

# ST JOSEPH'S SCHOOL (PATEA)

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 2452

**Principal:** Angela Muncaster

**School Address:** 15 Suffolk Street

**School Postal Address:** 15 Suffolk Street, Patea, 4520

**School Phone:** 06 273 8644

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

**Accountant / Service Provider:**

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

# ST JOSEPH'S SCHOOL (PATEA)

Annual Financial Statements - For the year ended 31 December 2023

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# St Joseph's School (Patea)

## 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.

Jessica Patu - Hindes  
Full Name of Presiding Member

JPH  
Signature of Presiding Member

Date: 28 May 2024

Angela Muncaster  
Full Name of Principal

AMuncaster  
Signature of Principal

Date: 28 May 2024

# St Joseph's School (Patea)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	367,321	256,132	377,743
Locally Raised Funds	3	24,359	58,300	16,866
Use of Proprietor's Land and Buildings		20,350	15,500	20,350
Interest		4,005	-	795
<b>Total Revenue</b>		416,035	329,932	415,754
<b>Expense</b>				
Locally Raised Funds	3	427	5,500	843
Learning Resources	4	230,778	202,970	253,626
Administration	5	122,963	71,443	103,478
Interest		394	325	594
Property	6	48,480	49,409	49,802
<b>Total Expense</b>		403,042	329,647	408,343
<b>Net Surplus / (Deficit) for the year</b>		12,993	285	7,411
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		12,993	285	7,411

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 Joseph's School (Patea)**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Equity at 1 January</b>		103,094	96,612	94,914
Total comprehensive revenue and expense for the year		12,993	285	7,411
Contribution - Furniture and Equipment Grant		3,290	-	769
<b>Equity at 31 December</b>		119,377	96,897	103,094
Accumulated comprehensive revenue and expense		119,377	96,897	103,094
<b>Equity at 31 December</b>		119,377	96,897	103,094

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 Joseph's School (Patea)**  
**Statement of Financial Position**  
As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	150,866	106,996	155,170
Accounts Receivable	8	14,562	16,589	17,181
Prepayments		1,540	3,890	467
Inventories	9	2,386	2,441	2,600
		169,354	129,916	175,418
<b>Current Liabilities</b>				
GST Payable		8,541	6,635	9,367
Accounts Payable	11	32,467	23,891	27,389
Revenue Received in Advance	12	6,628	4,269	35,312
Painting Contract Liability	14	5,914	5,914	10,570
Finance Lease Liability	15	1,361	2,163	3,026
		54,911	42,872	85,664
<b>Working Capital Surplus/(Deficit)</b>		114,443	87,044	89,754
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	27,732	24,183	32,325
		27,732	24,183	32,325
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	20,113	11,609	14,437
Painting Contract Liability	14	-	-	3,150
Finance Lease Liability	15	2,685	2,721	1,398
		22,798	14,330	18,985
<b>Net Assets</b>		119,377	96,897	103,094
<b>Equity</b>		119,377	96,897	103,094

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

**St Joseph's School (Patea)**  
**Statement of Cash Flows**  
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		151,914	104,466	172,772
Locally Raised Funds		573	54,300	41,577
Goods and Services Tax (net)		(826)	-	2,732
Payments to Employees		(95,977)	(76,871)	(106,325)
Payments to Suppliers		(56,697)	(71,175)	(46,660)
Interest Paid		(394)	(325)	(594)
Interest Received		4,005	-	795
Net cash from/(to) Operating Activities		2,598	10,395	64,297
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(435)	-	(1,299)
Net cash from/(to) Investing Activities		(435)	-	(1,299)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,290	-	769
Finance Lease Payments		(1,951)	(3,228)	(2,512)
Painting contract payments		(7,806)	-	(5,914)
Net cash from/(to) Financing Activities		(6,467)	(3,228)	(7,657)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(4,304)</b>	<b>7,167</b>	<b>55,341</b>
Cash and cash equivalents at the beginning of the year	7	155,170	99,829	99,829
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>150,866</b>	<b>106,996</b>	<b>155,170</b>

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

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

# St Joseph's School (Patea)

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

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

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

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

###### ***Basis of Preparation***

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

###### ***Financial Reporting Standards Applied***

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

###### ***PBE Accounting Standards Reduced Disclosure Regime***

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

###### ***Measurement Base***

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

###### ***Presentation Currency***

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

###### ***Specific Accounting Policies***

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

###### ***Critical Accounting Estimates And Assumptions***

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

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

###### ***Cyclical maintenance***

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 15. 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.

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	5-20 years
Information and Communication Technology	4 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

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

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

### **l) Impairment of property, plant, and equipment and intangible assets**

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

#### *Non cash generating assets*

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

### **m) Accounts Payable**

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

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

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

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

#### **o) Revenue Received in Advance**

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

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

#### **p) Funds Held in Trust**

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

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

#### **q) Shared Funds**

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

#### **r) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

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

#### **s) Financial Instruments**

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

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

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

#### **t) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

#### **u) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **v) Budget Figures**

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

#### **w) Services received in-kind**

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

## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	194,242	104,743	186,616
Teachers' Salaries Grants	172,379	151,389	191,127
Other Government Grants	700	-	-
	<b>367,321</b>	<b>256,132</b>	<b>377,743</b>

The school has opted in to the donations scheme for this year. Total amount received was \$2,620.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	100	-	-
Fees for Extra Curricular Activities	181	8,000	847
Trading	65	300	-
Fundraising & Community Grants	24,000	50,000	16,000
Other Revenue	13	-	19
	<b>24,359</b>	<b>58,300</b>	<b>16,866</b>
<b>Expense</b>			
Extra Curricular Activities Costs	213	4,700	285
Trading	214	800	558
	<b>427</b>	<b>5,500</b>	<b>843</b>
<i>Surplus for the year Locally raised funds</i>	<b>23,932</b>	<b>52,800</b>	<b>16,023</b>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	5,202	5,200	6,485
Library Resources	694	300	302
Employee Benefits - Salaries	211,663	181,389	232,770
Staff Development	4,862	8,800	6,108
Depreciation	8,357	7,281	7,961
	<b>230,778</b>	<b>202,970</b>	<b>253,626</b>

## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	4,072	4,072	2,673
Board Fees	3,330	4,000	3,665
Board Expenses	2,173	4,000	1,776
Intervention Costs & Expenses	25,027	-	-
Communication	988	2,350	2,703
Consumables	2,522	2,400	1,840
Operating Leases	-	-	343
Other	614	1,550	901
Employee Benefits - Salaries	66,139	46,871	63,341
Insurance	1,713	1,800	1,752
Service Providers, Contractors and Consultancy	4,500	4,400	4,260
Healthy School Lunch Programme	11,885	-	20,224
	<u>122,963</u>	<u>71,443</u>	<u>103,478</u>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,384	2,200	1,336
Consultancy and Contract Services	9,767	19,000	9,442
Cyclical Maintenance Provision	5,676	4,609	10,937
Grounds	-	500	252
Heat, Light and Water	4,253	3,800	4,115
Rates	684	800	678
Repairs and Maintenance	5,866	2,500	2,042
Use of Land and Buildings	20,350	15,500	20,350
Security	500	500	650
	<u>48,480</u>	<u>49,409</u>	<u>49,802</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	150,866	106,996	155,170
Cash and cash equivalents for Statement of Cash Flows	<u>150,866</u>	<u>106,996</u>	<u>155,170</u>

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

## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	-	2,327	174
Teacher Salaries Grant Receivable	14,562	14,262	17,007
	<u>14,562</u>	<u>16,589</u>	<u>17,181</u>
Receivables from Exchange Transactions	-	2,327	174
Receivables from Non-Exchange Transactions	14,562	14,262	17,007
	<u>14,562</u>	<u>16,589</u>	<u>17,181</u>

## 9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Uniforms	1,955	2,195	2,300
Stationery	431	246	300
	<u>2,386</u>	<u>2,441</u>	<u>2,600</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Building Improvements	9,627	-	-	-	(748)	<b>8,879</b>
Furniture and Equipment	14,333	-	-	-	(2,520)	<b>11,813</b>
Information and Communication Technology	4,552	435	-	-	(1,928)	<b>3,059</b>
Leased Assets	3,810	3,329	-	-	(3,158)	<b>3,981</b>
Library Resources	3	-	-	-	(3)	-
<b>Balance at 31 December 2023</b>	<u>32,325</u>	<u>3,764</u>	<u>-</u>	<u>-</u>	<u>(8,357)</u>	<u><b>27,732</b></u>

The net carrying value of equipment held under a finance lease is \$3,981 (2022: \$3,810)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Building Improvements	14,959	(6,080)	<b>8,879</b>	14,959	(5,332)	<b>9,627</b>
Furniture and Equipment	89,135	(77,322)	<b>11,813</b>	89,136	(74,803)	<b>14,333</b>
Information and Communication Technology	29,309	(26,250)	<b>3,059</b>	28,874	(24,322)	<b>4,552</b>
Leased Assets	14,938	(10,957)	<b>3,981</b>	11,609	(7,799)	<b>3,810</b>
Library Resources	27,546	(27,546)	-	27,546	(27,543)	<b>3</b>
<b>Balance at 31 December</b>	<u>175,887</u>	<u>(148,155)</u>	<u><b>27,732</b></u>	<u>172,124</u>	<u>(139,799)</u>	<u><b>32,325</b></u>



## 11. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	2,973	3,201	3,898
Accruals	4,072	2,559	3,953
Banking Staffing Overuse	5,042	-	-
Employee Entitlements - Salaries	14,562	14,262	17,007
Employee Entitlements - Leave Accrual	5,818	3,869	2,531
	<b>32,467</b>	<b>23,891</b>	<b>27,389</b>
Payables for Exchange Transactions	32,467	23,891	27,389
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>32,467</b>	<b>23,891</b>	<b>27,389</b>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Income in Advance	5,194	4,269	5,154
Grants in Advance - Charitable	-	-	24,000
Grants in Advance - Ministry of Education	1,434	-	6,158
	<b>6,628</b>	<b>4,269</b>	<b>35,312</b>

## 13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	14,437	7,000	3,500
Increase to the Provision During the Year	4,609	4,609	4,609
Other Adjustments	1,067	-	6,328
Provision at the End of the Year	<b>20,113</b>	<b>11,609</b>	<b>14,437</b>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	20,113	11,609	14,437
	<b>20,113</b>	<b>11,609</b>	<b>14,437</b>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2028. This plan is based on the schools 10 Year Property plan / painting quotes.

#### 14. Painting Contract Liability

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Due within one year	5,914	5,914	10,570
Due after one year	-	-	3,150
	<u>5,914</u>	<u>5,914</u>	<u>13,720</u>

In 2020 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering a five year period. The programme provides for one exterior repaint of the Ministry owned buildings in 2020, with regular maintenance in subsequent years. The agreement has an annual commitment of \$10,570. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

#### 15. 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	1,650	2,163	3,351
Later than One Year and no Later than Five Years	3,045	2,721	1,468
Future Finance Charges	(649)	-	(395)
	<u>4,046</u>	<u>4,884</u>	<u>4,424</u>
<b>Represented by</b>			
Finance lease liability - Current	1,361	2,163	3,026
Finance lease liability - Non current	2,685	2,721	1,398
	<u>4,046</u>	<u>4,884</u>	<u>4,424</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 conditions no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$0 (2022: \$0). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$0 (2022: \$0).

## 17. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,330	3,665
<i>Leadership Team</i>		
Remuneration	124,751	116,488
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	<u>128,081</u>	<u>120,153</u>

There are 6 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

## 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: the same).

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

### Holidays Act Compliance – schools payroll

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

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

## 20. Commitments

### (a) Capital Commitments

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

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

The total lease payments incurred during the period were \$0 (2022: \$343).

(a) The School has entered into an agreement with Programmed Maintenance Services Ltd for painting of the School's buildings. The amount committed on the contract is:

	2023 Actual \$	2022 Actual \$
No later than One Year	-	2,764
Later than One Year and No Later than Five Years	-	4,656
Later than Five Years	-	-
	-	7,420

## 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	150,866	106,996	155,170
Receivables	14,562	16,589	17,181
Total financial assets measured at amortised cost	165,428	123,585	172,351

### Financial liabilities measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Payables	32,467	23,891	27,389
Finance Leases	4,046	4,884	4,424
Painting Contract Liability	5,914	5,914	13,720
Total financial liabilities measured at amortised cost	42,427	34,689	45,533

## **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 JOSEPH'S SCHOOL (PATEA) FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of St Joseph's School (Patea) (the School). The Auditor-General has appointed me, Talia Anderson-Town using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 19, 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 28 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 arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1, and 24 to 42, 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.





