,140
GST Receivable		8,482	1,260	1,260
Prepayments		30,911	32,687	32,687
Inventories	9	-	11,111	11,111
Investments	10	153,150	403,150	403,150
Funds Receivable for Capital Works Projects	17	5,223	3,259	3,259
		1,044,782	1,502,374	1,606,348
Current Liabilities				
Accounts Payable	12	351,826	386,307	386,307
Revenue Received in Advance	13	40,869	37,997	37,997
Provision for Cyclical Maintenance	14	119,532	149,000	86,022
Finance Lease Liability	15	16,574	11,321	11,321
Funds held in Trust	16	73,969	68,839	68,839
Funds held for Capital Works Projects	17	14,232	193,131	193,131
Funds Held on Behalf of the Pomahaka Kahui Ako Cluster	18	7,680	-	-
		624,682	846,595	783,617
Working Capital Surplus		420,100	655,779	822,731
Non-current Assets				
Investments	10	250,000	-	-
Property, Plant and Equipment	11	553,796	444,273	534,273
		803,796	444,273	534,273
Non-current Liabilities				
Provision for Cyclical Maintenance	14	133,563	187,743	207,050
Finance Lease Liability	15	13,191	11,350	11,350
		146,754	199,093	218,400
Net Assets		1,077,142	900,959	1,138,604
Equity		1,077,142	900,959	1,138,604

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

Blue Mountain College

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,139,707	1,119,708	1,029,084
Locally Raised Funds		338,780	307,871	277,147
International Students		25,216	20,000	19,890
Goods and Services Tax (net)		(7,222)	-	(38,143)
Payments to Employees		(760,108)	(764,427)	(672,062)
Payments to Suppliers		(792,668)	(832,126)	(488,824)
Interest Paid		(2,849)	-	(2,497)
Interest Received		65,606	45,000	36,927
Net cash (to)/from Operating Activities		6,462	(103,974)	161,522
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(87,941)	-	(86,535)
Net cash (to) Investing Activities		(87,941)	-	(86,535)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	48,915
Finance Lease Payments		(9,348)	-	(12,416)
Funds Administered on Behalf of Other Parties		(220,831)	-	(433,771)
Net cash (to) Financing Activities		(230,179)	-	(397,272)
Net (decrease) in cash and cash equivalents		(311,658)	(103,974)	(322,285)
Cash and cash equivalents at the beginning of the year	7	869,741	869,741	1,192,026
Cash and cash equivalents at the end of the year	7	558,083	765,767	869,741

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.

Blue Mountain College

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Blue Mountain 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.

1.2. 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 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 whole 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 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 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 23b.

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.

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

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

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

Other Grants where conditions exist

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

1.4. 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.

1.5. Cash and Cash Equivalents

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

1.6. 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.

1.7. Inventories

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

1.8. 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.

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10-40 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Motor vehicles	8 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment

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

Non cash generating assets

Property, plant, and equipment 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 as 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.

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.

1.11. 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.

1.12. 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, 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 the surplus or deficit in the period in which they arise.

1.13. Revenue Received in Advance

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

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

1.14. 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.

1.15. Funds held for Capital Works

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

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

1.16. 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, 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.17. Financial Instruments

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

The School's financial liabilities comprise accounts payable and finance lease 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.

1.18. 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.

1.19. Budget Figures

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

1.20. 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	1,131,484	1,056,741	1,014,053
Teachers' Salaries Grants	2,566,100	2,488,000	2,516,547
Use of Land and Buildings Grants	789,919	777,741	777,741
Other Government Grants	47,880	45,063	42,163
	<u>4,535,383</u>	<u>4,367,545</u>	<u>4,350,504</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	58,655	57,040	52,206
Fees for Extra Curricular Activities	74,169	79,385	84,999
Trading	15,550	8,100	9,733
Fundraising and Community Grants	86,971	118,514	124,538
Other Revenue	43,211	44,832	45,164
International Student Fees	19,806	20,000	20,084
Overseas Trip Income	34,113	-	-
	<u>332,475</u>	<u>327,871</u>	<u>336,724</u>
Expenses			
Extra Curricular Activities Costs	89,413	379,285	88,932
Trading	17,551	7,200	8,527
Fundraising and Community Grant Costs	25,753	17,000	17,870
Other Locally Raised Funds Expenditure	23,189	30,300	14,814
International Student - Employee Benefit - Salaries	29,428	21,430	20,750
International Student - Other Expenses	3,190	4,090	1,434
Overseas Trip Expenses	251,354	-	-
	<u>439,878</u>	<u>459,305</u>	<u>152,327</u>
<i>(Deficit)/Surplus for the year Locally raised funds</i>	<u>(107,403)</u>	<u>(131,434)</u>	<u>184,397</u>

During the year, an Australian tour was undertaken by 41 Y11-Y13 students and 3 staff at a cost of \$251,354. This enabled the students to experience a wide range of sports and cultural activities not available in a small rural area. This tour was fully funded from student contributions and fundraising efforts within locally raised funds, with the fundraising completed over the 4 year period 2021-2024.

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	123,789	133,035	120,397
Information and Communication Technology	4,213	5,800	5,981
Employee Benefits - Salaries	2,956,264	2,863,933	2,855,663
Other Learning Resources	2,102	3,675	1,760
Staff Development	25,090	27,500	17,855
Depreciation	92,092	105,446	90,130
	<u>3,203,550</u>	<u>3,139,389</u>	<u>3,091,786</u>

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	15,750	7,480	7,480
Board Fees and Expenses	15,376	11,925	10,724
Other Administration Expenses	58,034	44,787	42,075
Employee Benefits - Salaries	152,139	128,360	125,206
Insurance	13,264	12,660	14,484
Service Providers, Contractors and Consultancy	4,000	4,000	3,800
	<u>258,563</u>	<u>209,212</u>	<u>203,769</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	-	7,100	4,595
Cyclical Maintenance	67,375	43,671	63,627
Adjustment to the Provision- Other Adjustments	(103,981)	-	116,903
Heat, Light and Water	75,427	76,800	67,179
Rates	1,922	1,962	1,972
Repairs and Maintenance	32,035	21,200	20,960
Use of Land and Buildings	789,919	777,741	777,741
Other Property Expenses	20,519	20,881	16,535
Employee Benefits - Salaries	207,783	220,800	210,091
	<u>1,090,999</u>	<u>1,170,155</u>	<u>1,279,603</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)	\$
Bank Accounts	558,083	765,767	869,741
Cash and Cash Equivalents for Statement of Cash Flows	<u>558,083</u>	<u>765,767</u>	<u>869,741</u>

Of the \$558,083 Cash and Cash Equivalents, \$16,527 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$558,083 Cash and Cash Equivalents, \$13,058 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.

Of the \$558,083 Cash and Cash Equivalents, \$7,680 is held by the School on behalf of the Pomohaka Kahui Ako cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

Of the \$558,083 Cash and Cash Equivalents, \$40,476 is held by the School as tagged funds. This is for expenditure relating to future trips.

Of the \$558,083 Cash and Cash Equivalents, \$73,969 is held on behalf of students and other parties where the School is acting as an agent.

Of the \$558,083 Cash and Cash Equivalents, \$25,433 is International Student Fees received in advance. The funds are related to 2024 school fees received from Foreign Fees Paying Students.

Of the \$558,083 Cash and Cash Equivalents, \$2,378 of Other Revenue in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
Receivables	12,253	40,634	40,634
Receivables from the Ministry of Education	8,083	16,022	16,022
Interest Receivable	10,634	9,072	9,072
Banking Staffing Underuse	-	17,904	17,904
Teacher Salaries Grant Receivable	257,963	201,508	201,508
	<u>288,933</u>	<u>285,140</u>	<u>285,140</u>
Receivables from Exchange Transactions	22,887	49,706	49,706
Receivables from Non-Exchange Transactions	<u>266,046</u>	<u>235,434</u>	<u>235,434</u>
	<u>288,933</u>	<u>285,140</u>	<u>285,140</u>

9. Inventories

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
School Uniforms	-	11,111	11,111
	<u>-</u>	<u>11,111</u>	<u>11,111</u>

10. Investments

The School's investment activities are classified as follows:

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	153,150	403,150	403,150
Non-current Asset			
Long-term Bank Deposits	250,000	-	-
Total Investments	<u>403,150</u>	<u>403,150</u>	<u>403,150</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	290,891	6,929	-	-	(20,094)	277,726
Furniture and Equipment	144,853	37,649	-	-	(24,199)	158,303
Information and Communication Technology	44,381	-	-	-	(23,275)	21,106
Motor Vehicles	21,467	43,909	(1,649)	-	(5,743)	57,984
Leased Assets	22,097	24,141	-	-	(17,379)	28,859
Library Resources	10,584	636	-	-	(1,402)	9,818
Balance at 31 December 2024	<u>534,273</u>	<u>113,264</u>	<u>(1,649)</u>	<u>-</u>	<u>(92,092)</u>	<u>553,796</u>

The net carrying value of equipment held under a finance lease is \$28,859 (2023: \$22,097)

