

ST JOSEPH'S SCHOOL (PATEA)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

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 2024

Index

Page	Statement
------	-----------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 18	Notes to the Financial Statements
	Independent Auditor's Report

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi

St Joseph's School (Patea)

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Jessica Patu-Hindes

Full Name of Presiding Member

JPH

Signature of Presiding Member

28 May 2025

Date:

Angela Muncaster

Full Name of Principal

AMuncaster

Signature of Principal

28 May 2025

Date:

St Joseph's School (Patea)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	321,615	311,555	367,321
Locally Raised Funds	3	55,813	67,150	24,359
Use of Proprietor's Land and Buildings		22,500	20,350	20,350
Interest		4,842	-	4,005
Total Revenue		404,770	399,055	416,035
Expense				
Locally Raised Funds	3	1,247	500	427
Learning Resources	4	193,290	227,297	230,778
Administration	5	134,767	119,850	122,963
Interest		365	289	394
Property	6	59,741	46,909	48,480
Total Expense		389,410	394,845	403,042
Net Surplus / (Deficit) for the year		15,360	4,210	12,993
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		15,360	4,210	12,993

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		119,377	99,379	103,094
Total comprehensive revenue and expense for the year		15,360	4,210	12,993
Contributions from the Ministry of Education - Furniture and Equipment Grant		1,182	-	3,290
Equity at 31 December		135,919	103,589	119,377
Accumulated comprehensive revenue and expense		135,919	103,589	119,377
Equity at 31 December		135,919	103,589	119,377

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 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	158,323	124,064	150,866
Accounts Receivable	8	16,370	17,181	14,562
Prepayments		2,074	467	1,540
Inventories	9	1,389	2,600	2,386
		<u>178,156</u>	<u>144,312</u>	<u>169,354</u>
Current Liabilities				
GST Payable		625	9,367	8,541
Accounts Payable	11	29,988	27,389	32,467
Borrowings	12	-	-	5,914
Revenue Received in Advance	13	12,309	35,312	6,628
Provision for Cyclical Maintenance	14	27,428	-	-
Finance Lease Liability	15	1,264	3,026	1,361
		<u>71,614</u>	<u>75,094</u>	<u>54,911</u>
Working Capital Surplus/(Deficit)		106,542	69,218	114,443
Non-current Assets				
Property, Plant and Equipment	10	40,175	59,424	27,732
		<u>40,175</u>	<u>59,424</u>	<u>27,732</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	8,378	23,655	20,113
Finance Lease Liability	15	2,420	1,398	2,685
		<u>10,798</u>	<u>25,053</u>	<u>22,798</u>
Net Assets		<u>135,919</u>	<u>103,589</u>	<u>119,377</u>
Equity		<u>135,919</u>	<u>103,589</u>	<u>119,377</u>

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 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		142,787	120,151	151,914
Locally Raised Funds		56,058	67,150	573
Goods and Services Tax (net)		(7,916)	-	(826)
Payments to Employees		(101,239)	(81,700)	(95,977)
Payments to Suppliers		(62,075)	(105,268)	(56,697)
Interest Paid		(365)	(289)	(394)
Interest Received		4,842	-	4,005
Net cash from/(to) Operating Activities		32,092	44	2,598
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(18,750)	(29,500)	(435)
Net cash from/(to) Investing Activities		(18,750)	(29,500)	(435)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,182	-	3,290
Finance Lease Payments		(1,153)	(1,650)	(1,951)
Repayment of Loans		(5,914)	-	(7,806)
Net cash from/(to) Financing Activities		(5,885)	(1,650)	(6,467)
Net increase/(decrease) in cash and cash equivalents		7,457	(31,106)	(4,304)
Cash and cash equivalents at the beginning of the year	7	150,866	155,170	155,170
Cash and cash equivalents at the end of the year	7	158,323	124,064	150,866

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

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

St Joseph's School (Patea)

Notes to the Financial Statements

For the year ended 31 December 2024

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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The 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 14.

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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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 or directly by the Board 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	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) 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.

o) 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, building and other facilities on the School sites 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, 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 statement 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Ka Ora, Ka Ako - Healthy School Lunches Programme
Other Government Grants

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
158,349	120,428	182,357
150,349	191,127	172,379
12,217	-	11,885
700	-	700
321,615	311,555	367,321

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
Other Revenue

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
80	-	100
-	-	181
70	500	65
55,650	66,650	24,000
13	-	13
55,813	67,150	24,359

Expense

Extra Curricular Activities Costs
Trading

243	-	213
1,004	500	214
1,247	500	427

Surplus for the year Locally Raised Funds

54,566	66,650	23,932
---------------	---------------	---------------

4. Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
5,730	9,750	5,202
175,705	205,127	211,663
3,325	6,100	4,862
7,600	5,620	8,357
930	700	694
193,290	227,297	230,778

5. Administration

Audit Fees
Board Fees and Expenses
Intervention Expenses
Operating Leases
Other Administration Expenses
Employee Benefits - Salaries
Insurance
Service Providers, Contractors and Consultancy
Ka Ora, Ka Ako - Healthy School Lunch Programme

