

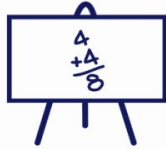
ST ANTHONY'S SCHOOL (PAHIATUA)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	2998
Principal:	Margaret Hyslop
School Address:	24 Wakeman Street, Pahiatua
School Postal Address:	24 Wakeman Street, Pahiatua
School Phone:	06 376 8523
School Email:	office@stanthony.ac.nz
Accountant / Service Provider:	



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ST ANTHONY'S SCHOOL (PAHIATUA)

Annual Financial Statements - For the year ended 31 December 2024

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St Anthony's School (Pahiatua)

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.

Patrick George Joseph Baker
Full Name of Presiding Member

Margaret Louise Hyslop
Full Name of Principal

PKS
Signature of Presiding Member

MHyslop
Signature of Principal

29-5-2025
Date:

29-5-2025
Date:

St Anthony's School (Pahiatua)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	1,020,981	982,840	922,729
Locally Raised Funds	3	11,510	9,000	7,496
Use of Proprietor's Land and Buildings		91,510	60,000	79,000
Interest		4,925	3,000	-
Total Revenue		1,128,926	1,054,840	1,009,225
Expense				
Locally Raised Funds	3	3,763	3,000	5,437
Learning Resources	4	944,928	895,800	867,524
Administration	5	112,058	91,400	92,504
Interest		605	-	716
Property	6	174,967	116,100	172,445
Loss on Disposal of Property, Plant and Equipment		4,047	-	-
Total Expense		1,240,368	1,106,300	1,138,626
Net Surplus / (Deficit) for the year		(111,442)	(51,460)	(129,401)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(111,442)	(51,460)	(129,401)

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 Anthony's School (Pahiatua)

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		278,282	300,000	372,602
Total comprehensive revenue and expense for the year		(111,442)	(51,460)	(129,401)
Contributions from the Ministry of Education		-	-	13,908
Distributions to the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		18,268	-	21,173
Equity at 31 December		185,108	248,540	278,282
Accumulated comprehensive revenue and expense		185,108	248,540	278,282
Reserves		-	-	-
Equity at 31 December		185,108	248,540	278,282

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 Anthony's School (Pahiatua)

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	52,508	171,740	308,157
Accounts Receivable	8	67,754	50,000	57,471
Prepayments		-	1,000	-
Investments	9	130,000	79,000	-
		<u>250,262</u>	<u>301,740</u>	<u>365,628</u>
Current Liabilities				
GST Payable		7,875	5,000	8,851
Accounts Payable	11	72,242	70,000	93,226
Provision for Cyclical Maintenance	12	5,099	-	10,128
Finance Lease Liability	13	4,030	4,000	3,791
		<u>89,246</u>	<u>79,000</u>	<u>115,996</u>
Working Capital Surplus/(Deficit)		<u>161,016</u>	<u>222,740</u>	<u>249,632</u>
Non-current Assets				
Property, Plant and Equipment	10	101,370	101,800	103,206
		<u>101,370</u>	<u>101,800</u>	<u>103,206</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	70,644	76,000	72,103
Finance Lease Liability	13	6,634	-	2,453
		<u>77,278</u>	<u>76,000</u>	<u>74,556</u>
Net Assets		<u>185,108</u>	<u>248,540</u>	<u>278,282</u>
Equity		<u>185,108</u>	<u>248,540</u>	<u>278,282</u>

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



St Anthony's School (Pahiatua)

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		345,689	282,840	288,424
Locally Raised Funds		11,510	9,000	7,496
Goods and Services Tax (net)		(976)	-	(7,015)
Payments to Employees		(257,100)	(196,300)	(230,207)
Payments to Suppliers		(212,059)	(130,300)	(117,273)
Interest Paid		(605)	-	(716)
Interest Received		1,047	3,000	-
Net cash from/(to) Operating Activities		(112,494)	(31,760)	(59,291)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(27,157)	(16,000)	(28,815)
Purchase of Investments		(130,000)	-	-
Net cash from/(to) Investing Activities		(157,157)	(16,000)	(28,815)
Cash flows from Financing Activities				
Furniture and Equipment Grant		18,268	-	21,173
Finance Lease Payments		(4,266)	(3,700)	(4,772)
Net cash from/(to) Financing Activities		14,002	(3,700)	16,401
Net increase/(decrease) in cash and cash equivalents		(255,649)	(51,460)	(71,705)
Cash and cash equivalents at the beginning of the year	7	308,157	223,200	379,862
Cash and cash equivalents at the end of the year	7	52,508	171,740	308,157