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	596,228	(318,502)	277,726	589,298	(298,407)	290,891
Furniture and Equipment	943,259	(784,956)	158,303	905,611	(760,758)	144,853
Information and Communication Technology	200,279	(179,173)	21,106	200,279	(155,898)	44,381
Motor Vehicles	113,697	(55,713)	57,984	76,310	(54,843)	21,467
Leased Assets	59,154	(30,295)	28,859	64,715	(42,618)	22,097
Library Resources	55,133	(45,315)	9,818	54,498	(43,914)	10,584
Balance at 31 December	<u>1,967,750</u>	<u>(1,413,954)</u>	<u>553,796</u>	<u>1,890,711</u>	<u>(1,356,438)</u>	<u>534,273</u>

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	31,978	92,719	92,719
Accruals	17,856	10,106	10,106
Employee Entitlements - Salaries	266,914	222,572	222,572
Employee Entitlements - Leave Accrual	35,078	60,910	60,910
	<u>351,826</u>	<u>386,307</u>	<u>386,307</u>
Payables for Exchange Transactions	351,826	386,307	386,307
	<u>351,826</u>	<u>386,307</u>	<u>386,307</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	13,058	13,508	13,508
International Student Fees in Advance	25,433	20,023	20,023
Other Revenue in Advance	2,378	4,466	4,466
	<u>40,869</u>	<u>37,997</u>	<u>37,997</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	293,072	293,072	112,542
Increase to the Provision During the Year	67,375	43,671	63,627
Other Adjustments	(103,981)	-	116,903
Use of the Provision During the Year	(3,371)	-	-
Provision at the End of the Year	<u>253,095</u>	<u>336,743</u>	<u>293,072</u>
Cyclical Maintenance - Current	119,532	149,000	86,022
Cyclical Maintenance - Non current	133,563	187,743	207,050
	<u>253,095</u>	<u>336,743</u>	<u>293,072</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

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	18,478	12,629	12,629
Later than One Year	13,929	12,006	12,006
Future Finance Charges	(2,642)	(1,964)	(1,964)
	<u>29,765</u>	<u>22,671</u>	<u>22,671</u>
Represented by:			
Finance lease liability - Current	16,574	11,321	11,321
Finance lease liability - Non current	13,191	11,350	11,350
	<u>29,765</u>	<u>22,671</u>	<u>22,671</u>

16. Funds Held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	73,969	68,839	68,839
	<u>73,969</u>	<u>68,839</u>	<u>68,839</u>

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

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, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block A Remodel #215713	(3,259)	42,925	(32,389)	-	7,277
Block C Workshop Remodel #215716	193,131	239,004	(437,358)	-	(5,223)
A;B;C;E: Heating; Roofing & Window Replacements, D Block Upgrade #243554	-	25,700	(18,745)	-	6,955
Totals	<u>189,872</u>	<u>307,629</u>	<u>(488,492)</u>	<u>-</u>	<u>9,009</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	14,232
Funds Receivable from the Ministry of Education	(5,223)

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block A Remodel #215713	509,517	417,982	(930,758)	-	(3,259)
Block C Workshop Remodel #215716	41,381	500,000	(348,250)	-	193,131
Totals	<u>550,898</u>	<u>917,982</u>	<u>(1,279,008)</u>	<u>-</u>	<u>189,872</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	193,131
Funds Receivable from the Ministry of Education	(3,259)

18. Funds Held on Behalf of the Pomahaka Kahui Ako Cluster

Blue Mountain College was the lead school and holds funds on behalf of the Kahui Ako cluster, a group of schools funded by the Ministry of Education to share professional support.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Received from Cluster Members	19,942	-	-
Funds Received from Ministry of Education	15,750	-	-
Funds Spent on Behalf of the Cluster	(28,012)	-	-
Funds Held at Year End	<u>7,680</u>	<u>-</u>	<u>-</u>

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,620	3,975
<i>Leadership Team</i>		
Remuneration	447,311	441,877
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	451,931	445,852

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

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	170 - 180
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	0 - 0	0 - 0

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	6.00	6.00
110 - 120	3.00	2.00
120 - 130	2.00	2.00
130 - 140	-	2.00
	11.00	12.00

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts 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.

23. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$245,532 (2023:\$388,050) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Block A Remodel - #215713	7,277
A;B;C;E: Heating; Roofing & Window Replacements, D Block Upgrade - #243554	238,255
Total	245,532

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 contracts.

(Operating commitments at 31 December 2023: nil)

24. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	558,083	765,767	869,741
Receivables	288,933	285,140	285,140
Investments - Term Deposits	403,150	403,150	403,150
Total Financial assets measured at amortised cost	1,250,166	1,454,057	1,558,031

Financial liabilities measured at amortised cost

Payables	351,826	386,307	386,307
Finance Leases	29,765	22,671	22,671
Total Financial liabilities measured at amortised Cost	381,591	408,978	408,978

25. Events After Balance Date

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

26. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

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

Opinion

We have audited the financial statements of the School on pages 3 to 18, 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 26 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 List of Members of the Board, Statement of Responsibility, Statement of Variance, Evaluation of the school's students' progress and achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of compliance with employment policy, Kiwisport funding, but does not include the financial statements and our auditor's report thereon.

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

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

Independence

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

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



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

Statement of Variance – Progress Against Targets

Strategic Goal 1

Engaging our community

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p>Action 1</p> <p>Enhance the public celebration of success</p>	<ul style="list-style-type: none"> • Embed Facebook as a Y13 delegation • Give student agency to the newsletter • Continue to liaise with local newspapers including BM Express 	<ul style="list-style-type: none"> • Continual celebrations of student achievement through Facebook and BM Express • Core group of students that help with the newsletter each fortnight 	<p>Facebook as a Y13 delegation didn't work – "Phones away for the Day" has impacted this</p>	<ul style="list-style-type: none"> • Livestreaming assemblies and awards ceremonies • Share FB editing with more people so that more can post (within reason)
<p>Action 2</p> <p>Actively promote two-way communication with our community</p>	<ul style="list-style-type: none"> • Engage with personnel from Hokonui Runanga to better understand our obligations under Te Tiriti o Waitangi as Board level • Make the current Board Online Community Survey and Whanau Hui annual methods for data gathering to provide longitudinal comparisons and track progress • Extend curriculum-based interfaces with local businesses as part of the local curriculum – wider West Otago / Southland areas • Maintain and potentially grow BMC exclusive scholarships and awards for graduands 	<ul style="list-style-type: none"> • This is still a work in progress • 2025 is a consultation year and so data gathering will be done then • More work is needed to extend our interfaces with curriculum and local businesses 	<p>This is always going to be a struggle – there are more avenues to explore to increase community engagement</p>	<ul style="list-style-type: none"> • Continue to work with the local Runanga and kaumātua to increase ability and confidence • Continue to explore links between curriculum and local knowledge

<p>Action 3</p> <p>Actively contribute to the Pōumahaka Kahui Ako</p>	<ul style="list-style-type: none"> Gain permission for a variation to Lead Principal arrangement with a view to establishing a co-leadership model for 2024 and beyond Make optimum use of 100 hours of RAPLD for 2024 to enhance the pedagogy of Writing across all settings Refine systems to enhance Board understanding and involvement including presence in Leadership Group Meetings amid and end of year 	<ul style="list-style-type: none"> We have permission for a Lead Principal variation We used all of the RAPLD hours for Literacy focussed PLD 		<ul style="list-style-type: none"> Continue to participate in the Kāhui Ako as we have been
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Strategic Goal 2

Empowering our students and staff

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p>Action 1</p> <p>To enhance and maintain strong NCEA results</p>	<ul style="list-style-type: none"> Personalised learning pathway for each student in senior school Prioritise PLD for NCEA Level One and Numeracy and Literacy Co-requisites Judicious employment of Teacher Aides and SENCO including extra funding for Teacher Aides for Year 11 and Year 12 Work with agencies to get as much support as possible, including students for whom 	<p>Exceptional pass rates for NCEA Level 1 students – all students gained Literacy and Numeracy credits from co-requisites</p>	<p>Getting support from agencies can be problematic given distance from main centres.</p> <p>ERO are constantly changing their methods which makes this difficult to achieve</p>	<ul style="list-style-type: none"> Investigate the possibility of employing someone to provide extra literacy support in the senior school (0.2 FTE) Prioritise utilising the strengths of the Learning Support Co-ordinator (Kahui Ako) Budget provision includes high-quality investment in SLT PLD Continue with Middle school taskforce evaluation

	<p>English is a second language</p> <ul style="list-style-type: none"> • Prioritise SAC applications for NCEA assessments • Maximise Vocational opportunities through STAR, Gateway and Trades Academy • Middle school taskforce evaluation project at Year 9 and 10 with support from ERO • Employ specialist subject teachers in Middle and Senior school wherever possible 			<p>project at Year 9 and 10 with support from ERO</p> <ul style="list-style-type: none"> • Continue to employ specialist subject teachers in Middle and Senior school wherever possible
<p>Action 2 To enable students to make effective transitions to and from BMC</p>	<ul style="list-style-type: none"> • Orientation programme including onsite visits and parents/caregivers evening • Personal visits to main contributing schools • Targeted Form Time programme • Extensive leadership opportunities for Year 13 students including camp and Fiordland tramp • PLP's for all senior students • Networking in employment space • Maximum use of external resources • Practice interviews • Deliberate affirmation for wide-ranging pathways including celebrating successes in gaining apprenticeships and acknowledging Year 12 students who are moving on to new pathways at Prizegiving 	<ul style="list-style-type: none"> • Orientation programme, form time and Peer Support are embedded and run well • Year 13 students are given multiple leadership opportunities • Success is celebrated regularly in the newsletter, at assemblies and other methods • Senior students are provided with pathway assistance 		<ul style="list-style-type: none"> • Continue as we have been, possibly putting more work into transition through the Kāhui Ako