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
7,249	4,200	4,072
6,976	8,750	5,503
21,986	25,000	25,027
65	-	-
4,441	7,400	4,124
75,434	67,700	66,139
1,899	1,900	1,713
4,500	4,900	4,500
12,217	-	1
134,767	119,850	12



6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	12,551	9,500	9,767
Cyclical Maintenance	15,693	4,609	5,676
Heat, Light and Water	4,509	4,500	4,253
Rates	715	800	684
Repairs and Maintenance	1,077	4,200	5,866
Use of Land and Buildings	22,500	20,350	20,350
Other Property Expenses	2,696	2,950	1,884
	<u>59,741</u>	<u>46,909</u>	<u>48,480</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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	158,323	124,064	150,866
Cash and cash equivalents for Statement of Cash Flows	<u>158,323</u>	<u>124,064</u>	<u>150,866</u>

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

Of the \$158,323 Cash and Cash Equivalents, \$12,309 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	-	174	-
Receivables from the Ministry of Education	3,075	-	-
Teacher Salaries Grant Receivable	13,295	17,007	14,562
	<u>16,370</u>	<u>17,181</u>	<u>14,562</u>
Receivables from Exchange Transactions	-	174	-
Receivables from Non-Exchange Transactions	16,370	17,007	14,562
	<u>16,370</u>	<u>17,181</u>	<u>14,562</u>

9. Inventories

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Uniforms	1,340	2,300	1,955
Stationery	49	300	431
	<u>1,389</u>	<u>2,600</u>	<u>2,386</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	8,879	-	-	-	(748)	8,131
Furniture and Equipment	11,813	5,551	-	-	(2,391)	14,973
Information and Communication Technology	3,059	13,199	-	-	(1,961)	14,297
Leased Assets	3,981	1,293	-	-	(2,500)	2,774
	27,732	20,043	-	-	(7,600)	40,175

The net carrying value of equipment held under a finance lease is \$2,774 (2023: \$3,981)

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.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	14,959	(6,828)	8,131	14,959	(6,080)	8,879
Furniture and Equipment	90,730	(75,757)	14,973	89,135	(77,322)	11,813
Information and Communication Technology	38,552	(24,255)	14,297	29,309	(26,250)	3,059
Leased Assets	6,825	(4,051)	2,774	14,938	(10,957)	3,981
Library Resources	27,546	(27,546)	-	27,546	(27,546)	-
	178,612	(138,437)	40,175	175,887	(148,155)	27,732

11. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	4,075	3,898	2,973
Accruals	7,249	3,953	4,072
Banking Staffing Overuse	-	-	5,042
Employee Entitlements - Salaries	13,295	17,007	14,562
Employee Entitlements - Leave Accrual	5,369	2,531	5,818
	29,988	27,389	32,467
Payables for Exchange Transactions	29,988	27,389	32,467
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	29,988	27,389	32,467

The carrying value of payables approximates their fair value.

12. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due within one year	-	-	5,914
	-	-	5,914

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 \$10570. 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.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Income in Advance	5,439	5,154	5,194
Grants in Advance - Charitable	-	24,000	-
Grants in Advance - Ministry of Education	6,870	6,158	1,434
	12,309	35,312	6,628

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	20,113	19,046	14,437
Increase to the Provision During the Year	6,664	4,609	4,609
Use of the Provision During the Year	-	-	-
Other Adjustments	9,029	-	1,067
Provision at the End of the Year	35,806	23,655	20,113
Cyclical Maintenance - Current	27,428	-	-
Cyclical Maintenance - Non current	8,378	23,655	20,113
	35,806	23,655	20,113

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

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	1,513	3,026	1,650
Later than One Year and no Later than Five Years	2,641	1,398	3,045
Future Finance Charges	(470)	-	(649)
	<u>3,684</u>	<u>4,424</u>	<u>4,046</u>

Represented by

Finance lease liability - Current	1,264	3,026	1,361
Finance lease liability - Non current	2,420	1,398	2,685
	<u>3,684</u>	<u>4,424</u>	<u>4,046</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 (2023: \$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 (2023: \$0).

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	25,206	28,357
<i>Leadership Team</i>		
Remuneration	133,147	124,751
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	<u>158,353</u>	<u>153,108</u>

There are 6 members of the Board excluding the Principal. The Board has held 8 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 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
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	2024 FTE Number	2023 FTE Number
	<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:

	2024 Actual \$0	2023 Actual \$0
Total	0	0
Number of People		

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$0).

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	158,323	124,064	150,866
Receivables	16,370	17,181	14,562
Total financial assets measured at amortised cost	174,693	141,245	165,428

Financial liabilities measured at amortised cost

Payables	29,988	27,389	32,467
Borrowings - Loans	-	-	5,914
Finance Leases	3,684	4,424	4,046
Total financial liabilities measured at amortised cost	33,672	31,813	42,427

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 2024

The Auditor-General is the auditor of Saint Joseph's School (Patea) (the School). The Auditor-General has appointed me, Cameron 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 18, that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 28 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities 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, 23 to 38, 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.