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 Anthony's School (Pahiatua)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

St Anthony's School (Pahiatua) (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 12.

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 18.

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) 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.

i) Property, Plant and Equipment

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	5 - 10 years
Information and Communication Technology	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) 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 comparison to recent market transaction etc.

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.

k) 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.

l) 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.



m) 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 16 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.

n) 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.

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.

o) 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.

p) 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.

q) Budget Figures

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

r) Services received in-kind

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



2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Government Grants - Ministry of Education	\$ 331,157	\$ 281,340	\$ 285,161
Teachers' Salaries Grants	686,706	700,000	631,241
Other Government Grants	3,118	1,500	6,327
	<u>1,020,981</u>	<u>982,840</u>	<u>922,729</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Revenue	\$	\$	\$
Donations and Bequests	6,667	5,000	674
Fees for Extra Curricular Activities	2,807	2,000	4,232
Fundraising and Community Grants	1,819	1,000	862
Other Revenue	217	1,000	1,728
	<u>11,510</u>	<u>9,000</u>	<u>7,496</u>
Expense			
Extra Curricular Activities Costs	2,871	2,000	5,188
Fundraising and Community Grant Costs	892	1,000	249
	<u>3,763</u>	<u>3,000</u>	<u>5,437</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>7,747</u>	<u>6,000</u>	<u>2,059</u>

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Curricular	\$ 34,907	\$ 31,300	\$ 27,513
Employee Benefits - Salaries	865,255	824,300	798,079
Staff Development	10,671	22,000	10,691
Depreciation	34,095	18,200	31,241
	<u>944,928</u>	<u>895,800</u>	<u>867,524</u>



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	7,858	5,000	4,700
Board Fees and Expenses	3,835	6,000	7,407
Intervention Expenses	448	1,200	732
Operating Leases	-	1,700	-
Other Administration Expenses	33,418	22,000	23,557
Employee Benefits - Salaries	59,599	48,000	49,508
Insurance	-	500	-
Service Providers, Contractors and Consultancy	6,900	7,000	6,600
	<u>112,058</u>	<u>91,400</u>	<u>92,504</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	3,153	2,500	2,944
Cyclical Maintenance	29,012	7,000	17,877
Heat, Light and Water	7,707	7,500	7,482
Rates	5,271	2,500	4,280
Repairs and Maintenance	12,419	8,000	30,739
Use of Land and Buildings	91,510	60,000	79,000
Employee Benefits - Salaries	19,336	18,000	19,723
Other Property Expenses	6,559	10,600	10,400
	<u>174,967</u>	<u>116,100</u>	<u>172,445</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 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	52,508	171,740	308,157
Cash and cash equivalents for Statement of Cash Flows	<u>52,508</u>	<u>171,740</u>	<u>308,157</u>

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



8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	3,180	-	1,468
Interest Receivable	3,878	-	-
Teacher Salaries Grant Receivable	60,696	50,000	56,003
	<u>67,754</u>	<u>50,000</u>	<u>57,471</u>
Receivables from Exchange Transactions	3,878	-	-
Receivables from Non-Exchange Transactions	63,876	50,000	57,471
	<u>67,754</u>	<u>50,000</u>	<u>57,471</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	130,000	79,000	-
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>130,000</u>	<u>79,000</u>	<u>-</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	50,134	15,402	(4,047)	-	(12,816)	48,673
Information and Communication Technology	48,141	11,755	-	-	(16,832)	43,064
Leased Assets	3,741	9,150	-	-	(4,298)	8,593
Library Resources	1,189	-	-	-	(149)	1,040
	<u>103,205</u>	<u>36,307</u>	<u>(4,047)</u>	<u>-</u>	<u>(34,095)</u>	<u>101,370</u>

