

CARMEL COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	000035
Principal:	Sarah Kemble
School Address:	108 Shakespeare Road, Milford, Auckland 0620
School Postal Address:	PO Box 31142, Milford, Auckland 0741
School Phone:	09 486 1132
School Email:	admin@carmel.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Julie Scott	Presiding Member	Elected	2025
Sarah Kemble	Principal ex Officio	Appointed	2025
Peter Beckett	Proprietor Representative	Appointed	2025
Stuart Houliston	Proprietor Representative	Appointed	2025
Grant O'Donoghue	Proprietor Representative	Appointed	2025
Michael Chinnery	Parent Representative	Elected	2025
Kerry Jones	Parent Representative	Elected	2025
Jo Redfern-Hardisty	Parent Representative	Elected	2025
Andrew Blewden	Parent Representative	Elected	2025
Catherine Mackisack	Staff Representative	Appointed	2025
Hannah Macdonald	Student Representative	Elected	T3 2022

Accountant / Service Provider:

CARMEL COLLEGE

Annual Report - For the year ended 31 December 2022

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Carmel College

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

Julie Scott

Full Name of Presiding Member



Signature of Presiding Member

31 May 2023

Date:

Sarah Kemble

Full Name of Principal



Signature of Principal

31 May 2023

Date:

Carmel College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	11,462,728	12,206,326	11,072,164
Locally Raised Funds	3	1,347,633	991,920	1,374,916
Interest Income		64,114	28,000	30,548
Total Revenue		12,874,475	13,226,246	12,477,628
Expenses				
Locally Raised Funds	3	345,180	-	395,422
Learning Resources	4	7,876,392	7,444,808	7,324,038
Administration	5	968,740	892,004	782,112
Finance		9,842	5,000	9,570
Property	6	4,054,186	5,047,798	3,714,907
		13,254,340	13,389,610	12,226,049
Net Surplus / (Deficit) for the year		(379,865)	(163,364)	251,579
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(379,865)	(163,364)	251,579

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

Carmel College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,966,059	-	2,611,326
Total comprehensive revenue and expense for the year		(379,865)	(163,364)	251,579
Contributions from the Ministry of Education		-	-	103,154
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		2,586,194	(163,364)	2,966,059
Accumulated comprehensive revenue and expense		2,586,194	(163,364)	2,966,059
Equity at 31 December		2,586,194	(163,364)	2,966,059

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.

Carmel College

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,242,907	-	1,172,862
Accounts Receivable	8	599,363	-	531,443
GST Receivable		3,128	-	2,907
Prepayments		31,058	-	50,231
Investments	9	1,986,130	-	2,221,977
		3,862,586	-	3,979,420
Current Liabilities				
Accounts Payable	11	731,535	163,364	732,523
Revenue Received in Advance	12	757,720	-	606,480
Provision for Cyclical Maintenance	13	126,986	-	85,021
Finance Lease Liability	14	24,907	-	30,826
Funds held in Trust	15	28,102	-	30,002
		1,669,254	163,364	1,484,852
Working Capital Surplus/(Deficit)		2,193,332	(163,364)	2,494,568
Non-current Assets				
Property, Plant and Equipment	10	662,712	-	764,308
		662,712	-	764,308
Non-current Liabilities				
Provision for Cyclical Maintenance	13	213,160	-	187,653
Finance Lease Liability	14	56,690	-	105,164
		269,850	-	292,817
Net Assets		2,586,194	(163,364)	2,966,059
Equity		2,586,194	(163,364)	2,966,059

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

Carmel College

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		2,124,934	1,857,614	1,830,628
Locally Raised Funds		1,101,949	781,010	1,091,607
International Students		398,636	210,910	114,220
Goods and Services Tax (net)		(221)	-	20,192
Payments to Employees		(1,888,665)	(1,516,207)	(1,521,515)
Payments to Suppliers		(1,730,132)	(1,166,327)	(1,323,389)
Interest Paid		(9,842)	(5,000)	(9,570)
Interest Received		36,629	28,000	41,937
Net cash from/(to) Operating Activities		33,288	190,000	244,110
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(142,797)	(190,000)	(195,161)
Sale/(Purchase) of Investments		235,847	-	883,600
Net cash from/(to) Investing Activities		93,050	(190,000)	688,439
Cash flows from Financing Activities				
Finance Lease Payments		(54,393)	-	(53,887)
Funds Administered on Behalf of Third Parties		(1,900)	-	1,437
Net cash from/(to) Financing Activities		(56,293)	-	(52,450)
Net increase/(decrease) in cash and cash equivalents		70,045	-	880,099
Cash and cash equivalents at the beginning of the year	7	1,172,862	-	292,763
Cash and cash equivalents at the end of the year	7	1,242,907	-	1,172,862

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.

Carmel College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

c) 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.

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools 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.

f) Inventories

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

g) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

i) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

j) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

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

n) 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.

o) Shared Funds

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

p) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other

facilities on the School site in a state of good order and repair.

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

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

q) Financial Instruments

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

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

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

r) 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.

s) 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.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	2,104,713	1,787,614	1,802,742
Teachers' Salaries Grants	6,059,046	5,872,712	5,971,658
Use of Land and Buildings Grants	3,267,500	4,476,000	3,267,500
Other Government Grants	31,469	70,000	30,264
	11,462,728	12,206,326	11,072,164

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	522	-	573
Fees for Extra Curricular Activities	391,741	105,650	394,916
Trading	25,626	87,000	19,508
Fundraising & Community Grants	547,164	492,760	476,880
Other Revenue	166,495	95,600	145,732
International Student Fees	216,085	210,910	337,307
	1,347,633	991,920	1,374,916
Expenses			
Extra Curricular Activities Costs	265,639	-	319,802
International Student - Employee Benefit - Salaries	79,541	-	75,620
	345,180	-	395,422
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	1,002,453	991,920	979,494

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	365,800	366,805	248,554
Information and Communication Technology	221,266	212,839	176,136
Employee Benefits - Salaries	6,989,493	6,617,064	6,648,192
Staff Development	55,436	58,100	57,542
Depreciation	244,397	190,000	193,614
	7,876,392	7,444,808	7,324,038

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	16,292	15,793	9,386
Board Fees	5,720	6,250	4,765
Board Expenses	15,050	16,000	627
Communication	9,629	15,000	9,991
Other	80,176	75,200	65,896
Employee Benefits - Salaries	735,305	666,025	596,183
Insurance	20,202	17,000	18,006
Service Providers, Contractors and Consultancy	86,366	80,736	77,258
	968,740	892,004	782,112

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	10,333	20,000	10,934
Consultancy and Contract Services	142,160	127,668	128,354
Cyclical Maintenance Provision	260,233	75,000	23,363
Grounds	19,355	21,500	13,603
Heat, Light and Water	118,848	118,000	101,174
Repairs and Maintenance	103,126	90,500	54,370
Use of Land and Buildings	3,267,500	4,476,000	3,267,500
Security	19,571	13,300	13,899
Employee Benefits - Salaries	113,060	105,830	101,710
	4,054,186	5,047,798	3,714,907

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	418,245	-	354,648
Short-term Bank Deposits	824,662	-	818,214
Cash and cash equivalents for Statement of Cash Flows	1,242,907	-	1,172,862

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

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	31,924	-	22,388
Interest Receivable	32,726	-	5,241
Teacher Salaries Grant Receivable	534,713	-	503,814
	<u>599,363</u>	<u>-</u>	<u>531,443</u>
Receivables from Exchange Transactions	64,650	-	27,629
Receivables from Non-Exchange Transactions	534,713	-	503,814
	<u>599,363</u>	<u>-</u>	<u>531,443</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	1,986,130	-	2,221,977
Total Investments	1,986,130	-	2,221,977

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Artwork	83,500	-	-	-	-	83,500
Furniture and Equipment	258,186	48,579	-	-	(97,720)	209,044
Information and Communication Technology	173,547	67,503	-	-	(70,928)	170,120
Motor Vehicles	90,307	-	-	-	(12,556)	77,751
Textbooks	21,751	21,606	-	-	(15,176)	28,182
Leased Assets	88,376	-	-	-	(41,293)	47,083
Library Resources	48,641	12,633	(7,522)	-	(6,724)	47,032
Balance at 31 December 2022	764,308	150,321	(7,522)	-	(244,397)	662,712

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Artwork	83,500	-	83,500	83,500	-	83,500
Furniture and Equipment	1,798,395	(1,589,351)	209,044	1,749,816	(1,491,630)	258,186
Information and Communication Technology	1,213,994	(1,043,874)	170,120	1,146,493	(972,946)	173,547
Motor Vehicles	139,324	(61,573)	77,751	139,324	(49,017)	90,307
Textbooks	583,168	(554,986)	28,182	561,561	(539,810)	21,751
Leased Assets	154,934	(107,851)	47,083	220,008	(131,632)	88,376
Library Resources	144,520	(97,490)	47,032	155,873	(107,232)	48,641
Balance at 31 December	4,117,835	(3,455,125)	662,712	4,056,575	(3,292,267)	764,308

11. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	140,043	163,364	141,618
Employee Entitlements - Salaries	591,492	-	514,072
Employee Entitlements - Leave Accrual	-	-	76,833
	<u>731,535</u>	<u>163,364</u>	<u>732,523</u>
Payables for Exchange Transactions	731,535	163,364	732,523
	<u>731,535</u>	<u>163,364</u>	<u>732,523</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	35,311	-	46,559
International Student Fees in Advance	515,673	-	333,122
Other revenue in Advance	206,736	-	226,799
	<u>757,720</u>	<u>-</u>	<u>606,480</u>

13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	272,674	-	295,589
Increase to the Provision During the Year	221,923	-	23,363
Use of the Provision During the Year	(154,451)	-	(46,278)
Provision at the End of the Year	<u>340,146</u>	<u>-</u>	<u>272,674</u>
Cyclical Maintenance - Current	126,986	-	85,021
Cyclical Maintenance - Non current	213,160	-	187,653
	<u>340,146</u>	<u>-</u>	<u>272,674</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	24,907		30,826
Later than One Year and no Later than Five Years	56,690		105,164
	81,597	-	135,990
Represented by			
Finance lease liability - Current	24,907		30,826
Finance lease liability - Non current	56,690		105,164
	81,597	-	135,990

15. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	28,102	-	30,002
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	28,102	-	30,002

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

16. Related Party Transactions

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

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, development contributions and proprietor contributions payable to the Proprietor. The amounts collected in total were \$1,539,216 (2021: \$1,381,955). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$26,927 (2021: \$27,386).

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	5,720	4,765
<i>Leadership Team</i>		
Remuneration	2,706,491	2,834,883
Full-time equivalent members	25	24
Total key management personnel remuneration	2,712,211	2,839,648

There are 10 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (7 members) and Property (7 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	190-200

Principal 2

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

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	80-90	0

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration	2022	2021
\$000	FTE Number	FTE Number
100 - 110	16.00	16.00
110-120	1.00	1.00
120-130	3.00	1.00
130-140	2.00	1.00
	22.00	19.00

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

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: nil).

Holidays Act Compliance – schools payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

Additional funding wash up payment:
In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is confirmed, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2021: NIL)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) Property Management Company - Watershed

No later than One Year
Later than One Year and No Later than Five Years
Later than Five Years

2022 Actual \$	2021 Actual \$
40,236	40,236
40,236	40,236

20. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	1,242,907	-	1,172,862
Receivables	599,363	-	531,443
Investments - Term Deposits	1,986,130	-	2,221,977
Total Financial assets measured at amortised cost	<u>3,828,400</u>	<u>-</u>	<u>3,926,282</u>

Financial liabilities measured at amortised cost

Payables	731,535	163,364	732,523
Finance Leases	81,597	-	135,990
Total Financial Liabilities Measured at Amortised Cost	<u>813,132</u>	<u>163,364</u>	<u>868,513</u>

21. Events After Balance Date

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

22. 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 CARMEL COLLEGE'S FINANCIAL
STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Carmel College (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

Basis 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.

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

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

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Responsibilities of the Board for the financial statements

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

The Board 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance and the Kiwi Sport Note and Statement of Compliance with Good Employer Policy 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.



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand



Due: March, 2023

Carmel College - 035

Analysis of Variance for 2022 results

Strategic Goal:

Engage all learners in quality learning and teaching programmes to achieve personal excellence in life and be learners for life

Annual academic goals**Junior academic target**

- That all students are working at or above the curriculum level appropriate to their year group from Y7-10.

We used e-asTTle as our baseline for Y7-10 and in 2022 we used this as a measure for cohort learning progression.

Senior academic target

- NCEA Level 1, Level 2 and Level 3 Target is that 100% of the 2022 students eligible to gain the relevant NCEA certificate achieve this qualification.

