

# ST MARY'S CATHOLIC SCHOOL (ROTORUA)

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 1958

**Principal:** David Macmillan

**School Address:** 37 Carnot Street, Glenholme

**School Postal Address:** P O Box 1213, Rotorua, 3040

**School Phone:** 07 348 1701

**School Email:** admin@stmarysrotorua.school.nz

**Accountant / Service Provider:**

**Education Services.**  
*Dedicated to your school*

# ST MARY'S CATHOLIC SCHOOL (ROTORUA)

Annual Financial Statements - For the year ended 31 December 2023

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# St Mary's Catholic School (Rotorua)

## Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

DIRK STAHLHUT

Full Name of Presiding Member

David Macmillan

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

27/06/2024

Date:

27/06/2024

Date:

**St Mary's Catholic School (Rotorua)**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	3,784,185	3,062,995	3,566,607
Locally Raised Funds	3	130,762	95,250	182,146
Use of Proprietor's Land and Buildings		370,250	370,250	370,250
Interest		52,800	9,000	14,746
Other Revenue		9,924	-	45,511
<b>Total Revenue</b>		<b>4,347,921</b>	<b>3,537,495</b>	<b>4,179,260</b>
<b>Expense</b>				
Locally Raised Funds	3	95,909	95,000	131,336
Learning Resources	4	3,216,578	2,687,665	2,883,127
Administration	5	257,048	222,466	241,422
Interest		1,722	-	1,449
Property	6	663,988	630,200	605,756
Other Expenses	7	15,726	-	15,726
Loss on Disposal of Property, Plant and Equipment		-	-	5,539
<b>Total Expense</b>		<b>4,250,971</b>	<b>3,635,331</b>	<b>3,884,355</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>96,950</b>	<b>(97,836)</b>	<b>294,905</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>96,950</b>	<b>(97,836)</b>	<b>294,905</b>

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



**St Mary's Catholic School (Rotorua)**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		2,094,208	1,674,502	1,782,011
Total comprehensive revenue and expense for the year		96,950	(97,836)	294,905
Contribution - Furniture and Equipment Grant		82,026	-	17,292
<b>Equity at 31 December</b>		2,273,184	1,576,666	2,094,208
Accumulated comprehensive revenue and expense		2,273,184	1,576,666	2,094,208
<b>Equity at 31 December</b>		2,273,184	1,576,666	2,094,208

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.

## St Mary's Catholic School (Rotorua) Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	1,591,565	852,848	1,336,348
Accounts Receivable	9	334,572	260,027	415,418
GST Receivable		19,112	16,554	9,870
Prepayments		24,514	8,437	25,251
Inventories	10	50,836	39,072	44,358
		2,020,599	1,176,938	1,831,245
<b>Current Liabilities</b>				
Accounts Payable	13	276,763	185,157	317,399
Revenue Received in Advance	14	9,683	4,173	2,571
Provision for Cyclical Maintenance	15	-	17,264	-
Finance Lease Liability	16	10,939	11,891	12,778
		297,385	218,485	332,748
<b>Working Capital Surplus/(Deficit)</b>		1,723,214	958,453	1,498,497
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	388,724	399,528	393,112
Equitable Leasehold Interest	12	318,932	350,384	334,658
		707,656	749,912	727,770
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	149,159	123,798	121,546
Finance Lease Liability	16	8,527	7,901	10,513
		157,686	131,699	132,059
<b>Net Assets</b>		2,273,184	1,576,666	2,094,208
<b>Equity</b>		2,273,184	1,576,666	2,094,208

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

**St Mary's Catholic School (Rotorua)**  
**Statement of Cash Flows**  
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,078,416	886,384	1,126,790
Locally Raised Funds		254,078	95,250	219,039
International Students		8,591	-	-
Goods and Services Tax (net)		(9,242)	-	6,684
Payments to Employees		(536,017)	(503,871)	(522,740)
Payments to Suppliers		(537,049)	(583,312)	(491,062)
Interest Paid		(1,722)	-	(1,449)
Interest Received		52,677	9,000	14,746
Net cash from/(to) Operating Activities		309,732	(96,549)	352,008
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(127,035)	(93,500)	(78,617)
Net cash from/(to) Investing Activities		(127,035)	(93,500)	(78,617)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		82,026	-	17,292
Finance Lease Payments		(9,506)	(12,777)	(10,009)
Net cash from/(to) Financing Activities		72,520	(12,777)	7,283
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>255,217</b>	<b>(202,826)</b>	<b>280,674</b>
Cash and cash equivalents at the beginning of the year	8	1,336,348	1,055,674	1,055,674
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>1,591,565</b>	<b>852,848</b>	<b>1,336,348</b>

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 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.

## **St Mary's Catholic School (Rotorua)**

### **Notes to the Financial Statements**

### **For the year ended 31 December 2023**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

St Mary's Catholic School (Rotorua) (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 2023 to 31 December 2023 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 15.



#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 16. Future operating lease commitments are disclosed in note 21b.

##### *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) 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.

#### **e) 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.

#### **f) 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.

#### **g) 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.

#### **h) Inventories**

Inventories are consumable items held for sale and comprised of Stationery and 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.

#### **i) 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.

#### **j) 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 (funded by the Board) 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	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	4 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

### **k) 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.

### **l) 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 a comparison to recent market transactions.

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.

### **m) 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.



**n) 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.

**o) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees 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 students, should the School be unable to provide the services to which they relate.

**p) 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.

**q) Shared Funds**

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

**r) 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.

**s) 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.

**t) 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.

**u) 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.

**v) Budget Figures**

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

**w) 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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,003,983	841,897	1,064,627
Teachers' Salaries Grants	2,738,802	2,171,098	2,491,518
Other Government Grants	41,400	50,000	10,462
	<u>3,784,185</u>	<u>3,062,995</u>	<u>3,566,607</u>

The school has opted in to the donations scheme for this year. Total amount received was \$69,354.

## 3. Locally Raised Funds

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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	9,557	1,000	43,914
Fees for Extra Curricular Activities	49,756	27,650	35,179
Trading	35,277	27,000	34,197
Fundraising & Community Grants	27,581	39,600	68,856
International Students	8,591	-	-
	<u>130,762</u>	<u>95,250</u>	<u>182,146</u>
<b>Expense</b>			
Extra Curricular Activities Costs	69,742	64,400	84,841
Trading	23,958	27,000	33,647
Fundraising & Community Grant Costs	1,188	3,600	12,848
International Student - Other Expenses	1,021	-	-
	<u>95,909</u>	<u>95,000</u>	<u>131,336</u>
<i>Surplus for the year Locally raised funds</i>	<u>34,853</u>	<u>250</u>	<u>50,810</u>

During the year the School hosted 0 International students (2022:0)

## 4. Learning Resources

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	94,193	102,750	74,811
Library Resources	1,283	1,200	1,489
Employee Benefits - Salaries	2,957,009	2,441,098	2,638,676
Staff Development	41,957	43,000	52,302
Depreciation	114,231	94,117	111,226
Class Budgets	7,905	5,500	4,623
	<u>3,216,578</u>	<u>2,687,665</u>	<u>2,883,127</u>

## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	5,885	5,885	5,714
Board Fees	4,100	4,500	3,640
Board Expenses	10,425	9,000	6,049
Communication	15,547	8,210	7,603
Consumables	14,075	11,500	12,121
Operating Leases	787	800	780
Other	50,113	51,200	50,412
Employee Benefits - Salaries	134,309	108,871	134,417
Insurance	4,695	6,500	4,726
Service Providers, Contractors and Consultancy	17,112	16,000	15,960
	<u>257,048</u>	<u>222,466</u>	<u>241,422</u>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	51,298	18,750	18,215
Consultancy and Contract Services	1,766	1,200	1,628
Cyclical Maintenance Provision	47,798	22,000	12,464
Grounds	24,222	17,500	11,829
Heat, Light and Water	31,216	29,500	27,687
Rates	14,727	14,000	13,502
Repairs and Maintenance	29,202	32,000	36,662
Use of Land and Buildings	370,250	370,250	370,250
Employee Benefits - Salaries	93,509	125,000	113,519
	<u>663,988</u>	<u>630,200</u>	<u>605,756</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

## 7. Other Expenses

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Amortisation of Equitable Lease	15,726	-	15,726
	<u>15,726</u>	<u>-</u>	<u>15,726</u>



## 8. Cash and Cash Equivalents

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	1,364,571	633,162	1,113,613
Short-term Bank Deposits	226,994	219,686	222,735
Cash and cash equivalents for Statement of Cash Flows	1,591,565	852,848	1,336,348

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

## 9. Accounts Receivable

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	(113,544)	11,851	20,185
Receivables from the Ministry of Education	127,807	-	25,881
Interest Receivable	123	-	-
Banking Staffing Underuse	114,508	95,100	130,749
Teacher Salaries Grant Receivable	205,678	153,076	238,603
	334,572	260,027	415,418

Receivables from Exchange Transactions	(113,421)	11,851	20,185
Receivables from Non-Exchange Transactions	447,993	248,176	395,233
	334,572	260,027	415,418

## 10. Inventories

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	-	180	-
Uniforms	50,836	38,892	44,358
	50,836	39,072	44,358

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	24,258	7,798	-	-	(1,900)	30,156
Furniture and Equipment	280,866	84,412	-	-	(79,580)	285,697
Information and Communication Technology	35,725	2,215	-	-	(16,959)	20,981
Leased Assets	17,555	10,667	-	-	(10,869)	17,353
Library Resources	34,708	4,751	-	-	(4,923)	34,537
<b>Balance at 31 December 2023</b>	<b>393,112</b>	<b>109,843</b>	<b>-</b>	<b>-</b>	<b>(114,231)</b>	<b>388,724</b>

The net carrying value of equipment held under a finance lease is \$17,353 (2022: \$17,555)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	74,904	(44,748)	30,156	67,106	(42,848)	24,258
Furniture and Equipment	942,337	(656,640)	285,697	857,924	(577,058)	280,866
Information and Communication Technology	165,443	(144,462)	20,981	163,228	(127,503)	35,725
Textbooks	37,171	(37,171)	-	37,171	(37,171)	-
Leased Assets	42,384	(25,031)	17,353	31,717	(14,162)	17,555
Library Resources	123,406	(88,869)	34,537	118,655	(83,947)	34,708
<b>Balance at 31 December</b>	<b>1,385,645</b>	<b>(996,921)</b>	<b>388,724</b>	<b>1,275,801</b>	<b>(882,689)</b>	<b>393,112</b>

## 12. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 10-40 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor of the closure of the school.

The major capital works assets included in the equitable leasehold interest are:

2023 Actual	2023 Budget	2022 Actual
\$	\$	\$
318,932	350,384	334,658
<b>318,932</b>	<b>350,384</b>	<b>334,658</b>

### 13. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	38,899	20,365	63,811
Accruals	17,701	5,548	5,714
Employee Entitlements - Salaries	205,678	153,076	238,603
Employee Entitlements - Leave Accrual	14,485	6,168	9,271
	<u>276,763</u>	<u>185,157</u>	<u>317,399</u>
Payables for Exchange Transactions	276,763	185,157	317,399
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>276,763</u>	<u>185,157</u>	<u>317,399</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Income in Advance	2,944	4,173	2,571
Grants in Advance MOE	6,739	-	-
	<u>9,683</u>	<u>4,173</u>	<u>2,571</u>

### 15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	121,546	119,062	118,052
Increase to the Provision During the Year	22,658	22,000	39,749
Use of the Provision During the Year	(20,732)	-	(8,970)
Other Adjustments	25,687	-	(27,285)
Provision at the End of the Year	<u>149,159</u>	<u>141,062</u>	<u>121,546</u>
Cyclical Maintenance - Current	-	17,264	-
Cyclical Maintenance - Non current	149,159	123,798	121,546
	<u>149,159</u>	<u>141,062</u>	<u>121,546</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.



## 16. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	12,205	11,891	14,039
Later than One Year and no Later than Five Years	9,033	7,901	11,215
Future Finance Charges	(1,772)	-	(1,963)
	<u>19,466</u>	<u>19,792</u>	<u>23,291</u>
<b>Represented by</b>			
Finance lease liability - Current	10,939	11,891	12,778
Finance lease liability - Non current	8,527	7,901	10,513
	<u>19,466</u>	<u>19,792</u>	<u>23,291</u>

## 17. 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 conditions 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 (Roman Catholic Bishop of the Diocese of Hamilton) 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, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$0 (2022: \$0). 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 \$0 (2022: \$0).

## 18. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,100	3,640
<i>Leadership Team</i>		
Remuneration	779,155	748,574
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	783,255	752,214

There are 9 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (1 members) and Property (2 members) committees that met 9 and 4 times 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

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	23 - 24	25 - 26
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	4.00	1.00
110 - 120	2.00	2.00
120 - 130	3.00	-
130 - 140	-	1.00
	9.00	4.00

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

## 19. 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

### 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 of specific individuals. As such, this is expected to resolve the liability for school boards.

