



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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 2022

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Long Bay College

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the School.

The School's 2022 financial statements are authorised for issue by the Board.

Derek Blank

Full Name of Presiding Member



Signature of Presiding Member

02/06/2023

Date:

Christian James Healey

Full Name of Principal



Signature of Principal

02/06/2023

Date:



Long Bay College

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/Expires
Derek Blank	Presiding Member	Appointed	Sep 2025
CJ Healey	Principal	ex Officio	
Wendy Ellis	Parent Representative	Appointed	Sep 2025
Fusipongi Magill	Parent Representative	Appointed	Sep 2025
Grant Stott	Parent Representative	Appointed	Sep 2025
Katherine Woollard	Parent Representative	Appointed	Sep 2025
Tipene Tahana	Parent Representative	Appointed	Sep 2025
Steve Piner	Co-opted Member	Appointed	Sep 2025
Kirsten Evans	Staff Representative	Appointed	Sep 2023
Celeste Li	Student Representative	Appointed	Sep 2023
Kevin de Jong	Presiding Member	Appointed	Sep 2022
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
Steve Piner	Parent Representative	Appointed	Sep 2022
Simon Tran	Parent Representative	Appointed	Sep 2022
Alwyn Nicol	Staff Representative	Appointed	Jul 2022
Holly Bagwell	Student Representative	Appointed	Sep 2022



Long Bay College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	15,500,741	15,081,022	14,376,031
Locally Raised Funds	3	1,590,707	992,403	2,366,132
Interest Income		60,580	40,000	39,995
		17,152,028	16,113,425	16,782,158
Expenses				
Locally Raised Funds	3	464,065	228,523	777,035
Learning Resources	4	11,243,719	11,112,994	11,522,097
Administration	5	1,620,205	1,280,153	1,137,765
Finance		12,862	1,000	16,764
Property	6	4,225,790	4,001,372	3,514,426
Loss on Disposal of Property, Plant and Equipment		1,807	-	1,625
		17,568,448	16,624,042	16,969,712
Net (Deficit)/Surplus for the year		(416,420)	(510,617)	(187,554)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(416,420)</u>	<u>(510,617)</u>	<u>(187,554)</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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		8,003,260	8,003,260	8,064,179
Total comprehensive revenue and expense for the year		(416,420)	(510,617)	(187,554)
Contributions from the Ministry of Education				
Contribution - Te Mana Tuhono		-	-	126,635
Equity at 31 December		7,586,840	7,492,643	8,003,260
Accumulated comprehensive revenue and expense		7,586,840	7,492,643	8,003,260
Equity at 31 December		7,586,840	7,492,643	8,003,260

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 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	3,236,216	1,449,362	1,474,979
Accounts Receivable	8	904,497	837,469	837,469
GST Receivable		-	72,518	72,518
Prepayments		56,520	57,190	57,190
Investments	9	2,000,000	2,500,000	2,500,000
Funds Receivable for Capital Works Projects	17	9,541	311,997	311,997
		6,206,774	5,228,536	5,254,153
Current Liabilities				
GST Payable		90,279	-	-
Accounts Payable	11	1,312,237	1,152,491	1,152,491
Borrowings	12	31,078	36,302	36,302
Revenue Received in Advance	13	984,785	537,434	537,434
Provision for Cyclical Maintenance	14	297,862	8,289	8,289
Finance Lease Liability	15	88,373	76,356	76,356
Funds held in Trust	16	647,714	409,823	409,823
Funds held for Capital Works Projects	17	402,554	52,704	52,704
		3,854,882	2,273,399	2,273,399
Working Capital Surplus/(Deficit)		2,351,892	2,955,137	2,980,754
Non-current Assets				
Property, Plant and Equipment	10	5,616,050	4,904,888	5,389,888
		5,616,050	4,904,888	5,389,888
Non-current Liabilities				
Borrowings	12	138,654	-	-
Provision for Cyclical Maintenance	14	152,946	331,214	331,214
Finance Lease Liability	15	89,502	36,168	36,168
		381,102	367,382	367,382
Net Assets		7,586,840	7,492,643	8,003,260
Equity		7,586,840	7,492,643	8,003,260

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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		3,410,381	3,126,605	3,311,143
Locally Raised Funds		804,000	615,883	837,914
International Students		1,238,269	376,520	412,891
Goods and Services Tax (net)		162,797	-	(181,293)
Payments to Employees		(2,163,275)	(1,807,459)	(2,092,338)
Payments to Suppliers		(2,590,245)	(2,376,166)	(2,786,916)
Interest Received		49,234	40,000	44,941
Net cash from/(to) Operating Activities		911,161	(24,617)	(453,658)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(591,932)	-	(326,875)
Proceeds from Sale of Investments		500,000	-	1,513,468
Net cash from/(to) Investing Activities		(91,932)	-	1,186,593
Cash flows from Financing Activities				
Finance Lease Payments		(81,619)	(1,000)	(86,370)
Loans Received		138,654	-	(36,808)
Repayment of Loans		(5,224)	-	(15,238)
Funds Administered on Behalf of Third Parties		890,197	-	(976,767)
Net cash from/(to) Financing Activities		942,008	(1,000)	(1,115,183)
Net increase/(decrease) in cash and cash equivalents		1,761,237	(25,617)	(382,248)
Cash and cash equivalents at the beginning of the year	7	1,474,979	1,474,979	1,857,227
Cash and cash equivalents at the end of the year	7	3,236,216	1,449,362	1,474,979

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 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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.

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

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 expected credit losses (uncollectable debts). The school's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

1.8. Inventories

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

1.9. 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.

1.10. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	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

1.11. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

1.12. 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.

1.13. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



1.14. 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.

1.15. Funds Held in Trust

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

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

1.16. Funds held for Capital Works

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

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

1.17. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.18. Provision for Cyclical Maintenance

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

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

The school carries out painting maintenance of the whole school over a 7 to 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.19. Financial Instruments

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

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

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

1.20. 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.

1.21. 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.

1.22. Budget Figures

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

1.23. 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	3,387,463	3,067,301	3,107,279
Teachers' Salaries Grants	8,991,859	8,911,445	8,993,523
Use of Land and Buildings Grants	3,042,972	3,042,972	2,216,628
Other Government Grants	78,447	59,304	58,601
	15,500,741	15,081,022	14,376,031

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	397,253	454,664	496,825
Curriculum related Activities - Purchase of goods and services	33,166	13,500	50,197
Fees for Extra Curricular Activities	228,705	72,619	172,090
Trading	711	1,000	895
Fundraising & Community Grants	783	-	1,007
Other Revenue	162,646	74,100	174,931
International Student Fees	767,443	376,520	1,470,187
	1,590,707	992,403	2,366,132
Expenses			
Extra Curricular Activities Costs	172,749	57,700	172,289
Trading	3,461	-	24,274
Fundraising & Community Grant Costs	1,390	-	334
International Student - Student Recruitment	30,464	17,650	17,244
International Student - Employee Benefit - Salaries	122,687	50,555	164,445
International Student - Other Expenses	133,314	102,618	398,449
	464,065	228,523	777,035
<i>Surplus / (Deficit) for the year Locally raised funds</i>	1,126,642	763,880	1,589,097

During the year the School hosted 20 International students (2021:84)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	612,362	581,498	598,633
Equipment Repairs	7,572	10,750	5,364
Information and Communication Technology	222,236	300,000	197,256
Library Resources	5,825	10,450	5,099
Employee Benefits - Salaries	9,719,424	9,661,946	10,058,954
Staff Development	28,136	63,350	29,000
Depreciation	648,164	485,000	627,791
	11,243,719	11,112,994	11,522,097

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	10,801	12,500	11,690
Board Fees	3,220	6,000	3,955
Board Expenses	24,189	13,400	19,756
Communication	16,768	14,500	14,516
Consumables	61,349	54,550	53,534
Legal Fees	1,350	20,000	20,300
Other	220,355	107,800	117,406
Employee Benefits - Salaries	1,246,243	1,006,403	862,484
Insurance	35,930	45,000	34,124
	<u>1,620,205</u>	<u>1,280,153</u>	<u>1,137,765</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	45,206	54,000	45,382
Consultancy and Contract Services	226,680	235,000	232,163
Cyclical Maintenance Provision	120,975	-	64,586
Grounds	-	-	129,969
Heat, Light and Water	136,149	120,000	113,743
Rates	340	500	373
Repairs and Maintenance	608,343	498,900	617,360
Use of Land and Buildings	3,042,972	3,042,972	2,216,628
Security	45,036	50,000	53,396
Employee Benefits - Salaries	89	-	40,826
	<u>4,225,790</u>	<u>4,001,372</u>	<u>3,514,426</u>

The Use of Land and Buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	3,236,216	1,449,362	1,474,979
Cash and cash equivalents for Statement of Cash Flows	<u>3,236,216</u>	<u>1,449,362</u>	<u>1,474,979</u>

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

Of the \$3,236,216 Cash and Cash Equivalents, \$524,530 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	53,601	57,812	57,812
Receivables from the Ministry of Education	3,147	3,147	3,147
Interest Receivable	23,633	12,287	12,287
Banking Staffing Underuse	80,414	-	-
Teacher Salaries Grant Receivable	743,702	764,223	764,223
	<u>904,497</u>	<u>837,469</u>	<u>837,469</u>
Receivables from Exchange Transactions	77,234	70,099	70,099
Receivables from Non-Exchange Transactions	827,263	767,370	767,370
	<u>904,497</u>	<u>837,469</u>	<u>837,469</u>

9. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,000,000	2,500,000	2,500,000
Total Investments	<u>2,000,000</u>	<u>2,500,000</u>	<u>2,500,000</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2022						
Buildings	1,085,871	-	-	-	-	1,085,871
Building Improvements	2,369,647	539,595	-	-	(184,253)	2,724,989
Furniture and Equipment	810,374	100,745	(304)	-	(129,732)	781,083
Information and Communication Technology	652,895	6,423	-	-	(211,795)	447,523
Motor Vehicles	8,872	61,081	-	-	(20,070)	49,883
Textbooks	688	3,525	-	-	(3,802)	411
Leased Assets	113,251	165,996	-	-	(94,638)	184,609
Library Resources	28,290	4,202	(1,503)	-	(3,874)	27,115
Work in Progress	320,000	(5,434)	-	-	-	314,566
Balance at 31 December 2022	<u>5,389,888</u>	<u>876,133</u>	<u>(1,807)</u>	<u>-</u>	<u>(648,164)</u>	<u>5,616,050</u>

The net carrying value of furniture and equipment held under a finance lease is \$184,609 (2021: \$113,251)

Restrictions

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

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	1,382,073	(296,202)	1,085,871	1,382,073	(296,202)	1,085,871
Building Improvements	3,497,530	(772,541)	2,724,989	2,957,934	(588,287)	2,369,647
Furniture and Equipment	3,630,498	(2,849,415)	781,083	3,808,345	(2,997,971)	810,374
Information and Communication Technology	5,208,358	(4,760,835)	447,523	4,928,519	(4,275,624)	652,895
Motor Vehicles	155,428	(105,545)	49,883	94,347	(85,475)	8,872
Textbooks	770,395	(769,984)	411	766,870	(766,182)	688
Leased Assets	297,770	(113,161)	184,609	301,445	(188,194)	113,251
Library Resources	125,774	(98,659)	27,115	128,396	(100,106)	28,290
Work in Progress	314,566	-	314,566	320,000	-	320,000
Balance at 31 December	<u>15,382,392</u>	<u>(9,766,342)</u>	<u>5,616,050</u>	<u>14,687,929</u>	<u>(9,298,041)</u>	<u>5,389,888</u>



11. Accounts Payable

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	475,013	230,735	230,735
Accruals	7,151	83,422	83,422
Employee Entitlements - Salaries	777,865	803,891	803,891
Employee Entitlements - Leave Accrual	52,208	34,443	34,443
	<u>1,312,237</u>	<u>1,152,491</u>	<u>1,152,491</u>
Payables for Exchange Transactions	1,312,237	1,152,491	1,152,491
	<u>1,312,237</u>	<u>1,152,491</u>	<u>1,152,491</u>

The carrying value of payables approximates their fair value.

12. Borrowings

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Loans due in one year	31,078	36,302	36,302
Loans due after one year	138,654	-	-
	<u>169,732</u>	<u>36,302</u>	<u>36,302</u>

The School has borrowings at 31 December 2022 of \$169,732 (31 December 2021 \$36,302). 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.

13. Revenue Received in Advance

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	958,568	487,742	487,742
Other Revenue in Advance	26,217	49,692	49,692
	<u>984,785</u>	<u>537,434</u>	<u>537,434</u>

14. Provision for Cyclical Maintenance

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	339,503	339,503	391,399
Increase to the Provision During the Year	100,131	-	94,179
Other Adjustments	20,844	-	(29,593)
Use of the Provision During the Year	(9,670)	-	(116,482)
Provision at the End of the Year	<u>450,808</u>	<u>339,503</u>	<u>339,503</u>
Cyclical Maintenance - Current	297,862	8,289	8,289
Cyclical Maintenance - Non current	152,946	331,214	331,214
	<u>450,808</u>	<u>339,503</u>	<u>339,503</u>

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

15. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	100,043	81,799	81,799
Later than One Year and no Later than Five Years	96,318	37,474	37,474
Future Finance Charges	(18,486)	(6,749)	(6,749)
	<u>177,875</u>	<u>112,524</u>	<u>112,524</u>
Represented by:			
Finance lease liability - Current	88,373	76,356	76,356
Finance lease liability - Non-current	89,502	36,168	36,168
	<u>177,875</u>	<u>112,524</u>	<u>112,524</u>

16. Funds Held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	647,714	409,823	409,823
	<u>647,714</u>	<u>409,823</u>	<u>409,823</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.

