

MACKENZIE COLLEGE



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:

353

Principal:

Jason Reid

School Address:

25 Kirke Street, Fairlie7925

School Phone:

03 685 8603

School Email:

office@mackcollege.school.nz

MACKENZIE COLLEGE

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Board of Trustees
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 18	Notes to the Financial Statements
	Other Information
	Auditors Report
	Analysis of Variance
	Kiwisport

Mackenzie College

Statement of Responsibility

For the year ended 31 December 2020

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

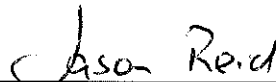
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflect the financial position and operations of the School.

The School's 2020 financial statements are authorised for issue by the Board.



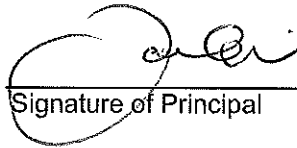
Full Name of Board Chairperson



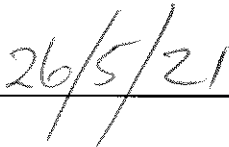
Full Name of Principal



Signature of Board Chairperson



Signature of Principal



Date:



Date:

Mackenzie College

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Andrew Anderson	Chairperson	Elected	May 2022
Jason Reid	Principal	ex Officio	
Alistair Hay	Parent Rep	Elected	May 2022
Jo Hurst	Parent Rep	Elected	May 2022
Scott Harris	Parent Rep	Elected	May 2022
Hamish Johnson	Parent Rep	Elected	May 2022
Joanna Parke	Staff Rep	Elected	May 2022
Lucy Barnes	Student Rep	Elected	Oct 2020

Mackenzie College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,122,046	2,711,250	2,975,883
Locally Raised Funds	3	414,077	217,400	289,941
Interest Income		9,546	6,000	16,352
International Students	4	6,392	25,000	21,617
		<u>3,552,061</u>	<u>2,959,650</u>	<u>3,303,793</u>
Expenses				
Locally Raised Funds	3	321,809	150,600	240,077
International Students	4	7,036	18,200	14,412
Learning Resources	5	1,991,584	1,744,940	1,877,425
Administration	6	179,021	267,900	214,251
Finance		2,287	-	3,026
Property	7	1,019,022	851,200	953,688
Depreciation	8	100,884	75,000	111,096
Loss on Disposal of Property, Plant and Equipment		7,316	-	4,916
		<u>3,628,959</u>	<u>3,107,840</u>	<u>3,418,891</u>
Net (Deficit) / Surplus for the year		(76,898)	(148,190)	(115,098)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(76,898)</u>	<u>(148,190)</u>	<u>(115,098)</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.



Mackenzie College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January		1,561,419	1,561,419	1,676,517
Total comprehensive revenue and expense for the year		(76,898)	(148,190)	(115,098)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		15,507	-	-
Equity at 31 December	25	1,500,028	1,413,229	1,561,419
Retained Earnings		1,500,028	1,413,229	1,561,419
Equity at 31 December		1,500,028	1,413,229	1,561,419

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.



Mackenzie College

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	185,834	225,709	298,899
Accounts Receivable	10	140,122	116,389	116,389
GST Receivable		12,902	7,831	7,831
Prepayments		19,020	24,572	24,572
Investments	11	565,959	432,953	432,953
		<u>923,837</u>	<u>807,454</u>	<u>880,644</u>
Current Liabilities				
Accounts Payable	13	195,969	147,091	147,091
Revenue Received in Advance	14	9,747	23,102	23,102
Provision for Cyclical Maintenance	15	127,813	35,967	35,967
Finance Lease Liability - Current Portion	16	20,205	26,162	26,162
Funds held in Trust	17	3,747	2,548	2,548
Funds Held on Behalf of the COL Cluster	19	1,569	1,634	1,634
		<u>359,050</u>	<u>236,504</u>	<u>236,504</u>
Working Capital Surplus/(Deficit)		564,787	570,950	644,140
Non-current Assets				
Property, Plant and Equipment	12	1,054,345	958,397	1,033,397
		<u>1,054,345</u>	<u>958,397</u>	<u>1,033,397</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	88,200	110,673	110,673
Finance Lease Liability	16	30,904	5,445	5,445
		<u>119,104</u>	<u>116,118</u>	<u>116,118</u>
Net Assets		<u>1,500,028</u>	<u>1,413,229</u>	<u>1,561,419</u>
Equity	25	<u>1,500,028</u>	<u>1,413,229</u>	<u>1,561,419</u>

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



Mackenzie College
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		666,463	611,250	494,365
Locally Raised Funds		400,032	217,400	305,278
International Students		6,392	25,000	21,617
Goods and Services Tax (net)		(5,071)	-	(622)
Payments to Employees		(312,984)	(277,540)	(178,160)
Payments to Suppliers		(656,476)	(655,300)	(632,165)
Funds Administered on Behalf of Third Parties		1,134	-	(356)
Interest Received		10,200	6,000	20,861
Net cash from/(to) Operating Activities		<u>109,690</u>	<u>(73,190)</u>	<u>30,818</u>
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(79,798)	-	(74,010)
Purchase of Investments		(133,006)	-	122,898
Net cash from/(to) Investing Activities		<u>(212,804)</u>	<u>-</u>	<u>48,888</u>
Cash flows from Financing Activities				
Furniture and Equipment Grant		15,507	-	-
Finance Lease Payments		(25,458)	-	(43,328)
Funds held for Capital Works Projects		-	-	78,594
Net cash from/(to) Financing Activities		<u>(9,951)</u>	<u>-</u>	<u>35,266</u>
Net increase/(decrease) in cash and cash equivalents		<u>(113,065)</u>	<u>(73,190)</u>	<u>114,972</u>
Cash and cash equivalents at the beginning of the year	9	298,899	298,899	183,927
Cash and cash equivalents at the end of the year	9	<u>185,834</u>	<u>225,709</u>	<u>298,899</u>

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..



Mackenzie College

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

1.1. Reporting Entity

Mackenzie 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

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.

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 12.

Cyclical Maintenance

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



Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

Use of Land and Buildings Grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

1.5. 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.

1.6. 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.

1.7. 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.



1.8. Accounts Receivable

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

1.9. Inventories

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

1.10. 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.

1.11. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	40-50 years
Furniture and equipment	8 years
Information and communication technology	5 years
Motor vehicles	8 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



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

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

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

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

1.13. 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.

1.14. Employment Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

1.15. 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.

1.16. Funds Held in Trust

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

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

1.17. Shared Funds

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

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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).



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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

1.20. 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.