## 21. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2023 (Capital commitments at 31 December 2022: \$0).

### (b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

## 22. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	1,591,565	852,848	1,336,348
Receivables	334,572	260,027	415,418
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	1,926,137	1,112,875	1,751,766

### Financial liabilities measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Payables	276,763	185,157	317,399
Finance Leases	19,466	19,792	23,291
Total financial liabilities measured at amortised cost	296,229	204,949	340,690

### **23. Events After Balance Date**

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

### **24. Comparatives**

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

## St Mary's Catholic School (Rotorua)

### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Dirk Stalhut	Presiding Member	Elected	Jun 2025
David Macmillan	Principal	ex Officio	
Heidi Symon	Parent Representative	Elected	Jun 2025
Edward Judd	Parent Representative	Elected	Jun 2025
Tammy-Lee Holmes	Parent Representative	Elected	Jun 2025
Mathew Doidge	Parent Representative	Elected	Jun 2025
Jayne Marsh	Parent Representative	Elected	Jun 2025
Bevan James	Staff Representative	Elected	Jun 2025
Rachel Schuster	Proprietors Representative	Elected	Jun 2025
Elmer Ersando	Proprietors Representative	Appointed	Jun 2025



## **St Mary's Catholic School (Rotorua)**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$6,446 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2023 the St Mary's Catholic School (Rotorua) Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

## INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST MARY'S CATHOLIC SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of St Mary's Catholic School (the School). The Auditor-General has appointed me, Stephen Graham, using the staff and resources of BDO Rotorua 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 20, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 2 July 2024. 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 arise from the Public Audit Act 2001.

#### Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members Board Listing, Statement of Variance, Kiwisport report, Report on how the school has given effect to Te Tiriti Waitangi, Evaluation of the School's Students' Progress and Achievement, and the Statement of Compliance with Employment 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in purple ink, consisting of a stylized 'S' followed by a horizontal line.

Stephen Graham  
BDO Rotorua Limited  
On behalf of the Auditor-General  
Rotorua, New Zealand




**St. Mary's Catholic  
Primary School**  
Rotorua

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## How has St Mary's Catholic School given effect to Te Tiriti o Waitangi?

St Mary's Catholic School has given effect to the Treaty of Waitangi through our teaching programmes investigating the Treaty of Waitangi and through the NZ Histories Curriculum. Staff has been encouraged to increase their knowledge and use of te reo, especially in the classroom. Staff PLD has been given to support an increased understanding of the treaty and local Tikanga. School systems and routines have been adapted to include the increased use of WEhākatauki and Karakia where appropriate for our school and context.

## St Mary's Catholic School: Analysis of Variance of Literacy Targets November 2023

<b>Focus:</b>	<b>Literacy: Reading and Writing</b>
<b>Aim:</b>	<p>All students will have access to and be involved in learning programmes based on the New Zealand Curriculum and will experience success at school based on engaged learning.</p> <p>Students with special learning needs are supported in their learning so that they can make accelerated progress and participate in the classroom and wider life of the school and community.</p>
<b>Strategic Objectives:</b>	 <p><b>STRATEGIC GOALS 2023-2025</b></p> <p><b>INITIATIVES: What we will be doing</b></p> <p><b>Goal 1 (Community): Being part of the C.R.E.W</b></p> <ul style="list-style-type: none"> <li>• PB4L - Introduce tier 3 systems</li> <li>• Revisit Tier 1/2 systems and processes</li> <li>• Strengthening community partnerships - Integrating school values into our school community - Promotional material development</li> </ul> <p><b>Goal 2 (Leadership): Implement a culturally responsive localised curriculum</b></p> <ul style="list-style-type: none"> <li>• MAC/ Niho Taniwha - Improving Te Reo Maori, Matauranga Maori</li> <li>• Continue with NZ Histories Curriculum</li> <li>• Developing and designing our Localised Curriculum alongside the new RE curriculum</li> </ul> <p><b>Goal 3 (Teaching and Learning): Grow teacher and student agency</b></p> <ul style="list-style-type: none"> <li>• Refine Professional Growth Cycle</li> <li>• Develop school wide progression of play and project based learning</li> <li>• Structured Literacy Consolidation</li> <li>• Inquiry into Structured Maths</li> </ul> <p><b>Goal 4 (Religious Education): Dimension 2: Growth in knowledge Te whakatupu mā te mātauranga</b></p> <ul style="list-style-type: none"> <li>• Continue to develop our understanding of integrating the NZ curriculum with the new RE curriculum - Through play and projects</li> <li>• RE Theology Paper - Social Justice</li> </ul>
<b>Annual Literacy Targets for 2023</b>	<p><b>Annual Literacy Targets (2023):</b></p> <p><b>READING -</b> →To have 94% of all students achieving 'At' or 'Above' the Expected Curriculum Level for Reading.</p> <p><b>WRITING -</b> →To have 92% of all students achieving 'At' or 'Above' the Expected Curriculum Level for Writing.</p>

Progress against goals:

	Term 1
	Term 2
	Term 3
	Term 4

**Baseline Data Gathered December 2022:**

**READING -**

In 2022 9% of our students were underachieving in Reading. Of this cohort, 23 are boys and 16 are girls. 4 of these children are Maori and 1 is Pasifika.

Overall, our school data shows that 60% of our students are working **above**, 31% are working **at**, 6% are working **below** and 3% are working **well below** in Reading.

**WRITING -**

In 2022 16% of our students were underachieving in Writing. Of this cohort, 48 are boys and 21 are girls. 13 of these children are Maori and 5 are Pasifika.

Overall, our school data shows that 53% of our students are working **above**, 31% are working **at**, 9% are working **below** and 7% are working **well below** in Reading.

Outcomes for 2023 based on end of year data. What happened?

**Reading - Nov 2023**

At present 85% of our students are performing 'At' or 'Above' the Expected Curriculum Level. Approximately 15% of our students are at risk of underachievement.

93% of our Maori students and 81% of our Pacific Island students are performing 'At' or 'Above' the Expected Curriculum Level. Of our 71 Maori students, 5 are performing below the Expected Curriculum Level. Of the 21 Pacific Island students 4 are performing below the Expected Curriculum Level.

81% of males and 90% of females are performing at or above the Expected Curriculum Level.

88% of our Filipino students and 83% of our Indian students are reading 'At' or 'Above' the Expected Curriculum Level.

**Writing - Nov 2023**

At present 76% of our students are performing 'At' or 'Above' the Expected Curriculum Level. Approximately 24% of our students are at risk of underachievement.

76% of our Maori students and 67% of our Pacific Island students are performing 'At' or 'Above' the Expected Curriculum level. Of the 71 Maori students, 19 are performing below the Expected Curriculum Level. Of the 21 Pacific Island students, 7 are performing below the Expected Curriculum Level.

70% males and 85% females are performing at or above the Expected Curriculum Level.

	84% of our Filipino students and 81% of our Indian students are writing 'At' or 'Above' the Expected Curriculum Level.		
<b>Literacy Targets for 2024 (based on end of 2023 data)</b>	<b>Annual Literacy Targets (2023):</b>  <b>READING -</b> →To have 94% of all students achieving 'At' or 'Above' the Expected Curriculum Level for Reading. <b>Increase the number of students achieving at or above expected curriculum level with a particular focus on Year 4,5,6 students.</b>  <b>WRITING -</b> →To have 92% of all students achieving 'At' or 'Above' the Expected Curriculum Level for Writing. <b>Increase the number of students achieving at or above expected curriculum level with a particular focus on Yr 3, 4, 5 and 6 students.</b>		
Actions (What did we do in 2023?)	Outcomes (What happened in 2023?)	Reason for the Variance (Why did it happen in 2023?)	Evaluation: Where to next? For 2024 action plan
<b>Structured Literacy Approach</b>			
<b>Key Goal: To consolidate a Structured Literacy approach across the school.</b> <ul style="list-style-type: none"> <li>2023 Road Map for Tracking</li> <li><a href="#">Kahui Ako Structured Literacy Action plan</a></li> </ul>	<b>Term 1</b> <ul style="list-style-type: none"> <li>Dates books for Marion and Paulas visits - facilitators from LLearning Matters</li> <li>Sara has begun reading recovery training and facilitator has visited twice for PD.</li> <li>Sara and Sylvia to meet with facilitators to discuss PL plan for the term 13 February</li> <li>Coaching and mentoring sessions have been completed by Sara and Sylvia across our junior school.</li> <li>Explicit Direct Instruction staff meeting delivered</li> <li>Reading Skills Records/Using Decodable Texts staff meeting delivered</li> </ul> <b>Term 2</b> <ul style="list-style-type: none"> <li>Coaching and mentoring has continued this term. Sylvia and Sara have worked alongside our PLD providers observing their coaching practice.</li> </ul>	No variance. Our structured literacy roadmap has tracked very well this year. SL is well-embedded and our teachers are particularly skilled. Numerous staff meetings, as professional learning, have been delivered.	<ul style="list-style-type: none"> <li>Developing Coaches to ensure sustainability and support for new staff members.</li> <li>Inquiry into coaching course that will be run later in the year with Learning Matters.</li> </ul>

	<ul style="list-style-type: none"> <li>Staff Meeting on planning using authentic texts, teams are now using these for planning. .</li> <li>Sylvia and Sara are providing additional support to teachers who are new to decodable reading lessons.</li> </ul> <p>Term 3</p> <ul style="list-style-type: none"> <li>iDeaL facilitators have coached Authentic text lessons with teachers</li> <li>Sylvia and Sara coaching remaining teachers</li> <li>Sara, Sylvia and Dave attended Structured Literacy Conference in Auckland, a number of action points have come from this. E.g. planned staff meeting to revisit Explicit Direct Instruction.</li> </ul> <p>Term 4</p> <ul style="list-style-type: none"> <li>Presented to BOT - <a href="#">Data for Structured Literacy</a></li> <li>Marion and Paula - Authentic Text coaching and mentoring of teachers</li> <li>Focus for lead teachers - has been making a plan for sustainability and developing a coaching and mentoring model for 2024.</li> </ul>		
<b>Pedagogy in Writing</b>			
<p><b>Key Goal: To ensure our writing programmes and teaching is robust.</b></p> <ul style="list-style-type: none"> <li>Literacy leads to stocktake writing planning and teaching.</li> <li>Plan PD from this.</li> <li>Have Team Leaders support effective pedagogy in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Not yet started - although discussions around writing programmes have been held by Senior Leadership</li> </ul> <p>Term 2</p> <ul style="list-style-type: none"> <li>Contact with several schools, including Holy Family who have been working on improving writing practice.</li> <li>Currently inquiring into best practice and visiting schools.</li> <li>Webinar attended by Senior Leadership team The Writing Revolution.</li> </ul> <p>Term 3</p> <ul style="list-style-type: none"> <li>Senior Leadership team continue inquiring into a Structured Writing approach.</li> <li>Several teachers trialling The Syntax Project and teams inquiring into it's effectiveness.</li> </ul>	Some variance. It was evident as a Senior leadership team we needed to inquire into effective, research-informed writing pedagogies before deciding on how writing could be improved across our school.	Learning Matters contracted to work with us in 2024 each team, modelling, coaching and following a scope and sequence for writing.