YEAR 7- 10 Academic Analysis

What is e-asTTle?

e-asTTle is an online assessment tool, developed to assess students' achievement and progress in reading, mathematics, writing. The reading and mathematics assessments have been developed primarily for students in years 5–10, but because they test NZ curriculum levels 2–6 they can be used for students in lower and higher year levels. The e-asTTle writing tool has been developed for the assessment of students in years 1–10.

How is e-asTTle used at Carmel?

Since the beginning of 2019 all Year 7-10 students complete e-asTTle assessments in Maths and Reading. Students usually complete these tests at the beginning of the year and the end of the year.

In the early years of this data collection some teething issues meant that not all students were assessed correctly and further PD was provided to help ensure the correct assessments were given to each individual student.

The 2022 beginning of year data may not be complete as this was collected during weeks 5 & 6 of Term 1 for Years 9 & 10 and weeks 7 & 8 of Term 1 for year 7 & 8. During this time some students were off school because they were either self-isolating or at home sick. While attempts were made to get a full set of data for each year group it was difficult with some students being absent for in excess of a week at a time.

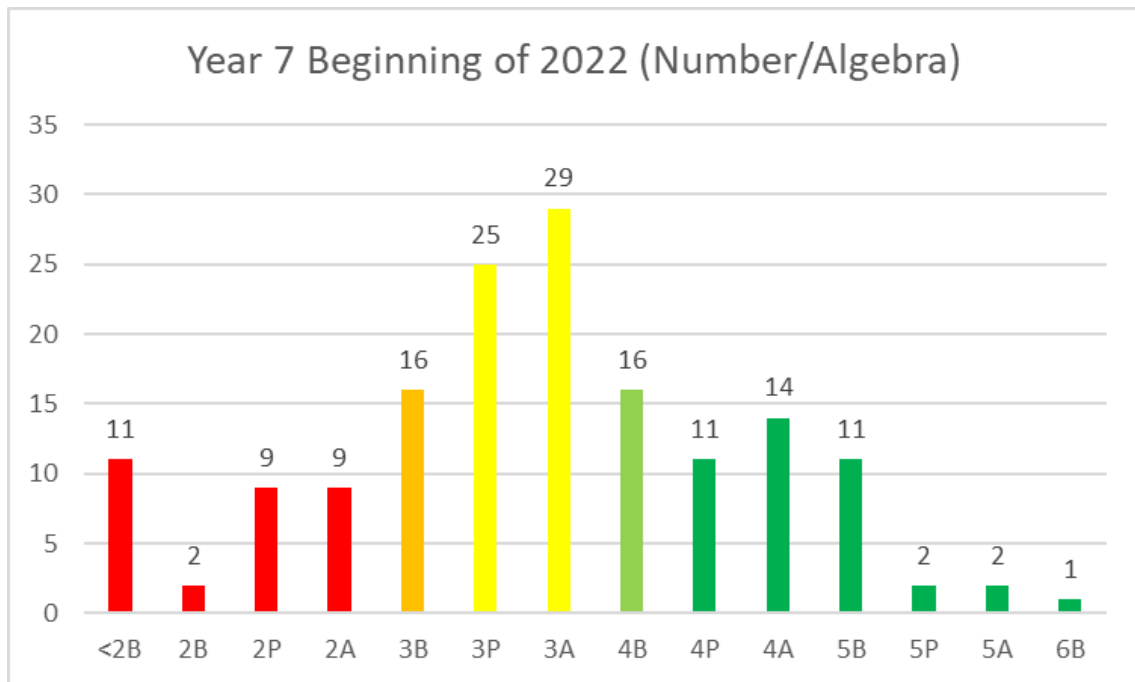
Curriculum Progress Indicators for profiling of students

The following table shows the expected curriculum levels for students to be on track to engage with NCEA in Year 11. The colours in the table have been used in the graphs that follow to clearly identify where students should be working at each year level. Because the data was gathered at the beginning of the year the students have been measured against the 'end of year' expectations eg Year 7 2022 is measured against the expectation for students at the end of year 6.

The NZC framework is designed so that students are expected to make progress of on average 1 curriculum level every 2 years under the current framework.

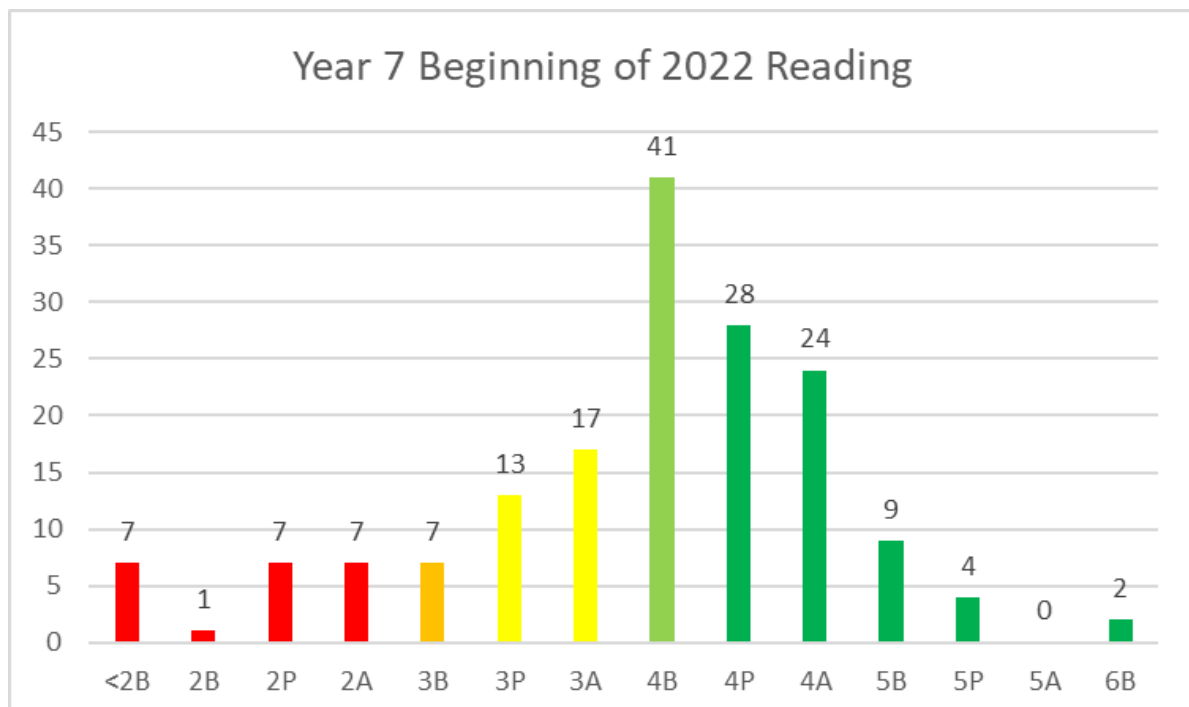
B = Beginning P = Proficient A = Advanced	Year 6 (EOY)	Year 7 (EOY)	Year 8 (EOY)	Year 9 (EOY)	Year 10 (EOY)	Implications for NCEA Year 11
Working Well above	4P +	4A +	5B +	5A +	6 +	
Working Above	4B	4P	4A - above	5P above	5A above	
By the end of the year students should have...	Mastered Level 3 3P - 3A	4B	Mastered Level 4 4P - 4A	5B	Mastered Level 5 5P	Able to work at NZC Level 6 And will be able to engage in NCEA
Working Below (1 year)	3B	3A	4B	4A	5B	Learning support is needed. Acceleration intervention required. Individuals to be monitored.
Working Well below (2 year)	2	3P or less	3A or less	4P or less	4A or less	Individual Learning Plan needed.

Year 7 2022 Beginning of Year data



Maths Comment:

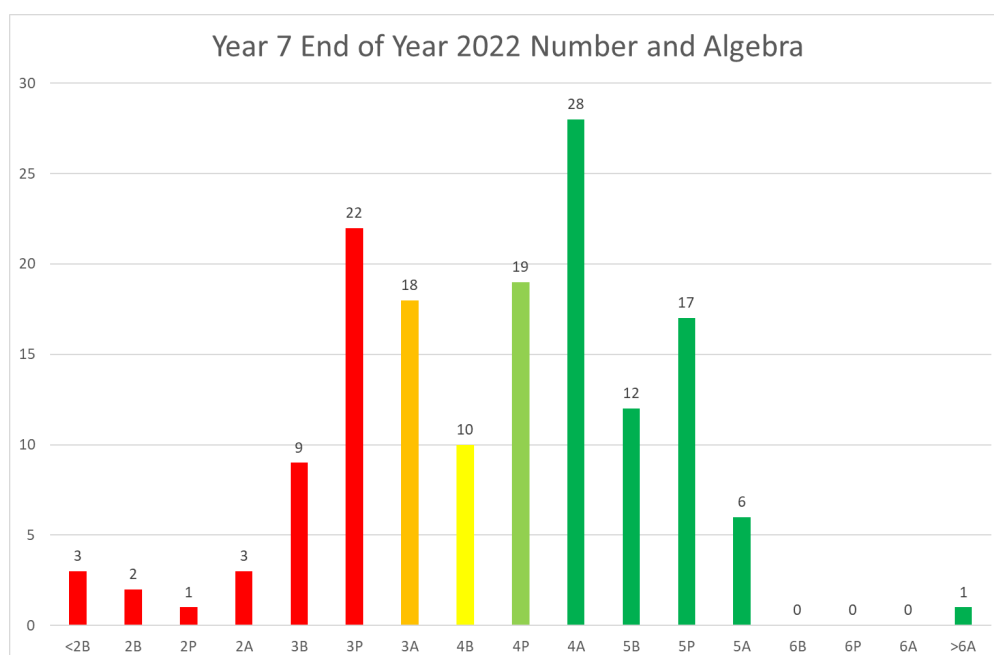
The majority of students are at the expected curriculum level for the end of Year 6 (mastered level 3). There is a number (57) who are working at the expected level for the end of Year 7 or better. There are a number of students (31) who are more than 2 years or more behind.



Reading Comment:

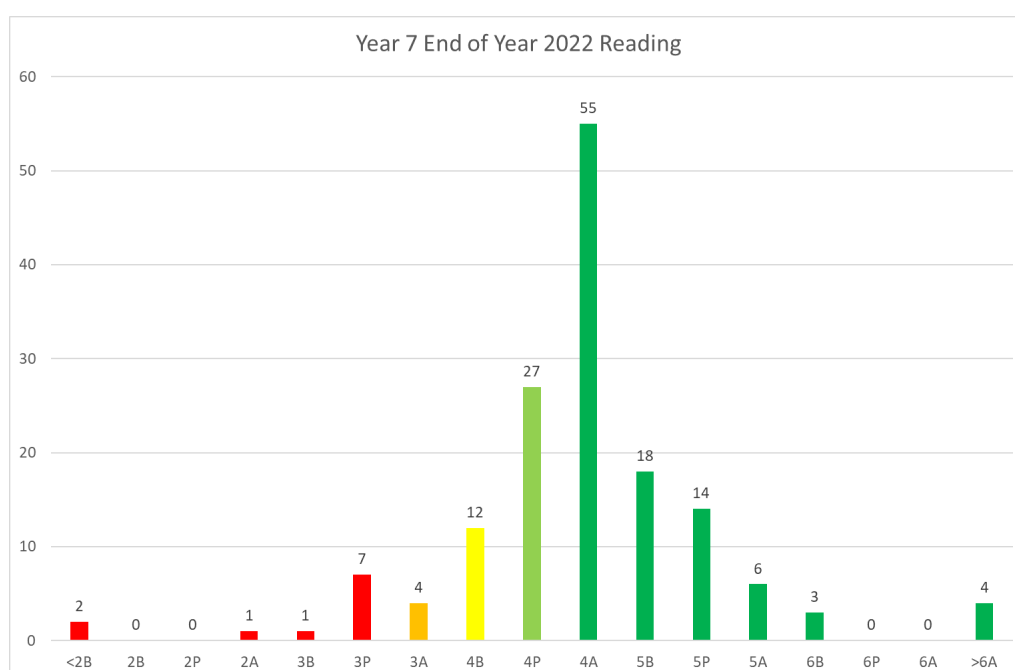
The majority of students are working above the expected curriculum level for the end of Year 6 (mastered level 3). There are a number (22) who are working two years or more below this level while the majority have already reached the expected level for the end of Year 7 (108) and a number (39) are working two years or more above that expected level.