**Talia Anderson-Town**  
**Silks Audit Chartered Accountants Limited**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**

## St Joseph's School (Patea)

### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jessica Patu-Hindes	Presiding Member	Elected	May 2025
Angela Muncaster	Principal	ex Officio	
Te Atawhai Davis	Parent Representative	Elected	May 2025
Keri Phillips	Parent Representative	Elected	May 2025
Pauline Ranson	Staff Representative	Elected	May 2025
Linda Towers	Proprietors Representative	Appointed	May 2025
Teresa Edwards	Proprietors Representative	Appointed	May 2025

## **St Joseph's School (Patea)**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$132 (excluding GST). The funding was spent on sporting endeavours.

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

For the year ended 31st December 2023 the St Joseph's School (Patea) Board:

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



St Joseph's School, Patea

Taking Responsibility | Achieving Excellence | Having Respect | In it Together

# Other Reports 2023

## Contents

Statement of variance: progress against targets

Evaluation of the Schools' students' progress and achievement

How we have given effect to Te Tiriti o Waitangi

Statement of compliance with the employment policy

**Strategic Goal 1: Catholic Special Character**

**Dimension 1: Te Tūtaki ki a Te Karaiti-Encounter with Christ**

Prayer rituals and a structured prayer plan that is rich and varied, that provides Tamariki with an opportunity to encounter Christ, within their cultural context, is established and implemented.

**Dimension 2: Mā te Mātauranga ka Tipu: Growth in Knowledge**

A robust cycle of learning through, planning and assessment (including pre and post-tests) is required. This is to include differentiation. This will support next teaching and learning steps and assure the PNCEO that the bishop’s mandated curriculum is being taught consistently and delivered with integrity.

**Dimension 4: Te Kaitiakitanga me te Whakapakari I te Tuakiri Katorika - Safeguarding and Strengthening Catholic Special Character**

Due to the school's current roll compared with its maximum roll, the Board is to engage in a roll growth strategy. The Manager of Catholic Schools and the Evaluation for Development Advisor can support this.

**Annual Target / Goal:**

- Establish prayer routines and rituals within the class.
- Evidence of strand planning that considers differentiation.
- A roll growth strategy in place.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and outcomes	Planning for next year - where to next?
<b>Action 1:</b> Established prayer routines and rituals within the class.	Established prayer routines and rituals within the class. <ul style="list-style-type: none"><li>● Evidence of the prayer module in planning.</li><li>● School Kaupapa around prayer is documented and is accessible for Tamariki, relief teachers etc.</li><li>● Modelling book / PowerPoints created and accessible for Tamariki and relief teachers.</li><li>● Children know how to enter prayer time.</li></ul>	The classroom timetable. School documentation / Planning Conversations with the student done by DRS advisor from PNCEO. School Board Minutes DRS Report Principal’s Report	Staff at our kura participated in the Small Catholic Schools planning sessions for multi-level teaching of RE following the new curriculum document: To Tatou Whakapono every term break planning for the following term. Junior Planning - Years 1-4 Senior Planning - Years 5-6  Plan with the Diocese to help safeguard our Special Character was put in place and followed: <ul style="list-style-type: none"><li>● Regular conversations with Palmerston North Diocese &amp; RE Advisor.</li></ul> Observations by RE advisor and feedback  All the above helped us achieve our goal successfully.	Continue participating in the Small Catholic Schools planning sessions for multi-level teaching of RE using Tō Tātou Whakapono - RE curriculum.  Create a new plan and goals with the team at Diocese to achieve in 2024 with a clear path and direction to follow. <ul style="list-style-type: none"><li>● Assessment practices in place - including pre and post-tests.</li></ul> Strategic Goal 2024: The Tumuaki’s faith-based leadership shapes St Joseph’s School Patea vision and direction to ensure a genuine, ongoing encounter with Christ. Give our School TAHI values a Gospel / Christ centred lens.
<b>Action 2:</b> Evidence of strand planning that considers differentiation	<ul style="list-style-type: none"><li>● Staff participated and collaborated within the small school’s network whānau.</li><li>● Growing confidence to develop units and adapt to the needs of our learners.</li><li>● Contributing to creating a bank of resources for all to share and use.</li><li>● Planning and developing lessons to suit multi-level.</li><li>● Assessment practices in place - including pre and post-tests.</li><li>● Evidence of the Bishop’s mandated curriculum is being taught consistently and delivered with integrity.</li></ul>	Planning and collaborating within the small school’s network and whānau were shared with the board.  Principal, Presiding Chair & Bishop’s Representative on the School board attended zoom hui (x3) on new RE Curriculum - Tō Tātou Whakapono  Plan with the Diocese to help safeguard our Special Character was put in place and followed: <ul style="list-style-type: none"><li>● Regular conversations with Palmerston North Diocese &amp; RE Advisor</li></ul> This was shared with the board.	School Board and staff understand the new RE curriculum: Themes, Touch Stones & Achievement objectives and how this can be implemented in our school community.	Strategic Goal 2024: Implement Tō Tātou Whakapono - strengthening planning and assessment practices and developing reflective capabilities of ākonga (attitudes and knowledge) Formal reporting to the Board and whānau on student achievement in Religious Education Implement a strategic roll growth strategy. Continue participating & collaborating within the small school’s network whānau. Continue to grow with a wider knowledge of meeting the needs of our learners. Continue Assessment practices including pre and post-tests.
<b>Action 3:</b> A roll growth strategy is in place. <ul style="list-style-type: none"><li>● A subcommittee is formed.</li><li>● Current reality is noted.</li><li>● Ideas are brainstormed.</li><li>● A plan is put in place and activated.</li><li>● All Board members playing their part.</li><li>● There is a roll increase</li></ul>	<ul style="list-style-type: none"><li>● A subcommittee was formed.</li><li>● Current reality was noted of how many Catholic learners in our community. How many positions are available for non-Catholic.</li><li>● Ideas were brainstormed.</li><li>● A plan has been put in place and in moving forward and in action.</li><li>● All Board members playing their part</li></ul>	<ul style="list-style-type: none"><li>● School Board</li><li>● PNCEO Manager / Parish Representative on School Board: Teresa Edwards guiding the subcommittee.</li><li>● PNCEO Plan / Strategies for Roll Growth.</li></ul>	Having a Subcommittee has added extra value and support for the Principal / DRS	I am looking forward to continuing to grow and collaborate with this roopu in 2024 working on the goals we have created to help achieve roll growth at St Joseph’s School Patea.

