

BETHLEHEM COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:

77

Principal:

Larne Edmeades

School Address:

24 Elder Lane, Bethlehem, Tauranga

School Postal Address:

Private Bag 12003

School Phone:

07 576 6769

School Email:office@beth.school.nz**Accountant / Service Provider:**

Christian Education Trust

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Paul Shakes	Board Chair/Presiding Member	Parent election	Sep-25
Larne Edmeades	Principal ex Officio	Principal	-
Kerry Fox	Proprietor representative	Proprietor appointed	-
Helen Gregory	Proprietor representative	Proprietor appointed	-
Jon Parker	Proprietor representative	Proprietor appointed	-
Jo Wallis	Proprietor representative	Proprietor appointed	-
Gillian Flores	Parent representative	Parent election	Sep-25
Katy Lietze	Parent representative	Parent election	Sep-25
Angela Pedersen	Parent representative	Parent election	Jan-25
Rob Stacey	Parent representative	Parent election	Sep-25
Jo West	Staff representative	Staff election	-
Jaiden Murray	Student representative	Student election	Oct-25
Harrison Read	Student representative	Student election	Oct-24

BETHLEHEM COLLEGE

ANNUAL REPORT

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Statement of Responsibility

For the year ended 31December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Paul Shakes

Full Name of Presiding Member



Signature of Presiding Member

06/05/2025

Date:

Larne Edmeades

Full Name of Principal



Signature of Principal

06/05/2025

Date:

Bethlehem College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	16,918,127	15,889,315	16,242,186
Locally Raised Funds	3	5,040,003	4,956,294	4,544,840
Use of Proprietor's Land and Buildings		4,400,000	4,000,000	4,000,000
Interest		299,613	150,000	195,704
Gain on Sale of Property, Plant and Equipment		27,917	-	-
Total Revenue		26,685,660	24,995,609	24,982,730
Expense				
Locally Raised Funds	3	1,901,695	2,021,007	1,618,873
Learning Resources	4	17,106,405	16,430,546	15,943,993
Administration	5	1,911,012	1,598,158	1,852,044
Interest		20,542	15,000	14,589
Property	6	5,712,051	5,156,539	5,040,644
Loss on Disposal of Property, Plant and Equipment		1,600	-	4,158
Total Expense		26,653,305	25,221,250	24,474,301
Net Surplus / (Deficit) for the year		32,355	(225,641)	508,429
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		32,355	(225,641)	508,429

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

Bethlehem College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		4,749,548	4,749,548	3,870,136
Total comprehensive revenue and expense for the year		32,355	(225,641)	508,429
Contribution - Furniture and Equipment Grant		308,880	370,983	370,983
Equity at 31 December		5,090,783	4,894,890	4,749,548
Accumulated comprehensive revenue and expense		5,090,783	4,894,890	4,749,548
Equity at 31 December		5,090,783	4,894,890	4,749,548

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.

Bethlehem College

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	895,134	1,929,919	1,637,555
Accounts Receivable	8	1,354,879	1,189,528	1,194,528
GST Receivable		57,584	30,441	30,441
Prepayments		207,413	163,733	163,733
Investments		5,250,000	3,700,000	4,100,000
		7,765,010	7,013,621	7,126,257
Current Liabilities				
Accounts Payable	11	1,931,987	1,390,294	1,597,653
Revenue Received in Advance	12	1,776,333	1,603,563	1,603,563
Finance Lease Liability	13	87,084	88,397	88,397
Funds held in Trust	14	644,520	772,141	772,141
		4,439,924	3,854,395	4,061,754
Working Capital Surplus/(Deficit)		3,325,086	3,159,226	3,064,503
Non-current Assets				
Property, Plant and Equipment	10	1,922,167	1,940,858	1,890,239
		1,922,167	1,940,858	1,890,239
Non-current Liabilities				
Finance Lease Liability	13	156,470	205,194	205,194
		156,470	205,194	205,194
Net Assets		5,090,783	4,894,890	4,749,548
Equity		5,090,783	4,894,890	4,749,548

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

Bethlehem College

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		4,637,549	4,283,315	4,320,875
Locally Raised Funds		3,578,882	3,549,434	3,142,186
Hostel		-	-	-
International Students		1,755,983	1,406,860	1,717,479
Goods and Services Tax (net)		(27,143)	-	2,068
Payments to Employees		(4,988,339)	(4,590,970)	(4,129,777)
Payments to Suppliers		(4,520,669)	(4,783,639)	(3,961,423)
Interest Paid		(20,542)	(15,000)	(14,589)
Interest Received		299,613	150,000	195,704
Net cash from/(to) Operating Activities		715,334	-	1,272,523
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		27,916	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(443,774)	(413,619)	(569,693)
Purchase of Investments		(1,150,000)	-	(1,050,000)
Proceeds from Sale of Investments		-	400,000	-
Net cash from/(to) Investing Activities		(1,565,858)	(13,619)	(1,619,693)
Cash flows from Financing Activities				
Furniture and Equipment Grant		308,880	370,983	370,983
Contributions from Ministry of Education		-	-	-
Distributions to Ministry of Education		-	-	-
Finance Lease Payments		(73,156)	(65,000)	(52,239)
Loans Received		-	-	-
Repayment of Loans		-	-	-
Funds Administered on Behalf of Other Parties		(127,621)	-	323,573
Net cash from/(to) Financing Activities		108,103	305,983	642,317
Net increase/(decrease) in cash and cash equivalents		(742,421)	292,364	295,147
Cash and cash equivalents at the beginning of the year	7	1,637,555	1,637,555	1,342,408
Cash and cash equivalents at the end of the year	7	895,134	1,929,919	1,637,555

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Bethlehem College

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Bethlehem College (BOT) (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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest 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 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 13. Future operating lease commitments are disclosed in note 19.

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 not received in cash by the School as 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.

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 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.

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 material.

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.