<p>Action 3</p> <p>To honour our obligations under te Tiriti o Waitangi and promote success for our Māori learners and those from other cultures</p>	<ul style="list-style-type: none"> • Maintain impressive achievement results with NCEA for our Māori students • Embed Te Reo classes at Year 7 and 8 • Employ person / people with specialist knowledge and passion in Te Reo to tutor students Year 9 to 13 • Offer Te Ao Haka qualifications • Actively seek feedback from whanau (and where appropriate Pasifika families) regarding serving their specific needs (Whānau Hui) • Begin the year with Mihi Whakatau, embed karakia at Board, staffroom, assembly and classroom levels • Kapahaka – employ person / people with specialist knowledge and passion in Tikanga • Maximist participation in community opportunities – Polyfest, Mauri Ora Matariki, Māruawai Matariki • Board representation • Staff PLD provided • Continue to develop Tikanga Time 	<ul style="list-style-type: none"> • Te Reo classes are a permanent fixture • Karakia at Board meetings, staff meetings, Tikanga time, Assembly, some classes 		<p>Continue to drive this and explore the implementation of further development</p>
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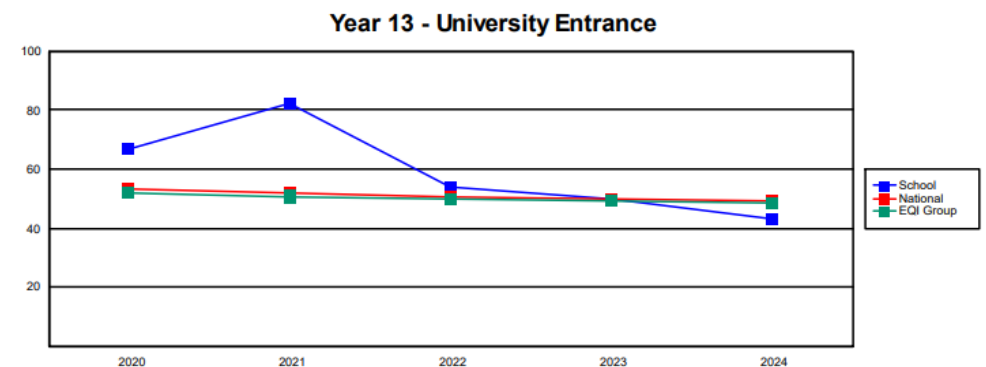
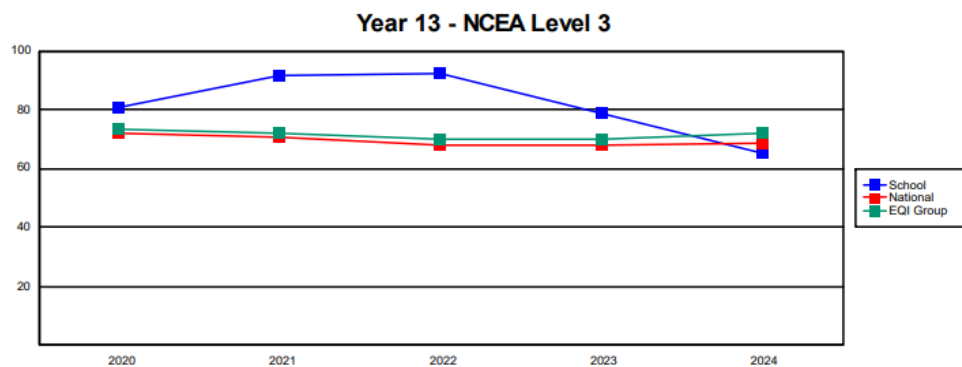
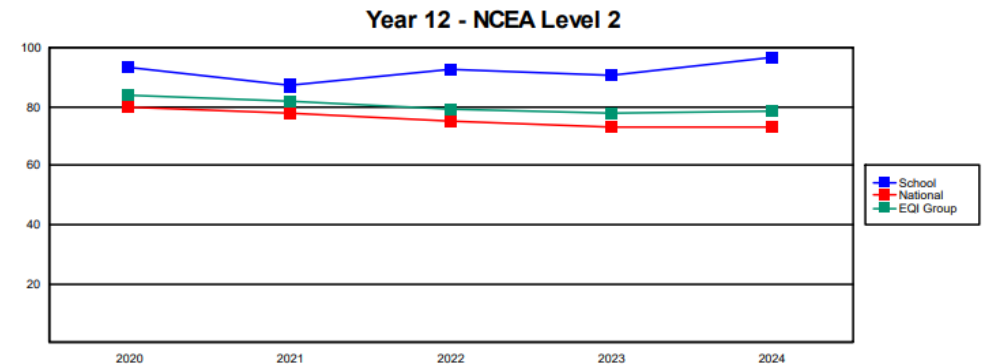
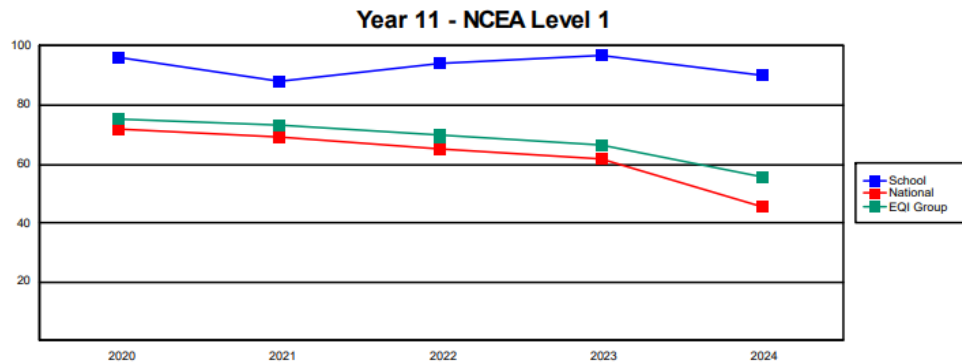
Strategic Goal 3

Enhancing our learning

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p>Action 1</p> <p>To grow and maintain positive learning relationships</p>	<ul style="list-style-type: none"> • Compliment PB4L and class acknowledgement systems with new ideas identified by the students and staff • Robust induction programme – SCT and SLT • Staff wellness initiatives reviewed and refined including feedback loop • Regular Principal walk-throughs to affirm staff in their work • Grow profile of staff successes and the way they are acknowledged • Budgeted Guidance Counsellor • Continue to grow Year 13's as leaders including with the Peer Support Programme • Promotion of participation in Agri Kids, Teen Ag, William Pike Programme and Duke of Edinburgh 	<p>PB4L still being ingrained in school culture.</p>	<p>No SCT unfortunately</p>	<p>Will be employing an SCT</p> <p>More emphasis put on staff wellbeing and staff culture</p> <p>Look to increase hours of guidance counsellor</p>
<p>Action 2</p> <p>To enhance our physical teaching and learning spaces</p>	<ul style="list-style-type: none"> • Prioritise aesthetic refurbishment of the remainder of A Block when required roofing project is completed • Complete refurbishment of Workshop • Fit for purpose furniture maintained • Ongoing maintenance work including painting 	<p>Updated areas as per the 5YA and 10YPP</p>		<p>Update areas as per the 5YA and 10YPP</p>

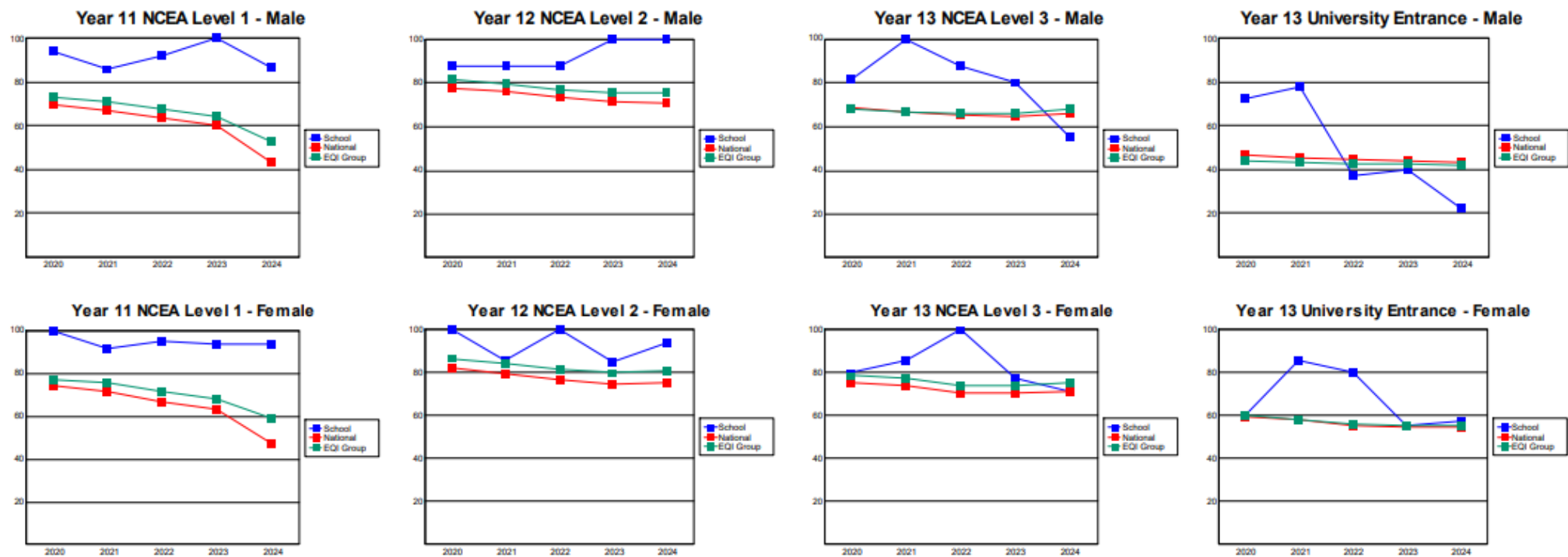
	<ul style="list-style-type: none">• Implement the continue to refine 5YA and 10YPP			
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Analysis of Overall Senior School Achievement Across Equity Groups OVERALL