<b>Strategic Goal 2: Learning and the Learners</b> At St Joseph’s School Patea we will create our future by actively engaging all learners in creative and innovative learning programmes, guided by the NZ Curriculum and the Religious Education Curriculum of Aotearoa NZ, in partnership with learners, supported by their whānau.				
<b>Annual Target / Goal:</b> <ul style="list-style-type: none"> <li>Robust appraisal process for Principal Supported by a sole charge mentor.</li> <li>Develop curriculum leadership capability in writing supported by Assessment for Learning PLD with Donna Davies and accelerated learning support from Liz Shaw. Including unpacking the LPF framework and utilising PaCT for OTJ’s.</li> <li>Review assessment information in local curriculum documents to align with AFL writing PLD and use of the LPF’s and PaCT.</li> <li>Robust frameworks for assessment and data analysis developed.</li> <li>Review writing curriculum documentation and implementation of an effective writing program to support OTJ’s using the aspect framework.</li> <li>Investigate the possibility of St Joseph’s Patea being bilingual.</li> <li>Develop curriculum statement for ANZH curriculum and refreshed Social Sciences.</li> </ul>				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and outcomes	Planning for next year - where to next?
<b>Action 1:</b> Keep the community informed and engaged about our faith, teaching and learning. Whānau Evenings	<b>Whānau Evening:</b> All learners had a whānau member at our evening. We only had one evening this year as whānau were busy with various training for sports and night shift workers. We had a gathering during the day and the hui was well attended by our whānau and community. <b>Special Character:</b> We also had gatherings for Mass Term 2 & 3 and 1 Sunday for First Eucharist Baptism - 3 Children involved. First Reconciliation - Classes and a Mass 6 Children, 1 child from Patea Area School. First Eucharist - 6 Children, 1 child from Patea Area School	Shared on our Facebook page, and activities were shared with the whānau that they were participating in.  Attendance at Mass	Attendance at Whānau Evening,	We need to do more advertising and create events or opportunities with our whānau for the wider community. Get back into a routine of fortnightly. Share more about what we are doing on the Facebook Public page and close our private Facebook. Continue attending a mass at St Patrick’s once a term. (During the week) Attending a Sunday mass and participating: Readings, Prayers of the faithful and waiata.
<b>Action 2:</b> Begin to Investigate a Curriculum for Year 7 & 8	This was in our Annual Plan, but not investigated. Continuing to strengthen and update the current curriculum is a priority.			This was in our Annual Plan, but not investigated. Continuing to strengthen and update the current curriculum is a priority.
<b>Action 3:</b> Investigate the possibility of St Joseph’s Patea being bilingual	Discussions and queries by whānau out in the community. Principal and School Board, Local RTM How it might look at our kura. Staffing capability and resources. How it would look. Local Māori Catholic Community, whānau	Hui notes with: <ul style="list-style-type: none"> <li>Whānau</li> <li>RTM</li> </ul>	Hui with a member of the Maori Catholic Community who was a strong advocate for this to happen passed away. (Moe ma ra e Kui)	This will be something to come back to in the future for our school community. Updating Current Local Curriculum is a priority. Te Mātaiaho and Tō Tātou Whakapono: Weave together elements of Te ao Māori, wellbeing, education, and the physical environment, creating a robust, accessible, refreshed curriculum framework to engage Māori ākonga and whānau. Assessment and Reporting practices implemented. Success will encompass academic, emotional, social, and faith-based growth supported by a localised curriculum. Getting this right will set a strong foundation in moving forward in having the option of being bilingual.
<b>Action 4:</b> Develop curriculum leadership capability in writing supported by Assessment for Learning PLD with Donna Davies and accelerated learning support	Targets and Goals - Term 1 & 2 at the end of the term. Term 3 & 4 Targets and Goals turned into ILP’s created for each learner. attended weekly.	Action Plan Data Graphs Targets & Goals LPF Framework	Because the roll was small and teaching 4 days in the classroom a routine was established. Written Language looked like this: <ul style="list-style-type: none"> <li>1/1 session with the teacher</li> <li>Activity from the session</li> </ul>	Graph’s for individual progress will go into the learner profile alongside their goals so each learner is able to track their own progress. Learners will identify their co-constructed goals and unpack with the teacher of next learning steps.