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:

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) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

The reversal of an impairment loss is recognised in 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.

j) 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.

k) 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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) Funds Held in Trust

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

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

n) 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.

o) 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.

p) 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.

q) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	4,394,155	4,134,338	4,125,690
Teachers' Salaries Grants	12,231,245	11,606,000	11,958,040
Other Government Grants	292,727	148,977	158,456
	<u>16,918,127</u>	<u>15,889,315</u>	<u>16,242,186</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	135,423	136,560	146,022
Special Character Contributions	1,771,062	1,711,000	1,695,009
Fees for Extra Curricular Activities	1,246,473	1,420,924	1,041,711
Trading	67,527	85,500	84,403
Fundraising and Community Grants	57,602	41,000	61,112
Other Revenue	208,780	154,450	182,208
International Student Fees	1,553,136	1,406,860	1,334,375
	<u>5,040,003</u>	<u>4,956,294</u>	<u>4,544,840</u>
Expense			
Extra Curricular Activities Costs	1,263,170	1,457,924	1,064,220
Trading	1,331	800	-
Other Locally Raised Funds Expenditure	1,277	2,900	5,764
International Student - Employee Benefits - Salaries	157,248	143,013	139,395
International Student - Other Expenses	478,669	416,370	409,494
	<u>1,901,695</u>	<u>2,021,007</u>	<u>1,618,873</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u><u>3,138,308</u></u>	<u><u>2,935,287</u></u>	<u><u>2,925,967</u></u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	668,173	733,538	599,630
Information and Communication Technology	419,569	406,201	240,184
Employee Benefits - Salaries	15,481,933	14,740,807	14,555,651
Staff Development	98,523	122,000	126,282
Depreciation	438,207	428,000	422,246
	<u>17,106,405</u>	<u>16,430,546</u>	<u>15,943,993</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	16,134	16,150	15,138
Board Fees and Expenses	27,632	31,100	79,095
Legal Fees	87,193	22,000	86,163
Other Administration Expenses	180,897	149,858	189,236
Employee Benefits - Salaries	1,206,988	960,150	1,132,455
Insurance	50,177	51,400	43,165
Service Providers, Contractors and Consultancy	341,991	367,500	306,792
	<u>1,911,012</u>	<u>1,598,158</u>	<u>1,852,044</u>

6. Property

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	396,577	384,539	387,156
Heat, Light and Water	332,144	258,500	244,888
Repairs and Maintenance	230,122	160,500	53,482
Use of Land and Buildings	4,400,000	4,000,000	4,000,000
Employee Benefits - Salaries	353,208	353,000	355,118
	<u>5,712,051</u>	<u>5,156,539</u>	<u>5,040,644</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	895,134	979,919	687,555
Short-term Bank Deposits	-	950,000	950,000
Cash and cash equivalents for Statement of Cash Flows	<u>895,134</u>	<u>1,929,919</u>	<u>1,637,555</u>

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

Of the \$895,134 Cash and Cash Equivalents and \$5,250,000 Short-term Bank Deposits, \$1,776,333 of Revenue Received in Advance and \$644,520 of Funds held in Trust are held by the School, as disclosed in notes 12 and 14.

8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	122,963	201,474	201,474
Receivables from the Ministry of Education	-	(5,000)	-
Loss on Uncollectible Accounts Receivable	(5,000)	(5,000)	(5,000)
Teacher Salaries Grant Receivable	1,236,916	998,054	998,054
	<u>1,354,879</u>	<u>1,189,528</u>	<u>1,194,528</u>
Receivables from Exchange Transactions	117,963	196,474	196,474
Receivables from Non-Exchange Transactions	1,236,916	993,054	998,054
	<u>1,354,879</u>	<u>1,189,528</u>	<u>1,194,528</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	5,250,000	3,700,000	4,100,000
	<u>5,250,000</u>	<u>3,700,000</u>	<u>4,100,000</u>
Total Investments			

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Furniture and Equipment	997,230	256,588		(1,662)	(161,759)	1,090,397
Information and Communication Technology	252,800	112,498			(99,358)	265,940
Motor Vehicles	146,496				(22,002)	124,494
Leased Assets	286,388	45,598			(103,636)	228,350
Library Resources	207,325	57,115		(2)	(51,452)	212,986
	1,890,239	471,799	-	(1,664)	(438,207)	1,922,167

The net carrying value of furniture and equipment held under a finance lease is \$228,350 (2023: \$286,388)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	3,060,197	(1,969,800)	1,090,397	2,845,419	(1,848,189)	997,230
Information and Communication Technology	1,134,476	(868,536)	265,940	1,021,978	(769,178)	252,800
Motor Vehicles	286,065	(161,571)	124,494	286,065	(139,569)	146,496
Leased Assets	440,998	(212,648)	228,350	417,879	(131,491)	286,388
Library Resources	909,578	(696,592)	212,986	890,010	(682,685)	207,325
	5,831,314	(3,909,147)	1,922,167	5,461,351	(3,571,112)	1,890,239

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	403,966	315,039	315,039
Accruals	70,555	43,804	43,804
Banking Staffing Overuse	-	15,158	15,158
Employee Entitlements - Salaries	1,421,831	985,204	1,192,563
Employee Entitlements - Leave Accrual	35,635	31,089	31,089
	<u>1,931,987</u>	<u>1,390,294</u>	<u>1,597,653</u>
Payables for Exchange Transactions	1,931,987	1,390,294	1,597,653
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>1,931,987</u>	<u>1,390,294</u>	<u>1,597,653</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	261	43,842	43,842
International Student Fees in Advance	1,745,239	1,542,392	1,542,392
Other revenue in Advance	30,833	17,329	17,329
	<u>1,776,333</u>	<u>1,603,563</u>	<u>1,603,563</u>

13. Finance Lease Liability

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	105,852	107,547	107,547
Later than One Year and no Later than Five Years	177,231	229,889	229,889
Future Finance Charges	(39,529)	(43,845)	(43,845)
	<u>243,554</u>	<u>293,591</u>	<u>293,591</u>
Represented by			
Finance lease liability - Current	87,084	88,397	88,397
Finance lease liability - Non current	156,470	205,194	205,194
	<u>243,554</u>	<u>293,591</u>	<u>293,591</u>

14. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	644,520	772,141	772,141
	644,520	772,141	772,141

These funds relate to arrangements relating to international students 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.

15. 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 (Bethlehem College Ltd.) 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.

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During the year the School collected attendance dues of \$103,200 (2023 \$89,000) excluding GST from international students on behalf of BCL toward the capital investment and long term maintenance of the building as a result of its use by international students. During the year BCL donated \$1,771,062 (2023 \$1,695,009) of levies collected from parents back to the school in order that the school could maintain its special character.