Year 7 2022 End of Year data



Maths Comment:

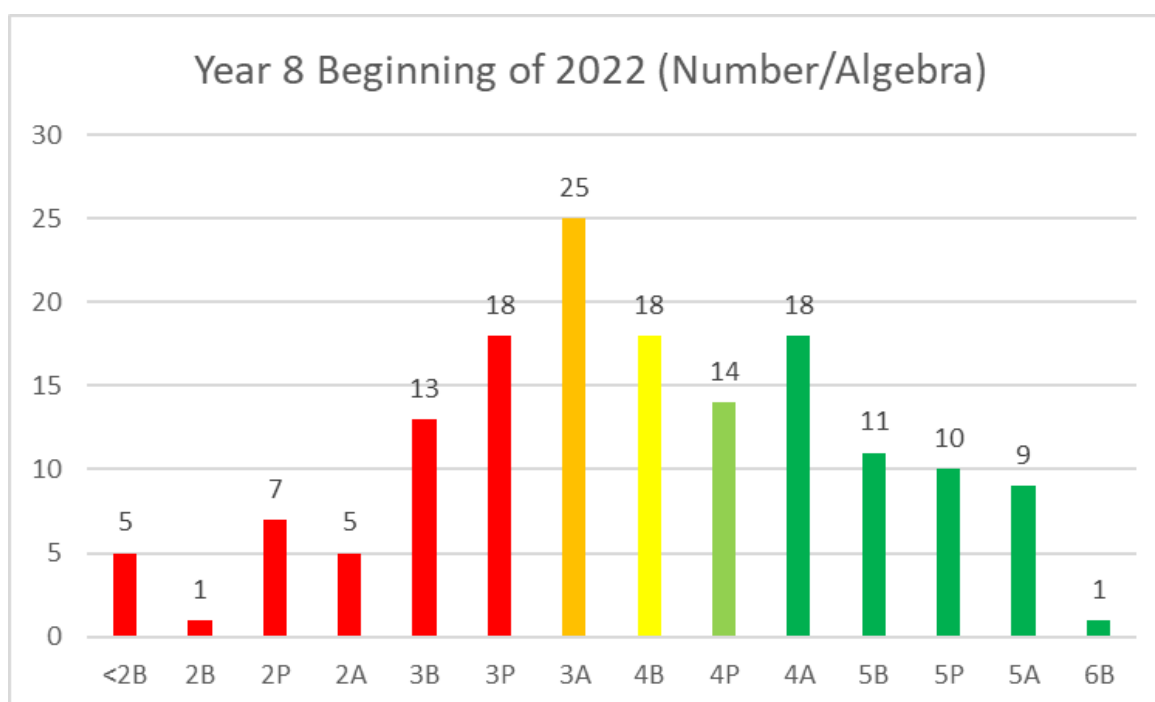
The average student went up $\frac{1}{2}$ a NC level in year 7 which is on par with what is expected. The students who were well below have mostly improved 48 at the BoY and 40 at the EoY, 22 of which are 3P, just below being defined as below (this is a large shift from the beginning of the year. BoY 11 students were <2B, by the EoY, only 3 were <2B.) The other large change is in the well above category. At the BoY, 36 students were in the Well Above category, by the EoY this was at 64 students.



Reading Comment:

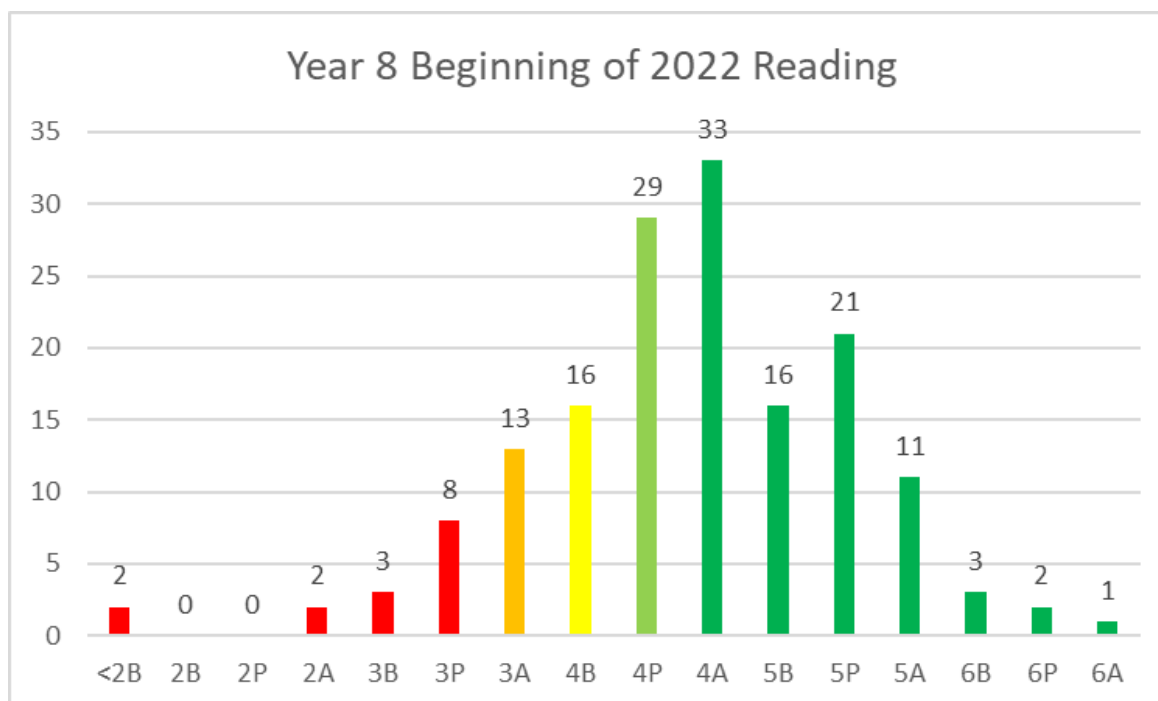
The average student improved by just over $\frac{1}{2}$ a NC level. The number of students at all levels except Well Above was reduced (28 were well below at the BoY down to 11 at EoY.) The number of students who are working Well Above increased from 61 students at the BoY to 100 at EoY)

Year 8 2022 Beginning of Year data



Maths Comment:

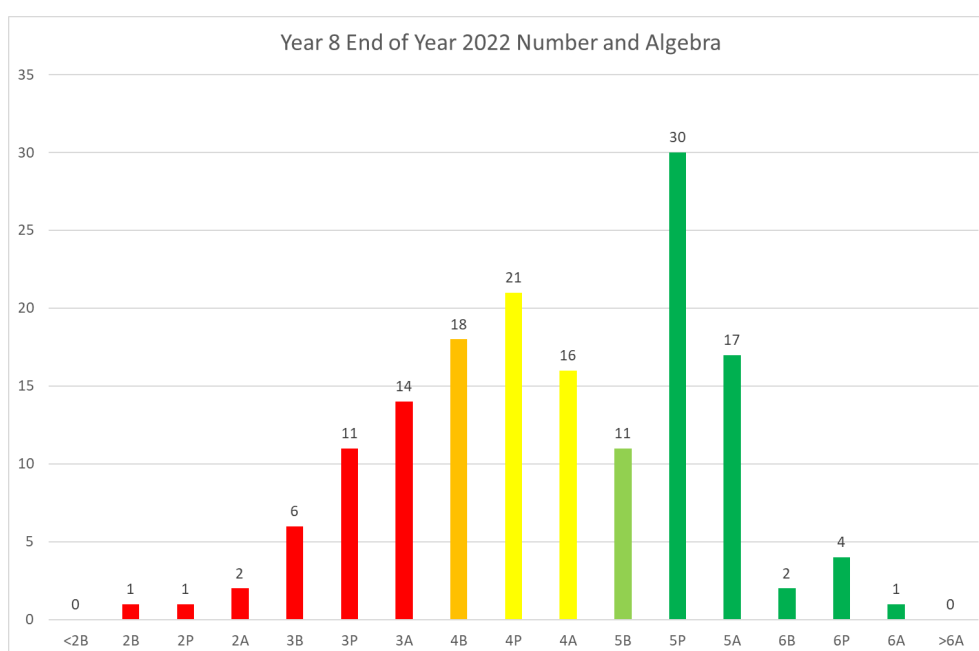
The majority of students are working towards, at or above the expected curriculum level for the end of Year 7 (beginning level 4). There are a significant number (49) who are working two years or more below this level while a significant number (63) have already reached the expected level for the end of Year 8 (mastered level 4) and are working above that expected level.



Reading Comment:

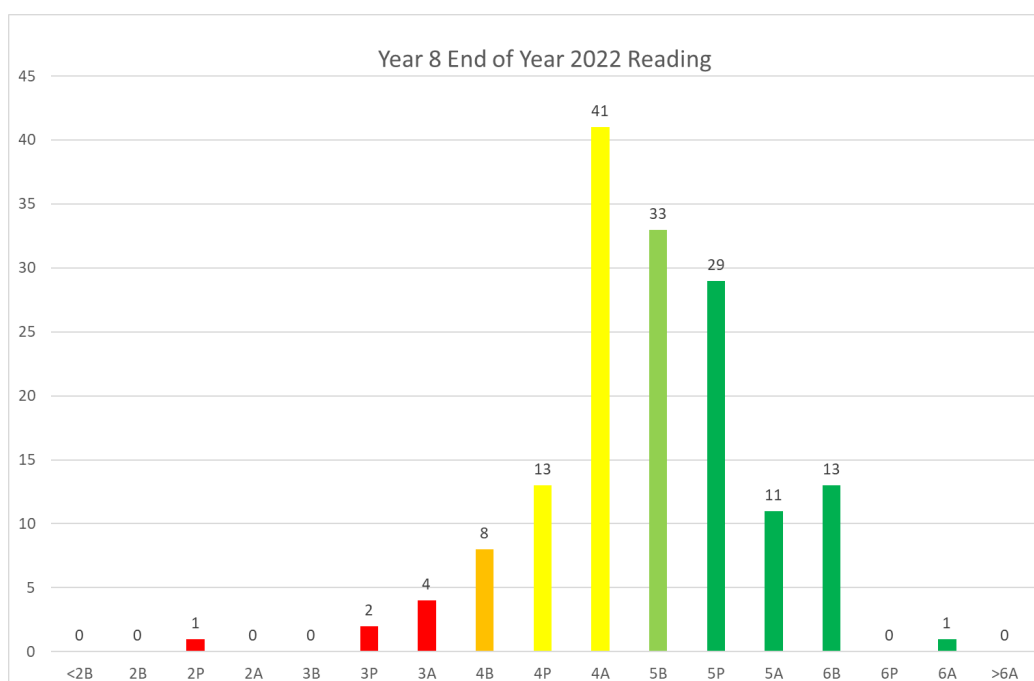
The majority of students (118) have already reached the expected level for the end of Year 8 (mastered level 4) and a number (54) are working two years or more above that expected curriculum level. There is a number who are working one year below (13) and another group (15) who are working two years or more below the expected level.

Year 8 2022 End of Year data



Maths Comment:

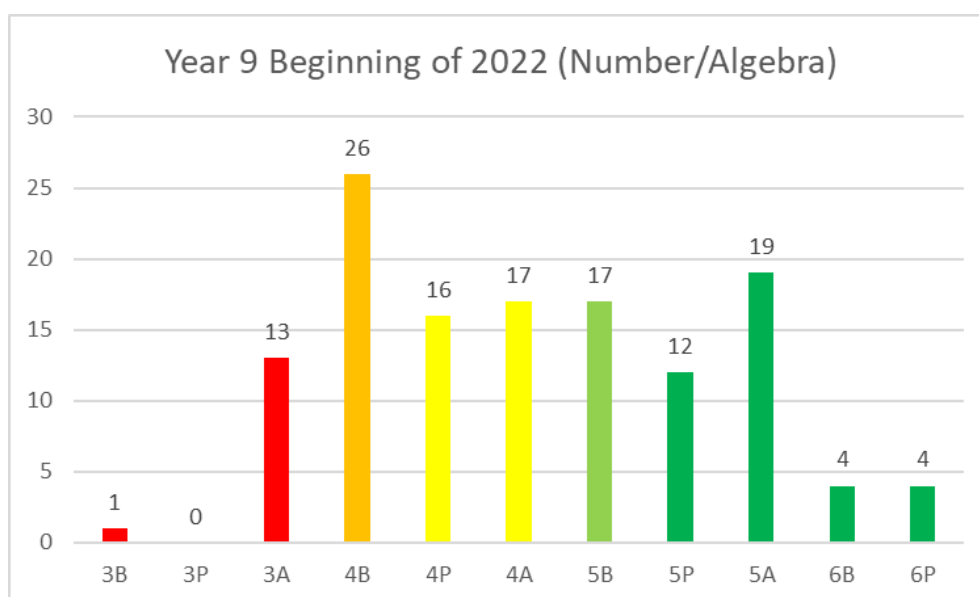
The average students went up just over $\frac{1}{2}$ a NC level in Year 8, which is the expected improvement. The number of students Well Below went down from 44 at the BoY to 35 at the EoY after the expected level of improvement has been factored in. The number of students 3B or lower has been reduced from 26 to 10 students. The numbers of students At have increased from 18 to 37 Students. The number well Above has increased from 48 to 54 students.