The net carrying value of furniture and equipment held under a finance lease is \$8,593 (2023: \$3,741)

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 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Furniture and Equipment	130,080	(81,407)	48,673	126,736	(76,601)	50,135
Information and Communication Technology	94,814	(51,750)	43,064	83,059	(34,918)	48,141
Leased Assets	16,336	(7,743)	8,593	16,634	(12,893)	3,741
Library Resources	14,063	(13,023)	1,040	14,063	(12,874)	1,189
	<u>255,293</u>	<u>(153,923)</u>	<u>101,370</u>	<u>240,492</u>	<u>(137,286)</u>	<u>103,206</u>



11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	1,909	10,000	22,428
Accruals	7,676	10,000	7,566
Banking Staffing Overuse	-	-	5,652
Employee Entitlements - Salaries	60,696	50,000	56,003
Employee Entitlements - Leave Accrual	1,961	-	1,577
	<u>72,242</u>	<u>70,000</u>	<u>93,226</u>
Payables for Exchange Transactions	72,242	70,000	93,226
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>72,242</u>	<u>70,000</u>	<u>93,226</u>

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	82,231	67,000	64,354
Increase to the Provision During the Year	16,100	7,000	17,877
Use of the Provision During the Year	(35,500)	-	-
Other Adjustments	12,912	-	-
Provision at the End of the Year	<u>75,743</u>	<u>74,000</u>	<u>82,231</u>
Cyclical Maintenance - Current	5,099	-	10,128
Cyclical Maintenance - Non current	70,644	76,000	72,103
	<u>75,743</u>	<u>76,000</u>	<u>82,231</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan.



13. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	4,030	4,000	4,509
Later than One Year and no Later than Five Years	6,634	-	2,588
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>10,664</u>	<u>4,000</u>	<u>7,097</u>
Represented by			
Finance lease liability - Current	4,030	4,000	3,791
Finance lease liability - Non current	6,634	-	2,453
	<u>10,664</u>	<u>4,000</u>	<u>6,244</u>

14. Related Party Transactions

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

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

The Proprietor of the School (Roman Catholic Bishop 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'.



15. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members and Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i> Remuneration	2,815	2,740
<i>Leadership Team</i> Remuneration Full-time equivalent members	142,349 1	138,352 1
Total key management personnel remuneration	145,164	141,092

There are 8 members of the Board excluding the Principal. The Board has held 6 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, and sub committee meetings, including Finance and Property.

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	130-140	130-140
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
100 - 110	2	2
110 - 120	1	-
120 - 130	-	-
	3.00	2.00

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

16. Compensation and Other Benefits Upon Leaving

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

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



17. 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 a liability regarding this funding wash-up, which is expected to be settled in July 2025.

18. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$0 (2023:\$8,740).

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any contracts:

19. 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	52,508	171,740	308,157
Receivables	67,754	50,000	57,471
Investments - Term Deposits	130,000	79,000	-
Total financial assets measured at amortised cost	<u>250,262</u>	<u>300,740</u>	<u>365,628</u>

Financial liabilities measured at amortised cost

Payables	72,242	70,000	93,226
Finance Leases	10,664	4,000	6,244
Total financial liabilities measured at amortised cost	<u>82,906</u>	<u>74,000</u>	<u>99,470</u>

20. Events After Balance Date

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

21. 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 ST ANTHONY'S SCHOOL (PAHIATUA) FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of St Anthony's School (Pahiatua) (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of BDO Manawatu Audit 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 16, 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 the 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 Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as a Tier 2 entity.

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises of the Kiwisport Report, Analysis of Variance, Te Tiriti O Waitangi Report, Board Listing and Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

In addition to the audit, we are responsible for the audit of the Proprietor, the Roman Catholic Diocese of Palmerston North. This audit is compatible with independence requirements. Other than this audit and the audit of the Proprietor, we have no relationship with, or interests in the School.