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

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	604,097	591,250	560,312
Teachers' Salaries Grants	1,742,046	1,500,000	1,646,035
Use of Land and Buildings Grants	706,860	600,000	721,959
Other MoE Grants	46,421	5,000	33,177
Other Government Grants	22,622	15,000	14,400
	<u>3,122,046</u>	<u>2,711,250</u>	<u>2,975,883</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$3629 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	172,266	38,500	57,573
Bequests & Grants	5,212	1,500	2,280
Other Revenue	154,094	122,000	117,427
Transport Revenue	1,803	3,000	4,977
Trading	372	3,700	2,657
Activities	80,330	48,700	105,027
	<u>414,077</u>	<u>217,400</u>	<u>289,941</u>
Expenses			
Activities	83,136	63,300	106,767
Trading	2,712	3,000	2,838
Transport (Local)	1,785	1,800	2,634
Other Locally Raised Funds Expenditure	234,176	82,500	127,838
	<u>321,809</u>	<u>150,600</u>	<u>240,077</u>
<i>Surplus for the year Locally raised funds</i>	<u>92,268</u>	<u>66,800</u>	<u>49,864</u>

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	1	1	1
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	6,392	25,000	21,617
Expenses			
Employee Benefit - Salaries	-	6,000	3,598
Other Expenses	7,036	12,200	10,814
	<u>7,036</u>	<u>18,200</u>	<u>14,412</u>
<i>(Deficit) / Surplus for the year International Students</i>	<u>(644)</u>	<u>6,800</u>	<u>7,205</u>

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	101,951	117,700	99,103
Employee Benefits - Salaries	1,870,887	1,601,140	1,749,266
Staff Development	18,746	26,100	29,056
	<u>1,991,584</u>	<u>1,744,940</u>	<u>1,877,425</u>

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	5,656	5,500	5,491
Board of Trustees Fees	3,645	6,000	3,370
Board of Trustees Expenses	8,868	54,500	58,435
Communication	4,328	6,700	3,912
Consumables	38,494	75,000	24,978
Operating Lease	2,186	13,000	3,118
Employee Benefits - Salaries	102,793	88,200	93,240
Insurance	9,456	15,000	16,409
Service Providers, Contractors and Consultancy	3,595	4,000	5,298
	<u>179,021</u>	<u>267,900</u>	<u>214,251</u>

7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	6,558	8,300	5,594
Cyclical Maintenance Provision	69,373	24,000	26,081
Grounds	47,047	38,200	41,106
Heat, Light and Water	40,805	53,000	46,603
Rates	3,698	4,000	2,829
Repairs and Maintenance	30,604	37,500	17,268
Use of Land and Buildings	706,860	600,000	721,959
Security	5,208	4,000	3,759
Employee Benefits - Salaries	108,869	82,200	88,489
	<u>1,019,022</u>	<u>851,200</u>	<u>953,688</u>

The Use of Land and Buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation of Property, Plant and Equipment

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements	26,584	20,000	26,460
Furniture and Equipment	22,152	20,000	22,621
Information and Communication Technology	15,229	15,000	14,875
Motor Vehicles	-	2,500	2,133
Leased Assets	27,043	10,000	34,308
Library Resources	9,876	7,500	10,699
	<u>100,884</u>	<u>75,000</u>	<u>111,096</u>

9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	80,473	225,709	193,538
Bank Call Account	105,361	-	105,361
Cash and cash equivalents for Statement of Cash Flows	<u>185,834</u>	<u>225,709</u>	<u>298,899</u>

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

Of the \$185,834 Cash and Cash Equivalents, \$1,569 is held by the School on behalf of the COL cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	690	-	-
Interest Receivable	2,211	2,865	2,865
Teacher Salaries Grant Receivable	137,221	113,524	113,524
	<u>140,122</u>	<u>116,389</u>	<u>116,389</u>
Receivables from Exchange Transactions	2,901	2,865	2,865
Receivables from Non-Exchange Transactions	137,221	113,524	113,524
	<u>140,122</u>	<u>116,389</u>	<u>116,389</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	565,959	432,953	432,953
Total Investments	<u>565,959</u>	<u>432,953</u>	<u>432,953</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Land	27,589	-	-	-	-	27,589
Building Improvements	750,061	8,888	-	-	(26,584)	732,365
Furniture and Equipment	108,261	37,199	-	-	(22,152)	123,308
Information and Communication Technology	36,917	22,278	-	-	(15,229)	43,966
Leased Assets	35,677	49,350	-	-	(27,043)	57,984
Library Resources	74,892	11,433	(7,316)	-	(9,876)	69,133
Balance at 31 December 2020	<u>1,033,397</u>	<u>129,148</u>	<u>(7,316)</u>	<u>-</u>	<u>(100,884)</u>	<u>1,054,345</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Land	27,589	-	27,589
Building Improvements	1,067,423	(335,058)	732,365
Furniture and Equipment	496,392	(373,084)	123,308
Information and Communication Technology	291,300	(247,334)	43,966
Motor Vehicles	38,333	(38,333)	-
Leased Assets	145,734	(87,750)	57,984
Library Resources	175,581	(106,448)	69,133
Balance at 31 December 2020	<u>2,242,352</u>	<u>(1,188,007)</u>	<u>1,054,345</u>

The net carrying value of equipment held under a finance lease is \$57,984 (2019: \$35,677)



	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	27,589	-	-	-	-	27,589
Building Improvements	774,787	1,734	-	-	(26,460)	750,061
Furniture and Equipment	112,326	18,556	-	-	(22,621)	108,261
Information and Communication Technology	24,895	26,897	-	-	(14,875)	36,917
Motor Vehicles	2,133	-	-	-	(2,133)	-
Leased Assets	54,334	15,651	-	-	(34,308)	35,677
Library Resources	73,822	16,685	(4,916)	-	(10,699)	74,892
Balance at 31 December 2019	1,069,886	79,523	(4,916)	-	(111,096)	1,033,397

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	27,589	-	27,589
Building Improvements	1,058,535	(308,474)	750,061
Furniture and Equipment	459,193	(350,932)	108,261
Information and Communication Technology	269,023	(232,106)	36,917
Motor Vehicles	38,333	(38,333)	-
Leased Assets	133,257	(97,580)	35,677
Library Resources	181,919	(107,027)	74,892
Balance at 31 December 2019	2,167,849	(1,134,452)	1,033,397

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	6,470	8,149	8,149
Accruals	5,656	6,315	6,315
Banking staffing overuse	19,603	-	-
Employee Entitlements - salaries	141,823	114,530	114,530
Employee Entitlements - leave accrual	22,417	18,097	18,097
	195,969	147,091	147,091
Payables for Exchange Transactions	195,969	147,091	147,091
	195,969	147,091	147,091

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	9,747	23,102	23,102
	9,747	23,102	23,102

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	146,640	146,640	120,559
Increase/ (decrease) to the Provision During the Year	30,363	-	26,081
Adjustment to the Provision	39,010	-	-
Provision at the End of the Year	216,013	146,640	146,640
Cyclical Maintenance - Current	127,813	35,967	35,967
Cyclical Maintenance - Term	88,200	110,673	110,673
	216,013	146,640	146,640



16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	23,653	27,479	27,479
Later than One Year and no Later than Five Years	33,343	5,767	5,767
	56,996	33,246	33,246

17. Funds Held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	3,747	2,548	2,548
	3,747	2,548	2,548

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

18. Funds Held for Capital Works

During the previous year the School received and applied funding from the Ministry of Education for the following capital works projects: No projects in 2020.

