



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	27
Principal:	Mr CJ Healey
School Address:	30 Ashley Avenue, Long Bay, Auckland 0630
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LONG BAY COLLEGE

Annual Report - For the year ended 31 December 2021

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Long Bay College

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Derek Blank

Full Name of Presiding Member



Signature of Presiding Member

25/10/2022

Date:

Christian James Healey

Full Name of Principal



Signature of Principal

25/10/2022

Date:

Long Bay College

Members of the Board

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expired/ Expires
Kevin de Jong	Presiding Member	Appointed	Sep 2022
CJ Healey	Principal ex Officio		
Christy Allison	Parent Representative	Appointed	Sep 2022
Derek Blank	Parent Representative	Appointed	Sep 2022
David Bodger	Parent Representative	Appointed	Sep 2022
Vanessa Mitschak	Parent Representative	Appointed	Sep 2022
Justin O'Sullivan	Parent Representative	Appointed	Mar 2021
Steve Piner	Parent Representative	Appointed	Sep 2022
Simon Tran	Parent Representative	Appointed	Sep 2022
Denise Trent	Staff Representative	Appointed	Aug 2021
Alwyn Nicol	Staff Representative	Appointed	Sep 2022
Josh Boshra	Student Representative	Appointed	Sep 2022

Long Bay College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	14,376,031	14,065,844	14,057,709
Locally Raised Funds	3	895,945	761,612	756,429
Interest Income		39,995	120,000	120,639
Gain on Sale of Property, Plant and Equipment		-	-	18,741
International Students	4	1,470,187	1,667,928	2,485,498
		<u>16,782,158</u>	<u>16,615,384</u>	<u>17,439,016</u>
Expenses				
Locally Raised Funds	3	196,897	166,150	82,999
International Students	4	580,138	904,514	1,170,649
Learning Resources	5	10,894,306	10,924,558	9,643,783
Administration	6	1,137,765	971,093	1,002,361
Finance		16,764	20,000	19,982
Property	7	3,514,426	3,169,967	4,172,213
Depreciation	11	627,791	600,000	590,695
Loss on Disposal of Property, Plant and Equipment		1,625	-	30
		<u>16,969,712</u>	<u>16,756,282</u>	<u>16,682,712</u>
Net Surplus / (Deficit) for the year		(187,554)	(140,898)	756,304
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(187,554)</u>	<u>(140,898)</u>	<u>756,304</u>

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



Long Bay College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		8,064,179	8,064,179	7,232,863
Total comprehensive revenue and expense for the year		(187,554)	(140,898)	756,304
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	75,012
Contribution - Te Mana Tuhono		126,635	-	-
Equity at 31 December		8,003,260	7,923,281	8,064,179
Retained Earnings		8,003,260	7,923,281	8,064,179
Equity at 31 December		8,003,260	7,923,281	8,064,179

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.



Long Bay College

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	1,474,979	1,887,040	1,857,227
Accounts Receivable	9	837,469	661,514	661,514
GST Receivable		72,518	-	-
Prepayments		57,190	284,314	284,314
Investments	10	2,500,000	4,013,468	4,013,468
Funds owing for Capital Works Projects	18	259,293	59,839	59,839
		<u>5,201,449</u>	<u>6,906,175</u>	<u>6,876,362</u>
Current Liabilities				
GST Payable		-	108,775	108,775
Accounts Payable	12	1,152,491	1,005,737	1,005,737
Borrowings	13	36,302	51,540	51,540
Revenue Received in Advance	14	537,434	1,544,607	1,596,145
Provision for Cyclical Maintenance	15	8,289	314,399	55,741
Finance Lease Liability	16	76,356	101,803	101,803
Funds held in Trust	17	409,823	972,917	972,917
		<u>2,220,695</u>	<u>4,099,778</u>	<u>3,892,658</u>
Working Capital Surplus/(Deficit)		2,980,754	2,806,397	2,983,704
Non-current Assets				
Property, Plant and Equipment	11	5,389,888	5,326,855	5,562,854
		<u>5,389,888</u>	<u>5,326,855</u>	<u>5,562,854</u>
Non-current Liabilities				
Borrowings	13	-	36,808	36,808
Provision for Cyclical Maintenance	15	331,214	63,250	335,658
Finance Lease Liability	16	36,168	109,913	109,913
		<u>367,382</u>	<u>209,971</u>	<u>482,379</u>
Net Assets		<u><u>8,003,260</u></u>	<u><u>7,923,281</u></u>	<u><u>8,064,179</u></u>
Equity		<u><u>8,003,260</u></u>	<u><u>7,923,281</u></u>	<u><u>8,064,179</u></u>

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



Long Bay College

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		3,311,143	2,855,694	2,911,364
Locally Raised Funds		837,914	710,505	926,862
International Students		412,891	1,667,497	1,718,837
Goods and Services Tax (net)		(181,293)	-	(34,747)
Payments to Employees		(2,092,338)	(2,092,657)	(2,257,316)
Payments to Suppliers		(2,786,916)	(2,847,225)	(3,026,059)
Interest Received		44,941	120,000	130,005
Net cash (to)/from Operating Activities		(453,658)	413,814	368,946
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(326,875)	(364,001)	(2,069,480)
Proceeds from Sale of Investments		1,513,468	-	1,844,920
Net cash from/(to) Investing Activities		1,186,593	(364,001)	(224,560)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	75,012
Finance Lease Payments		(86,370)	(20,000)	(144,672)
Painting Contract Payments		-	-	(39,157)
Loans Received/ Repayment of Loans		(52,046)	-	(64,243)
Funds Administered on Behalf of Third Parties		(976,767)	-	(504,860)
Funds Held for Capital Works		-	-	20,351
Net cash (to)/from Financing Activities		(1,115,183)	(20,000)	(657,569)
Net (decrease)/increase in cash and cash equivalents		(382,248)	29,813	(513,183)
Cash and cash equivalents at the beginning of the year	8	1,857,227	1,857,227	2,370,410
Cash and cash equivalents at the end of the year	8	1,474,979	1,887,040	1,857,227

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

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



Long Bay College

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

1.1. Reporting Entity

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

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

Recognition of grants

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

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 they relate to. The grants are not received in cash by the School and are paid directly to teachers 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. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. 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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. 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.

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. 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 to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the 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 to Crown Owned Assets	50 years
Furniture and equipment	5-20 years
Information and communication technology	5-8 years
Motor vehicles	8 years
Textbooks	6-8 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 and intangible assets

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

Non cash generating assets

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

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

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

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



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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve 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.

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 are recorded as revenue as the obligations are fulfilled and the fees earned.

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

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 Revenue and Expense.

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

1.15. Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

1.16. Financial Instruments

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

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

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

1.17. Borrowings

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.



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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	2,754,120	2,450,694	2,477,747
Teachers' Salaries Grants	8,993,523	8,993,522	8,070,433
Use of Land and Buildings Grants	2,216,628	2,216,628	3,044,333
Other MoE Grants	353,159	347,000	407,518
Other Government Grants	58,601	58,000	57,678
	<u>14,376,031</u>	<u>14,065,844</u>	<u>14,057,709</u>

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	496,825	424,190	472,803
Curriculum related Activities - Purchase of goods and services	50,197	112,540	42,664
Fees for Extra Curricular Activities	172,090	63,000	56,259
Trading	895	-	-
Fundraising & Community Grants	1,007	-	-
Other Revenue	174,931	161,882	184,703
	<u>895,945</u>	<u>761,612</u>	<u>756,429</u>
Expenses			
Extra Curricular Activities Costs	172,289	166,150	82,999
Trading	24,274	-	-
Fundraising & Community Grant Costs	334	-	-
	<u>196,897</u>	<u>166,150</u>	<u>82,999</u>
	<u>699,048</u>	<u>595,462</u>	<u>673,430</u>

Surplus / (Deficit) for the year Locally raised funds

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	84	133	133
Revenue			
International Student Fees	1,470,187	1,667,928	2,485,498
Expenses			
Student Recruitment	17,244	17,000	9,585
Employee Benefit - Salaries	164,445	478,224	672,998
Other Expenses	398,449	409,290	488,066
	<u>580,138</u>	<u>904,514</u>	<u>1,170,649</u>
	<u>890,049</u>	<u>763,414</u>	<u>1,314,849</u>

Surplus / (Deficit) for the year International Students

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	598,633	767,135	511,694
Equipment Repairs	5,364	15,650	8,700
Information and Communication Technology	197,256	191,100	178,233
Library Resources	5,099	6,400	5,405
Employee Benefits - Salaries	10,058,954	9,896,073	8,918,756
Staff Development	29,000	48,200	20,995
	<u>10,894,306</u>	<u>10,924,558</u>	<u>9,643,783</u>



6. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	11,690	12,500	14,542
Board Fees	3,955	7,000	6,862
Board Expenses	19,756	12,850	12,471
Communication	14,516	20,500	19,708
Consumables	53,534	47,550	47,612
Legal Fees	20,300	15,000	6,510
Other	117,406	115,000	145,920
Employee Benefits - Salaries	862,484	690,693	704,521
Insurance	34,124	50,000	44,215
	<u>1,137,765</u>	<u>971,093</u>	<u>1,002,361</u>

7. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	45,382	48,500	42,488
Consultancy and Contract Services	232,163	240,000	242,078
Cyclical Maintenance Provision	64,586	51,250	273,295
Grounds	129,969	93,000	-
Heat, Light and Water	113,743	135,000	111,006
Rates	373	400	374
Repairs and Maintenance	617,360	329,000	372,567
Use of Land and Buildings	2,216,628	2,216,628	3,044,333
Security	53,396	35,000	51,157
Employee Benefits - Salaries	40,826	21,189	34,915
	<u>3,514,426</u>	<u>3,169,967</u>	<u>4,172,213</u>

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

8. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	1,474,979	887,040	857,227
Short-term Bank Deposits	-	1,000,000	1,000,000
Cash and cash equivalents for Statement of Cash Flows	<u>1,474,979</u>	<u>1,887,040</u>	<u>1,857,227</u>

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

9. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	57,812	1,196	1,196
Receivables from the Ministry of Education	3,147	-	-
Interest Receivable	12,287	17,233	17,233
Teacher Salaries Grant Receivable	764,223	643,085	643,085
	<u>837,469</u>	<u>661,514</u>	<u>661,514</u>
Receivables from Exchange Transactions	70,099	18,429	18,429
Receivables from Non-Exchange Transactions	767,370	643,085	643,085
	<u>837,469</u>	<u>661,514</u>	<u>661,514</u>