17. Funds Held for Capital Works Projects

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

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
5YA-D Block MLE Project	(213,318)	213,318	-	-	-
SIP-Shade Structures	40,112	-	(27,936)	-	12,176
5YA-O Block Refurbishment	(15,597)	-	-	15,597	-
School Signage Upgrade	(18,170)	-	-	18,170	-
SIP Asphalt Project	(1,150)	-	-	1,150	-
Gas Boiler & Heater Replacement	(63,761)	-	-	64,791	1,030
Flooring Replacement - Blocks C, G.M & S	12,592	-	-	-	12,592
A Block Refurbishment	-	-	(9,541)	-	(9,541)
K Block Roof Remediation (2338819)	-	248,732	(121,976)	-	126,756
K Block Water Damage	-	14,839	(14,839)	-	-
C Block Refurbishment (240030)	-	250,000	-	-	250,000
Totals	<u>(259,292)</u>	<u>726,889</u>	<u>(174,292)</u>	<u>99,708</u>	<u>393,013</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	402,554
Funds Receivable from the Ministry of Education	(9,541)



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 Receivable from the Ministry of Education

52,704
(311,997)

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,220	3,955
<i>Leadership Team</i>		
Remuneration	992,406	954,812
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	995,626	958,767

There are 9 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 Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	230 - 240	210 - 220
Benefits and Other Emoluments	0 - 10	5 - 6
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	2022 FTE Number	2021 FTE Number
100 - 110	15.00	16.00
110 - 120	8.00	8.00
120 - 130	6.00	5.00
	29.00	29.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

	2022 Actual	2021 Actual
Total	\$ -	\$ -
Number of People	-	-

21. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 2022, a contingent liability for the school may exist.

Additional funding wash up payment

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) \$252,000 contract to replace the roof on K Block as agent for the Ministry of Education. The project is fully funded by the Ministry and \$248,732 has been received of which \$121,976 has been spent on the project to balance date. This project has been approved by the Ministry; and

(b) \$254,000 contract to have the T10 Engineering Room in C Block refurbished as agent for the Ministry of Education. This project is fully funded by the Ministry and \$250,000 has been received. This project has been approved by the Ministry.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$1,576,500)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)



23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	3,236,216	1,449,362	1,474,979
Receivables	904,497	837,469	837,469
Investments - Term Deposits	2,000,000	2,500,000	2,500,000
Total Financial assets measured at amortised cost	<u>6,140,713</u>	<u>4,786,831</u>	<u>4,812,448</u>

Financial liabilities measured at amortised cost

Payables	1,312,237	1,152,491	1,152,491
Borrowings - Loans	169,732	36,302	36,302
Finance Leases	177,875	112,524	112,524
Total Financial liabilities measured at amortised Cost	<u>1,659,844</u>	<u>1,301,317</u>	<u>1,301,317</u>

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF LONG BAY COLLEGE'S FINANCIAL STATEMENTS****FOR THE YEAR ENDED 31 DECEMBER 2022**

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 1 to 20, that comprise the Statement of Financial Position as at 31 December 2022, 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 2022; 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 2 June 2023. 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, Statement of Compliance with Good Employer Policy 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

2023 Long Bay College Statement of Variance

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 2022 and how many could access the qualification by being enrolled in either 80 (level 1 only) or 60 credits (levels 2 & 3). An important factor to consider is that due to Covid, 2020 and 2021 results included greater numbers of Learning Recognition Credits and Unexpected Event Grades which perhaps inflated some results (See adjustments in 2022)*.

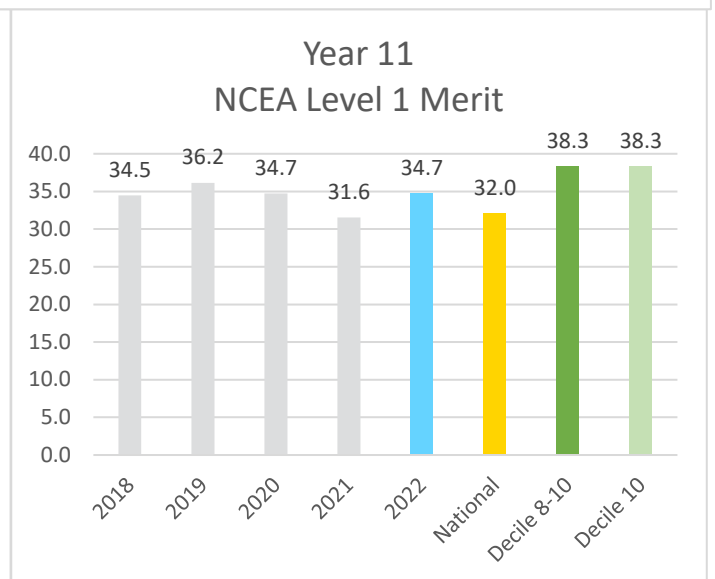
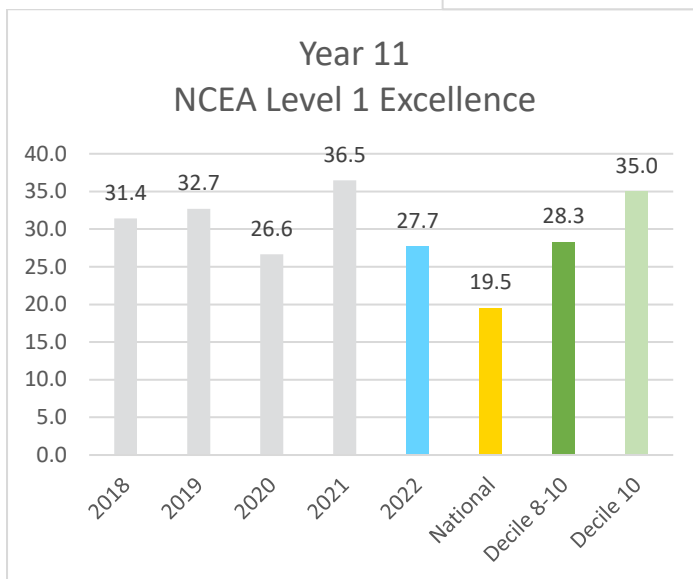
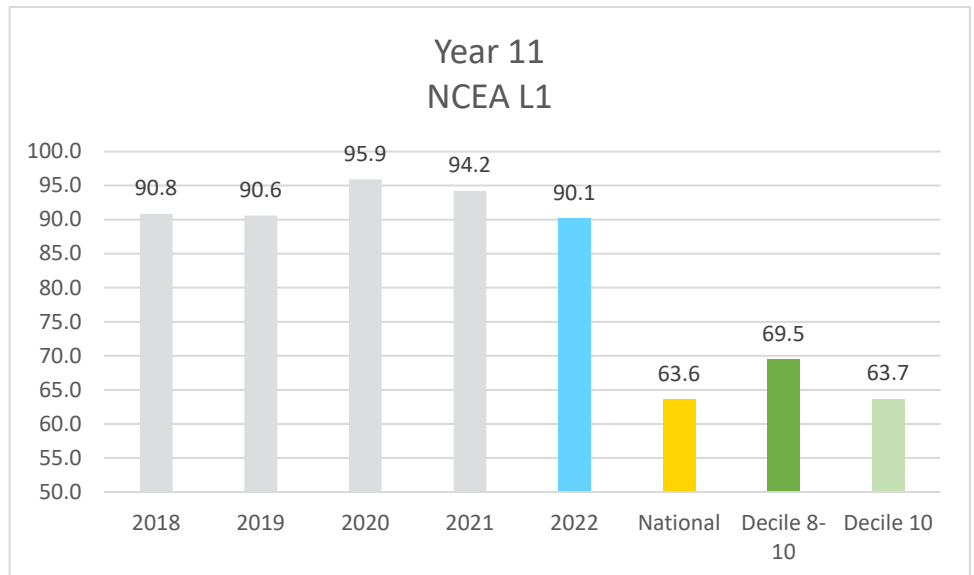
Level	Number of students in year level	Entered for sufficient credits
Y11 - NCEA Level 1	304	289
Y12 - NCEA Level 2	248	240
Y13 - NCEA Level 3	207	199
13 - UE	207	199

Level 1

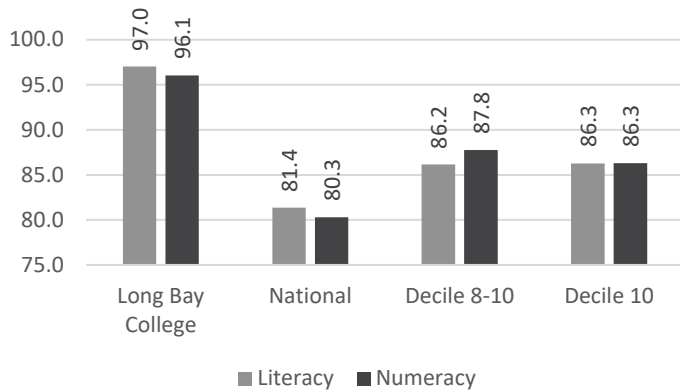
In 2021, we had 274 Year 11 students achieve NCEA Level 1. This is a comparable rate with 2019.

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

The total endorsements at Level 1 decreased on 2021 by 6.4% from 2020 to 68.0%.



2022 Year 11 Students



Literacy and Numeracy at Year 11

Our Year 11 students' achievement of Level 1 Literacy (97.0%) and Numeracy (96.1%) meant an improvement of 0.5% for literacy and decrease of 0.8% for Numeracy on 2021 figures.

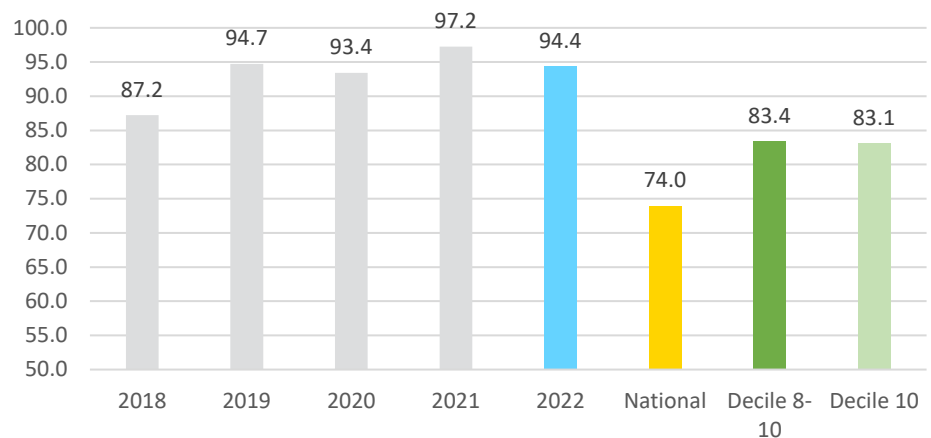
In 2021, there were 7 students who did not gain Level 1 Literacy and 10 without Numeracy. Of these students, the majority were either not attending (despite work to get them into school) or learning issues, including language, were a significant barrier plus two students who joined us late in the year.

Level 2

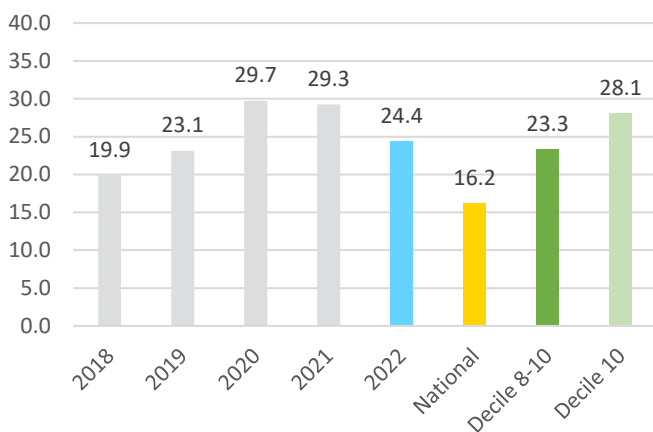
The NCEA Level 2 qualification was achieved by 94.4% of our students. This was the third highest success rate in the last 6 years.

The overall endorsement rate at Level 2 is down significantly from the previous two years with 49.6% compared to 56.5% in 2021 and 60.6% in 2020.