	<ul style="list-style-type: none"> <li>Discussions with Learning matters regarding the development of a scope and sequence for writing</li> <li>TOD set for late January to introduce the concept of Structured Writing</li> <li>PLD application to attempt to gain professional learning hours</li> </ul> <p>Term 4</p> <ul style="list-style-type: none"> <li>Sara and Sylvia visited Apanui School in Whakatane to view Structured Writing lessons being taught</li> <li>Meeting with facilitator at Learning Matters to plan next year and lock in dates and view PLD plan for the year.</li> <li>Syntax Project and Writers toolbox being trialled in a Year 2 classroom.</li> </ul>		
<b>Engagement with Whanau</b>			
<p><b>Key Goal: To improve the home-school partnership of all families, particularly our target students.</b></p> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>Korero Mai whanau meetings with Whare Tapa Wha being our focus. Getting to know the child holistically.</li> <li>Three way conferences- each term so parents can discuss children's goals in literacy.</li> <li>Teachers will meet with parents of priority learners once a term. A record of these conversations will be kept.</li> <li>Holiday Reading Programme</li> </ul>	<p>Term 1</p> <ul style="list-style-type: none"> <li>Korero Mai held at the beginning of the year</li> <li>Three way conference dates booked in for the year</li> </ul> <p>Term 2</p> <ul style="list-style-type: none"> <li>Goal Setting conference held in early Term 2</li> </ul> <p>Term 3</p> <ul style="list-style-type: none"> <li>Reports sent home - goal setting interviews in Early Term 3</li> <li>LSC transition meetings with JPC/Parents/LSC</li> </ul> <p>Term 4</p> <ul style="list-style-type: none"> <li>Further transition meetings held -- LSC</li> <li>'Big Day In' - also run as a transition for our Year 6 students.</li> <li>Korero Mai day and whanau sheet revised by Leadership team to discuss how we can make this a more successful way of connecting with families.</li> <li>Community consultation meeting - presentation re: Science of Learning and Structured Literacy</li> </ul>	<p>No variance. All actions completed including a community consultation meeting late in the year.</p>	<ul style="list-style-type: none"> <li>Explore ways we can further engage our community in our children's learning.</li> <li>Run a structured literacy information evening for parents - the Science of Learning, scope and sequence, and decodable readers.</li> </ul>
<b>Visible Learning</b>			

<p><b>Key Goal: To ensure the consolidation of visible learning goals as across the school.</b></p> <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Visible learning displays in each classroom (or collaborative space).</li> <li>• Teachers will be supported in increasing capability in how to conference with students effectively, through team reflective discussions &amp; staff meetings.</li> <li>• Student-led conferences built around the goals they are working on/have achieved.</li> <li>• 'I can' goals will be used more explicitly in links on Educa.</li> <li>• Children writing their own reflective Seesaw (older students) posts linked to goals.</li> <li>• Teachers - group learning stories linked to student goals.</li> <li>• Workshops continued to be built around student goals.</li> <li>• Visible learning goals evident in team planning.</li> <li>• Student voice collected at various points throughout the year to track how visible learning is impacting on our learners.</li> </ul>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Review of visible learning goals with a structured literacy lens</li> </ul> <p>Term 2</p> <ul style="list-style-type: none"> <li>• Goal setting interviews based around visible learning goals</li> </ul> <p>Term 3</p> <ul style="list-style-type: none"> <li>• No work in this area as focus is on Writing and inquiry into Structured Writing</li> </ul> <p>Term 4</p> <ul style="list-style-type: none"> <li>• Embedded - used for parent/teacher goal setting meetings. Next step: review this and their alignment with SL, Maths etc.</li> </ul>	<p>This is well established.</p>	<p>Review and revise goal setting using scope and sequence.</p>
<p><b>Accelerated Programmes and Resourcing (Learning Support Coordinators)</b></p>			
<p><b>Key Goal: To accelerate the learning of students achieving below the Expected Curriculum Level.</b></p> <ul style="list-style-type: none"> <li>• ELL - Small withdrawal groups. Michelle Rennie to continue running</li> </ul>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• LSC working with teachers for Tier 2 and 3 students</li> <li>• LSC working 1-1 with Tier 3 Year 5 learners, Y5/Y6 small groups for key to inference, Y3 and 4 learners structured literacy groups</li> </ul>	<p>No variance. LSC's have continued to work with Tier 2 and 3 students. Programmes have run particularly well with the</p>	<ul style="list-style-type: none"> <li>• Continue with LSC team working with Tier 2 and 3 students.</li> </ul>

<p>this programme. Identify children in this programme and keep records of progress over the year.</p> <ul style="list-style-type: none"> <li>Learning Support Coordinators guiding Teacher Aides - Priority students withdrawn. Programmes in use iCept, Teodorescu, Agility With Sound, key to inference and IDEAL platform for SL.</li> </ul>	<p>focussing on transcription and spelling using IDEAL.</p> <ul style="list-style-type: none"> <li>ELL groups up and running</li> </ul> <p>Term 2</p> <ul style="list-style-type: none"> <li>Programmes continuing</li> </ul> <p>Term 3</p> <ul style="list-style-type: none"> <li>As above</li> </ul> <p>Term 4</p> <ul style="list-style-type: none"> <li>Priority Learners - including various Tiers of learners have been identified for 2024 by LSC. Spreadsheets created for any further children identified.</li> </ul>	<p>support of our Learning support coordinators. The programmes are well streamlined and tailored towards children's specific needs.</p>	
<p><b>Literacy Resourcing (Set each year)</b></p>			
<p><b><u>LEADERSHIP AND STUDENT FOCUS</u></b></p> <p><b>Literacy Resourcing (Key goal - Ensure up to date and appropriate resources are available, Ensure purchases are made where there is a need).</b></p> <ul style="list-style-type: none"> <li>Ziptales Subscription</li> <li>Twinkl teacher resource Subscription</li> <li>Junior Readers</li> <li>Middle and Senior Resources</li> <li>Teacher Resource Handbooks</li> </ul>	<p>Reviewed and renewed as necessary</p> <p>Term 2</p> <ul style="list-style-type: none"> <li>New decodable readers purchased as these were new titles released by Learning Matters</li> </ul> <p>Term 3</p> <ul style="list-style-type: none"> <li>Renewal of appropriate subscriptions</li> </ul> <p>Term 4</p> <ul style="list-style-type: none"> <li>As Above</li> </ul>	<p>No variance.</p>	<ul style="list-style-type: none"> <li>Inquiry into any writing resources required for new writing programmes.</li> </ul>
<p><b><u>SUMMARY OF 2023</u></b></p> <ul style="list-style-type: none"> <li>The embedding of Structured Literacy teaching in spelling and reading had continued this year with a numerous PLD sessions delivered by Sylvia and Sara, and also our SL facilitator.</li> <li>Other Catholic schools have also been supported by Sylvia and Sara as they begin teaching SL within their schools - Aquinas, St Mary's Putaruru, St Thomas More and St Michaels.</li> <li>Sara has trained as 'Reading Recovery' and 'Early Literacy Support' teacher this year. It has been very valuable being able to run intervention groups to assist those children who have extra support.</li> <li>An inquiry into both Structure Writing and Explicit Direct instruction by the Senior Leadership team has been completed. From this we have decided to move to a more direct and explicit curriculum in both writing and maths.</li> <li>Data has trended lower than expected, however, on closer analysis the majority of children working below the expected curriculum level have specific needs that have not yet been able to be met due to needing more instructional time.</li> </ul>			

**Moving toward 2024 our focus will be:**

- Sustainability - Develop a strong Coaching and Mentoring model school-wide.
- Work to analyse data trends in each classroom so teachers are fully conversant with the needs of children in their classroom.
- Structured Writing - Work with Learning Matters Facilitator to introduce and apply the Science of Learning to writing.
- From community consultation meeting - run a workshop for parents so that they develop a good understanding of how literacy is taught at our school.

# St Mary's Catholic School Rotorua

Nov 2023



# End Year Data Report 2023

Reading, Writing & Maths

# Whole School Data - Year 1-6

Nov 2023

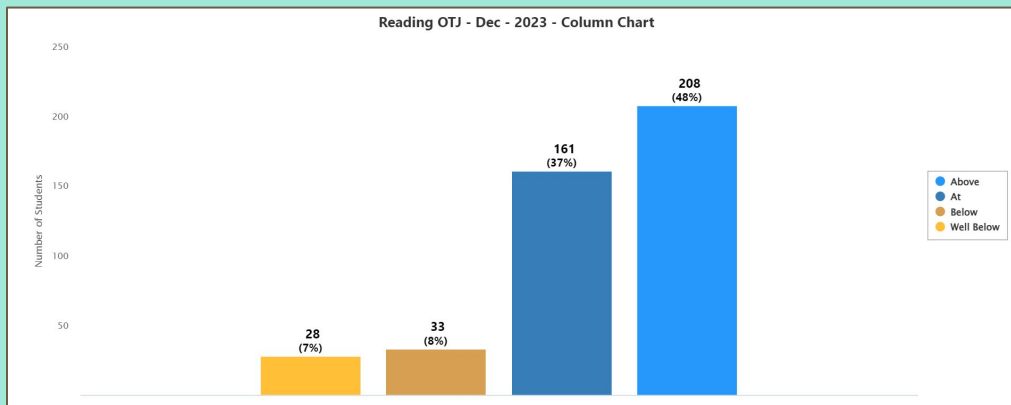
At + Above CL/ OTJ	Reading		Writing		Maths	
Whole School	85%	369/430	76%	330/430	81%	345/430
Boys	81%	186/227	70%	158/227	82%	186/227
Girls	90%	183/203	85%	172/203	78%	159/203
Maori total	93%	66/71	76%	52/71	90%	64/71
Maori Boys	95%	36/38	61%	23/38	92%	35/38
Maori Girls	90%	30/33	94%	31/33	88%	29/33
Pacific Peoples total	81%	17/21	67%	14/21	76%	16/21
Pacific Peoples Boys	80%	8/10	70%	7/10	80%	8/10
Pacific People Girls	82%	9/11	64%	7/11	73%	8/11
Indian total	83%	50/60	75%	45/60	75%	45/60
Indian Boys	74%	25/33	70%	23/33	69%	23/33
Indian Girls	92%	25/27	81%	22/27	81%	22/27
Filipino total	88%	70/80	84%	67/80	74%	59/80
Filipino Boys	89%	35/41	80%	33/41	75%	31/41
Filipino Girls	86%	35/39	87%	34/39	72%	28/39



READING



# Reading - Whole School Data



In Reading, **currently 85%** of students across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

At the same point **last year 91%** of students were achieving 'At' or 'Above' the Expected Curriculum Level.

The target for the **end of the year is to have 94%** or more students across the school achieving 'At' or 'Above' the Expected Curriculum Level.

Areas of significant sized groups to note: Yr 3 and 5 group achieving below expected level, Yr 6 achieving above expected level.

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		3		30		34	
2		1		0		40		37	
3		7		10		38		30	
4		3		5		19		36	
5		10		9		17		25	
6		7		6		17		46	

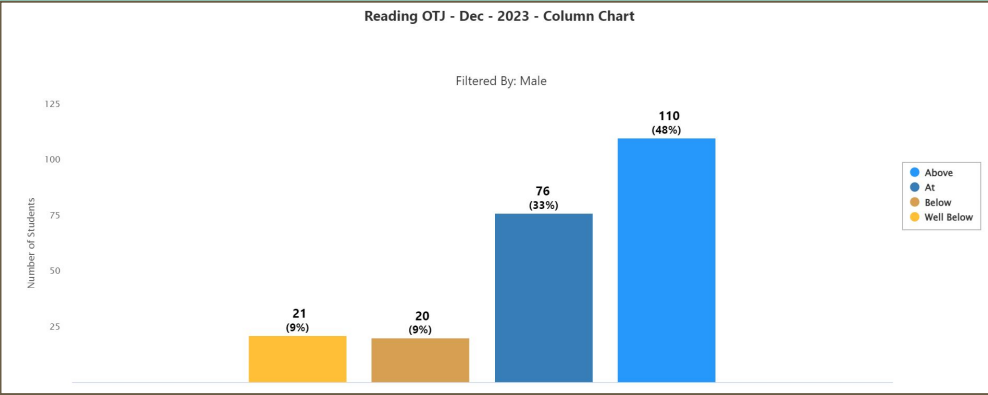
Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		4%		45%		51%	
2		1%		0%		51%		47%	
3		8%		12%		45%		35%	
4		5%		8%		30%		57%	
5		16%		15%		28%		41%	
6		9%		8%		22%		61%	

# Reading - Boys Data



In Reading, **currently 81% of boys** across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

Areas of significant sized groups to note: Year 2, 4 and 6 boys achieving above the expected level. Year 5 and 6 boys achieving below the expected level.