10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	2,500,000	4,013,468	4,013,468
Total Investments	<u>2,500,000</u>	<u>4,013,468</u>	<u>4,013,468</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Buildings	1,113,513	-	-	-	(27,642)	1,085,871
Building Improvements	1,751,187	721,616	-	-	(103,156)	2,369,647
Furniture and Equipment	921,753	35,874	-	-	(147,253)	810,374
Information and Communication Technology	717,660	163,146	-	-	(227,911)	652,895
Motor Vehicles	21,307	-	-	-	(12,435)	8,872
Textbooks	2,037	2,007	-	-	(3,356)	688
Leased Assets	212,308	2,940	-	-	(101,997)	113,251
Library Resources	26,556	7,400	(1,625)	-	(4,041)	28,290
Work in Progress	796,533	(476,533)	-	-	-	320,000
Balance at 31 December 2021	<u>5,562,854</u>	<u>456,450</u>	<u>(1,625)</u>	<u>-</u>	<u>(627,791)</u>	<u>5,389,888</u>

The net carrying value of equipment held under a finance lease is \$113,251 (2020: \$212,308)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Buildings	1,382,073	(296,202)	1,085,871	1,382,074	(268,561)	1,113,513
Building Improvements	2,957,934	(588,287)	2,369,647	2,236,319	(485,132)	1,751,187
Furniture and Equipment	3,808,345	(2,997,971)	810,374	3,772,473	(2,850,720)	921,753
Information and Communication Technology	4,928,519	(4,275,624)	652,895	4,765,371	(4,047,711)	717,660
Motor Vehicles	94,347	(85,475)	8,872	94,347	(73,040)	21,307
Textbooks	766,870	(766,182)	688	764,863	(762,826)	2,037
Leased Assets	301,445	(188,194)	113,251	306,090	(93,782)	212,308
Library Resources	128,396	(100,106)	28,290	128,882	(102,326)	26,556
Work in Progress	320,000	-	320,000	796,533	-	796,533
Balance at 31 December	<u>14,687,929</u>	<u>(9,298,041)</u>	<u>5,389,888</u>	<u>14,246,952</u>	<u>(8,684,098)</u>	<u>5,562,854</u>

12. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	230,735	228,253	228,253
Accruals	83,422	78,653	78,653
Capital Accruals for PPE items	-	-	-
Employee Entitlements - Salaries	803,891	678,765	678,765
Employee Entitlements - Leave Accrual	34,443	20,066	20,066
	<u>1,152,491</u>	<u>1,005,737</u>	<u>1,005,737</u>
Payables for Exchange Transactions	1,152,491	1,005,737	1,005,737
Payables for Non-exchange Transactions - Other	-	-	-
	<u>1,152,491</u>	<u>1,005,737</u>	<u>1,005,737</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Loans due in one year	36,302	51,540	51,540
Loans due after one year	-	36,808	36,808
	<u>36,302</u>	<u>88,348</u>	<u>88,348</u>

The School has borrowings at 31 December 2021 of \$36,302 (31 December 2020 \$88,348). This loan is from the ASB Bank for the purpose of purchasing computers and photocopiers. The loan is unsecured, interest is 4.58% and 5.67% per annum and the loan is payable with interest in 60 equal instalments.



equal instalments.

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
International Student Fees in Advance	487,742	1,544,607	1,545,038
Other Revenue in Advance	49,692	-	51,107
	<u>537,434</u>	<u>1,544,607</u>	<u>1,596,145</u>

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	391,399	391,399	369,127
Increase/ (decrease) to the Provision During the Year	94,179	51,250	94,729
Adjustment to the Provision	(29,593)	-	62,543
Use of the Provision During the Year	(116,482)	(65,000)	(135,000)
Provision at the End of the Year	<u>339,503</u>	<u>377,649</u>	<u>391,399</u>
Cyclical Maintenance - Current	8,289	314,399	55,741
Cyclical Maintenance - Term	<u>331,214</u>	<u>63,250</u>	<u>335,658</u>
	<u>339,503</u>	<u>377,649</u>	<u>391,399</u>

16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	81,799	114,801	114,801
Later than One Year and no Later than Five Years	37,474	116,334	116,334
Future Finance Charges	(6,749)	(19,419)	(19,419)
	<u>112,524</u>	<u>211,716</u>	<u>211,716</u>
Represented by:			
Finance lease liability - Current	76,356	101,803	101,803
Finance lease liability - Term	<u>36,168</u>	<u>109,913</u>	<u>109,913</u>
	<u>112,524</u>	<u>211,716</u>	<u>211,716</u>

17. Funds Held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	409,823	972,917	972,917
	<u>409,823</u>	<u>972,917</u>	<u>972,917</u>

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



18. Funds Held for Capital Works Projects

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

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
5YA-D Block MLE Project	(334,670)	-	121,352	-	(213,318)
Block D Drainage	(735)	735	-	-	-
5YA-Gym Roofing Works	241	-	(241)	-	-
SIP-Shade Structures	266,475	4,472	(230,835)	-	40,112
SIP-Cricket Nets Upgrade	43,655	4,335	(47,990)	-	-
SIP-Walkway Support Base plates	(2,050)	2,050	-	-	-
5YA-O Block Refurbishment	(14,585)	-	(1,013)	-	(15,598)
School Signage Upgrade	(18,170)	-	-	-	(18,170)
SIP Asphalt Project	-	34,905	(36,055)	-	(1,150)
Gas Boiler & Heater Replacement	-	209,620	(273,381)	-	(63,761)
RCD Upgrade Blocks A.C.F.O.K.N & M	-	57,600	(57,600)	-	-
Flooring Replacement - Blocks C, G.M & S	-	122,850	(110,258)	-	12,592
Roofing Replacement	-	117,640	(117,640)	-	-
Totals	(59,839)	554,207	(753,661)	-	(259,293)

Represented by:

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

52,704
(311,997)
(259,293)

2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
5YA - D Block MLE Project	(62,132)	24,157	(616,695)	320,000	(334,670)
5YA - B & D Block Flashing	5,734	-	(5,734)	-	-
5YA - B Block Roof	1,426	-	(1,426)	-	-
New Field Development	(25,218)	46,860	(22,377)	-	(735)
5YA Music Block Acoustics	-	12,397	(12,397)	-	-
5YA Gym Roofing Works	-	47,480	(47,239)	-	241
SIP-Shade Structures	-	293,000	(26,525)	-	266,475
SIP-Cricket Nets Upgrade	-	45,573	(1,918)	-	43,655
SIP-Walkway Support Base plates	-	18,450	(20,500)	-	(2,050)
5YA-O Block Refurbishment	-	-	(14,585)	-	(14,585)
School Signage Upgrade	-	-	(18,170)	-	(18,170)
Totals	(80,190)	487,917	(787,566)	320,000	(59,839)

19. Related Party Transactions

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

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



20. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,955	6,862
<i>Leadership Team</i>		
Remuneration	954,812	840,705
Full-time equivalent members	7.00	6.30
Total key management personnel remuneration	958,767	847,567

There are 7 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance and Property members that meet prior to the Full Board meeting. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210-220	190 - 200
Benefits and Other Emoluments	5-6	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	2021 FTE Number	2020 FTE Number
100 -110	16.00	13.00
110 -120	8.00	1.00
120 - 130	5.00	4.00
	29.00	18.00

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

	2021 Actual \$	2020 Actual \$
Total	-	73,724
Number of People	-	2

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

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



23. Commitments

(a) Capital Commitments

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

a) The school has contracted for the Gas Boiler and Heater Replacement project. The total cost of this project is estimated to be \$250,000 which the school has contracted into with several contractors as agent for the Ministry of Education. The project is funded by the Ministry up to \$232,911 with the balance of \$17,089 being funded by the BOT.. An amount of \$209,620 has been received from the Ministry for this project, of which \$273,381 has been spent on the project to balance date. This project has been approved by the Ministry.

b) The school has contracted for the Flooring Replacement of Blocks C,G,M and S project. The total cost of this project is estimated to be \$1326,500 which the school has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$122,850 has been received from the Ministry for this project, of which \$110,258 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments in relation to Ministry projects at 31 December 2020: \$2,885,703)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	1,474,979	1,887,040	1,857,227
Receivables	837,469	661,514	661,514
Investments - Term Deposits	2,500,000	4,013,468	4,013,468
Total Financial assets measured at amortised cost	<u>4,812,448</u>	<u>6,562,022</u>	<u>6,532,209</u>

Financial liabilities measured at amortised cost

Payables	1,152,491	1,005,737	1,005,737
Borrowings - Loans	36,302	88,348	88,348
Finance Leases	112,524	211,716	211,716
Total Financial liabilities measured at amortised Cost	<u>1,301,317</u>	<u>1,305,801</u>	<u>1,305,801</u>

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.



27. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF LONG BAY COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Long Bay College (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of Crowe New Zealand Audit Partnership, 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 19, that comprise the Statement of Financial Position as at 31 December 2021, 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 2021; 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 25 October 2022. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. 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 Novopay 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Members of the Board of Trustees listing, Kiwi Sport note and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Brendan Lyon
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand



LONG BAY COLLEGE

Care, create, excel

ANALYSIS OF VARIANCE 2021

'Personal Excellence For Global Success'

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2021 Long Bay College Analysis of Variance

2021 saw Long Bay College enter into the final year of its 3 year strategic plan.

The graphic features a dark blue background with yellow and light blue wavy lines at the top. The Long Bay College logo, a stylized boat, is on the left. The text 'LONG BAY COLLEGE' is in white, with the tagline 'Care, create, excel' below it. 'STRATEGIC PLAN 2019-2021' is in yellow on the right. A light blue banner contains the vision statement. Below are three goal boxes, three strategic priorities boxes, and three success measures boxes. A yellow footer banner lists the values: CARE, RESPECT, CREATIVITY, and COMMUNITY.

LONG BAY COLLEGE
Care, create, excel

STRATEGIC PLAN 2019-2021

VISION: PERSONAL EXCELLENCE FOR GLOBAL SUCCESS

GOALS:

- 1. CULTURE**
Responsive, resilient community who live our vision and values within an extraordinary culture of care.
- 2. EXCEPTIONAL LEARNING**
Providing an exceptional, supportive learning environment in which each student is known, has their needs met and feels valued and encouraged to realise their potential.
- 3. ENVIRONMENT**
Develop our environment to support the provision and changing needs of our: school; staff and student wellbeing; contemporary teaching and learning strategies, to ensure we meet the needs of our community.