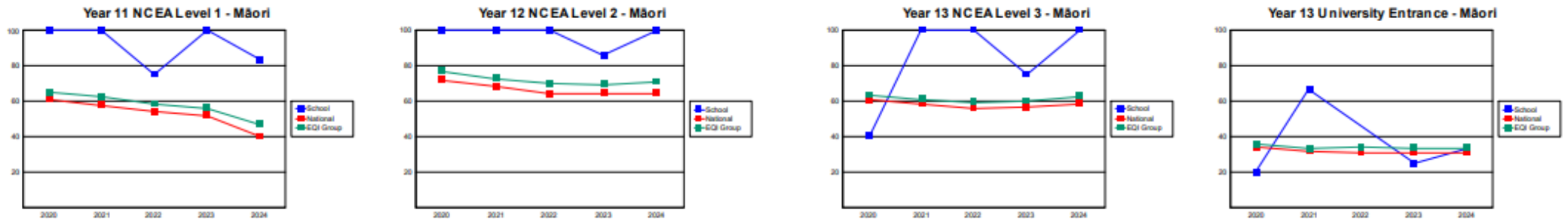
- Our number of students gaining NCEA Level 1 and 2 was far higher than the national average or other schools in our equity group.
- NCEA Level 3 was lower than national average and other schools in our equity group, as was the number of Year 13 students gaining University Entrance.
- This is a common theme among our students, many of whom are in Level 3 for reasons other than University Entrance

Analysis of Senior School Achievement Across Equity Group by GENDER



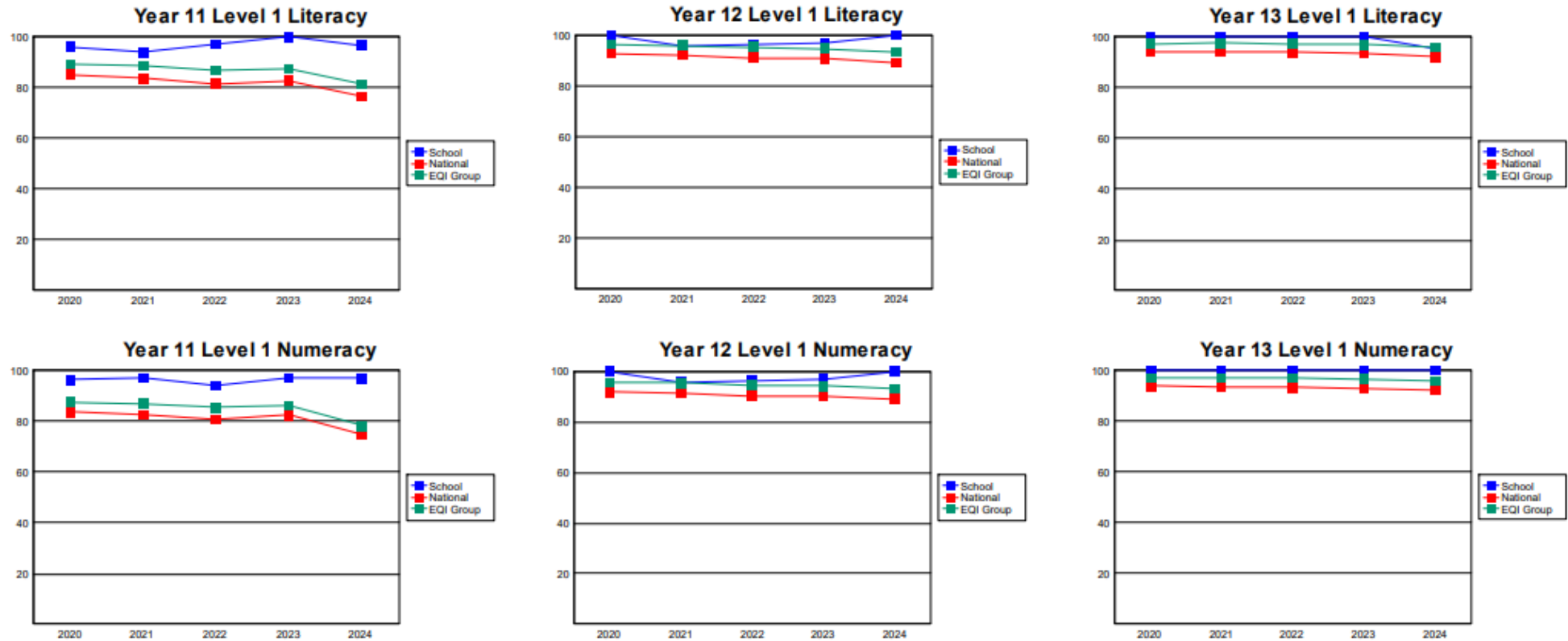
- Across all year levels the achievement of females is higher males except for Level 2 where the males achievement was at 100%.
- The achievement of girls across all year levels is at or above the national statistics and our relevant EQI Group.
- The cohorts of these groups are small and so one student affects the data greatly which means that the Level 2 data may only be because of one more male student gaining Level 2 compared to the number of females.

Analysis of Senior School Achievement Across Equity Group for Māori



- Across all levels our Māori students achieved at a higher rate than their counterparts across the motu or in the EQI groups.
- 100% of Level 2 and Level 3 Māori akonga passed compared to lower rates for the other two comparisons.
- As before, the small numbers of Māori akonga mean that the line of our achievement does tend to fluctuate a lot, however, it does remain above the national averages.

Analysis of Senior School Literacy and Numeracy Across Equity Group



- All of our Level 2 and 3 students have passed Level 1 Numeracy, for our Level 1 students, there is 1 student that has not achieved Level 1 numeracy however, this student has severe development and learning difficulties and is ORS funded full time. Of all students capable of passing we had all pass.
- This is a similar situation for Literacy, the Level 1 student who did not gain Level 1 literacy is ORS funded for 25 hours and does not do NCEA, we had 100% Level 2 students achieve Level 1 Literacy and 1 student in Level 3 who did not have it.

ANALYSIS OF ACHIEVEMENT DATA FOR YEARS 7 & 8

Year 7 READING RESULTS DEC 2024

Achievement	Well Below 3B – 3P >2A	Below 3B – 3P	At 3A – 4P	Above 4A+
Male	2	1	5	7
Female	0	0	3	2
Māori	2	1	5	2
Other	1	2	2	1
Total Students (37)	5	4	16	12
75% of Year 7 students At or Above for Reading achievement				

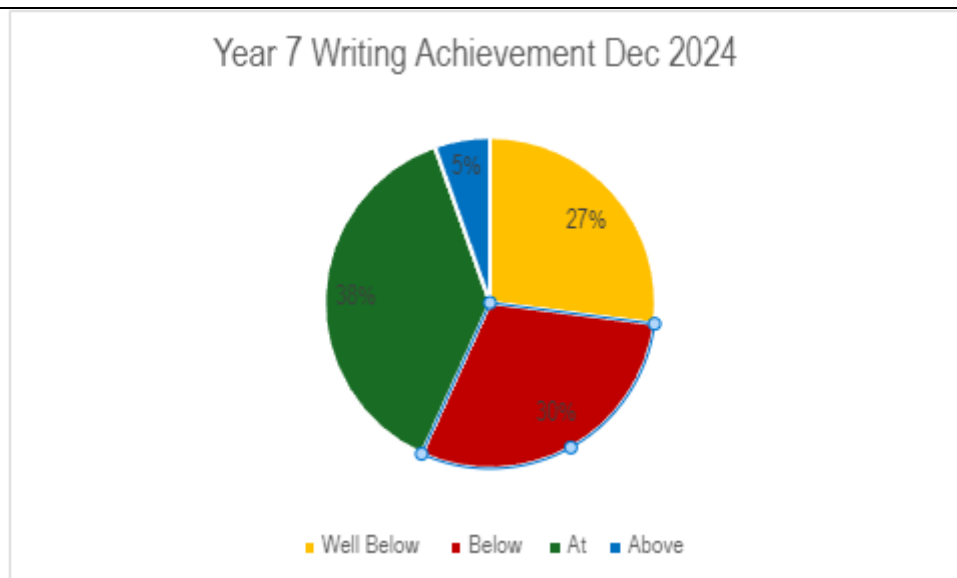


Reading Trends and Patterns

- 75% of Year 7 students are working at or above expected levels for Reading
- 3 students are just below expectation (1 sub-level gap) and 1 student is below
- Of the 5 students working well below
 - All are boys
 - 1 is an ESOL learners who receives additional ESOL hours