The School is also related to the CET. During the year, the CET on-charged the school for the supply of financial services, property maintenance, insurance, telephone services and fuel. All of these transactions were operated under normal commercial terms. No related party debts have been written off or forgiven during the year.

16. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	6,985	16,040
<i>Leadership Team</i>		
Remuneration	1,235,036	883,963
Full-time equivalent members	9	6
Total key management personnel remuneration	<u>1,242,021</u>	<u>900,003</u>

There are eleven members of the Board excluding the Principal. The Board has held ten full meetings of the Board in the year. The Board also has a Finance (three members) committee that meets monthly. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220 - 230	210 - 220
Benefits and Other Emoluments	6-7	6-7
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	29.00	32.00
110 - 120	24.00	21.00
120 - 130	12.00	11.00
130 - 140	2.00	2.00
140 - 150	1.00	1.00
160 - 170	0.00	1.00
	<u>68.00</u>	<u>68.00</u>

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

17. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	\$0	\$20,000
Number of People	0	1

18. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

19. Commitments

(a) Capital Commitments

As at 31 December 2024 the Board had entered into no contract agreements for capital works (2023 \$0). However, a commitment to furniture to the value of \$59k existed at 31 December 2023. It had been ordered in November 2023 and this was delivered and invoiced on 16 January 2024.

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts. (Operating commitments at 31 December 2023: Nil).

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	895,134	1,929,919	1,637,555
Receivables	1,354,879	1,189,528	1,194,528
Investments - Term Deposits	5,250,000	3,700,000	4,100,000
Total financial assets measured at amortised cost	7,500,013	6,819,447	6,932,083

Financial liabilities measured at amortised cost

Payables	1,931,987	1,390,294	1,597,653
Finance Leases	243,554	293,591	293,591
Total financial liabilities measured at amortised cost	2,175,541	1,683,885	1,891,244

21. Events After Balance Date

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

Independent Auditor's Report

To the Readers of Bethlehem College's Financial Statements

For the Year Ended 31 December 2024

The Auditor-General is the auditor of Bethlehem College (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, 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 24, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 6 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, arise from section 134 of the Education and training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Statement of variance, Evaluation and analysis of the school's students' progress and achievement, How we have given effect to Te Tiriti o Waitangi, Statement of compliance with employment policy, Members of the board of trustees and Kiwisport, 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.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand

STATEMENT OF VARIANCE: PROGRESS AGAINST 2024 TARGETS

1.1

Foster a deeper commitment to community and personal spiritual formation

Targets	Variance
All staff to have completed their goal related to Spiritual Formation. This goal will be initiated by the staff member and resourced or facilitated by BC as far as is possible.	Partially Achieved A high degree of success but some misses.
Successfully run a course in collaboration with Carey College towards the NZ Certificate in Christian Studies.	Not achieved Unable to achieve this because Carey was not able to deliver the course.
For staff devotions to have developed and demonstrated a depth of maturity that inspires all members of the BC community.	Achieved Staff assisted where required and following suggested themes or passages where provided achieved a more consistent outcome.
Participation in the regular staff PLD sessions to contribute content that enables staff to understand and support the College's Special Character.	Partially Achieved Some work was done contributing to themes such as 'Excellence', however a shift in content and timing of PLD did not allow greater participation.
General Comments: Uptake on the concept of Spiritual Formation is growing. Responding to the identified needs and interests of staff through their Spiritual Formation goal was (and is), a successful strategy.	

1.2

Enhance structures, rhythms and procedures that support the holistic welfare of the staffing team

Targets	Variance
Kamar training and use <ul style="list-style-type: none"> Kamar training programme designed and initiated. Kamar upgrades identified and completed. 	Partially Achieved Achieved
Communication and accessibility <ul style="list-style-type: none"> Move relief application documentation online to SchoolBridge. Move EOTC documentation online to SchoolBridge. Clarify the use of SharePoint and OneNote 	Achieved Partially Achieved Achieved Partially Achieved

<ul style="list-style-type: none"> • A clean-up of OneNote – cull irrelevant, out of date and repeated information, PGC documentation. • Initiate and promote the SharePoint refresh • Ensure information on SharePoint and OneNote is up to date and relevant. • Consistent and shared use of Outlook Calendar across the College. 	<p>Partially Achieved</p> <p>Partially Achieved</p> <p>Not achieved</p>
<p>Infrastructure</p> <ul style="list-style-type: none"> • Effective and appropriate use of the secondary office and reception area to enhance efficiency and staff wellbeing. 	<p>Partially Achieved</p>
<p>Promote Comprehensive Services</p> <ul style="list-style-type: none"> • Negotiate new Service Level Agreement (SLA) with Employee Assistance (EAP) Provider by end of T2 for continuity of confidential support and access to independent counselling services. • Ensure oversight of service standards and contract agreements for benefits and well-being programs, including EAP and Team1 Benefits. 	<p>Achieved</p> <p>Achieved</p>
<p>Enhance Performance Management</p> <ul style="list-style-type: none"> • Electronise the support staff performance appraisal process. • Ensure each Support Staff has access to their appraisal template, establish goals, incorporating Hauora within their performance management appraisal process, by the end of T1. • Ensure end of year performance appraisal reports for support staff are completed electronically by mid T4. • Maintain consistent check-ins and foster exchange between support staff and their respective line managers. 	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
<p>Staffing Policy Development and Training Following approval by the BOT Policy committee:</p> <ul style="list-style-type: none"> • Engage in consultation with staff regarding the following new staffing policies and procedures: Staff Bullying and Harassment P&P – promoting a culture of respect, and safety for all employees. • Staff Complaint Policy P&P – ensuring staff know how to raise concerns and have the guidance to address them. 	<p>Achieved</p> <p>Achieved</p>