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
B Block Refurbishment	Completed	(78,594)	57,162	(20,326)	41,758	-
Totals		(78,594)	57,162	(20,326)	41,758	-

19. Funds Held on Behalf of the COL Cluster

Mackenzie College is the lead school and holds funds on behalf of the COL cluster, a group of schools funded by the Ministry of Education to raise achievement for all tamariki and young people by sharing expertise in teaching and learning (ako), and supporting each other.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	1,634	1,634	2,095
Funds Received from Cluster Members	-	-	3,551
Funds Spent on Behalf of the Cluster	(65)	-	(4,012)
Funds Held at Year End	1,569	1,634	1,634

20. 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.

21. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,645	3,370
Full-time equivalent members	0.10	0.12
<i>Leadership Team</i>		
Remuneration	352,278	325,018
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	355,923	328,388
Total full-time equivalent personnel	3.10	3.12

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	1 - 10	1 - 10
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	2020 FTE Number	2019 FTE Number
100 -110	5.00	-
	5.00	-

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

22. 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:

	2020 Actual \$	2019 Actual \$
Total	-	-
Number of People	-	-

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – Schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, 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. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.



24. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2019: \$26,358)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2019: \$nil)

25. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

26. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	185,834	225,709	298,899
Receivables	140,122	116,389	116,389
Investments - Term Deposits	565,959	432,953	432,953
Total Financial assets measured at amortised cost	<u>891,915</u>	<u>775,051</u>	<u>848,241</u>

Financial liabilities measured at amortised cost

Payables	195,969	147,091	147,091
Finance Leases	51,109	31,607	31,607
Total Financial liabilities measured at amortised Cost	<u>247,078</u>	<u>178,698</u>	<u>178,698</u>

27. Events After Balance Date

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

28. 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 MACKENZIE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Mackenzie College (the School). The Auditor-General has appointed me, Jane Jackman, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise statement of financial position as at 31 December 2020, 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 2020; 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 the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 26 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 information included on Analysis of Variance and Kiwisport Statement, but does not include the financial statements, and our auditor's report thereon.

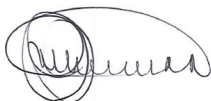
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Jane Jackman

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand



MACKENZIE COLLEGE

ARA O TE TIKA - THE PATHWAY TO WISDOM

Charter, Strategic and Annual Plan 2021

Manaakitanga

Aspire

Grit

Integrity

Creativity

Contents

Mackenzie Vision	4
Mackenzie Profile	5
Mackenzie Diversity	5
Mackenzie Curriculum	6
Mackenzie Achievement	7
Mackenzie Consultation	7
Charter Targets - Analysis of Variance 2020	8
Property Plan Summary	16
Strategic Goals	17
Charter Targets for 2021	17
Supporting Information	22
Board of Trustees	22
KiwiSport	22
Financial Statement	22

Mackenzie Vision

‘Mackenzie College provides a unique and rich learning environment for our students,
built on a foundation of excellence and care:
the college of choice’



We believe that we can fulfil our vision by fully living our mission of providing a positive learning environment. In this environment, all students are encouraged to strive for excellence and to acquire the skills and values which will enable them to become responsible citizens of New Zealand.

A particular strength of Mackenzie College that greatly contributes to this mission, is the small size of our school community. Students are not just a number. We treat each student as an individual and through the personalisation of their learning we provide pathways that enable them to reach their potential.

Mackenzie College aims to be the first choice for a values-based education for the students of Fairlie and the surrounding districts. Our school community lives its values of Manakitanga, Aspire, Grit, Integrity and Creativity. We aim to have them on display in all that we do.

Mackenzie Profile

Mackenzie College is a co-educational Year 7 - 13 secondary school, located in the South Canterbury township of Fairlie. In 1990 the name of the school was changed from Fairlie High School to Mackenzie College. The new name was seen to be a more appropriate one considering that the school's catchment area covers much of the Mackenzie District. The area served by the school is one of the greatest for a secondary school in New Zealand, stretching in the west from Irishman Creek (20 km west of Lake Tekapo), to the Opuha River in the east and from Mount Peel in the north to beyond Cave in the south. There are four main contributing primary schools - Albury, Fairlie, Lake Tekapo and St Joseph's, Fairlie. However, a small number of students move to Mackenzie College from smaller outlying schools such as Cannington.

The roll of the school at the start of 2021 was 190 students.

Mackenzie College continues to offer a wide range of subjects which ensures all career pathways remain open to students leaving the College. We have close links with all Universities, Aoraki Polytech, Industry Training and Distance Learning organisations, and have a developing Gateway and Transition Programme. This enables students to successfully engage in courses that equal those offered in larger schools, but with the added benefit of high levels of personal support. Agriculture, Hospitality, Automotive Engineering and Tourism are some of many such examples. A high percentage of our students leave to attend, and succeed at, tertiary study.

The school has positive connections internationally with a close link with Tsurugaoka High School in Japan. Mackenzie College hosts a group of their students and teachers each year for three weeks.

Mackenzie Diversity

Mackenzie College continues to develop procedures and practices that recognise New Zealand's cultural diversity and places a high value upon it. Paramount to this is the unique position of Maori and Maori culture.

In recognising the unique position of Māori, Mackenzie College now offers learning opportunities in Tikanga Māori and Te Reo Māori for all children in

Years 7 through to 10. In addition, senior courses up to and including Level 3 of NCEA, can be offered through distance learning - both through correspondence and digital delivery. We have a developing Kapa Haka group and Tikanga Maori is prominent in all formal occasions.

The College undertakes to assist parents who request that instruction for their children should be delivered

through the media of Te Reo Māori. This may take the form of seeking support from local whanau or iwi. It may also involve sourcing appropriate material from the New Zealand Correspondence School, NetNZ or other suitable institution. Consultation with whanau annually ensures we are quick to respond to identified needs.



Mackenzie Curriculum

The college curriculum is the collection of knowledge and learning experiences that are used to develop a level of understanding and a wide range of desired skills in Mackenzie College students. Though meeting the criteria of the national curriculum, it is contextualised and unique to Mackenzie College. It is taught and used both inside and outside of the classroom.

2021 sees the College's continuation and development of strategies developed from the 2017 senior curriculum review. Among other changes, it has seen the senior school increase the range of

subjects being offered to best meet the diverse needs of our students.

The two awards, Te Ara and Diploma, have been reviewed to further increase engagement and participation. These programmes are designed to expose Year 7 - 10 students to a range of academic, service and sporting endeavours.

The College is continuing to develop its successful implementation of our BYOD programme, with Years 9-11 utilising their own devices in classes. We continue to review all aspects of our curriculum and acknowledge that it is a living and evolving entity

and will always be a work in progress. Our curriculum will constantly develop to give every opportunity to the students to grow into capable 21st-century learners. It will provide clear subject pathways allowing flexibility for personalised learning and for students to excel in whatever area they choose to study.

In our desire to ensure our students are engaged in a learning programme that is second to none, the school is investing heavily in both Professional Development and learning resources that focus on enhancing student achievement.

Mackenzie Achievement

*‘Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei’
Pursue excellence, should you stumble, let it be to a lofty mountain*

The Board of Trustees values student achievement and recognises it as being central to the operations of Mackenzie College. Consequently, the Board has set specific goals for student achievement. These goals are reflected in the following pages.