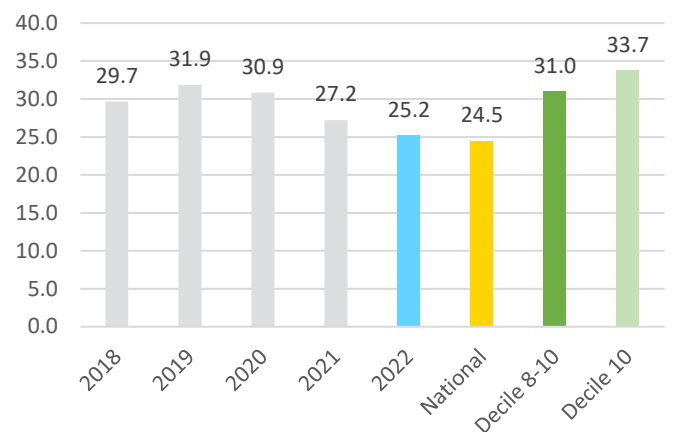
Year 12 NCEA L2



Year 12 NCEA Level 2 Excellence



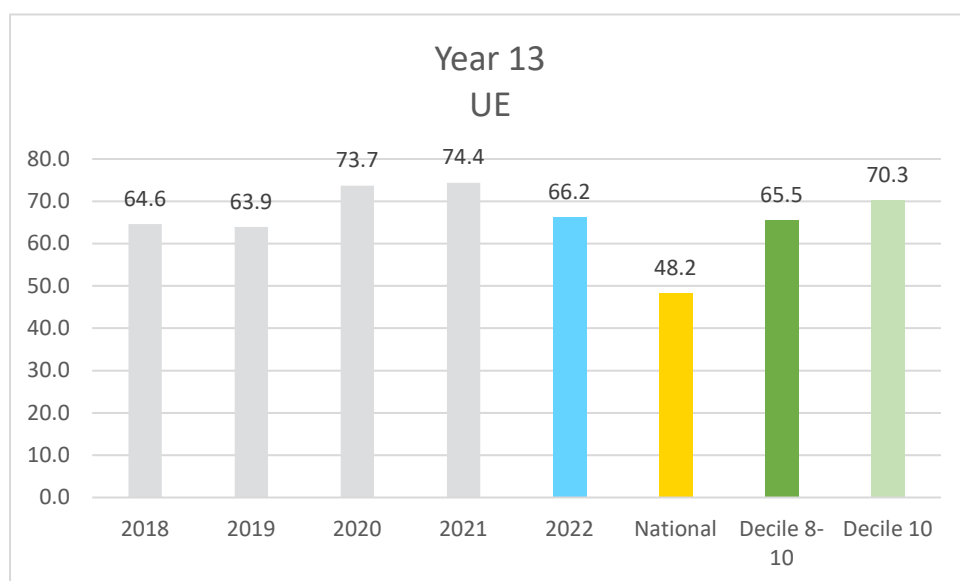
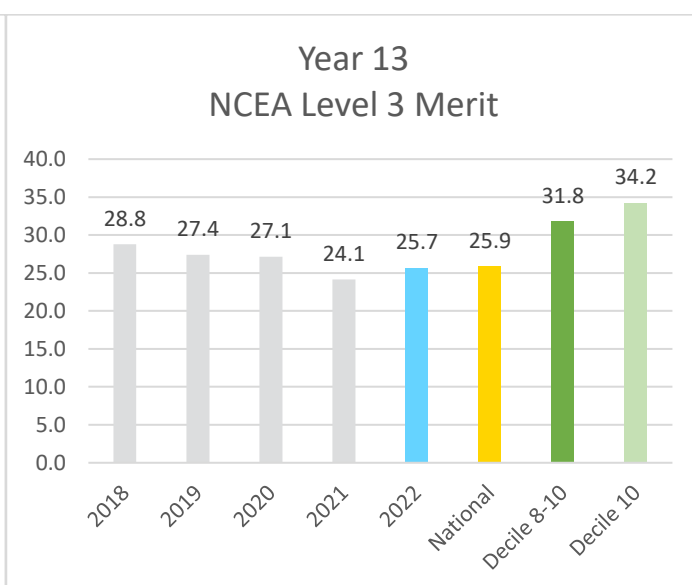
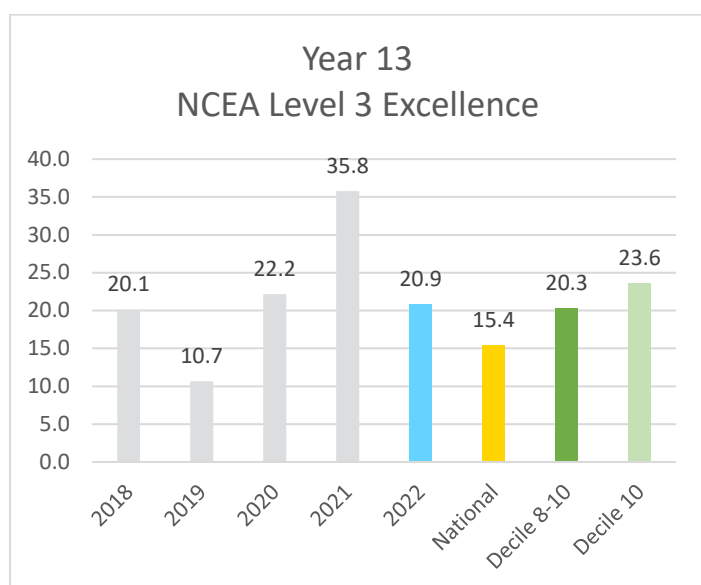
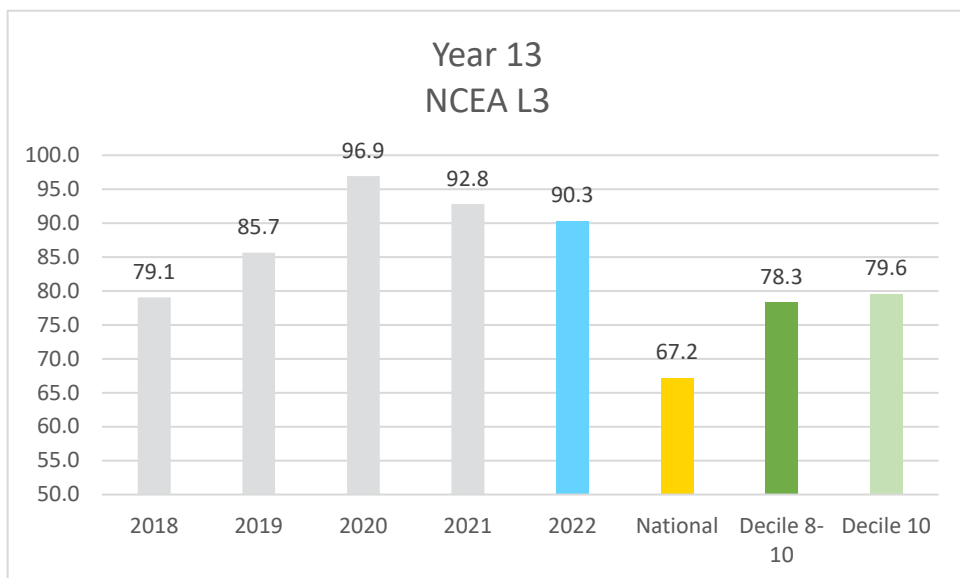
Year 12 NCEA Level 2 Merit



Level 3

90.3% of our Year 13 students gained NCEA level 3 in 2022 – the third highest result for many years (1.9% down on 2021). Of the 207 students included in NZQA stats, 199 were entered for 60+ level 3 credits and 187 passed level 3.

The excellence endorsement rate has decreased significantly (by 15.1% from 2021) returning to a rate comparable with 2020 and 2018. The overall endorsement in 2022 was 46.5%, the lowest since 2019 (38.1%).



University Entrance

Year 13 students may work towards the University Entrance (UE) qualification. In 2022, 137 year 13 students gained this qualification. We also had one year 12 student gain UE.

Adjustments in 2022*

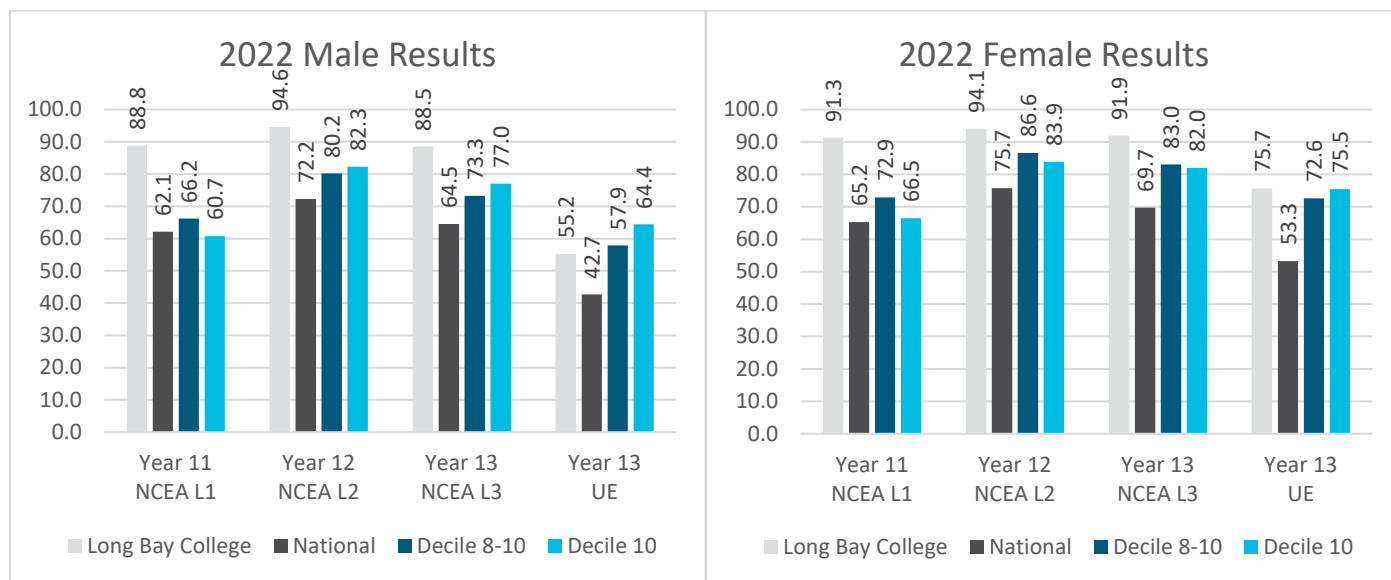
NZQA made adjustments to the structure of NCEA for students who were learning in Tāmaki Makaurau in 2022 in recognition of the disruptions that occurred due to COVID-19. These include learning recognition credits (LRCs) with 1 LRC awarded for every 5 credits achieved in 2022. LRCs are tagged to a level so are counted for overall NCEA levels but do not contribute to endorsements. There were a maximum of 10 (Level 1) or 8 (Level 2 & 3) available per

student. This is lower than in 2021 when there was 1 LRC for every 5 credits to a maximum of 16 (Level 1) or 12 (Level 2 & 3)

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. However, in 2022, the requirement was 14 credits in two subjects and 12 credits in the third.

The threshold for certificate endorsement was dropped from 50 to 46 credits (44 in 2021) and there was no change for course endorsement at 14 (was dropped to 12 credits in 2021).

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.

Ethnicity

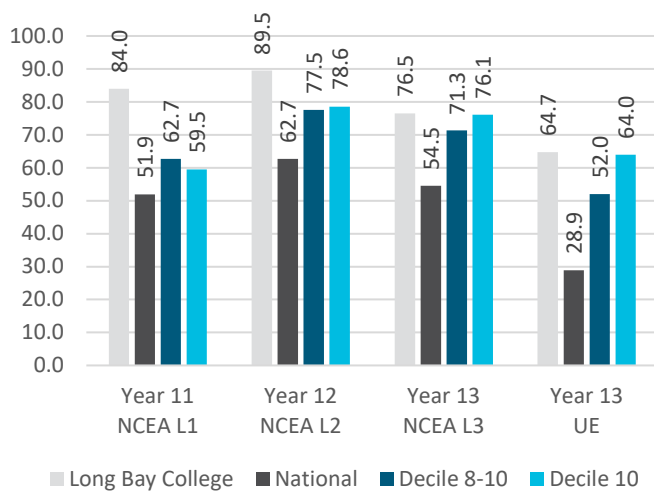
Ethnicity reporting uses total response methodology so some students may appear in more than one ethnicity grouping.

At NCEA Level 3, we had 17 students who identified as Māori, 15 of whom were entered for 60 plus level 3 credits. Of these students 13 passed Level 3 with six of them gaining endorsements and 11 gaining University Entrance. Five students identified as belonging to the Pacific Peoples ethnicity, all but one passed with two gaining endorsements and three gaining UE.

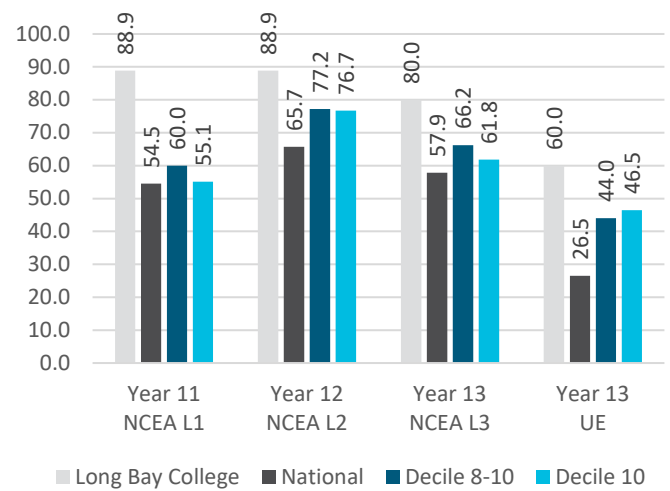
In year 12, there were 19 identifying as Māori with 17 entered for sufficient credits. Of these students 17 passed Level 2 with six gaining endorsements. Nine students identified as Pacific Peoples with all but one student being both entered for sufficient credits and passing Level 2. Two students gained an endorsement.