Vivien Cotton
BDO Manawatu Audit Limited
On behalf of the Auditor-General
Palmerston North, New Zealand

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The following 2024 Annual Plan sets key areas for development to meet our Strategic Plan goals:

1. Catholic Character
2. Learning & Engagement
3. Environment & Community

CATHOLIC CHARACTER

Strategic Goal One:

Actively contribute to our Community through Faith and LIFE, by applying Catholic Social Teaching Principles, Catholic worldview, and Te Ao Māori

Intended Outcome by Term 4	Key Actions What We Did - What Happened (is written in blue)	Responsibility Resourcing
<p>● Our Catholic Character and Religious Education (RE) programme is reviewed, including induction programmes for those new to a Catholic School, and ensures these all reflect our school Gospel values, charism and kaupapa</p>	<p>The BOT and Senior Leadership Team (SLT) continue working with the staff of the Catholic Education Office, Te Rohe Pīhopa o Te Papaioea (Diocese of Palmerston North) for strengthening strategic internal evaluation, with focus on inclusiveness, school Gospel values, charism and kaupapa.</p> <ul style="list-style-type: none"> ● In Term 1 the focus of RE professional development and evaluation for staff focussed on our Charism, Our school Gospel Values, and Expectations for teaching RE at St Anthony's. These aspects of our school are well understood by permanent teaching staff and most BOT members. ● Jenni Harrison completed the Aspiring Catholic Leaders course in Term 3, 2024. This has been effective in assisting her leadership for RE and for Senior Leadership Team work in safeguarding the RE curriculum. All teaching staff and the Principal have regularly attended professional learning as provided by PNCEO (and PNCPPA) across Term 1 - 4. ● Our Term 1 Community Mass, on 3 March 2024 had approx 80% of school families attending. Our Term 2 Community Mass, on 26 May 2024 had approx 76% of school families attending. Our Term 3 Community Mass on 22 September 2024 had 85% of school families attending. Our Term 4 Community Mass on 17 November 2024 had 86% of school families attending. At each mass a certificate and Bible (if the first child in the family to enrol) was presented to new students at the Mass. ● Principal Marg Hyslop took the groups of students who received a LIFE (Love Integrity, Fortitude and Excellence) Award during Term 1, 2, 3 & 4, on an outing to celebrate their positive example of our school values. Their certificates are on display in the school hall. This award is valued by students and whānau. Staff teach school Gospel values regularly as part of RE and evaluate needs for addressing, including incorporating this into the school wide context of Word and Worship. 	<p><i>Jenni Harrison, Marg Hyslop, Natalie Elliott and BOT Proprietor Reps Bronny Lea, Piiipa Beech & Patsy O'Donnell BOT Members</i></p> <p><i>Special Character Resources: \$1000 as at Oct \$600</i></p> <p><i>LIFE celebrations: \$1000 as at Oct \$716</i></p>