The Board monitors student achievement using a structured programme of review that involves the analysis of examination results, Learning Area and Principal reports together with the annual learning area audit report. This allows for triangulation of review data and increases the validity of trends or conclusions determined from the data. It allows for courses to be reviewed and planning to be adjusted so that the teaching and learning that takes place in our classrooms is effective. Continual improvement with a relentless focus on student achievement aspects of the Mackenzie college culture.

The Board of Trustees will ensure that all students at Mackenzie College receive an education that develops their skills and abilities whilst maintaining their individual respect and dignity. Encouraging students to excel and fulfil their potential whilst developing holistically is key.



Mackenzie Consultation

The Board of Trustees function as representatives of the wider community and oversee the governance of the College accordingly. Community views and opinions are regularly sought and valued. The annual Cottage Meetings together with Board surveys, provide significant feedback from the community on their desires for the operations of the college. The Cottage Meetings provide a vehicle for discussions regarding any and all college developments.

In addition to the Cottage meetings, the Board seeks feedback from the community every two years via the college survey on the health programme.

We are currently reviewing our consultation with whānau to ensure sustainability, effectiveness and authenticity.

Charter Targets - Analysis of Variance 2020 - DRAFT for Board Review

Targets (Finalised March 2020)	Str. Goal	Data Associated with Variance From Target	Strategies Planned to Meet Associated Target(s) (Finalised March 2020)	Comments on Effectiveness or Completion of Specific Strategies and Next Steps (if applicable)
<p>Year 7 Targets 75% of Year 7 students should be at stage/progression level 7 in reading, writing and numeracy at the end of 2020</p> <p>75% of Year 7 students should be at or above curriculum level 4B at the end of 2020 using end of year OTJ achievement data.</p> <p>Year 8 Targets: 75% of Year 8 students should be at stage/progression level 8 in reading, writing and numeracy at the end of 2020</p> <p>75% of Year 8 students should be at or above curriculum level 4P at the end of 2020 using end of year OTJ achievement data.</p> <p>All students show progress through the curriculum levels in each LA. With a progression of 1 sublevel gain per subject.</p> <p>All Year 8 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 1 sublevel gain per subject.</p> <p>All identified priority students (average of 2 sublevels below per</p>	<p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>Target Not Met - overall with 31% of students working at Curriculum Level 7 or above.</p> <p>Not Met - overall, 57% at or above the level (4B). 70% of girls, 45% of boys and 39% of Maori are at or above target grade</p> <p>Not Met - overall with 61% of students working at Lv8 or above.</p> <p>Not Met - 64% at or above the level (4P) 74% of girls, 54% of boys and 38% of Maori are at or above target grade</p> <p>Target Partially Met - English, Social Studies, Science and Technology learning areas (departments) met this target.</p> <p>Insufficient Data - scheduled analysis and tracking of GAT (gifted and talented) students did not take place.</p> <p>Not Met - no identified priority students were successfully accelerated to higher than</p>	<p>Learning Area Targets</p> <ul style="list-style-type: none"> Learning Area targets included as part of at least two HOLA goals Increased awareness of learning area targets through include in Learning Area meetings and whole school staff meetings <p>Class Profiles To ensure teachers have knowledge of the individual strengths and barriers of their students so they can implement strategies that allow learning to occur</p> <ul style="list-style-type: none"> Current system is reviewed to improve the: <ul style="list-style-type: none"> Reduction in duplication of tasks Sharing of staff strategies e.g. effective strategies in certain learning areas Access to historical strategies and information Use and relevance of profiles throughout the year <p>SWAN (Students with additional needs) Documentation including learning support, gifted and talented students, ESOL students, and those who have challenging wellbeing needs.</p> <ul style="list-style-type: none"> Use and development of our SWAN initiative. Linking to class profile process. 	<p>Goal setting has been interrupted by COVID lockdowns and associated interruption post-lockdown. The formalised setting and analysis of HOLA (head of learning area) goals was put on hold until the start of 2021.</p> <p>The scheduled Class Profile review and trial was stalled due to COVID interruptions. This remains a high priority due the positive impact on:</p> <ul style="list-style-type: none"> Knowledge of the students strength and challenges Differentiation of classroom strategies - so that every student is experiencing challenge at their level. Sharing of strategies between teachers. <p>Use of the SWAN document (see below) was prioritised to encourage differentiation of learning tasks and to increase teacher awareness of specific learning needs of individual students, along with associated. See below for more details on the SWAN.</p> <p>The SWAN documentation is in place and is an evolving document. It has been updated for 2021 students and now contains additional links to specific learning plans and strategies for individual students.</p>

<p>subject) will make accelerated progress of 2.0 sublevel gains</p> <p>85% of Year 8 students to be successful in completing the Te Ara award by the end of the year.</p> <p>Year 9 Target 75% of Year 9 students should be at or above curriculum level 5B at the end of 2020 using end of year OTJ achievement data.</p> <p>All students show progress through the curriculum levels in each LA. With a progression of 2 sublevel gain per subject.</p> <p>All Year 9 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 2 sublevel gains per subject.</p> <p>All identified priority students (average of 2 sublevels below per subject) will make progress of 2.0 sublevel gains</p> <p>Year 10 Targets 70% of Year 10 students should be at or above curriculum level 5P at the end of 2020 using end of year OTJ achievement data.</p> <p>All students show progress through the curriculum levels in each LA. With a progression of 1 sublevel gain per subject.</p> <p>All Year 10 GAT students (subject specific) show progress through the</p>	<p>2, 3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>expected progress in 2020</p> <p>Partially Met - overall, 77% gained the award. This was 91% of girls (exceeded target) and 66% of boys.</p> <p>Not Met - overall, 59% of students were at or above the level (5B). 70% of girls, 48% of boys and 29% of Maori are at or above target grade</p> <p>Partially Met - English, Health and PE and Art learning areas met this target.</p> <p>Insufficient Data - scheduled analysis and tracking of GAT (gifted and talented) students did not take place.</p> <p>Not Met - no identified priority students were successfully accelerated to higher than expected progress in 2020</p> <p>Partially Met - overall, 46% at or above the level (5P) 74% of girls, 33% of boys and 14% of Maori are at or above target grade</p> <p>Partially Met - Social Studies, Technology and Health and PE learning areas met this target.</p> <p>Insufficient Data - scheduled analysis and tracking of GAT (gifted and talented)</p>	<ul style="list-style-type: none"> Review effectiveness and use of SWAN term 4. <p>ALiM and ALL Integration of our ALiM and ALL programmes into school practices.</p> <p>Te Ara and Diploma Pastoral Committee processes support (Te Ara/Diploma)</p> <p>Pathways Leaving school - data collected, reflection, proposals</p> <ul style="list-style-type: none"> Develop and review systems monitoring student pathways Modification of our approach to Gateway and STAR programmes <p>University Entrance Monitor students with University entrance as a goal.</p> <ul style="list-style-type: none"> UE plans developed with relevant students Students' UE plans monitored and responded to in a timely fashion throughout the year. UE data analysed and alternative action plans developed for 2021 if required. 	<p>ALiM and ALL progress and professional development have continued through the myriad of interruptions during 2020. These programmes still sit firmly in the realms of Integrated Studies and Mathematics.</p> <p>Another successful year for these programmes - see associated data.</p> <p>Ongoing - development. It needs some serious time put aside for the to plan for:</p> <ul style="list-style-type: none"> What we want to achieve How we are going to get there <p>Continued modification to STAR and Gateway programmes are underway in 2021, as well as the introduction of Dual Pathways.</p> <p>Ongoing - due to delays in gathering robust data, this goal will need to continue to be monitored in 2021.</p> <p>An active part of the year 13 programme - including mentoring, hauora hub (wellbeing monitoring) and parent/student/teacher conferencing. An ongoing priority..</p> <p>Delays were experienced in 2020. However, the new conferencing process has aided these strategies and goals.</p>
---	---	--	--	--