<ul style="list-style-type: none"> • Staff Conduct and Discipline Policy P&P – establishing clear expectations for staff behavior, ensuring the standard of conduct required is clearly communicated. • Staff Sickness Absence Management P&P – providing clear guidelines for staff and managers on reporting sickness absence, including notification procedures, required documentation, and return to work expectations to ensure consistency across the college, support for staff health and wellbeing – through early intervention – and promote a healthy culture. • Officially roll out approved staffing policies and procedures and provide training to managers ensuring clear communication of accessible locations for staff by end of T3. • Guarantee accessibility of policies and procedures to all staff members. 	<p>Achieved</p> <p>Achieved</p> <p>Partially Achieved</p> <p>Achieved</p>
<p>Staff Engagement and Development</p> <ul style="list-style-type: none"> • Monitor focus group action points in department growth plans. • Administer comprehensive staff engagement survey for 2025 and staff exit interviews to gauge staff engagement. • Define objectives of 2025 staff survey and engage in communication with all staff. • Ensure staff surveys and results are accessible to all staff. • Develop targeted initiatives and action plans to address areas identified areas for improvement and/or celebration. 	<p>Partially Achieved</p> <p>Achieved / Partially Achieved / Not achieved</p> <p>Achieved / Partially Achieved / Not achieved</p> <p>Achieved / Partially Achieved / Not achieved</p> <p>Achieved / Partially Achieved / Not achieved</p>

1.3 Engage with the community through effective communication	
Targets	Variance
Parent and community feedback indicating satisfactory parental engagement and communication methods.	Partially Achieved
<p>General Comments:</p> <p>Review and evaluation of parent and community feedback indicates both improved and satisfactory communication in many areas of the College.</p>	

2.1 BC Chapman Implement more effective support for students who have reading and numeracy skills below their chronological age	
Targets	Variance
To have the identified 90% tamariki reading & 80% writing at or above their chronological age/appropriate Curriculum level	Achieved 97% achieved At or Above expected Curriculum Level in Reading 95% achieved At or Above expected Curriculum Level in Writing
To have the identified 80% tamariki working within the appropriate Curriculum level in Numeracy/Number	Achieved 93% achieved At or Above expected Curriculum Level in Maths
General Comments: Note that New Entrants/Year 0 tamariki are NOT included in this 2024 data analyses. Following a phonological approach to the teaching of Reading aided by Structured Literacy, Steps Web & Writer's Toolbox (a structured & sequential Written Language approach) there is fruit/tangible evidence in the literacy learning, & application of knowledge, understanding, & skills of our tamariki. They are more confident & competent. In Maths we have utilised Numicon in our Junior kura and AWS from Years 3-8 inclusive which we have found to be effective as teaching and Learning Programmes giving coverage of the Maths curriculum concepts. In these Curriculum areas we continue to aspire to be effective in addressing the wider challenges a learner might face with respect to dyslexia, dyscalculia, or other processing or executive functioning related issues etc. which may be impacting their learning progress.	

2.1 BC Primary Literacy Implement more effective support for students who have reading skills below their chronological age	
Targets	Variance
To show evidence of all students demonstrating growth in reading and writing with the aim to have 85% of all lower primary, Years 1 -3, at or above their expected levels of achievement in reading and writing and 90% of all upper primary, Years 4 - 6, at or above their expected levels of achievement.	Achieved
To have increased numbers of students operating in the upper range and above of their expected levels of achievement.	Partially Achieved

2.1 BC Primary Numeracy Implement more effective support for students who have numeracy skills below their chronological age	
Targets	Variance
<p>The focus is on <u>student outcomes</u>.</p> <p>Aim is to show through 'Testing Results' that 85% or more are 'at' or 'above' their expected level in the identified numeracy areas.</p>	Achieved
<p>General Comments:</p> <p>Based on this (end of year data) we have achieved the goal of "Aim is to show through 'Testing Results' that 85% or more are 'at' or 'above' their expected level in the identified numeracy areas". - absolutely smashed it on paper</p> <p>BUT it says average of 94.74% (95%) 'at' or 'above' across Year 2-6</p> <p>When broken down (the NZC's / OTJ's on reports are what are used):</p> <ul style="list-style-type: none"> Yr 2 - 95.95% at or above Yr 3 - 93.33% at or above Yr 4 - 96.43% at or above Yr 5 - 91.57% at or above Yr 6 - 96.43% at or above 	

2.1 BC Secondary Implement more effective support for students who have reading and numeracy skills, below their chronological age	
Targets	Variance
Y10 Numeracy co-requisite results in June & Oct	Partially Achieved
Y9/10 num/lit Expected Cm Level OTJ at Mid & EOY	Partially Achieved
Y9/10 Reading e-asTTle readiness simulation	Not achieved
Y9/10 Writing readiness simulation	Not achieved
<p>General Comments:</p> <p>While better than the national average our numeracy & Literacy rates at the start of Year 10 are lower than 80%. The Literacy and Numeracy Corequisites are aimed to be pitched at Curriculum Level 4/5 which is Year 8, Year 9 and to a smaller degree Year 10. Notably, a sizeable proportion of the students not achieving are international and students with significant learning needs.</p> <p>e-asTTle has not been regarded as a sufficient tool for readiness. The new curriculum is going to be reported against Phases rather than levels so the e-asTTle testing may not be entirely fit for purpose anymore. Other options are being explored, and the Ministry has discussed an alternative to the e-asTTle but nothing is in concrete now. e-asTTle will continue to be the primary curriculum assessment tool until something else is available, but it is not entirely useful for assessing "readiness".</p>	

2.3 Foster closer relationships within the educational sector to increase opportunities to exchange ideas and grow	
Targets	Variance
To distil and prioritise for implementation as appropriate our learning from outside the College to the benefit of the staff and students of Bethlehem College.	Achieved
General Comments: Review and evaluation of the commitment to build closer relationships with other providers and partners, has confirmed the enhanced professional capability of staff. This professional learning has, in turn, been of benefit to programme development in many areas of the College.	