Reading Comment:

The average student's reading increased by just over $\frac{1}{3}$ of a NC level which is lower than expected. Majority of students (141) have reached the expected level for the end of Year 8 (mastered level 4) and a number (54) are working two years or more above that expected curriculum level. There is a number who are working one year below (8) and another group (7) who are working two years or more below the expected level.

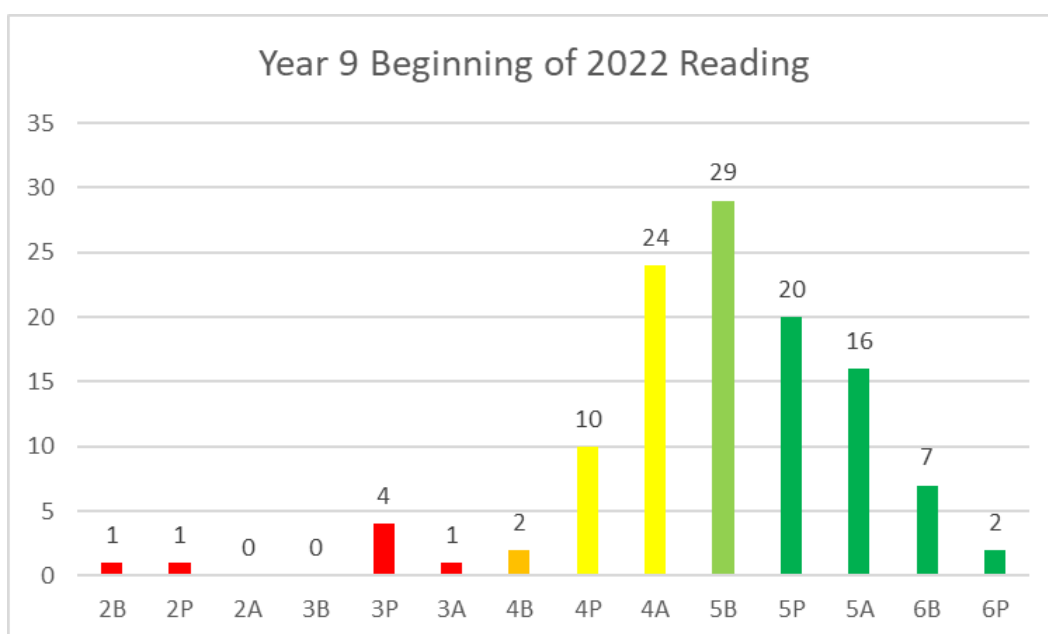
Year 9 2022 Beginning of Year data



Maths Comment:

The majority of students are working at, above or well above the expected curriculum level for the end of Year 8 (mastered level 4) and a number (56) have already reached the expected level for the end of Year 9. At the same time, quite a number (26) are still working one year below or two or more years below (14) the expected level.

Comparing the Number/Algebra scores from the beginning of 2021 and beginning of 2022 the average student improved by 1/3 of a curriculum level during Year 8.

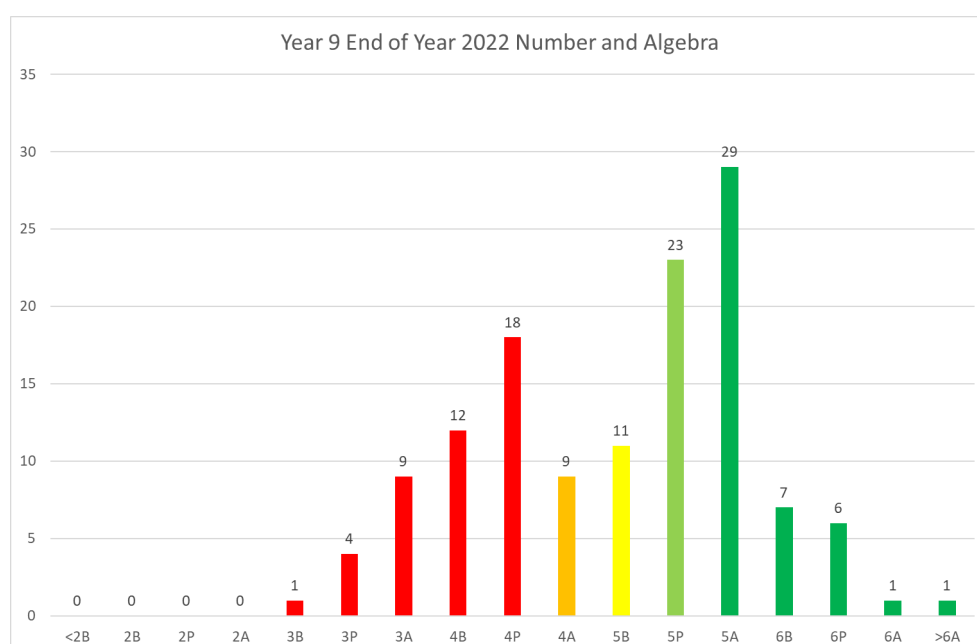


Reading Comment:

The majority of students have already reached the expected level (mastered level 4) for the end of year 9 and a number are working above that expected curriculum level. Only a handful of students are working one year below (2) or two years below (7) the expected level.

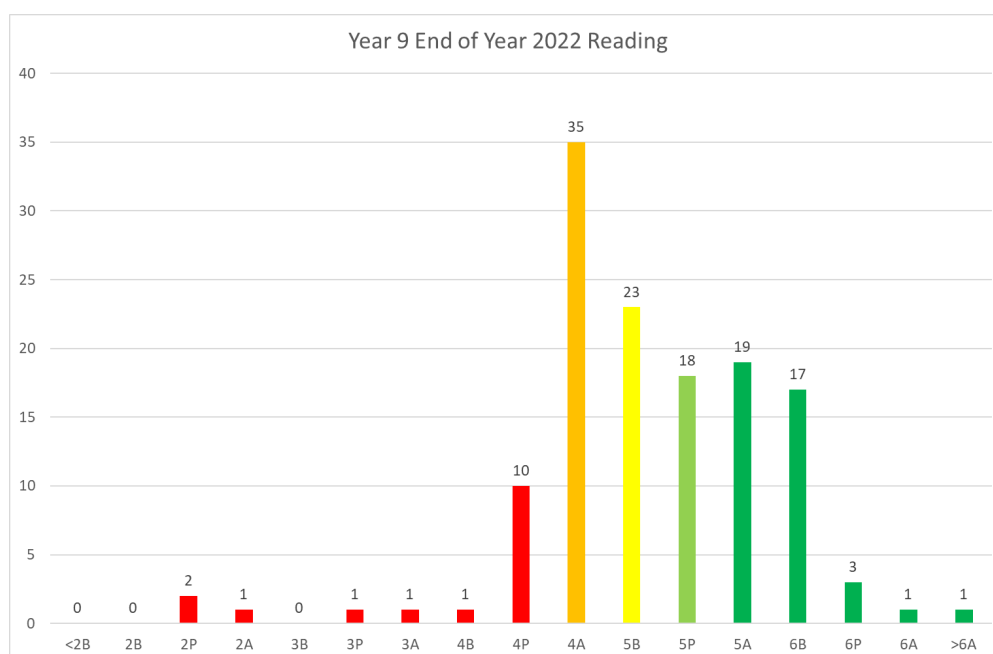
Comparing the reading scores from the beginning of 2021 and beginning of 2022 the average student improved by just under 1/3 of a curriculum level during Year 8.

Year 9 2022 End of Year data



Maths Comment:

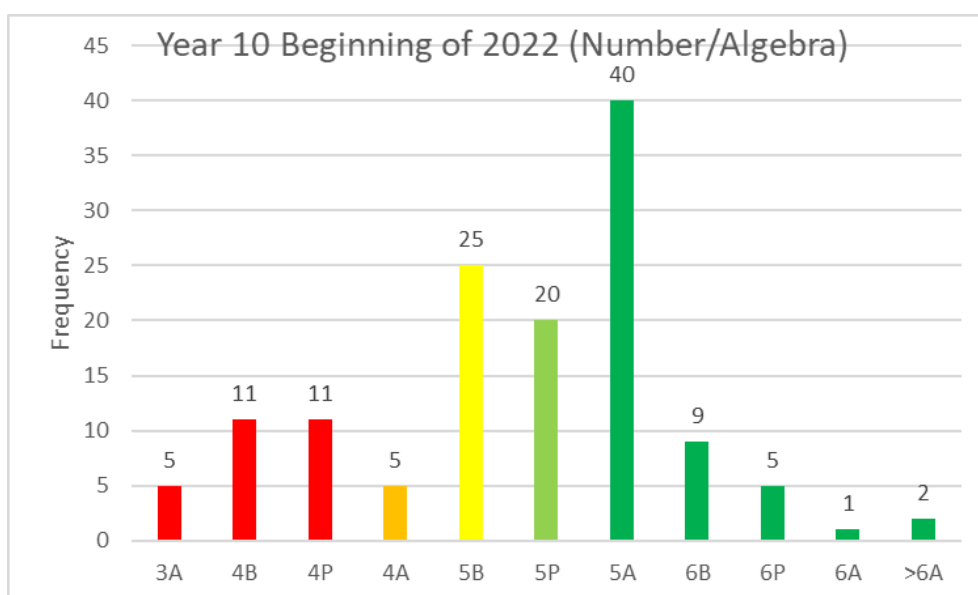
The average student went up just under a $\frac{1}{3}$ of a NC level in Year 9 which is a little below the expected improvement. The majority of students (78) are working at, above or well above the expected curriculum level for the end of Year 9 (mastered level 4). At the same time, quite a number (9) are still working one year below or two or more years below (44) the expected level. The number of students below level 4 is 14.



Reading Comment:

Comparing the reading scores from the beginning of 2022 and the end of 2022 the average student improved by $\frac{1}{6}$ of a curriculum level during Year 9, this is much less than expected. The majority of students (82) have reached the expected level (mastered level 4) for the end of year 9 and a number (41) are working Well Above that expected curriculum level. 35 Students are operating 1 year below the expected level while only 5 are below level 4.

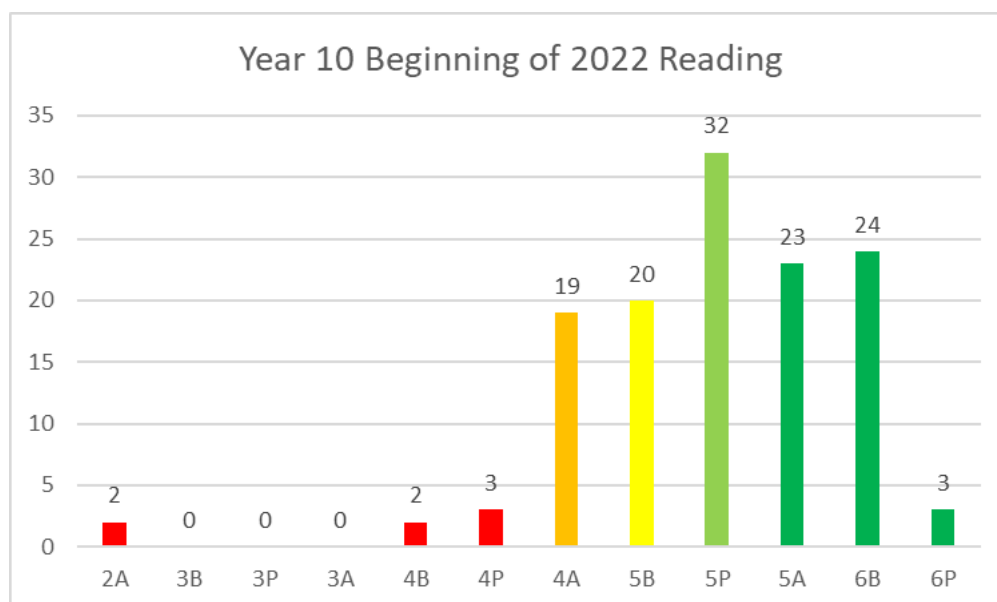
Year 10 2022 Beginning of Year data



Maths Comment:

The majority of students are working at or above the level expected for the beginning of Year 10 and a significant number (77) have already reached the expected level for end of year 10 (mastered level 5). There are still a number of students who are working below the required level compared to the end of Year 9 - either one year (5) or two or more years (27) below what is expected.

Comparing the Number/Algebra scores from the beginning of 2021 and beginning of 2022 the average student improved by 2/3 of a curriculum level during Year 9.