STRATEGIC PRIORITIES:

- 1A** – Develop our understanding and appreciation of the importance of Te Tiriti o Waitangi, Te Ao Māori and Te Reo Māori
- 1B** – Holistic development of our learners’ wellbeing: academically, socially, physically and emotionally.
- 1C** – Promoting, embracing and encouraging diversity.
- 2A** – Future focused curriculum.
- 2B** – Resource responsive PLD.
- 2C** – Determine effective BYOD outcomes.
- 2D** – Define and develop a culture of excellence.
- 2E** – Conditions and incentives.
- Review, refine and communicate:
 - 3A** – Property plan to establish priorities for upgrading; building facilities to support the needs of our community.
 - 3B** – The infrastructure, hardware, software and virtual classrooms; and to integrate with staff practise and student experience.
 - 3C** – Ensure administrative systems are relevant, efficient, nimble and agile to support improved outcomes.

SUCCESS MEASURES:

- Our people are living the school vision and values and achieving personal levels of excellence.
- Happy, motivated students who achieve personal levels of excellence which enables them choices; our teachers are confident agents of their own learning.
- Our community are physically supported to achieve the desired outcomes through the five arms of our College: Academia, The Arts, Culture, Service and Sport.

VALUES: CARE RESPECT CREATIVITY COMMUNITY

The focus was again centred around the three goals of: 1. Culture, 2. Exceptional Learning and 3. Environment.

The following pages indicate the progress made against each of the strategic initiatives associated to the three goals. Despite the stop start nature of the Covid effected year, we are immensely proud of the continued progress made in relation to each of the initiatives and their role towards realising our strategic plan.

GOAL 1 – EXTRAORDINARY CULTURE OF CARE

Strategic Goal 1: Promote a responsive, resilient community who live our vision and values within an extraordinary culture of care.										
 ● On Track ● At Risk ● Critical ● Complete 										
Strategic Initiative	Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date	Actual Completion Date	Complets	Status	Commentary
Cultural Awareness	Improve our connections to our Maori community and other cultures within our community	More regular engagement with Kaumatua. Increased whanau engagement and collaboration. Improved student and staff understanding of Tikanga, Te Reo and Te Ao Maori. Kahui Ako Hui and collaboration. Report back yearly on the numbers of students & whanau who identify positively and contribute to our community as Maori. Year 9 enrolment statistics for Maori. Aiming for improvement over 3 years. All new Maori students will have a conversation re academic and cultural goals and aspirations.	BIC	WSL Te Tiriti, Whanau Hui, MCN, Culturally Responsiveness Working Group	1 Feb 20	1 Dec 21			●	Our Kaumatua (Matua Rowin Wharemate) passed away leaving a gap currently in terms of seeking advice and guidance. Awaiting contact details of hui who work with Auckland Regional Council regarding Long Bay Regional Park. Second gathering of Maori and Pasifika families was well attended. 10 Families, 30 people. (Previous hui 15 families and 45 people). Oneroa Kahui Ako Maori Hui are currently collaborating to implement a sustainable Student Voice from Maori - Primary to Y13. Finalisation of the process is yet to be confirmed but possibly high school students will meet with intermediate students and intermediate students will meet with primary students to get an authentic student voice. Pasifika Sports initiative inclusive of Maori students. Initial Pasifika sports session was held at the end of Term 3 during Atawhai. However due to staffing shortages the initiative was only available to run during school hours rather than the agreed after school Wednesday sessions. Will revisit this initiative in 2022.
	Develop our understanding and appreciation of the importance of Te Tiriti o Waitangi, Te Ao Māori and Te Reo Maori	Plans, policies, practices and local curriculum reflect local Tikanga Maori, Māturanga Maori and Te Ao Maori	BIC	HEA, WSL Cultural Responsiveness, HEI, Culturally Responsiveness Working Group	2 Feb 21	2 Dec 21			●	BIC/WIN have continued to collaborate with Ally Gibbons from Auckland University regarding Te Tiriti o Waitangi, Effective Leadership Practices for Maori Engagement and Achievement, Ka Hikitea Ka Hapaia guiding principals and Tataiao. A working group will unpack and create activities for staff PLD and this will likely be a key focus early 2022.
	Develop practices that reflect the unique position of Maori culture	Practices and events will be held that place significance and importance on our Maori (eg Matariki festival, powhiri)	BIC	WSL Cultural Responsiveness, Whanau Hui, MCN, Culturally Responsiveness Working Group	2 Feb 21	3 Dec 21			●	Kapahaka, Te Reo Maori students and prefects attended Matua Rawiri's tangi which was a significant event and opportunity for learning. Really proud of the students who attended. The opening of Matariki was celebrated by Kapahaka performing in the full school assemblies with an address from Matua Hama highlighting the significance. Atawhai groups continued their learning and many completed related art activities (woven, origami and string Matariki stars). Oneroa Kahui ako Matariki was initially postponed out of respect for Matua Rawiri who passed away the weekend prior. A new date was selected 21st September which is likely to be further postponed. If a date in term 4 is not possible the Maori hui have decided that a collaborative video or each school performing will be created to mark the hard work the students, staff and whanau have put in. 6 students from the LBC kapa haka group have joined a combined group with Westlake Boys, Westlake Girls and Northcote College. They practice every Friday, at Westlake Boys, from 4-7pm led by Matua Inhow Whaitiri
	Develop practices that reflect the position of other cultures within our community	Practices and events will be held that place significance and importance on the cultures within our community (eg Lunar celebrations, Braai evening etc)	JON	BIC, International & EAP Teams, WSL Cultural Responsiveness, WSL Transitions CRW	2 Feb 21	3 Dec 21			●	Pasifika Language Weeks - Kalya Lupi has highlighted Samoan Language week, Cook Island Week and Early September Tongan Language Week. The idea has been to start small and manageable and build on this in future years. Staff were encouraged to use the 5 words of the week. Mid-Autumn Festival celebrations (Moon Cake Day) planned for 21st September to celebrate with local Asian families & international students (evening event in the staffroom)
	Improve our connections with families who have English as a second language	ESOL students and families will provide evidence they are feeling welcomed and supported.	JON	JON, International & EAP Teams, WSL Transitions, CRW, Transitions Working Group	1 Feb 20	1 Dec 21			●	Bilingual support provided for families at Open Evening. Parents' WeChat group well frequented by Chinese parents locally & overseas. Videos being produced with parents talking in their own language about their experiences of having children at Long Bay College (starting with Chinese, Japanese & Korean).
	Including Weka House, continue to develop & strengthen relationship with our multicultural community including families who have English as an additional Language (EAL)	Greater outreach to parents new to NZ & the NZ educational system; collaborative approach with Asian family mental health services.	JON	JON, WSL Transitions, International & EAP Teams, Guidance	14 Jan 20	1 Dec 21			●	Chinese parents (both local & overseas) invited in for Information Evening on Options & Pathway Planning in Chinese, with additional Zoom link for our Chinese families overseas - good level of attendance. Working with local Asian counsellors to support with mental health issues amongst Asian students; working closely with Asian parents to support their understanding of the importance of emotional wellbeing.
School Culture	Developing & improve staff well-being	School data collected on staff wellbeing and needs based action plans developed.	LEM	SLT, Social & Staff Well being Working Group, WSL Wellbeing	1 Feb 21	1 Jun 21			●	Data collected as part of whole school wellbeing questionnaire - report being prepared at time of writing with aim to provide recommendation on actions plan. Wellbeing Working Group being established to look at developing action plans and next steps
	Implement PLD/Wellbeing programmes for staff	Staff will feel supported. Post review and survey results will show improvement in staff wellbeing	LEM	SLT, Social & Staff Well being Working Group, WSL Wellbeing	2 Jun 21	1 Feb 22			●	See above