3.1 BCC Engage fully in the understanding and development of our Biblically Responsible Practice 3.2 BCC Implement the NZ Curriculum refresh	
Targets	Variance
Students will be able to: <ul style="list-style-type: none"> Understand and articulate specific aspects of a Christian Worldview/and authentic ways in which faith, hope and love can be expressed at their level Re-visit and explain Te Tiriti o Waitangi, its significance in our NZ History and today, principles and current relevance with specific focus on Waitangi Day (Term 1) Know who the tangata whenua are, their arrival and settlement in NZ and turangawaewae/local places/events of importance within Aotearoa and particularly in relation to our Rotorua context. Kōrero their own pēpēha/extend waiata/karakia/tikanga knowledge and understanding Extend connection with local marae at Ohinemutu and look at ways in which we can serve local kaumatua and tangata whenua 	Partially Achieved Partially Achieved Partially Achieved Partially Achieved Achieved

<ul style="list-style-type: none"> Have a consistent framework for planning from a Christian Ed perspective as seen in Units 	Partially Achieved
<p>General Comments:</p> <p>Having Transformation by Design PLD with Kaya Lombard & Rachel Wilding set us on a Planning journey with a new resource which we need to continue to unpack and apply in our growing of a Biblical Worldview and the impact on Curriculum Planning & delivery of our Teaching and Learning Programmes. This will need to be a focus over the next 2 to 3 years to fully embed in our practice. A Template for Planning has been developed which enables kaiako to plan with the Transformation by Design Framework.</p> <p>Developing a relationship with Te Kuirau Marae at Ohinemutu and the Kaumatua Rūkingi, Kuia Aroha & Kuia Mereania and the tangata whenua, has been a commitment we have taken very seriously. This has been through attendance by a number of us as kaimahi/staff on a weekly basis at their Waiata/Tikanga/ Local History class on Monday evenings. In 2025, we will begin the closer journey with involvement of our tamariki. We are able to extend our 'waiata' repertoire at our kura with 'waiata' of local significance to the Te Arawa iwi.</p> <p>Te Reo Maori is being taught across our kura by predominantly using the Kapa Haka Online Resource Programme which we have found suited to different age groups. We will also be able to add into this Te Kuirau's online recordings of 'waiata' including some of the specific Te Arawa waiata & the action songs they have recorded.</p> <p>As a result of our connection, we have been able to directly support a community organization serving the wider community with food distribution which is a real blessing for us. We also have gardens where tamariki are growing vegetables for use by 'Mara Kai' Feed Rotorua.</p>	

3.2 BCP	
Implement the New Zealand Curriculum refresh	
Targets	Variance
Further embed the use of Te Reo and understanding of Tikanga into all curriculum units and in doing so increase in confidence and knowledge.	Partially Achieved
Local history will be intentionally taught in Social Science units guided by the scope and sequence developed in 2023 and continuing to be refined .	Partially Achieved
Teachers and students will continue to grow in their understanding of Te Tiriti o Waitangi and the local historical stories that are important in this area through Te Tai Whanake Ki Tauranga Moana.	Partially Achieved
<p>General Comments:</p> <p>There is an ongoing development of the curriculum being created and shared by key staff. The curriculum clearly outlines at which year groups knowledge/skills need to be covered so that all students understand Te Tiriti.</p>	

3.2 BCS	
Implement the New Zealand Curriculum refresh	
Targets	Variance
Year 10 students, to be equipped for Numeracy co-requisite.	Partially Achieved
Students to be prepared with the prior knowledge they need to be successful in new standards.	Partially Achieved
Students to have a renewed appreciation and knowledge of Te Tiriti o Waitangi and the authentic connection with Christian education.	Partially Achieved
Students to have opportunities to enhance their knowledge of mātauranga Māori and te reo Māori.	Achieved
General Comments: <ol style="list-style-type: none"> 1. Approximately 80% of our Year 10's are successful in both the Numeracy and Literacy Common Assessment Activities. This is a work in progress and a work that continues in various areas across the school. There is an increased emphasis on developing a culture of shared responsibility across all departments in the school rather than just the English and Mathematics Departments but that will take time to be normalised 2. We are no longer offering NCEA Level 1, the current programmes are mirroring the old NCEA programme to align with the old NCEA Level 2 and Level 3 standards but more planning and engagement with the New NCEA Level 1 resources will need to be had to ensure that we are ready for New NCEA Levels 2 and 3 starting in 2028. 3. There is still a degree of student-reported marginalisation of Māori and Māori language. Some of this can be attributed to parental attitudes as well (eg email communications that I have had rejecting multilingual communications). There is much work to be done here to ensure that we have given affect to Te Tiriti on "this side" of the kura. Seeing our leaders, Larne and Steve, speaking Te Reo at Powhiri and other occasions is an immense encouragement and it will take continued determination to support staff on this journey. Rossanna Fredrickson has run two sessions in 2025 to help staff in this journey and a page in the Secondary Hub has been added to provide resources (eg karakia). 4. Rossanna Fredrickson is now employed as the teacher in charge of Te Reo Māori. Students now can engage with the language with adequate support as opposed to online classes with Te Kura. There is a general expectation that teachers are using Te Reo in their classes but that practice is inconsistent. 	

3.3	
Strengthening student services	
Targets	Variance
Counselling	
<ul style="list-style-type: none"> To strengthen and equip the Counselling department to meet increased demand. 	Achieved
<ul style="list-style-type: none"> To ensure sufficient counsellors are employed 	Achieved

<ul style="list-style-type: none"> To train and equip counsellors To train and equip the wider staff in responding to Child Protection procedures and trauma response. 	<p>Achieved</p> <p>Achieved</p>
<p>Deaning and Whanau leaders</p> <ul style="list-style-type: none"> To strengthen and enhance effective pastoral services. To provide appropriate training for Deans/Whanau leaders. To monitor and track student needs and progress effectively. 	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
<p>Learning Support</p> <ul style="list-style-type: none"> To induct, train and develop new staff in the Learning Support department. To enhance the accessibility of information relating to Neurodiversity for all teaching staff. To provide greater targeted interventions for identified learners. To provide training and support for teachers. 	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Partially Achieved</p>
<p>Health and Hauora</p> <ul style="list-style-type: none"> To review and assess the current curriculum. To redevelop and refine the Health Curriculum. To document the Health Curriculum To increase accessibility and clarity of the curriculum for staff. 	<p>Partially Achieved</p> <p>Partially Achieved</p> <p>Partially Achieved</p> <p>Partially Achieved</p>

3.4 Growth in teaching - Develop and embed BC learning principles based on beliefs through the examination of evidence approaches to teaching and learning.	
Targets	Variance
Have a steering group of interested teachers who meet each term to discuss research of best learning and teaching approaches. (Teaching & Learning Principles Team - TLPT).	Not achieved
Create a common learning principles document developed by teachers aligned to researched best practice.	Not achieved

Begin an online professional resource library focusing on best practice teaching and learning for all staff to access.	Not achieved
TLPT meetings will be held each term to support raising a consciousness for ongoing growth in the thinking about and practices of evidence-based teaching and learning.	Partially Achieved
TLPT will provide timely feedback to staff re-progress.	Partially Achieved
General Comments: Targets have needed to be reviewed to better support the overall goal. Over the course of the year in Term 2 College meeting all staff were introduced to the 3.4 growth plan. To ensure there is buy in by teachers we need to have a firm foundation from which we can establish learning principles. To create a common (generic) learning principles document, for and by Christian teachers that is aligned to researched best practice, requires an understanding of a Christian worldview.	