<p>curriculum levels in each LA. With a progression of at least 1 sublevel gain per subject.</p> <p>All identified priority students (average of 2 sublevels below per subject) will make accelerated progress of 2.0 sublevel gains</p> <p>80% of Year 10 students should graduate with a diploma of achievement by the end of Term 3.</p> <p>Year 11 Target 100% (30 of 30) of all Year 11 students to attain Level 1 NCEA in 2020*.</p> <p>60% of students (18 of 30) at Level 1 should gain a certificate endorsement, 20% (6 of 30) at excellence.</p> <p>80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.</p> <p>Year 12 Target 94% (29 of 31) of all Year 12 students to attain Level 2 NCEA in 2020.</p> <p>58% of students (18 of 31) at Level 2 should gain an endorsed certificate.</p> <p>All students who leave school in Year 12 should have a pathway that includes further training/ qualifications either tertiary or workplace based.</p>	<p>2</p> <p>2,3</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>students did not take place.</p> <p>Not Met - no identified priority students were successfully accelerated to higher than expected progress in 2020</p> <p>Not Met - a total of 47.6% of students gained the Junior Diploma Award.</p> <p>Not Met - overall,, 93.9% of all students enrolled in Y11 at the start of the year gained Level 1. Two students left during the year and did not achieve it.</p> <p>Not Met - 33.3% of students gained an endorsement and 11% gained an excellence endorsement.</p> <p>Not Met - 25% of courses reached this target Note: In response to COVID lockdown the required number of credits was dropped to 12 credits in each course. This target reports the original target.</p> <p>Target Met - 96.4% of all students enrolled in Year 12 at the start of the year gained Level 2.</p> <p>Not met - 39.3% of students gained an endorsement.</p> <p>Met - two students left through the year, one to an apprenticeship and one to homeschooling.</p>		
--	---	--	--	--

<p>80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.</p> <p>Year 13 Target 82% (9 of 11) of all Year 13 students to attain Level 3 NCEA in 2020.</p> <p>40% of students (5 of 11) should gain an endorsed certificate.</p> <p>All students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification.</p> <p>80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.</p> <p>87% of Year 13 students (20 of 11) achieve University Entrance (Note: Specific target to be modified after UE planning complete)</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>Not met - 16% of courses reached this target Note: In response to COVID lockdown the required number of credits was dropped to 12 credits in each course. This target reports the original target.</p> <p>Not Met - close, 80% of all students gained Level 3.</p> <p>Not Met - 12.5% of students gained an endorsement</p> <p>Target Met - 100% of year 13 students left with Level 2 NCEA, minimum.</p> <p>Not Met - 30% of courses reached this target</p> <p>Not Met - 40% of all students gained UE. Note: Scholarship results not yet available.</p>		
<p>Values 85% of students are able to recite all 5 new school values by mid term 3.</p> <p>New school values are visible and integrated into all aspects of school life.</p>	<p>3,4</p> <p>3,5</p>	<p>Target Met - the PB4L SET survey registered 86% of students being able to recite all 5 values</p> <p>Target Met - values are visible and integrated via multi media sources including newsletters, assemblies, posters, planners, public meetings, reward systems and behaviour plan</p>	<p>Integration of the PB4L strategies (Tier 1) into school-wide practices Aligning our strategies for dealing with students to ensure clarity and fairness for students and teachers</p> <ul style="list-style-type: none"> ● Wide publication and visibility of the school values ● Active supervision techniques in utilised by all staff 	<p>Mackenzie College's first year of implementing PB4L was highly successful, with an implementation average of 87% (see SET data below)</p> <p>Completed: Values development and publication via consultation, posters, mail-outs, newsletters, assemblies</p> <p>Developed and in place. Continued development and prioritisation is required to ensure sustained use. .</p>

<p>Increased school and community awareness and use of the new school values.</p> <p>Behaviour Management A system implemented that ensures school-wide consistent awareness of types and response to a wide range of behaviours.</p> <p>Reduced break-time incidents requiring disciplinary intervention.</p> <p>Acknowledging Positive Behaviours Strategies and systems in place to trial methods to acknowledge positive behaviour by the end of term 3</p>	<p>3,4,5</p> <p>3,4,5</p> <p>3,4,5</p> <p>3,4,5</p>	<p>Insufficient Data - although it is assumed that the extensive promotion of the new school values has been effective, data collection has not taken place</p> <p>Target Met - a new behaviour management plan was developed and implemented</p> <p>Insufficient Data - increased monitoring of behaviour, along with modified behaviour categories, has made comparative data collection in-viable.</p> <p>Target Met - the PB4L app and rewards system was trialled and implemented from mid 2020</p>	<ul style="list-style-type: none"> ● Behaviour flowchart complete and utilised by all teachers ● Improved KAMAR pastoral section design to align with changes to school-wide practices. ● Continued development and use of the Expectations Matrix - beyond 'All Settings'. ● An acknowledgement system implemented that encourages the choice of positive behaviours. 	<p>Draft classroom flowchart complete with out-of-school and duty flowchart in development.</p> <p>Completed</p> <p>Completed. Additional 'areas' are under development</p> <p>An app for recording values acknowledgment is in place and functioning. Assemblies that acknowledge and reward student use of values are carried out fortnightly</p> <p>See the SET data and PB4L minutes for details.</p> <p><i>A summary of our 2020 SET assessment generated the following 'preparedness' ratings from our first year on implementation:</i></p> <p><i>Expectations Defined 100%</i> <i>Expectations Taught 70%</i> <i>Reward System 100%</i> <i>Violations System 88%</i> <i>Decision Making 50%</i> <i>Management 100%</i> <i>District Support 100%</i></p> <p><i>Implementation Average 87%</i></p>
<p>Digital Technology Curriculum Implementation Documentation in place for delivery of the DT curriculum from Year 7 - 10 in 2021</p>	<p>2,5</p> <p>2,5</p>	<p>Partially Met - to be completed in 2021. The allocation of Designing and Developing Digital Outcomes was heavily embedded with the junior Digital Technology courses. Documentation is still in development.</p>	<p>Digital Technology Curriculum Implementation Ensure students are prepared for a changing post school environment. Be able to apply a DT skill set and apply it to problem solving.</p>	<p>Mixed results - there have been fewer meetings due to interruptions, but the DT Curriculum plan has made significant progress over the year. The most progress is around defining what the structure of teaching Digital Technology at Mackenzie College.</p>