There were 25 students identifying as Māori in year 11 in 2022. Twelve students gained an endorsement. There were 23 students entered for sufficient credits (80+ level 1 credits) with all but two gaining NCEA Level 1. All nine students who identified as Pacific Peoples were entered for sufficient credits with eight passing Level 1. Four students achieved an endorsement.

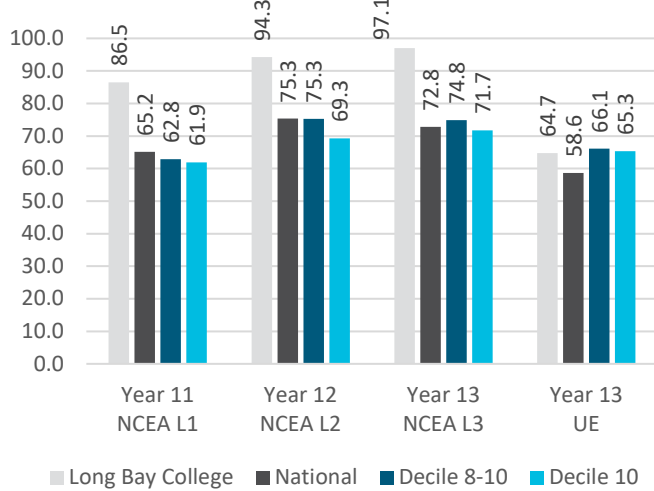
2022 Māori Results



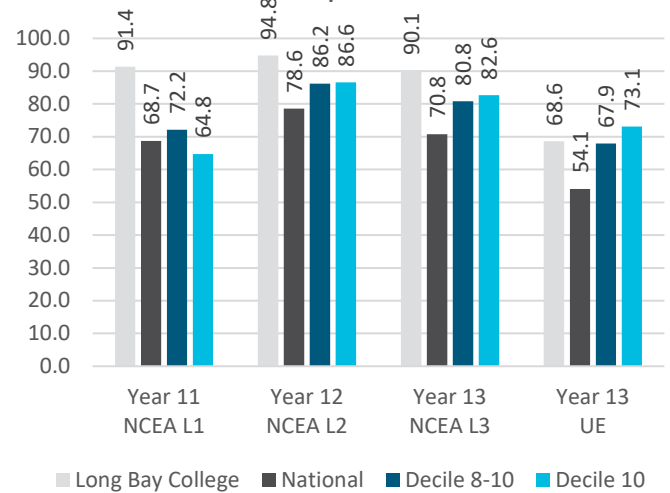
2022 Pacific Peoples Results



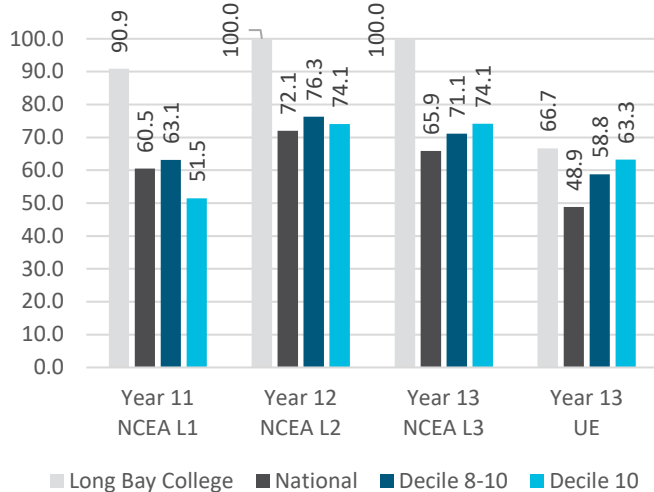
2022 Asian Results



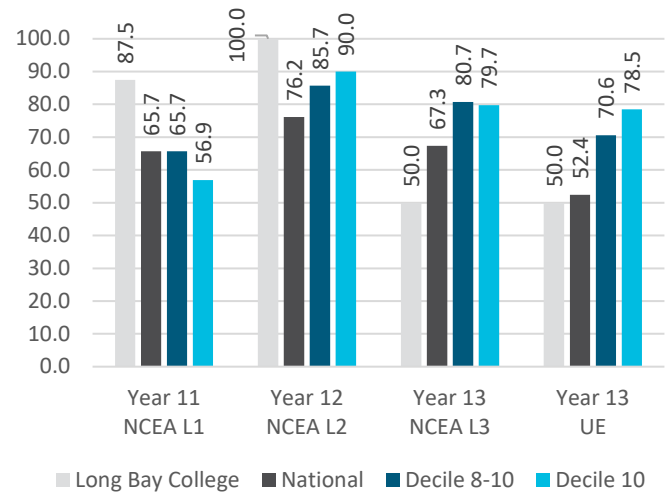
2022 European Results



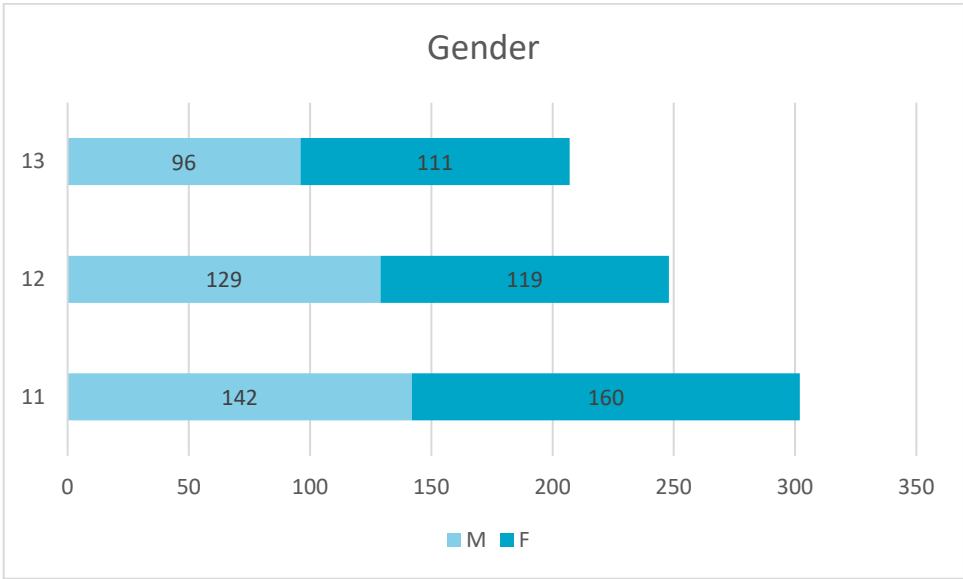
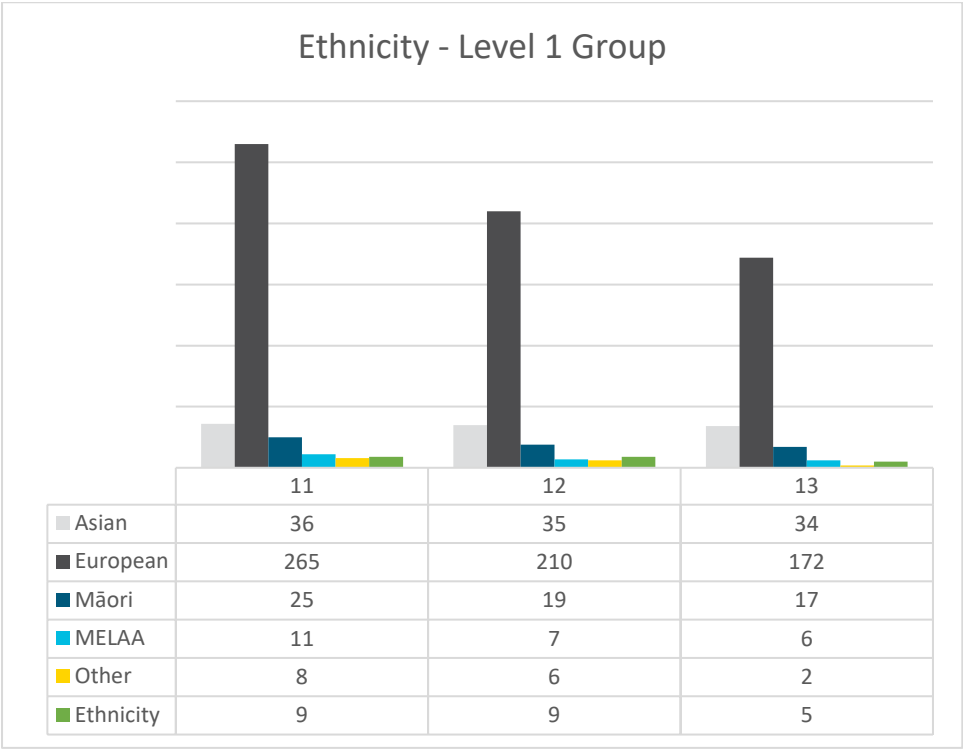
2022 MELAA Results



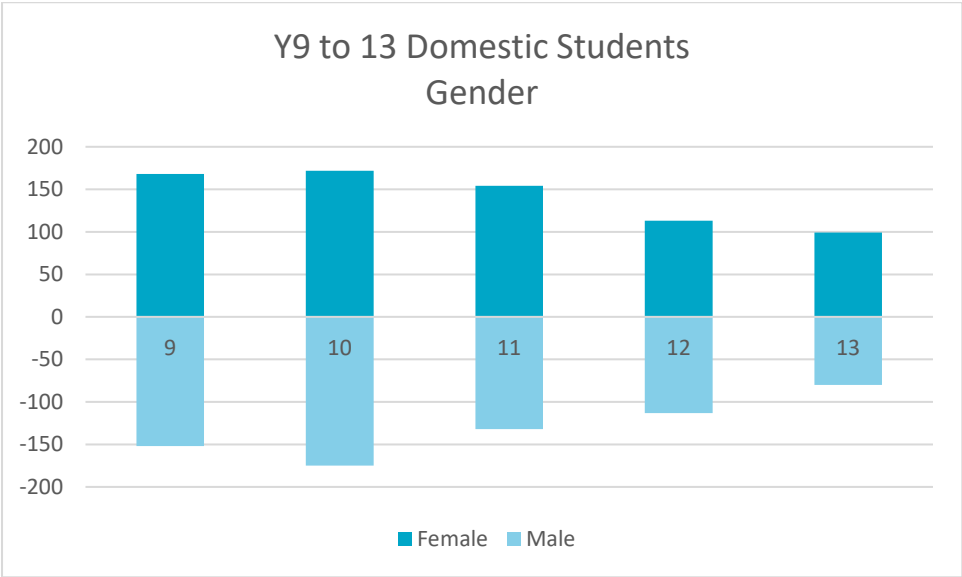
2022 Other Results



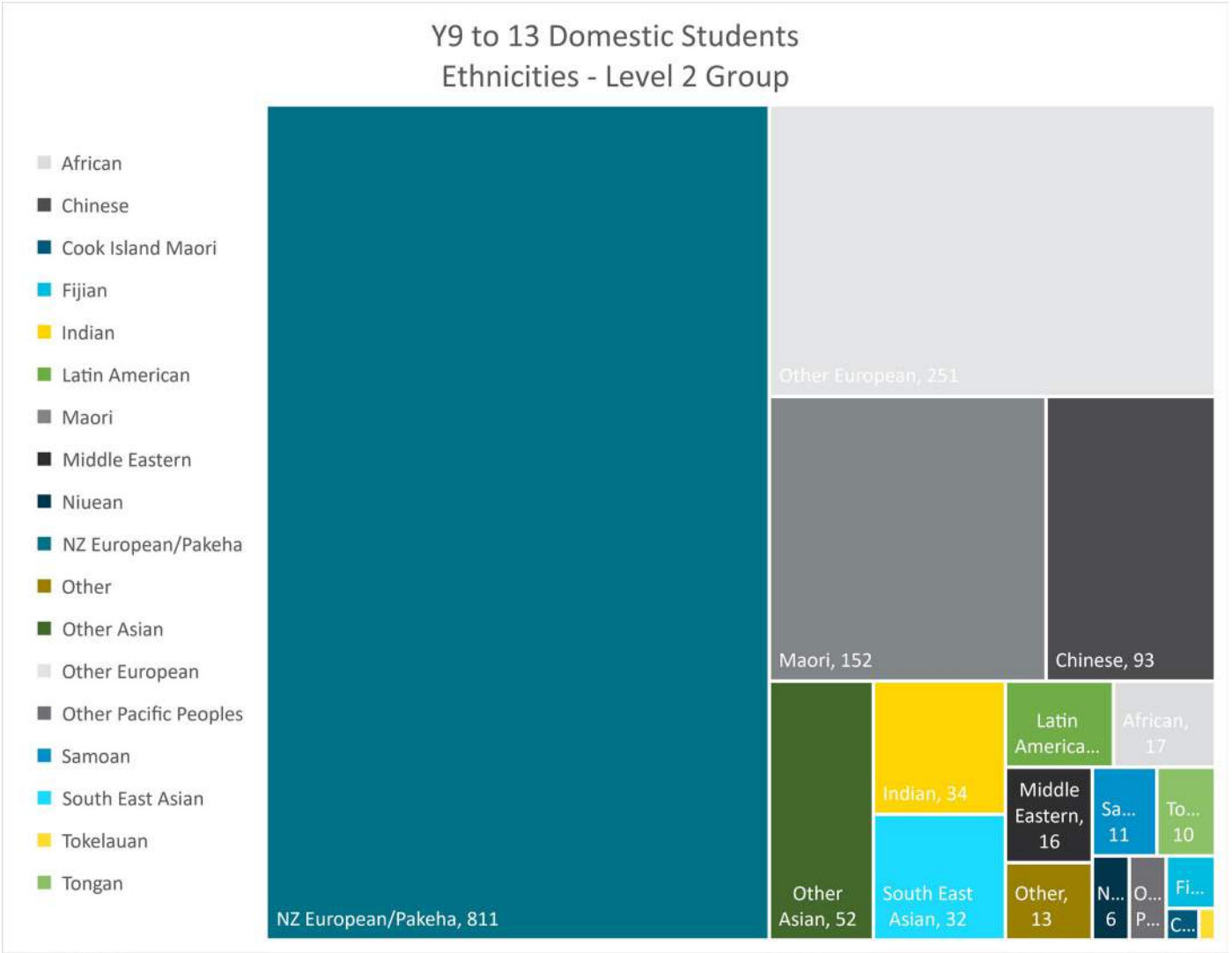
Profile of students included in NZQA Statistics