from Liz Shaw. Including unpacking the LPF framework and utilising PaCT for OTJ's.	<p>Steps Web Program</p> <p>This was an effective approach to develop the underlying processing skills at the same time as teaching literacy knowledge.</p> <p>Learners:</p> <ul style="list-style-type: none"> <li>• Decode the word confidently.</li> <li>• Instantly recognise the word using orthographic mapping</li> <li>• Use the word in context.</li> <li>• Spell the word.</li> <li>• Break the word into phonemes.</li> <li>• Match the word with its definition.</li> <li>• Type or write the word.</li> <li>• Use the word in a variety of memory activities.</li> </ul> <p>Liz Schaw finished working with us during term 2. Donna Davies supported the staff in unpacking the LPF framework utilising PaCT for OTJ's.</p>		<ul style="list-style-type: none"> <li>• Steps Web</li> <li>• Handwriting</li> <li>• Phonics (Juniors)</li> </ul> <p>Steps Web:</p> <p>Learners completed a Spelling Test from there a program was created for their ability. Each learner can see their progress and medals are given each time they have completed an activity. They were unable to move onto the next activity until they had passed at bronze, silver or gold level. Each time they had completed a level, new words were given.</p> <p>Jolly Phonics was well received because all sounds were taught with a song. During writing when writing an unknown word, the use of a sounds chart and sounding out of the word became the norm.</p>	ILP will be used daily in 1/1 to help guide teachers identify (DAT's) Deliberate acts of teaching moments.
<p><b>Action 5:</b></p> <p>Review assessment information in local curriculum documents to align with AFL writing PLD and use of the LPF's and PaCT.</p>	<p>Assessment information was not updated in our local curriculum documents.</p> <p>This has been identified and will be attended to 2024</p>			<p>Strategic Goal 2024:</p> <p>Integrate Te Mātaiaho and Tō Tātou Whakapono through the Local Curriculum.</p> <p>Review and refresh all curriculum documents ensuring the Catholic worldview is woven throughout.</p> <p>Review and Refresh assessment &amp; reporting practices</p> <p>Include Community Consultation &amp; Iwi consultation in the development of the curriculum, aspirations, local stories, tikanga, waiata, pakiwaitara, pūrākau that all ākonga must know:</p> <ul style="list-style-type: none"> <li>• Give effect to Te Tiriti o Waitangi</li> <li>• Hold a broad view of ākonga success</li> <li>• Hold high expectations for all ākonga</li> </ul>
<p><b>Action 6:</b></p> <p>Robust appraisal process for Principal Supported by a sole charge mentor.</p>	<p>January - A timeline was created</p> <p>Visits - 2 visits</p>	<p>Action Plan</p> <p>Timeline</p>	<p>Due to Principal on Sick leave for term 2 and introduction of a LSM we did not continue.</p>	<p>LSM -</p> <p>Ensuring a Professional Growth Cycle is in place</p> <p>Principal participating in Catholic Principals Learning Group</p> <p>Kahui Ako - South Taranaki Principal hui are attended 2024</p>



<b>Strategic Goal 3:</b> <b>At St Joseph's School Patea we will create our future by optimising learning opportunities for all learners.</b>				
<b>Annual Target / Goal:</b> <ul style="list-style-type: none"> <li>● <b>Update 10 Year Property Plan /Budgeted Cyclical Maintenance Plan</b></li> <li>● Design and build a new playground</li> <li>● Develop a strategic direction for learning through play</li> <li>● Implement learning through play strategies in the junior school - inquire and monitor the effectiveness</li> <li>● Integrate outside providers and align with curriculum learning making the curriculum accessible to all learners</li> <li>● Embed a cycle of ongoing updating of job descriptions and performance management of Office Manager, TAide, Cleaner, principal release annually</li> </ul>				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and outcomes	Planning for next year - where to next?
<b>Action 1:</b> <b>Update 10 Year Property Plan /Budgeted Cyclical Maintenance Plan</b>	Reviewed Cyclical Maintenance plan with School Board & Susan Zentveld- PNCEO Property Manager PNCEO Builder identified that the: wall at the far end of the school building needs to be replaced. Ceiling was replaced throughout the school. All lights were replaced with led lighting.	Cyclical Maintenance Plan School Board Minutes	Communication with PNCEO Property Manager and Builder has helped us to get the mahi done. Susan's guidance has been very helpful.	Concrete needs to be replaced and activities painted on the concrete. Revisit contract with Program.
<b>Action 2:</b> Design and build a new playground	Toi Foundation application was successful. The School Board decided to Upgrade the playground completed term 2. Replace flying fox. Equipment fixed were Bridge, climbing wall fixtures, balancing ropes and bars. The platforms needed to be brought up to code. A swing was added to the playground. New boxing around the playground and extended for new swing.	School Board minutes Upgraded Playground	Office Administrator taking the project on quotes, follow ups when needed when the principal was teaching in class.	I would like the School Board to paint the playground. Replace the concrete and paint activities onto the new concrete.
<b>Action 3:</b> Develop a strategic direction for learning through play	Not attended to.			
<b>Action 4:</b> Implement learning through play strategies in the junior school - inquire and monitor the effectiveness.	Strategies for learning through play were investigated and not implemented. 2 outings with Ngāti Patea Te Kōhanga Reo - Opunake Movie Theatre movie was in Te Reo Play Trailer introduced in partnership with Kakaramea Primary School and Whenuakura.	Te Whariki Discussions with local Te Kohanga Reo: Wai-O-Turi Play Trailer: School Board minutes Hui with Sport Taranaki, and Principal of Kakaramea and Whenuakura school.	Need to document all conversations. Play Trailer: The Tamariki enjoy the opportunity to explore and create using the objects in the trailer. The collaboration with the schools has been a huge benefit for us and being part of Healthy Active Learning through Sport Taranaki.	Continue Play Trailer 2024 Continue being part of Healthy Active Learning
<b>Action 5:</b> Integrate outside providers and align with curriculum learning making the curriculum accessible to all learners	<b>Healthy Active Learning:</b> TRFU - Ripper Rugby Taranaki Tennis Play Trailer <b>Ngāti Ruanui - Whānau Ora</b> Puanga, Kapa Haka; local waiata & pakiwaitara. Mapuna - Local Kaumatua roopu <b>Ngati Ruanui - SWIS worker:</b> Weekly activities with the Tamariki and assisting whānau that have been identified. <b>Enviroschools:</b> Activities with the Tamariki Re-cycling Visit Rotokare Scenic Reserve Mara Kai - Mitre 10 Living Landscapes \$500.	School Board Minutes Principal Report		<b>Strategic Goal 2024:</b> We will strengthen experiences for our ākonga by utilisation of local resources (people, places, and events) to strengthen experiences for ākonga. Ākonga experiencing and participating in events, Noho Marae, Kapa Haka, visiting our Kaumātua, Local Museum Aotea Utanganui.