Cameron Town

**Cameron 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	Sep 2025
Angela Muncaster	Principal	ex Officio	
Te Atawhai Davis	Parent Representative	Elected	Sep 2025
Keri Phillips	Parent Representative	Elected	Sep 2025
Pauline Ranson	Staff Representative	Elected	Sep 2025
Linda Towers	Proprietors Representative	Appointed	Sep 2025
Teresa Edwards	Proprietors Representative	Appointed	Sep 2025
Neryda Sullivan	Limited Statutory Manager	Appointed	

St Joseph's School (Patea)

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$167 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 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.

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

School Name:	St Joseph's Pātea	School Number:	2452
---------------------	-------------------	-----------------------	------

Mathematics / Mahi Pangarau					
Strategic Aim -	Strategic Direction 2024 - 2025 Goal 2: Learning and the Learners: At St Joseph's School Pātea we will create our future by actively engaging all learners in creative and innovative learning programmes, guided by the Te Mātaiaho and the Tō Tātou Whakapono of Aotearoa NZ, in partnership with learners, supported by their whanau.				
Annual Aim -	To increase the number of students achieving at or above the National Standard for "Mathematics" to 85% across the school.				
Target - 1	MATHS / MAHI PANGARAU: <ul style="list-style-type: none"> Increase the total number of learners learning AT or BEYOND their appropriate end expectation for Mathematics by the end of 2024. Accelerate the progress of the priority ākonga identified in achievement data. 				
2023 Data (Whole Class) 9 Ākonga 4 Boys and 5 Girls	9 Ākonga 4 Boys 5 Girls Y6 – 1 Y5 – 2 Y4 – 2 Y3 – 1 Y2 – 1 Y1 – 2	Whole Class (9) Above – 1 = 11 % At – 6 = 67 % Below – 1 11 % Well Below - = 11 %	Boys (4) Above – 1 – 25 % At – 3 = 75 % Below – 0 Well Below -	Girls (5) Above – 0 At – 3 = 60 % Below – 1 = 20 % Well Below – 1 = 20 %	Percentages % At & Above: 7 = 78 % Boys: 3 = 100 % Girls: 3 = 50 %
Actions: What did we do?	Outcomes: What happened?	Reasons for Variance: Why did it happen?		Evaluation Where to next?	
<p>After hui with MOE, LSM, PNDO & the board I:</p> <p>Streamlined our assessment calendar for teachers, learners, and Whanau.</p> <p>Evaluated data at the end of each term.</p> <p>Planning moderated by external eyes facilitator</p> <p>Adaptions were made throughout the year ensuring learning was prioritized.</p> <ul style="list-style-type: none"> Managed Timetable 1hr day Clear Classroom Expectations Best Practice Learning Intentions 	<p>PR1ME:</p> <p>Kaiako used the Course Books and Practice books for guided lessons individual and group practice activities. This allowed support for the ākonga that were struggling with the wording / reading of activities.</p> <p>Course books for each level became the modelling books ākonga have access too. This allowed:</p> <ul style="list-style-type: none"> Ākonga taking more risks with their learning and adopting a have a go attitude Learning conversations were had during guided lessons Ākonga able to work at their pace Able to identify and set appropriate learning goals Created opportunities for Kaiako to identify and act on DAT's (Deliberate Acts of Teaching) moments. 	<p>We changed the timetable 1 hr a day early in the year. During Term 3 Math was moved to the afternoon it made it easier to have a full hour rather than broken and to cater for the ākonga that arrive late.</p> <p>Extra Support / Programs / Resources supported our ākonga and "Target Learners"</p> <ul style="list-style-type: none"> Mathletics (Program catered for their needs) Numeracy Boxes – Stage 1 – Stage 6 created for rotation activities, 		<p>Assessment calendar for 2025 still draft, will be completed before school starts 2025,</p> <p>Mathematics and Statistics – Mahi Pāngarau ākonga will experience:</p> <ul style="list-style-type: none"> A structured maths programme Planned and purposeful tasks Rich activities, and Application of skills through real life learning opportunities that enable them to achieve their personal best within the phase of learning that they are working within. <p>Our guiding document from 2025 is the New Zealand Curriculum which is structured under Understand, Know and Do. To ensure that we deliver a balanced and effective math program we will:</p>	