<p>Distribution of the teaching of the use of digital tools to assist learning (e-Learning) is distributed across learning areas</p>		<p>Partially Met - Computational Thinking and “e-Learning” (using digital tools and technologies to support learning in classes) - has been distributed across all 7 learning areas. Additional work required to strengthen the foundational work begun in 2020.</p>	<ul style="list-style-type: none"> ● DT Committee focus change to the delivery of the DT Curriculum (see e-Learning below) ● Development of a year 7-10 Digital Technology scheme of work ● Upskilling of DT teachers ● Distributed e-Learning across learning areas is explored in whole staff PLD 	<p>Completed - the entire year’s meetings have been focussed on implementation of the Digital Technology Curriculum - school wide.</p> <p>Underway across Year 7-10. More significantly established in years 7-8. Ongoing review and development across all DT classes.</p> <p>Incomplete - more resourcing and priority required in 2021.</p> <p>Whole staff workshops were conducted to define ‘e-Learning’ (according to Kia Takatū ā-Matihiko), ‘computational thinking’, and what it looks like within learning areas.</p>
<p>Teaching as Inquiry Increased teacher awareness and responsiveness to student needs. Completed all stages of a school-wide inquiry by the end of term 3.</p>	<p>2,5</p>	<p>Not Met - the time allocated to completing the school-wide implementation of a Spiral of Inquiry (Term 2 and 3) was absorbed due to COVID preparation and response.</p>	<p>Spiral of Inquiry</p> <ul style="list-style-type: none"> ● Term 2-3 completion of our in depth exploration of the Spiral of Inquiry started in 2019. ● Learning, Taking Action and Checking completed for our current year 9-10 focus question of “Improving students’ ability to describe and identify the criteria for strong work” 	<p>All school-wide formal inquiry projects have been put on hold due to time required to deal with COVID lockdowns and alert levels.</p> <p>This inquiry project remains incomplete (see above). The progress on unpacking the Spiral of Inquiry process remains a priority in one form or another for 2021.</p>
<p>Modernisation of Learning Environments Design for the next stage of physical modern learning environments at Mackenzie College.</p>	<p>5</p>	<p>Partially Met - the draft 10YPP was completed and submitted in Oct 2020. Approval was gained in Feb 2021. The first of the modernisation projects will be underway in 2021.</p>	<p>Ten Year Property Planning Continuation of the 10 Year property planning initiated June 2019 to include:</p> <ul style="list-style-type: none"> ● Identification of priority zones for modernisation ● Feedback on the effectiveness of recent modernisation projects ● Examples of modernisation of similar sites (age and style) 	<p>The development of our 10YPP is about 6 months behind schedule. Here is the state of progress to date:</p> <ul style="list-style-type: none"> ● Engineers report completed ● Draft 10YPP constructed and consultation complete ● 10YPP approved by project management, Ministry and Board <p>The next steps are:</p> <ul style="list-style-type: none"> ● Final documentation signed by Ministry ● Project managers appointed ● First projects to begin 2021

<p>Mental Wellbeing Increased knowledge of, and access to, mental health services.</p> <p>Increased knowledge base of relevant mental health needs and issues facing our school community.</p>	<p>3,4</p> <p>3,4</p>	<p>Target Met - although an ongoing process, the school pastoral response team (the pastoral committee) has added a number of significant support organisations and individuals to its kete.</p> <p>Target met - again, ongoing. MH101 was a valuable resource, along with the continued involvement in community wellbeing projects including the Emergency Management Team and District Council Spatial Planning discussions. Additional support is being sourced via COVID funding for our Community Library , to support student and community mental wellbeing.</p>	<p>Mental Health</p> <ul style="list-style-type: none"> ● An exploration of wellbeing needs and strategies relevant to our community. ● To improve the wellbeing of vulnerable students in our community. ● To provide a framework so that we as teachers are resilient, have positive wellbeing as we look to care for our students. ● Greater emphasis placed on PLD associated with mental health and wellbeing ● To review and implement systems that promote positive mental wellbeing of teachers and principal 	<p>This major focus for the year has been redirected to deal with student wellbeing during and post lockdown. This included:</p> <ul style="list-style-type: none"> ● The Hauora Hub initiative ensuring all families had phone contact during lockdown, focussed on wellbeing ● Three pastoral committee members attending local MH101 training ● Improved pathways to access, and therefore promote, mental health support groups ● <p>Previously defined strategies and targets remain a priority in 2021.</p>
<p>Status of Te Reo and Tikanga Māori Whānau and Rangitahi hui completed to gather voice.</p> <p>Development and growth of the Kaiawhina o Tikanga Maori leadership role.</p>	<p>3,4,5</p> <p>3,4,5</p>	<p>Not Met - whānau and community engagement meetings planned for term 2 and 3 were both cancelled due to various COVID restrictions on social groupings</p> <p>Target Met - our Kaiawhina leadership role had extensive mentoring and support in 2021. The role now has two student leaders attached to it in 2021.</p>	<p>Promote and Grow Confidence of te Reo and Tikanga Māori</p> <ul style="list-style-type: none"> ● To build an increasingly inclusive, culturally responsive classroom and school environment. ● Continuation of the Staff Kapa programme ● Leadership mentoring for our Kaiawhina student leader role ● Promote and grow Student Kapa ● Collect and respond to korero with local whānau ● Promote the use of te reo Māori via staff newsletter, school newsletter, staff meetings etc 	<p>Ongoing. Anecdotal evidence indicates increased use of te reo as part of events and classroom dialogue. Staff kapa includes regular suggestions and practice of staff classroom reo.</p> <p>As mentioned above, staff kapa has been expanded to include te reo for teachers. Voluntary staff attendance ranges from 15 - 40% of teachers</p> <p>Achieved and ongoing (see data)</p> <p>An ongoing priority for the Kaiawhina role.</p> <p>Incomplete - only informal meetings with local iwi have taken place in 2020.</p> <p>Ongoing and increasing in frequency. A continued priority.</p>

<p>Staff Appraisal New support staff appraisal system in place.</p> <p>One completed appraisal cycle for all support staff by the end of the year.</p>	<p>4</p> <p>4</p>	<p>Target Met - the system is in place and trialled with one member of our support staff</p> <p>Target Not Met - the term 2 and 3 roll-out was halted in order to prioritise COVID responses school-wide.</p>	<p>Support Staff Appraisal To provide a system that opens avenues of communication of goals, performance, job satisfaction and development.</p> <ul style="list-style-type: none"> ● Appraisal system trialed with support staff managers (Library, Administration, Cleaning and grounds) ● Appraisal system rolled out to all support staff (see Support Staff Appraisal timeline) 	<p>The process was trialled with the Library Manager just prior to Lockdown and continued afterwards. The process has not been expanded out to encompass other support staff, yet.</p>
---	-------------------	---	--	--