School Profile



Year level	F	M
9	168	152
10	172	175
11	154	132
12	113	113
13	99	80



The following information relates to our progress relating to the Strategic Plan and the Strategic Initiatives across the 2022 year:

 LONG BAY COLLEGE <small>Care. Create. Excel.</small>	<h2>Strategic Plan 2022 - 2024</h2> <h3>Vision: Personal Excellence for Global Success</h3>		
CARE 	Strategic Goals <i>Hauora, atawhai</i> A culture of wellbeing and care Fostering a climate of safety, extraordinary care and connectedness to develop strong, healthy and resilient students, staff and whānau	Strategic Priorities <ol style="list-style-type: none"> 1. Develop and embed an explicit, lived culture of wellbeing through programmes, practices and initiatives across the school 2. Foster wellness, creativity and personal and professional fulfilment among staff through a culture of innovative risk taking, collaboration, lifelong learning and increasingly flexible environments 	Success Measures Community members are supported to be resilient, healthy, safe and are confident to face any challenges towards achieving personal levels of excellence
RESPECT 	Strategic Goals <i>Te rerekētanga, te tika, te whakauru</i> Diversity, equity, and inclusion Committing to the development, growth and dignity of all people, guided by the principles of Te Tiriti o Waitangi, ensuring learners, staff and whānau from a diverse range of identities, abilities and experiences will thrive in this community	Strategic Priorities <ol style="list-style-type: none"> 1. Culture and curriculum to reflect local tikanga (culture), mātauranga (knowledge), and te ao (world) Māori 2. Culture and curriculum will be supportive of community members from all backgrounds, meeting their needs irrespective of religion, ethnicity, nationality, gender, sexuality, learning abilities and socio-economic background 3. Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies 	Success Measures Community members are valued, celebrated and have a strong sense of belonging and self efficacy within the LBC umbrella
CREATIVITY 	Strategic Goals <i>Tino akoranga</i> Exceptional learning Providing an exceptional, responsive learning environment in which our staff and students' needs are met through high quality, learning centred education	Strategic Priorities <ol style="list-style-type: none"> 1. Develop a cohesive PLD culture and plan which enhances all our staffs' knowledge and expertise as active participants in learning 2. Develop adaptive, engaging, research based, student-centred programmes that best serve the needs of our learners and community 	Success Measures Our students and staff and the beneficiaries of the coordinated development of initiatives that simultaneously achieve strategic goals and enhance the autonomy, value and agency of our community
COMMUNITY 	Strategic Goals <i>Whanaungatanga</i> Connections, relationships and partnerships Working to strengthen collaborative partnerships between the College and the community to both enhance student learning and provide service within the community	Strategic Priorities <ol style="list-style-type: none"> 1. Develop programmes to build a cohesive connection with our current, past and potential external stakeholders 2. Prioritising the school value of community and the service arm of our school 	Success Measures All community stakeholders feel valued, involved and are beneficiaries from their meaningful connection to our school

DRAFT IMPLEMENTATION PLAN:

A CULTURE OF WELLBEING (HAUORA) AND CARE (ATAWHAI)

STRATEGIC GOAL 1: Fostering a climate of safety, extraordinary care and connectedness to develop strong, healthy and resilient students, staff and whānau

Success Measures: Community members are supported to be resilient, healthy, safe and are confident to face any challenges towards achieving personal levels of excellence

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start & Completion Dates	Status	Commentary
Develop and embed an explicit, lived culture of wellbeing through programmes, practices and initiatives across the school	Research, identify and define 'wellbeing' within our kura for staff, students and community and determine our action plan for the next 3 years	A LBC wellbeing definition is defined and used to determine the nature of our practices and initiatives.	LEM	LEM, WSL Wellbeing, Wellbeing Committee, Health and Safety Committee, EGL (Head of Wellbeing)	Start: 2-Feb-22 Completion: 3 Nov 24	On Track	<p>An initial draft definition has been presented to the SLT, based on the The model of Te Whare Tapa Whā.: <i>At Long Bay College wellbeing is a holistic term that encompasses all aspects of our lives, including our Taha Tinana (Physical), Taha Hinengaro (Mental and emotional), Taha Wairua (Spiritual), Taha Whanau (social) and Whenua (our roots).</i></p> <p><i>Our wellbeing can change from day to day, month to month and year to year. It is affected by changes happening within ourselves and in the world around us. Wellbeing does not mean we feel good all the time. Emotions such as sadness, fear, anger and frustration are all normal human experiences, and actually help us to learn, grow, stay safe and build meaningful connections with others.</i></p> <p><i>The model of Te Whare Tapa Whā and our core values of Care, Respect, Community and Creativity help support our community to build capacity, skills and resources to cope with these emotions in a way that is positive and constructive for our growth and development.</i></p> <p><i>By nurturing and strengthening all 4 dimensions of Te Whare Tapa Whā and acknowledging our whenua we are supporting our health, wellbeing and building resilience.</i></p> <p>From this we can then build the action plan moving forward. With a focus in PLD in Term 1 being around Wellbeing, with the support from outside speakers.</p> <p>Alongside this we will be introducing Goodspace for analysis of student wellbeing, this is through Dr Stuart Jenkins and MoE, an initiative that will allow us to identify students that may required support from our wellbeing team, who may not have been already identified.</p>

							https://www.goodspaceschools.com . In addition we are going to trial a student wellbeing checkin system, through Nicky Bonus and the life skills group, to see how we can monitor students wellbeing, and then through the wellbeing team and Deans put plans in place to support.
	PLD for wellbeing focusing on determining our definition, resilience and our culture of care	Regular, strategic PLD is developed to meet the needs of our community and is recognised by our community	LEM	LEM, BIC, PLD Committee	Start: 2-Feb-22 Completion: 30 Nov 22		We are currently in the process of planning the PLD that will be in place for Term 1 2023. This comes from the definition that has been drafted. We are aiming for an initial speaker at the start of the term for staff, followed by 6 follow up sessions, for whole staff and faculty areas. As part of this we are using the supports from Nicky Bonus - who has worked with a large number of schools.
	Develop the peer support programme to have senior students (with a focus on boys and development of leadership skills) paired with Year 9 Atawhai classes to ease transition into high school	Peer support programme will be well provisioned, will have more applicants than required and X% boys participating	LEM	DOR (WSL Wellbeing)	Start: 2-Feb-22 Completion: 30 Nov 22	Postponed	Peer support programme is up and running. The programme is providing support through the Atawhai system in terms 1 and 2, linking peer support leaders with Atawhai Groups in Year 9. The peer support leaders undertake 2 days training at the start of the year, with the Year 9 Year Level Deans attending a PLD session in the previous year. 2022 - 60 leaders 15 male, 45 female 2023 - 65 leaders 15 male, 50 females A focus moving forward is to increase the male students supporting in this role, bring it to 50% / 50 % m/f.
	Continue to review and ensure that our wellbeing provision and services are suitable for the needs and demands of our school, including appointing the equivalent of 3 FTTE counsellors, a Registered Nurse and 4 Youth Workers	School nurse, additional counsellors, additional youth workers appointed and wellbeing centre support are appointed	LEM	LEM, EGL (Head of Wellbeing)	Start: 2-Feb-22 Completion: 30 Nov 22	Completed	
	Ensure the Wellbeing Centre is equipped to be culturally responsive <ul style="list-style-type: none"> • PLD with bilingual staff • PLD with international staff • PLD with external services • Establish greater connections with International team 	<ul style="list-style-type: none"> • Implementation of PLD • Student and staff surveys 	JON	LEM/EGL/MOR (WSL CRP)	Start: 2-Feb-22 Completion: 30 Nov 22	On Track	JON delivered PLD to Wellbeing Staff on Working with Asian students; also meeting with Youth Workers to look at strategies to offer additional support to Asian students; developing understanding of the expectations of the International Code of Practice across the Wellbeing Centre; growing links & collaboration between International Team (bilingual staff) & Wellbeing Centre.

	Atawhai - a shift in focus to developing 'soft' inter personal skills (understanding, mental health, empathy etc) and life skills (eg financial literacy)	PLD delivered and audit of staff confidence conducted	LEM	Atawhai Working Group, DOR, EGL	Start: 2-Feb-22 Completion: 30 Nov 23	On Track	We have some resources in place for specific Year levels around financial literacy for term 3 and the wellbeing initiative above we will be looking at the PLD programme which will support staff within this space to engage with students and support.
	Increased student participation in cocurricular sports and clubs • Junior production • Fortnightly house challenges (sporting and non sporting)	Increased number of events and participants	STR	FIE, MIS, SAA and whole staff	Start: 2-Feb-22 Completion: 30 Nov 22	Postponed	<p>On Track: In 2023 there has been a 60% increase in the quantity of Clubs and Activities (non-sporting) offered at Long Bay College and a significant increase in student leadership opportunities in this space. This is in part due to the promotion of students taking the lead of these initiatives and providing staff to support as managers. Students have welcomed the opportunity to start new initiatives and staff have been generous with their time to support these. A new centralised structure has been setup to support staff with starting up and maintaining these groups and ensuring that there is uniformity in approach and that H&S measures are taken into account. All information can be found in a master notebook which can be updated at anytime. Close work with Marketing has been in place to ensure that the website is up-to-date with new Club and Activity details. Currently the leadership category of the website is under review and about to be updated.</p> <p>Elements of this goal that have been postponed/changed are: 1) Fortnightly House challenges are being planned for implementation in 2023. Although some have taken place in 2022, these are not yet at a fortnightly frequency. This is mostly due to changes in staffing for the WSL Community role (DUJ to MIS). I am confident that this is well on track for next year. I am continuing to meet with MIS to support this process. 2) A stand alone Junior Production was not held in 2022. In it's place was a whole school production 'All Shook Up' which included Junior and Senior students. This integrated junior/senior approach on an annual rather than bi-annual basis is the most preferred model going forward and is what has been proposed for 2023 by our relatively new to LBC Performing Arts staff team.</p>