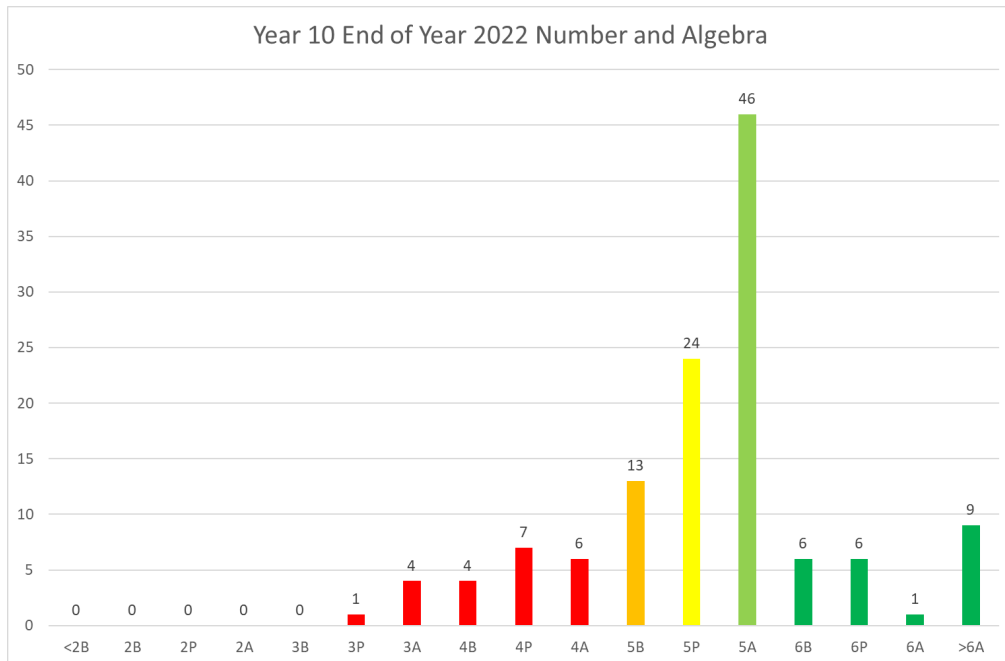


Reading Comment:

The majority of students are working at or above the level expected for beginning Year 10. Over half (82) have already reached the expected level for the end of Year 10 (mastered level 5). There are still a number of students (19) who are working one year below the expected level for the end of Year 9 with a small number (7) working two or more years below.

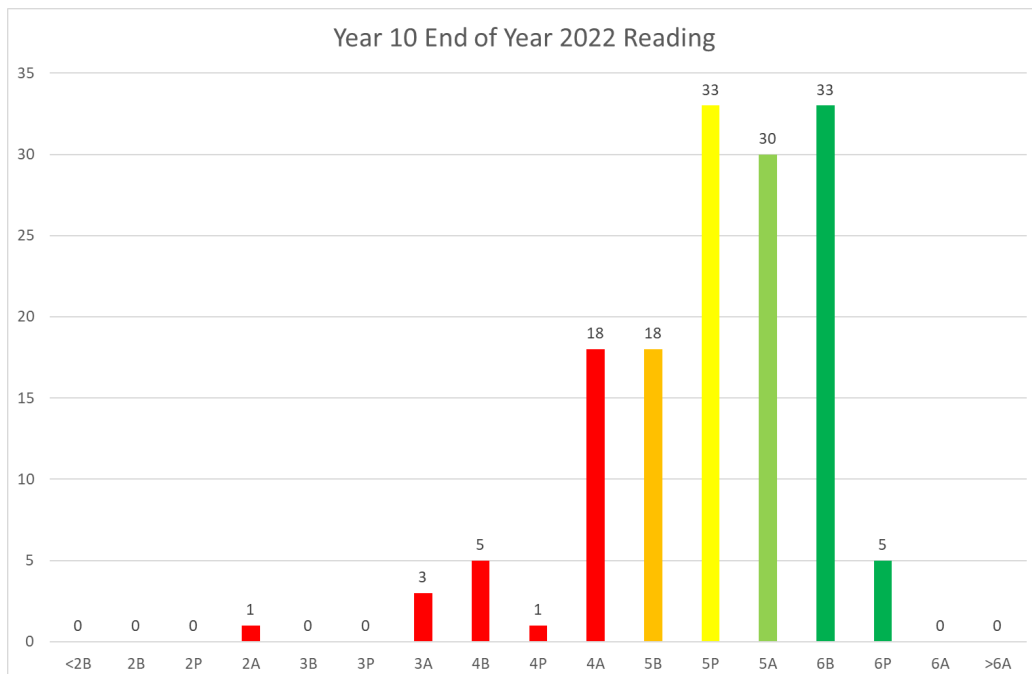
Comparing the reading scores between the beginning of 2021 and beginning of 2022 the average student went 1/3 of a curriculum level during Year 9.

Year 10 2022 End of Year data



Maths Comment:

The average students made just below $\frac{1}{3}$ of a NC level progress in 2022, this is less than the expected amount. The majority of students (92) are working at or above the level expected for the end of Year 10 and a significant number (68) are working above the level for Year 10 (mastered level 5). There are still a number of students (13) who are working below the required level and (22) students are well below, of these 9 are 4B or lower.



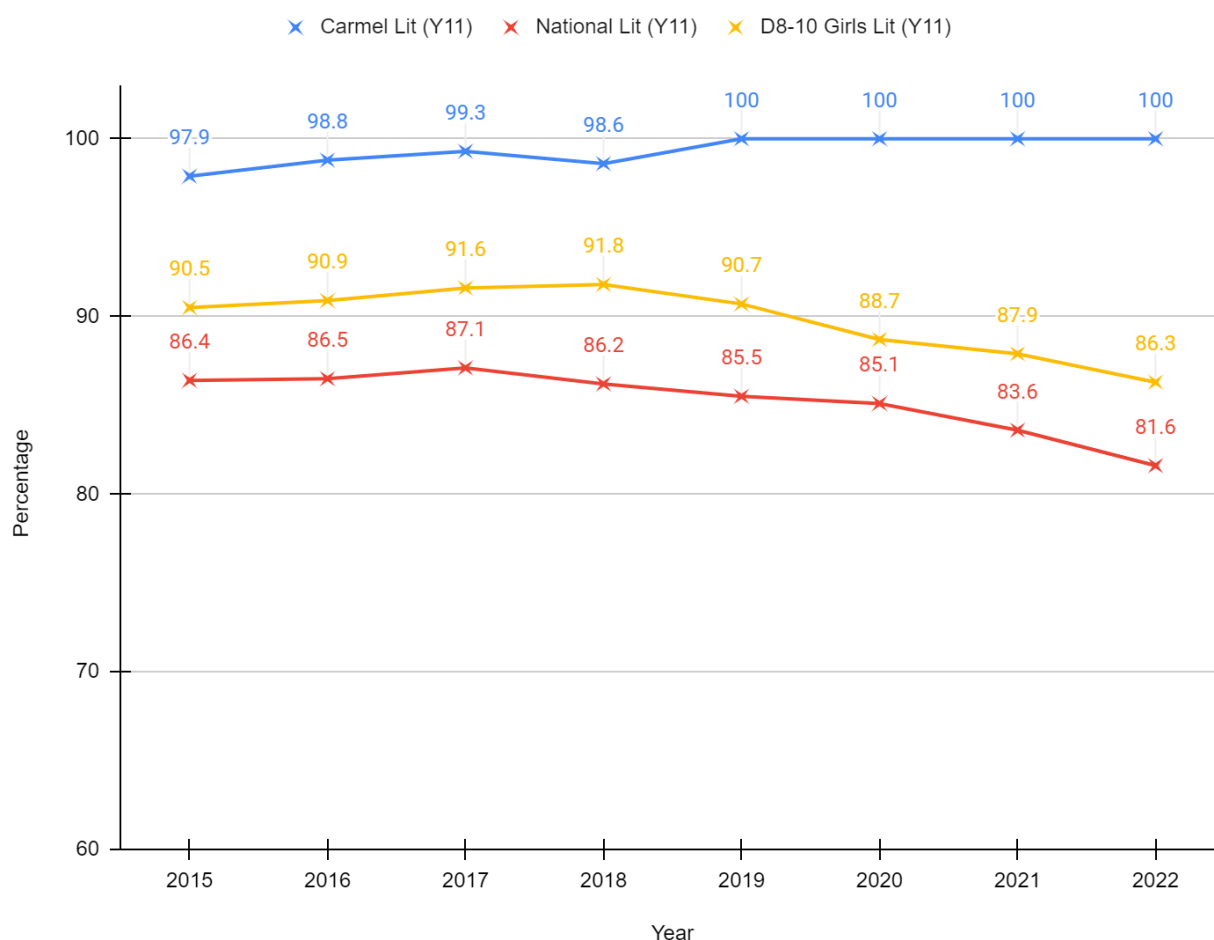
Reading Comment:

The average year 10 went up $\frac{1}{6}$ of a NC level in 2022, this is much less than expected. The majority of students (119) are working at or above the level expected for the end of Year 10 (mastered level 5). There are still a number of students (18) who are working one year below the expected level for the end of Year 10 with (28) working two or more years below.

NCEA results for 2022:

	2015	2016	2017	2018	2019	2020	2021	2022
Carmel Lit (Y11)	97.9	98.8	99.3	98.6	100.0	100.0	100.0	100.0
National Lit (Y11)	86.4	86.5	87.1	86.2	85.5	85.1	83.6	81.6
D8-10 Girls Lit (Y11)	90.5	90.9	91.6	91.8	90.7	88.7	87.9	86.3

Literacy percentage pass rates 2015-2022

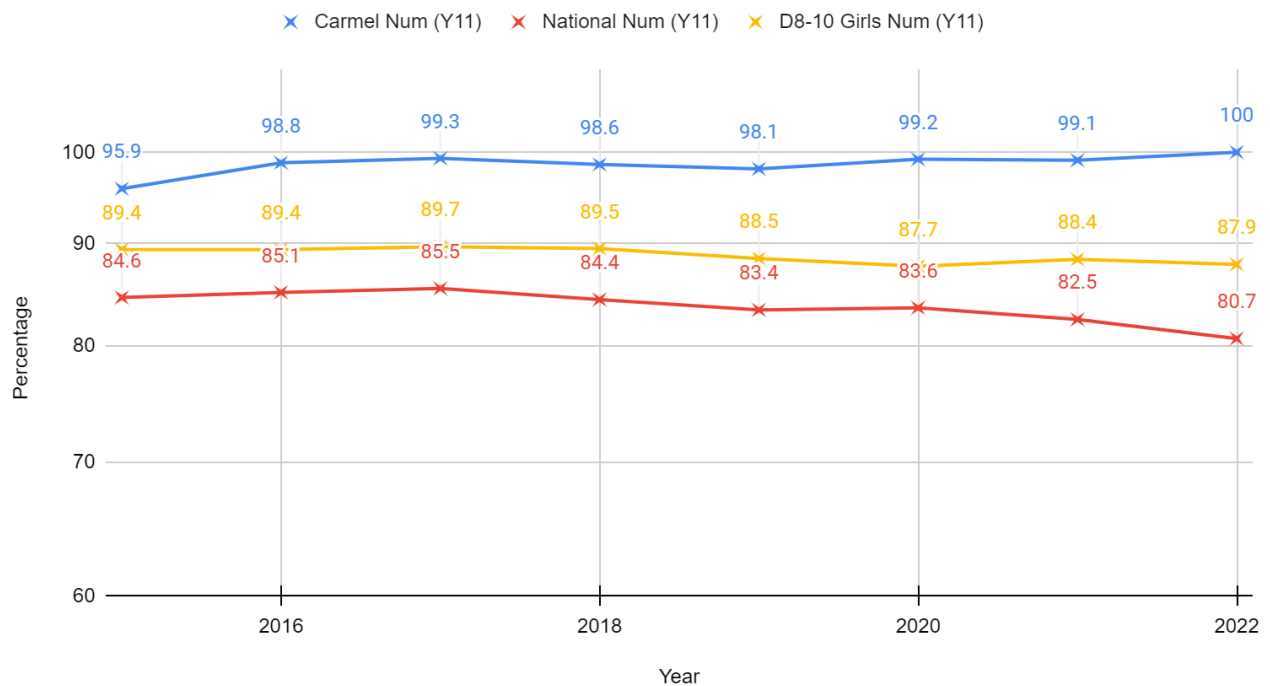


Literacy: Carmel has continued to maintain very high levels of literacy attainment. We have achieved a 100% literacy pass rate for the past four years. This makes it the seventh consecutive year that the L1 literacy pass rates have been above 98%.

While Carmel has maintained our 100% literacy rates, both comparable Deciles and national rates show a downward trend in literacy rates. When compared to similar schools (D8-10: 86.3%) are 13.7% higher and when compared to national pass rates, (81.6%), Carmel is 18.4% higher.

