



ST ANNE'S
CATHOLIC SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	3520
Principal:	Dallas Wichman
School Address:	739 Ferry Road, Woolston, Christchurch
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ST ANNE'S SCHOOL (WOOLSTON)

Annual Financial Statements - For the year ended 31 December 2023

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St Anne's School (Woolston)

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.

Jonny Parker

Full Name of Presiding Member

Signed by:

8E8373DCE05C2690

Signature of Presiding Member

27/05/2024

Date:

Dallas Wichman

Full Name of Principal

Signed by:

1FDBE2BECB01CBD6

Signature of Principal

27/05/2024

Date:

St Anne's School (Woolston)

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Jonny Parker	Presiding Member	Elected	Sep 2025
Dallas Wichman	Principal	ex Officio	
Havana Vili	Parent Representative	Elected	Sep 2025
Fr Job Thyikalamuriyil	Proprietors Representative	Appointed	Nov 2025
Marian Jones	Proprietors Representative	Appointed	May 2025
Cathy French	Proprietors Representative	Appointed	Sep 2025
Josh Halkett	Staff Representative	Elected	Sep 2025
Verity Halkett	Parent Representative	Elected	Sep 2025
Paula Gardiner	Parent Representative	Elected	Sep 2025
Susan Oh Pimentel	Parent Representative	Elected	Sep 2025
Havana Villi	Parent Representative	Elected	Sep 2025

St Anne's School (Woolston)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,656,000	1,555,776	1,435,046
Locally Raised Funds	3	28,465	15,000	22,658
Use of Proprietor's Land and Buildings		231,538	231,538	139,616
Interest		13,313	3,000	4,277
Total Revenue		1,929,316	1,805,314	1,601,597
Expenses				
Locally Raised Funds	3	10,012	6,800	13,816
Learning Resources	4	1,455,709	1,475,143	1,205,391
Administration	5	142,802	184,650	115,597
Interest		1,202	-	304
Property	6	304,487	300,838	198,639
Loss on Disposal of Property, Plant and Equipment		-	-	5
Total Expense		1,914,212	1,967,431	1,533,752
Net Surplus / (Deficit) for the year		15,104	(162,117)	67,845
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		15,104	(162,117)	67,845

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 Anne's School (Woolston)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		495,745	495,745	397,936
Total comprehensive revenue and expense for the year		15,104	(162,117)	67,845
Contribution - Furniture and Equipment Grant		31,842	-	29,964
Equity at 31 December		542,691	333,628	495,745
Accumulated comprehensive revenue and expense		542,691	333,628	495,745
Equity at 31 December		542,691	333,628	495,745

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 Anne's School (Woolston)

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	305,103	28,656	256,773
Accounts Receivable	8	100,120	90,790	90,790
GST Receivable		17,991	2,878	2,878
Prepayments		12,167	7,071	7,071
Investments	9	125,612	119,809	119,809
		<u>560,993</u>	<u>249,204</u>	<u>477,321</u>
Current Liabilities				
Accounts Payable	11	157,653	95,126	95,126
Revenue Received in Advance	12	52,635	-	-
Provision for Cyclical Maintenance	13	12,080	8,020	3,032
Finance Lease Liability	14	5,367	1,511	1,511
Funds held in Trust	14	-	-	-
Funds Held on Behalf of Catholic Kahui Ako Cluster	15	40,071	(18,622)	62,378
		<u>267,806</u>	<u>86,035</u>	<u>162,047</u>
Working Capital Surplus		293,187	163,169	315,274
Non-current Assets				
Property, Plant and Equipment	10	302,998	213,442	223,442
		<u>302,998</u>	<u>213,442</u>	<u>223,442</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	40,825	42,983	42,971
Finance Lease Liability	14	12,669	-	-
		<u>53,494</u>	<u>42,983</u>	<u>42,971</u>
Net Assets		<u><u>542,691</u></u>	<u><u>333,628</u></u>	<u><u>495,745</u></u>
Equity		<u><u>542,691</u></u>	<u><u>333,628</u></u>	<u><u>495,745</u></u>

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

St Anne's School (Woolston)

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		612,201	467,633	512,921
Locally Raised Funds		42,576	15,000	15,416
Goods and Services Tax (net)		(15,113)	-	6,770
Payments to Employees		(286,263)	(313,300)	(215,606)
Payments to Suppliers		(211,821)	(319,450)	(216,613)
Interest Paid		(1,202)	-	-
Interest Received		13,226	3,000	4,147
Net cash from/(to) Operating Activities		153,604	(147,117)	107,035
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(106,621)	-	(39,893)
Purchase of Investments		(5,803)	-	(2,720)
Net cash (to) Investing Activities		(112,424)	-	(42,613)
Cash flows from Financing Activities				
Furniture and Equipment Grant		31,842	-	29,964
Finance Lease Payments		(2,385)	-	(3,325)
Funds Administered on Behalf of Other Parties		(22,307)	(81,000)	(3,234)
Net cash from/(to) Financing Activities		7,150	(81,000)	23,405
Net increase/(decrease) in cash and cash equivalents		48,330	(228,117)	87,827
Cash and cash equivalents at the beginning of the year	7	256,773	256,773	168,946
Cash and cash equivalents at the end of the year	7	305,103	28,656	256,773

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

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

St Anne's School (Woolston)

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

The financial reports 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Investments

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

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	20 years
Furniture and equipment	3–15 years
Information and communication technology	4–20 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.10. 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

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

1.11. Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

1.12. 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, but not yet taken at balance date.

Long-term employee entitlements

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

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

1.13. 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.

1.14. Funds Held in Trust

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

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

1.15. 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.

1.16. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.17. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

1.18. Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

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

1.20. 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 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	571,347	467,633	518,774
Teachers' Salaries Grants	1,084,653	1,088,143	916,272
	<u>1,656,000</u>	<u>1,555,776</u>	<u>1,435,046</u>

The School has opted in to the donations scheme for this year. Total amount received was \$25,584 (2022: \$23,400).

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	2,930	5,000	6,480
Fees for Extra Curricular Activities	195	-	235
Trading	4,181	-	2,356
Fundraising & Community Grants	10,325	10,000	2,565
Other Revenue	10,834	-	11,022
	<u>28,465</u>	<u>15,000</u>	<u>22,658</u>
Expenses			
Extra Curricular Activities Costs	2,193	6,800	3,268
Trading	5,581	-	2,320
Fundraising & Community Grant Costs	1,821	-	2,818
Other Locally Raised Funds Expenditure	417	-	5,410
	<u>10,012</u>	<u>6,800</u>	<u>13,816</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>18,453</u>	<u>8,200</u>	<u>8,842</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	83,003	91,000	82,033
Equipment Repairs	(252)	40,000	1,690
Information and Communication Technology	4,622	25,000	9,852
Library Resources	1,198	5,000	2,138
Employee Benefits - Salaries	1,275,177	1,278,143	1,062,572
Staff Development	43,454	26,000	7,846
Depreciation	48,507	10,000	39,260
	<u>1,455,709</u>	<u>1,475,143</u>	<u>1,205,391</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	6,064	5,500	5,775
Board Fees	4,315	7,000	4,910
Board Expenses	2,511	3,900	3,014
Communication	3,065	3,300	2,961
Consumables	5,170	11,500	11,096
Operating Lease	-	2,000	167
Other	11,398	18,650	7,835
Employee Benefits - Salaries	101,470	119,300	71,686
Insurance	4,259	8,000	4,157
Service Providers, Contractors and Consultancy	4,550	5,500	3,996
	<u>142,802</u>	<u>184,650</u>	<u>115,597</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,259	4,800	4,597
Consultancy and Contract Services	25,474	22,000	21,349
Cyclical Maintenance	7,154	5,000	6,906
Adjustment to the Provision- Other Adjustments	(252)	-	-
Grounds	14,239	11,500	6,876
Heat, Light and Water	8,519	11,000	8,379
Repairs and Maintenance	8,090	9,000	4,472
Use of Land and Buildings	231,538	231,538	139,616
Security	2,751	2,000	3,809
Employee Benefits - Salaries	1,715	4,000	2,635
	<u>304,487</u>	<u>300,838</u>	<u>198,639</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. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	305,103	28,656	256,773
Short-term Bank Deposits	-	-	-
Bank Overdraft	-	-	-
	<u>305,103</u>	<u>28,656</u>	<u>256,773</u>

Cash and Cash Equivalents for Statement of Cash Flows

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

Of the \$305,103 Cash and Cash Equivalents, \$52,635 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$305,103 Cash and Cash Equivalents, \$40,071 is held by the School on behalf of the Christchurch Catholic Kahui Ako cluster. See note 15 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,160	16,271	16,271
Receivables from the Ministry of Education	5,758	-	-
Interest Receivable	264	177	177
Teacher Salaries Grant Receivable	91,938	74,342	74,342
	<u>100,120</u>	<u>90,790</u>	<u>90,790</u>
Receivables from Exchange Transactions	2,424	16,448	16,448
Receivables from Non-Exchange Transactions	97,696	74,342	74,342
	<u>100,120</u>	<u>90,790</u>	<u>90,790</u>

9. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	125,612	119,809	119,809
	<u>125,612</u>	<u>119,809</u>	<u>119,809</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	35,081	28,452	-	-	(1,424)	62,109
Furniture and Equipment	125,893	48,627	-	-	(18,022)	156,498
Information and Communication Technology	52,559	29,138	-	-	(22,925)	58,772
Leased Assets	1,669	21,442	-	-	(5,056)	18,055
Library Resources	8,240	404	-	-	(1,080)	7,564
Balance at 31 December 2023	223,442	128,063	-	-	(48,507)	302,998

The net carrying value of equipment held under a finance lease is \$18,055 (2022: \$1,669)