	Enhancing our commitment to becoming an environmentally friendly school by devising a sustainable plan relating to clear and cohesive practices across our school	Securing and maintaining the 'Enviro Schools' Silver award and progressing towards the Gold standard	STR	BCY, Ecolution lead, Sustainability prefects, Property	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	<p>In 2023 a Sustainability Student Council was established which provides strategic direction for the school and opportunity for student leadership growth and strong succession. This group meets weekly with the support and leadership of STR and the Sustainability Prefects. Key goals that are in development including working towards Enviroschools Green Gold status (on track for 2023); creating greater sustainability reach across the school through events and sustainability initiatives (World Environment Day was held across the school in 2022); developing stronger transition links with feeder school (links with Long Bay Primary and Northcross Intermediate are underway); and growing stronger community outreach links and enviro-partnerships (strong links have been established with the Auckland Council Sustainability team and Restore Hibiscus and Bays with guest speakers attending Council meetings. Students have also volunteered for a number of community planting days over the year.)</p> <p>Ecolution still remains as an active club in it's own entity with a focus on being more hands on with the garden initiative on school campus and composting across the school. An Upcycling group has also been established for those who wish to get creative with re-purposing waste. There is cross-over between members of Ecolution, Upcycling and the Sustainability Council.</p> <p>Enviroschools Bronze and Silver awards are now framed and on display at reception and Enviroschool signage has been installed at the front entry of the school to create greater visibility and awareness in our community.</p>
	<p>Improving consistency and quality of International student care outside of school hours</p> <ul style="list-style-type: none"> • Ensure resources are in place and staff on board • Increase caregiver engagement • Develop external relationships • Work with broader international team to identify priorities and staff and implement initiatives around international student wellbeing • Revise caregiver guidelines • Grow social networking (APP) • Develop social support and training 	<ul style="list-style-type: none"> • Engagement data • Surveys (student/staff/agent/caregiver/parent) 	JON	International Team	Start: 2-Feb-22 Completion: 30 Nov 22	On Track	<p>Equip'd Programme (Harbour Sport & Global Ambassador students) now in place, successful Term 2 sessions (Touch Rugby, Dodgeball, Tabletennis) with 80-92% participation from International students, will grow now across Cultural Council & EAP; weekly programme will also focus on wellbeing & student progress checks (Code); Great Families Charitable Trust (NGO) is also adding in Future Focussed Programme, focusing on supporting Asian students with the skills they need to pathway successfully as young adults in New Zealand; International student engagement in volunteer work in the Rosedale Park Restoration Project; Discover Aotearoa programme under redevelopment for July intake of students; individual online meetings with students & parents where concerns /questions arise (SHX & PHA supporting with translation); Global Ambassador online meetings with new students support continued engagement and offer care pre-arrival; Homestay bank currently under review, ready to start recruiting & training new host parents.</p>

	for caregivers (bilingual) • Explore initiatives run by NGOs (eg Asian Family Services and Great Families) • Explore capacity of bilingual wellbeing support services which are culturally responsive						
	Explore the potential for an International Boarding House to offer high quality accomodation and scaffolded support for International students	<ul style="list-style-type: none"> • Plan written and if viable: • Partners secured • MOE approval • Building project commenced 	JON	BCY, MOE, External Partners, HEA, BOT	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	Meeting took place between long-term potential investor, JON, HEA and BCY in Term 3 holidays, including a site visit. MOE have confirmed that a private /public partnership is possible.
Foster wellness, creativity and personal and professional fulfillment among staff through a culture of innovative risk taking, collaboration , lifelong learning and increasingly flexible environments	Create a Staff Events Coordinator role to: <ul style="list-style-type: none"> • Support the planning and celebrating of staff achievements • Celebrating staff supporting each other • Growing connections of staff within the school • Coordinating events which positively enhance staff morale 	<ul style="list-style-type: none"> • Welcoming new staff during induction and buddying new staff. • Keeping a record of recipients receiving the Good Sorts. • Introducing and Highlighting staff and their roles within LBC • Increased staffroom use, for cross faculty connections. • Initiatives which support staff well-being • Term 1 Welcome event • Social Events throughout the year (1 per term minimum) • Christmas Staff Social 	BIC	MIA, Staff Wellbeing Working Group, DOR, EGL	Start: 2-Feb-22 Completion: 30 Nov 22	On Track	Induction process under review for start of 2023. Proposal to run the programme over 2 days to ensure new staff are not overloaded and have key information and time to reflect prior to students arriving. Record of Goodsorts Award established and now considered BAU (Business as usual). Prior to Staff Briefing MIA introduced key facts about a staff member for staff to guess who it was and then their roles within LBC were highlighted. Staff who graduate from Provisional Teacher (PCT) to Fully Registered teacher are now recognised alongside their mentor, within the PCT Meeting and again at Staff Briefing. Official naming of Perkins Auditorium in recognition of service was celebrated with the inaugural Performing Arts Alumni concert. Final Accord Day 2023 - Staff who have worked at LBC for 10+ years will recieve a certificate in recognition of service. In 2023 would like to extend this to include staff achievements within and outside of school and student service recognition as well. Staff Quiz (4th Nov) next event. Christmas Staff Social booked for Lula Inn. Further progress required: Introducing and highlighting staff and their roles within LBC and greater Staffroom use for cross faculty connections.

Identify opportunities for staff to move into fixed term roles that give them the capacity and capability to influence school operations outside of their normal spheres of operation	<ul style="list-style-type: none"> • New roles to be identified • Strategic appointments to be made • Additional resourcing to be sourced 	HEA	SLT	Start: 10-Jan-22 Completion: 30 Nov 24	On Track	Assistant Principal, Staff Events Coordinator, Curriculum Development and Pedagogy Support, Day Relief Support, Maori and Pasifika Coordinator, Mentoring Coordinator, Front of school coordinator, Year 9 Core Class Coordinator, Year 10 Core Class coordinator, Chinese Liaison, Medical Room Attendant, Guidance Counsellor, 2 additional Youth Workers. WSL Roles: Digital Platforms systems and support, Professional Learning Leader x4 (Pedagogy, Pedagogy, Digital Pedagogy, Culturally Responsive Practice), Local Curriculum Leader, Diversity Equity Inclusion, Mentoring Coordinator, Community Coordinator, Wellbeing Coordinator all roles introduced for 2022 to assist the delivery of the strategic plan. Roles for 2023 currently under consideration.
Refine the in-house Leadership Development Programme for our aspiring staff	<ul style="list-style-type: none"> • Staff are well positioned to progress in their careers within two years of completion 	BIC	WIN, STR	Start: 2-Feb-22 Completion: 30 Nov 22	On Track	5 Inhouse sessions now complete: (1) Who are we and where are we going? (2) Relational Trust & Self Awareness (3) Leadership (4) Strategic Planning (5) Wellbeing Springboard Trusts Coaching for Leadership, 360 Feedback and Coaching also completed. Shadowing completed. Final session scheduled for 23 Nov "Goal Setting, High Trust Talk and Solving Complex Problems" University of Auckland. Upcoming: Seeking feedback to shape 2023 programme and advertising for 2023 candidates.
Health care services for staff through the Wellbeing Centre <ul style="list-style-type: none"> • Identify scope of care available • Establish process to protect privacy and sensitivity (time, place and facilities) LEM	<ul style="list-style-type: none"> • Level of staff engagement 	LEM	EGL and School Nurse	Start: 3-Feb-22 Completion: 28 Apr 22	Postponed	We have the staff in place, at present the focus is on students, and working through the current health environment. Wellbeing team are supporting staff when required. The team are building and developing connections with outside agencies so that further support students.
Space and time created for learning, work and personal development to be cultivated <ul style="list-style-type: none"> • PLD plan incorporates reflection/personal development time for staff • Explore options for flexible work/learning for staff and report on this 	<ul style="list-style-type: none"> • Work/Home protocols that protect wellbeing are visible and lived • Plan relating to options and findings completed and reported to the SLT and BOT 	BIC	BIC, SLT, HOF, EGL Wellbeing Committee	Start: 3-Feb-22 Completion: 30 Nov 24	On Track	Shift to set e-mail times observed. 7:30am-6pm only unless prior arrangement and agreement. PLD Schedule for 2022 was reviewed frequently during the year and staff feedback helped shape changes in this space. As a result 2023 will have term thematic focus and more time for faculties to reflect on learning into own practice. 2023 PLD Planning underway. Term 1: Wellbeing and Tikanga, Term 2 & 3: Curriculum Design, Cultural Competency and Cultural Responsiveness. Term 4: TBD based on feedback/reflections of Term 1-3.

DRAFT IMPLEMENTATION PLAN:

DIVERSITY, EQUITY & INCLUSION (TE REREKĒTANGA, TE TIKA, TE WHAKAURU)

STRATEGIC GOAL 2: Committing to the development, growth and dignity of all people, guided by the principles of Te Tiriti o Waitangi, ensuring learners, staff and whānau from a diverse range of identities, abilities and experiences will thrive in this community

Success Measures: Community members are valued, celebrated and have a strong sense of belonging and self efficacy within the LBC umbrella

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start Date	Status	Commentary
Culture and curriculum to reflect local tikanga (culture), mātauranga (knowledge) and te ao (world) Māori	Investigate and understand our place within the local Māori culture in relation to tikanga, mātauranga and te ao Māori (T.M.TA) <ul style="list-style-type: none"> • build local connections with iwi and schools • access/build resources and systems for sharing and use 	<ul style="list-style-type: none"> • Engagement is measured • Resources built and the system is accessible to all 	BIC	HOFs, DEN, SCH, SLT	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	<p>BIC/SCH/HEA met with Robin Taua-Gordan from Te Kawerau a Maki and discussed partnership with LBC and Mana Kura Programme. The programme is a 3 year formal engagement process to ensure the sustainability of the relationship and embedding of knowledge.</p> <p>Our application for Regional Ministry Funding was successful. 300hrs over 2 years. We are working with Hone Heke Rankin to further shape this programme. Key objectives:</p> <p>(1) Ahuatanga - Uplifting of spirit</p> <p>(2) Ōku Tūrangawaewae - To learn about our unique place</p> <p>(3) Akoranga - Grow capacity to teach and learn in our unique context</p>
	The 3 principles (partnership, participation and protection) of Te Tiriti o Waitangi are woven into everything we do and the presence of Mana Ōrite is increased including in policies and procedures	<ul style="list-style-type: none"> • Evidenced in policy documents • Meeting routines 	HEA	BOT, SLT	Start: 27-Jan-22 Completion: 30 Nov 22	On Track	Policies rewritten and SchoolDocs contracted in June to ensure our policies are regularly reviewed and updated in accordance with national policy and legislation. Mātauranga (Māori knowledge) and tikanga document and cultural procedures in development and introduction of karakia, whakatauki and waiata now prevalent at gatherings.

Develop programmes to build a cohesive understanding of both bicultural and intercultural responsiveness and competencies	Develop a curriculum that is diverse, responsive, inclusive and representative of all students	<ul style="list-style-type: none"> • Staff are equipped to support Mana Ōrite honoring approaches in our kura and beyond • Classroom practices are supportive of diversity, equity and inclusion • Schemes of work are reviewed and amended to ensure that diversity, responsiveness and representation are appropriate 	HEJ	HOFs, WIN, MOR	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	Scheme of work review initiative is complete with clear areas of focus identified. Findings have been reviewed by HEJ and HEA and will be presented to the Heads of Faculty in Week 6. Accord Day 8 will also focus on best practice aspects of scheme of work design (specifically the work of Wiliam, Leahy, Bishop and Hattie) Cultural competency initiatives supporting further treaty related scaffolding for Heads of faculty will be delivered in week 4 of Term 4 following deferral in Term 2. The subsequent Accord Day 7 supporting wider staff consideration of cultural competency and developing shared understanding of the Tātaiako. This builds on previous direct scaffolding and consideration of the Mana Ōrite and matuaranga Maori have been put a feature of accord day supports. QA Faculty action plan summaries relating to Te Tiriti have been developed. In several instances these have initiatives being deferred to support the securing of the school wide reset relating to teaching, learning and behaviour.
	Embed local curriculum into our programmes <ul style="list-style-type: none"> • Connect to/share NCEA big ideas across the school • Writing effective schemes that include local curriculum • Incorporate into Atawhai programme 	<ul style="list-style-type: none"> • Audit our programmes for inclusion • Schemes include T.M.TA • T.M.TA are embedded in our teaching practice • T.M.TA are embedded in our Atawhai programmes 	HEJ	LEM, HOFs, HOD/S, SLT, Atawhai Working Group	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	Local Curriculum audit completed. Exploratory focus on prevalence of high quality summative and formative assessment being developed. The “In action” series of texts developed by Tom Sherington being a central reading. Faculty action plans supporting Te Tiriti, mana orite and matauranga maori have been developed and are in place with specific initiatives being deferred to support the securing the school wide reset relating to teaching, learning and behaviour. Grounding schemes of work to support Tātaiako directly providing a vehicle to support TM.TA in our programmes of study. This approach being introduced to the Heads of Faculty in Week 4.
	Investigate how we create a greater connection and place greater importance on and between our kura and Te Puna Waiake <ul style="list-style-type: none"> • Create and develop a plan for the whare nui in the short and long terms 	<ul style="list-style-type: none"> • Plan will be presented to SLT and BOT on future direction of wharenui 	BIC	BCY, SCH, JON	Start: 2-Feb-22 Completion: 30 Nov 22	Postponed	On hold while establishing iwi partnership. Possible sites discussed: Back of gym placing Te Puna Waiake at the front of the school and Infront of O Block, visible from the front of the school.