<ul style="list-style-type: none"> • Modelling Books • Accelerated learning • Explicit instruction • Independent Practice / Self Managing / Learning Menus • 1/1 Math using Profiles - Deliberate Acts of Teaching (5 x a week). • Phases of Learning integrated in planning. <p>SMS - Hero introduced to staff</p> <p>We used the following assessments to help identify where we needed to focus on.</p> <p>PR1ME Placement Test Basic Facts Test JAM</p> <p>Overall teacher judgements, assessments, curriculum support material and whanau voice also came into consideration.</p> <p>Target students (3) ākonga chosen who were achieving below expected curriculum levels and accelerate their progress</p> <p>2024 School Targets / Teacher Inquiry. Ākonga selected were working below the expected level for their year level. 1, The following process was followed:</p> <ul style="list-style-type: none"> • I identified the 'Target Ākonga' • Where they were at • What the expected levels of achievement • Using a range of evidence I identified ākonga strengths. • Identified what to focus on. 	<ul style="list-style-type: none"> • Specific teaching programs and deliberate acts of teaching were planned, taught with frequent sharing of progress at team hui with release teacher. <p>Rotation Groups & Independent Activities: Our ākonga were engaged and focused when not working with the teacher</p> <ul style="list-style-type: none"> • PR1ME Practice Books (PR1ME Practice Books 1, 2 & 3) • Math Activities / Boxes for Levels 1 – 6 • Mathletics online (All learners) • Ākonga practicing instructional strategy independently • Completing set learning activities for their level on Mathletics • Using the modelling books to help and guide them as they worked independently. • Ākonga engaged and confident to ask for help if needed. <p>Targets: 3 Ākonga – Target Students We identified what we were going to do differently for the ākonga we selected to improve their performance level.</p> <ul style="list-style-type: none"> • We set goals • Developed plans to raise achievement • Met during the term to monitor progress (This altered due to PR teacher leaving but started back up when the new PR teacher started) • Student Voice <p>A discussion was held at the end of each term with ākonga on how they felt they were doing in Math.</p> <p>Frontloading: Additional sessions with the teacher before Math instructional session providing clarity, confidence and comprehensive teaching and learning for the ākonga.</p>	<ul style="list-style-type: none"> • PR1ME Books were guided sessions with the Teacher and practice activities. <p>PRIME Course Books for each level were used as modelling books for ākonga to revisit for support while doing their practice activities.</p> <p>Deliberate acts of teaching were identified during guided sessions and recorded in the weekly evaluation and shared with the PR teacher.</p> <p>Student voice: Discussions were held with the ākonga on how they feel they are doing in Math.</p> <p>Learning Assistant: Identified ākonga that needed a little bit extra and not necessarily a Target Ākonga worked with the Learning Assistant on:</p> <ul style="list-style-type: none"> • Numbers • 1/1 Matching • Basic Facts 	<ul style="list-style-type: none"> • Teach explicit knowledge and skills using a structured approach to math learning (Understand) • We will use PR1ME Math as our structured math resource for 8 weeks per term and then take part in a rich problem solving unit for two weeks every term • We will have a clear understanding of what we are teaching and in what order so that ākonga can build new knowledge on solid foundations (Know) • We will supplement this program, as needed with rich tasks to ensure coverage of the New Zealand curriculum • Use robust, up-to-date and relevant assessment information to guide our teaching and delivery inclusive of ākonga prior knowledge and cultural understanding • Incorporate the planned application of math learning and skills through our integrated curriculum themes (Do) • Understand Patterns and variation Logic and reasoning Visualisation and application • Know Number Algebra Measurement Geometry Statistics Probability • Do Investigating Situations Representing Situations Connecting Situations Generalizing Findings Explaining & Justifying Findings <p>Refer to Maths – Mahi Pāngarau – Draft Curriculum Document</p>
--	--	--	---

<p>2, Principal /Teacher evaluated the impact of teacher-related factors on student performance:</p> <ul style="list-style-type: none"> • Professional Knowledge • Support Programs • Pedagogical Practices <p>3, ‘Target Learners’ were involved in setting / monitoring and evaluating specific learning goals;</p> <ul style="list-style-type: none"> • increased their student voice, • Ākonga understanding how they can apply their learning (shared ownership) and develop their metacognitive ability (thinking about my thinking). <p>4, Improvement in engagement with the whanau in learning partnerships.</p> <p>5, I identified extra support / programmes / resources to help our Target learners.</p> <p>Cohort Group: Cohort groups are made up of ākonga identified from 2023 data and who started at St Joseph’s Pātea at the beginning of the year. We started the year with 9 Ākonga.</p>	<p>Teachers explored acceleration practices and designed interventions for continuous improvement in mathematics relative to our school context.</p> <ul style="list-style-type: none"> • We saw some confidence in our identified ākonga desire to participate 		<ul style="list-style-type: none"> • Statement • What we will learn • How we will learn • Ākonga will • School Organization & Resources • Weekly Planning • Classroom Environment • Integrated Learning • Schoolwide Assessment • Methods of assessment <p>HERO This is an area for us to develop further to build ākonga and teacher capability. Kaiako will:</p> <ul style="list-style-type: none"> • Access and track progress against HERO progressions • Set assessment points during the term where HERO learning goals will be marked off. <p>I aim that by Term 3 2025, whānau will have access to the HERO learning goals.</p>
---	--	--	--