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Male

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		2		18		17	
2		0		0		18		18	
3		6		3		18		16	
4		2		3		13		21	
5		7		8		5		14	
6		6		4		4		24	

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Male

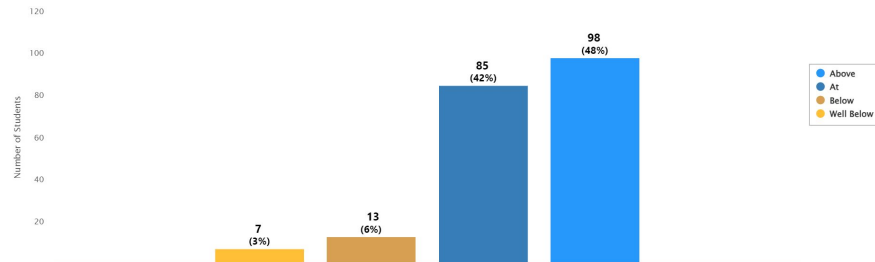
Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		5%		49%		46%	
2		0%		0%		50%		50%	
3		14%		7%		42%		37%	
4		5%		8%		33%		54%	
5		21%		24%		15%		41%	
6		16%		11%		11%		63%	

# Reading - Girls Data

Reading OTJ - Dec - 2023 - Column Chart

Filtered By: Female



Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Female

Search:

	Well Below	Below	At	Above
1	0	1	12	17
2	1	0	22	19
3	1	7	20	14
4	1	2	6	15
5	3	1	12	11
6	1	2	13	22

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Female

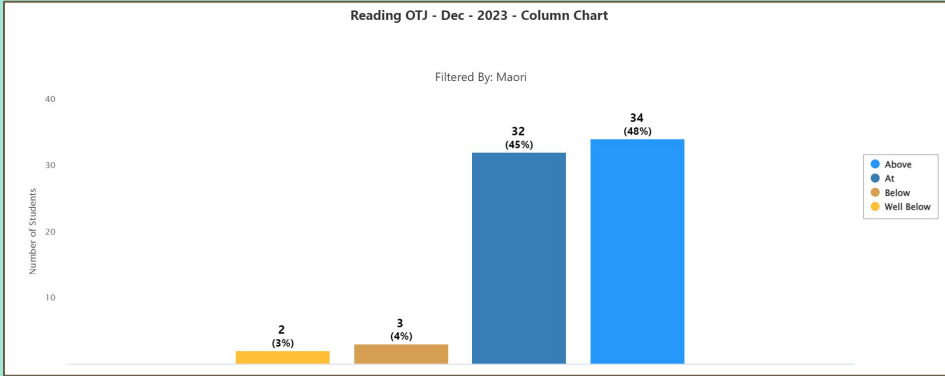
Search:

	Well Below	Below	At	Above
1	0%	3%	40%	57%
2	2%	0%	52%	45%
3	2%	17%	48%	33%
4	4%	8%	25%	63%
5	11%	4%	44%	41%
6	3%	5%	34%	58%

In Reading, **currently 90% of girls** across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

Areas of significant sized groups to note: Year 1, 4 and 6 girls achieving above the expected level, Year 3 girls achieving below the expected level.

# Reading - Maori Student Data



In Reading, **currently 93% of Maori** students across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

The target for the **end of this year is to have 94%** or more students across the school achieving 'At' or 'Above' the Expected Curriculum Level.

The above target aligns with whole school expectations.

Areas of significant sized groups to note: Year 3 students below the expected level, Year 1, 4 and 6 students achieving above expected level.

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		0		4		8	
2		0		0		9		6	
3		1		2		6		3	
4		0		0		5		5	
5		1		0		5		3	
6		0		1		3		9	

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

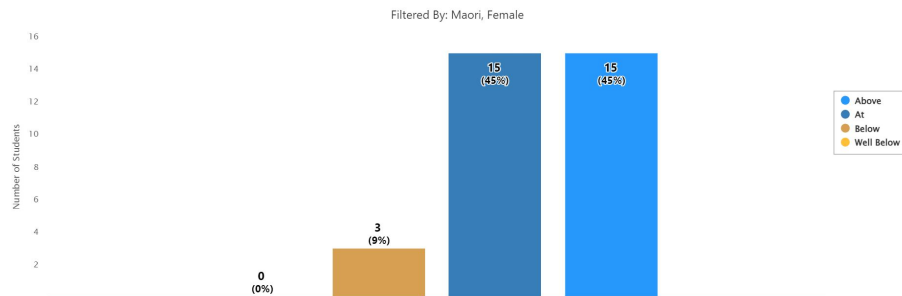
Filtered By: Maori

Search:

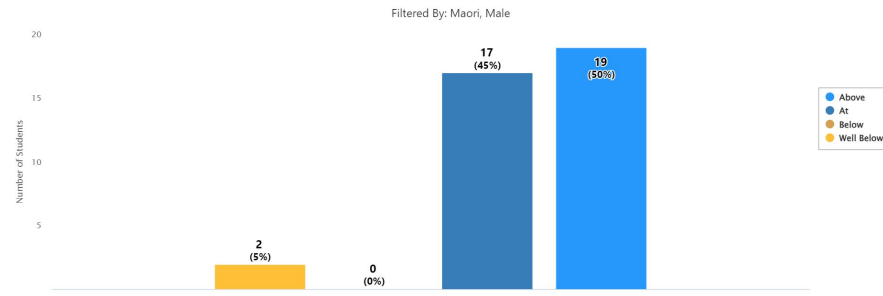
	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		0%		33%		67%	
2		0%		0%		60%		40%	
3		8%		17%		50%		25%	
4		0%		0%		50%		50%	
5		11%		0%		56%		33%	
6		0%		8%		23%		69%	

# Reading - Maori Boy/Girl Data

Reading OTJ - Dec - 2023 - Column Chart



Reading OTJ - Dec - 2023 - Column Chart



Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori, Female

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		0		3		3	
2		0		0		6		4	
3		0		2		1		1	
4		0		0		0		1	
5		0		0		4		2	
6		0		1		1		4	

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori, Male

Search:

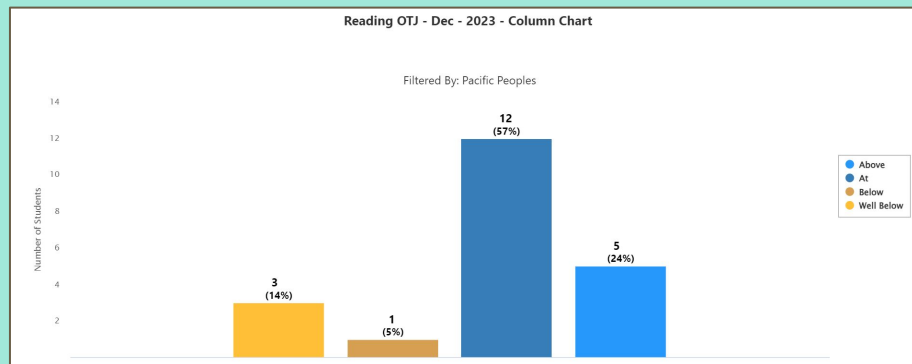
	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		0		1		5	
2		0		0		3		2	
3		1		0		5		2	
4		0		0		5		4	
5		1		0		1		1	
6		0		0		2		5	

**90% of Maori girls** are achieving at or above the expected curriculum level.

**95% of Maori boys** are achieving at or above the expected curriculum level.



# Reading - Pacific Peoples Student Data



In Reading, **currently 81% of Pasifika** students across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		0		2		0	
2		0		0		3		0	
3		0		0		4		1	
4		1		1		1		1	
5		2		0		0		1	
6		0		0		2		2	

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples

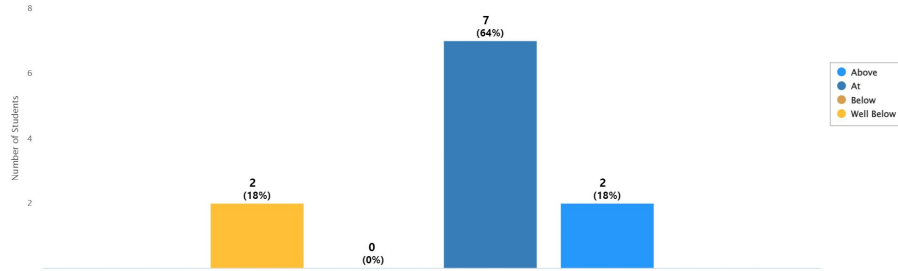
Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		0%		100%		0%	
2		0%		0%		100%		0%	
3		0%		0%		80%		20%	
4		25%		25%		25%		25%	
5		67%		0%		0%		33%	
6		0%		0%		50%		50%	

# Reading - Pacific Peoples Boy/Girl Data

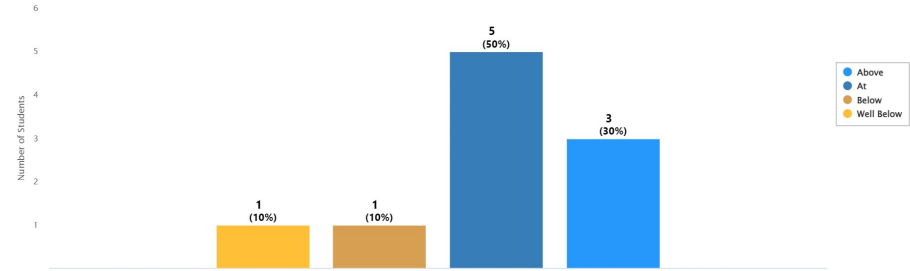
Reading OTJ - Dec - 2023 - Column Chart

Filtered By: Pacific Peoples, Female



Reading OTJ - Dec - 2023 - Column Chart

Filtered By: Pacific Peoples, Male



Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples, Female

Search:

	Well Below	Below	At	Above
1	0%	0%	100%	0%
2	0%	0%	100%	0%
3	0%	0%	75%	25%
4	33%	0%	33%	33%
5	100%	0%	0%	0%
6	0%	0%	100%	0%

Reading OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples, Male

Search:

	Well Below	Below	At	Above
1	0	0	1	0
2	0	0	2	0
3	0	0	1	0
4	0	1	0	0
5	1	0	0	1
6	0	0	1	2

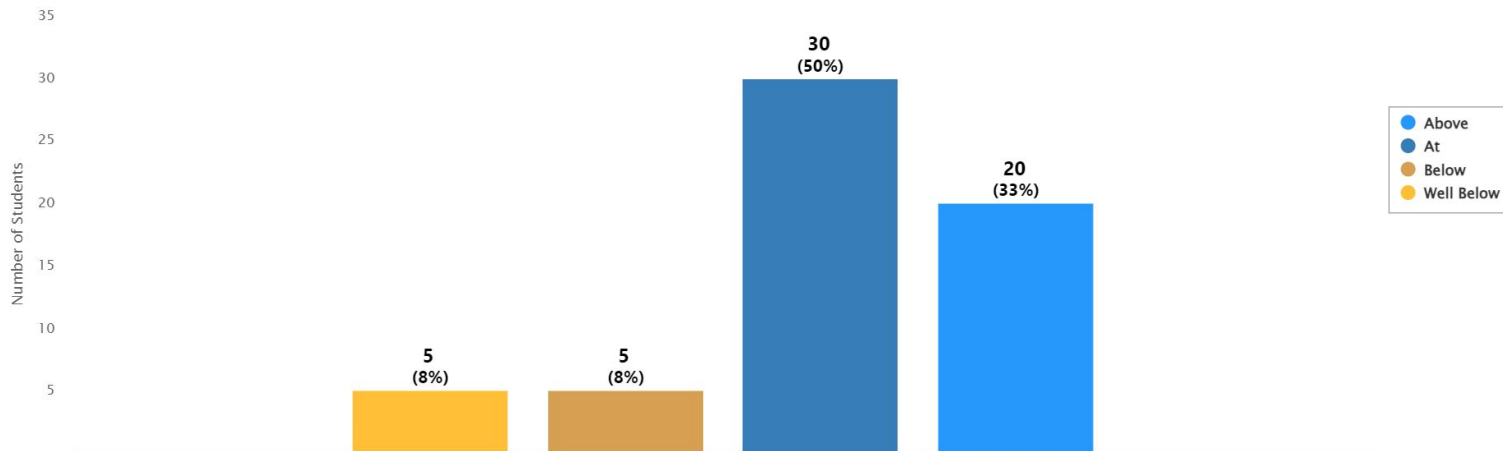
**82% of Pasifika girls** are achieving at or above the expected curriculum level.

**80% of Pasifika boys** are achieving at or above the expected curriculum level.

# Reading - Indian Student Data

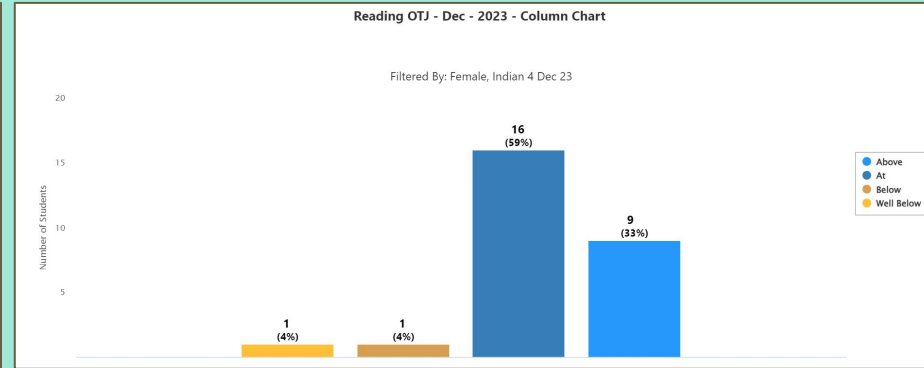
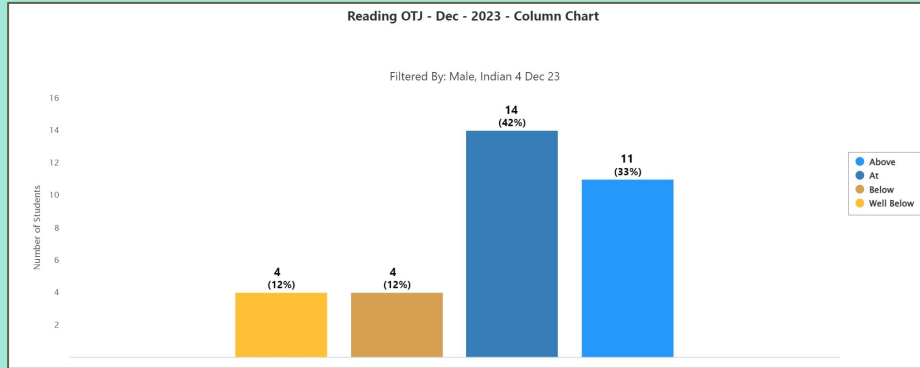
Reading OTJ - Dec - 2023 - Column Chart

Filtered By: Indian 4 Dec 23



In Reading, **currently 83% of Indian students** are achieving 'At' or 'Above' the Expected Curriculum Level.