Restrictions

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

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	65,862	(3,753)	62,109	37,410	(2,329)	35,081
Furniture and Equipment	352,581	(196,083)	156,498	303,954	(178,061)	125,893
Information and Communication Technology	278,158	(219,386)	58,772	249,020	(196,461)	52,559
Leased Assets	21,442	(3,387)	18,055	5,453	(3,784)	1,669
Library Resources	44,862	(37,298)	7,564	44,458	(36,218)	8,240
Balance at 31 December	762,905	(459,907)	302,998	640,295	(416,853)	223,442

11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	47,386	6,599	6,599
Accruals	4,214	4,025	4,025
Employee Entitlements - Salaries	104,077	82,792	82,792
Employee Entitlements - Leave Accrual	1,976	1,710	1,710
	157,653	95,126	95,126
Payables for Exchange Transactions	157,653	95,126	95,126
	157,653	95,126	95,126

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	52,635	-	-
	52,635	-	-

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	46,003	46,003	39,097
Increase to the Provision During the Year	7,154	5,000	7,179
Other Adjustments	(252)	-	(273)
Provision at the End of the Year	<u>53,157</u>	<u>51,003</u>	<u>46,003</u>
Cyclical Maintenance - Current	12,080	8,020	3,032
Cyclical Maintenance - Non current	40,825	42,983	42,971
	<u>52,905</u>	<u>51,003</u>	<u>46,003</u>

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

14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	6,613	1,583	1,583
Later than One Year and no Later than Five Years	13,954	-	-
Future Finance Charges	(2,531)	(72)	(72)
	<u>18,036</u>	<u>1,511</u>	<u>1,511</u>
Represented by:			
Finance lease liability - Current	5,367	1,511	1,511
Finance lease liability - Non current	12,669	-	-
	<u>18,036</u>	<u>1,511</u>	<u>1,511</u>

15. Funds Held on Behalf of Catholic Kahui Ako Cluster

St Anne's School (Woolston) was the lead school and holds funds on behalf of the Christchurch Catholic Kahui Ako cluster, a group of schools funded by the Ministry of Education to share professional support.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held at Beginning of the Year	62,378	62,378	65,612
Funds Received from Cluster Members	43,393	-	41,464
Funds Spent on Behalf of the Cluster	(65,700)	(81,000)	(44,698)
Funds Held at Year End	<u>40,071</u>	<u>(18,622)</u>	<u>62,378</u>

16. Related Party Transactions

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

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

The Proprietor of the School (Catholic Diocese of Christchurch) 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 1.3. 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".

17. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,315	4,910
<i>Leadership Team</i>		
Remuneration	362,563	352,430
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	366,878	357,340

There are 10 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has 1 Finance member that meets monthly. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider property, 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	150 - 160	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 -110	-	2.00
110 -120	2.00	-
	2.00	2.00

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee 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	-	-

19. 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: nil).

Holidays Act Compliance – schools payroll

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

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

Additional funding wash up payment

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2023. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

20. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2022: nil)

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

21. 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	305,103	28,656	256,773
Receivables	100,120	90,790	90,790
Investments - Term Deposits	125,612	119,809	119,809
Total Financial assets measured at amortised cost	<u>530,835</u>	<u>239,255</u>	<u>467,372</u>

Financial liabilities measured at amortised cost

Payables	157,653	95,126	95,126
Finance Leases	18,036	1,511	1,511
Total Financial liabilities measured at amortised Cost	<u>175,689</u>	<u>96,637</u>	<u>96,637</u>

22. Events After Balance Date

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

23. Comparatives

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

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF SAINT ANNE'S SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Saint Anne's School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 17, 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 Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 27 May 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 arises 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 of the Board Listing, Statement of Variance, Kiwisport Report 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.



Michael Rondel,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Strategic aim:

To provide a localised, bilingual, and researched based learning environment, founded on the Treaty of Waitangi, where students are achieving and making accelerated progress in relation to the New Zealand Curriculum and their individual learning success, with a focus on language acquisition and communication, wellbeing and cultural inclusion and understanding.

Annual aim:

To accelerate targeted student outcomes in physical education and health and create a genuine bicultural and bilingual foundation for a multicultural setting.

Baseline data:

Increase the quality, the amount and the enjoyment of the experiences that students have with physical activity, well-being, and healthy eating.

Data that concerns us.

40% of whānau agree that our school offers high quality physical activity opportunities compared to 72% nationally.

60% of our students stated that they are good at lots of different physical activities compared to 75% nationally.

65% of our students feel confident to take part in lots of different physical activities compared to 75% nationally.

67% of our students enjoy being active compared to 83% nationally.

67% of our students want to take part in physical activities compared to 79% nationally.

Create a genuine bicultural and bilingual foundational environment.

-Teachers are at levels 3 through 6 of the Te Ahu o te Reo levels
(an average of level of 2.8 for staff/3.5 for teaching staff/1.25 for support staff)

-All classrooms are at level 3 of Māori Language Immersion Levels.

-Students achieving between levels 1-4 of the Curriculum guidelines in kura auraki.

Grow a multicultural learning environment.

Only 10/38 or 26% of the students who had access to Languagenut, used it as a tool for learning their home language.

Data to come from Tautai o le Moana PLD surveys of staff and community.

Targets:

-Increase the quality, the amount and the enjoyment of the experiences that students have with physical activity, well-being, and healthy eating.

-Create a genuine bicultural and bilingual foundational environment.

-Grow a multicultural and multilingual learning environment.

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
Increase the quality, the amount and the enjoyment of the experiences that students have with physical activity, well-being, and healthy eating.			
-Participate in year two of the joint government initiative, Healthy Active Learning reviewing our curriculum and assessment of PE and health.	DP	\$1000	Terms 1-4
-Establish new Physical Activity Leaders and restart it at lunchtime.	DP	\$50	Term 1
-Whole school participation in the 'What Makes Us Special?' programme offered by Life Education.	DP	\$800	Term 2
-Participate in the Food for Thought Programme run by Foodstuffs and improve nutrition habits.	DP	-	Terms 1-4
-Create hui for the needs of children and families (Kāhui).	AST	-	Terms 2-4
-Participate in the 'Movement and Mindfulness' programme.	DP	\$5000	Term 2

-Run a HAL activation day.	DP	\$1000	Term 1
-Create sports tournaments/gatherings that involve indigenous sports, bilingual referring and running of the tournament (Kāhui).	WST/AST	\$3000	Terms 1-4
Create a genuine bicultural and bilingual foundation.			
-Provide and support professional development opportunities for staff to increase the ability and levels of the teachers.	Principal	\$5000 \$35,000	Terms 1-4
-Begin all classes in a level 3 (Māori Immersion Level) bilingual environment.	Dallas Wichman, Tuakana	\$40,000	Terms 1-4
-Closer contact with whānau.	Cultural Lead (CL)	\$500	Term 1
-Continue regular 'Whānau hui' to create a team environment. Initiate St Anne's Workshops.	CL	\$500	Term 2
-Work with the University for the bilingual teacher education pathway.	CL	-	Term 1
-Increase readers and support for home learning.	CL	-	Term 1
-Create an assessment schedule to fit our new curriculum.	Principal	-	Terms 1-4
-Road patrol becomes bilingual.	Principal	-	Term 1
- Provide knowledgeable Kapahaka tutors.	Principal	\$7000	Terms 1-4
Grow a multicultural and multilingual learning environment.			
-Promote 'home languages' fluency using such things as Languagenut, language weeks and other opportunities.	CL	\$1000	Terms 1-4
-Increase Languagenut use in juniors.	CL	-	Terms 1-2
-Introduce Pasifika drumming and opportunities.	Principal	-	Term 3
-Create a unit of work that shows the link with Pasifika and Māori.	Principal/Tuakana/CL	-	Term 3
-Increase use of dual readers.	CL	-	Term 1
-Focus on student tuakiri/identity of all students.	CL	-	Term 1/2
-Introduce pasifika games.	AST/WST	-	Term 1/2
-Celebrate an 'All cultures day/week'.	CL	\$1000	Term ?
-Increase cultural books in the library.	CL	\$1000	Terms 1-4
-Provide a storytelling competition using traditional stories.	AST/CL	-	Terms 1-4
-Add to our school karakia and waiata books with other cultures at the back.	CL	-	Terms 1-4
-Organise a fono to discuss pasifika success.	Principal/CL	\$500	Terms 2

Summary

Increase the quality, the amount and the enjoyment of the experiences that students have with physical activity, well-being, and healthy eating.

Data/Evidence:

From our target data (data that concerns us), we have re surveyed students/whānau giving the following responses after the two year intervention/professional development.

End 2021

40% of whānau agree that our school offers high quality physical activity opportunities (compared to 72% nationally).

End 2023

92% of whānau agree that our school offers high quality physical activity opportunities.

End 2021

60% of our students stated that they are good at lots of different physical activities (compared to 75% nationally).

End 2023

73% of our students stated that they are good at lots of different physical activities.

End 2021

65% of our students feel confident to take part in lots of different physical activities (compared to 75% nationally).

End 2023

81% of our students feel confident to take part in lots of different physical activities.

End 2021

67% of our students enjoy being active (compared to 83% nationally).

End 2023

75% of our students enjoy being active.

End 2021

67% of our students want to take part in physical activities (compared to 79% nationally).

End 2023

88% of our students want to take part in physical activities.

Discussion/Recommendations:

Students feedback and parents have been very positive as you can see above. Data has moved to be above national averages in three out of five areas, equal in one and just below in the fifth. This is reassuring after two years of work making Healthy Active Learning a priority here. Alongside this data, we have the below recommendations from Healthy Active Learning following consultation with community, staff and analysis of progress from late last year to continue to develop.