Reviewed by Mackenzie College Board of Trustees: 17/2/2021

Property Plan Summary

CAPITAL	2011 \$	2012 \$	2013 \$	2014 \$	2015 \$	2016 \$	2017 \$	2018 \$	2019 \$	2020 \$	2021
Buildings									15 000		
Block A (Admin)					8 000		60 000				
Block B (Main Block)					28 000	280 000		120 000			
Block C (Soft Tech)		8 000									
Block D (Music)											
Block E (Hall)								7 800			
Block F (Gym)			790,000								
Block G (Boilerhouse)	6 000							52 600			
Block H (Prefabs)											
Block I (Caretaker)											
Block J (Hard Tech)											
Boiler	180 000										
House											
Block 14 (OP Shed)											
Buildings Capital New											
Sub Totals	186 000	8 000	790,000		36 000	280 000	60 000	180 400	15 000		
SITES											
Site 2514 (Mackenzie College)											
Site 3049 (House #40097 on school site)											
Subtotal 2 (sites)											
TOTAL CAPITAL	186 000	8 000	790,000		36 000	280 000	60 000	180 400	15 000		
FUNDING –Cash in											
MOE 5YA						467 820					
MOE other capital											
Locally raised funds	186 000	8 000	585,000		36 000						
Total Cash In	186 000	8 000	790,000	-	36 000	280 000	60 000	180 400	15 000	0	
Total Cash Out	186 000	8 000	790,000	-	36 000	280 000	60 000	180 400	15 000	0	
Opening Balance											
Cash In	186 000	8 000			36 000	467 820				0	
Cash Out	186 000	8 000			36 000	280 000	60 000			0	

Strategic Goals - Under Review and Development

Strategic Goals		Core Strategies for Achieving Goals - 2015 - 2020
1. Student Achievement in Literacy and Numeracy	Improved literacy and numeracy outcomes for all students particularly Maori, Pasifika and children with special needs. Boys' writing a special focus. Accelerate progress of students performing below expectations	Specialist English and Mathematics teachers a priority for appointments and staffing. Foster close links between Learning Support, Mathematics and English Learning Areas. Extend the role of a literacy coordinator. Extend the effectiveness of literacy teaching across all Learning Areas. Appropriate PD is sourced and delivered.
2. Student achievement across all areas of the curriculum	Students to achieve to their academic potential through actively engaging in a rich and varied curriculum that is responsive to their individual needs. Increasing students' capacity to succeed as independent learners is a key focus.	Strengthen capacity of all staff to effectively respond to assessment information in order to improve student achievement. Appraisal systems and PD implemented in a manner to ensure teachers are supported in improving their ability to individualise programmes of learning. Student monitoring system matched closely to effective and timely responses particularly for 'at risk' students. Cultural responsiveness of Mackenzie College curriculum is reviewed and enhanced. Ensure all students fully participate in the wider Mackenzie College Curriculum. Investigate and implement strategies to ensure students are gradually increasing their ability to succeed as independent learners.
3. Personal qualities; character, values, leadership and teamwork.	Students to participate proudly in all aspects of Mackenzie College life whilst developing the character, values and competencies to also succeed in life beyond school.	Strengthen Student Council to enhance student leadership and student voice in co-curricular events. Continue to embed school values across all aspects of the school curriculum. Culture of high expectations and all students succeeding, permeates all aspects of school life. School pride and student safety at Mackenzie College surveyed and responded to.
4. Community Engagement	To continue to develop a strong and positive presence in the Mackenzie community as well as strong whanau/school links to enhance student learning.	Explore ways of enhancing communication with our community, particularly electronic-based communication. Ensure positive school publicity in media publications. Foster positive relationships with other organisations such as Polytechnic and local businesses to further enrich our curriculum. Ensure positive links with contributing schools. Continue to develop in our effectiveness to communicate student progress in a timely manner.
5. Modern Learning Environment	Students are equipped to be confident, connected, active life-long learners. This occurs within an increasingly flexible learning environment	IT infrastructure upgraded to support easy, trouble-free digital access. Students develop skills needed to become responsible digital citizens. Teacher competence in digital teaching and learning enhanced through PD opportunities. Bring Your Own Devices introduction planned for as we move towards a 1:1 digital device per student environment. IT Leadership at SLT level clarified and enhanced.

Charter Targets for 2021 - Under Review and Development

The following table features the specific targets selected for 2021 in order to achieve progress towards our five Strategic Goals. Progress towards these targets will be measured throughout the year and reported to the Board of Trustees in May and October. An Analysis of Variance, a measure of our year's achievement of these targets will be produced and published in March of 2022.

Targets	Strategic Goal	Strategies
<p>Year 7 Targets 75% of Year 7 students should be at stage/progression level 7 in reading, writing and numeracy at the end of 2020</p> <p>75% of Year 7 students should be at or above curriculum level 4B at the end of 2020 using end of year OTJ achievement data.</p> <p>Year 8 Targets: 75% of Year 8 students should be at stage/progression level 8 in reading, writing and numeracy at the end of 2020</p> <p>75% of Year 8 students should be at or above curriculum level 4P at the end of 2020 using end of year OTJ achievement data.</p> <p>All students show progress through the curriculum levels in each LA. With a progression of 1 sublevel gain per subject.</p> <p>All Year 8 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 1 sublevel gain per subject.</p> <p>All identified priority students (average of 2 sublevels below per subject) will make accelerated progress of 2.0 sublevel gains</p> <p>85% of Year 8 students to be successful in completing the Te Ara award by the end of the year.</p> <p>Year 9 Target 75% of Year 9 students should be at or above curriculum level 5B at the end of 2020 using end of year OTJ achievement data.</p> <p>All students show progress through the curriculum levels in each LA. With a progression of 2 sublevel gain per subject.</p>	<p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2, 3</p> <p>2</p> <p>2</p>	<p>Learning Area Targets</p> <ul style="list-style-type: none"> Learning Area targets included as part of at least two HOLA goals Increased awareness of learning area targets through include in Learning Area meetings and whole school staff meetings <p>Class Profiles To ensure teachers have knowledge of the individual strengths and barriers of their students so they can implement strategies that allow learning to occur</p> <ul style="list-style-type: none"> Current system is reviewed to improve the: <ul style="list-style-type: none"> Reduction in duplication of tasks Sharing of staff strategies e.g. effective strategies in certain learning areas Access to historical strategies and information Use and relevance of profiles throughout the year <p>SWAN (Students with additional needs) Documentation including learning support, gifted and talented students, ESOL students, and those who have challenging wellbeing needs.</p> <ul style="list-style-type: none"> Use and development of our SWAN initiative. Linking to class profile process. Review effectiveness and use of SWAN term 4. <p>ALiM and ALL Integration of our ALiM and ALL programmes into school practices.</p> <p>Te Ara and Diploma Pastoral Committee processes support (Te Ara/Diploma)</p> <p>Pathways Leaving school - data collected, reflection, proposals</p> <ul style="list-style-type: none"> Develop and review systems monitoring student pathways Modification of our approach to Gateway and STAR programmes <p>University Entrance Monitor students with University entrance as a goal.</p>