	<p><b>Kids Can:</b> Fruit in Schools Breakfast: Weetbix, Bread (weekly) &amp; milk <b>Ka Ora, Ka Ako</b> - Healthy School Lunch Programme Local Library South Taranaki District Library, Patea <b>Kahui Ako Lead Principal:</b> <b>RbL:</b> <b>RTLb:</b> <b>BLENNZ:</b> One Student ILP created, school supporting whānau to make appointments and consistent contact. <b>Taranaki Eye Care:</b> Supporting a whānau, communication and taking learner to appointments at Taranaki Base hospital &amp; Hawera Outpatients <b>Firewise:</b> <b>Life Education</b> <b>Special Character:</b> Principal “Small Catholic Primary Schools’ Parish members taking Sacraments: Baptism First Reconciliation First Eucharist</p>			
<p><b>Action 6:</b> Embed a cycle of ongoing updating of job descriptions and performance management of Office Manager, TAide, Cleaner, principal release annually</p>	<p>A cycle has not yet been embedded. LSM has been put in place. Performance Management Job Descriptions</p>	<p>School Board Minutes</p>	<p>Job descriptions need to be updated to match the current environment. (drop in the roll)</p>	<p>LSM: Growth Cycle for all staff Performance Management</p>
<p><b>Action 7:</b> Working alongside Ministry - Accelerated Learning Practitioner</p>	<p>Written Language PACT tool Support for Principal - Curriculum</p>	<p>Action Plan</p>	<p>Targets and Goals - For each term. Reading, Writing and Math Progress Graphs for the board Progress Graphs for the learners in Written Language</p>	<p>Individual learning plans co-created identifying goals to strive to achieve each term in all core curriculum areas. (Reading, Writing, Math &amp; RE) All documentation accessible <b>Success Indicators for Goal 3 2024:</b> Individual learning plans co-created identifying goals to strive to achieve each term in all core curriculum areas. (Reading, Writing, Math &amp; RE)</p>

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

<b>School Name:</b>	St Joseph's Patea	<b>School Number:</b>	2452
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Mathematics / Mahi Pangarau			
<b>Strategic Aim -</b>	At St Joseph's School Patea we will create our future by actively engaging all learners in creative and innovative learning programmes, guided by the NZ Curriculum and the Religious Education Curriculum of Aotearoa NZ, in partnership with learners, supported by their whānau.		
<b>Annual Aim -</b>	To increase the number of students achieving at or above the National Standard for "Mathematics" to 85% across the school.		
<b>Target - 1</b>	<p><b>Improve Student Achievement in Mathematics</b>  <b>Success Indicators</b>            We will know when we have achieved this when we:</p> <ul style="list-style-type: none"> <li>• Increase the total number of learners learning AT or BEYOND their appropriate end of year expectation for Mathematics by the end of 2023.</li> <li>• Ensure all learners make progress towards learning AT or BEYOND their appropriate end of year expectation for Mathematics by the end of 2023.</li> </ul> <p><b>Accelerate</b> the progress of the following priority groups as identified in the 2022 end-of-year achievement data:</p>		
<b>Actions:</b> <b>What did we do?</b>	<b>Outcomes:</b> <b>What happened?</b>	<b>Reasons for Variance:</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
<p>Due to our small roll all ākonga were Targets.            Term 3 &amp; 4 Monday to Thursday each ākonga worked from their ILP in Mathematics.</p> <p>1/1 with the teacher instructional session providing clarity, confidence and comprehensive teaching and learning for the classroom. Term 3 &amp; 4 Monday to Thursday</p> <p>PR1ME Placement Test            Pretest and Mastery Test            Math's Progressions/Numeracy Project            Mathletics</p>	<p>Because our roll is small, all learners were target students. An ILP was created for all learners.</p> <p>The teacher explored acceleration practices and designing interventions for continuous improvement in mathematics relative to our school context.            Learners have the confidence to take more risks with their learning and adopt a have a go attitude.</p>	<p>One to one teaching and working from ILP identifying their goals and unpacking with the teacher and clear direction of where to next.</p> <p>The teacher was able to provide activities that suited the learner using the PR1ME &amp; Numeracy project. In our annual plan we had indicated that we would investigate PACT that did not happen.</p> <p>The Learner:            Terms 3 &amp; 4 Math looked like this:            Monday - Thursday (Number)            1/1 Session - Activity            Mathletics activities suited to their level daily.            Friday – Strand Math's</p>	<p>After hui with MOE, LSM, PNCEO &amp; the board we are:</p> <p>Streamline assessment calendar for teachers, learners, and Whānau.</p> <p>Evaluate data at the end of each term.            Moderated by external eyes facilitator (End of Term 1, Mid and End of Year)            Realise our ākonga potential and success by ensuring learning is prioritised:</p> <ul style="list-style-type: none"> <li>• Manage Timetable 1hr day</li> <li>• Clear Classroom Expectations</li> <li>• Best Practice</li> <li>• Learning Intentions</li> <li>• Modelling Books</li> <li>• Accelerated learning</li> </ul>