End of Year Data 2024 - Mathematics / Mahi Pangarau

Above Ākonga who map above the expected level for their year group.		At Ākonga who are currently working at the expected curriculum level for their year level.	Below Ākonga who are working below their expected curriculum level, but there is reason to believe that their learning needs can be accommodated with effective teaching in order to continue to make progress and perhaps accelerate their progress to meet expectations.	Well Below Ākonga who are working a year or more behind their expected level. In order to have a realistic opportunity to progress, special consideration needs to be given to their learning needs.	
Who is the Cohort Group?		Cohort Group are ākonga who started the year at St Joseph's Pātea to track and analyse outcomes over the year.			
Cohort Group: 9 Ākonga 3 Boys and 6 Girls Y6 – 1 Y5 – 2 Y4 – 1 Y3 – 1 Y2 – 0 Y1 – 4	Data tells us that there are: Above: 0 At: 6 Below: 2 Well Below: 1	Cohort (9) Above – 0 At – 6 = 67 % Below – 2 = 22 % Well Below – 1 = 11 %	Boys (3) Above – 0 At – 3 = 100 % Below – 0 Well Below – 0	Girls (6) Above – 0 At – 3 = 50 % Below – 2 = 33 % Well Below – 1 = 17 %	Percentages % At & Above: Cohort Group: 6 = 67 % Boys: 3 = 100 % Girls: 3 = 50 %
Whole Class: 14 Ākonga 5 Boys and 9 Girls Y6 – 1 Y5 – 2 Y4 – 1 Y3 – 2 Y2 – 1 Y1 – 7	Data tells us that there are: Above: 0 At: 11 Below: 2 Well Below: 1	Whole Class (14) Above – 0 At – 11 = 79 % Below – 2 = 14 % Well Below – 1 = 7 %	Boys (5) Above – 0 At – 5 = 100% Below – 0 Well Below – 0	Girls (9) Above – 0 At – 6 = 67 % Below – 2 = 22 % Well Below – 1 = 11 %	Percentages % At & Above Whole Class: 11 – 79 % Boys: 3 = 100 % Girls: 6 = 67 %

Writing / Written Language					
Strategic Aim -	Strategic Direction 2024 - 2025 Goal 2: Learning and the Learners: At St Joseph's School Pātea we will create our future by actively engaging all learners in creative and innovative learning programmes, guided by the Te Mātaiaho and the Tō Tātou Whakapono of Aotearoa NZ, in partnership with learners, supported by their whanau.				
Annual Aim -	To increase the number of students achieving at or above the National Standard for "Writing" to 85% across the school.				
Target - 2	WRITING / TUHITUHI WHAKĀRO <ul style="list-style-type: none"> • Increase the total number of learners learning AT or BEYOND their appropriate end expectation for Writing by the end of 2024. • Accelerate the progress of the priority ākonga identified in achievement data. 				
2023 Data (Whole Class) 9 Ākonga 4 Boys and 5 Girls	Y6 – 1 Y5 – 2 Y4 – 2 Y3 – 1 Y2 – 1 Y1 – 2	Whole Class (9) Above – 1 = 11 % At – 6 = 67 % Below – 1 11 % Well Below - = 11 %	Boys (4) Above – 1 – 25 % At – 3 = 75 % Below – 0 Well Below -	Girls (5) Above – 0 At – 3 = 60 % Below – 1 = 20 % Well Below – 1 = 20 %	Percentages % At & Above: 7 = 78 % Boys: 3 = 100 % Girls: 3 = 50 %
Actions: What did we do?	Outcomes: What happened?	Reasons for Variance: Why did it happen?		Evaluation Where to next?	
<p>After hui with MOE, LSM, PNDO & the board I:</p> <p>Streamlined our assessment calendar for teachers, learners, and Whanau.</p> <p>Evaluated data at the end of each term.</p> <p>Planning moderated by external eyes facilitator</p> <p>Adaptions were made throughout the year ensuring learning was prioritized.</p> <ul style="list-style-type: none"> • Managed Timetable 1hr day • Clear Classroom Expectations • Best Practice • Learning Intentions • Modelling Books • Accelerated learning • Explicit instruction • Independent Practice / Self Managing / Learning Menus 	<p>Written Language profile alongside their goals so they were able to track their own progress. The profiles were used daily in 1/1 sessions to help guide teachers identify (DAT's) Deliberate acts of teaching moments and next steps. Some Ākonga were able to identify their co-constructed goals and unpack with the teacher for their next learning steps. Most goals were identified by the teacher and unpacked with ākonga on how to achieve the goal.</p> <p>Steps Web Ākonga that had a grasp on letter knowledge and ready for spelling were tested and placed appropriately on the Steps programme using the Schonell Spelling Test.</p> <ul style="list-style-type: none"> • Ākonga recognising sight vocab automatically, instantly and without hesitation approximately 210 words • Ākonga using these words confidently in their writing and recognising them in their reading. • Ākonga more accurate in their spelling of these words. • Ākonga built on their word knowledge using a thesaurus to extend their vocabulary / Oral language. 	<p>Extra Support / Programs / Resources supported our ākonga and "Target Learners"</p> <ul style="list-style-type: none"> • Writing Progressions • Phonics Jolly Phonics • Steps Web <p>Nga Teina Adapted a Spelling Program for the teina</p> <p>Progress / Accelerated Progress Attendance is a factor I contend with. Especially Term 2 & 3. Progress has been made however a missed opportunity for accelerated progress. 3 ākonga Medical reasons. 3 ākonga inconsistent attendance mixture of medical and whanau</p>		<p>Writing-Tuhituhi Whakaaro – focus of this strand is to teach ākonga express ideas in written form that others can understand and to foster a love for writing from an early age.</p> <p>Our guiding document from 2025 will be Te Mātaiaho which is structured under Understand, Know and Do. To ensure that we deliver a balanced and effective English programme we will:</p> <ul style="list-style-type: none"> • Teach explicit knowledge and skills using a structured approach to English learning (Understand) • Have a clear understanding of what we are teaching and in what order so that ākonga can build new knowledge on solid foundations (Know) • Use robust, up-to-date and relevant assessment information to guide our teaching and delivery inclusive of ākonga prior knowledge and cultural understanding • Incorporate the planned application of English learning and skills through our integrated curriculum themes (Do) <p>Refer to our Draft English Curriculum Document</p> <ul style="list-style-type: none"> • Statement 	