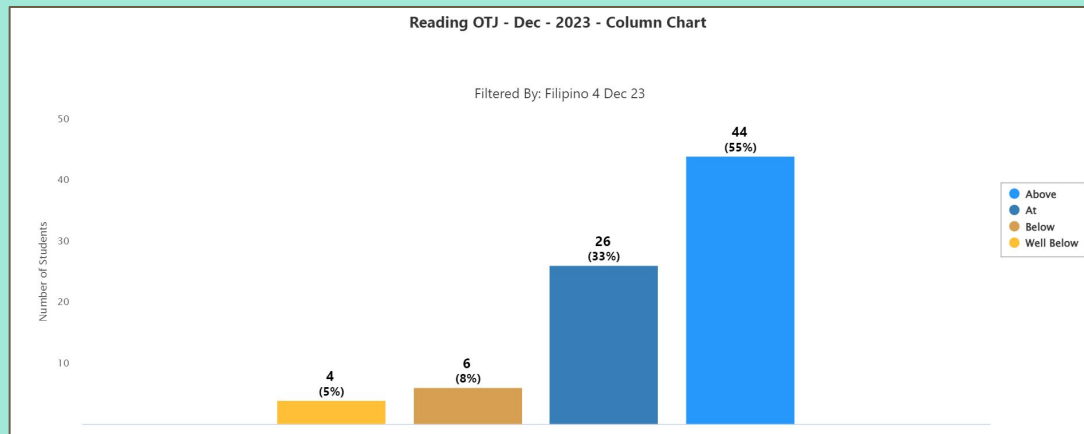
# Reading - Indian Boy/Girl Data



**92% of Indian girls** are achieving at or above the expected curriculum level.

**74% of Indian boys** are achieving at or above the expected curriculum level.

# Reading - Filipino Student Data



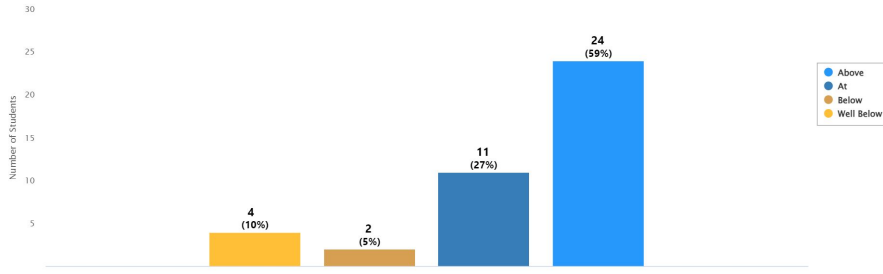
In Reading, **currently 88% of Filipino students** are achieving 'At' or 'Above' the Expected Curriculum Level.



# Reading - Filipino Boy/Girl Data

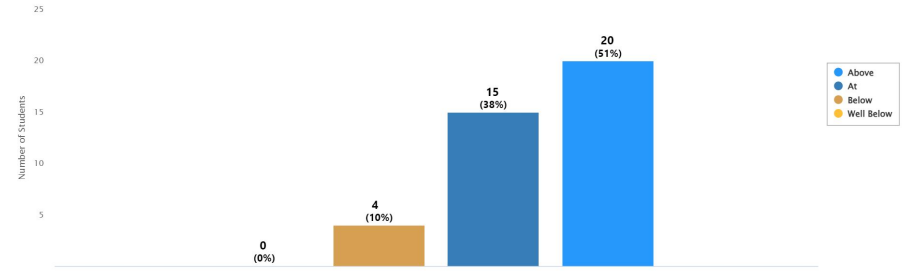
Reading OTJ - Dec - 2023 - Column Chart

Filtered By: Male, Filipino 4 Dec 23



Reading OTJ - Dec - 2023 - Column Chart

Filtered By: Female, Filipino 4 Dec 23



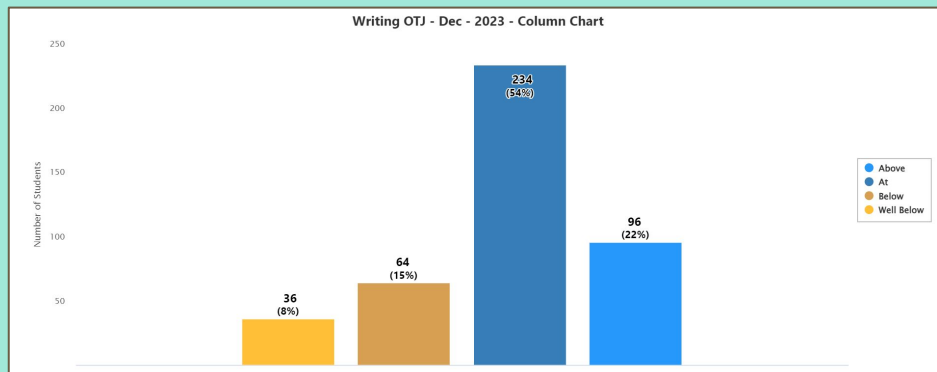
**86% of Filipino girls** are achieving at or above the expected curriculum level.

**89% of Filipino boys** are achieving at or above the expected curriculum level.



WRITING

# Writing - Whole School Data



In Writing, **currently 76%** of students across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

At the same point **last year 84%** of students were achieving 'At' or 'Above' the Expected Curriculum Level.

The target for the **end of the year is to have 92%** or more students across the school achieving 'At' or 'Above' the Expected Curriculum Level.

Areas of significant sized groups to note: Year 4, 5 and 6 students achieving below the expected level.

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Search:

	Well Below	Below	At	Above
1	0%	7%	93%	0%
2	1%	3%	82%	14%
3	6%	20%	55%	19%
4	3%	27%	37%	33%
5	25%	20%	38%	18%
6	17%	14%	20%	49%

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

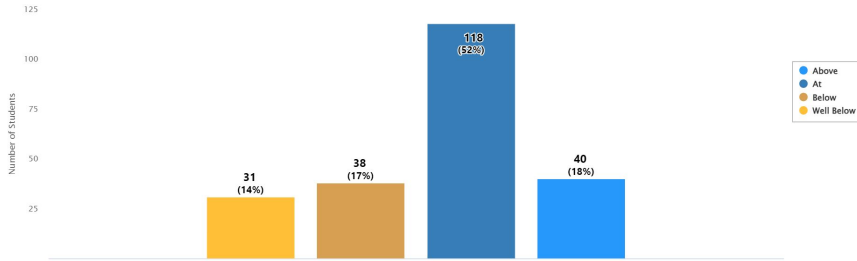
Search:

	Well Below	Below	At	Above
1	0	5	62	0
2	1	2	64	11
3	5	17	47	16
4	2	17	23	21
5	15	12	23	11
6	13	11	15	37

# Writing - Boys Data

Writing OTJ - Dec - 2023 - Column Chart

Filtered By: Male



In Writing, **currently 70% of boys** across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

Areas of significant sized groups to note: Year 5 and 6 students achieving below the expected level.

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Male

Search:

	Well Below	Below	At	Above
1	0	3	34	0
2	0	2	32	2
3	5	10	20	8
4	2	11	18	8
5	14	6	9	5
6	10	6	5	17

Writing OTJ - Dec - 2023 - Student Grid

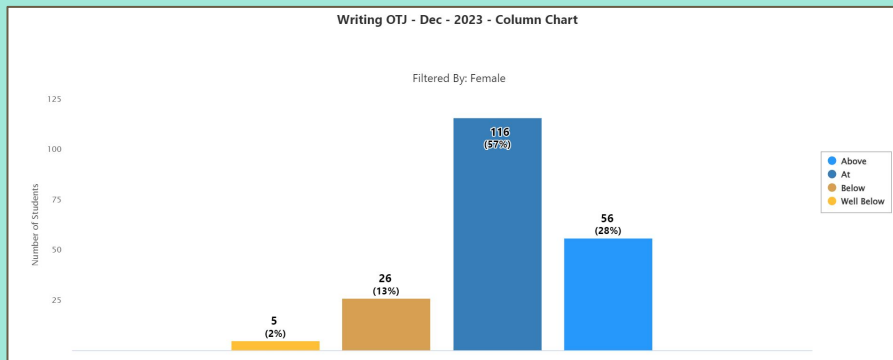
Split By: Year Level

Filtered By: Male

Search:

	Well Below	Below	At	Above
1	0%	8%	92%	0%
2	0%	6%	89%	6%
3	12%	23%	47%	19%
4	5%	28%	46%	21%
5	41%	18%	26%	15%
6	26%	16%	13%	45%

# Writing - Girls Data



In Writing, **currently 85% of girls** across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

Areas of significant sized groups to note: Year 4 and 5 girls achieving below the expected level, Year 4 and 6 girls achieving above the expected level.

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Female

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		2		28		0	
2		1		0		32		9	
3		0		7		27		8	
4		0		6		5		13	
5		1		6		14		6	
6		3		5		10		20	

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

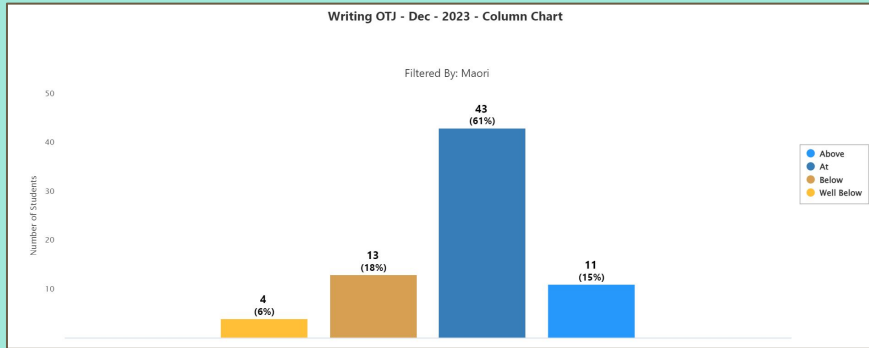
Filtered By: Female

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		7%		93%		0%	
2		2%		0%		76%		21%	
3		0%		17%		64%		19%	
4		0%		25%		21%		54%	
5		4%		22%		52%		22%	
6		8%		13%		26%		53%	



# Writing - Maori Student Data



In Writing, **currently 76% of Maori students** across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

The target for the **end of the year is to have 92%** or more students across the school achieving 'At' or 'Above' the Expected Curriculum Level.

The above target aligns with whole school expectations.

Areas of significant sized groups to note: Year 3 and 4 students achieving below the expected level.