All Year 9 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 2 sublevel gains per subject.	2	<ul style="list-style-type: none"> ● UE plans developed with relevant students ● Students' UE plans monitored and responded to in a timely fashion throughout the year. ● UE data analysed and alternative action plans developed for 2021 if required.
All identified priority students (average of 2 sublevels below per subject) will make progress of 2.0 sublevel gains	2	
Year 10 Targets		
70% of Year 10 students should be at or above curriculum level 5P at the end of 2020 using end of year OTJ achievement data.	2	
All students show progress through the curriculum levels in each LA. With a progression of 1 sublevel gain per subject.	2	
All Year 10 GAT students (subject specific) show progress through the curriculum levels in each LA. With a progression of at least 1 sublevel gain per subject.	2	
All identified priority students (average of 2 sublevels below per subject) will make accelerated progress of 2.0 sublevel gains	2	
80% of Year 10 students should graduate with a diploma of achievement by the end of Term 3.	2,3	
Year 11 Target		
100% (30 of 30) of all Year 11 students to attain Level 1 NCEA in 2020*.	2	
60% of students (18 of 30) at Level 1 should gain a certificate endorsement, 20% (6 of 30) at excellence.	2	
80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.	2	
Year 12 Target		
94% (29 of 31) of all Year 12 students to attain Level 2 NCEA in 2020*.	2	
58% of students (18 of 31) at Level 2 should gain an endorsed certificate.	2	
All students who leave school in Year 12 should have a pathway that includes further training/qualifications either tertiary or workplace based.	2	
80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.	2	

<p>Year 13 Target 82% (9 of 11) of all Year 13 students to attain Level 3 NCEA in 2020*.</p> <p>40% of students (12 of 11) should gain an endorsed certificate.</p> <p>All students who remain at the college until Year 13 in a full time capacity will gain the Level 2 qualification.</p> <p>80% of students enrolled at the start of the year and attending until the end of term 3 gain 14 or more credits in each course.</p> <p>87% of Year 13 students (20 of 11) achieve University Entrance (Note: Specific target to be modified after UE planning complete)</p> <p>* All NCEA data are roll based statistics</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	
<p>Values 85% of students are able to recite all 5 new school values by mid term 3. New school values are visible and integrated into all aspects of school life. Increased school and community awareness and use of the new school values.</p> <p>Behaviour Management A system implemented that ensures school-wide consistent awareness of types and response to a wide range of behaviours. Reduced break-time incidents requiring disciplinary intervention.</p> <p>Acknowledging Positive Behaviours Strategies and systems in place to trial methods to acknowledge positive behaviour by the end of term 3</p>	<p>3,4</p> <p>3,5</p> <p>3,4,5</p>	<p>Integration of the PB4L strategies (Tier 1) into school-wide practices Aligning our strategies for dealing with students to ensure clarity and fairness for students and teachers</p> <ul style="list-style-type: none"> ● Wide publication and visibility of the school values ● Active supervision techniques in utilised by all staff ● Behaviour flowchart complete and utilised by all teachers ● Improved KAMAR pastoral section design to align with changes to school-wide practices. ● Continued development and use of the Expectations Matrix - beyond 'All Settings'. ● An acknowledgement system implemented that encourages the choice of positive behaviours.
<p>Digital Technology Curriculum Implementation Documentation in place for delivery of the DT curriculum from Year 7 - 10 in 2021 Distribution of the teaching of the use of digital tools to assist learning (e-Learning) is distributed across learning areas</p>	<p>2,5</p>	<p>Digital Technology Curriculum Implementation Ensure students prepared for a changing post school environment. Be able to apply a DT skill set and apply to problem solving.</p> <ul style="list-style-type: none"> ● DT Committee focus change to the delivery of the DT Curriculum (see e-Learning below) ● Development of a year 7-10 Digital Technology scheme of work ● Upskilling of DT teachers ● Distributed e-Learning across learning areas is explored in whole staff PLD
<p>Teaching as Inquiry Increased teacher awareness and responsiveness to student needs. Completed all stages of a school-wide inquiry by the end of term 3.</p>	<p>2,5</p>	<p>Spiral of Inquiry</p> <ul style="list-style-type: none"> ● Term 2-3 completion of our in depth exploration of the Spiral of Inquiry started in 2019. ● Learning, Taking Action and Checking completed for our current year 9-10 focus question of "Improving students' ability to describe and identify the criteria for strong work"

<p>Modernisation of Learning Environments Design for the next stage of physical modern learning environments at Mackenzie College.</p>	5	<p>Ten Year Property Planning Continuation of the 10 Year property planning initiated June 2019 to include:</p> <ul style="list-style-type: none"> ● Identification of priority zones for modernisation ● Feedback on the effectiveness of recent modernisation projects ● Examples of modernisation of similar sites (age and style)
<p>Mental Wellbeing Increased knowledge of, and access to, mental health services. Increased knowledge base of relevant mental health needs and issues facing our school community.</p>	3,4	<p>Mental Health</p> <ul style="list-style-type: none"> ● An exploration of wellbeing needs and strategies relevant to our community. ● To improve the wellbeing of vulnerable students in our community. ● To provide a framework so that we as teachers are resilient, have positive wellbeing as we look to care for our students. ● Greater emphasis placed on PLD associated with mental health and wellbeing ● To review and implement systems that promote positive mental wellbeing of teachers and principal
<p>Status of Te Reo and Tikanga Māori Whānau and Rangitahi hui completed to gather voice. Development and growth of the Kaiawhina o Tikanga Maori leadership role.</p>	3,4,5	<p>Promote and Grow Confidence of te Reo and Tikanga Māori To build an increasingly inclusive, culturally responsive classroom and school environment.</p> <ul style="list-style-type: none"> ● Continuation of the Staff Kapa programme ● Leadership mentoring for our Kaiawhina student leader role ● Promote and growth Student Kapa ● Collect and respond to korero with local whānau ● Promote the use of te reo Māori via staff newsletter, school newsletter, staff meetings etc
<p>Staff Appraisal New support staff appraisal system in place. One completed appraisal cycle for all support staff by the end of the year.</p>	4	<p>Support Staff Appraisal To provide a system that opens avenues of communication of goals, performance, job satisfaction and development.</p> <ul style="list-style-type: none"> ● Appraisal system trialed with support staff managers (Library, Administration, Cleaning and grounds) ● Appraisal system rolled out to all support staff (see Support Staff Appraisal timeline)

Supporting Information

Board of Trustees

Mr Andrew Anderson (Chair)
Mr Alistair Hay
Mrs Jo Hurst
Mr Hamish Johnson
Mr Scott Harris
Mr Hamish O'Connor (Student representative)
Mr Jason Reid (Principal)
Mrs Joanna Parke (Staff representative)

KiwiSport

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2020, the school received total Kiwisport funding of \$3836.83 (excl GST). The funding was spent on Sports Coordinator salary.

Financial Statement

The following documents are included as a separate Adobe Acrobat file submitted via the Ministry Data Portal when made available by the school's auditors:

- Statement of Financial Responsibility
- Audited Financial Statements
- Independent Auditors Report

Upon completion, the current Audited Financial Statements will be available to the public from the Mackenzie College resources page: <https://mackcollege.school.nz/resources/>



Mackenzie College

Kiwisport

Kiwisport is a government funding initiative to support student's participation in organised sport.

During 2020, Mackenzie College received total Kiwisport funding of \$3852.64. This funding was used to contribute towards the payment for a Sports Coordinator.