	2015	2016	2017	2018	2019	2020	2021	2022
Carmel Num (Y11)	95.9	98.8	99.3	98.6	98.1	99.2	99.1	100.0
National Num (Y11)	84.6	85.1	85.5	84.4	83.4	83.6	82.5	80.7
D8-10 Girls Num (Y11)	89.4	89.4	89.7	89.5	88.5	87.7	88.4	87.9

Numeracy percentage pass rates 2015-2022

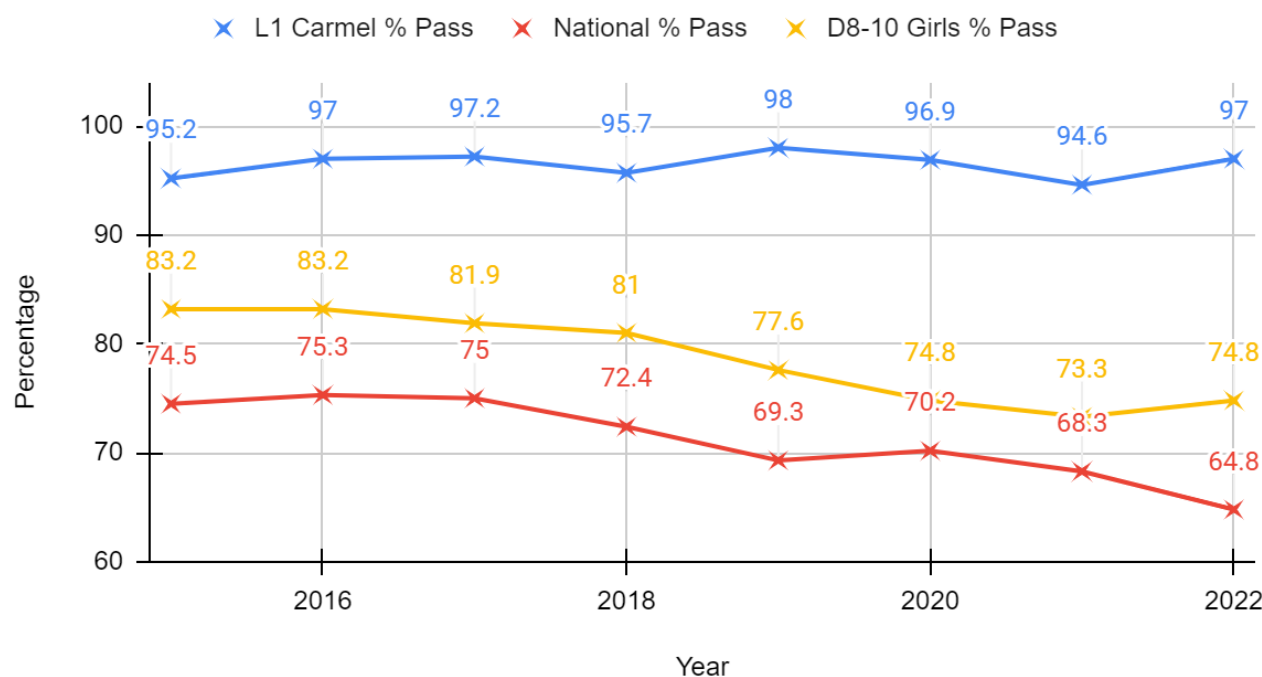


Numeracy: Carmel has continued to maintain very high levels of numeracy attainment, reaching 100% in the 2022 results. This is the seventh consecutive year that the pass rate has been above 98%.

Our numeracy rates, when compared to similar schools (D8-10: 87.9%) are 12.1% higher and when compared to national pass rates, (80.7%), Carmel is 19.3% higher.

	2015	2016	2017	2018	2019	2020	2021	2022
L1 Carmel % Pass	95.2	97.0	97.2	95.7	98.0	96.9	94.6	97.0
National % Pass	74.5	75.3	75	72.4	69.3	70.2	68.3	64.8
D8-10 Girls % Pass	83.2	83.2	81.9	81.0	77.6	74.8	73.3	74.8

NCEA Level 1 Percentage Pass rate, 2015-2022



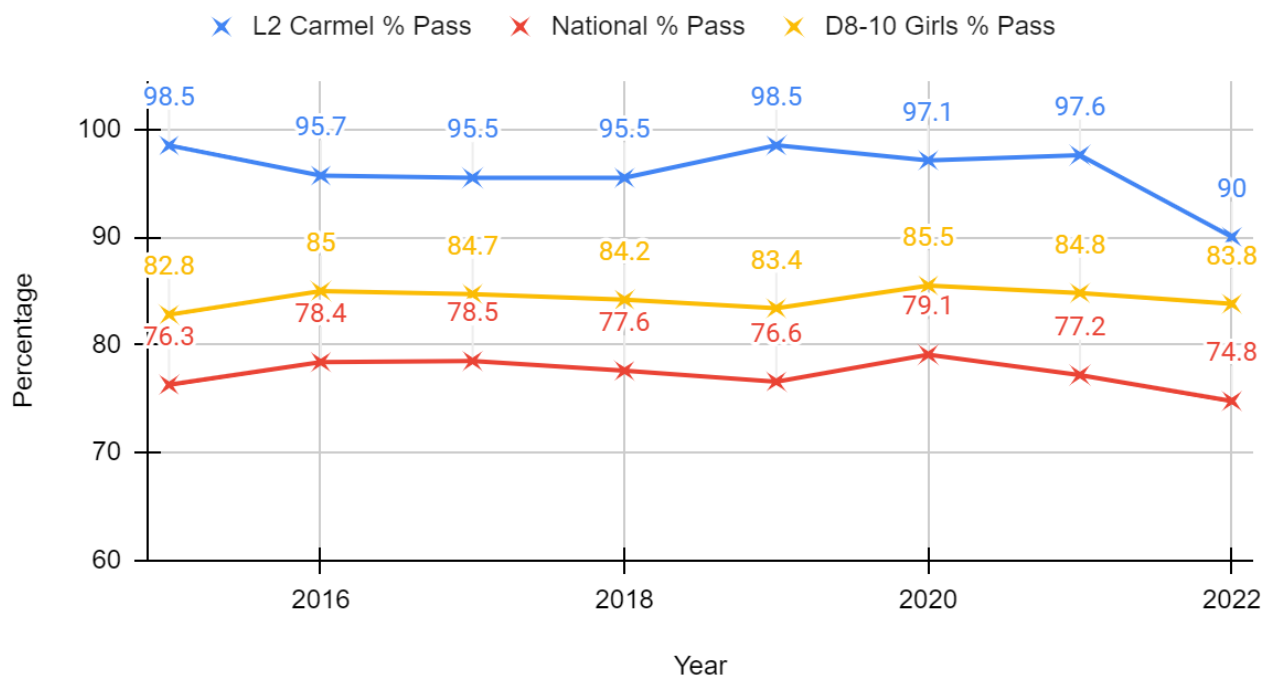
Level 1: Over the past six years, Carmel (97%) has been exceeding D8-10 (74.8%) schools and the national pass rates (64.8%) by considerable margins. In 2021, the gap to D8-10 is 22.2% and to the national average is 32.2%.

It is interesting to note that, the 2022 results for D8-10 has increased for the first time in comparison to the previous 5 years, whilst the downward trend for national data continues in that trend.

Of the students who did not achieve NCEA 1; 1 student left in April, 2 students had serious attendance concerns (one 49%, one 53%), one student is on our learning register and is being supported to achieve their personal best.

	2015	2016	2017	2018	2019	2020	2021	2022
L2 Carmel % Pass	98.5	95.7	95.5	95.5	98.5	97.1	97.6	90.0
National % Pass	76.3	78.4	78.5	77.6	76.6	79.1	77.2	74.8
D8-10 Girls % Pass	82.8	85.0	84.7	84.2	83.4	85.5	84.8	83.8

NCEA Level 2 Percentage Pass Rate, 2015-2022



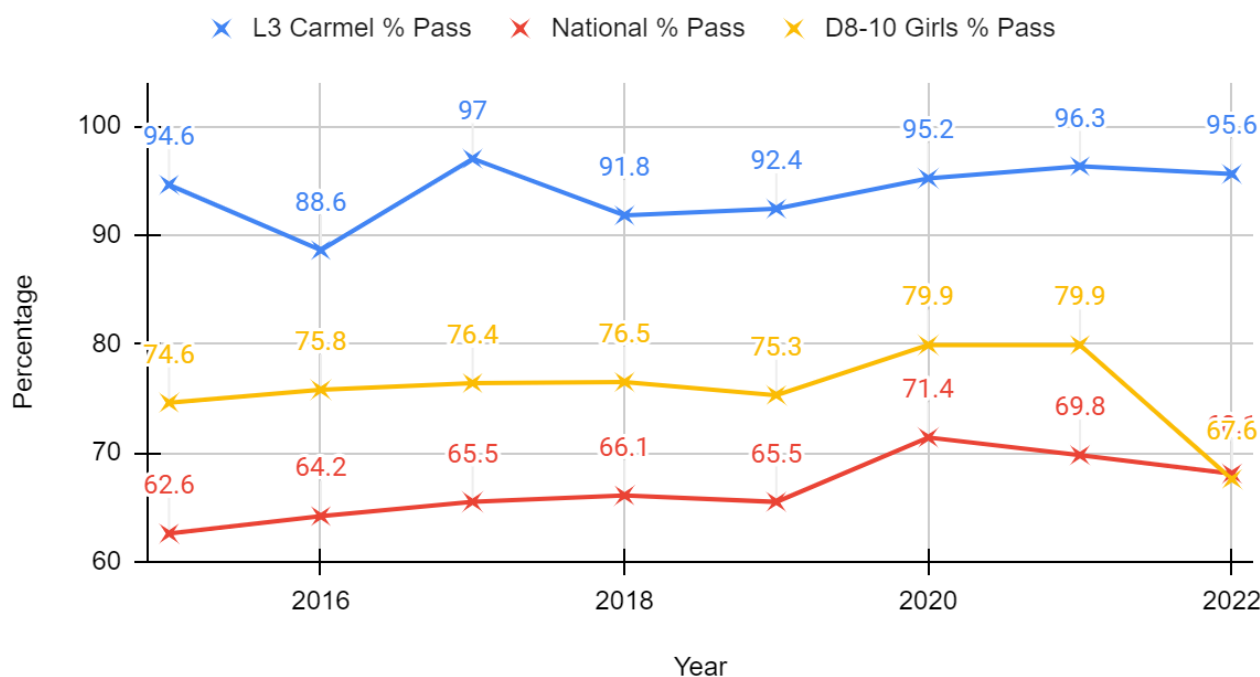
Level 2: Over the past eight years, Carmel (90%) has been exceeding D8-10 schools (83.8%) and the national average (74.8%) NCEA L2 percentage pass rates. In 2022 Carmel, along with National and Decile 8-10 schools all had a decrease in the attainment of NCEA Level 2.

However, Carmel results were 6.2% higher than D8-10 and 15.2% higher than the national average.

A 90.0% pass rate means that there were 12 out of 116 students who did not pass L2 in their first attempt. 2 students had left the college, and there were 8 students whose attendance was between 31-50%. A range of strategies were utilized by the pastoral care team to try to engage and increase students' attendance.

	2015	2016	2017	2018	2019	2020	2021	2022
L3 Carmel % Pass	94.6	88.6	97.0	91.8	92.4	95.2	96.3	95.6
National % Pass	62.6	64.2	65.5	66.1	65.5	71.4	69.8	68.1
D8-10 Girls % Pass	74.6	75.8	76.4	76.5	75.3	79.9	79.9	67.6

NCEA Level 3 Percentage Pass Rate, 2015-2022

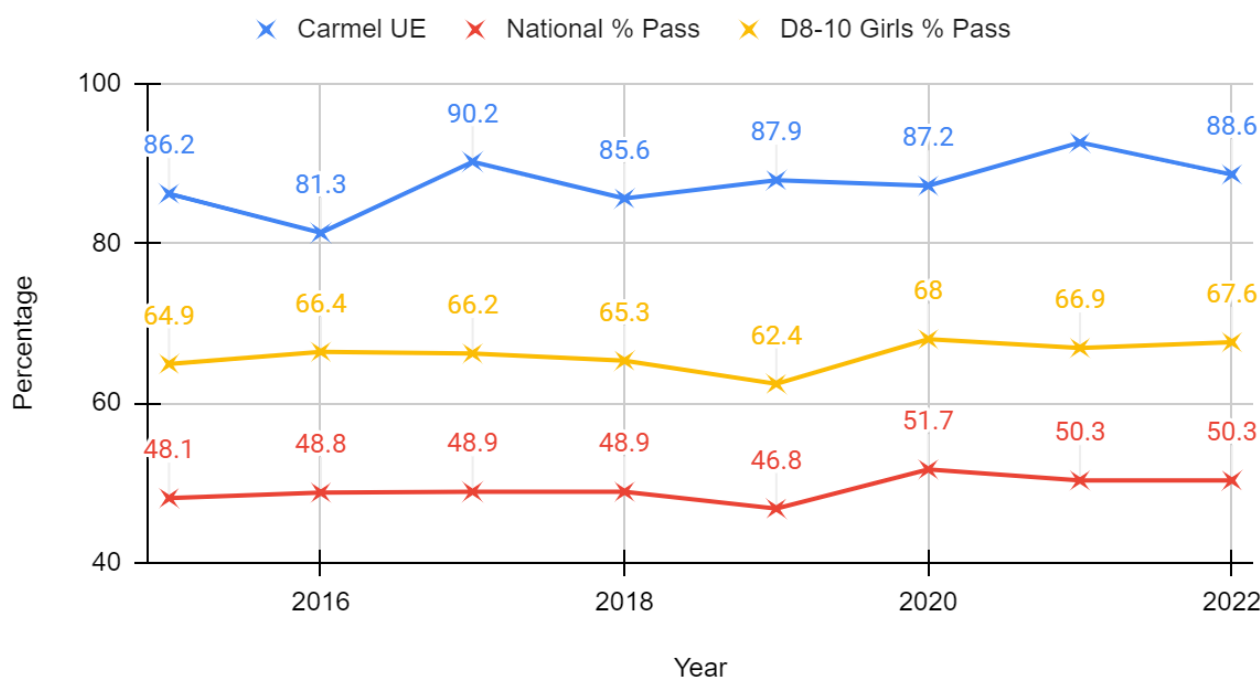


Level 3: Whilst the 2022 results show a decrease of 0.7% in the percentage of pass rates for NCEA Level 3, which is the first decrease in 4 years, the percentage pass rate continues to exceed D8-10 schools by 28%, and national pass rates by 27.5%.