<ul style="list-style-type: none"> • 1/1 Writing Progressions - Deliberate Acts of Teaching (5 x a week). • Phases of Learning integrated in planning. <p>SMS - Hero introduced to staff and whanau.</p> <p>We used the following assessments to help identify where we needed to focus on.</p> <ul style="list-style-type: none"> • Writing Progressions • Jolly Phonics • Steps Web (Spelling, blends etc) • Ready to Read Phonics Plus (Term 4) • 6 Yr Net Observation Survey (Terms 3 & 4 when the ākonga turns 6) • Assessment of Oral Language • Steps Web - Spelling Assessment <p>Overall teacher judgements, assessments, curriculum support material and whanau voice also came into consideration.</p> <p>Target students (3) ākonga chosen who are achieving below expected curriculum levels and accelerate their progress</p> <p>2024 School Targets / Teacher Inquiry. Ākonga selected are working below the expected level for their year level. 1, The following process was followed:</p>	<ul style="list-style-type: none"> • Ākonga persisted due to the additional support of the Learning Assistant • Ākonga self-monitoring in their writing and reading. <p>Jolly Phonics (The Teina / Juniors) Created a Spelling Program having the basic knowledge of alphabet sounds.</p> <ul style="list-style-type: none"> • Introduced 2 letter words first • 5/6 words weekly • Taught the phrase: Bring to Spelling Fluency • Recognised vowels / vowel sounds <p>Spelling Test</p> <ul style="list-style-type: none"> • Checked Initial sounds • Final sounds • Basic Sight Words • Blends • Consonant Blends • Early Spelling Rules • Regular 2 Letter words • Regular 3 letter words • Regular 4 letter words • Early Spelling Rules <p>Phonics chart Ākonga transferring their knowledge of phonics sounds and attempting to record the known sounds in their writing. Ākonga creating a sentence/s that make sense using their knowledge of phonic sounds and basic sight words.</p> <p>Ready to Read Phonics Term 4 I tested all ākonga</p> <ul style="list-style-type: none"> • Letter Identification • Alien Words Phonic Check • GKR Phonemic Awareness Test <p>Rotation Groups / Independent Activities Our ākonga were engaged and focused when not working with the teacher Steps Web Program Jolly Phonics</p>		<ul style="list-style-type: none"> • What we will learn • How we will learn • Ākonga will • School Organization & Resources • Weekly Planning • Classroom Environment • Integrated Learning • Schoolwide Assessment • Methods of assessment <p>Handwriting</p> <p>Spelling Program (Steps Web)</p> <p>HERO This is an area for us to develop further to build ākonga and teacher capability. Kaiako will:</p> <ul style="list-style-type: none"> • Access and track progress against HERO progressions • Set assessment points during the term where HERO learning goals will be marked off. <p>I aim that by Term 3 2025, whānau will have access to the HERO learning goals.</p>
--	--	--	--

<ul style="list-style-type: none"> • I identified who were the 'Target Ākonga • Where they were at <p>2, What the expected levels of achievement are for my Target Ākonga.</p> <p>3, Using a range of evidence I identified ākonga strengths.</p> <p>4, Identified what to focus on.</p> <p>5, Teacher (professional knowledge, support programs, pedagogy etc.)</p> <p>6, I ensured that my 'Target Learners' were involved in setting / monitoring and evaluating specific learning goals;</p> <ul style="list-style-type: none"> • increased their student voice, • Ākonga understanding how they can apply their learning (shared ownership) and develop their metacognitive ability (thinking about my thinking). <p>7, I improved engagement with the whanau in learning partnerships.</p> <p>8, I identified extra support / programmes / resources to help our Target learners.</p> <p>Cohort Group: Cohort groups is made up of ākonga identified from 2023 data and who started at St Joseph's Pātea at the beginning of the year. We started the year with 9 Ākonga.</p>	<p>Spelling Publishing their mahi</p> <ul style="list-style-type: none"> • Posters • Published piece of work put on display • Google docs and Google slides <p>3 Ākonga – Target Students We identified what we were going to do differently for the ākonga we selected to improve their performance level.</p> <ul style="list-style-type: none"> • We set goals • Developed plans to raise achievement • Met during the term to monitor progress (This altered due to PR teacher leaving but started back up when the new PR teacher started) • Student Voice <p>A discussion was held at the end of each term with ākonga on how they felt they were doing in Math.</p>		
--	--	--	--