Year 7 WRITING RESULTS DEC 2024

Achievement	Well Below >2A	Below 3B – 3P	At 3A – 4P	Above 4A+
Male	4	3	4	0
Female	0	3	5	2
Māori	3	3	4	0
Other	3	2	1	0
Total Students (37)	10	11	14	2
43% of Year 7 students At or Above for Writing achievement				



Writing Trends and Patterns

- 43% of our Year 7 students are currently working at or above expected level for Writing
- 8 of the 11 students below expectation are boys
- 9 of the below students have made good progress but needed to make accelerated progress to be 'at'
- 10 are well below
 - All are boys
 - 3 students are ESOL, 3 are Maori
 - 1 student received RTLit Support in Term 1
 - 3 students have notable absences (less than 70% attendance)
 - 3 students are ADHD and 1 additional student has suspected attention deficits
 - No additional TA hours were provided for these students in 2024 (support was requested)

Year 7 MATHEMATICS RESULTS DEC 2024

Achievement	Well Below >2A	Below 3B – 3P	At 3A – 4P	Above 4A+
Male	1	2	6	2
Female	0	2	6	2
Māori	3	2	4	1
Other	0	4	2	0
Total Students (37)	4	10	18	5
62% of Year 7 students At or Above for Maths achievement				



Mathematics Trends and Patterns

- 62% of Year 7 students are at or above expected achievement level for Maths
- 10 students are below expectation (8 boys, 2 girls). 7 of these students are 'just below' ie. 1 sub-level from being 'at' expected level. This would increase the achievement level to 81%.
- 4 students are well below expectation (1 girl, 3 boys) – one of these students has a Specific Learning Difficulty in Maths (Dyscalculia)

Year 8 READING RESULTS DEC 2024

Achievement	Well Below >3B	Below 3P – 3A	At 4B – 4A	Above 5B+
Male	2	4	4	1
Female	1	1	7	2
Māori	2	4	0	0
Other	0	1	6	1
Total Students (36)	5	10	17	4
58% of Year 8 students At or Above for Reading achievement				

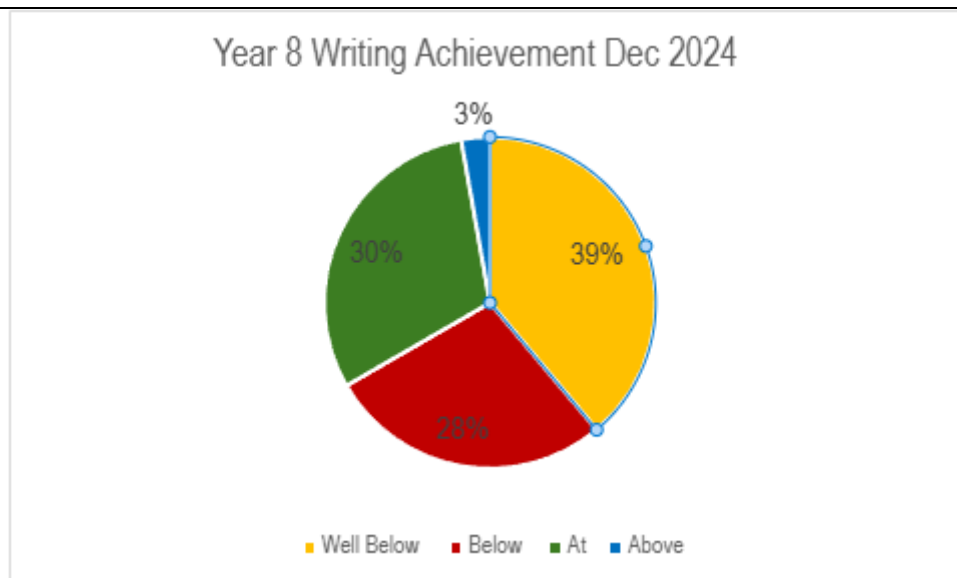


Reading Trends and Patterns

- 58% of Year 8 students are at or above expected level for Reading mid-year
- 10 students are below expectation (7 boys, 3 girls) – 3 of these students are ‘just’ below ie. one-sub level from achieving at level
- Of the 5 students reading well below expected level:
 - 3 are boys, 2 are girls
 - 1 is receiving In Class Support funding (4 hours per week TA support – this support was not consistent each week)
 - 2 students had are poor attendance (less than 70% attendance)

Year 8 WRITING RESULTS DEC 2024

Achievement	Well Below >3B	Below 3P – 3A	At 4B – 4A	Above 5B+
Male	4	5	2	0
Female	3	3	5	0
Māori	5	1	0	0
Other	2	1	4	1
Total Students (36)	14	10	11	1
33% of Year 8 students At or Above for Writing achievement				

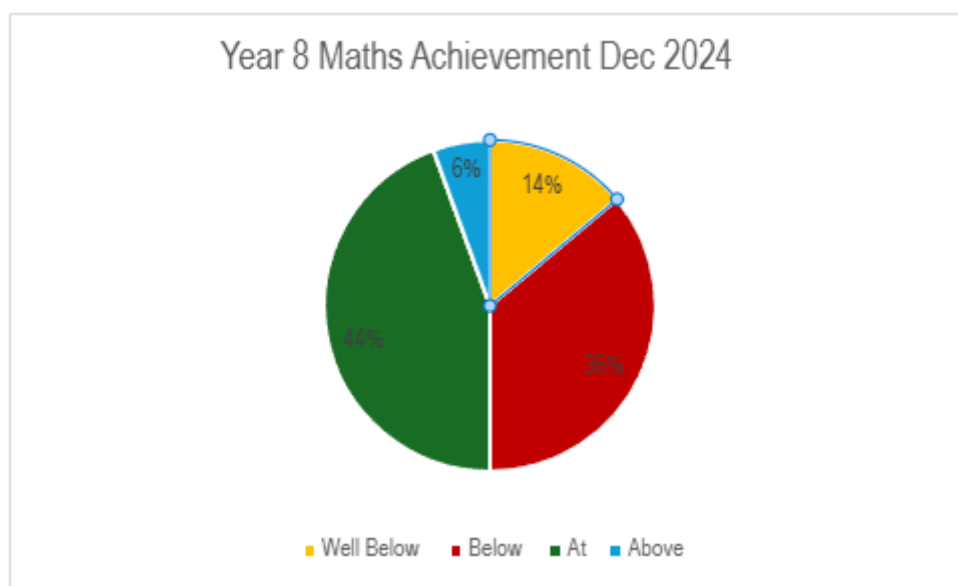


Writing Trends and Patterns

- 33% of Year 8 students are at or above expected level mid-year
- 10 students are below expectation (5 boys, 5 girls), 5 are one sub-level away from achieving at level
- Of the 14 students working well below expected level in Writing:
 - 10 are from one classroom
 - 2 ESOL, 5 Māori students
 - 1 receives In Class Support Funding
 - 1 received transition funding to support a positive integration into BMC
 - 4 with Dyslexic Tendencies

Year 8 MATHEMATICS RESULTS for 2024

Achievement	Well Below >3B	Below 3P – 3A	At 4B – 4A	Above 5B+
Male	1	4	5	11
Female	1	4	6	0
Māori	3	2	1	0
Other	0	3	4	1
Total Students (36)	5	13	16	2
50% of Year 8 students At or Above for Maths achievement				



MATHEMATICS Trends and Patterns

- 50% of Year 8 students are achieving at or above expected level in Maths mid-year
- 13 students are below expectation (6 boys, 7 girls), 3 ESOL, 2 Māori students
 - 9 of these students are 'just' below and need to make one sub-level jump to be 'at' expected level. This would bring achievement to 75%.
- 5 students are well below expectations
 - 1 student is receiving In Class Support Funding
 - 2 have very low attendance (less than 70% attendance)

Analysis of Middle School Achievement

Year 9 Mathematics

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
Number (AP)	4G (2MG) 2B	7B(2MB) 2G	1B 1G	
Measurement (AP)	3G (1MG) 2B	4G (1MG) 5B (2MB)	1G 2B	
Statistics (AP)	4G (1MG) 1B	2G (1MG) 6B (1MB)	3B(1MB) 1G	
Number (SVR)	4G 3B	4G 2B (1MB)	0G 3B (1MB)	0G 0B
Measurement (SVR)	1G 3B	3G 3B (1MB)	1G 1B	1G 1MB
Statistics (SVR)	4G 4B (1MB)	5G 3B (1MB)	0G 1B	0G 0B

Results from: Grading as follows: Above >= 5P; At = 5B,4A; Below = 4P,4B; Well below = 3

Overall girls perform slightly better than boys. Overall Māori students performed at the expected level (5B or 4A), with one Māori boy performing above the expected level in Statistics.