Of the students who did not achieve NCEA 3; 1 student left, 1 student is on our learning register and has been supported to achieve their personal best. She has now signed out of the College, having completed 3 years in Year 13. The remaining students who did not gain NCEA L3 had attendance concerns as they were at school 40-60% of the school year.

	2015	2016	2017	2018	2019	2020	2021	2022
Carmel UE	86.2	81.3	90.2	85.6	87.9	87.2	92.6	88.6
National % Pass	48.1	48.8	48.9	48.9	46.8	51.7	50.3	50.3
D8-10 Girls % Pass	64.9	66.4	66.2	65.3	62.4	68.0	66.9	67.6

University Entrance Percentage Pass Rate, 2015-2022



UE: The focus on ensuring students who are planning to enrol in a university in the following year and suitable courses and standards that enable them to gain UE remains a priority.

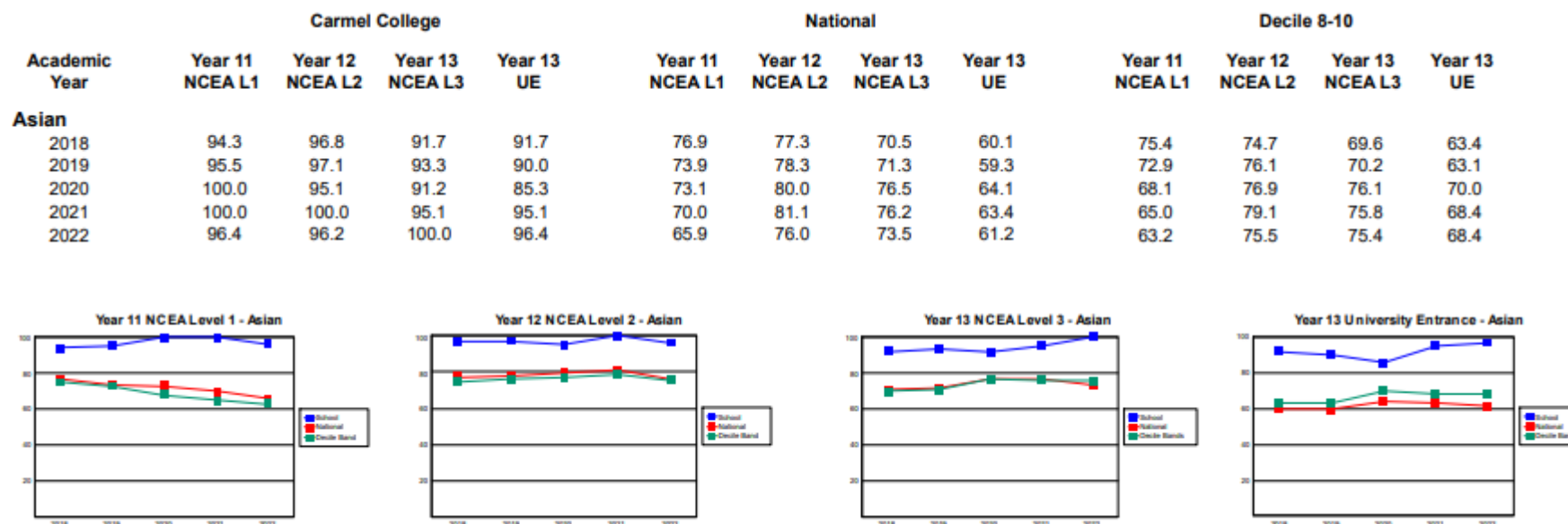
Carmel students achieved a 88.6% pass rate for UE. Although this is a decrease from the previous three years, the percentage pass rate still exceeds comparable schools by significant margins: D8-10 schools by 21% by national rates by 38.3%.

Those that did not gain UE 7 did gain NCEA L3, so could not attain UE.

Next steps: To continue monitoring the close monitoring of Y12 and Y13 students early in 2023 and put learning programmes in place by the end of T1 to enable them to gain UE, if that is part of their learning pathway.

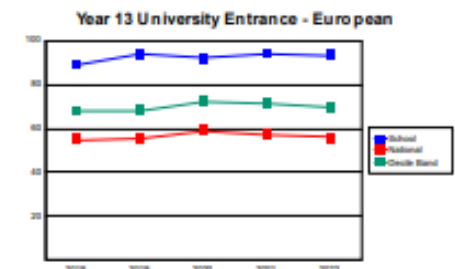
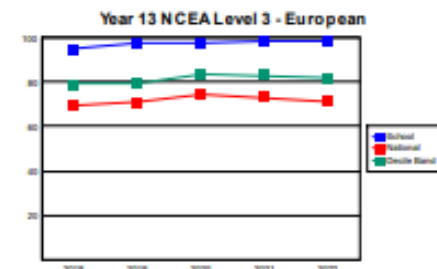
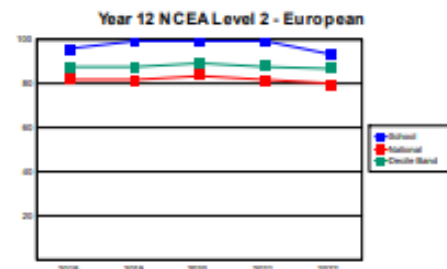
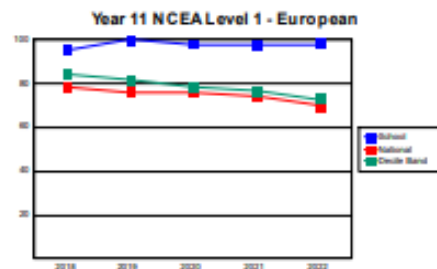
Analysis of Achievement by Ethnicity:

For all levels of attainment and all ethnicities, Carmel is consistently above, and in some cases, significantly above, national and D8-10 pass rates.



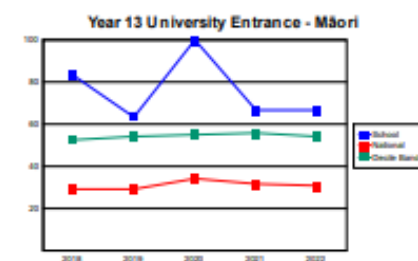
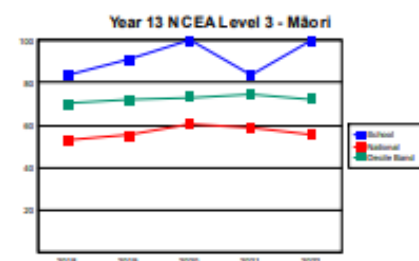
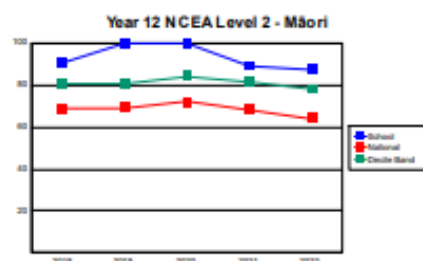
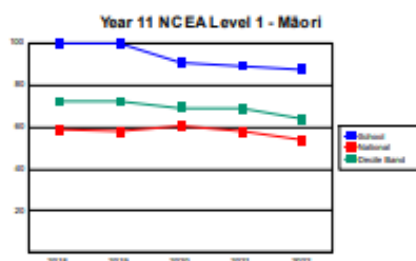
Based on the MOE supplied data and graphs, the pass rates for our Asian students at Level 1, 2 and 3 exceed comparative national and decile based pass rates by more than 35%. Our Asian students exceed D8-10 by a very impressive 33%.

	Carmel College				National				Decile 8-10			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
European												
2018	95.5	95.1	95.1	88.9	78.0	81.5	69.9	55.0	84.1	86.9	79.3	68.0
2019	100.0	98.8	97.5	93.8	76.0	81.1	70.8	55.1	81.6	86.9	79.6	68.2
2020	97.6	98.8	97.4	92.1	75.8	83.2	74.6	59.0	78.1	88.6	83.5	72.5
2021	97.2	98.8	98.8	93.9	74.0	81.2	73.2	57.2	76.4	87.2	83.1	71.4
2022	97.7	92.9	98.6	93.2	69.6	79.3	71.6	56.0	72.6	86.6	81.8	70.1



Based on the MOE supplied data and graphs, our European students' pass rates have widened from last year, exception being at Level 2, and continue to exceed D8-10 by 6.3% across all levels and exceed national comparisons by between 13.6%.

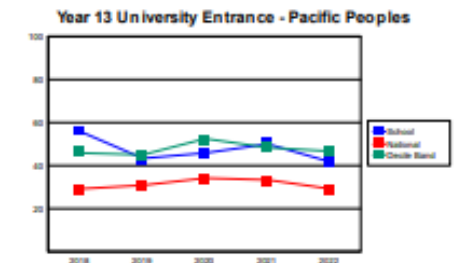
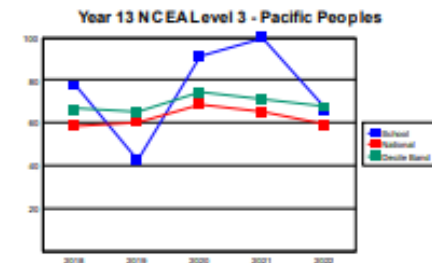
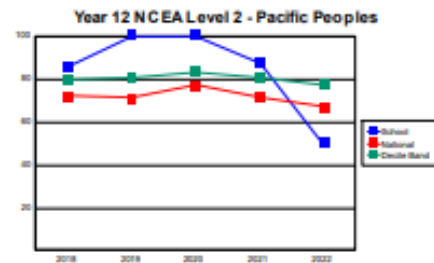
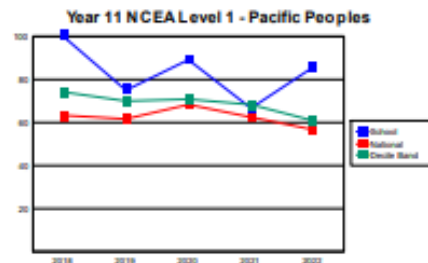
	Carmel College				National				Decile 8-10			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Māori												
2018	100.0	90.9	83.3	83.3	58.4	68.6	52.9	29.3	72.1	80.4	70.1	52.8
2019	100.0	100.0	90.9	63.6	57.7	68.9	55.1	29.9	72.2	80.7	71.9	54.8
2020	90.9	100.0	100.0	100.0	60.8	71.9	60.7	34.1	69.0	84.0	73.1	55.6
2021	88.9	88.9	83.3	66.7	57.7	68.3	58.5	31.7	68.5	81.7	74.4	55.9
2022	87.5	87.5	100.0	66.7	53.7	64.0	55.7	30.9	63.4	78.1	72.4	54.1



Based on the MOE supplied data and graphs, our Māori students are achieving at higher rates than the comparison data.