	Review and identify student needs from Learning Support to ensure that all learners are able to experience academic success	<ul style="list-style-type: none"> Students and staff are supported to deliver excellent outcomes for our learners requiring additional support 	BIC	HOFs	Start: 2-Feb-22 Completion: 30 Nov 23	On Track	Strategic Plan and Action Plan for Learning Support is underway. Key objective is ensuring Learning Support benefits more students in the mainstream and becomes a centre for all. BOT Funded teacher aide appointed. IEP (Individual Education Plans) are no longer only for ORS students (Ongoing Resourcing Scheme - for students with highest ongoing levels of need for specialist support) . 50 IEP's now in place.
	Improve the visibility of Te ao Māori <ul style="list-style-type: none"> Artworks (carvings, symbolism) commissioned to highlight bicultural foundations and placed with prominence Practices and events held that place significance and importance on Māori celebrations 	<ul style="list-style-type: none"> We visibly and tangibly reflect a kura of Aotearoa Matariki festival is hosted for Kahui Ako partener schools and powhiri have more prominence Kapa haka perform at Polyfest 	BIC	SCH, ADA, BOT, External partners	Start: 2-Feb-22 Completion: 30 Nov 23	On Track	LBC hosted a successful Kāhui Ako Matariki Festival. Te wiki o te reo Māori celebrated with activities for all to get involved with: Poi toa (Poi Throwing), Kemu (Maori Games), Raranga (Weaving), Ki-o-rahi, Scavenger Hunt. A minute of silence was held to celebrate the 50th anniversary of the Maori Language Petition. A group of staff learnt our karakia (Whakataka te hau) as a waiata. Harbour Sport Initiative culminated with a day at MERC and shared meal. 15 year 10-11 Māori and Pasifika Boys were involved. Karakia start and end PLD, HoF, SLT Meetings.
	Investigate the development of Whānau hui and Fono groups and related connectivity with whānau	<ul style="list-style-type: none"> Groups become significant contributors towards the direction the school takes for our Māori and Pasifika students 	BIC	LUP, SCH	Start: 2-Feb-22 Completion: 30 Nov 23	On Track	3 successful Whānau Hui held. Last hui will be a bbq at Long Bay Regional Park with potential to invite newly enrolled Y8 whānau. 30-45 attend / upto 12 families represented. Aim is for 2023 hui to be led by parents and students and LBC school update included. Komiti Matu'a / Matua established. Led by Fusi Magill with support from Saia Havilli, Sef Manu & Aubrey Cooper) - 3 Goals: (1) Cultural Experience (Tongan Cooking - Sapasui & Ota Ika, Tongan Dance - Tau'olunga) (2) Keep Active (Fun family game day last Sat of holidays - Term 2 Netball, Term 3 Volleyball) (3) Children Education (Supporting Pasifika Language Weeks)

DRAFT IMPLEMENTATION PLAN

EXCEPTIONAL LEARNING (TINO AKORANGA)

STRATEGIC GOAL 3: Providing an exceptional, responsive learning environment in which our staff and students' needs are met through high quality, learning centred education

Success Measures: Our students and staff are the beneficiaries of the coordinated development of initiatives that simultaneously achieve strategic goals and enhance the autonomy, value and agency of our community

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start & Completion Dates	Status	Commentary
Develop a cohesive PLD culture and plan which enhances all of our staffs' knowledge and expertise as active participants in learning	Deliver PLD that meets the needs of staff: <ul style="list-style-type: none"> • Culturally Responsive Pedagogy • Mana ōrite mō te mātauranga Māori • Pedagogy - BYOD/Digital/SAMR/DDDO/Computational Thinking • DEI • Tikanga, Ako, Mahara 	<ul style="list-style-type: none"> • Staff able to demonstrate and implement a greater and deeper understanding of: the history, importance and relevance of Te Tiriti o Waitangi, Ka Hikitia, Ka Hāpaitia, Tātaiako to support culturally responsive pedagogy • Principles of Mana ōrite mō te mātauranga Māori are embedded within faculties • All faculty unit plans address culturally responsive pedagogy to identify how Māori can achieve educational success as Māori • Visible through QA (Quality Assurance) process, Action Planning and through the imbedded practice of Tikanga, Ako and Mahara pedagogy 	HEJ	SCH, WIN, Professional Learning Team, BCY	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	QA reviews scheduled for Term 4 with HEA, HEJ and Faculty Leads considering action plan progress. Week 4 HoF meeting and Accord Day 7 supporting Tātaiako development and understanding of cultural competency. Wider reading supporting cognitive load theory is nearly completed with mapping of described approaches to our Mahara model underway. This supporting the development of specific approaches to teaching and learning for the wider staff to engage with in 2023. Digital Curriculum delivery across the school being further supported by the launch of projects in Week 4.

Develop a cohesive PLD culture and plan which enhances all of our staffs' knowledge and expertise as active participants in learning	<ul style="list-style-type: none"> • Te Tiriti o Waitangi • Te reo me te tikanga Māori (TRMTTM - the language and customs) • Support Staff to be provided with opportunities to enhance relevant skills and capabilities 	<ul style="list-style-type: none"> • Staff able to demonstrate and implement a greater and deeper understanding of: the history, importance and relevance of Te Tiriti o Waitangi, Ka Hikitia, Ka Hāpaitia, Tātaiako to support culturally responsive pedagogy • TRMTTM - identify and implement a programme of learning which can be built into the PLD structure • Support staff engaged in meaningful, specific, training 	BIC	SCH, Professional Learning Team, BCY	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	BIC/BES Completed Te Ahu o te Reo Māori - Ministry of Educations nationwide initiative supporting te reo Māori development of teachers. Some PE Staff have been completing Toro Mai free introductory courses via Massey. Hikairo Schema workshop scheduled for 1 Nov with key LBC staff to see how this could fit with our Teaching to the Northeast Philosophy. The Hikairo workshop is a practical way for teachers to set goals to develop their understanding of Te Tiriti o Waitangi, Ka Hikitia, Ka Hāpaitia, Tātaiako to support culturally responsive pedagogy and aligned with the Standards for the Teaching Profession. Karakia now part of the tikanga for PLD, HoF, SLT Meetings.
	Develop HOF protocols for supporting PLD and Action Planning • Focus oN QA - ToW, High Academic Outcomes, Exceptional Learning Principles, Leadership Development	Greater cohesion across Faculties and Faculty Leaders measured in academic outcomes and enagement data	HEJ	SLT, HOFs	Start: 2-Feb-22 Completion: 30 Nov 22	On Track	Some work has been done in this space but progress halted as CUR resigned from co-ordinator role to focus on other aspects of her position. THM has been working with individual Year 10 students to explore the barriers/challenges to positive attendance and
	Review of staff induction protocols • Greater emphasis on TAM, Research Based Practice,	Increased levels of education, understanding and confidence within our staff over their first two years at our kura	BIC	HEJ, Professional Learning Lead Team, SCT	Start: 2-Feb-22 Completion: 30 Nov 23	On Track	Induction process under review for start of 2023. Proposal to run the programme over 2 days to ensure new staff are not overloaded and have key information and time to reflect prior to students arriving. SCT (Specialist Classroom Teacher) programme now incorporates TAM (Tikanga, Ako, Mahara, Teaching towards the Northeast). PCT1's (1st Year Provisionally Registered Teachers) attend all meetings. PCT2's (2nd Year Provisionally registered teachers, OTT (Overseas Trainned Teachers) and New to LBC teachers attend the meetings as required when content is relevant.
Develop adaptive, engaging, reasearch based, student-centred programmes that best serve the needs of our learners and community	Curriculum Design SAMR (Substitution, Augmentation, Modification, Redefinition), CT (Computational Thinking), DDDO (Designing and Delivering Digital Outcomes),	<ul style="list-style-type: none"> • Evidence of SAMR progression • Evidence of teaching that supports high quality CT, DDDO • Measured through quality QA process, Action Planning and to see imbedded practice 	LEM	Professional Learning Lead Team, HEJ, BSP	Start: 2-Feb-22 Completion: 30 Nov 24	Postponed	Focus in Term 1, has been SIB supporting with the "Develop a cohesive PLD culture and plan which enhances all of our staffs' knowledge and expertise as active participants in learning". Linking in term 2 to the QA. Currently SIB is working on a clear definition of what SAMR means, so that this can be shared with HoF/teachers after a gap in time from last year - SIB is also currently looking at best practice across schools, but also tertiary. This is to ensure that we move up the SAMR model to ensure we have affective use of the digital tools, not just engagement, but enhancing learning. This will then allow the development of an alignment against the QA documents and develop clear enhancements and PD to support student learning and achievement through the use of digital tools at the higher SAMR levels, not just substitution. Sitting alongside this is the area of Computational Thinking (CT) and Designing and developing digital outcomes (DDDO), and how these sit within our curriculum. Building this as part of the Technology Curriculum. In addition, BSP continues to support staff with upskilling in software

							skills, across the Microsoft platforms, bridging some of the gaps that exist.
	<p>Cuurriculum Design</p> <ul style="list-style-type: none"> • Review of current lesson planning and current observation format, schemes of work, self and peer observation resourcing, SCT support, new staff induction and protocols, complex needs review, DEI review, Local Curriculum review • RBP (Research Based Pedagogy), Culturally Responsive Practice (CRP) 	<ul style="list-style-type: none"> • Explicit development of all areas that supports the development of teachers as instructional designers as determined by research based practice 	HEJ	Professional Learning Lead Team	<p>Start: 2-Feb-22</p> <p>Completion: 30 Nov 24</p>	On Track	<p>Following development of research-based lesson planning and lesson observation templates and approaches by HEJ and WIN, the need to secure understanding of the use of the tools by Heads of Faculty and the wider staff is now a focus for 2024. (The term three reset and a need to focus on core business being prioritised in Term three). Exploratory review of curriculum by MOR and HEJ identifying areas for development across the Faculty. The feedback and supportive next steps relating to this review and to curriculum design being shared with in Term 4 HoFs, Faculty being supported by the Week 6 and Accord day 8 teacher only day.</p>
	<p>Designing senior courses for 2023/24/25</p> <ul style="list-style-type: none"> • Create plan of approach/structure/framework through creating space and opportunity for collaboration (PLD, Faculty Time) • Focus on learning not assessment • Creative assesement focus - researching and collating a variety of assessment methods 	<ul style="list-style-type: none"> • Year 11 programme ready to be delivered in 2023 through recognised and deliberate faculty planning time 	HEJ	BES, BIC, HOFs	<p>Start: 2-Feb-22</p> <p>Completion: 30 Nov 23</p>	Postponed	<p>Accord day 7 and 8 have been drafted with specific focuses on cultural competency and curriculum design. Supportive detail from the MoE relating to the NZC refresh and change package is awaited with anticipation but is not critical to the effective use of the day. Development of Level 1 programme and approach is on track with course review and approval process scheduled for Term 1, 2023 and co-requisite preparation on track for 2024. A lack of detail from MoE relating to the substantive detail relating to the L2 and L3 elements of the change package have the potential to undermine sector readiness. HoF and SLT directly engaging with subject association and MoE to support o track delivery.</p>
	<p>More effective communication and enagement with parents/caregivers to support their tamariki's learning outcomes.</p> <ul style="list-style-type: none"> • Reporting - shift reporting to an engagement and learning focus, interrogating the value of live reporting, the value of summative reporting and the current parent teacher interview construct • Review and develop reporting and feedback systems • Closer connections between Atawhai leader and home 	<ul style="list-style-type: none"> • Reporting systems appropriate for LBC implemented and reviewed 	STR	LEM, IRV, HOFs, Deans, Atawhai Working Group	<p>Start: 2-Feb-22</p> <p>Completion: 30 Nov 22</p>	On Track	<p>Current reporting system has been reviewed in full. Some changes to the 2022 reporting system have been implemented to include engagement criteria descriptors and removing homework as a category from reports based on Faculty feedback. Term 2 parent teacher interviews now also include an online option for parents to engage in interviews as a response to our current covid-protection framework settings and the success of our online Year 9 Atawhai parent evening.</p> <p>Term 2 Senior and Junior comment report timing has been split to reduce the crunchpoint at semester changeover, hopefully resulting in better quality comments and reduced stress on staff at this point in the year.</p> <p>2023 reporting and feedback structure recommendations will be a focus for development from this term onwards.</p> <p>Current reporting systems have had full review and the 2023 re-design proposal is in progress. Although the focus of investigation has been on 2023 redesign, some small changes have been made to 2022 practices including timing changes to when reports and parent/teacher interviews take place to better consider school calendar crunch-points. Hybrid on-line/in-person interview methods for key events have also</p>

							been integrated to increase parent engagement and allow for agility as we navigate current COVID-19 related challenges. This has been welcomed by the community and staff have adapted well in being able to facilitate this.
	<p>A clear focus on teaching and learning as our main goal and supporting through coordinated, wrap around support for at-risk learners</p> <ul style="list-style-type: none"> • Develop a cohesive structure to support Atawhai leaders in using data to track students and engage with whānau 	<ul style="list-style-type: none"> • Systems researched, developed and implemented 	BES	CUR, THM, IRV, Atawhai working group, LEM, Deans	<p>Start: 2-Feb-22</p> <p>Completion: 30 Nov 22</p>	Postponed	<p>Some work has been done in this space but progress halted as CUR resigned from co-ordinator role to focus on other aspects of her position.</p> <p>THM has been working with individual Year 10 students to explore the barriers/challenges to positive attendance and engagement in lessons. This will inform future mentoring of students.</p>
	Develop a high performing Scholarship programme at the school	<ul style="list-style-type: none"> • Review of current framework and practices conducted including alignment of Aspiring Scholars programme and future direction • Aspiring Scholars programme visibly promoted externally and internally • Clearly defined defined recommendations as to structure and format of Scholarship in the school made • Goal of 50 Scholarships in 2022 	STR	HEJ, HOFs, Scholarship Tutors, Aspiring Scholars' teachers	<p>Start: 3-Feb-22</p> <p>Completion: 20/02/23</p>	On Track	<p>The Aspiring Scholars programme has been reviewed and an Enrichment Programme has been developed. This was launched at the end of Term 1 and has taken place fortnightly in Term 2 & 3 in place of 1 x core class period. The programme has been designed to give students a head start in developing critical thinking skills that are needed for success in NCEA and Scholarship in future years. Experienced teaching staff lead these sessions, most of whom are current Scholarship teachers. This programme is in addition to the extension activities that students are already receiving in their Aspiring Scholars core classes. Student engagement and enthusiasm in this programme is high and parents see this programme as a valuable asset. Student placements for 2023 are currently under review.</p> <p>Events have been coordinated to raise the profile of Scholarship and to inspire and motivate staff and students. Scholarship Programme management has been centralized and greater visibility of Scholarship is being fostered across the school and within our wider community.</p> <p>Scholarship Strategic direction is being shaped in conjunction with key staff and a structure review is underway for 2023. Lack of contact time with students has been identified as the biggest struggle within our current Scholarship system across all subjects and is a barrier for growth. Recommendations for a format and structure that will address this issue and allow for greater Scholarship growth and participation is</p>

							currently in progress.