	Review transitions between schools and strengthen these to promote wellbeing of students	Students and parents will feel more confident in transitioning to LBC. We will have up to date and relevant data to ensure we know and understand needs of students early on. Students requiring extra support are identified and supported with individual transition plans that are developed in consultation with students, parents, teachers and other professionals as appropriate	BIC	WSL Transitions, ASL Transitions Working Group	1 Feb 20	1 Apr 21			<ul style="list-style-type: none"> Open Evening and Year 8 Day were successful. Messages regarding our Culture of Care, School Values, Academic and Sporting success emphasised throughout. Enrolment Interview Night 1 completed. 87 Interviews in total. COVID Alert Level 4 has informed the decision to offer 5 minute question and answers sessions currently in place of enrolment interviews. Aspiring Scholars Forum completed. Info gathering at Northcross scheduled and will provide significant data. previously this has been the most valuable data. Further info will be requested of schools regarding all students who do not attend Northcross to ensure information that may have been gained at the enrolment interview is still gathered. Families who require additional support will meet with our SENCo or be invited for transition meetings.
Holistic development of our community's wellbeing – Create the space within the school to foster our values and educate our students through programmes in mentoring, leadership, restorative practice, pro-social behaviours and encouraging whanau and a sense of belonging/connectedness	Continue to embed and develop the Atawhai programme and establish more consistency in delivery	Student voice, staff & parent feedback Engagement Data	LEM	Mentoring WSL, Wellbeing WSL, Community WSL, Deans, SLT, Atawhai Working Group	28 Jan 20	1 Dec 21			<ul style="list-style-type: none"> Embedded, feedback being provided through Atawhai staff meeting, Atawhai working group. Parental engagement with meeting with Atawhai Leaders being looked into at present in terms of finding opportunities for Parent to meet with Atawhai leader as part of goal setting sessions. Engagement at start of the Year for 9 parents positive, but need for ongoing connections.
	Develop greater support for year level Deans from Atawhai Leaders	Atawhai leaders connecting and recording interactions related to attendance / pathways and support. Develop communication lines between Deans and Atawhai Leaders	LEM	Mentoring WSL, Wellbeing WSL, Deans, SLT, Atawhai Working Group	1 Feb 21	1 Dec 21			<ul style="list-style-type: none"> Atawhai Meetings, as part of meeting cycles is seeing Atawhai leader following up on initial contacts, and feeding through to Deans and other support. Goal setting meeting connection meeting with parents be looked at with key staff, which will aim to lead to connection day in Term 1 2022.
	Develop structures/strategies to embed the school values	Structure/strategy action plan developed & communicated to stakeholders	LEM	Wellbeing and Community WSL	28 Jan 20	1 Dec 21			<ul style="list-style-type: none"> No further progress at this stage, Embedded as part of House System, signage and branding. Values are integrated into the Atawhai system and restorative practices. Next steps communicating this overtly to parent body.
	Introduce & embed Restorative Practice over a three year period.	Reduction in number of negative pastoral incidents	LEM	Mentoring WSL, SLT & Deans	29 Jan 19	1 Dec 21			<ul style="list-style-type: none"> Recording of pastoral entries is being actively made, more around support being offered i.e. checkpointing follow up, keeping parents in the loop around progress and follow. Data shows number of entries being made +/- has increased up 199%, with parental contact recording being up 262%, restorative approach practices up 151%, on the same time period 2020, 2021.
	Implement and embed peer support programme	Functioning peer support programme in place (students trained, promotion to staff, students & whanau)	LEM	Guidance team, Wellbeing WSL	1 Dec 20	1 Dec 21			<ul style="list-style-type: none"> In place, Peer Support leaders in with Years in Term1 and 2, feedback gathered and being looked at for planning for 2022.
	Implement and embed our house system & improve the number/variety of events	House system in place (Launch, Termly events delivered, Points system established)	LEM	Community & Environment WSL, LEM, Deans & Guidance	28 Jan 21	1 Dec 21			<ul style="list-style-type: none"> In place and moment growing, more events and increase in the use of house points to recognise. Becoming Business as Usual with development.
	Establish Weka House as a successful alternative to International Homestay Accomodation that embodies the school values	Student/Staff/Parent surveys, Numbers of residents, Retention of residents, Successful review of systems	JON	Weka House team, BCY	1 Dec 20	1 Dec 21			<ul style="list-style-type: none"> Pastoral model successfully embodied school values and an attractive accommodation option, both in the eyes of parents & students; model & processes documented for future opportunities to create a more permanent Boarding House option.
Promoting, embracing and encouraging diversity – in all aspects of our school and recognising and celebrating differences in cultures, genders, orientation and community	Inclusive of Weka House, continue to grow & develop internationalisation through staff PLD in intercultural competencies	Student & community (domestic & international) feedback - Student Voice and Meeting Expectations of Student Quality of Experience, Staff voice – EAP teachers, Transition class teachers & at whole staff level	JON	JON & ELL Staff Committee	14 Jan 21	1 Dec 21			<ul style="list-style-type: none"> unconscious bias, how systemic racism is entrenched in our society (often without our realising) but how we can all make a difference by acknowledging where we sit & learning about what we can do to challenge racism. Working collective also being formed with selected staff to look at how we can develop future PLD to challenge any level of racism in the school & local community. Also, Cultural Council has worked on Project Hope with Massey University alongside Suzhou High School in China. Selected Maori & Pasifika students granted full scholarship to participate in
	Review how we celebrate success at LBC Culture of Excellence – Reward System and Awards at Excellence Level Attendance Values – Respect, Care, Community and	Generate report to SLT reviewing effectiveness and suggesting future direction	LEM	Deans, HOPs, co curricular leaders Community & Environment / Wellbeing WSL	1 Feb 19	3 Jul 21			<ul style="list-style-type: none"> This area is still behind at present, surveys have gone out to key internal stakeholders in Week 6 Term 3, through Atawhai, Teacher and Deans to gather info. From this data report will be provided to SLT as to possible ways forward, which include new House system, house badges, but with an aim to encourage whole student group celebration of achievement. Currently expecting report to be ready end of Term3 / Beginning Term 4.

	Develop new uniform	Consult community Analyse results Review, decide, deliver uniform	BIC	BIC, Uniform committee	1 Nov 19	9 Apr 21			<p>New uniform gained positive feedback when displayed (via A0 Posters and lifesize student cut out) at our enrolment events.</p> <p>SAS Sport are securing a retail shop at Long Bay.</p> <p>Families are able to buy into a Christmas club type scheme currently.</p> <p>Uniform delivery - SAS have assured uniform delivery is on track. Sample sizes will be available towards the end of the year and items will be delivered/collected in January.</p> <p>Shirt fabric is currently in production.</p> <p>Awaiting final samples for approval prior to production - Calf socks, skirt, Blazer fabric.</p> <p>High waisted trouser design yet to be finalised. Item will not initially be available but low waisted trousers will be.</p> <p>Blazers will likely be available end of Term 1, 2022. COVID restrictions in Sri Lanka are affecting manufacture currently as workers do not have access to the factory.</p>
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GOAL 2 – EXCEPTIONAL LEARNING

Strategic Goal 2: Providing a supportive learning environment in which each student is known, has their needs met and feels valued and encouraged to realise their potential										
● On Track ● At Risk ● Critical ● Complete										
Strategic Initiative	Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date	Actual Completion Date	Complete %	Status	Commentary
Resource responsive PLD which grows Teaching and Learning through: individual and collective teaching, raising the quality of teaching practice schoolwide; supporting staff and students to grow capacity in non-curriculum initiatives	Deliver PLD that meets the needs of staff • Te Tiriti o Waitangi • Exceptional Learning and Pedagogy • BYOD	Create capacity, programme & space and deliver a/activities.	BIC	HEI, LEM, ASL + WSL (Mentoring, Wellbeing, Community, Transition) Culturally Responsive Working Group, SLIP Working Group, Social & Staff Well-being Working Group	1-Feb-20	18-Jun-21			●	Completed PLD has improved considerably in 2021. Sessions relate to our strategic plan. The staff who have been leading in these areas have done a fantastic job. We were agile in the space to ensure staff well-being was taken into consideration and sessions were moved or adapted to suit school calendar events. Since Mid August COVID Restrictions and Remote Learning affected the remainder of the programme schedule for 2021. Essential PLD sessions were prioritised and we remained agile within the confines. We had a session BYOD Preparation for 2022 which remains currently to be completed. Feedback from HoFs, PPTA Reps, Staff have been taken onboard and 2022 will see the PLD morning session to Wednesdays. Faculties will have more time to embed ideas/practice following sessions of learning knowledge or skills.
	Deliver PLD that meets the needs of Parents • School Values • Restorative Approach • Parenting Teenagers	Monitor and report back on parental engagement	LEM	BIC, ASL + WSL (Mentoring, Wellbeing, Community, Transition)	1-Feb-20	30-Oct-21			●	This has taken a step backwards at present due to the situation with Covid. Moving forward this will become part of the a wellbeing focus moving into 2022 and development in 2022.
	Deliver PLD to increase Student Leadership opportunities	Increased leadership opportunities and outcomes for our students	LEM	WSL Community, WSL Wellbeing, Deans	2-Feb-21	1-Dec-21			●	Numbers across the school have increased over this year with approx 25% of the students engaged in some key leadership areas, such as Prefects, Peer Support Leaders, House Leaders, Cultural council, Student Council, Evolution, Sport Council. The next phase is to develop further opportunities for leadership training at the younger levels of the school. We still have a larger number of female students than male students engage in these roles, which will be an area of focus moving forward.
	Deliver PLD programme supportive of the Principles of Exceptional Learning and their growth as and in evident and improving practice at the College	Measured through QA (Quality Assurance) process, L	HEI	HEI and EL and Leadership WSL	1-Feb-20	2-Dec-21		Complete for 2021 iterating into 2022 and next strategic plan.	●	Specific PLD relating to Cultural Responsive Practice and the Exceptional Learning Principles was delivered to the wider staff and was well received. CR elements and The Principles directly informing NCEA Change package development. QA process and schemes of work being iterated to support consistent and high quality teaching practice and student outcomes directly informed by the exceptional learning principles. Professional Learning Lead Team is being established to build on the gains made in 2021. High profile guest speakers - Melinda Webber and Mere Berryman are also scheduled to present at the College - this has been delayed into 2022.
	Deliver BYOD programme that supports exceptional learning	• Evidence of SAMR progression (Substitution, Augmentation, Modification, Redefinition) • Evidence of teaching that supports high quality CT (Computational Thinking) and ODDO (Designing and Delivering Digital Outcomes) • Measured through QA (Quality Assurance) process, Learning Walks, Action Planning and to see embedded practice.	HEI/LEM	LEM/HEI/BIC/SCT/Digital Curriculum and Device Practice Working Group, BYOD / Digital Curriculum WSLs	5-Feb-20	1-Dec-22		Ongoing.	●	Faculty audits were deferred into Term 4 due to covid disruption with BYOD related PLD scheduled for delivery in week 5 of Term 4. Term 4 PLD significantly focusing on supporting BYOD preparation for whole school roll out in 2022. Establishment of the new Professional learning lead team will be supportive of pedagogy delivering high quality BYOD related practice.
	Review courses to be supportive of planned adaptability for remote learning (Covid)	Faculty Audit by Digital Practice WSL's	HEI	Digital Practice WSL's	1-Feb-20	1-Mar-21			●	Completed.
	Delivery of Projects in Junior programme in 2021	Review and refine	HEI	HDEs	5-Feb-20	1-Dec-21		Deferred into 2022	●	Projects were on track, timetabled, resourced and ready for delivery until the Term 3/4 lockdown. They have been deferred until 2022. Potential now exists to refine further ready for delivery in 2022.
Determine effective BYOD solutions for LBC to support 21st Century and a future focused curriculum that will prepare students for success in a digital world and to inform curriculum design	Develop and investigate an implementation plan for Years 10-13 that includes community engagement, PLD for staff & students, ensures equity	Effective BYOD use as part of teaching & learning	HEI/LEM	LEM/HEI/BIC/SCT, Digital Curriculum and Device Practice Working Group, Digital Curriculum WSL	2-Feb-21	15-Jul-23			●	Whole school BYOD roll out planned for 2022. Supportive work in Faculty and Community commits a focus for later Term 4.
	Define an approach to achieve 2022 beacon of practice status in BYOD, Projects, Atahual, Pedagogy	Recognition and acknowledgement beyond our immediate community	HEI	SLT & HoFs	1-Feb-21	3-Dec-23		Complete and iterating.	●	Presentations to Regional and National Networks - DisruptED and NASDAP were very well received. Engagement of beacon professionals - Melinda Webber and Mere Berryman is scheduled for early 2022, delayed from late 2021. We have established a presence in these spaces and will seek to build on the gains made in 2022. The professional learning team and key staff involved in strategic initiatives being directly involved.
Conditions and Incentives - revise and review policies, processes and incentives to attract great staff and retain great staff.	Identify & develop initiatives that increase the value proposition of LBC to existing & potential staff	Staff retention data & exit interviews	BIC	SLT & HoFs	1-Jun-20	Nov-21			●	Focus has been on improved staff PLD, teacher trainee programme development and Leadership Development Programme.