The fluctuations in percentages over the years are partly due to the very low numbers of students of this ethnicity. [L1 = 7; L2 = 7 L3 = 6]

	Carmel College				National				Decile 8-10			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Pacific Peoples												
2018	100.0	85.7	77.8	55.6	62.8	72.1	58.9	28.6	73.8	79.5	66.5	45.9
2019	75.0	100.0	42.9	42.9	61.8	71.3	60.3	30.3	69.6	80.3	65.2	44.4
2020	88.9	100.0	90.9	45.5	68.2	77.1	68.9	33.7	71.0	83.4	74.4	51.8
2021	66.7	87.5	100.0	50.0	62.3	71.5	64.9	33.0	67.9	80.9	71.1	48.4
2022	85.7	50.0	66.7	41.7	56.5	67.2	59.4	28.6	60.8	77.5	67.8	46.0



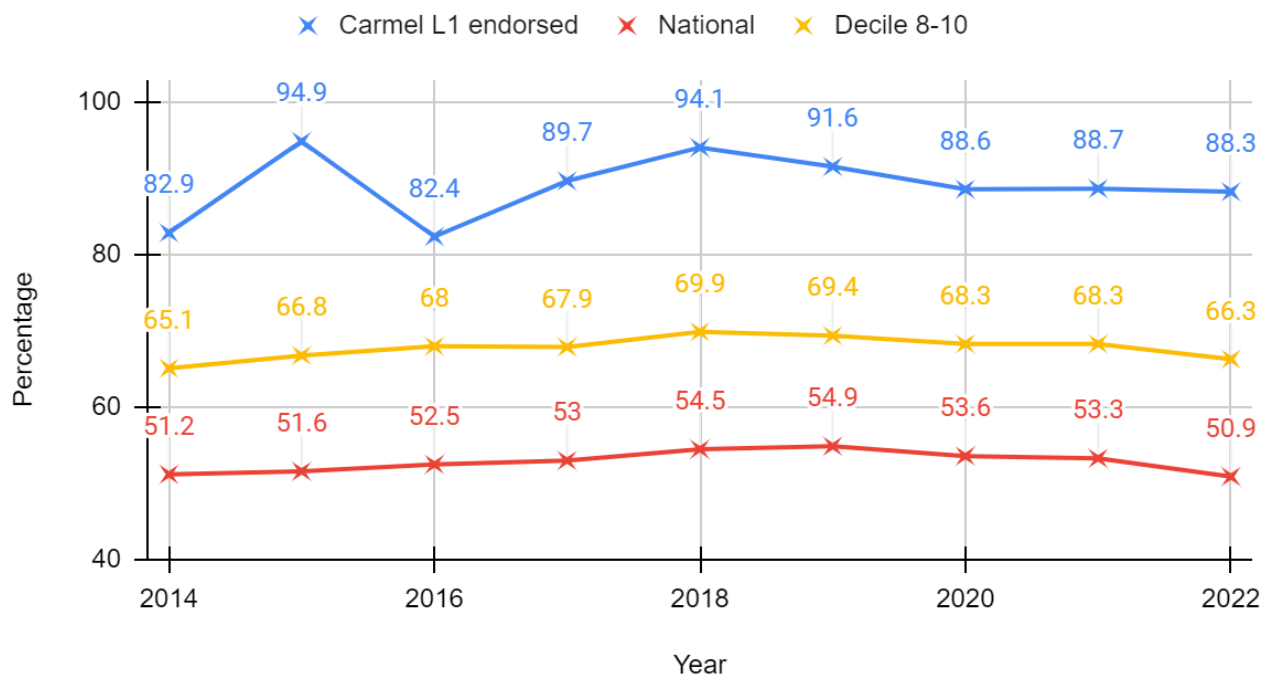
Based on the MOE supplied data and graphs, our Pacific Peoples students at Level 2 and 3 did not achieve in line with national or students in the D8-10 band, and achievement of UE was under those at schools in D8-10.

Whilst the fluctuations in percentages over the years are partly due to the very low numbers of students of this ethnicity [L1 = 12; L2 = 4; L3 = 8] this downtrend of achievement from the 2022 results is a key priority for 2023. Attendance is a focus area as Pacific Peoples attendance rates across Year 7-13 is for some year levels significantly lower than other students by up to 15% at Level 1, 19% at Level 2 and 22% at Level 3.

Analysis of Achievement by percentage of endorsement passes:

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Carmel L1 endorsed	82.9	94.9	82.4	89.7	94.1	91.6	88.6	88.7	88.3
National	51.2	51.6	52.5	53.0	54.5	54.9	53.6	53.3	50.9
Decile 8-10	65.1	66.8	68.0	67.9	69.9	69.4	68.3	68.3	66.3

NCEA L1 Merit and Excellence endorsement , 2014-2022

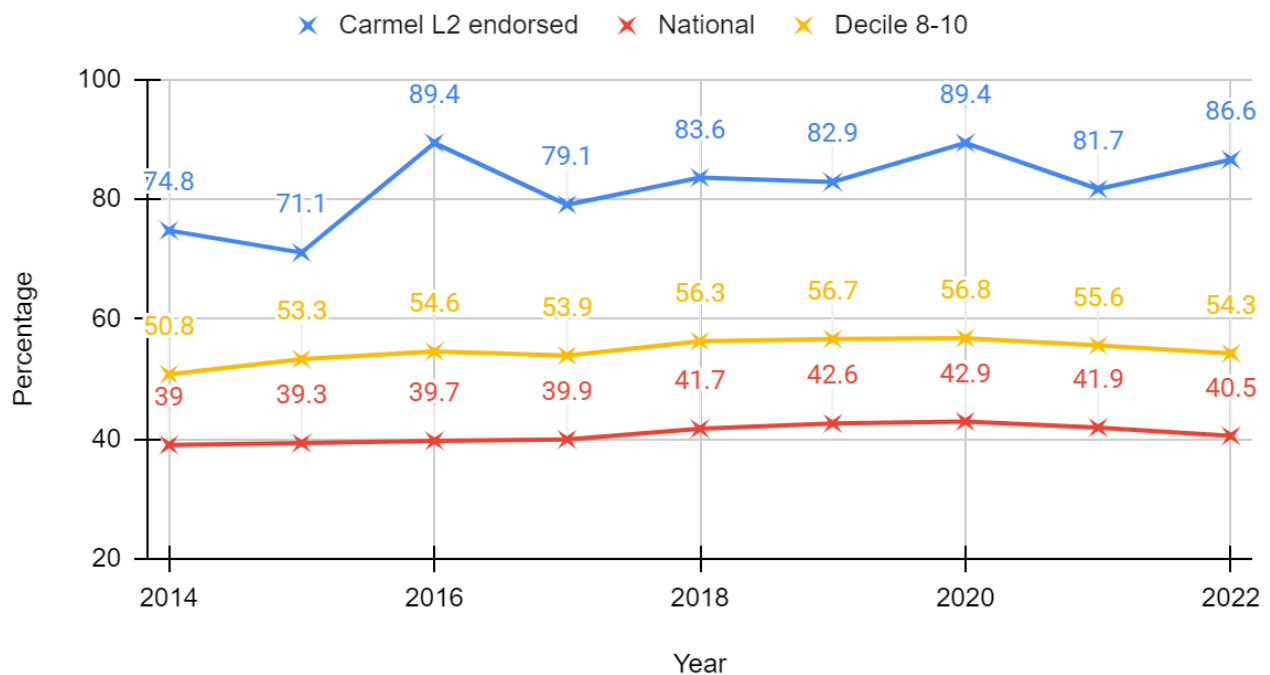


Level 1: There was a small decrease in the number of endorsements at L1.

It is still truly impressive when we have nearly 9 out of 10 students gaining endorsements at this level. This is 22% higher than comparative deciles and 37.4% higher than national endorsement rates.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Carmel L2 endorsed	74.8	71.1	89.4	79.1	83.6	82.9	89.4	81.7	86.6
National	39.0	39.3	39.7	39.9	41.7	42.6	42.9	41.9	40.5
Decile 8-10	50.8	53.3	54.6	53.9	56.3	56.7	56.8	55.6	54.3

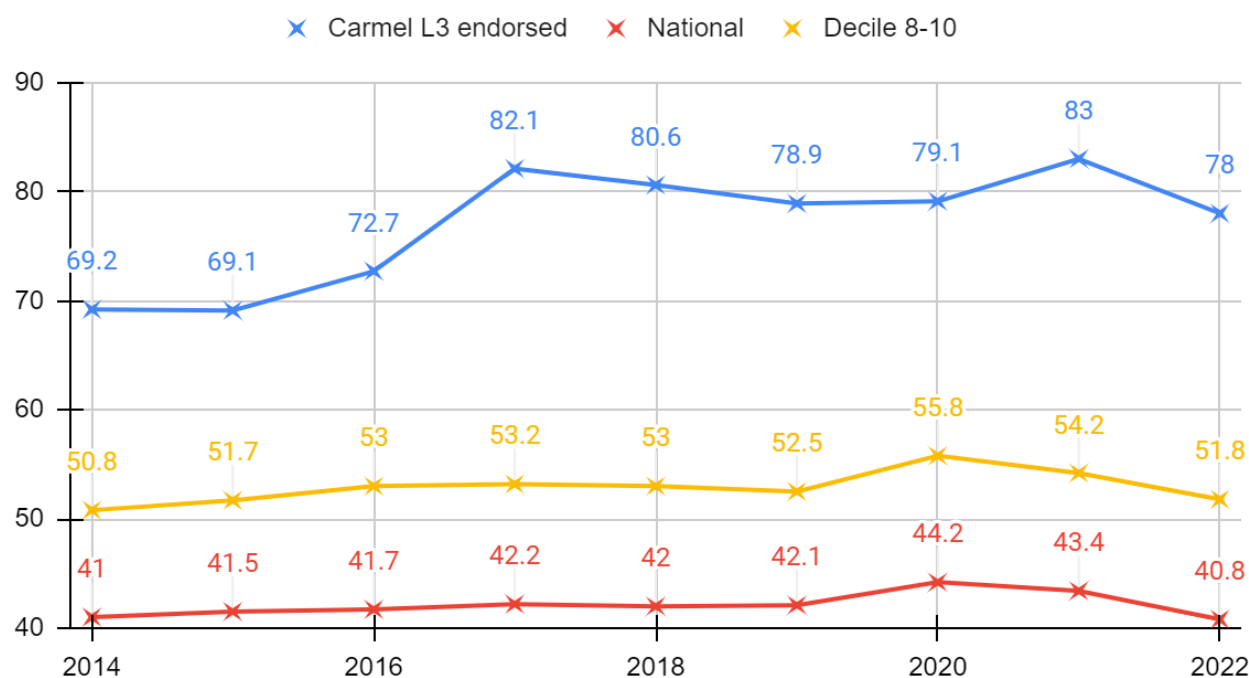
NCEA L2 Merit and Excellence endorsement, 2014-2022



Level 2: There is an increase in endorsement rates (4.9%) for L2 in 2022. L2 endorsement rates are 32.3% above D8-10 and 32.3% above national comparisons. We have 4 out of 5 of our students gaining endorsement at L2.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Carmel L3 endorsed	69.2	69.1	72.7	82.1	80.6	78.9	79.1	83.0	78.0
National	41.0	41.5	41.7	42.2	42.0	42.1	44.2	43.4	40.8
Decile 8-10	50.8	51.7	53.0	53.2	53.0	52.5	55.8	54.2	51.8

NCEA L3 Merit and Excellence endorsement, 2014-2022

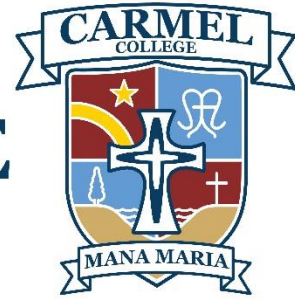


Level 3: Whilst the 2022 saw a decrease in endorsements from the previous year of 5%, at this level the results are 2826.2% above the comparative D8-10 schools and 37.2% above when compared to the national data. We have 4 out of 5 of our students gaining endorsement at this level.

Next steps:

For all levels, the main focus will continue to be on maintaining these very impressive results by deliberate and intentional focus on assessment task design, the amount of assessment students are undertaking and the number of credits for which students are entered.

CARMEL COLLEGE



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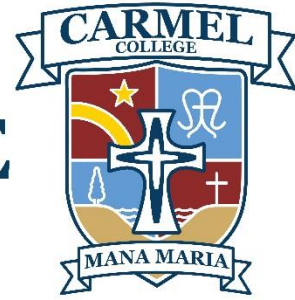
STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

YEAR ENDED 31ST DECEMBER 2022

As of 31st of December 2022, Carmel College has ensured the fair and proper treatment of its employees in all aspects of employment by:

- Confirming that policies and procedures relating to personnel have been reviewed.
- Confirming that it meets the requirements identified as best practice
- Confirming that at all times it aims to be a good employer, complying with the conditions stated in all employee contracts
- Confirming that all employees are treated fairly according to the skill, abilities and qualifications they bring without bias.
- Confirming that it meets all its Equal Employment Opportunities requirements

CARMEL COLLEGE



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STATEMENT ON KIWISPORT FUNDING

YEAR ENDED 31ST DECEMBER 2022

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$20,935.44 (excluding GST).

The funding was supplemented by the school and spent on extra equipment, uniforms, assistance with transport and coaching training.