From consultation with staff

- Identify space outside the classroom that can be used independently by tamariki. Name the space and recognise it as a learning space. Create clear expectations with tamariki. Allow for choice between indoor and outdoor spaces. Provocations that cater to urges and needs.
- Strengthen systems for planning, recognising and recording the learning that is taking place through play.
- Look for opportunities to connect Jo with others who are using play in the early years. Possibility to work with St James?
- Opportunity for HAL to support the pre-school to school transition.

Planning/Learning/Assessment

- Create clear learning focuses for play / PA times – link to AO's, KC's and school values.
- Junior team to look at how they use and talk about the GRIT values. Opportunity to make use of Jesus' values more. Needs to be the first piece of work that underpins all learning in HPE and through play.
- Look at Oho and Ata resources (all schools received from MoE in 2022). Great activities for Yr 5- 8 to support social – emotional learning. Can be adapted for juniors too.
- Jo and December are signed up for Incredible Years and sunshine circles through SWIS.
- Seesaw – use to share and record learning. Denise / Jo to take pics. Set up an account to capture, record learning throughout the year. Share – send to whānau end of day, learner led conferences.
- T1 – hold a come and play afternoon. 2:30pm – opportunity for whānau to develop their understanding of the value of play e.g how it supports the development of oral literacy. Matt and Lynn to support.

- Lynn to model 3 x in T1. 11am – 3pm then support at team hui.
- Complete ākonga surveys to support planning for PE / PA.

Playground / Break Times

- Matt to support Dean to look at how PALs could support more opportunities for juniors.
- Look at how PALs are selected. Think about who would like to run activities for juniors rather than selecting sporty kids.

Create a genuine bicultural and bilingual environment.

Data/Evidence:

STUDENT CAPABILITY

All students at St Anne’s participated in bilingual education. This is up from two classes in 2022.

NZCER Data

Year Group	2019	2023 (March)	Percentage increase 2019-2023 (similar testing date)	2023 (October)	Percentage increase over six months	Total percentage increase
4	33.6 (1)	41 (1)	22%	47.2 (2)	15%	40.5%
5	43.5 (1)	45.2 (2)	4%	55.2 (2)	22%	27%
6	47.2 (2)	55.1 (2)	17%	58.7 (2)	6.5%	24%
7	50.9 (2)	53.9 (2)	6%	62.6 (2)	16%	23%
8	49.2 (2)	55.5 (2)	13%	59.1 (3)	6.5%	20%
Average	44.9	50.1 (2)	12%	56.6 (2)	13%	27%

It is important that we have seen growth throughout all groups. 2019 data is not the same children, just the average ability of the group. Thus seeing as a school our ability is higher on average. Especially in year 4, which is great as in the future we hope this is when children will begin immersion 50/50 work.

The gains in six months have been huge showing the effect of the first year of immersion (1/3 Māori) teaching across all of these age groups.

As far as stages go, our year 4 group has moved to level 2 as our starting entry which is positive. All other students showed level 2 (of 5) except **year 8s who averaged level 3**. Student spread looks like a bell shaped curve with students up to **level 5** and some new students or those with learning challenges at **level 1**.

Breakdown of 2019 to early 2023:

2019 (2023 similar time)

- Year 4 - 33.6 (41) 22% increase
- Year 5 - 43.5 (45.2) 4% increase
- Year 6 - 47.2 (55.1) 17% increase (bilingual experience 2022)
- Year 7 - 50.9 (53.9) 6% increase (bilingual experience 2022)
- Year 8 - 49.2 (55.5) 13% increase

Data suggest better quality teaching and learning. All special needs students are included in the data. It has been noted that some of the test are not in our teaching plan which will be rectified. (names of months, seasons)

Note: Again, we have many new students coming in at different ages for all of this. Now the roll is full, it will be only five year olds starting so trends will be easier to see.

2023	male	female	Filipino	Māori	European	Pasifika
Year 4 -	41	43	33	51	33	47
Year 5 -	45.2	44	47	41	48	48
Year 6 -	55.1	57	55	45	56	62
Year 7 -	53.9	53	50	58	53	66
Year 8 -	55.5	50	49	47	57	- (no student)

From the above, checking we are catering in our approach to all ethnicities and genders. Pasifika are particularly strong in Māori being above the rest in all year groups. Yr 4 Filipino stands out as low considering most are bi/multilingual, as you can see by year 7 and 8 they are usually on par with other groups. We hope to see our monolingual european data improve from year 4 as their time with other languages increases.

Stage	TRM Scale	Ngā Kupu Vocabulary	Pāhekoheko Pāpori Social Interaction	Mātauranga Ahurea Cultural Knowledge	Mātauranga Reo Language Knowledge
S5	90	<ul style="list-style-type: none"> Words to describe the weather (ua – rain) Parts of a home (karāti – garage) Body parts (arero – tongue) Animals (ngata – snail) 	<ul style="list-style-type: none"> How to ask someone what they are doing (Kei te aha koe? – What are you doing?) Generic commands (Katia ngā matapihi! – Close the windows!) How to express states or feelings (Kei te hiakai au – I’m hungry) 	<ul style="list-style-type: none"> Parts of a marae (kūaha – entrance) Bird names in metaphors (He tou tirairaka – a restless person) 	<ul style="list-style-type: none"> Correct tenses, aspects, moods for sentences (Kei te kōrero koe – you <u>are</u> speaking) Words to describe time (I tērā tau – last year) How to ask who owns something (Nā wai tēnei? – Who does this belong to?)
S4	80	<ul style="list-style-type: none"> Question words (āhea – when) Other sentence-building phrases (nā te mea – because) 	<ul style="list-style-type: none"> Questions about common activities (Mā wai e taki te karakia? – Who will say the prayer?) Directions (Haere ki te taha matau. – go right) 	<ul style="list-style-type: none"> Use of ‘mā raro’ to describe going by foot 	<ul style="list-style-type: none"> Simple words to describe time (āpōpō – tomorrow)
S3	70	<ul style="list-style-type: none"> Common sentence-building words (engari – but) Adjectives (roa – long) Loan words for days of the week (Mane – Monday) 	<ul style="list-style-type: none"> Common questions (He aha tēnei? – What is this?) How to ask the time (Kua aha te taima? – What is the time?) 	<ul style="list-style-type: none"> Names of seasons (Raumati - summer) Common words for family relationships (tuakana – older sibling of the same gender) 	<ul style="list-style-type: none"> Locatives in context (Kei raro te paoro i te tūru – The ball is under the chair) Other verbs (heke - descend)
	60				

S2 50	<ul style="list-style-type: none"> • Pronouns (koe – you) • Emotions and feelings (pōuri – sad) • No (kāo) • Body parts commonly referred to (makawe – hair) 	<ul style="list-style-type: none"> • More commands (Titiro mai – Look at me) • Simple descriptions (He whero ōku hū – My shoes are red) • Other responses to Kei te pēhea koe? (Kei te ngenge ahau – I am tired) • How to express an apology (Mō taku hē – I'm sorry) 	<ul style="list-style-type: none"> • Some sentences that are used in pepeha/mihi (Nō Rotorua au – I am from Rotorua) • Māori cultural words commonly heard in New Zealand English (mokopuna) • Other words that might be used in a formal welcome (Kaikōrero – a speaker) 	<ul style="list-style-type: none"> • Simple phrases and sentences (he pai tēnei – this is good) • Recognition of where words should go in simple sentences (ko __ ia becomes ko wai ia? – what is s/he?)
S1 40	<ul style="list-style-type: none"> • Colours (mā – white) • Common nouns (whānau – family) • Te reo Māori words commonly heard in New Zealand English (kai – food) • Loan words (pene – pen) • Yes (āe) • Basic classroom/office language (pukapuka – book) 	<ul style="list-style-type: none"> • Commonly used commands (E noho! – sit down!) • Simple greetings (Tēnā koe – hello) • Simple phrases (Ka pai – that's good) • Simple responses to the question Kei te pēhea koe? (Kei te pai ahau – I'm good) 	<ul style="list-style-type: none"> • Location words that might be used in pepeha (maunga – mountain) • Words associated with that might be used in a formal welcome (Hongi) 	<ul style="list-style-type: none"> • Simple keywords (pānui – reading) • Simple pluralisation (ngā tēpu – the tables) • Simple possession (āku tamariki – my children)

TEACHER CAPABILITY

-Dallas and Hazel completed Tuahiwi's second workshop on Keep's deed and the Kāi Tahu claim. Whilst much of the learning is hard to bring back to young children, the important point is the understanding of illegal land sales and the greater effect it has had on Māori.

Te Pae Kahuraki

This immersion **Level 6** opportunity has been offered to two staff members for 2024 due their ability and achievement. Dean Isherwood has accepted participation for term 3.

Te Ahu o te Reo

This year we continued to have a high uptake of Professional development to increase teacher capability. With 16 lots of Te Ahu programmes participated in over the year (half year programmes consisting of 3 hrs per week + homework + noho marae + a weekend).

Average ability using Te Ahu matrix at end of **2021** for whole staff: Taumata/Level **1.7** (**2.5** teaching staff only-Range **1-6**)

Average ability using Te Ahu matrix at end of **2022** for whole staff: Taumata/Level **2.8** (**3.5** teaching staff only-Range **2-6**)

Average ability using Te Ahu matrix at end of **2023** for whole staff: Taumata/Level **3.8** (**4.7** teaching staff only-Range **4-6**)

Level 4: Can run Māori as a subject. Moving towards teaching in immersion.

Level 5: Can run immersion (on completion)

Level 6: Can run effective immersion (on completion)

Teacher Education

Over 2023, we hosted two student teachers from the new bilingual pathway at University of Canterbury. They have a placement at school and regular learning with us.