	Promote LBC to teacher training outfits	Initial Teacher Training programme launched. Numbers of trainees doubled from 2020. Exceptional candidates employed	BIC	TK Student Teachers & Hof's	1-Nov-19	30-Sep-21			<p>come in and 3 will be interviewed this week.</p> <p>Justine McIntosh leads as Teacher Trainee Coordinator. She has made the improved the induction process including trainees visiting different faculties to get a wider perspective.</p> <p>We hosted 8 trainees on 1st practicum and 9 on their 2nd. Auckland Uni – 8, AUT – 7 and Massey Uni -2. This was an increase fro 9 trainees in 2020.</p> <p>Gaining access to high quality trainees remains a challenge. First practicum, trainee organisations have little knowledge of the quality of the trainees as they go on practicum very early on and have had little time at Uni. This year the quality overall has been lower. AUT said that overall this cohort has given them the most challenges and are the least prepared. Their theory is because of COVID more students with degrees are going teaching for job security. This relates to LBC's experiences with our trainees this year. A number of the trainees we hosted were reluctant to engage with our students and to get up in front of a class to teach. Of the first group only 1/7 was considered employable at LBC. The 2nd group were faced with remote learning. 4 of which started the day prior to lockdown.</p> <p>Justine attended an AUT PD session Thursday 22nd July on how to be an effective associate teacher and</p>
	Create a proposal for LBC House to be used as a recruitment tool for PCT's	Create a proposal for HEA to review as to benefits of offering flatting option to PCT's	BCY	BCY	1-Jun-20	31-Jun-21			<p>Working with Property Management Company to facilitate vacant possession of the property. It would be worthwhile investigating development opportunities, particularly in-line with the removal of the Resource Consent requirements to develop multiple dwellings on a site. I would like to defer to 2022 once we have confirmed vacant possession and can review other options.</p>
	Implement and embed our Aspiring and Middle Leaders programme	EDF review of new Aspiring and Middle Leaders programme	BIC	BIC & Leadership Working Group, Leadership WSL	1-Feb-22	1-Dec-23			<p>In house sessions covered:</p> <p>(1) Career Growth, (2) Building Capacity/Making things Happen/delegation/Burnout, (3) Managin change (4) Persistent Problems. The group appreciated the discussion time built into these sessions and have formed a strong bond throughout the course.</p> <p>UACEL Workshop - Student centred Leadership, Building Relational Trust was well received. Having the candidates in a workshop with Hof's was beneficial to their own journey and highlighted the role of Middle Leader as conduit between faculty and SLT.</p> <p>Survey has just gone out to current candidates for feedback on the 2021 Course.</p> <p>Shadowing is planned for week 5 onwards.</p> <p>Currently planning 2022 content and reviewing applications</p>
Identify the main complex needs of our students that are causing most concern and develop action plans	Align to PLD programme, upskilling of teachers and develop shared expertise across the Col.	Data on complex needs Students needing transitional support identified Increase in student achievement Improved behaviour in identified students	HEJ	BIC, LEM, ASL, WSCs	1-Feb-20	4-Jul-21			<p>Approach will need to be reviewed in consultation with new Col. Lead Principle</p> <p>ASL engagement has limited by Tim 3 and 4 disruption. We have reviewed the role with ASLs and will be aligning specific outcomes and outputs directly related to supporting students complex needs and well being at the College in 2022 and beyond.</p>

GOAL 3 - ENVIRONMENT

Strategic Goal 3: Develop our physical environment to support wellbeing, contemporary teaching, and learning strategies and meet the needs of our community									
● On Track ● At Risk ● Critical ● Complete									
Strategic Initiative	Actions	Measures	Accountability	Responsibility	Forecast Start Date	Forecast Completion Date	Actual Completion Date	Status	Commentary
Deliver the Property Plan priorities in developing facilities that meet current & future learning and well-being needs of our community.	Sub-committee to review & design a plan that meets the needs of our community	Amended & appropriate 10YPP & SYA	HEA	HEA, BAP, BCY, BOT sub committee	21 Jan 19	1 Jul 21		●	Completed
	Implement identified building programmes	Completion of Field 1, A Block, O Block (Covid dependent) Solution to Field 2	HEA	HEA, BCY, BAP, BOT sub committee, LEM	21 Jan 19	1 Dec 21		●	Completed
	Additional funding sources identified & utilised	External financial contributions made - two successful trust applications made and money received towards projects.	BCY	BCY, BAP	13 Feb 19	1 Dec 21		●	Completed
	Pride in environment	School signage visible around the school, Budgetting to ensure classroom displays are vibrant and neat	HEA	BCY, BAP, SLT, HOPS, Classroom Teachers, Atawhai Leaders, Students	1 Feb 20	1 Dec 21		●	School visibly unrecognisable form that 2 years ago. Site now fully illuminated at night, signage and branding is uniform. Grounds tidy and new plantings evident. Some work to be done on older classrooms and displays.
Review and develop a future focussed infrastructure plan that addresses the need to integrate modern technologies in teaching & learning through provision of BYOD, hardware, software and relevant PLD.	Working with New Era, establish & implement a development plan to support progression in line with the curriculum review Link to Goal 2	Implementation of IT plan in relation to curriculum and BYOD review findings	LEM	LEM, BIC, HEJ, New Era, BYOD / Digital Curriculum WSL	29 Apr 19	1 Dec 21		●	IT systems are in place for Fibre has been replaced in L Block, wifi and switches completed, so infrastructure in place. It now a case of sustaining the infrastructure and working with New Era IT on keeping the purchasing plan in place to keep the standard in place and developing as technology evolves and school curriculum requirements change.
	Deliver BYOD solution for school that is ethical & equitable and ensure remote learning/accessibility ready (Covid) Link to Goal 2	BYOD solution and remote learning response in place for 2021	LEM	LEM, BIC, HEJ, New Era, BYOD / Digital Curriculum WSL	1 Dec 20	1 Dec 21		●	Completed
	Integrate BYOD solution with staff practice and student experience Link to Goal 2	PLD plan in place to support good practice teaching & learning that uses BYOD tools	BIC	T/Teaching and Learning Committee, BYOD / Digital	1 May 19	1 Dec 21		●	This will continue to be ongoing and a focus of the 2022 PLD schedule. 1 session remaining for 2021 which focusses on School wide BYOD Preparation.
Refine administrative/organisational systems to ensure they are efficient and make appropriate use of technology and people to support improved outcomes	Fold in new reporting system for delivery in 2022	Improved levels of caregiver engagement. Baseline Data. System fit for purpose including conferencing and 'live reporting' trialed and ready for widespread use.	HEJ	LEM, HEJ, all staff	1 May 20	1 Dec 21		●	Significantly disrupted by lockdown. School visits and review of their approaches has not been possible. Delay of development of our new approach into 2022 has resulted. Visits to other schools and recommended new approach planned for early 2022.
		Improved quality of information supplied to key stakeholders	BCY	LEM, HEJ	12 Jan 21	1 Dec 21		●	
Investigate international accommodation opportunities that reflect our school values	Analyse current accommodation provision. Review Weka House model. Improve quality of international accommodation provision.	Higher levels of engagement with homestay training. Student survey/homestay/staff. Financial and operational viability of Weka House	JON	HEA, BCY	18 Jan 21	1 Dec 21		●	Disrupted by Covid but ongoing.

Strategic Plan Summary:

Overall, as a community we are exceptionally proud of what was achieved across the three years of our strategic plan. Whilst the onset of the worldwide Covid-19 pandemic delayed areas of progress and the focus was diverted to what was important then and there, substantial gains have been made across all aspects of the three goals we developed, namely: An extraordinary culture of care, Exceptional Learning and Environment. All three goals were key components in relation to ensuring that our rangatahi were given opportunities that, whilst still advantaged, were advantaged when compared to the vast majority of schools. This was highlighted by the superb pastoral care given to many of our community, the philosophy, systems and resources that were in place and developed to ensure we delivered a premium online package of teaching, learning and support. Some of those outcomes can be seen in the following academic results, which continue to improve and better most in the country:

2021 Long Bay College Results Analysis

NZQA statistics are based on an enrolment measure. Students enrolled with the school for 70 calendar days or more count towards Long Bay College data. Only domestic students are included in the statistics. Up to 3 ethnicities are recorded for each student. Students are put against all three ethnicities in the statistics.

Overall NCEA Achievement

The following table shows the number of students that were included in our NZQA statistics for 2021 and how many could access the qualification by being enrolled in either 80 (level 1 only) or 60 credits (levels 2 & 3).

Level	Number of students in year level	Entered for sufficient credits
Y11 - NCEA Level 1	259	251
Y12 - NCEA Level 2	253	253
Y13 - NCEA Level 3	250	233
13 - UE	248	232