There are no concerns or issues

In 2024 the Mathematics department decided not to let Year 9 students attempt the Numeracy CAA. This was because teacher experience in 2023 was that there was no perceived benefit to students doing this in their Year 9 year, and the gap between those that passed and those that didn't became much wider both in terms of academic and social. In 2025 we propose a readiness test for students before they attempt to do the Numeracy test.

Year 10 Mathematics

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
Number	12G (1MG) 9B	4G 7B		
Measurement	11G (1MG) 5B	2G 3B	0G 5B	3G 1B
Trigonometry	10G(1MG) 8B	0G 0B	0G 2B	5G 3B
Statistics	13G(1MG) 9B	1G 1B	1G 2B	1G 1B
Geometry	14G (1MG) 12B	1G 1B	0G 1B	1G 0B

Results from: Grading as follows: Above $\geq 5A$; At = 5P; Below = 5B; Well below = 4

Overall students performed quite well, with a large percentage performing above the expected level. Girls performed much better than boys. This was particularly evident in 10SW. It came down to student's attitude towards their work.

One particular concern is the under achievement of boys.

Year 9 Science

Learning Outcome Assessed	No. working above advanced level		No. working at proficient level		No. working at basic level		No. working below appropriate level	
9He – 17 students incl 9B (2MB) and 8G (2MG)								
Microbes			2B	7G (2MG)	6B (2MB)	1G		1G
Nature of Atoms	3B (1MB)	4G (2MG)	2B	4G	2B		2B (1MB)	
3 rd Rock from the Sun	2B	3G (1MG)		4G (1 MG)	3B	2G	3B (2MB)	
Electricity and Magnetism		3G	2B	2G (1MG)	2B (1MB)	1G	4B (1MB)	2G
9SH – 17Students incl 9B (2MB) and 7G (2MG)								
Microbes		1G	1B	4G (2MG)	2B (1MB)	1G	7B (1MB)	1G
Nature of Atoms	2B	3G (1MG)		3G (1MG)	7B	1G		
3 rd Rock from the Sun	2B	3G (1MG)		2G (1MG)	5B	2G	3B(2MB)	
Electricity and Magnetism	2B	4G (2MG)		2G	6B (2MB)	1G	1B	

9He: Boys are achieving at a slightly lower level than the girls (based on BPA levels). Most of the class were engaged and made the most of their learning opportunities. The girls achieve better grades than the boys if the assessment is 'project based' where more self-management is needed, and students may need to find their own direction for research.

The 2MG consistently achieved at the top end of the class. 1MB had high absence rates and made little effort to catch up on work. When in class he showed a good level of understanding but the gaps in his knowledge due to absences meant he did not pass formal tests.

Quite a few members of this class took up the opportunity to work on a Science Badge during the year which was pleasing to see.

Engaging the boys in this age group so they do more than the bare minimum. Perhaps more 'competition' based activities??

9SH- Girls generally did a little better than the boys due to their determination to do their best. The boys really fell off in term 4. ESOL is affecting the grades of the boys (3) at the basic level, their overall ability is perhaps better than what they can express, some will be working towards achieving at a proficient level or better as their language skills improve. Absences of students working below the level are affecting their learning.

How to keep up the momentum term 4? Some of the boys really slackened their effort. Greater regular revision and mini tests.

Year 10 Science

Learning Outcome Assessed	No. working above advanced level		No. working at proficient level		No. working at basic level		No. working below appropriate level	
10Fa – 15 Students incl 7B (2MB) and 8G (1MG)								
Genetics and Reproduction	2B (1MB)		2B	3G	2B (1MB)	2G (1MG)	1B	4G
Geology	2B (1MB)	1G	2B	1G (1MG)	3B	5G		2G
Force and Motion	6B (2MB)	3G	1B	2G (1MG)		2G		1G
Properties of Matter	3B (1MB)	2G	2B (1MB)	4G (1MG)	2B	1G		2G
10Sw – 14 Students incl 7B (2MB) and 7G (0MG)								
Genetics and Reproduction	1B	2G		3G	1B		4B 1B abs	2G abs
Geology		2G		1G	2B (1MB)	4G	3B (1MB)	
Force and Motion		2G		4G	1B		5B (2MB) 1B abs	1G abs
Properties of Matter		5G		1G	1B	1G	5B (2MB) 1B abs	

10Fa: One female student completed no assessments throughout the year despite repeated attempts and the school counsellor being involved. This skews the results. Overall, the boys and girls were very similar in performance. Māori students did as well as any other group.

The year started well then students slackened, especially in term four when there are so many disruptions to the classroom programme. This makes continuity very difficult indeed.

10Sw: This class was almost 'bi-polar'. The girls were all high achievers, able to work independently and performed well in assessments. The boys were very slow to complete work, many of them needed TA help (we did not have a regular TA in class), a lot of my time in class was spent reading through resources and questions for these boys and even acting as a reader/writer. The boys were not independent learners and did not prepare for assessments in their own time. 2 Boys did not pass any assessments throughout the year – one has SAC conditions, the other very poor attendance. One girl had very low attendance due to anxiety issues, but she did engage with some online/at home learning and achieved success in these topics.

How to keep the boys engaged, especially if they do not see the value in science as a subject or see it as relevant to their future pathway. How to get students with very poor attendance to either improve their attendance or engage with online learning?? I am concerned about how this large group of boys is going to cope with the new NCEA L1 standards.

Year 9 English

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
BOY Listening		4B 1EB 3MB 3MG 16G	5B 2EB	
BOY Writing	5G 2B 1MG	1EB 2B 10G 1MG	2MB 2B 1MG	4B 1EB
EOY Writing	1EB 5G 2B 1MG	2B 10G 2MG	3B 2MB	3B 1EB
BOY Reading	5G 2B 1MG	1EB 2B 10G 1MG	2MB 2B 1MG	4B 1EB
EOY Reading	5G 2B 1MG 1EB	2B 10G 2MG	3B 2MB	3B 1EB
Speech	1EB 6G 1MG 2B	3B 10G 2MG	3B	2B
Written Text Essay	5G 2B 1MG 1EB	1EB 2B 10G 2MG 2MB	2B 2MB	
Visual Text Essay	5G 2B 1MG 1EB	1EB 2B 10G 2MG 2MB	3B 1MB	1EG

Reading

Reading results were relatively stagnant from beginning to end of year with a few student increasing by 1 step. However, a majority of the year were seen to be working at the expected level.

Writing

Writing Levels were consistent with reading ability across the board. Our Maori girls performed better than the boys, and the girls again were overall stronger than the boys however the difference was not extreme. There was some good progress across the year, with some students moving up a level and improvements across their two essays during the year. This bodes well for their first round of testing in 2025 which will be used to determine how ready they are for the CAA's.

Speaking:

Speeches had some very pleasing results, with a majority of the class achieving at or above the expected level. Roughly 50% of the class scored above the expected level, a majority of these being girls. This assessment saw some of the best results for our Māori students scoring at the expected level and above.

Listening:

We had some good listeners this year with all but 2 male students scoring at the expected level. Listening is another point of strength for our Māori cohort who again scored higher here than in reading and writing.

Concerns with Student Achievement

Some of the boys sit below the expected level and will require support in the coming years, this includes 2 of the Māori students as well as three other students who have regular TA help. Several students have been identified for SAC already and this will hopefully help prepare them for using readers and writers as they move into Year 10 and beyond. We noticed it improved several grades. Sarah Davies is also taking small groups for literacy support who have been identified from this year's data. Her sessions are aiming to prepare them so that they can sit the CAA's and pass.

Improvements or New Directions

There are some girls and a couple of boys in the year who excel and sit well about the expected level and who will require some extension moving forward. We plan to introduce a scholarship group for these students for 2027.

Year 10 English

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
BOY Listening	4G	9B 5G 2MB 2EG 2MG 1MB	1MB 1EB 4B 3G	
BOY Writing	6G	5G 2EG 2MG 1MB 2B	6B 1EB 5G	1MB 3B 2G
BOY Reading	6G 1MG	5B 2EG 2MG 1MB	4B 1EB 3G	1MB 3B
Close Viewing Essay	6G 1MG 1 MB	5G 2EG 2MG 1MB 5B	6B 1EB 4G	1MB 4B
Written Text Essay	6G 1MG 1MB	10G 2EG 2MG 1MB 5B	1MB 8B 3G	2B
EOY Examination	7G 1MG	8B	1MB 8B 3G	

Reading

Reading results were relatively stagnant from beginning to end of year with a few stunted either increasing or decreasing by 1 step. However, a majority of the class were seen to be working at the expected level. There are some girls in the class who excel and sit well about the expected level who will require some extension moving forward. Most boys sit below the expected level and will require support in the coming years, this includes the 2 Māori students. The male students (except 1) struggled/were reluctant to engage in extended periods of reading or reading for enjoyment throughout the year but did engage when read to.