EVENTS AND COMMUNITY

-We know that it takes 4-6 years of 50/50 bilingual education to produce fluent speakers. Using this we are looking at offering a 50/50 bilingual class for 2024. After asking the community who would be interested (18 students is the recommended number for bilingual, level 2 classrooms), we received **36/74 (in years 5-8) students and families** keen on their children being in the bilingual class. This is **49% of our senior students and their families**. We used this to form two classes for 2024.

-We held open classrooms during Māori Language Week, for our Kāhui and other schools to observe what we are doing for place based learning and bilingual education. We had over 40 teachers, principals and a few board members attend over the week. Feedback (not asked for) was forwarded to the School Board and was extremely favourable and **100% of participants were inspired to do more and be more creative in their effect of the Treaty and towards bilingualism**.

-Ko Wai Au programme run at St Anne's for students of Māori descent. This was the first time it has been run here and students really enjoyed it. (below)



- Our Kapahaka group performed at Turanga for Māori language week, the first time we have been approached to perform there.

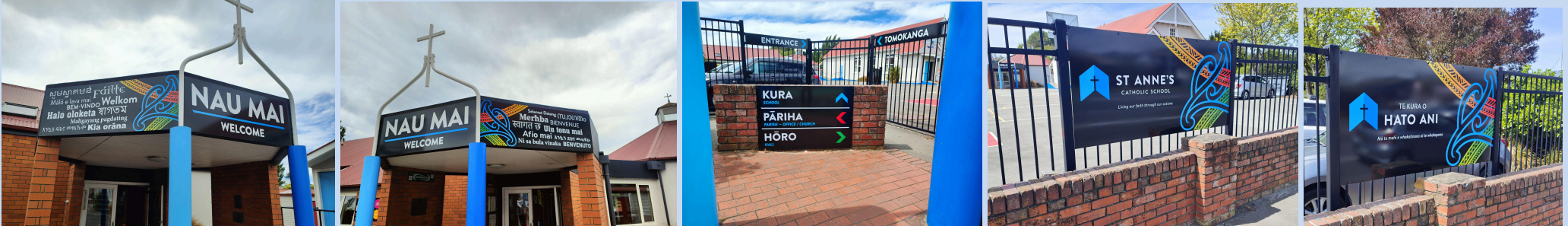


-Parts of the Māori Mass or Miha Māori have been weaved into our Masses over the year in consultation with the parish.

-Local mountains have been used on sliding doors between rooms. The original names for the Port Hills, for Mt Cook and close mountains and Mt Grey have been used.



-School entrance signs have been upgraded to be bilingual and incorporate Māori, Pasifika and South East Asia designs, also to include all communities.



Discussion/Recommendations:

- The obvious trend of increasing teacher capability will result in an increasing student capability. It will be important next year to look at the effect of more time in target languages vs less.
- Continuing to be aware of small sample sizes in the above data due to small school data.

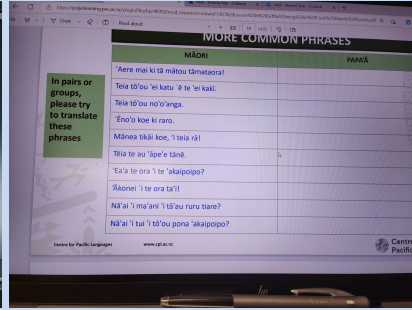
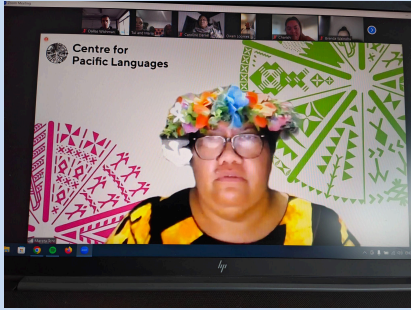
Grow a multicultural learning environment.

Data/Evidence:

STAFF CAPABILITY

- Tautai o le Moana-Dallas Wichman completed this professional development for pasifika leaders or those leading pasifika learners. He was chosen with one other of 40 to present the development of St Annes to the 2024 cohort.
- Dallas attended a conference on Bilingual Education set up by the Pasifika Principals Association.

-Dallas Wichman (Principal) completed a second Cook Island Māori course through The Centre of Pacific Languages.



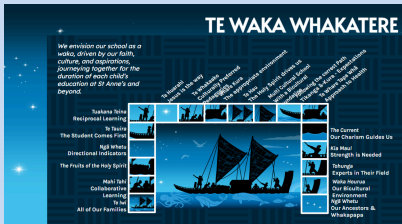
-Staff learnt how use pasifika symbolism in screen printing on Pareu, how to play pasifika drums like the pate,.



-Four staff members went to Auckland to experience schools with bilingual units and whether it would be feasible at St Anne's.

-We have prepared for a Pasifika enrichment year for 2024 in preparation for a unit in 2025.

-An inclusive curriculum being developed currently.



-Learnt about and incorporated gift giving into our tikanga.



STUDENT CAPABILITY

-Students participated in drumming lessons at lunchtimes and events.



-Students created their own screen printing using pasifika symbols. They learnt what they meant and chose their own.
- Pasifika based plays/productions in the school.



-Pasifika elements weaved into our homework challenge programme.



-As part of learning, students learnt about Migrational history and built waka to sail in the local stream.

EVENTS AND COMMUNITY

-We celebrated All Cultures' Day at St Anne's. This was the first ever and well supported by the parents via food. Children had an amazing time and 95% of children dressed up and celebrated their culture or cultures of their families. Community helped organise cultural games for the children to learn and participate in also.

-Certificates and other normal events had an increased emphasis on pasifika.



- This year we had a Filipino group and a Pasifika group perform alongside our Kapahaka group at our cultural festival. In the past we have just had a Kapahaka group and a Samoan song.

-Ran our first Pasifika Hui / Talanoa to gather feedback and direction for our pasifika children.

Families have expressed enthusiasm for their children receiving additional support in Samoan language. Key findings from the forms show:

- Limited Samoan language spoken at home.
- Presence of at least one fluent Samoan speaker in each household.
- Students' are able to comprehend basic Samoan commands and words.
- Interest among families in enhancing their own language proficiency, seeking accessible resources and classes, and expressing willingness to volunteer.
- Priority majorly placed on understanding the fa'asamoa way of life.
- We celebrated two other language weeks that we had not done in the past 'Cook Islands' and 'Fiji'.



Discussion/Recommendations:

- Whilst we had no 'data' in terms of increasing a multicultural learning environment, being 1 of 40 principals on Tautai o le Moana, shows from the experts that we had made shifts in our environment. Using Languagegenut as an indicator did not seem the right approach. It is great to have available to families but instilling the fact that they continue to role model and use their home language at home rather than English has been the best approach. The obvious change to students loving their own cultures and wanting to use their home languages during Sign of the Cross and during language weeks and cultural weeks really stood out. As we move to increasing our Samoan students' language and cultural knowledge, continuing to support all of our learners becomes a continual focus.

Strategic aim:

The community of St Anne's Catholic School are actively encouraged and empowered to live their faith through their actions.

Annual aim:

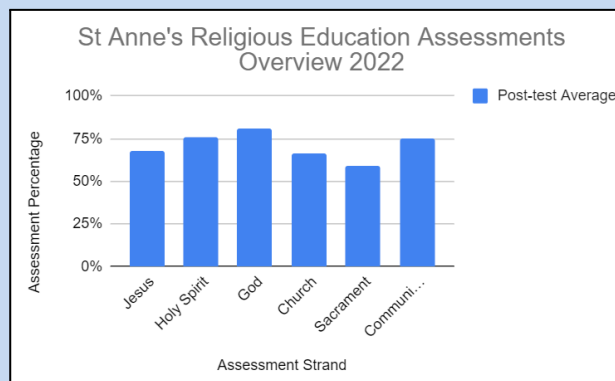
Te Tūtaki ki a Te Karaiti | Encounter with Christ

To develop a community that encourages and facilitates the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God. (p.5 CSCRD).

Baseline data:

- 4/8 permanent teachers have completed all of the RE papers.
- 4/8 permanent teachers have completed the 'Having Life to the Full' course.
- Teachers have had no support and time with the new curriculum 'Tō Tātou Whakapono' as yet.
- We have one new teacher who has not taught in a Catholic school. He will require support with understanding the Special Character of the school and implementing his class RE programme.
- The Sacrament Strand had the lowest average post test score of the learning strands (59%). See graph for all assessment results.
- Members of the School Board have asked that we provide opportunities for Spiritual Development for Board members.

- The Special Character sub committee would like to provide more opportunities to see our Special Character visually (e.g. foyer, newsletter).
- Classes currently celebrate Mass once a week. We would like to begin celebrating weekend school Masses again this year.
- Senior students have had some opportunities over the past years to take part in Reconciliation. We would like to make this more regular.
- Whānau have not been able to attend school assemblies due to Covid. We would like to open up our assemblies again and develop a stronger home-school connection.
- The Faith Team organised multiple events to raise money and support local Catholic groups last year. We aim to continue the momentum with this.
- We have been introducing te reo Māori into school Masses and hope to continue with this.



Targets:

1. Spiritual Formation: Provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ.
2. Evangelisation: Facilitate an encounter with Christ and spread the Good News through participating in the sacraments and connecting with the community.
3. Faith-based Leadership: Provide opportunities for faith-based leadership from students and teachers.