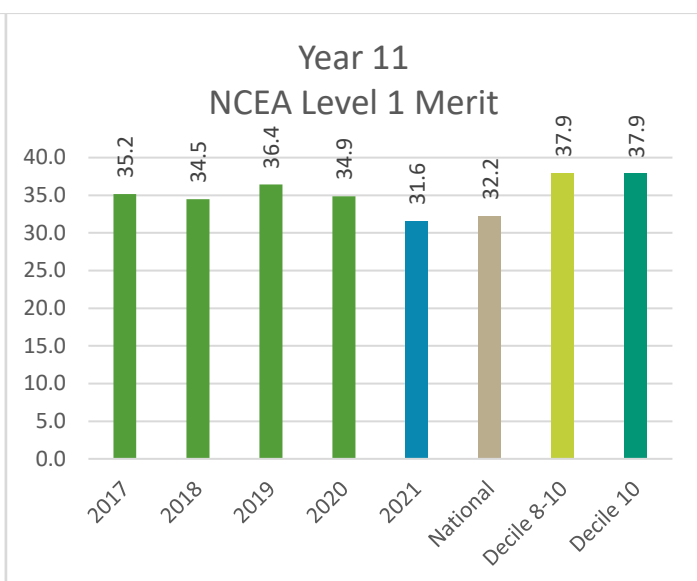
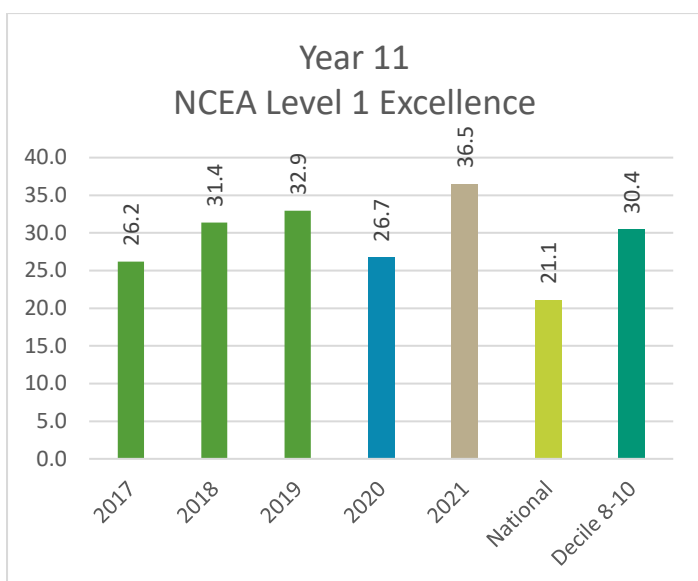
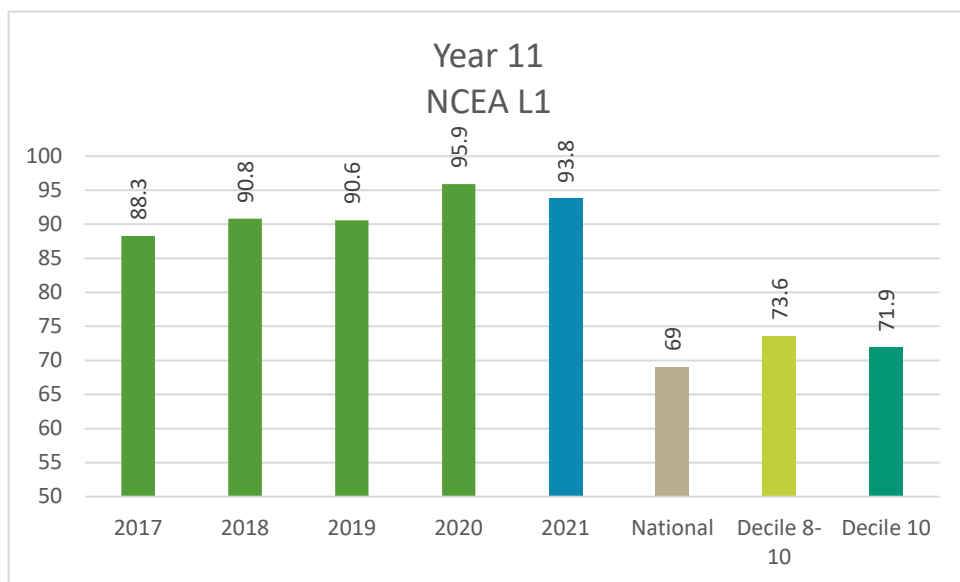
Level 1

In 2021, we had 244 Year 11 students achieve NCEA Level 1. This is the second highest rate we have achieved, 1.7% behind 2020.

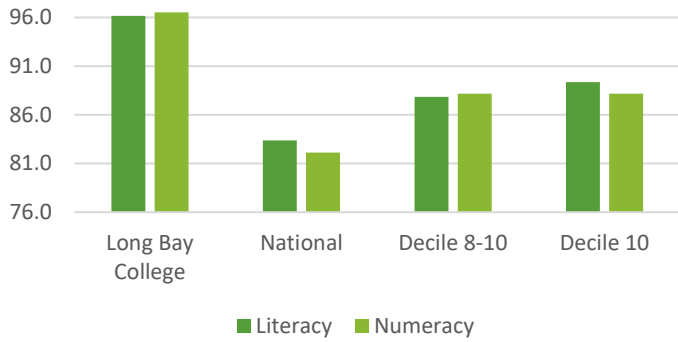
The achievement rate is well in excess of the national and decile averages.

Approx. 13 students needed the Learning Recognition credits to meet the criteria for NCEA Level 1.

The total endorsements at Level 1 increased by 6.4% from 2020 to 68.0%, with the increase in the excellence rate exceeding the drop in the merit rate.



2021 Year 11 Students



Literacy and Numeracy at Year 11

Our Year 11 students' achievement of Level 1 Literacy (96.5%) and Numeracy (96.9%) was the second highest in the last 6 years with small drops of 0.5% and 0.9% respectively on 2020.

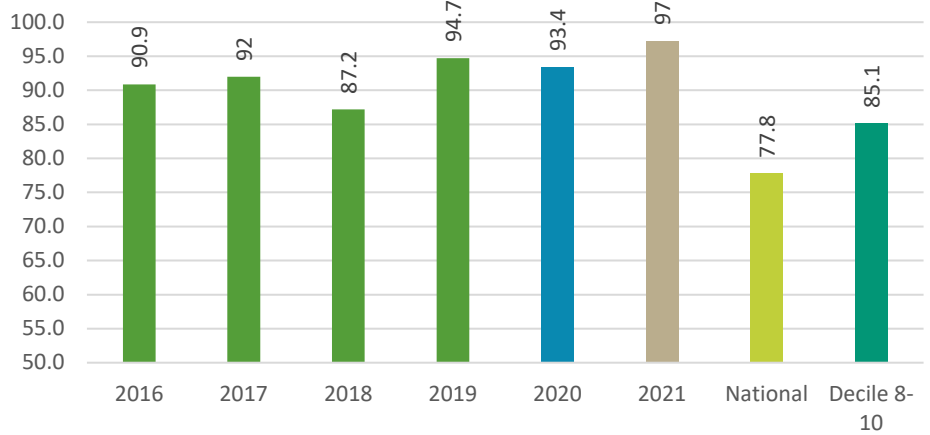
In 2021, there were 10 students who did not gain Level 1 Literacy and 9 without Numeracy. Of these students, the majority were either not attending (despite work to get them into school) or learning issues, including language, were a significant barrier.

Level 2

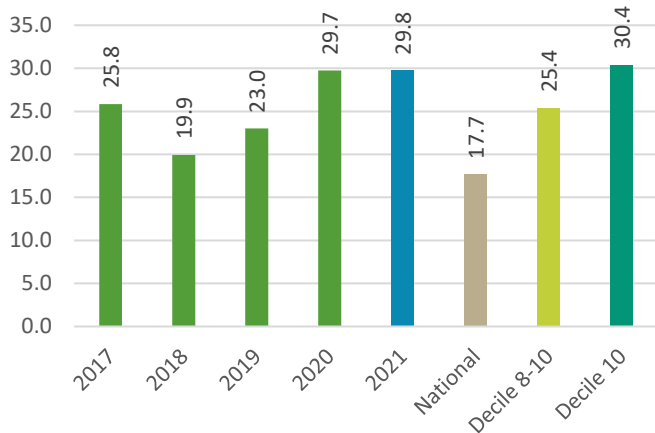
The NCEA Level 2 qualification was achieved by 97.2% of our students. This was the highest success rate in the last 6 years. Approx. 9 students needed the Learning Recognition credits to meet the criteria for NCEA Level 2.

The overall endorsement rate at Level 2 is down by 3.2% from 2020 with excellence rate slightly higher at 29.8%, highest in six years, while the merit rate has dropped.