DRAFT IMPLEMENTATION PLAN

CONNECTIONS, RELATIONSHIPS AND PARTNERSHIPS (WHANAUNGATANGA)

STRATEGIC GOAL 4: Working to strengthen collaborative partnerships between the College and the community to both enhance student learning and provide service within the community

Success Measures: All community stakeholders feel valued, involved and are beneficiaries from their meaningful connection to our school

Strategic Priorities	Strategic Initiatives and Actions	Measures	Accountability	Responsibility	Forecast Start & Completion Dates	Status	Commentary
Develop programmes to build a cohesive connection with our current, past and potential external stakeholders	Develop connections to our Māori community <ul style="list-style-type: none"> Establish and develop meaningful and mutually fulfilling relationships with local iwi Support whānau to establish leaders, goals and a clear direction for whānau hui Establish a partnership with a local Marae Identify and foster a positive relationship with a new Kaumātua 	<ul style="list-style-type: none"> Whānau hui is lead and directed by whānau Visible student and staff noho marae opportunities Tangible relationships with iwi, marae, kaumātua and other stakeholders 	BIC	WSL Culturally Responsive Practice, WSL Local Curriculum, WIN, HEA	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	Mana whenua initial meeting / introduction completed. (BIC/SCH/HEA and Tipene Tahana attended) LBC to now review programme, make adjustments to meet our strategic plan and investigate financial requirement to proceed further. Te Kawerau a Maki emphasised that while people think they are the iwi from the West, their Deed of Settlement map shows they extend as far north as Te Ari Point and includes: Great Barrier Island, Kawau, Rangitoto, Motutapu and the Northshore
	Develop effective relationships with multicultural community <ul style="list-style-type: none"> Develop leadership of additional staff to lead engagement with different ethnic groups Provide bilingual information evenings to involve whānau more in student learning 	<ul style="list-style-type: none"> Staff leaders trained effectively Regular events held for a variety of ethnic groups Opportunities provided to celebrate cultures and diversity 	JON	LUP, YUN, SHX, HEA	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	Bilingual NCEA evening (Chinese, Afrikaans, Korean); plans to create new 'About Us' page on website introducing bilingual contacts on the staff; email to go out to families in home language to introduce bilingual staff. Meeting with bilingual contacts on the staff who are regularly used for bilingual comms, info & support. Further South African BBQ was well attended by approx. 70 members of our Afrikaans speaking community (run by our Afrikaans speaking staff)

	<p>Promote the quality of our work, externally</p> <ul style="list-style-type: none"> • Be a visible local, regional, and national beacon of practice in relation to high quality professional learning and pedagogy • Host professional learning conferences that are open to the wider secondary community to showcase our own practice and that of other schools • Ensure that local, regional and national spaces are aware of our identity and direction in pastoral and pedagogy spaces 	<ul style="list-style-type: none"> • Attend and present at local, regional and national conferences • Increase media coverage • Application for a Primeminister's Excellence Award in Education 	HEJ	SLT, All WSLs, Head of Wellbeing	<p>Start: 2-Feb-22</p> <p>Completion: 30 Nov 24</p>	On Track	<p>Following our NZEALS presentation a submission for publication in the University of Waikato "Leading lights" journal has been made. Feedback from the editing team suggesting publication is highly likely.</p> <p>PMEA application will be refined for the now deferred 2022 process. A submission being planned for Term 1, 2023.</p> <p>Following sharing of our Term 2 "ako showcase" resources in wider professional forums including– DisruptED – HEJ has been approached by New Zealand Association for Research in Education to contribute to their blog in relation to our curriculum and pedagogy initiatives.</p>
	<p>Develop house system to be a more effective tool in terms of instilling school values and external promotion of the school</p> <ul style="list-style-type: none"> • Ensure an even representation of house initiatives across Leadership, Innovation, Academia, The Arts, Sport, Service to community • Initiatives launched early and more widely in the school year • Introduce house leader mentor programme across multiple year groups to support authentic collaboration with community initiatives • Improve communication and visibility of house system • Develop relationships with Forest and Bird NZ and our Ecolution Group to create more meaning/value behind our house birds and to help promote sustainable, ecological and cultural practices and thinking 	<ul style="list-style-type: none"> • Clear processes for house leader selection and expectations • Establish calendar of events and record of participation • House leader mentor programme established and delivered • More visibility and emphasis placed on the house system through physical displays, Atawhai and house badges being worn • student engagement surveys and engagement data 	LEM	DUJ (WSL Community), FIE, STR	<p>Start: 2-Feb-22</p> <p>Completion: 30 Nov 24</p>	Postponed	<p>MIS has been appointed to the role, due to DUJ moving into HoF Technology role. We are focusing on Relay your Way and House Leader led events for Term 2 / 3.</p> <p>Alongside this is increasing the visibility and connection to the house points to increase participation - currently looking at house activities linking in with Matariki.</p> <p>DUJ has passed on initial investigation into award system and MIS reviewing.</p> <p>As we move into end of Term 2 we will be planning key next steps for Leadership selection process and engagement.</p>
	Establishing and Developing Alumni Relationships	<ul style="list-style-type: none"> • Alumni numbers engaged • Financial value (income) of Alumni programmes 	BCY/BIC	ADA, FIE, STR, HOFs	<p>Start: 2-Feb-22</p> <p>Completion:</p>	On Track	<p>We have appointed AlumGrow, an Australian based Alumni Consultancy service on a year long contract to provide support and mentoring for a yet to be appointed Alumni & Sponsorship Coordinator. This role and the mentoring will commence in the</p>

	<ul style="list-style-type: none"> • Developing a database and subsequent communications channels • Exploring and establishing sponsorship and legacy programmes and fundraising for projects • Introducing all arms of the school to the Alumni Day celebrations 				30 Nov 24		<p>2024 year with a staged process to develop an Alumni program in preparation for our 50-year celebrations in 2025.</p> <p>Following the development of an engaged alumni we will start to develop new revenue opportunities.</p>
	Establishing and developing relationships with local businesses with potential for investment	<ul style="list-style-type: none"> • Securing sponsorship and scholarship opportunities • Possible Boarding House partnership 	BCY	ADA	Start: 2-Feb-22 Completion: 30 Nov 24	On Track	<p>As part of the Alumni & Sponsorship Coordinator role sponsorship programs will be developed and managed.</p> <p>We have recently met with Joe to continue discussions around a Boarding House development on the land between Long Bay College and Long Bay Primary (35 Ashley Ave). This site is approx 18,000 sq mtr. Pre COVID there was extensive work undertaken in the development of a proposal for a permanent Boarding House and significant experience was gained through Weka House, operated at Massey University. With the availability of the land the proposal becomes even more viable as there will not be the significant costs associated with purchasing suitable land. We will continue discussions with Joe, the Ministry and other parties to further the process and prepare a detailed proposal for Board consideration.</p>
	Reestablish LBC as a first class destination for International students through the rebuilding of relationships and partnerships with International agents, partner schools and organisation overseas <ul style="list-style-type: none"> • Review current agent lists • Reset marketing strategies (local and offshore) • Build on partner school activities 	<ul style="list-style-type: none"> • Ability to attract and retain students when borders reopen • Partner satisfaction feedback through surveys 	JON	International, EAP	Start: 2-Feb-22 Completing: 30 Nov 23	On Track	<p>Following our NZEALS presentation a submission for publication in the University of Waikato “Leading lights” journal has been made. Feedback from the editing team suggesting publication is highly likely.</p> <p>PMEA application will be refined for the now deferred 2022 process. A submission being planned for Term 1, 2023.</p> <p>Following sharing of our Term 2 “ako showcase” resources in wider professional forums including– DisruptED – HEJ has been approached by New Zealand Association for Research in Education to contribute to their blog in relation to our curriculum and pedagogy initiatives.</p>

	<p>Enhance the parental engagement experience for whānau</p> <ul style="list-style-type: none"> • Links to the reporting (see exceptional learning) • Deliver PLD that meets the needs of parents/caregivers in relation to parenting and supporting teenage children in 2022 and beyond 	<ul style="list-style-type: none"> • Reporting and communications systems overhauled • Appropriate opportunities and support provided for our caregiver community and our community engage with them 	STR/LEM	EGL, Deans	<p>Start: 2-Feb-22</p> <p>Completion: 30 Nov 24</p>	On Track	<p>Reporting and communications: Year 9 Atawhai Parents evening took place online via Teams on Thurs 3rd March. The success of this lead to us implementing hybrid options for future parent/whanua events.</p> <p>Term 1 Attitude reports were adjusted to remove 'homework' as a category after feedback from Faculties that this was not a useful reporting category. An 'engagement' category is being used in its place and descriptors to support this have been defined and implemented.</p> <p>Parent teacher interviews took place in Week 2, Term 2. Key points of difference were that they were hybrid, only took place on one extended day (rather than two) and the event was earlier in the term than previous years. A teacher survey after the event indicated that on the whole, teachers preferred this one day option vs two separate events and that the hybrid option was mostly easy to manage and benefited our whanau that would have otherwise been unable to attend the event. Parent/caregiver feedback was also largely very positive. Despite having only one event we saw a similar level of whanau engagement as compared to previous years.</p> <p>Senior Target interviews were held in Week 5 of Term 3 in a hybrid format. Continuation of this format is currently under review and we are considering whether to implement a more Pastoral/Academic tracking format for all senior students in its place in 2023.</p> <p>Whanau PLD opportunities: Focus group meetings have been held to identify PLD opportunities that will best suit our whanau/community's needs. We are aiming to gain parent input in order to prioritise and implement events for 2023.</p>
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Prioritising the school value of community and the service arm of our school	Relay For Life and Daffodil Day (Cancer Society) to become the main focus for Service at LBC • Grow student, staff and community involvement	<ul style="list-style-type: none"> • Profile of service and community opportunities at LBC increased • Increased numbers of involvement, events and money raised 	LEM	WSL Community	Start: 2-Feb-22 Completion: 30 Nov 24		<p>Relay your Way promotion progressing well and at last figures had raised over \$13,400 to date, (\$11,500 raised last year). We have linked with Oneroa Kahui Ako around Daffodil Day, and Foster Hope in terms 3 / 4, building on a community approach. We also have our Student Council/ Prefects and House Leaders working alongside each other as support around World Vision this term. Alongside this we are planning with the Kahui Ako next years community fundraisers, and also looking at community events around sport / technology etc. These events are being promoted internally and through our social media platforms.</p> <p>As part of planning for 2023 onwards we are creating a sustainable plan of events moving forward.</p> <p>Relay for Life This year was Long Bay College's second year participating in Relay for life, and while we couldn't come together and relay at the big event, it gave us the opportunity to Relay our way! Despite the setbacks we faced, Long Bay College came together as a community and raised over \$13,400 in lifesaving funds for the Cancer society. From selling jewelry, shaving for a cure, a daffodil day market, a Quiz night run by Long Bay College's academic portfolio, and the 9,500-step challenge, students and the school community came together to help raise money for this awesome cause.</p> <p>With 105 amazing students being part of our Long Bay College Relay for Life team this year, we anticipate that next year, which will hopefully have the main event up and running will involve even more of our school community.</p> <p>Blood Drive This year we had 106 people through the door, 73 units collected with 56 NEW donors!! Overall, Long Bay was able to save 219 lives. This has been the best blood drive Long Bay College has had and we are so proud of it.</p>
	Introduce Duke of Edinburgh/Sir Edmund Hillary Award scheme across all senior year groups to grow a wide range of opportunities for community service and leadership	<ul style="list-style-type: none"> • Students engaged at Years 11, 12 and 13 	JON	DOE Team	Start: 2-Feb-22 Completion: 30 Nov 22	On Track	<p>Meetings with MERC to discuss how we can grow leadership capacity to manage growth across year groups; survey out to current engaged students to assess ongoing interest after lockdown / during Omicron; other ways to do Adventurous Journey under consideration under Orange / Red. Worked with Y12 DoE students to reassess interest & restart; Volunteer strand started to support the local Rosedale Park Restoration Project; MOU now signed with MERC to establish partnership and potential schedule for this year for Y11 & Y12 DoE students; DoE promotion to Y11 students in assembly to start their programme in Term 3. Further staff engaged in the programme to support students within school - now 7 staff have Award Leader status.</p>

[illegible]

LONG BAY COLLEGE KIWISPORT

For the year ended 31 December 2022

In 2022 Long Bay College received \$37,198 + GST in Kiwisport funding to support our sports programme.

The funding was applied as a subsidy to the wages of our Sports Co-ordinators.



30/05/2023

As a good employer, Long Bay College operates an employment policy that contains provisions that are necessary for the fair and proper treatment of employees in all aspects of their employment including:

- follow Health and Safety procedures and monitor staff wellbeing*
- abide by the Equal Employment Opportunities requirements*
- opportunities to explore further educational studies and development, with staff selection based on merit.*
- recognition of ethnic and cultural needs and differences*

Richard Beechey
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