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
Spiritual Formation			
-Increase PD hours and knowledge by either completing or supporting staff completing 'RE Papers'	DRS	\$2000	Term 2
-Support staff with unpacking the new Religious Education curriculum 'Tō Tātou Whakapono.'	DRS	\$6000	Terms 1-4
-Support teachers new to teaching in Catholic Schools.	DRS	-	Terms 1-4
-Support teachers with the teaching of the Sacrament Strand.	DRS	-	
-Provide opportunities for spiritual development for the Board of Trustees.	DRS	-	Terms 1-4
-Design and create displays and symbols to provide witness to the Catholic Special Character of the school.	DRS	\$1000	Terms 1-4
-Ensure all classrooms are appropriately resourced.	DRS	\$1000	Term 1
Evangelisation			
-Provide opportunities for students and staff to regularly participate in the Sacraments.	DRS	-	Terms 1-4
-Actively support local and national Catholic groups in their campaigns and activities.	DRS	-	Terms 1-4
-Regularly share scripture and teachings of the Catholic Church in our school newsletter.	DRS	-	Terms 1-4
-Connect with whānau and the community through prayer assemblies and school Masses.	DRS	-	Terms 1-4
Faith-based Leadership			

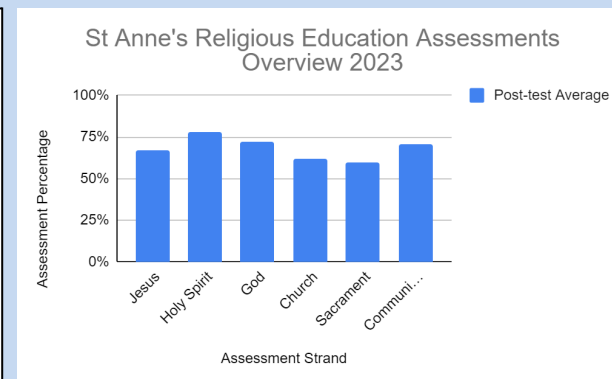
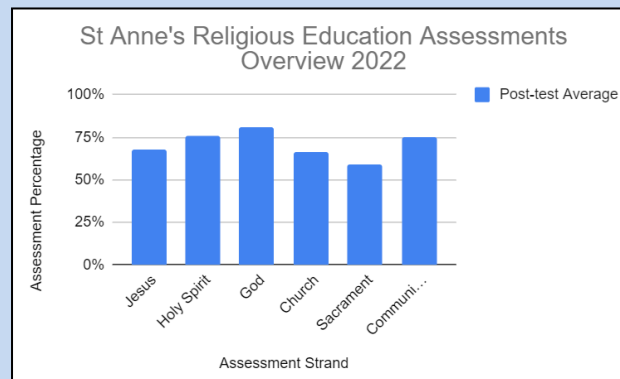
-Form and support a new Faith Team to plan and lead special character events.	DRS	-	Terms 1-4
-Provide opportunities for students to take on leadership roles in our school Masses and prayer assemblies.	All teachers	-	Terms 1-4
-Support the parish in their pursuit of a bilingual Mass.	All teachers	-	Terms 1-4

Summary

Spiritual Formation: Provide ongoing Catholic spiritual formation to assist individuals to deepen their personal relationship with Christ

Data/Evidence:

- Four teachers attended the workshops for and completed the paper 'Interpreting the New Testament.'
 - One teacher from each year level attended workshops for the new RE curriculum 'Tō Tātou Whakapono.' Our DRS has created a roll out plan for the new RE curriculum at St Anne's.
 - All new teachers were supported to work through our school Special Character Induction booklet. New teachers were invited to observe prayer times and were shared models of prayers and prayer assemblies.
 - Cushla O'Connor from the Catholic Education Office led a staff PD session on the Sacrament strand. She facilitated discussion on Sacraments, Sacramentals and Sacramentality and highlighted some valuable resources for teachers to use in their classrooms and to develop their own understanding. Assessment results showed a similar post test score (**60% compared to 59% the previous year**), so it continues to be our lowest scoring area and will be a continued focus next year. We will continue to keep an eye on this data and support teachers prior to starting Sacrament and Church.
- NOTE: Church and Sacrament were the lowest topic throughout the diocese, encouraging us that it is the learning / assessment for the age group is likely to be a factor.



- Our DRS has been in discussion with the parish priests regarding opportunities for spiritual development. Any Faith Development opportunities through the Parish were put to the Board.
- All classes were re-resourced with prayer tables, prayer cloths, bibles and candles. Josh Halkett developed a new prayer box for students to take home and use with their whānau.

Discussion/Recommendations:

- Some wall displays were created to provide witness to our Special Character, however this goal will continue next year with a focus on the Liturgical Calendar.
- Try to progress the implementation of the new RE curriculum alongside the Curriculum refresh. Although a lot of work, it needs to happen and we will need to be aware of workload.

Evangelisation: Facilitate an encounter with Christ and spread the Good News through participating in the sacraments and connecting with the community

Data/Evidence:

- Two classes at a time celebrated Mass with the Parish each week for the duration of the year. Each term two classes took part in a Sunday Mass and helped with each of the jobs. Senior students had opportunities to take part in adoration and reconciliation with their class. A number of students celebrated their First Holy Communion.
- The Faith Team helped to organise a collection to support the St Vincent de Paul Society's Lent appeal. As a school we collected 327 items to give to those in need.
- We also took part in the Christmas grotto collection for the St Vincent de Paul Society and collected twelve full bags of items.
- We used the newsletter to keep families informed of liturgical celebrations, feast days and Special Character events. We had more student input at the beginning of the year, sharing prayers and recounts of special character events.
- Regular prayer assemblies were led by each class along with weekly class Mass.

Discussion/Recommendations:

- To help in newsletters with students' voice, we feel including students RE work so parents and community know the focus and can be involved.

Faith-based Leadership: Provide opportunities for faith-based leadership from students and teachers

Data/Evidence:

- The Faith Team met with Olivia Shimasaki the Young Vinnies Coordinator to learn about the history of St Vincent de Paul, to make cards to be given out alongside donations and to plan some social justice actions.
- The Faith team helped with the organisation of multiple Special Character events including a Pentecost celebration, fundraisers for the St Vincent de Paul Society, school Masses and leading the Angelus daily in term 4.
- Teachers attended two sessions with Bob and Barbara Te Miha from Te Rangimarie to learn hīmene Katorika and the parts of the Mass in te reo Māori. Classes practice the parts of the Mass daily in their prayer services and morning routines.

Auditor has reviewed the report and has checked that the figures are materially consistent with the financial statements, and that the written information is not inconsistent with my understanding of the School.

Strategic aim:

To have an actively involved school, parish, Kāhui Ako and parent community that values, nurtures and is involved with students' learning and hauora through effective engagement, personal development and communication.

Annual aim:

Through collaboration within the Kāhui Ako, support and accelerate learning in specific areas of literacy learning new curriculum areas and the curriculum refresh.

Baseline data:

Increase student achievement and staff confidence in teaching literacy through the Kāhui East Hub.

-Teachers of senior students from our primary schools visited CCC with a focus on literacy, numeracy and Māori.

-Spelling assessment from 'The Code' coming.

-When discussed as a staff mid 2022, staff had a confidence level of 2 (1-unsure how to teach spelling effectively including using 'The Code', 10-Very confident and comfortable), after a full day 'TOD' with an trained RTLit, it is now at 4. Ranging from 2-7.

Increase hub based opportunities that involve our three achievement challenges.

-We held one event last year that was well received.

Create resources for the Kāhui to support NZ histories, digital technologies, curriculum refresh and Mana Ōrite.

-All principals at our combined Kāhui meeting requested more hands-on resources similar to our whakamihi flipbook that could continue to grow Mana Ōrite in their schools.

Targets:

-Increase student achievement and staff confidence in teaching literacy through the Kāhui East Hub.

- Increase hub based opportunities that involve our three achievement challenges.
- Create resources for the Kāhui to support NZ histories, digital technologies, curriculum refresh and Mana Ōrite.

Italics: Kāhui Funding

<i>Actions to achieve targets</i>	<i>Led by</i>	<i>Budget</i>	<i>Timeframe</i>
Increase student achievement and staff confidence in teaching literacy through the Kāhui East Hub.			
-Embed 'The Code' into the curriculum.	AST	\$10,000	Terms 1-4
-Share spelling best practice regularly in staff PLD sessions.	AST	-	Terms 1-4
-Form support and sharing across Kāhui in the practice of spelling.	AST	\$5000	Terms 1-4
-Provide visits between schools within our hub of teachers of literacy (also numeracy and Māori) to smoothen transition to high school, better understand pedagogy use and assessment use.	AST	\$2,000	Term 2
Increase hub based opportunities that involve our three achievement challenges.			
-Run another cultural festival (hub based) with improvements from last time.	AST	\$2000	Term 2
-Hold a Manu Kōrero speaking competition between hub schools.	AST	\$1000	Term 3
-Create sports tournaments/gatherings that involve indigenous sports, bilingual referring and running of the tournament.	AST/WST	\$10000	Term 1
Create resources for the Kāhui to support NZ histories, digital technologies, curriculum refresh and Mana Ōrite.			
-Develop 'hands on resources' that are effective in teaching focus areas from above. (Reprint more of 2022)	Tuakana	\$10000	Terms 1-4
-Complete Mana Ōrite/Place Based school curriculum weaving the new curriculum areas in it.	Principal/Tuakana /CL	-	Terms 1-4