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori

Search:

	Well Below	Below	At	Above
1	0%	0%	100%	0%
2	0%	7%	87%	7%
3	8%	42%	33%	17%
4	0%	40%	50%	10%
5	11%	0%	67%	22%
6	15%	23%	23%	38%

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori

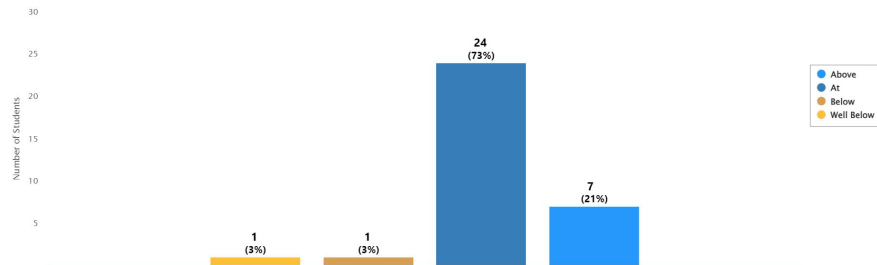
Search:

	Well Below	Below	At	Above
1	0	0	12	0
2	0	1	13	1
3	1	5	4	2
4	0	4	5	1
5	1	0	6	2
6	2	3	3	5

# Writing - Maori Boy/Girl Data

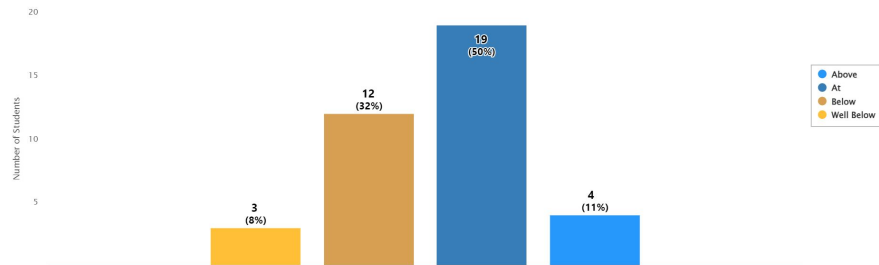
Writing OTJ - Dec - 2023 - Column Chart

Filtered By: Maori, Female



Writing OTJ - Dec - 2023 - Column Chart

Filtered By: Maori, Male



Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori, Female

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		0		6		0	
2		0		0		10		0	
3		0		1		2		1	
4		0		0		0		1	
5		0		0		4		2	
6		1		0		2		3	

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori, Male

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		0		6		0	
2		0		1		3		1	
3		1		4		2		1	
4		0		4		5		0	
5		1		0		2		0	
6		1		3		1		2	

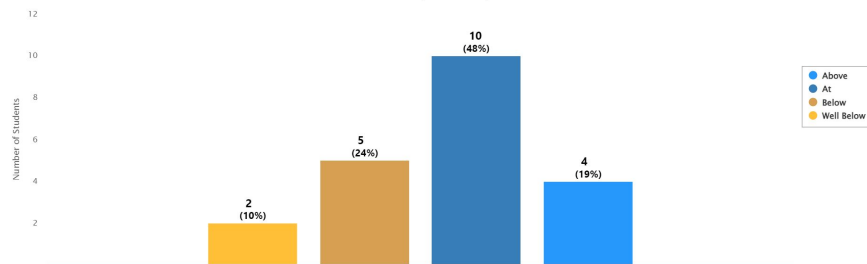
**94% of Maori girls** are achieving at or above the expected curriculum level.

**61% of Maori boys** are achieving at or above the expected curriculum level.

# Writing - Pacific Peoples Student Data

Writing OTJ - Dec - 2023 - Column Chart

Filtered By: Pacific Peoples



Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		0		2		0	
2		0		1		2		0	
3		0		1		4		0	
4		0		2		1		1	
5		2		0		0		1	
6		0		1		1		2	

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

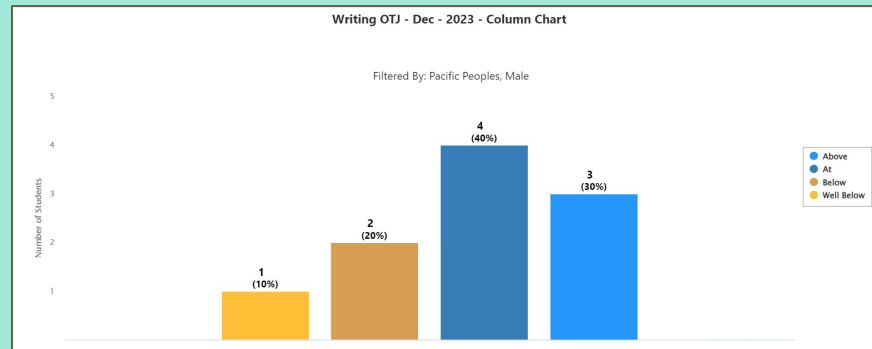
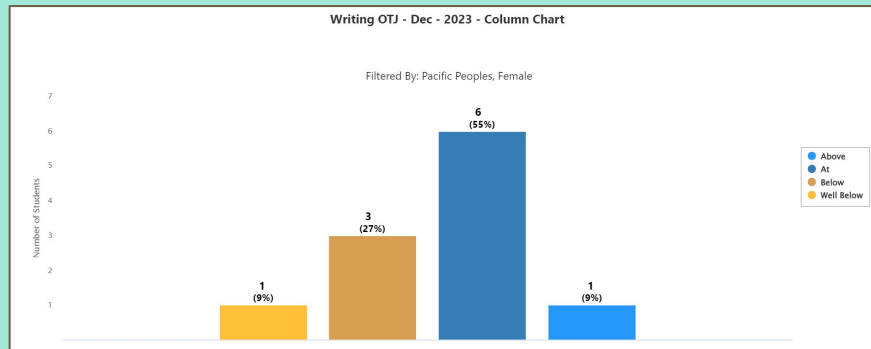
Filtered By: Pacific Peoples

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		0%		100%		0%	
2		0%		33%		67%		0%	
3		0%		20%		80%		0%	
4		0%		50%		25%		25%	
5		67%		0%		0%		33%	
6		0%		25%		25%		50%	

In Writing, **currently 67% of Pasifika** students across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

# Writing - Pacific Peoples Boy/Girl Data



Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples, Female

Search:

	Well Below	Below	At	Above
1	0	0	1	0
2	0	0	1	0
3	0	1	3	0
4	0	1	1	1
5	1	0	0	0
6	0	1	0	0

Writing OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples, Male

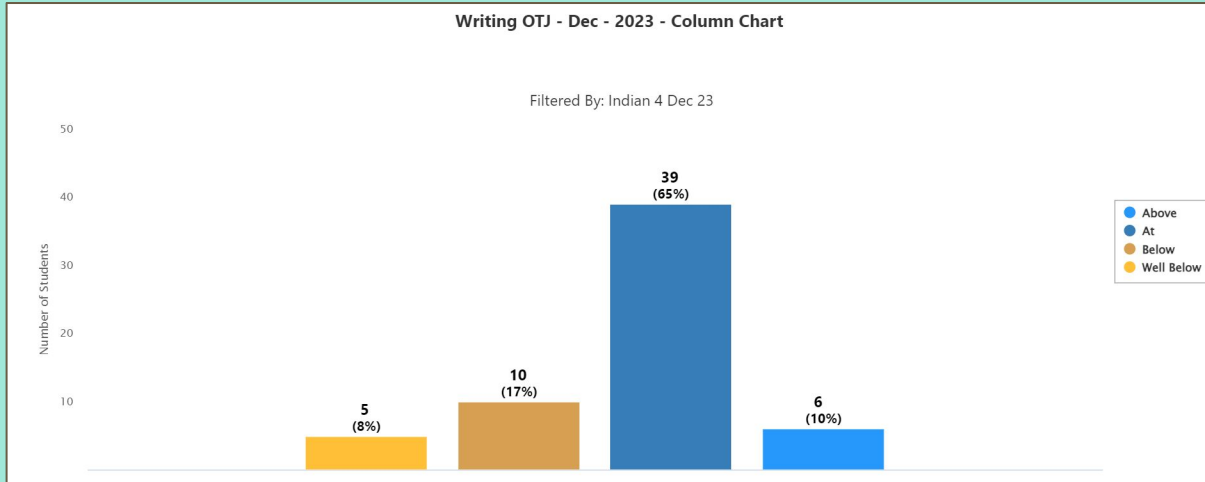
Search:

	Well Below	Below	At	Above
1	0	0	1	0
2	0	1	1	0
3	0	0	1	0
4	0	1	0	0
5	1	0	0	1
6	0	0	1	2

**64% of Pasifika girls** are achieving at or above the expected curriculum level.

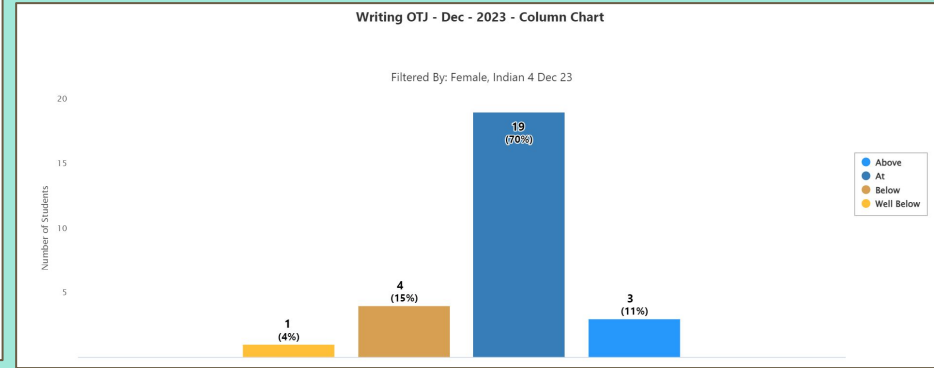
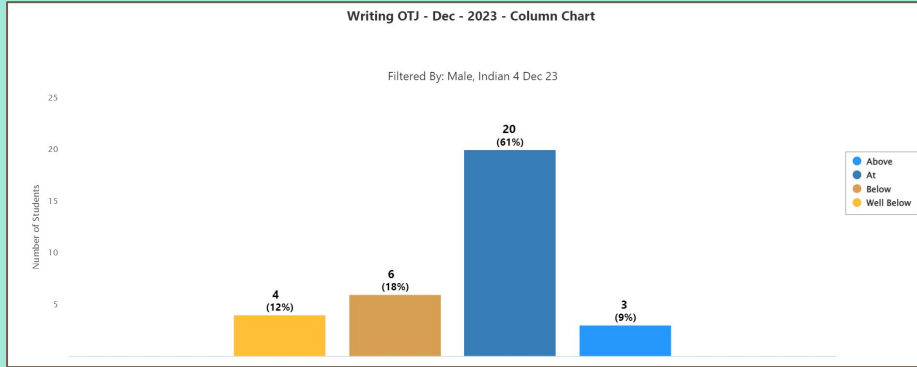
**70% of Pasifika boys** are achieving at or above the expected curriculum level.

# Writing - Indian Student Data



In Writing, **currently 75% of Indian students** are achieving 'At' or 'Above' the Expected Curriculum Level.

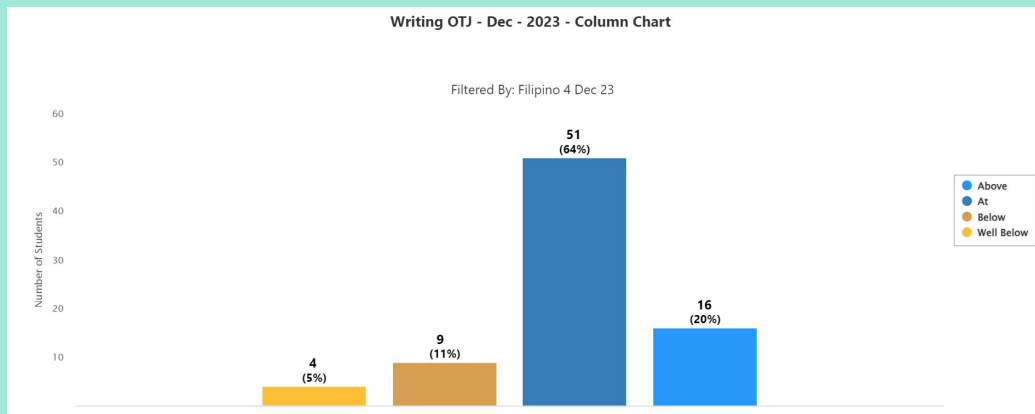
# Writing - Indian Boy/Girl Data



**81% of Indian girls** are achieving at or above the expected curriculum level.

**70% of Indian boys** are achieving at or above the expected curriculum level.

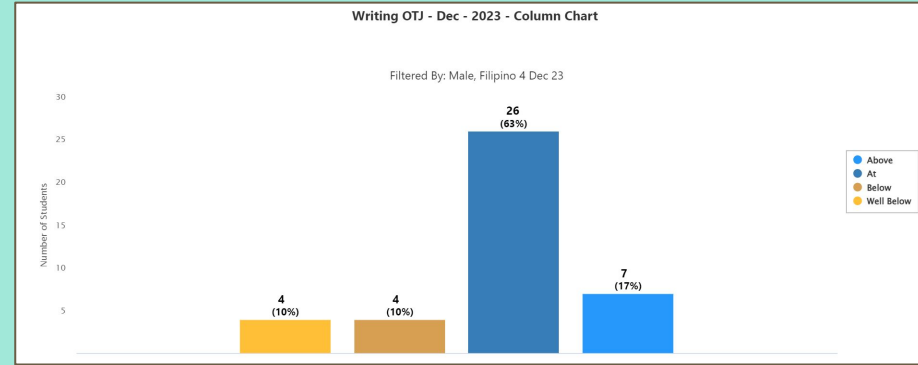
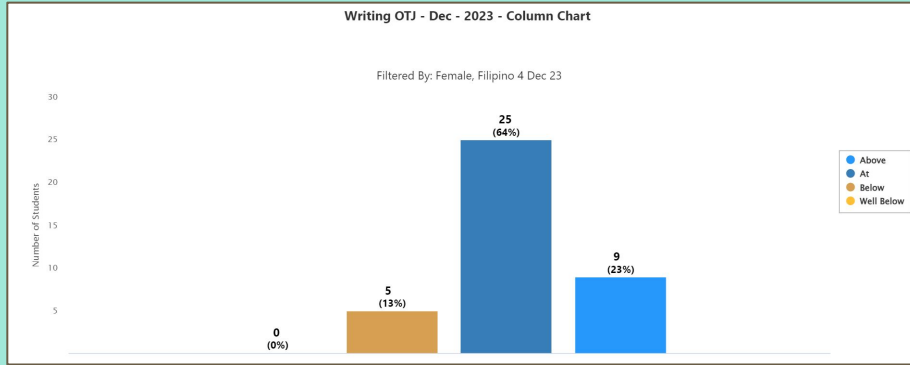
# Writing - Filipino Student Data



In Writing, **currently 84% of Filipino students** are achieving 'At' or 'Above' the Expected Curriculum Level.