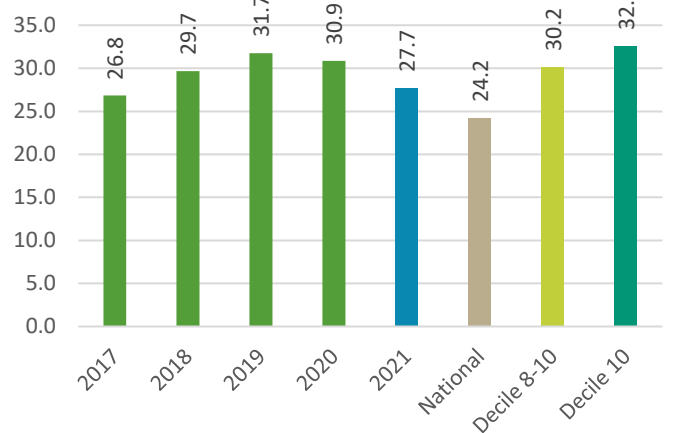
Year 12 NCEA L2

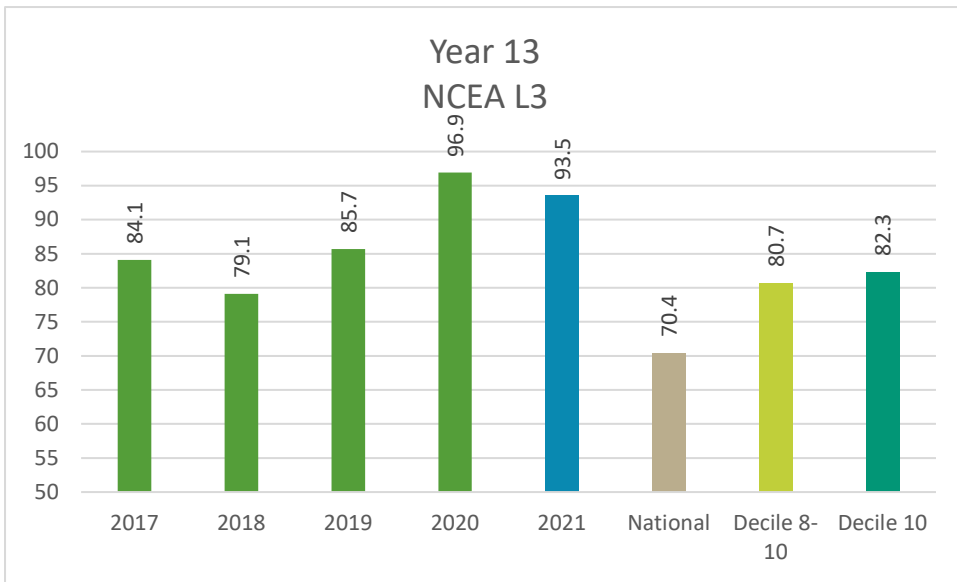


Year 12 NCEA Level 2 Excellence



Year 12 NCEA Level 2 Merit



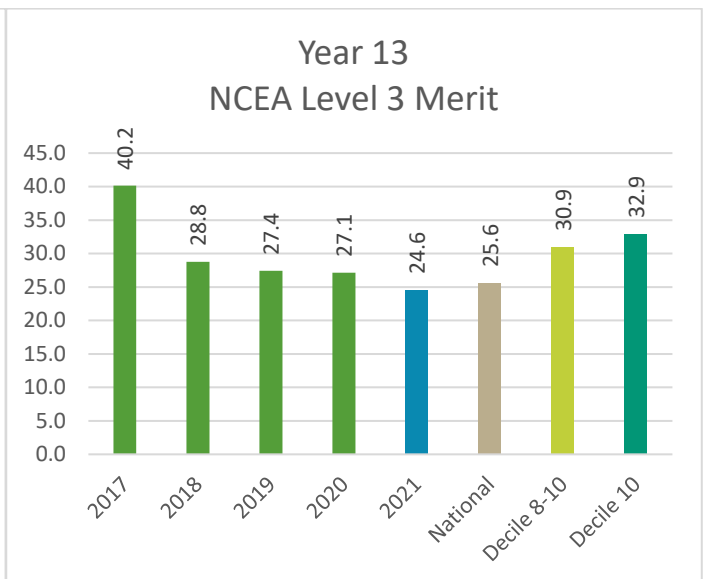
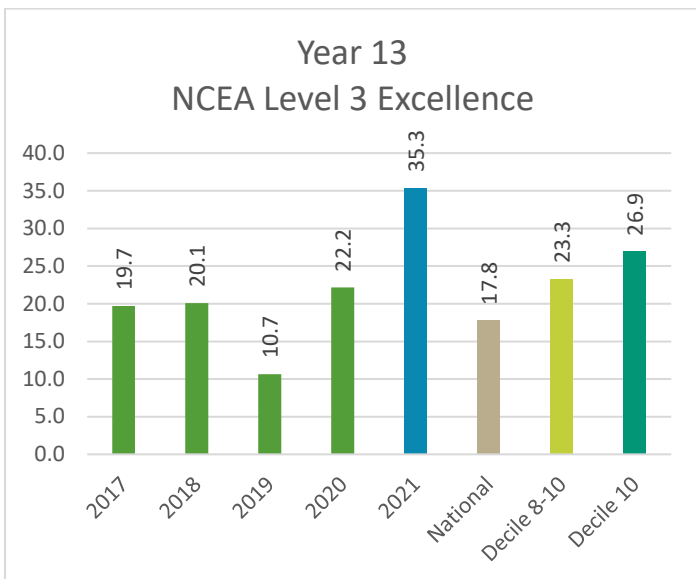


Level 3

93.5% of our Year 13 students gained NCEA level 3 in 2020 – the second highest result for many years (3.4% down on 2020). Of the 253 students included in NZQA stats, 233 were entered for 60+ level 3 credits and all but one passed level 3. We estimate that approx. 17 students needed LR credits to reach this threshold.

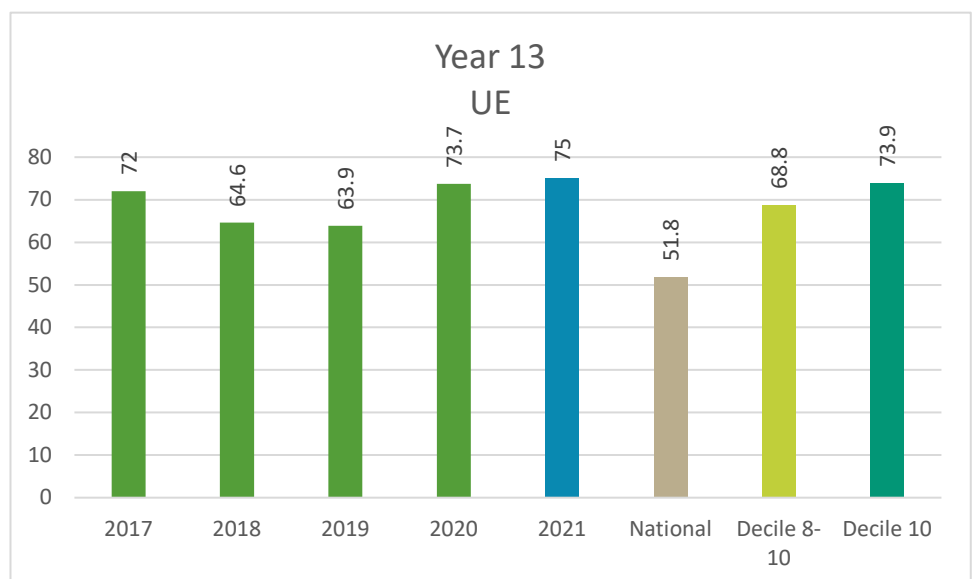
The excellence endorsement rate has increased significantly again (by 13.1% from 2020) to the highest rate for 6 years which

offset the small decline in the merit rate of 2.5%. Consequently 59.9% (139 students) gained an endorsement for NCEA Level 3 in 2021. This is comparable to the overall endorsement rate in 2017 but 2021 sees excellence being the majority unlike in 2017.



University Entrance

Year 13 students may work towards the University Entrance (UE) qualification. In 2021, we had our highest percentage in 6 years with 74.6% of students gaining UE. This is 2.3% higher than the decile 10 average.



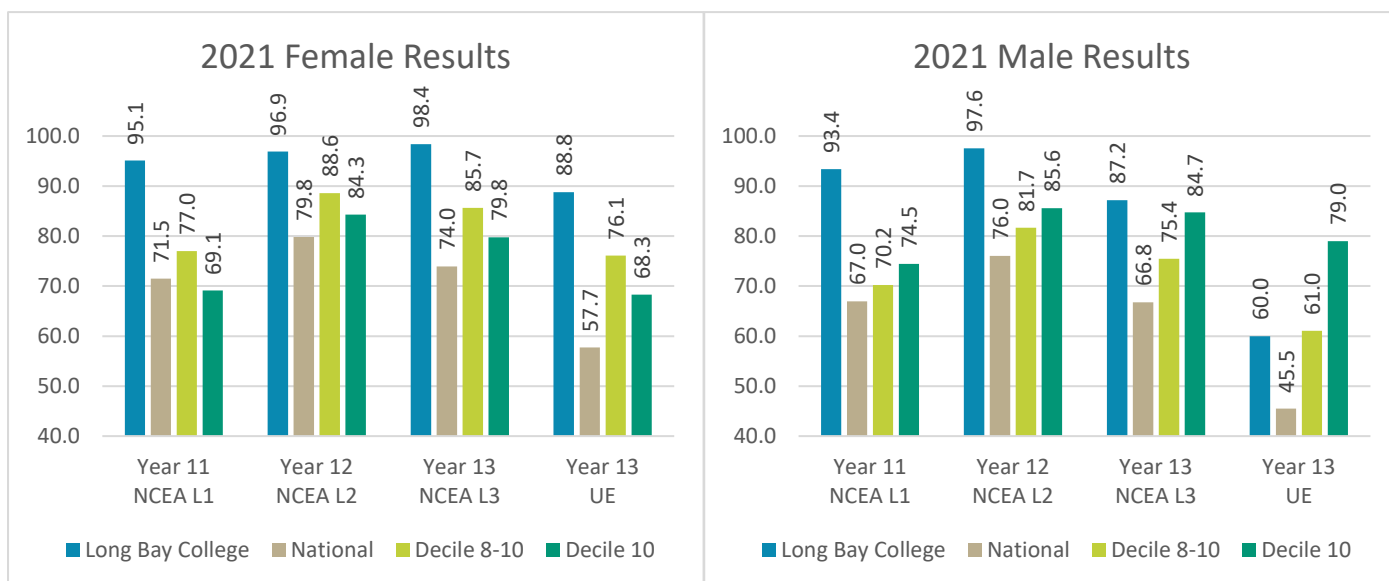
Adjustments in 2021

NZQA made adjustments to the structure of NCEA for students who were learning in Tāmaki Makarau in 2021 in recognition of the disruptions that occurred due to COVID-19. These include learning recognition credits (LRCs) with 1 LRC awarded for every 4 credits achieved in 2021. LRCs are tagged to a level so are counted for overall NCEA levels but do not contribute to endorsements. There were a maximum of 16 (Level 1) or 12 (Level 2 & 3) available per student.

The threshold for the 3 approved subjects' requirement for the University Entrance qualification was dropped for 2021 to 12 credits from the usual 14 credits.

The threshold for certificate endorsement was dropped from 50 to 44 credits and for course endorsement from 14 to 12 credits.

Gender



Our female students have achieved at a higher in all qualifications than the comparison populations while our male students have done so at all but UE where the female rate of 85.4% is the highest we have had in the last seven years.

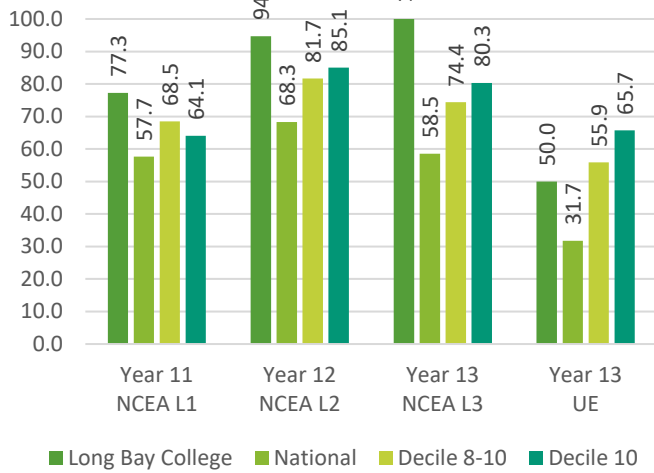
Ethnicity

Ethnicity reporting uses total response methodology so some students may appear in more than one ethnicity grouping.

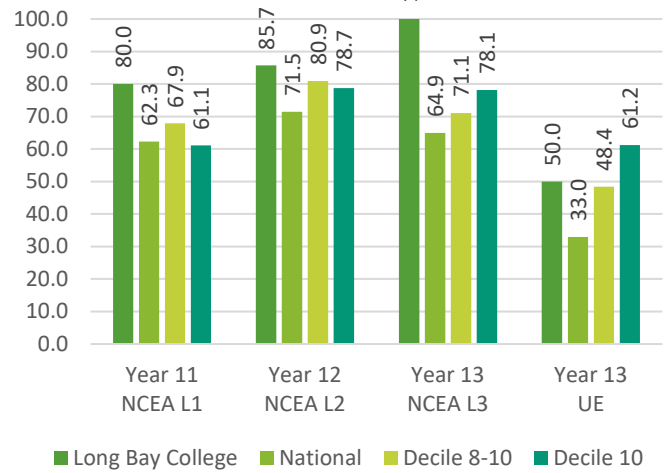
At NCEA Level 3, we had 15 students who identified as Māori, all but one passed with five gaining endorsements and seven gaining UE. Six students identified as belonging to the Pacific Peoples ethnicity, all passed with two gaining endorsements and three gaining UE.