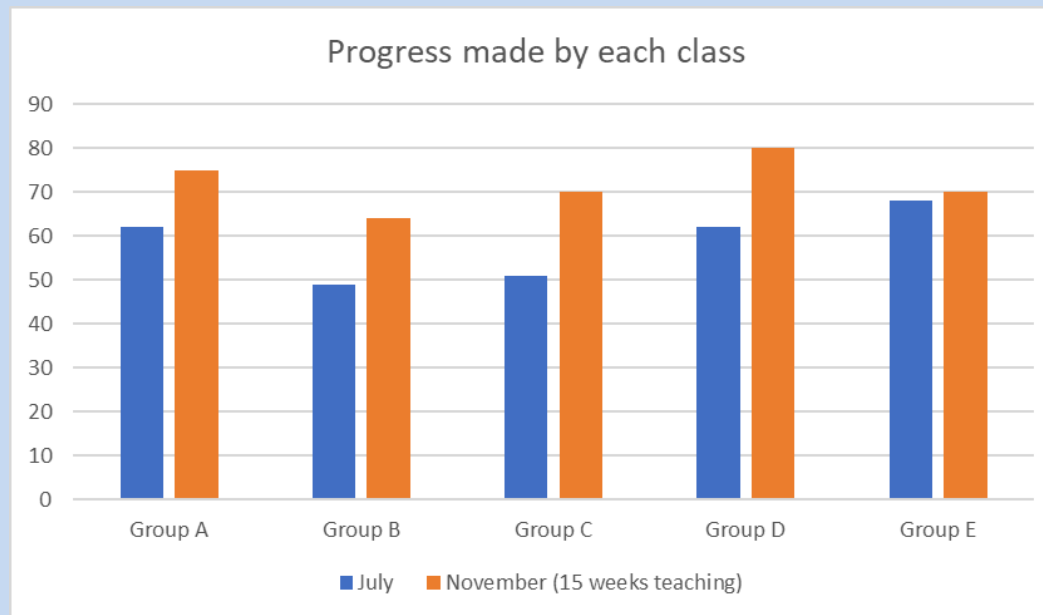
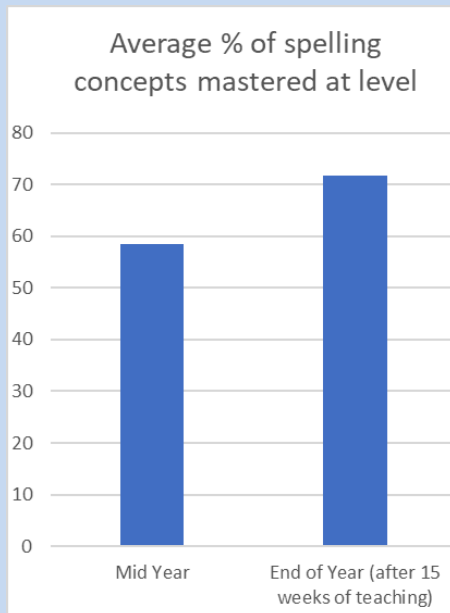
Summary

Increase student achievement and staff confidence in teaching literacy through the Kāhui East Hub.

Summary/Data:

Structured Approach to Spelling - 'The Code' Teaching 2023

The Code (by Liz Kane) was chosen to complement St. Anne's commitment towards structured literacy, particularly in the senior classes as a follow up to the BSLA programme. In late term two, four teachers were able to take part in the Professional Development provided by Liz Kane Literacy and we brought our new knowledge back to the staff. Due to this and changes in teachers we decided to collect our data for the last two terms of 2023, which was about 15 weeks of teaching between the two assessment dates.



The results show a pleasing change in spelling results with an average of **14% increase in spelling concepts that are known** after this short period.

Group 1 - Year 2 List (Yr 3 students)

Mid Year	62%
End of Year	75%
13% increase. 12 ELLPs 4 Students with additional learning or behaviour needs. 8 students identified as needing target intervention in literacy. - Only a group in this class did the code, the rest were finishing BSLA.	

Group 2 - Year 3 List (Yr 3-5 students)

Mid Year	49%
End of Year	64%
15% increase. 10 ELLPs 4 students with significant additional learning or behaviour needs. 7 students identified as needing target intervention in literacy.	

Group 3 - Year 4 List (Yr 3-5 students)

Mid Year	51%
End of Year	70%
19% increase. 11 ELLPs 3 students with significant additional learning or behaviour needs. 7 students identified as needing target intervention in literacy.	

Group 4 - Year 4 List (Yr 6-7 students)

Mid Year	62%
End of Year	80%
18% increase 1 Students with significant additional learning or behaviour needs. 3 ELLPs 9 students identified as needing target intervention in literacy	

Group 5 - Year 5/6 List (Yr 7-8 students)

Mid Year	68%
End of Year	70%
2% increase. 2 Students with significant additional learning or behaviour needs. 2 ELLPs 11 students identified as needing target intervention in literacy	

Discussions/recommendations:

Challenges:

- Students' spelling was generally low but there was a huge range within each class, making it difficult to know where to pitch the whole class approach (particularly as there are different 'gaps').
- Teacher change-over - small window of time to use for assessment and data gathering.

- Some staff still have not completed the PLD.

Successes:

- Two of our students who are with a Resource Teacher of Literacy have made “very impressive gains” this year and that is largely due to whole-class code teaching.
- Those who went on the PLD thoroughly enjoyed it and it cemented what they had learnt from BSLA and it complimented / strengthened the spelling aspect of the programme, even for New Entrants.
- Students who were already proficient spellers enjoyed learning the orthography and rules around the English language.
- Kaiako report that it is generally quite manageable in terms of time, planning and that students are enjoying and engaged in the lessons.

Learnings:

- Kaiako with younger classes found that the transference to other writing was good, but those with older students saw less transference of spelling skills.
- Embedding a strong routine early is crucial to the success of the programme.

Further Comments:

- We followed the advice received from the course we went on, to pitch the teaching level one school year below the students' age and maintain the whole class rather than grouping by ability.
- An important part of how ‘The Code’ is taught is about teaching techniques: limiting cognitive load, being explicit, correcting in the moment, huge amounts of revision and repetition. These teaching techniques are easily applicable to other areas and worth reflecting on frequently.
- Limited progress has been shown with group 5. A potential reason may be that it was pitched too high - we followed the advice given on the course to go 1 year group down, but there were many gaps that were not filled because of this.
- We are still learning the best way to move from BSLA into The Code, this seems to be happening around the Year 3 level. We are keeping a close eye on the data and so far we are seeing very strong readers with BSLA that do not know how to apply all of the graphemes they have learnt when writing. The scope and sequences are not perfectly aligned so we need to adjust the year levels of the code slightly, but from our predictions they will all even out by Year 5.
- All those teaching Year 3 and above next year have been enrolled in the training.
- Our kaiako in the Level 2 bilingual classes next year have begun transferring this method of teaching to Te Reo literacy.
- A closer look at how we teach spelling is causing us to reflect on other essential foundational skills for writing (forming correct sentences, handwriting, syntax) which we know fall under the umbrella of structured literacy and will be worth investigating in future.

Increase hub based opportunities that involve our three achievement challenges.

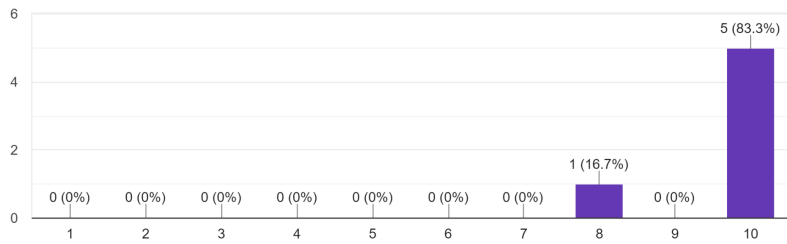
Summary/Data:

Data is from teacher feedback from WSTs or heavily involved teachers in the kāhui activities.

- The Cultural Festival was a great success. We sold over 100 tickets from our school alone. St Anne’s parents gave positive feedback on the opportunity for a Filipino group and pasifika group. Other schools had more cultures represented due to the ASTs organising teachers for schools who found this a weakness. General feedback is that this event is unmissable by the community.

Cultural Festival Term 3 - Did the Cultural festival improve the cultural identity of ākongā?

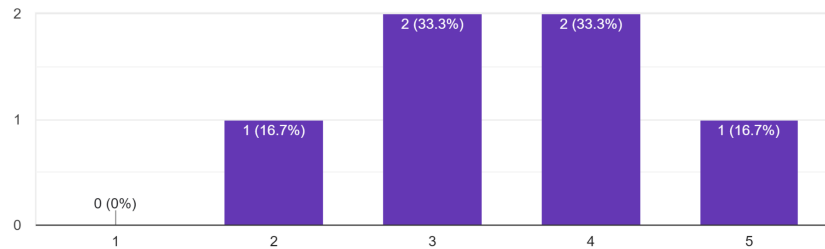
6 responses



-The storytelling roadshow was started in 2023 with students being selected from each school in our hub to go on a 'roadshow' to the other schools and share a story at assemblies. The stories were from cultures in their whakapapa and could be in other languages. The main focus was oral language ability and sharing of cultural stories. Feedback varies with most liking the idea.

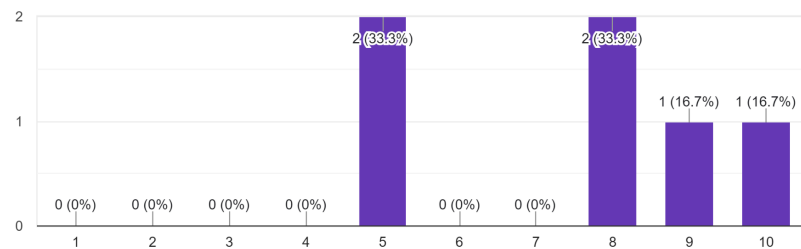
How important is the continuing of story telling activities in 2024?

6 responses



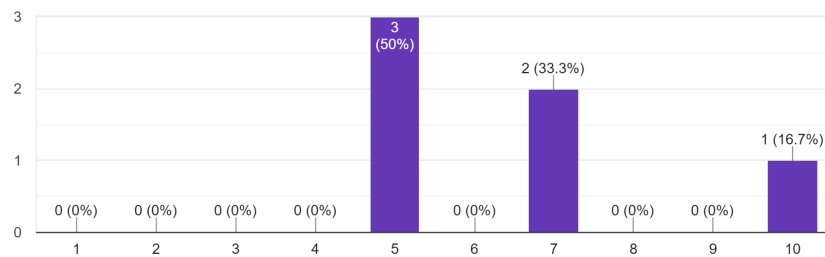
Story Telling Term 2. Did Story telling activities engage the interests of ākongā?