Writing:

Again, the girls sit above the boys in writing with a majority at the expected level or well above. All boys except 1 in the class sit well below the expected level for writing and will require support moving forward. Results show increased grades attached to in class summative assessments such as visual text essay compared to e-asttle writing tests. This is because students have help and scaffolding for in class summative assessments compared to exam style assessment such as e-asttle. All but 2 male students struggle to write for extended periods of time and to formulate sentences or idea without being prompted or following heavily scaffolded templates.

Speaking:

Speeches had some very pleasing results, with much of the class achieving at or above the expected level. Roughly 50% of the class scored above the expected level, a majority of these being girls. The 3 outliers were boys who scored either 3B or did not complete the task. This assessment saw some of the best results for our Māori students scoring at the expected level.

Listening:

We had some good listeners this year and 4 female students show exceptional listening skills will grades well above the expected level, these females are relatively exceptional across the board. Listening is another point of strength for our Māori cohort who again scored higher here than in reading and writing.

Concerns

Assessment shows that our female cohort sits higher than our male cohort across the board. A majority of the boys sat well below the expected level and did not tend to show improvement in their e-asttle beginning.

Improvements or New Directions

We have started prepping a group of students for scholarship exams in 2026. We also added in some classics last year as part of their English curriculum to further stretch our more able group. Erin Vernon, who was our student teacher last year, took a small group of the girls to study classics whilst the boys had more one on one time. We did this to extend the girls but to also give the boys more literacy support. Sarah Davies is also taking small groups for literacy support who have been identified from this year's data. Her sessions are aiming to prepare them so that they can sit the CAA's and pass.

Year 9 Health and Physical Education

Learning Outcome Assessed 9HE /	No. working above appropriate level E	No. working at appropriate level A-M	No. working below appropriate level	No. working well below appropriate level
Long Jump Practical	2B (1M)	4B 8G (2M)		2B (1M) 1 BROKEN LEG
Minor Games	3B 4G	6B (2M) 3G (2M)		
Volleyball skills	5B (2M) 6G (2M)	2B 1G		1B 1G
Volleyball Participation	4b (2m) 7G (2M)	4B 1G		
Badminton Skill	6B (1M) 8G (2M)	1B (1M)		
Badminton Game	2B 2G	5B (2M) 6G (2M)		1B
Badminton Participation	3B (1M) 7G (1M)	5B (1M) 2G (1M)		
Softball - Skills	4B (1M) 1G	4B (1M) 7G (2M)		1B
Softball - Team	5B (2M) 6G	3B 3G (2M)		

Learning Outcome Assessed 9 SH	No. working above appropriate level E	No. working at appropriate level A-M	No. working below appropriate level	No. working well below appropriate level
Long Jump Practical		7B (2M) 6G (2M)		2B
Minor Games	5B 6G (2M)	4B (2M) 1G		
Volleyball skills	5B (1M) 1G (1M)	5B (1M) 5G (1M)		
Volleyball Participation	1G (1M) 3B	5G (1M) 7B (2M)		
Badminton Skill	6B (2m) 5G (2M)	3B (1M)		1B
Badminton Game	3B 1G (1M)	5B (2M) 5G (1M)		
Badminton Participation	6B 4G (2M)	4B (2M) 1G		
Softball - Skills	2B	7B (2M) 5G (2M)		1B
Softball - Team	6B (1M) 3G (2M)	2B (1M) 2G		1 1B

The data reveals no significant distinctions between Māori and European students, both achieved at the appropriate level or above grades across the areas covered.

1 student in 9HE had consistent low attendance which resulted in not achieving in 4 of the topics. 1 student in 9SH regularly removed themselves from group activities, this limited their ability to learn practical skills which impacted them during assessments.

The biggest issue was the size of the class, relative to the size of the gym. Having 34 students playing badminton or volleyball meant rotation was inevitable. All students had the opportunity to participate in all activities, but less time on court means less learning. Having said that the students were amazing. They showed tolerance and patience; they were very encouraging of others and would coach or score whilst waiting to play. This size group did work to our advantage when playing softball.

I would suggest that timetabling allows for two separate classes. At the end of the year there is a have a go week and Ki o rahi is very popular. We will add this to the Year 9 programme to encourage them to participate as it was a real hit with Year 10's this year.

Year 10 Health and Physical Education

Learning Outcome Assessed Year 10	No. working above appropriate level E	No. working at appropriate level A-M	No. working below appropriate level	No. working well below appropriate level
Athletics 5*		8G (1M)	4G	1G
Athletics Participation		12g (1M) 11B (2M)		1G
Tchoukball Skills	2G (1M) 2B (1M)	8G 10B (3M)	2G 1B	
Tchoukball Social Responsibility	1G (1M) 2B (1M)	10G 11B (3M)	1G	
Tchoukball Team	2G (1M) 2B (1M)	9G 11B (3M)	1G	
Fitness	2B (1M)	10G (1M) 11B (3M)	4G 1B	
The Body	1G	13G (1M) 8B (3M)	2G 6B (1M)	

The majority of the class are sitting at the level. With in this level there is a vast range for example some are a very low achieved while some are bordering excellence. Fitness testing and the Athletics' 5* because it is a set standard there are always students who do not achieve in that

I do not have any concerns with the student achievement. The students who did not achieve in certain units were a student who did not participate actively in class and just stood there, the others were those who just did not have the skill or fitness level for the standardised tests

After going to camp with the Year 10's we have noticed a lack of fitness in some students. I would like to add in a bit more camp prep prior to camp. This may just be some day walks or fitness to try and get everyone to a level where we can all go on the same tramp.

I will also add in a more sports ed focus and get the students to work together. This will consolidate what they have learnt in the previous years, and we will also have a unit that relooks at ki o rahi so that the students can participate in the end of year tournaments that happen around the area as this was great to increase engagement in this area.

Year 9 Social Sciences

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
The Killing Fields Newspaper Article	5 4G(1M) 1B	7 2G(1M) 5B(1P,M,S)	2 2B(1M)	
The Killing Fields Group Poster				
Human Rights Research PPT	10 7G(2M) 2B(1N,S)	5 5B(2M)(1P)	1 1B	
NZ Wars – Model or Minecraft	10 4G (2M) 6B(2P)(1N,S)	5 2B(2M) 3G	1B	
Democracy – Speech	14 6G(1M) 8B(1M,F,S,N)		1B(M)	
Democracy – Test	6 4G(1M) 2B(1S)	7 3G(1M) 4B(1M,P,N)	2B(1M)	

This year 9 class was very capable, especially the girls. The class worked better on collaborative assignments which allowed students to focus on individual strengths. Time management was initially an issue for all students, we worked on planning and including deadlines within our planning documents.

I was pleased with the number of students that got up on stage as part of the democracy unit. I know that many were nervous but with the support of others, all but 1 student gained an excellence grade.

3 boys have English as a second language. All of these worked hard to learn the topic specific vocabulary and achieved great results throughout the year.

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
The Killing Fields Group Poster		6B 6G 2MB 1MG 1SAB 1AG		
The Killing Fields Newspaper Article	1SAB 2G	5B 3G 2MB 1MG 1AG	1G	
Human Rights Research PPT	1G	2B 4G 2MB 1MG 1SAB 1AG	3B	
NZ Democracy Speech		5B 5G 2MB 1MG 1SAB 1AG 1SAG		
NZ Democracy Test	1B 3G 1MG	3B 3G 1MB 1AG 1SAB 1SAG	1B 1MB	
Geo Skills	1B 2G 1MB 1AG 1SAB	2B 3G 1MG 1SAG	2B 1MB	
The NZ Wars Māori pa (Model or Minecraft)	3B 6G 2MB 1MG 1SAB 1AG 1SAG	2B		

All students did better in the more planned assessments where we planned the work as a class, the Killing Fields essay, than in the more independent assessments like the Human Rights research project. Students enjoyed the freedom of choosing their own topic but then missed the safety net of a plan to work to. They did have a bullet point list of what to include but they had to decide what information went with each bullet point. The Māori pā building assessment was popular as always and students did have to explain their defences and the reasoning behind their decisions. They can do this a small group or individually.

There was a good mix of both boys and girls achieving above the standard, but it was mostly a few boys that fell below the appropriate level. It wasn't always the same students who were above the level, they all had different strengths. The one Māori girl did get identified as needing a reader/writer and this helped immensely with both her confidence and achievement level – gaining an Excellence in the NZ Democracy Test. Of the two Māori boys, one did very well throughout the year whilst the other was more inconsistent.

Year 10 Social Sciences

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
Hitler and the Nazis Essay	7 5G(1M) 2B(1M)	6 5B(1M) 1G	2 2G	
19th Century Migration Essay	4 4G(1M)	6 3B(1M)	5 IE 4B(1M) 1G	
19th Century Migration Video	10 6G(1M) 4B(1M)	3 3B(1M)	2G	
NCEA Research** 4 credits @Level 6	4 4G(1M)	10 4G 6B(2M)	1IE 1G	
History Skills EOY Exam	10 6G(1M) 4B	4 3B(2M) 1G	2IE 2G	
Geography Skills EOY Exam	6 4G(1M) 4B	6 3B(1M) 3G	4IE 2B(1M) 2G	
Content EOY Exam	2 2B	11 5B(2M) 7G(1M)	3 3G	

This was an interesting group to teach with a very wide range of ability in a single class. Some of the students had the ability to work independently and others required consistent stepping stones to guide them. Regardless of this many still found time management a real struggle and failed to finish assignments or rushed them to meet deadlines. As is usually the case the students gained better grades when working collaboratively on an assignment (migration video).