In year 12, there were 19 identifying as Māori and seven as Pacific Peoples. In both, all but one student passed NCEA Level 2. Eight Māori students and two Pacific Peoples students gained an endorsement.

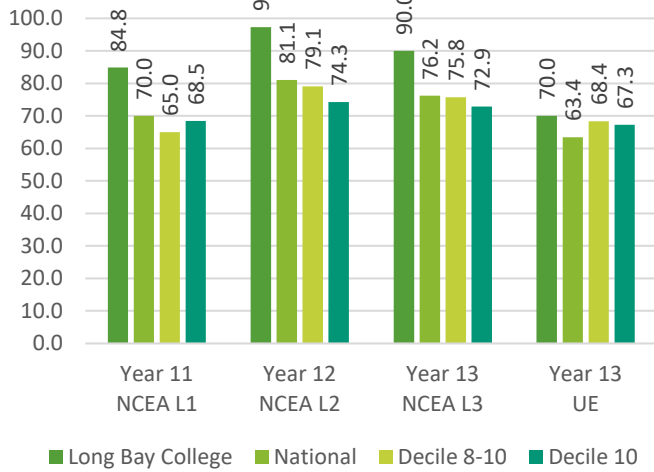
2021 Maori Results



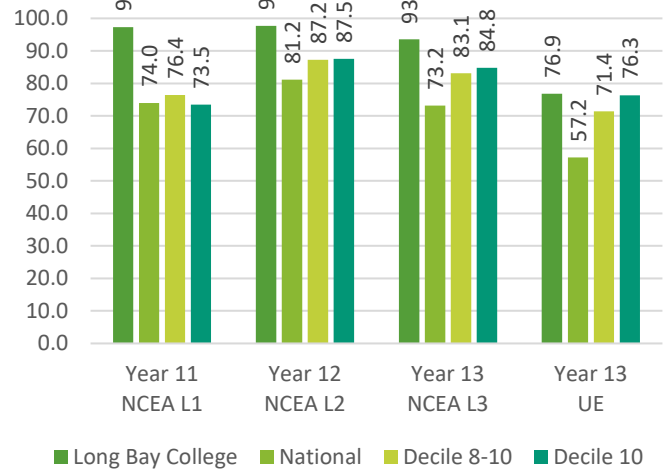
2021 Pacific Peoples Results



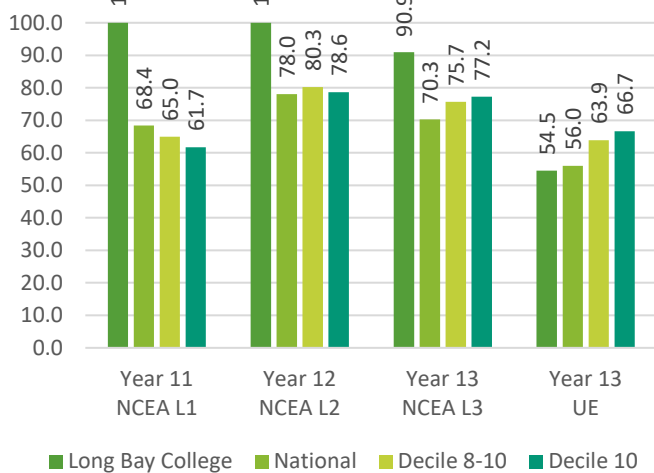
2021 Asian Results



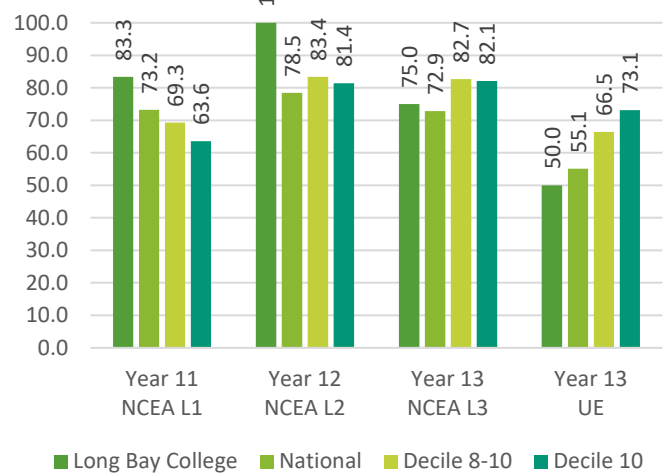
2021 European Results



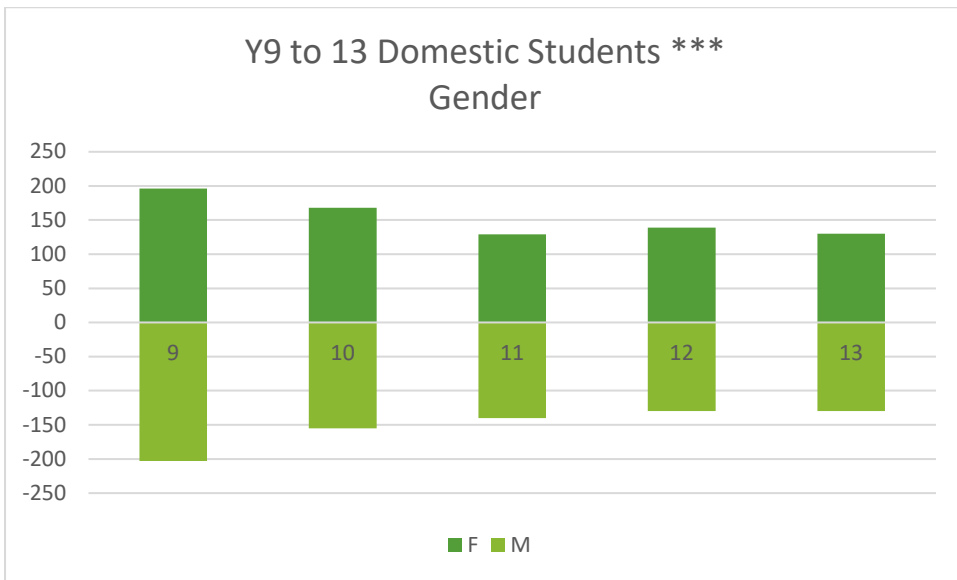
2021 MELAA Results



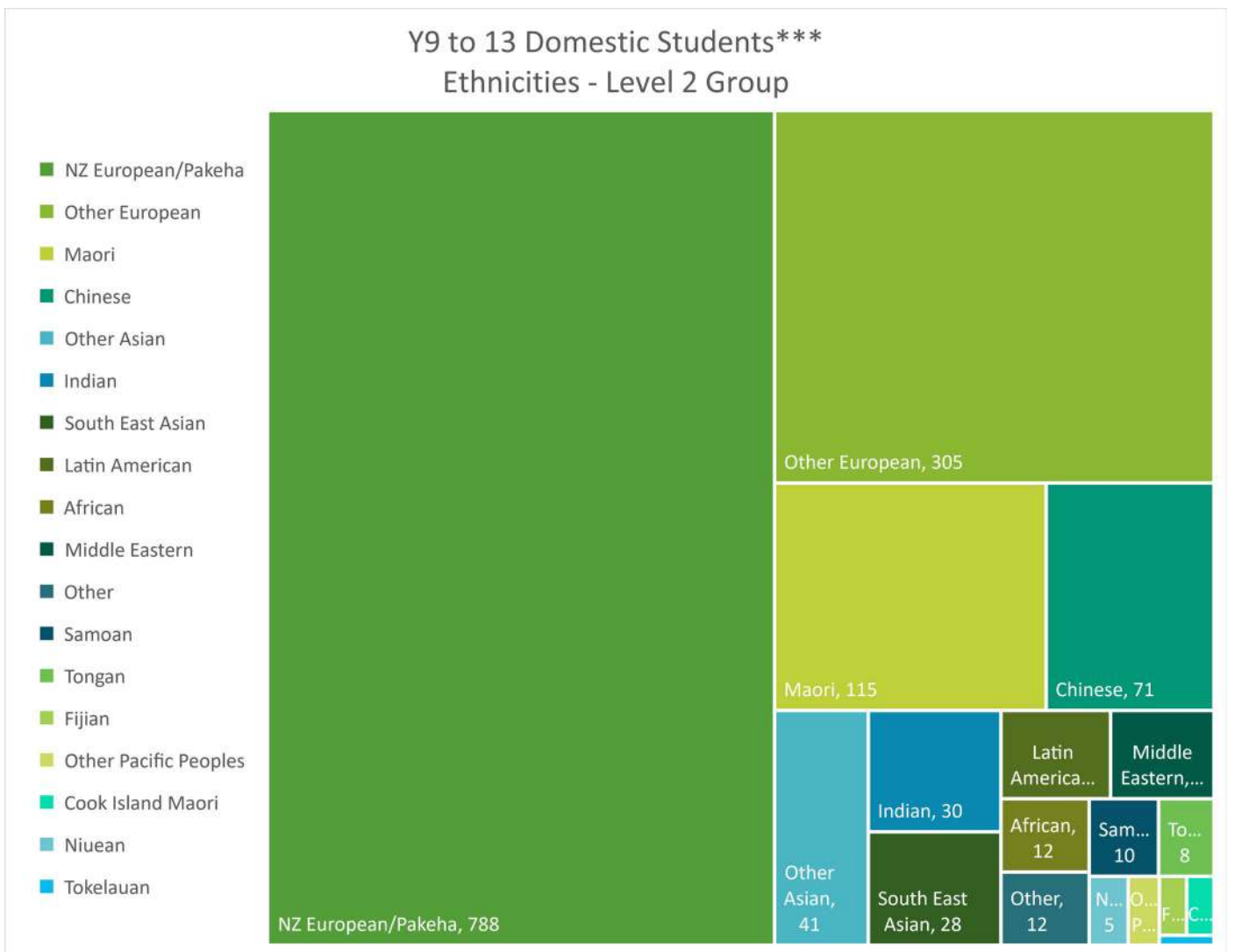
2021 Other Results



School Profile



Year level	F	M
9	196	203
10	168	155
11	129	140
12	139	130
13	130	116



Kiwi Sport Funding:

I can confirm that Long Bay College did not receive any Kiwi Sport Funding in 2021.

Kind Regards

PAUL FIELD

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