6 responses



Did Story telling activities help Literacy with your ākongā?

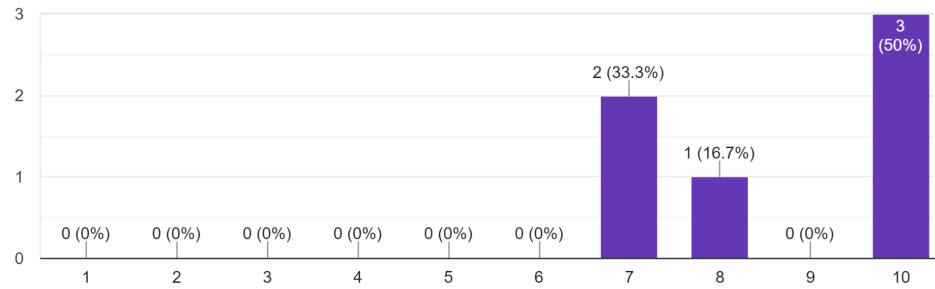
6 responses



-Interschool sport competition happened with Kī o Rahi, Rippa and hockey being played. This worked well and was semi bilingual in nature.

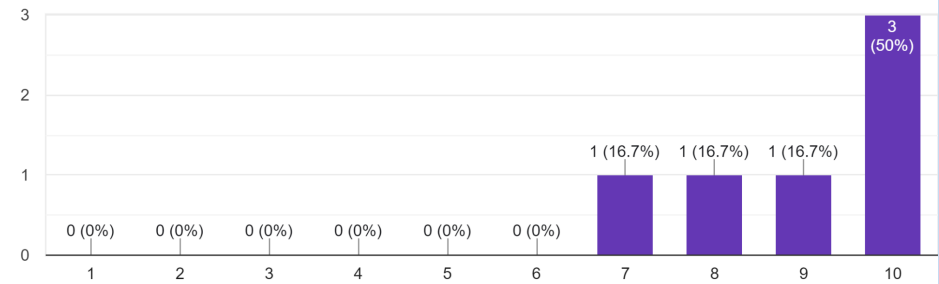
How important are continuing of hākinakina activities in 2024

6 responses



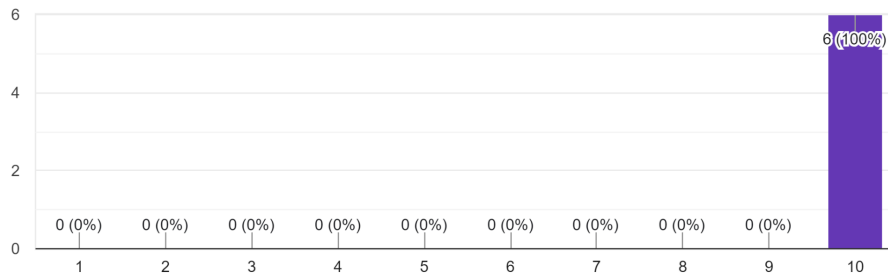
To what extent did the hākinakina activities help ākonga with hauora?

6 responses



Hākinakina(Sports).Term 1 and 2. Did hākinakina activities engaged the interests of ākonga?

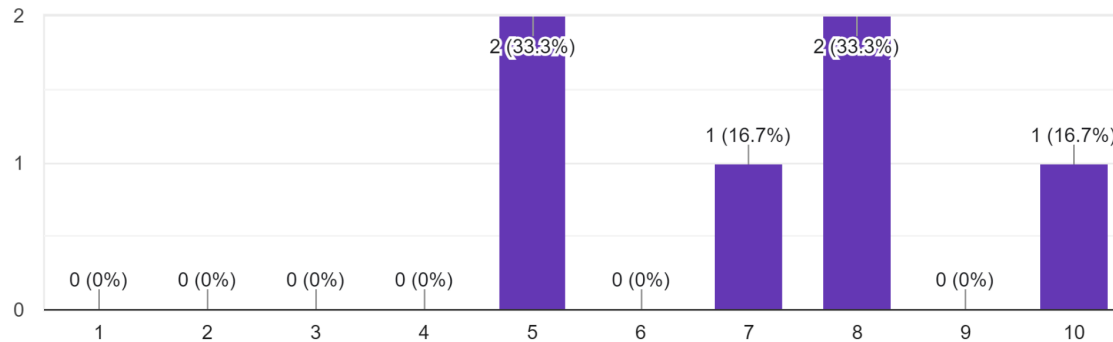
6 responses



-Year 9 teachers from CCC visited contributing schools in the hub with a particular focus on what was happening in literacy, numeracy and Māori. This included assessment.

Transition and pathways - How successful have the above activities been in promoting a pathway to Catholic Secondary Schools

6 responses



Discussions/Recommendations:

Whilst feedback is generally positive, it is important to look at how events can help in many ways. Sports tournaments had comments about cost and time commitment, so maybe one day events would be more sustainable.

Storytelling, the children could do over time rather than a really long assembly, also feedback on length. One child's story of around 10 minutes lost the majority of juniors. There could be time limits and/or one from a school instead of two if only one is really good. Thus students have a good role model of oral language and stay interested. Also for inspirational purposes.

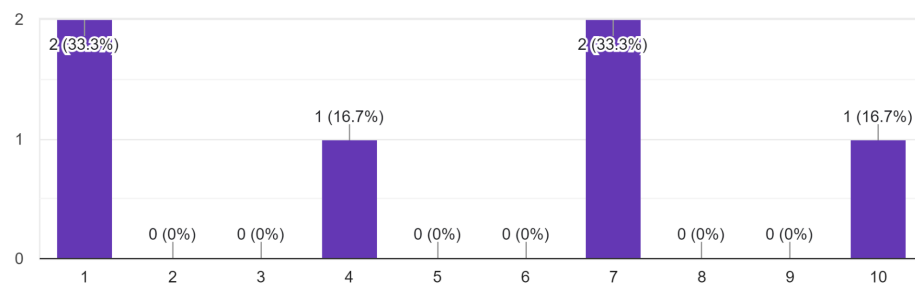
Create resources for the Kāhui to support NZ histories, digital technologies, curriculum refresh and Mana Ōrite.

Summary/Data:

- Our shared drive has gone from four large units of work to 'many'. It has so many other supporting materials for Mana Ōrite and Miha Māori in there. These have been shown to most schools when time allowed.

Have you used Te miha Māori(Mass in Te Reo Māori) resources?

6 responses



-Teacher only day time spent on the refresh.

Discussions/Recommendations:

There is an element of teachers 'remembering' that resources are available in our shared kāhui folder. Perhaps a yearly reminder at staff meetings throughout the kāhui could help with this.

Time didn't allow with all other things going on to help in the other areas other than Mana Ōrite and NZ Histories this year. We planned more than was feasible with a new kāhui leader and other events on.

GIVING EFFECT TO THE TREATY OF WAITANGI

Our school became the first fully bilingual Catholic primary school in New Zealand this year. This step, alongside a curriculum that is founded on the Treaty shows our ongoing commitment. Information to fully answer this can be seen above in strategic aim #1 above. We believe in a school that shows Mana Ōrite, of equal status of Māori to Europeans. This goes for the look, feel and sound of a classroom and the school in general (including social media and digital means). Our school teaches and uses language, culture and tikanga throughout the day and this is implemented into the curriculum.

Auditor has reviewed the report and has checked that the figures are materially consistent with the financial statements, and that the written information is not inconsistent with my understanding of the School.

2023 NATIONAL STANDARDS DATA REPORTING AGAINST 2022

2022 READING

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	11	7.2%	24	15.7%	98	64.1%	20	13.1%	153
Maori	1	5.3%	3	15.8%	13	68.4%	2	10.5%	19
Pasifika	2	5.1%	10	25.6%	25	64.1%	2	5.1%	39
Asian	4	8.2%	8	16.3%	26	53.1%	11	22.4%	49
NZ European/Pakeha	3	7.7%	3	7.7%	29	74.4%	4	10.3%	39
Male	6	7.4%	13	16%	55	67.9%	7	8.6%	81
Female	5	6.9%	11	15.3%	43	59.7%	13	18.1%	72

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	2	6.9%	6	20.7%	21	72.4%			29
After 2 years at school	3	11.1%	5	18.5%	19	70.4%			27
After 3 years at school					11	91.7%	1	8.3%	12
End of year 4	1	5.9%	1	5.9%	12	70.6%	3	17.6%	17
End of year 5			2	13.3%	10	66.7%	3	20%	15
End of year 6	1	4.3%	7	30.4%	9	39.1%	6	26.1%	23
End of year 7	2	16.7%	2	16.7%	4	33.3%	4	33.3%	12
End of year 8	2	11.1%	1	5.6%	12	66.7%	3	16.7%	18

2023 READING

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	20	12%	30	18.1%	97	58.4%	19	11.4%	166
Maori	2	8.3%	3	12.5%	17	70.8%	2	8.3%	24
Pasifika	3	7.9%	12	31.6%	20	52.6%	3	7.9%	38
Asian	9	15.8%	7	12.3%	32	56.1%	9	15.8%	57
NZ European/Pakeha	6	15.8%	5	13.2%	22	57.9%	5	13.2%	38
Male	9	11%	14	17.1%	52	63.4%	7	8.5%	82
Female	11	13.1%	16	19%	45	53.6%	12	14.3%	84

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	2	8.7%	1	4.3%	18	78.3%	2	8.7%	23
After 2 years at school	3	9.1%	8	24.2%	20	60.6%	2	6.1%	33
After 3 years at school	3	14.3%	3	14.3%	14	66.7%	1	4.8%	21
End of year 4	3	15%	5	25%	10	50%	2	10%	20
End of year 5	2	11.8%	3	17.6%	9	52.9%	3	17.6%	17
End of year 6			2	12.5%	9	56.3%	5	31.3%	16
End of year 7	5	21.7%	7	30.4%	8	34.8%	3	13%	23
End of year 8	2	15.4%	1	7.7%	9	69.2%	1	7.7%	13

Discussions/Recommendations:

-Our reading data suggests differences in Overall Teacher Judgements are an issue. We have had three new teachers in rooms and to add to this teachers in different rooms to normal in 2023. Perhaps time spent on consistency needs to happen. This has already started with our new curriculum development and assessment schedule. Another issue we are all facing is that OTJs in the past for literacy were not designed for structured literacy - the more we know the more we realise old forms of assessment are not actually valid. BSLA has only recently just produced some vague guidelines for where you should be after a year of school. They are strengths based so more focused on the amount gained when baseline is taken into account. A clear group from the data is pasifika having a higher percentage below standard than all other ethnicities. This may need to be further broken down as this can often be early years at school as many of our pasifika learners are multilingual. However, this group will be watched as we develop in pasifika in 2024.