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	<ul style="list-style-type: none"> ● Jenni Harrison and Marg Hyslop reviewed our RE curriculum with the support of Bex Langton (Curriculum Facilitator) on the 18th September 2024. ● Andrew Chinn worked with Y1 - Y8 students on the 25th November 2025. Andrew is a renowned Australian religious songwriter and singer. It was wonderful to have parish and school whānau joining us for this very joyful event. <p>Professional Learning continues for Governance, Management and Teachers of how commitment to the principles of Te Tiriti o Waitangi should be reflected within the Catholic Church and Catholic School.</p> <ul style="list-style-type: none"> ● Another very successful whānau hui took place on 21 March 2024. Hiria Tua and Karley Te Waaka provided guidance across the hui. Information gathered reflected the positive connection and planning for our school staff/BOT for continuing our commitment to inclusive practices. Our Proprietor Reps Patsy O'Donnell, Bronny Lea and Philipa Beech organised the breakfast for this event which was appreciated by all. As an outcome of this hui, St Anthony's went on to host the TKA Cultural Festival. Alongside this, Hiria Tua provided Te Reo lessons for a small group of whānau, and teachers Becky Anderson, Rae Powell and Marg Hyslop, each week during Term 2 - 3 at school. ● During Term 1, Teacher Becky Anderson was formally appointed as the teacher responsible for Cultural Leadership when a new allowance was provided to further support and provide guidance in continuing best practice in Te Ao Maori, in a Catholic School. During Term 1 & Term 2, Becky Anderson and Keshaan Te Waaka taught waiata to our whole student group in preparation for the festival. The school haka and waiata are used during special events and Mihi whakatau when we welcome new students, whānau and teachers to the school. The Mihi whakatau take place at Word and Worship Liturgy at the start of our week. ● On 16 August 2024, Taki Rua Theatre performed a drama for our Y1 - Y6 students and staff, completely in Te Reo. A number of school whānau also attended this inspiring event. <p>Staff professional Learning on the Religious Education curriculum (including Theology and Scripture) and Catholic Character is prioritised. Tagged Team teachers complete another Religious Education paper.</p> <ul style="list-style-type: none"> ● Jenni Harrison and Natalie Elliott (Tagged Teachers) completed the Catholic Paper - TH501 - <i>What Catholics Believe</i>, through Te Kupenga - Catholic Theological College in Term 2. Marg Hyslop received the certificate in Catholic Special Character Classroom Level Term 3. 	<p><i>RE: \$300 As at Oct \$328</i></p> <p><i>Release time = Banked staffing 4 days</i></p> <p><i>\$2000 PLD As at Oct \$2000+</i></p> <p><i>Health & PE Curriculum Lead Teacher Rae Powell, Principal Marg Hyslop and DRS Jenni Harrison</i></p>
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St Anthony's School (Pahiatua) ANNUAL PLAN

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	<ul style="list-style-type: none"> ● Jenni Harrison and Marg Hyslop attended this amazing Catholic Convention event in Wellington on the 19 & 20 June 2024. This provided an excellent opportunity to network with other Catholic school leaders. ● All teaching staff and the Principal have regularly attended professional learning as per the formation calendar, provided by PNCEO and PNCPPA across Term 1 - 4. This has had a positive effect on our RE teaching and learning programmes. ● The Principal and teaching staff participated in a Retreat on 7th & 8th November 2024, where they continued their faith journey in following the footsteps of Suzanne Aubert – Hato Meri Hōhepa in Hawkes Bay. <p>Use the analysis of the 2024 Health Curriculum consultation to review our Health & PE curriculum in line with our RE Curriculum. Teachers complete the 'Having Life to the Full' (HLTF) course, if they have not yet done so.</p> <ul style="list-style-type: none"> ● Health Consultation data from 2023 was reviewed by Marg Hyslop, Bex Langton (Curriculum facilitator) and Rae Powell (Lead Teacher of Health & PE) during Term 3 and Term 4, 2024. This information was used to inform the review of the Health & PE Curriculum. Development of this Curriculum is well underway but will require further development to be effectively implemented, once the 2025 Health consultation data is received. No teachers participated in the HLTF course in 2024. Two staff will undertake this course in 2025 (this includes one new staff member). <p>Investigate purposeful and sustainable opportunities of Service, that Staff, Students, BOT and whānau can be involved in, such as the Breakfast Box. These would align with our Catholic Social Teaching principles.</p> <ul style="list-style-type: none"> ● The following events provided genuine opportunities for students to actively learn about service, and the <i>Catholic Social Teaching Principles of the Common Good, Preferential Option for the Poor and Vulnerable, and Stewardship</i>: St Patrick's (17 March) Dress Up Day on 20 March 2024 raised \$179.90, and was given to St Brigid's Church for the renovations. St John Appeal Dress Up Day on 14 June 2024 raised \$199.50. Pahiatua Indoor Pool Fundraiser Dress Up Day on 30 June 2024 raised \$276.80 for the Pahiatua Bush Aquatics Trust. Daffodil Day Dress Up Day on 30 August 2024 raised \$256.10 for the Cancer Society. The BOT sent St Joseph's School Wairoa staff a morning tea at the beginning of Term 3 after another round of devastating flooding. On 1 July 2024 all Y4 - Y6 students participated in the tree planting event with Lead Teacher Robey Jansen and Teachers Becky Anderson and Cushla Paton, at Stafford's Farm. Y7 & Y8 	<p>Y7 & Y8 Leadership \$1000 As at Nov \$1600</p>
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participated in the tree planting experience at Treder's farm on 3 July and 21 November 2024, with Lead Teacher Rae Powell. Funds raised through Pet Day games by the Y7 & Y8 students of \$666.40 will be put towards the development of a Breakfast Box in 2025.