# Writing - Filipino Boy/Girl Data



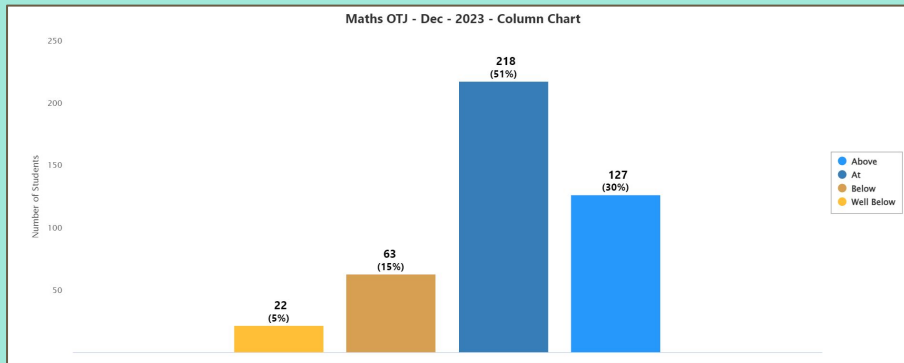
**87% of Filipino girls** are achieving at or above the expected curriculum level.

**80% of Filipino boys** are achieving at or above the expected curriculum level.

The background is a solid teal color. It is decorated with several small, stylized geometric shapes and light bulbs. In the top left, there is a small teal square and an orange star. In the top center, there is a hanging light bulb with a brown base and a yellow glow. In the top right, there is a white square, an orange diamond, and another hanging light bulb. In the bottom left, there is a white square and a small teal square. In the bottom center, there is an orange diamond. In the bottom right, there is a red star and a small teal square.

# MATHS

# Maths - Whole School Data



In Maths, currently **81%** of students across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

At the same point **last year 84%** of students across the school were achieving 'At' or 'Above' the Expected Curriculum Level.

The target for the end of the year is to have **92%** of students across the school achieving 'At' or 'Above' the Expected Curriculum Level.

Areas of significant sized groups to note: Year 4 and 6 students achieving below the expected level.

Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Search:

	Well Below	Below	At	Above
1	0	4	53	10
2	1	1	62	14
3	2	14	44	25
4	3	11	24	25
5	12	21	14	14
6	4	12	21	39

Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

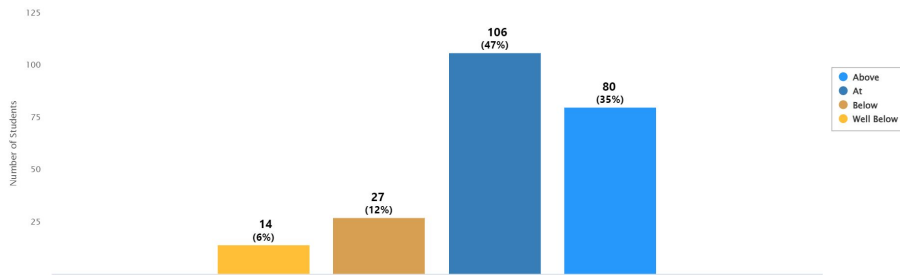
Search:

	Well Below	Below	At	Above
1	0%	6%	79%	15%
2	1%	1%	79%	18%
3	2%	16%	52%	29%
4	5%	17%	38%	40%
5	20%	34%	23%	23%
6	5%	16%	28%	51%

# Maths - Boys Data

Maths OTJ - Dec - 2023 - Column Chart

Filtered By: Male



In Maths, currently **82%** of boys across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

Areas of significant sized groups to note: Year 5 boys achieving below the expected level, Year 4 and 6 boys achieving above the expected level.

Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Male

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		3		28		6	
2		0		0		29		7	
3		2		7		19		15	
4		1		6		15		17	
5		9		7		5		13	
6		2		4		10		22	

Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

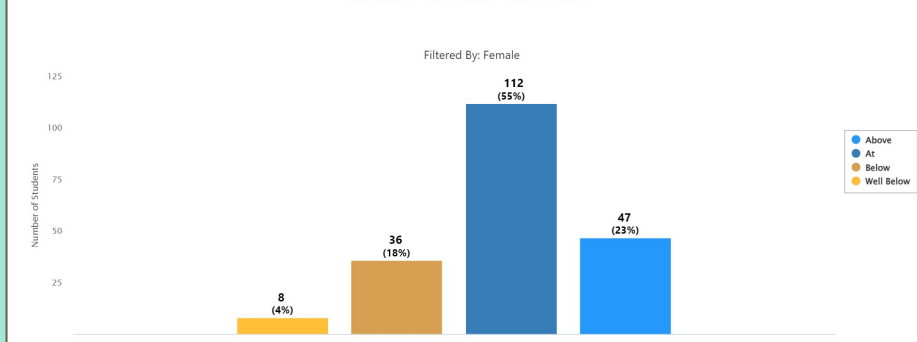
Filtered By: Male

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		8%		76%		16%	
2		0%		0%		81%		19%	
3		5%		16%		44%		35%	
4		3%		15%		38%		44%	
5		26%		21%		15%		38%	
6		5%		11%		26%		58%	

# Maths - Girls Data

Maths OTJ - Dec - 2023 - Column Chart



In Maths, currently **78%** of girls across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

Areas of significant sized groups to note: Year 5 achieving below the expected level, Year 6 girls achieving above the expected level.

Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Female

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		1		25		4	
2		1		1		33		7	
3		0		7		25		10	
4		2		5		9		8	
5		3		14		9		1	
6		2		8		11		17	

Maths OTJ - Dec - 2023 - Student Grid

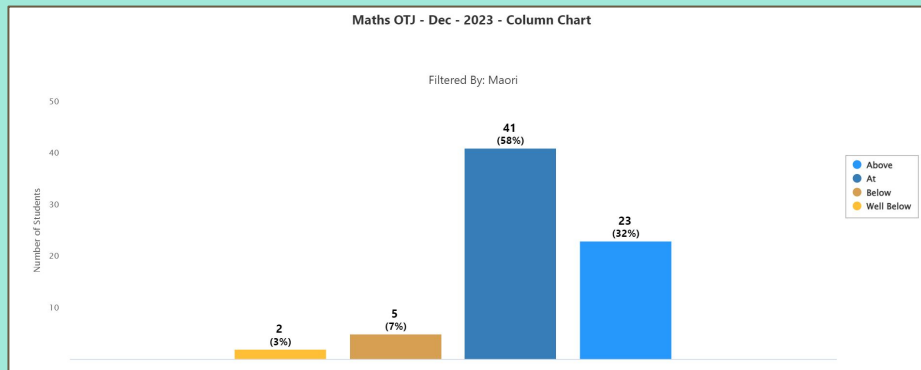
Split By: Year Level

Filtered By: Female

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		3%		83%		13%	
2		2%		2%		79%		17%	
3		0%		17%		60%		24%	
4		8%		21%		38%		33%	
5		11%		52%		33%		4%	
6		5%		21%		29%		45%	

# Maths - Maori Student Data



In Maths, currently **90%** of our Maori students across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

The target for the **end of this year is to have 92%** or more students across the school achieving 'At' or 'Above' the Expected Curriculum Level.

The above target aligns with whole school expectations.

Areas of significant sized groups to note: Year 4 and 6 students achieving above the expected level. Year 5 students achieving below the expected level.

Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		8%		67%		25%	
2		0%		0%		93%		7%	
3		0%		8%		58%		33%	
4		0%		10%		40%		50%	
5		11%		22%		44%		22%	
6		8%		0%		31%		62%	

Maths OTJ - Dec - 2023 - Student Grid

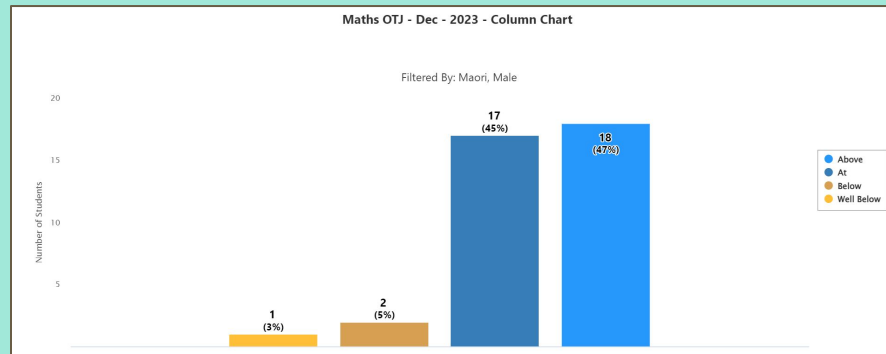
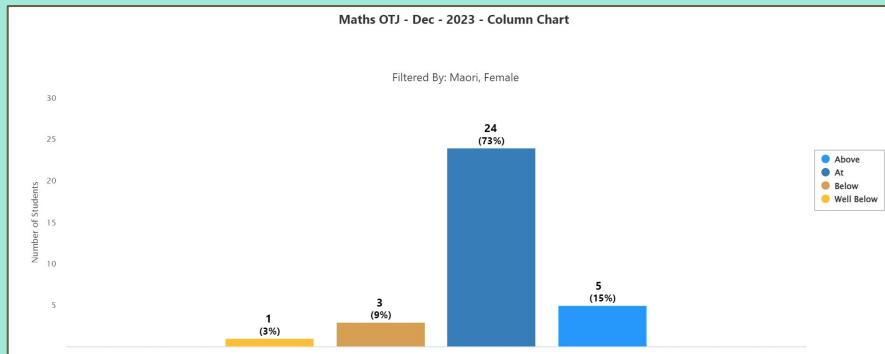
Split By: Year Level

Filtered By: Maori

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		1		8		3	
2		0		0		14		1	
3		0		1		7		4	
4		0		1		4		5	
5		1		2		4		2	
6		1		0		4		8	

# Maths - Maori Boy/Girl Data



Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori, Female

Search:

T1	Well Below	T1	Below	T1	At	T1	Above	T1
1	0		0		6		0	
2	0		0		10		0	
3	0		1		2		1	
4	0		0		0		1	
5	0		2		4		0	
6	1		0		2		3	

Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Maori, Male

Search:

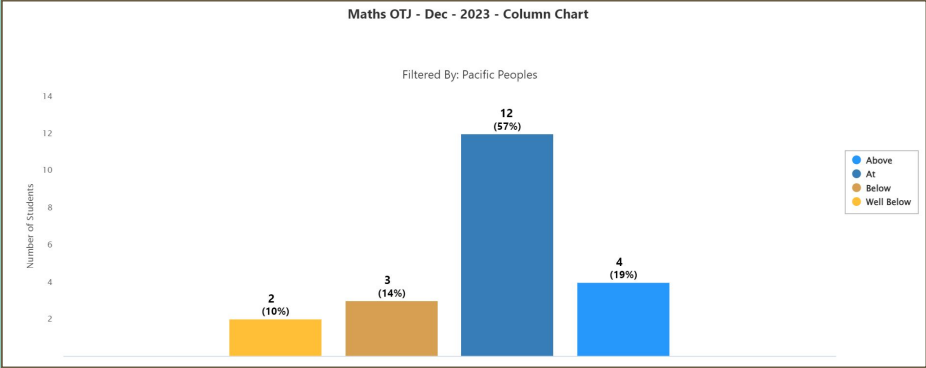
T1	Well Below	T1	Below	T1	At	T1	Above	T1
1	0		1		2		3	
2	0		0		4		1	
3	0		0		5		3	
4	0		1		4		4	
5	1		0		0		2	
6	0		0		2		5	

**88% of Maori girls** are achieving at or above the expected curriculum level.

**92% of Maori boys** are achieving at or above the expected curriculum level.



# Maths - Pacific Peoples Student Data



In Maths, currently **76%** of our Pasifika students across the school are achieving 'At' or 'Above' the Expected Curriculum Level.

Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0		0		2		0	
2		0		0		3		0	
3		0		1		4		0	
4		0		2		1		1	
5		2		0		0		1	
6		0		0		2		2	

Maths OTJ - Dec - 2023 - Student Grid

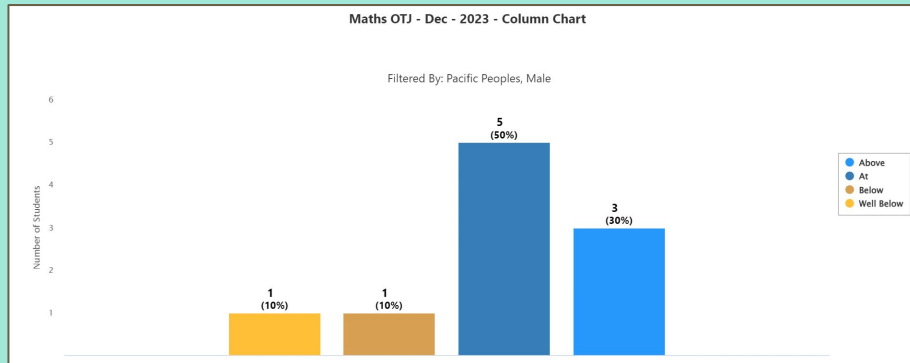
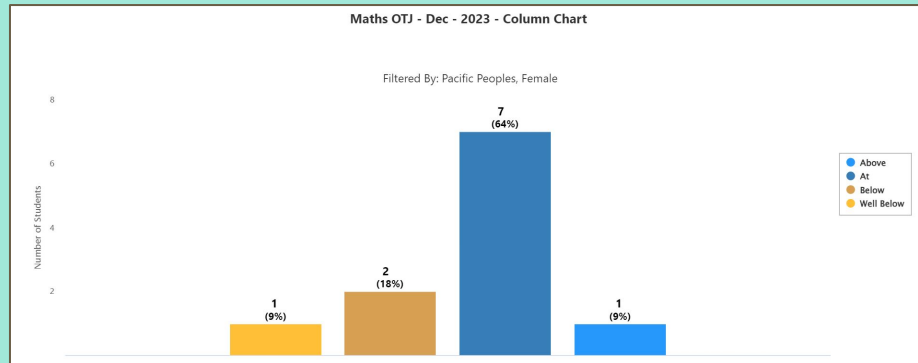
Split By: Year Level

Filtered By: Pacific Peoples

Search:

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
1		0%		0%		100%		0%	
2		0%		0%		100%		0%	
3		0%		20%		80%		0%	
4		0%		50%		25%		25%	
5		67%		0%		0%		33%	
6		0%		0%		50%		50%	

# Maths - Pacific Peoples Boy/Girl Data



Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples, Female

Search:

	Well Below	Below	At	Above
1	0	0	1	0
2	0	0	1	0
3	0	1	3	0
4	0	1	1	1
5	1	0	0	0
6	0	0	1	0

Maths OTJ - Dec - 2023 - Student Grid

Split By: Year Level

Filtered By: Pacific Peoples, Male

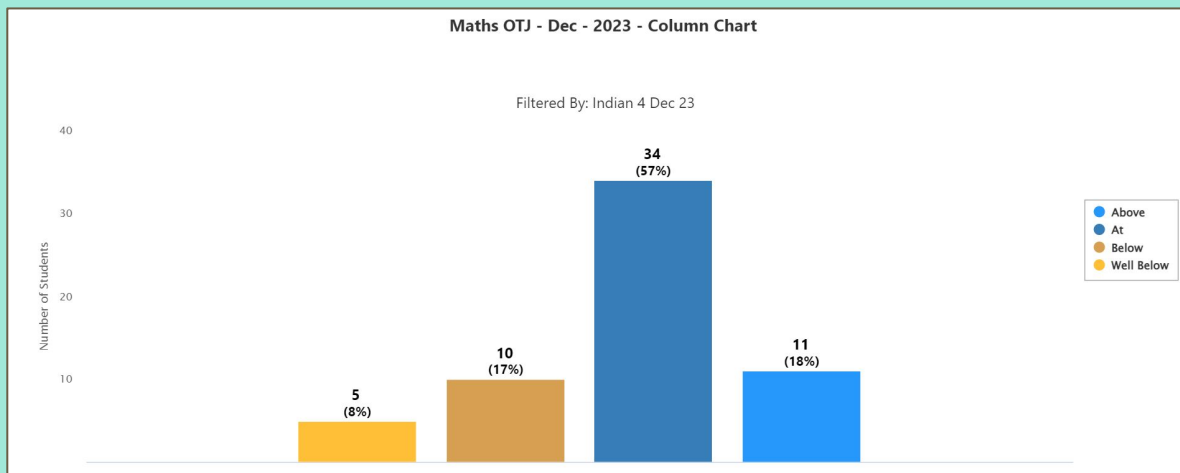
Search:

	Well Below	Below	At	Above
1	0	0	1	0
2	0	0	2	0
3	0	0	1	0
4	0	1	0	0
5	1	0	0	1
6	0	0	1	2

**73% of Pasifika girls** are achieving at or above the expected curriculum level.

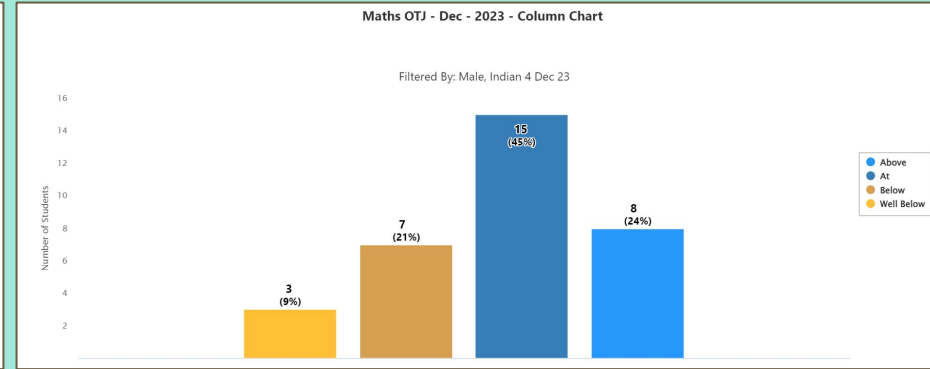
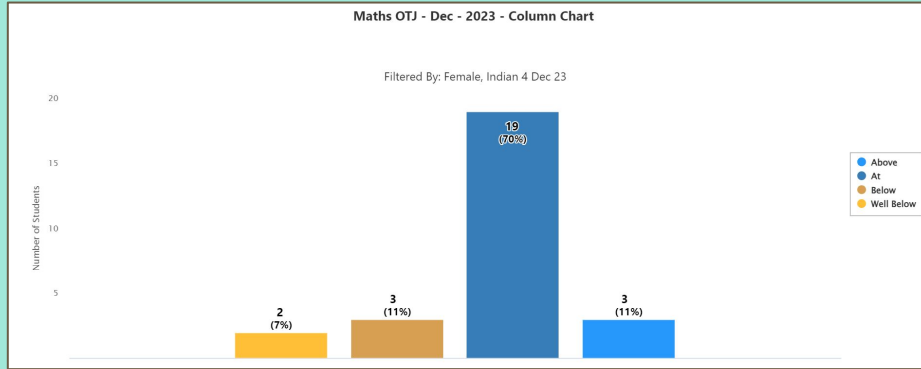
**80% of Pasifika boys** are achieving at or above the expected curriculum level.

# Maths - Indian Student Data



In Maths, currently **75% of Indian students** are achieving 'At' or 'Above' the Expected Curriculum Level.

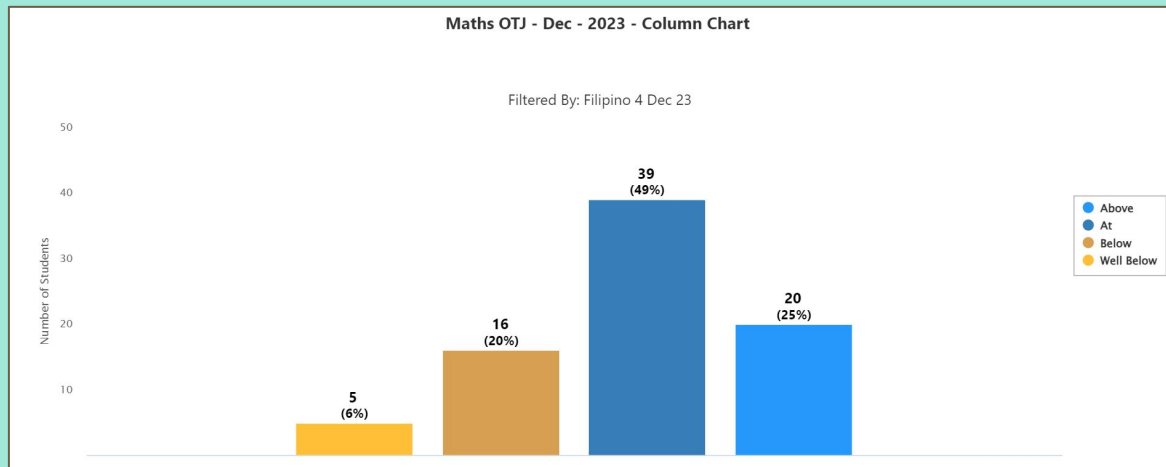
# Maths - Indian Boy/Girl Data



**81% of Indian girls** are achieving at or above the expected curriculum level.

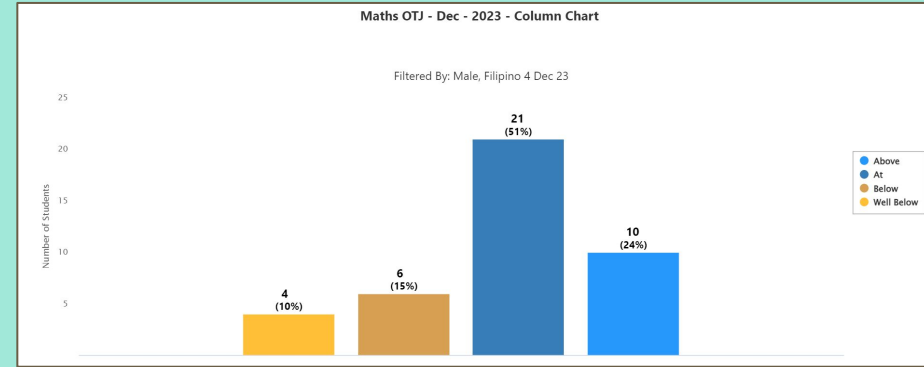
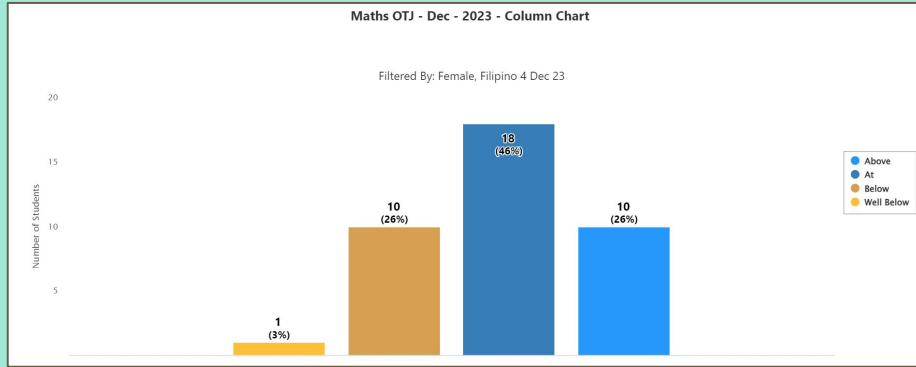
**69% of Indian boys** are achieving at or above the expected curriculum level.

# Maths - Filipino Student Data



In Maths, currently **74% of Filipino students** are achieving 'At' or 'Above' the Expected Curriculum Level.

# Maths - Filipino Boy/Girl Data



**72% of Filipino girls** are achieving at or above the expected curriculum level.

**75% of Filipino boys** are achieving at or above the expected curriculum level.

# Maori Student Cumulative Data (Years 1 - 6)

<b><u>End of Year Data</u></b> for Maori Students working at or above the expected curriculum level										
READING	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
	84%	91%	88%	90%	87%	90%	95%	87%	94%	93%
WRITING	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
	81%	90%	88%	91%	84%	84%	86%	83%	82%	76%
MATHS	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
	85%	80%	85%	93%	84%	83%	88%	87%	93%	90%