2022 WRITING

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	11	7.2%	39	25.5%	96	62.7%	7	4.6%	153
Maori	1	5.3%	2	10.5%	15	78.9%	1	5.3%	19
Pasifika	2	5.1%	13	33.3%	22	56.4%	2	5.1%	39
Asian	4	8.2%	10	20.4%	32	65.3%	3	6.1%	49
NZ European/Pakeha	3	7.7%	13	33.3%	22	56.4%	1	2.6%	39
Male	7	8.6%	22	27.2%	49	60.5%	3	3.7%	81
Female	4	5.6%	17	23.6%	47	65.3%	4	5.6%	72

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	2	6.9%	6	20.7%	21	72.4%			29
After 2 years at school	3	11.1%	10	37%	14	51.9%			27
After 3 years at school			2	16.7%	9	75%	1	8.3%	12
End of year 4	1	6.3%	3	18.8%	12	75%			16
End of year 5			3	18.8%	13	81.3%			16
End of year 6	1	4.3%	6	26.1%	12	52.2%	4	17.4%	23
End of year 7	2	16.7%	3	25%	7	58.3%			12
End of year 8	2	11.1%	6	33.3%	8	44.4%	2	11.1%	18

2023 WRITING

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	21	12.7%	55	33.1%	83	50%	7	4.2%	166
Maori	1	4.2%	7	29.2%	16	66.7%			24
Pasifika	5	13.2%	16	42.1%	14	36.8%	3	7.9%	38
Asian	9	15.8%	13	22.8%	32	56.1%	3	5.3%	57
NZ European/Pakeha	5	13.2%	15	39.5%	17	44.7%	1	2.6%	38
Male	10	12.2%	30	36.6%	41	50%	1	1.2%	82
Female	11	13.1%	25	29.8%	42	50%	6	7.1%	84

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	2	8.7%	4	17.4%	16	69.6%	1	4.3%	23
After 2 years at school	3	9.1%	9	27.3%	21	63.6%			33
After 3 years at school	3	14.3%	11	52.4%	7	33.3%			21
End of year 4	2	10%	9	45%	9	45%			20
End of year 5	3	17.6%	5	29.4%	8	47.1%	1	5.9%	17
End of year 6			3	18.8%	10	62.5%	3	18.8%	16
End of year 7	5	21.7%	8	34.8%	8	34.8%	2	8.7%	23
End of year 8	3	23.1%	6	46.2%	4	30.8%			13

Discussions/Recommendations:

-Our writing data suggests differences in Overall Teacher Judgements are an issue. We have had three new teachers in rooms and to add to this teachers in different rooms to normal in 2023. Perhaps time spent on consistency needs to happen. This has already started with our new curriculum development and assessment schedule. Again however, pasifika and european stand out here. Writing in general is an area of need looking at achievement.

2022 MATHEMATICS

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	7	4.6%	25	16.3%	108	70.6%	13	8.5%	153
Maori			3	15.8%	16	84.2%			19
Pasifika	2	5.1%	9	23.1%	27	69.2%	1	2.6%	39
Asian	3	6.1%	5	10.2%	32	65.3%	9	18.4%	49
NZ European/Pakeha	2	5.1%	7	17.9%	27	69.2%	3	7.7%	39
Male	5	6.2%	7	8.6%	61	75.3%	8	9.9%	81
Female	2	2.8%	18	25%	47	65.3%	5	6.9%	72

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	1	3.4%	4	13.8%	24	82.8%			29
After 2 years at school	3	11.1%	3	11.1%	21	77.8%			27
After 3 years at school					12	100%			12
End of year 4			3	17.6%	13	76.5%	1	5.9%	17
End of year 5			1	6.7%	12	80%	2	13.3%	15
End of year 6	1	4.3%	3	13%	16	69.6%	3	13%	23
End of year 7	1	8.3%	3	25%	5	41.7%	3	25%	12
End of year 8	1	5.6%	8	44.4%	5	27.8%	4	22.2%	18

2023 MATHEMATICS

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	19	11.4%	39	23.5%	97	58.4%	11	6.6%	166
Maori	1	4.2%	6	25%	17	70.8%			24
Pasifika	2	5.3%	14	36.8%	20	52.6%	2	5.3%	38
Asian	9	15.8%	9	15.8%	33	57.9%	6	10.5%	57
NZ European/Pakeha	6	15.8%	7	18.4%	23	60.5%	2	5.3%	38
Male	6	7.3%	21	25.6%	47	57.3%	8	9.8%	82
Female	13	15.5%	18	21.4%	50	59.5%	3	3.6%	84

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	2	8.7%	2	8.7%	17	73.9%	2	8.7%	23
After 2 years at school	2	6.1%	7	21.2%	23	69.7%	1	3%	33
After 3 years at school	3	14.3%	4	19%	14	66.7%			21
End of year 4	2	10%	8	40%	10	50%			20
End of year 5	2	11.8%	2	11.8%	13	76.5%			17
End of year 6			5	31.3%	10	62.5%	1	6.3%	16
End of year 7	6	26.1%	8	34.8%	7	30.4%	2	8.7%	23
End of year 8	2	15.4%	3	23.1%	3	23.1%	5	38.5%	13

Discussions/Recommendations:

-Our mathematics data suggests differences in Overall Teacher Judgements are an issue also. We have had three new teachers in rooms and to add to this teachers in different rooms to normal in 2023. Perhaps time spent on consistency needs to happen. This has already started with our new curriculum development and assessment schedule. Math data is lower last year, as the juniors did not have enough time with level 3 Māori Language, RE and BSLA to do an hour of maths but we have adjusted accordingly for 2024 and use the TAs to prioritise literacy and numeracy times. Again, pasifika is a focus group for us in 2024 in this area also.

Auditor has reviewed the provided Statement of Compliance with Employment Policy the information contained and notes that it meets the requirements of the Education and Training Act 597(1) namely that it includes (a) that the school complies with the policy (including equal employment opportunities programme) and (b) the extent of its compliance.

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Reporting on the principles of being a Good Employer

CT
13/5/24

<p>How have you met your obligations to provide good and safe working conditions?</p>	<ul style="list-style-type: none"> -Feedback given in each principal's report for BOT Titled: HAEPAPA KAIWHAKAWHIWHI MAHI-EMPLOYER RESPONSIBILITY -Staff rep on BOT gives feedback -Active safety register kept and used -Growth cycle systems for teachers -Policies followed
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is: to maintain, and comply with their school's Equal Employment Opportunities policy, and to include in the annual report a summary of the year's compliance. To achieve this, the board: appoints a member to be the EEO officer – this role may be taken by the principal shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups ensures that employment and personnel practices are fair and free of any bias. The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year).</p> <p>We work to provide an inclusive, non-discriminatory workplace, and promote equal opportunities for all staff members. We recognise.</p> <p>To potential staff we ensure that we:</p> <ul style="list-style-type: none"> -treat current and prospective staff fairly -make decisions based on relevant merit -work to eliminate bias and discrimination.
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>-We have a large number on the appointments committee and all recommendations are taken to the greater Board for confirmation. We always have at least one person in education (principal/teacher rep), a parent, and a proprietor's rep on the appointments committee.</p>

<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>We are the first fully bilingual Catholic school in the South Island.</i></p> <ul style="list-style-type: none"> -<i>We almost have 100% turnout at whānau hui and we seek aspirations at these meetings and informally.</i> -<i>In advertisements, we have expectations of Māori language and commitment.</i> -<i>We have Māori leading Māori.</i> -<i>Our employment process is tikanga friendly</i>
<p>How have you enhanced the abilities of individual employees?</p>	<ul style="list-style-type: none"> -<i>Personalised Growth Cycles</i> -<i>Strength based leadership</i>
<p>How are you recognising the employment requirements of women?</p>	<p><i>We recognise the value in diversity and choose the best for the position (see above).</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>We recognise the value in diversity and choose the best for the position (see above).</i></p>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	

Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	



Related Parties:

Jonny Parker, Presiding Member has carried out graphics work via his business Derty Bull Graphics.. The work was performed under normal terms and conditions. Because the amount is less than \$25,000 for the year the contract does not require Ministry approval under section 103 of the Education Act 1989

Kiwisport Funding:

is a Government funding initiative to support students' participation in organised sport.

During 2023, the school received total Kiwisport funding of \$2,637.00 (excluding GST).

The funding contributed to the cost of employing a sports admin/co-ordinator specifically to liaise between sporting bodies and schools ensuring students have the opportunity to participate in as many inter-school events as possible as well as facilitates after-school participation in a local community team competition each term for any school child wishing to take part.