Evaluate the impact of our RE programmes, especially for Y1 - Y4, ensuring the Catholic curriculum area of Religious Education (RE) *Tō Tātou Whakapono Our Faith* takes precedence, it is tuakana (older sibling) and the NZ Curriculum is teina (younger sibling).

- Two students and one sibling were baptised at our Baptism Mass on the 12th April 2024.
- A group of 8 students made their First Reconciliation on the 4th July 2024. A group of 8 students made their First Eucharist on the 22 September 2024. We appreciate Philipa Beech running the preparation programme for our students for these sacraments. 67% of enrolled students (82/122) are now classified as 5.1 criteria on their enrolment: *The child has been baptised or is being prepared for baptism in the Catholic Church.* 84% (59/79) of enrolled students that are old enough to take their First Eucharist have done so.
- All students took part in the Easter Drama performed at St Brigid's Church on Holy Thursday, 28th March 2024. This was a wonderful way to celebrate Holy Week. A large number of school whānau and parishioners attended. Very positive feedback from the community was received about this event.
- Word and Worship Liturgies each Monday continue to be an effective vehicle for engaging in purposeful activities where Tuakana-Teina can be promoted.
- The assessment results and impact of the RE programmes was reported to the BOT mid year and end of year.
- The Religious Education (RE) *Tō Tātou Whakapono Our Faith* programme is being fully implemented for Y1 - Y4 students. RE takes precedence in all classrooms.

Continue to provide leadership opportunities for Y7 & Y8 students, including a Retreat. Include deliberate, purposefully planned acts of Tuakana-Teina within the Whānau groups and specific curriculum activities.

- Y7 & Y8 experienced a Spiritual Retreat on 12 - 13th November 2024, run by Jenni Harrison DRS (supported by Rae Powell and Marg Hyslop). This was held at Pukaha and themed "*Passing the Torch: Growing in Faith and Leadership.*" It was a very positive experience in enriching faith for those involved as per student feedback received.
- The All Souls Day Liturgy on 11 November 2024 at the Mangatainoka-Pahiatua Cemetery gave us an opportunity to

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	<p>practice Tuakana-Teina within the Whānau groups. It also provided the opportunity to once again make connections with parish and school whānau who joined us for this service. .</p> <p>Review reporting to whānau and BOT on RE curriculum programmes. Catholic Character reports are also completed as per the expected timeframe</p> <ul style="list-style-type: none"> ● In Term 1, Principal Marg Hyslop led the review of reporting to whānau within student reports, in line with our Catholic Character for RE. Some changes to the report wording on the Religious Education tab and Special Character tab were made in line with the Tō Tātou Whakapono Our Faith curriculum. Student reports were shared in Term 1 & Term 3 with school whānau and discussed in detail at Parent Teacher Conferences. ● 76% of school whānau attended the Term 1 Parent Teacher Conferences on the 18th & 19th April 2024. In Term3 on the 24, 25 & 26 September 2024, 96% of school whānau attended Parent Teacher Conferences, which is an extremely positive way to continue strong home school partnerships. ● Reporting to BOT on RE has been strengthened. This occurred at mid year and end of year 2024, as shared and analysed by DRS Jenni Harrison. ● The BOT Proprietor Reps forwarded the annual compliance reports well in advance in November 2024. 	
<p>Analysis - reflection. <i>Why it happened</i></p>	<p>Our Catholic Character and Religious Education (RE: Y1 - Y4) programme was reviewed, and ensures our school Gospel values, charism and kaupapa are reflected.</p> <ul style="list-style-type: none"> ● Difficulties with not having a priest for our Parish in the Term 1 and early Term 2 made it more difficult to organise School Community Mass and events for students, including Baptism, Reconciliation. With St Brigid's Church being renovated, the parish has used the school hall as the Mass venue since Term 3 – Term 4, which has highlighted the difficulty that students are not experiencing being in an actual Church. It has however assisted with having a close connection to parishioners. ● Face to face reporting to whānau in T1 & T3 on RE curriculum continues to be effective for promoting home school partnerships. Further review work on RE written reporting should be continued. Strengthened reporting to the BOT on RE curriculum by the DRS has proved effective for decision making and planning. ● Tagged Staff undertaking Catholic papers is an enormous commitment on top of regular class teaching and Principal workloads. However, the impact of the learning definitely supports leading other staff in strengthening their understanding of RE and Catholic School/Church practices and teachings. ● The successful Maori Whānau hui has continued to be strengthened by the leadership of the hui by whānau, which allows the BOT to gather authentic Maori Whānau voice. The leaders of this hui also supported the school to be the host school for the TKA Cultural Festival in June 2024. This event was extremely well supported by whānau and was something that our whole school staff, students, and 	