END OF YEAR DATA 2024 - Writing / Written Language

Above Ākonga who map above the expected level for their year group.		At Ākonga who are currently working at the expected curriculum level for their year level.	Below Ākonga who are working below their expected curriculum level, but there is reason to believe that their learning needs can be accommodated with effective teaching in order to continue to make progress and perhaps accelerate their progress to meet expectations.	Well Below Ākonga who are working a year or more behind their expected level. In order to have a realistic opportunity to progress, special consideration needs to be given to their learning needs.	
Cohort Group: 9 Ākonga 3 Boys 6 Girls Y6 – 1 Y5 – 2 Y4 – 1 Y3 – 1 Y2 – 0 Y1 – 4	Data tells us that there are: Above: 0 At: 6 Below: 1 Well Below: 2	Cohort (9) Above – 0 At – 6 = 67 % Below – 1 = 11 % Well Below – 2 = 22 %	Boys (3) Above – 0 At – 3 = 100 % Below – 0 Well Below – 0	Girls (6) Above – 0 At – 3 = 50 % Below – 2 = 33 % Well Below – 1 = 17 %	Percentages % At & Above: Cohort Group: 6 = 67 % Boys: 3 = 100 % Girls: 3 = 50 %
Whole Class: 14 Ākonga 5 Boys 9 Girls Y6 – 1 Y5 – 2 Y4 – 1 Y3 – 2 Y2 – 1 Y1 – 7	Data tells us that there are: Above: 0 At: 11 Below: 1 Well Below: 2	Whole Class (14) Above – 0 At – 11 = 79 % Below – 1 = 7 % Well Below – 2 = 14 %	Boys (5) Above – 0 At – 5 = 100% Below – 0 Well Below – 0	Girls (9) Above – 0 At – 6 = 67 % Below – 1 = 11 % Well Below – 2 = 22 %	Percentages % At & Above Whole Class: 11 = 79 % Boys: 3 = 100 % Girls: 5 = 67 %

Reading / Panui Pukapuka					
Strategic Aim -	At St Joseph's School Pātea 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 whanau.				
Annual Aim -	To increase the number of students achieving at or above the National Standard for "Reading" to 85% across the school.				
Target - 3	READING / PANUI PUKAPUKA: <ul style="list-style-type: none"> Increase the total number of learners learning AT or BEYOND the appropriate end of year expectation for Reading by the end of 2024. Accelerate the progress of the priority ākonga identified in achievement data. 				
2023 Data (Whole Class) 9 Ākonga 4 Boys and 5 Girls	Y6 – 1 Y5 – 2 Y4 – 2 Y3 – 1 Y2 – 1 Y1 – 2	Whole Class (9) Above – 1 = 11 % At – 6 = 67 % Below – 1 11 % Well Below - = 11 %	Boys (4) Above – 1 – 25 % At – 3 = 75 % Below – 0 Well Below -	Girls (5) Above – 0 At – 3 = 60 % Below – 1 = 20 % Well Below – 1 = 20 %	Percentages % At & Above: 7 = 78 % Boys: 3 = 100 % Girls: 3 = 50 %
Actions: What did we do?	Outcomes: What happened?	Reasons for Variance: Why did it happen?	Evaluation Where to next?		
After hui with MOE, LSM, PNDO & the board I: Streamlined our assessment calendar for teachers, learners, and Whanau. Evaluated data at the end of each term. Planning moderated by external eyes facilitator Adaptions were made throughout the year ensuring learning was prioritized. <ul style="list-style-type: none"> Managed Timetable 1hr day Clear Classroom Expectations Best Practice Learning Intentions Modelling Books Accelerated learning Explicit instruction Independent Practice / Self Managing / Learning Menus 1/1 Writing Progressions - Deliberate Acts of Teaching (5 x a week). Phases of Learning integrated in planning. SMS - Hero introduced to staff and whanau.	Daily instructional reading session independently & group sessions. Ākonga were: <ul style="list-style-type: none"> supported to build their capability & confidence to take risks when working on unknown words engaging in using new strategies for reading confidence in themselves as readers growing and developing building confidence in knowing which 'known' strategies to choose when decoding a word, locating correct information when answering questions more prepared to take risks instead of relying on teacher prompts and becoming frustrated 	Extra Support / Programs / Resources supported our ākonga and "Target Learners" <ul style="list-style-type: none"> PM Benchmark Running Record PROBE KEY into Inference Toe to Toe Progress / Accelerated Progress Attendance is a factor I contend with. Especially Term 2 & 3. Progress has been made however a missed opportunity for accelerated progress. 3 ākonga Medical reasons. 3 ākonga inconsistent attendance mixture of medical and whanau	Reading – Pānui Pukapuka – the focus of this strand is to each ākonga to decode and comprehend text and instill in them an early love for reading. Our guiding document from 2025 will be Te Mātaiaho which is structured under Understand, Know and Do . To ensure that we deliver a balanced and effective English program we will: <ul style="list-style-type: none"> Teach explicit knowledge and skills using a structured approach to English learning (Understand) Have a clear understanding of what we are teaching and in what order so that ākonga can build new knowledge on solid foundations (Know) Use robust, up-to-date and relevant assessment information to guide our teaching and delivery inclusive of ākonga prior knowledge and cultural understanding Incorporate the planned application of English learning and skills through our integrated curriculum themes (Do) Refer to our Draft English Curriculum Document		