4.1 Review current practices and understanding of service and mission	
4.2 Rebuild a compelling vision for mission and service amongst the community	
Targets	Variance
Review completed; vision for mission and service well described and recognisable in our DNA of BC so we can identify an enhanced service culture.	Achieved
General Comments: Using the baseline data and the data from the first priority to inform the understanding of service and mission. Use the information gathered from other Christian schools to affirm direction and assess the statements describing mission and service at BC. Develop a document which describes the philosophy of service and mission. This has been completed. Document completed which collates all the service and mission opportunities within school. Discipleship programme completed for students who go on overseas mission.	

4.3 Sustainably resource the leadership of this Strategic priority	
Targets	Variance
Secure an outstanding leader.	Achieved

Build a plan to secure further awareness/commitment of staff and students to active, loving service.	Achieved
<p>General Comments:</p> <p>Review and evaluations confirm that this has been achieved and contributes significantly to the outworking of the mission and vision of the College, overall.</p>	

Evaluation and analysis of the school's students' progress and achievement

Introduction

The Board actively monitors the effectiveness of curriculum planning and teaching by way of receiving reports on student progress and achievement. It is worthy of note, that within the context of our boarder aspirations of 'Excellence through Christ', that the progress and achievement of students extend beyond academic attainment. Teacher based assessment is predominant at Years 1 – 10. From Years 11 – 13 teacher-based assessment supports external assessment in the form of The National Certificate of Educational Achievement (NCEA).

Bethlehem College Primary

2024 Reading End of Year Results

Year 1 100% working 'at or above'

Year 2 93% working 'at or above'; (20% improvement on mid-year and 1% improvement on EoY 23 results)

Year 3 95% working 'at or above'; (sustained from mid-year and EoY 23 results)

Year 4 97% working 'at or above'; (6% improvement on mid-year and 3% improvement on EoY 23 results)

Year 5 85% working 'at or above'; (5% decline on mid-year and 7% decline on EoY 23 results)

Year 6 100% working 'at or above'; (21% improvement on mid-year and 9% improvement on EoY 23 results)

2024 Writing End of Year Results

Year 1 100% working 'at or above'

Year 2 88% working 'at or above'; (25% improvement on mid-year and 8% improvement on EoY 23 results)

Year 3 90% working 'at or above'; (8% decline on mid-year and 2% decline on EoY 23 results)

Year 4 93% working 'at or above'; (10% improvement on mid-year and 4% decline on EoY 23 results)

Year 5 84% working 'at or above'; (5% decline on mid-year and 5% improvement on EoY 23 results)

Year 6 92% working 'at or above'; (12% improvement on mid-year and 4% improvement on EoY 23 results)

2024 Mathematics End of Year Results

Year 1 100% working 'at or above'

Year 2 96% working 'at or above'; (26% improvement on mid-year and 6% improvement on EoY 23 results)

Year 3 93% working 'at or above'; (2% decline on mid-year and 3% decline on EoY 23 results)

Year 4 96% working 'at or above'; (16% improvement on mid-year and 3% improvement on EoY 23 results)

Year 5 91% working 'at or above'; (1% improvement on mid-year and 3% improvement on EoY 23 results)

Year 6 96% working 'at or above'; (7% improvement on mid-year and 4% improvement on EoY 23 results)

Comment: The following comment was reported to the Board in April 2025 – Given that the EoY data for 2022 and 2023 all evidenced excellent results in Reading, Writing and Mathematics, it is heartening to see that the End of Year 2024 data shows for the most part sustained growth and progress across all three curriculum areas.

Bethlehem College – JSEC - Years 7 – 9

Maths – Numeracy Reporting

Table 1 - % of Year 7 Students Achieving 'At or Above' Expected Curriculum Level 2023-2024

Gender	Mid-year 2023	EOY 2023	Mid-year 2024
Total	55%	82%	68%
Female	54%	78%	61%
Male	55%	87%	77%

Table 2 - Year 7 Overall Maths Achievement Range, 2023-2024:

	Below Expected Range (L1B-3P):	Within Expected Range (L3A-4P):	Above Expected Range (L4A+):	At or Above Expected Range (L3A+)
Mid-year 2023 Year 7	45%	47%	8%	55%
EOY 2023 Year 7	18%	64%	18%	82% + 27% from Mid-Year
Mid-year 2024 Year 7	32%	58%	10%	68%

Table 3 - % of Year 8 Students achieving 'At or Above' Expected Curriculum Level 2023-2024

Gender	Mid-year 2023	EOY 2023	Mid-year 2024
Total	92%	98%	86%
Female	91%	97%	85%
Male	93%	99%	87%

Table 4 - Year 8 Overall Maths Achievement Range, 2022-2024

Year 8	Below expected range (L1B-3A):	Within expected range (L4B-4A):	Above expected range (L5B+):	At or Above expected range (L4B+):
2022 EOY Y8	8%	69%	23%	92%
2023 EOY Y8	2%	68%	30%	98%
2024 MY Y8	14%	71%	15%	86%

Reading and Writing Reporting

Table 1 - Year 7 Overall Reading and Writing Achievement

Year 7 Achievement:	Below	Within	Above	At or Above
Mid-Year Reading 2023	32%	64%	4%	68%
End of Year Reading 2023	11%	73%	15%	88%
Mid-Year Reading 2024	27%	68%	6%	74%
Mid-Year Writing 2023	52%	48%	0%	48%
End of Year Writing 2023	22%	76%	2%	78%
Mid-Year Writing 2024	51%	49%	0%	49%