Students always gain good grades in the Hitler and the Nazis Topic. The content seems to engage both boys and girls and the essay plan gives the students significant structure to build on and develop a good essay. We initially work on this as a class and then the students write independently.

I am happy with the NCEA research grades with 4 students gaining credits at level 1. This is down on last years results, but I think it is a fair reflection of the ability of the students. The research they carried out on a very wide variety of topics was excellent, but some struggled with transferring this knowledge in to a well crafted project. We have decided next year to use the topic of Hitler and the Nazis as the research assignment for all year 10s. It will be interesting to see if this improves results and how the year 10's cope writing their assignment at the beginning of the year.

The girls generally outperformed the boys across the year.

Many of the students had reader writer help with assignments and this definitely helped many of them to gain good grades.

Concerns

As discussed above we are going to restrict the scope of next years research assignment to a single topic and deliver this earlier in the year.

The high number of students working below in the EOY exams was in-part down to the time restriction placed on them and the students having to adjust to working under pressure in an exam situation. The majority had the

knowledge but found the situation very stressful and got facts and data mixed up. I am sure that this is something they will be taught to cope with and given strategies for and they move into year 11.

Both classes really struggle with the 19th Century Migration essay. This topic had a large amount of background research and data. This was completed as a class and students were given a planning document which again was completed as a class. The essays covered most of the events of the period but did not include the significant data, numbers, places, dates etc. Looking forward I need to ensure that I cover how to write a detailed recount that includes all the relevant information and then uses this information to form an opinion. I will also ensure that students receive a plan that scaffolds this process to enable them to fit their knowledge to it.

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
Hitler and the Nazis Essay	6 6G(1P)	7 6b(1M)(1ME) 1G (1P)	1B	
19th Century Migration*** Essay	3 3G	4 1B(ME) 3G(2P)	6 5B(1M) 1G	
19th Century Migration Video	6 6G(2P)	7 7B(1M)(1ME)	1G	
NCEA Research 4 credits – Level 6	3G	8 6B(1M)(1ME) 2G(1P)	3 2G(1P) 1B	
History Skills EOY Exam**	8 7G(2P) 1B	6 6B(1ME)(1M)	1B	
Geography Skills EOY Exam**	1G	10 4B(1ME) 6G(2P)	4 4B(1M)	
Content EOY Exam**	3 3G	8 4B(1ME)(1M) 4G(2P)	4 4B	

Similar to the other year ten class the students achieved higher grades when working collaboratively. The unit on Hitler and the Nazis also saw high levels of student engagement.

The class has a very able cohort of girls who are actively engaged in lessons and work collectively to push each other along. The 2 students from the Philippines and 1 from the Middle East found some aspects of the content difficult, especially some of the language, but overall, I'm really happy with the results they achieved.

Māori achievement is from a single student. Their results are relatively to level of engagement in class which very much depended on the topic and their attitude that day.

2 boys with consistently low attendance impact the data. For one student truancy services and the school worked to ensure that the students attendance improved. His period of regular attendance was during the topic on European migration giving him enough knowledge to gain a merit in the class test, but he lacked the breath and detail required to pass the assignment. The other student has severe medical issues which make consistent attendance at school impossible. Though he made an effort when in class and tried his best to complete work, both he and his parents have other priorities which is most understandable.

Concerns

Both classes really struggle with the 19th Century Migration essay. This topic had a large amount of background research and data. This was completed as a class and students were given a planning document which again was completed as a class. The essays covered most of the events of the period but did not include the significant data, numbers, places, dates etc.

Year 9 Arts

18 Students – 8 (2M) Boys, 10(2M) Girls

Learning Outcome Assessed	No. working above appropriate level		No. working at appropriate level		No. working below appropriate level		No. working well below appropriate level	
	B	G	B	G	B	G	B	G
Photography	1	6(1M)	7(2M)	2				
Music	2	1	6(2M)	9(2M)				
Shield	1	8(1M)	7(2M)	2				
Skills and Technique	2	6	6(2M)	4(2M)				

17 students – 10(2M) Boys, 7(2M) Girls

Learning Outcome Assessed	No. working above appropriate level		No. working at appropriate level		No. working below appropriate level		No. working well below appropriate level	
	B	G	B	G	B	G	B	G
Photography	1	2(2M)	9(2M)	5				
Music	1	1(1M)	9(2M)	6(1M)				
Shield	1	2(2M)	9(2M)	5				
Skills and Technique	4		6(2M)	7(2M)				

Some very talented artists in this cohort but a lot don't realise it and don't rate their ability. This changed by the end of the year as successful tasks and good art pieced – meant better self-esteem.

Seating plans and routines were important to maintain a workable space and session for many and for less confident students to also feel safe.

As this was my second year I have consolidated a Year 9 program for next year.

Year 10 Arts

Learning Outcome Assessed	No. working above appropriate level		No. working at appropriate level		No. working below appropriate level		No. working well below appropriate level	
	B	G	B	G	B	G	B	G
Sketching		7	1	4(1M)				
Painting		4	1	7(1M)				
PopArt		4	1	7(1M)				
Printmaking		4	1	8(1M)		1		
Clay		2	1	12(1M)		1		

One Maori/Samoan male very talented in all aspects of his art making. He challenges himself to not take the easy path. Learnt lots of self-worth.

A small group – but they learnt a lot of skills and new techniques to learn for the future.

As this was my second year I have consolidated a Year 10 program for next year

Statement of Compliance with Employment Policy

Reporting on the principles of being a Good Employer		
How have you met your obligations to provide good and safe working conditions?	We have a dedicated Health and Safety officer. We have an active PPTA and NZEI group who are proactive at maintaining conditions outlined in the collective agreements. We have a dedicated block in staff meetings for Health and Safety to make people aware of hazards, near misses – all of which are regularly added to our Health and Safety Register.	
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Follow our Board EEO policy which is regularly reviewed as part of the review cycle.</i>	
How do you practise impartial selection of suitably qualified persons for appointment?	<i>By following the Board EEO policy, conscientious referee checks, varying the makeup on interview panels. The Board are directly involved for appointments at HoD level and above.</i>	
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<i>We have been proactive in recruiting Māori staff members having advanced one person from a Teacher Aide position to Limited Authority to Teach to enable her to teach Te Reo to all Year 7 and Y8 students</i>	
How have you enhanced the abilities of individual employees?	<i>The Board provides a generous PLD budget. We have also been successful in gaining and using RAPLD funding. We have a comprehensive internal Professional Growth Cycle and also make good use of SCT and LSC provisions.</i>	
How are you recognising the employment requirements of women?	<i>Women make up 2/3 of the SLT team and four current HoD's are women. There are clear pathways for the advancement and we are extremely accommodating to our staff who have young children.</i>	
How are you recognising the employment requirements of persons with disabilities?	<i>We did not have any staff members with permanent disabilities in 2024. The school is all on one level and is fully wheelchair accessible including disabled bathroom facilities.</i>	
Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Blue Mountain College – Giving Effect to Te Tiriti o Waitangi 2025



- Our PB4L values, of which there are three, are whakaute (respect), kawenga (responsibility) and whakaurunga (inclusivity)
- We have a dedicated slot of 25 minutes weekly that is “tikanga time” where small groups of students and staff come together to work on their tikanga journey together
- Te Reo classes provided for Year 7 and Year 8
- Any student is able to access Te Reo study through Te Kura, we have two tutors that are able to support these students with their work
- We have a thriving kapahaka group consisting of staff and students with two very passionate providers – this group regularly performs in regional kapahaka competitions and supports community initiatives
- Achievement and engagement of our Māori students is closely monitored and reported on
- Triannually reporting to our Māori community on issues that directly relate to Māori akonga and their whanau

Janelle Eason

Tumuaki

Blue Mountain College

Presiding Member Signature

Date: 17/2/2025.

Tumuaki Signature

Date: 17-2-25



Blue Mountain College

Kiwisport Funding 2024


Kiwi sport is a Government funding initiative to support student participation in organised sport. During 2024, Blue Mountain College received \$5,282.18 + GST in Kiwisport funding, and used this to assist in the funding of our Sport Coordinator Phillippa Reihana who is employed for 15 hours per week throughout the School year.

Phillippa organises, collates data, enters students and finds coaches for many sports such as Basketball, Touch and Netball as well as managing uniforms, attending meetings and liaising with community groups. She is also responsible for organising, distributing equipment, maintaining the Musac data base doing the annual sports census, organising groups and sporting gear for our compulsory Friday sport hour. Phillippa organises the school Cross Country and then the students who qualify to go on to represent at a higher level. She also assists at the Eastern & Southland Primary School Athletics at whatever job is allocated to her on the day. She is the Manager of those athletes who qualify for Otago Athletics in Dunedin.

Phillippa's work in providing a wide range of opportunities for our students to actively participate in organised sport is invaluable to our school and makes a huge contribution to the overall well-being of our students.

Signed 
Principal

Date 12-02-25

Signed 
Board Chair

Date 17/2/2025