<p>We used the following assessments to help identify where we needed to focus on.</p> <ul style="list-style-type: none"> • Running Records PM Benchmark • Jolly Phonics • Steps Web (Spelling, blends etc) • Ready to Read Phonics Plus (Term 4) • 6 Yr Net Observation Survey (Terms 3 & 4 when the ākonga turns 6) <p>Overall teacher judgements, assessments, curriculum support material and whanau voice also came into consideration.</p> <p>Target students (3) ākonga chosen who are achieving below expected curriculum levels and accelerate their progress</p> <p>2024 School Targets / Teacher Inquiry. Ākonga selected are working below the expected level for their year level.</p> <p>1, The following process was followed:</p> <ul style="list-style-type: none"> • I identified who were the 'Target Ākonga • Where they were at <p>2, What the expected levels of achievement are for my Target Ākonga.</p> <p>3, Using a range of evidence I identified ākonga strengths.</p> <p>4, Identified what to focus on.</p> <p>5, Teacher (professional knowledge, support programs, pedagogy etc.)</p> <p>6, I ensured that my 'Target Learners' were involved in setting / monitoring and evaluating specific learning goals;</p> <ul style="list-style-type: none"> • increased their student voice, • Ākonga understanding how they can apply their learning (shared ownership) and develop their metacognitive ability (thinking about my thinking). <p>7, I improved engagement with the whanau in learning partnerships.</p> <p>8, I identified extra support / programmes / resources to help our Target learners.</p> <p>Cohort Group: Cohort groups is made up of ākonga identified from 2023 data and who started at St Joseph's Pātea at the beginning of the year.</p>	<ul style="list-style-type: none"> • becoming more self-managing. <p>Super Nova Reading Rockets</p> <p>Ākonga were:</p> <ul style="list-style-type: none"> • Using the Reading Rockets profile to access their learning goals and next steps. • With guidance using the profile when unpacking learning intentions creating success criteria. <p>Kaiako used the Reading Rocket profiles to:</p> <ul style="list-style-type: none"> • Help with planning • Identify deliberate acts of teaching during guided reading sessions. • Help form a solid OTJ <p>Rotation Groups / Independent Activities Sunshine Classics Online: This program gave ākonga the opportunity to practice reading and learning during school and at home.</p> <p>Increased confidence in our ākonga</p> <ul style="list-style-type: none"> • Recording their reading of chosen book • Selected activities with the book • Speed • Recall of sight words being automated at their level • Giving ākonga choice and ownership <p>Steps Web Program</p>		<ul style="list-style-type: none"> • Statement • What we will learn • How we will learn • Ākonga will • School Organization & Resources • Weekly Planning • Classroom Environment • Integrated Learning • Schoolwide Assessment • Methods of assessment <p>Oral Language Ideas and ways that it can be incorporated into our literacy classroom have been identified.</p> <p>Phonics Ideas and ways that it can be incorporated into our literacy classroom have been identified.</p> <p>Other Reading Programs to support our ākonga are: Toe by Toe Key Comprehension Series Key into Evaluation</p>
--	---	--	---

<p>We started the year with 9 Ākonga.</p>	<p>Ākonga reading Yellow Level 8 and above take the Spelling test to be placed on Steps Web.</p> <p>Ākonga improved in</p> <ul style="list-style-type: none"> • Automatically recognizing instantly without hesitation sight vocab • Recognize essential words in their reading and use in their writing • More accurately identifying clusters, letter blends and word families • Confidence to have a go and take risks when reading. <p>Tuakana Ākonga</p> <ul style="list-style-type: none"> • Built on their word knowledge using a thesaurus to extend their vocabulary / oral language • Self-monitoring their reading 		
---	---	--	--

End of Year Data 2024 - Reading / Panui Pukapuka

Above Ākonga who map above the expected level for their year group.		At Ākonga who are currently working at the expected curriculum level for their year level.	Below Ākonga who are working below their expected curriculum level, but there is reason to believe that their learning needs can be accommodated with effective teaching in order to continue to make progress and perhaps accelerate their progress to meet expectations.	Well Below Ākonga who are working a year or more behind their expected level. In order to have a realistic opportunity to progress, special consideration needs to be given to their learning needs.	
Cohort Group: 9 Ākonga 3 Boys 6 Girls Y6 – 1 Y5 – 2 Y4 – 1 Y3 – 1 Y2 – 0 Y1 – 4	Data tells us that there are: Above: 1 At: 6 Below: 1 Well Below: 1	Cohort (9) Above – 1 = 11 % At – 6 = 67 % Below – 2 = 22 %	Boys (3) Above – 1 = 33 % At – 2 = 67 % Below – 0	Girls (6) Above – 0 At – 4 = 67 % Below – 2 = 33 %	Percentages % At & Above: Cohort Group: 7 Boys: 3 = 100 % Girls: 4 = 67 %
Whole Class: 14 Ākonga 5 Boys 9 Girls Y6 – 1 Y5 – 2 Y4 – 1 Y3 – 2 Y2 – 1 Y1 – 7	Data tells us that there are: Above: 1 At: 9 Below: 3 Well Below: 1	Whole Class (14) Above – 1 = 7 % At – 9 = 65 % Below – 4 = 28 %	Boys (5) Above – 1 = 20 % At – 3 = 60 % Below – 1 = 20 %	Girls (9) Above – 0 At – 5 = 55.5 % Below – 4 = 44.5 %	Percentages % At & Above Whole Class: 9 = 65 % Boys: 4 = 80 % Girls: 5 = 55.5 %



ST JOSEPH'S PATEA SCHOOL 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.

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.