	<p><b>End of Year Data Math</b></p> <p><b>Whole Class: 9</b></p> <p>Above 1 = 11 %</p> <p>At 6 = 67 %</p> <p>Below 1 = 11 %</p> <p>Well Below 1 = 11 %</p> <p><b>At &amp; Above 7 = 78 %</b></p> <p><b>Boys: 4</b></p> <p>Above 1 = 25 %</p> <p>At 3 = 75 %</p> <p>Below</p> <p>Well Below</p> <p><b>Girls: 5</b></p> <p>Above</p> <p>At 3 = 60 %</p> <p>Below 1 = 20 %</p> <p>Well Below 1 = 20 %</p> <p><b>Movement from Mid Term - End of Year</b></p> <table><tr><td>Mid Term:</td><td>End of Year:</td></tr><tr><td>Ab - 0</td><td>Ab - 1 = 11%</td></tr><tr><td>At - 5 = 56%</td><td>At - 6 = 67%</td></tr><tr><td>B - 2 = 22%</td><td>B - 1 = 11%</td></tr><tr><td>WB - 2 = 22%</td><td>WB - 1 = 11%</td></tr><tr><td><b>AT/AB - 5 = 56%</b></td><td><b>AT/AB - 7 = 78%</b></td></tr></table>	Mid Term:	End of Year:	Ab - 0	Ab - 1 = 11%	At - 5 = 56%	At - 6 = 67%	B - 2 = 22%	B - 1 = 11%	WB - 2 = 22%	WB - 1 = 11%	<b>AT/AB - 5 = 56%</b>	<b>AT/AB - 7 = 78%</b>	<p>Groups - Activity - Mathletics</p> <p>1/1 was successful and all learners made progress.</p> <p>1 learner made accelerated progress</p>	<ul style="list-style-type: none"><li>• Explicit instruction</li><li>• Independent Practice / Self Managing / Learning Menus</li><li>• 1/1 Math using Profiles - Deliberate Acts of Teaching (5 x a week) while the roll is low.</li><li>• Phases of Learning integrated in planning.</li></ul> <p>SMS - Hero introduced to staff and whānau</p> <p><b>Target students</b></p> <p>(3) ākonga chosen who are achieving below expected curriculum levels and accelerate their progress</p> <p>-Utilise new Phases of Learning</p> <p>-Independent Learning Logs</p>
Mid Term:	End of Year:														
Ab - 0	Ab - 1 = 11%														
At - 5 = 56%	At - 6 = 67%														
B - 2 = 22%	B - 1 = 11%														
WB - 2 = 22%	WB - 1 = 11%														
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Writing / Written Language			
Strategic Aim -	At St Joseph’s School Patea we will create our future by actively engaging all learners in creative and innovative learning programmes, guided by the NZ Curriculum and the Religious Education Curriculum of Aotearoa NZ, in partnership with learners, supported by their whānau.		
Annual Aim -	To increase the number of students achieving at or above the National Standard for "Writing" to 85% across the school.		
Target - 2	<b>Improve Student Achievement in Writing</b> <b>Success Indicators</b> We will know when we have achieved this when we: <ul style="list-style-type: none"><li>• Increase the total number of learners learning AT or BEYOND their appropriate end of year expectation for Writing by the end of 2023.</li><li>• Ensure all learners make progress towards learning AT or BEYOND their appropriate end of year expectation for Writing by the end of 2023.</li></ul> <b>Accelerate</b> the progress of the following priority groups as identified in the 2022 end-of-year achievement data:		
Actions: What did we do?	Outcomes: What happened?	Reasons for Variance: Why did it happen?	Evaluation Where to next?
<b>Writing:</b> Identify children for referral to RT Lit, In Class support using unassisted 20 min writing samples.  Students writing x4 a week.  STEPS Web Program  Teacher Aide support with Year 1-2 learners	<b>Writing:</b> The teacher identified the learners needs pre / mastery 20 minutes of unassisted writing identifying learning intentions using the Student Writing Profile <b>End of Year Data Writing:</b> <b>Whole Class: 9</b> Above            1 = 11 % At                 6 = 67 % Below            1 = 11 % Well Below      1 = 11 % At & Above      7 = 78%  <b>Boys: 4</b> Above            1 = 25 % At                 3 = 75 % Below Well Below  <b>Girls: 5</b> Above At                 3 = 60 % Below            1 = 20 % Well Below      1 = 20 %	Because the roll was small and teaching 4 days in the classroom a routine was established. Written Language looked like this: <ul style="list-style-type: none"><li>• 1/1 session with the teacher</li><li>• Activity from the session</li><li>• Steps Web</li><li>• Handwriting</li><li>• Phonics (Juniors)</li></ul> <b>Steps Web:</b> Learners completed a Spelling Test from there a program was created for their ability. Each learner can see their progress and medals are given each time they have completed an activity. They were unable to move onto the next activity until they had passed at bronze, silver or gold  level. Each time they had completed a level, new words were given.	After hui with MOE, LSM, PNCEO & the board we are:  Graphs for individual progress will go into the learner profile alongside their goals so each learner is able to track their own progress.  Learners will identify their co-constructed goals and unpack with the teacher of next learning steps. ILP will be used daily in 1/1 to help guide teachers identify (DAT’s) Deliberate acts of teaching moments.  <b>Target students</b> (3) ākonga chosen who are achieving below expected curriculum levels and accelerate their progress -Utilise new Phases of Learning -Independent Learning Logs

	<b>Movement from Mid Term - End of Year</b> Mid Term:            End of Year: Ab - 0                Ab - 1 = 11% At - 3 = 33%        At - 6 = 67% B - 4 = 45%        B - 1 = 11% WB - 2 = 22%      WB - 1 = 11% <b>At/Ab = 33%       Ab - 78%</b>	<b>Jolly Phonics</b> was well received because all sounds were taught with a song. During writing when writing an unknown word, the use of a sounds chart and sounding out of the word became the norm.	
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## Reading / Panui Pukapuka

Strategic Aim -	At St Joseph’s School Patea we will create our future by actively engaging all learners in creative and innovative learning programmes, guided by the NZ Curriculum and the Religious Education Curriculum of Aotearoa NZ, in partnership with learners, supported by their whānau.		
Annual Aim -	To increase the number of students achieving at or above the National Standard for "Reading" to 85% across the school.		
Target - 3	<b>Improve Student Achievement in Reading</b> <b>Success Indicators</b> We will know we have achieved this when we: <ul style="list-style-type: none"><li>• Increase the total number of learners learning AT or BEYOND the appropriate end of year expectation for Reading by the end of 2023.</li><li>• Ensure all learners make progress towards learning AT or BEYOND their appropriate end of year expectation for Reading by the end of 2023.</li></ul> <b>Accelerate</b> the progress of the following target groups as identified in the 2022 end-of-year achievement data:		
Actions:  What did we do?	Outcomes:  What happened?	Reasons for Variance:  Why did it happen?	Evaluation  Where to next?
Students instructional reading sessions x4 a week Super Nova Reading Rockets Steps Web Programme Teacher Aide support with Year 1-2 learners Reading Recovery	Because our roll is small, all learners were target students. A ILP was created for all learners.  Students instructional reading sessions x4 a week:  Students being supported to build their capability and confidence to take risks when working on unknown words.  Students engaging in using new strategies for reading.  Learner’s confidence in themselves as readers growing and developing.  <b>End of Year Data – Reading</b> <b>Whole Class: 9</b> Above 1 - 11 % At 6 = 67 % Below 1 = 11 % Well Below 1 = 11 % At & Above 7 = 78%	Students instructional reading sessions x4 a week: Term 3 & 4 every learner had 1/1 with the Teacher. Readers reading above level 25 SRA cards High order questions, Locating correct and all information and Vocab.  <b>Key Into Inference</b>  <b>Toe by Toe</b> Step by step, it is ideal for dyslexics and other students with reading difficulties. Is methodical, gradual, finely structured, measurable, easy to use and has been highly successful for our ākonga that are struggling with reading.	After hui with MOE, LSM, PNCEO & the board we are:  Streamline assessment calendar for teachers, learners, and Whānau.  Evaluate data at the end of each term. Moderated by external eyes facilitator (End of Term 1, Mid and End of Year) Realise our ākonga potential and success by ensuring learning is prioritised: <ul style="list-style-type: none"><li>• Manage Timetable 1hr day.</li><li>• Clear Classroom Expectations</li><li>• Best Practice</li><li>• Learning Intentions</li><li>• Modelling Books</li><li>• Accelerated learning.</li><li>• Explicit instruction</li><li>• Independent Practice / Self Managing / Learning Menus</li></ul>