Table 2 - Year 8 Overall Reading and Writing Achievement

Year 8 Achievement:	Below	Within	Above	At or Above
Mid-Year Reading 2023	17%	75%	8%	83%
End Year Reading 2023	8%	65%	26%	91%
Mid-Year Reading 2024	11%	75%	14%	89%
Mid-Year Writing 2023	22%	78%	0%	78%
End of Year Writing 2023	9%	89%	2%	91%
Mid-Year Writing 2024	26%	74%	0%	74%

Bethlehem College – SSEC – Year 10 – 13

Our NCEA results show concerning trends that require strategic attention. Achievement rates for NCEA qualifications, while still within normal variation, have reached five-year lows across Level 2 (90%, down 5 percentage points) and Level 3 (85%, down 6 percentage points). Most notably, University Entrance achievement for all Year 13 students has declined to 71% (down 4 percentage points), returning to 2020 levels and representing another five-year low. Endorsement rates have also decreased, with Level 2 Merit and

Excellence endorsements at 50.7% (down 3.3 percentage points) and Level 3 at 46.3% (down 5.7 percentage points).

Current Year 11 Numeracy and Literacy rates of approximately 80% exceed national averages. Similarly, Year 13 University Entrance Literacy rates starting at 60% need significant improvement, as reflected in our 2025 Growth Plans.

Five-year summary of NCEA and Endorsements:

Bethlehem College: 5-Year NCEA Qualification & Endorsement Trends (Y12-13)



Bethlehem College Chapman

Reading

(Year end results – students working ‘at or above’ the expected New Zealand Curriculum level of achievement)

Year 1 14/14 100% **Year 2** 15/15 100% **Year 3** 14/14 100% **Year 4** 16/16 100%
Year 5 15/16 94% **Year 6** 11/11 100% **Year 7** 15/15 100% **Year 8** 14/16 88 %

Analyses:

Year 5 We have only had ‘E’ for 3 years & continuing to work with closing the gap in Reading, Maths & Writing (E just got glasses last week & we will see if this is helpful to her progress).

Year 8 ‘M’ came beginning of the year, ESOL, & Dyslexia-made considerable progress still below in Reading & Writing.

‘F’ has struggled with Reading & Writing however the gains have been steady

Writing

(Year end results – students working ‘at or above’ the expected New Zealand Curriculum level of achievement)

Year 1 14/14 100% **Year 2** 14/15 93 % **Year 3** 13/14 93% **Year 4** 16/16 100%
Year 5 15/16 94% **Year 6** 11/11 100% **Year 7** 15/15 100% **Year 8** 13/16 81%

Analyses:

Year 2 'A' is slightly below & we can already see that with continued Structured Literacy the spelling skills will increase Writing confidence & speed of recording ideas.

Year 3 'E' displays dyslexic characteristics in literacy learning. Has achieved well in Reading & focus is on Structured Literacy programme & motivation to write & minimising of distraction.

Year 5 'E' as mentioned above.

Year 8 'M' as mentioned above ESOL, new immigrant, learning challenges/dyslexia & only 1 year with us.

'C' has made great gains (only with us 2 years) & is now just below level

'F' faces challenges of committing ideas to paper & motivation to go beyond the minimum

Mathematics

(Year end results – students working '**at or above**' the expected New Zealand Curriculum level of achievement)

Year 1 14/14 100% **Year 2** 15/15 100% **Year 3** 13/14 93% **Year 4** 16/16 100%

Year 5 14/16 88% **Year 6** 11/11 100% **Year 7** 13/15 87% **Year 8** 13/16 81%

Analyses:

Year 3 'E' distracted due to too much time on games/I pad at home

Year 5 'E' challenged to retain concepts in working memory; 'S' new to our kura mid 2023, gaps, & hearing challenges

Year 7 'E' & 'H' both just below & having extra support through kaiako & Teacher Aide to build confidence & to read through the question rather than anticipating or rushing & making errors.

Year 8 'I' & "N" found Maths challenging 'I' with us 3 years; 'N' with us 2 years-some good gains.

How we have given effect to Te Tiriti o Waitangi

- Promote signatures and written communication have some Bilingual language.
- Newsletters to the school include Te Reo as appropriate.
- Website considers how Te Reo can be made visual.
- Parent engagement within the Māori and Pasifika community with events such as a hui offered for parents and students to connect and share stories.
- Noteworthy events in the calendar: like beginning of the year Powhiri, Waitangi Day, Matariki and Māori language week are reported on and highlighted in publications.
- Manaakitanga is an essential component of recognising and paying attention to the spiritual dimension of humanity. Our approach is a direct way of expressing manaakitanga i.e., care for each other, working well together and ensuring meaningful engagement between staff, leadership, and key stakeholders.
- Māori values being lived e.g. aroha; manaakitanga, kaitiakitanga, kotahitangi, and whanaungatanga are fostered amongst staff and students.
- Communication between the learning community, whānau and learners is meaningful, ongoing, reciprocal and transparent.
- Te Reo Māori is naturally integrated into teaching and learning conversations.
- Signs, posters, labels, in both English and Te Reo Maori in learning spaces, office, staffroom, foyer, etc.
- Māori learners are empowered to be successful as Māori. There will be equitable integration of Māori knowledge, (Mātauranga Māori) into learning content.
- Te Reo Māori is spoken and heard as a natural part of the learning environment through greetings, instructions, and lessons. Te reo Māori is naturally integrated into teaching and learning conversations.
- Providing equitable opportunities for all.
- Target both group (cohort / year level) and individual needs.
- Clear communication to whanau of strengths (celebrate), weaknesses (next steps) & goals (steps to achieve).
- Te reo Māori has status and mana by being valued and actively revitalised i.e. intentionally planned and included.
- Integration of tikanga Māori appropriate to local Rotorua context (BC Chapman, Rotorua campus).
- Hui with our Māori whānau to hear their aspirations for their tamariki/rangatahi.
- Connection with local marae at Wairoa, Ohinemutu, and with Te Taumata (Ngāti Whakaue).
- All service groups travelling overseas or nationally complete a mihi and pepeha.
- A brief history of Aotearoa is presented as a reminder of our rich history. As we enter other cultures, it is important we also know our own history.
- Every student has an equal opportunity to apply for a service trip. Maori and Pasifika students are asked to consider participating.

Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
1. How have you met your obligations to provide good and safe working conditions?	<p><i>Bethlehem College is committed to stewarding its people and resources (Kaitiaki) by ensuring all staff have access to safe and supportive working conditions.</i></p> <p><i>Our Health and Safety framework includes a comprehensive induction process for all staff, outlining clear responsibilities for both employer and employee. Hazards and risks are identified and responded to through a robust reporting mechanism to our onsite Health and Safety Officer and Coordinator.</i></p> <p><i>The Health and Safety Committee meets every three weeks to assess on site H&S needs and regularly meets with staff from various departments and entities for their feedback and input. Regular audits are conducted annually to review and improve safety practices.</i></p> <p><i>Mandatory training in health and safety and emergency procedures is provided annually.</i></p> <p><i>The College also provides access to an Employee Assistance Program (EAP) and in-house counselling services, supporting the spiritual, emotional, and mental health of all staff.</i></p> <p><i>In the coming year, we are planning to strengthen our approach to mental and emotional health by aligning more closely with the new WorkSafe New Zealand guidance on psychosocial safety. This will support our ongoing commitment to providing a safe, supportive, and holistic work environment, and enhance our ability to identify and manage psychosocial risks across the College.</i></p>
2. What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p><i>The College promotes Growth in Christian Character and Community/Manaakitanga through our Equal Employment Opportunities programme, which includes</i></p> <ul style="list-style-type: none"> <i>• Transparent, merit-based recruitment processes.</i>

	<ul style="list-style-type: none"> • <i>Inclusive job design and advertisement practices that reach diverse applicants.</i> • <i>Structured onboarding and induction accessible to all.</i> • <i>Ongoing in-role support and professional development for staff.</i> <p><i>Interview panels are diverse, and selection criteria are objective and role specific. These processes uphold equity, inclusion and our Special Christian Character.</i></p> <p><i>The effectiveness of the EEO Programme is monitored by the EEO Coordinator through staff recruitment surveys and careful review of recruitment paperwork.</i></p>
3. How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>The College operates a fair and impartial appointment process, which includes:</i></p> <ul style="list-style-type: none"> • <i>Clear position descriptions and objective criteria.</i> • <i>Inclusive language in job advertisements.</i> • <i>Standardised interview questions aligned to role expectations.</i> • <i>Interview panel diversity in gender, ethnicity, and background.</i> • <i>Lead panel member training in unconscious bias.</i> <p><i>We also prioritise a respectful and timely candidate experience, providing feedback where appropriate and ensuring all hiring documentation is archived securely for transparency and future audit.</i></p> <p><i>In the coming year, we plan to strengthen this further by introducing training on recruitment and selection, cultural bias, and inclusive practice to deepen panel staff awareness and support equitable decision-making across all stages of employment.</i></p>
4. How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service?	<p><i>The College actively partners with Māori staff and whānau in alignment with Te Tiriti o Waitangi and our strategic Growth in Serving/Whakarato. Key initiatives include:</i></p> <ul style="list-style-type: none"> • <i>Integration of tikanga Māori into staff induction (e.g. pōwhiri, mihi whakatau).</i> • <i>Provision for the articulation of whakapapa during the interview process.</i> • <i>Active participation in kapa haka, hui, and Māori education networks.</i> • <i>Active engagement in leadership and planning</i> • <i>Access to professional development for Māori educators, including the regional COL (Community of Learning) opportunities.</i> • <i>Targeted funding for a kapa haka tutor to uplift and teach Te Ao Māori.</i> • <i>A senior Leader with designated portfolio for Māori staff support.</i>

<p>5. How have you enhanced the abilities of individual employees?</p>	<p><i>In support of Growth in Learning/ Holistic Learning (Ako torowhanui), the College supports ongoing professional spiritual, and leadership development for all staff. This includes:</i></p> <ul style="list-style-type: none"> <i>• Individual Professional Growth Cycles (PGC) and performance appraisals.</i> <i>• Subsidised access to development opportunities.</i> <i>• Targeted mentoring for Provisionally Certified Teachers (PCTs) and new staff to the College.</i> <i>• Leadership coaching and mentoring between senior–middle and middle leaders.</i> <p><i>These initiatives foster a culture of excellence and transformation, in line with our mission to educate with wisdom and purpose.</i></p> <p><i>Staff growth is celebrated through recognition initiatives and leadership development pathways, with internal promotions and feedback data reflecting positive outcomes. Investing in our community in this way fosters a culture of transformation, aligns with our mission to grow servant-hearted leaders, and strengthens the overall resilience and capacity of the College. For example, a new Whanau leader, three new Deans and two teachers-in-charge of subject areas in the Secondary School have been appointed from internal applicants this year.</i></p>
<p>6. How are you recognising the employment requirements of women?</p>	<p><i>College affirms the value and dignity of all people, and promotes gender equity through:</i></p> <ul style="list-style-type: none"> <i>• Gender representation across leadership roles</i> <i>• Flexible working practices – parental leave support, part-time roles.</i> <i>• Ongoing training in respectful and inclusive workplace practices.</i> <i>• Policies against harassment, bullying and safety in the workplace.</i> <i>• Access to wellbeing services including EAP and counselling.</i> <p><i>These practices reflect our commitment to Community/Manaakitanga, ensuring that all staff feel safe, supported, and valued.</i></p>
<p>7. How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>In alignment with Stewarding / Kaitiaki, we support the needs of persons with disabilities through:</i></p> <ul style="list-style-type: none"> <i>• Consulting directly with staff requiring adjustments to ensure tailored support.</i> <i>• Physical accessibility provisions across the College campus.</i> <i>• Support for staff and visitors with sensory or mobility needs.</i> <p><i>The upgrade and maintenance of facilities to assist people with disabilities is ongoing. We are committed to continual improvement in ensuring that all staff can flourish and participate fully in our community.</i></p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) program/policy. The Ministry of Education monitors these policies:

Bethlehem College operates a comprehensive EEO programme in alignment with the principles of good employer practice. The following table summarises our current state of compliance and ongoing commitments.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

BETHLEHEM COLLEGE

Kiwisport

For the year ended 31 December 2024

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$40,961 (excluding GST). The funding was spent on sporting endeavours.