	<p><b>Boys: 4</b></p> <p>Above 1 = 25 %</p> <p>At 3 = 75 %</p> <p>Below</p> <p>Well Below</p> <p><b>Girls: 5</b></p> <p>Above</p> <p>At 3 = 60 %</p> <p>Below 1 = 20 %</p> <p>Well Below 1 = 20 %</p> <p><b>Movement from Mid Term - End of Year</b></p> <table><tr><td>Mid Term:</td><td>End of Year:</td></tr><tr><td>Ab - 2 = 22%</td><td>Ab - 1 = 11%</td></tr><tr><td>At - 4 = 45%</td><td>At - 6 = 67%</td></tr><tr><td>B - 0</td><td>B - 1 = 11%</td></tr><tr><td>WB - 3 = 33%</td><td>WB - 1 = 11%</td></tr><tr><td><b>At/Ab = 67%</b></td><td><b>At/Ab - 78%</b></td></tr></table>	Mid Term:	End of Year:	Ab - 2 = 22%	Ab - 1 = 11%	At - 4 = 45%	At - 6 = 67%	B - 0	B - 1 = 11%	WB - 3 = 33%	WB - 1 = 11%	<b>At/Ab = 67%</b>	<b>At/Ab - 78%</b>	<ul style="list-style-type: none"><li>1/1 Reading using Profiles - Deliberate Acts of Teaching (5 x a week) while the roll is low.</li></ul> <p>SMS - Hero introduced to staff and whānau.</p> <p><b>Target students</b></p> <p>(3) ākonga chosen who are achieving below expected curriculum levels and accelerate their progress</p> <p>-Utilise new Phases of Learning</p> <p>-Independent Learning Logs</p>
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## How we have given effect to Te Tiriti o Waitangi.

St Joseph's Patea is unique as all our ākonga identify as Māori. As part of exploring and understanding our identity we acknowledge the rohe iwi of all our Tamariki. Ngati Ruanui, Nga Rauru, Ngaruahinerangi and Te Ati Haunuiapaparangi.

St Joseph's Patea has given effect to **Te Tiriti o Waitangi** by:

- learning about Rohe Iwi O Aotearoa is prioritised, supporting our ākonga to know and understand the importance of our Whakapapa, Whanaungatanga and Tūrangawaewae.
- Working to ensure our plans, policies, and local curriculum reflect tikanga Māori, mātauranga Māori, and te ao Māori.
- Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
- Achieving **equitable outcomes** for our ākonga

To meet these objectives, we:

- Carefully consider the National Education and Learning Priorities (NELP)
- Are financially responsible.
- Comply with all our legislative obligations.
- Implement any relevant:
  - ✓ Curriculum statements and national performance measures.
  - ✓ Teaching and learning programs.
  - ✓ Monitoring and reporting of ākonga progress.



# Statement of compliance with employment policy

## ST JOSEPH'S SCHOOL PATEA EQUAL EMPLOYMENT OPPORTUNITY PROGRAMME

### Rationale:

This school is an Equal Employment Opportunity Employer and as such requires a programme to ensure equal employment opportunities exist for all personnel.

### Purpose:

1. To action implementation of the EEO policy.
2. There are opportunities at staff meetings for the EEO Officer to raise awareness.
3. To enable all personnel to evaluate the EEO policy in relation to their own employment within the school.
4. To address any grievances which may occur.

### Guidelines:

1. In May of each year, arrange the election of an EEO Officer from among the staff, to implement the EEO programme and to act on behalf of any staff who may have an EEO issue or grievance, with the BOT's member responsible for EEO personnel.
2. There are opportunities at staff meetings for the EEO Officer to raise awareness.
3. In February of each year set aside one staff meeting on EEO to ensure all staff are aware of the policy and have an opportunity to discuss and if appropriate review the policy. Any recommendations from this review should be referred to the BOT member responsible for EEO/Personnel.
4. There is to be provision on the staffroom noticeboard for EEO issues and information, monitored by the EEO officer.
- 5.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>St Joseph's School Patea operates an employment policy that complies with the principle of being a <b>good employer</b> and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</p> <p>St Joseph's School Patea aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme and raise any concerns with the principal and / or board.</p>

How do you practise impartial selection of suitably qualified persons for appointment?	Follow the appointment process ensuring the process is fair and equitable (School Docs)
How are you recognising, <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<p>The board meets the primary objectives in the Education and Training Act 2020, which aim to ensure:</p> <ul style="list-style-type: none"> <li>• every ākonga at the school can attain their highest possible standard in educational achievement.</li> <li>• Our school is a physically and emotionally safe place for all ākonga and staff.</li> <li>• We implement the relevant student rights in the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993</li> <li>• We take all reasonable steps to eliminate racism, stigma, bullying, and other forms of discrimination within the school.</li> <li>• We cater for and are <b>inclusive of ākonga</b> with differing needs.</li> <li>• We give effect to <b>te Tiriti o Waitangi</b> by: Working to ensure our plans, policies, and local curriculum reflect tikanga Māori, mātauranga Māori, and te ao Māori. Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori Achieving <b>equitable outcomes</b> for Māori ākonga.</li> </ul>
How have you enhanced the abilities of individual employees?	<p>Initiated a Teacher Inquiry and Growth Cycle to ensure focused targeted teaching encompassing Te Mātaiaho &amp; Tō Tātou Whakapono (Religious Education Curriculum)</p> <p>Professional Development opportunities when appropriate.</p>
How are you recognising the employment requirements of women?	All staff at St Joseph's Patea are women we always follow the equal employment opportunities policy.
How are you recognising the employment requirements of persons with disabilities?	Not Applicable at the current time we will follow the Equal Employment Policy.

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