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	<p>school community were very proud of.</p> <ul style="list-style-type: none"> Continuing to provide other events such as Te Reo speaking artists, to school for the students to experience fluent role models will be helpful. Continuing to extend invitations to school whānau to be involved will continue to enrich our relationships. Acts of genuine service are providing our students, staff and community with purposeful opportunities to actively practice living our school values and the Catholic Social Teaching Principles. These practices should be purposefully continued. Celebration and promotion of our school Gospel values through genuine practices of students modelling our LIFE values should be continued. When the RE curriculum resources are available for the Y5- Y8 cohort, then effective review of our RE programme and delivery, should be easier for equitably assessing the impact of this work. Having an inspiring religious visiting artist, such Andrew Chinn, engage us with his worship music, has resulted in staff using Butterfly House resources in our Word and Worship and Mass Liturgies. It would be useful to use this resource further in 2025 and within school community mass, as the songs of worship become more familiar to the students to participate in. The Spiritual Retreat for Y7 & Y8 was an excellent way to support the faith development of our senior students. The Spiritual Retreat for staff provided an excellent opportunity for staff to gain a shared understanding of a NZ faith role model. This experience also encompassed learning about our history and our people. Being away from the school allowed for staff connections and dialogue about the work we do. It provided a vehicle for making connections to other people who are ministering service to others in a variety of faith settings - Church, Marae, Community support.
<p>Recommendations for 2025</p>	<ul style="list-style-type: none"> Review our RE Curriculum impact and effectiveness for Y1 - Y8. Trial and introduce the resources for Y5 - Y8 from <i>Tō Tātou Whakapono Our Faith</i> curriculum, when available in 2025. Provide further opportunities for the parish and school community to participate alongside students. Investigate ways of encouraging whānau to join us for Friday Mass and continue this practice into Sunday Mass. Staff Spiritual retreats and Y7 & Y8 Student Spiritual Retreats should remain an annual or bi-annual practice. BOT and SLT should use the Catholic Evaluation findings in September 2025, to inform Strategic Planning.

LEARNING & ENGAGEMENT

Strategic Goal Two:

Complete the implementation of a purposeful, relevant local curriculum that embraces our Catholic Character, Te Ao Māori and student achievement.

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BASELINE DATA AT THE END OF 2023

READING: MAKING MEANING :

- 72% of All learners are attaining at or above the expected NZ Curriculum level for Reading
- 83% of Female learners are attaining at or above the expected NZ Curriculum level for Reading
- 62% of Male learners are attaining at or above the expected NZ Curriculum level for Reading
- 55% of Māori learners are attaining at or above the expected NZ Curriculum level for Reading
- 70% of Y7 learners are attaining at or above the expected NZ Curriculum level for Reading

WRITING: CREATING MEANING

- 76% of All learners are attaining at or above the expected NZ Curriculum level for Writing
- 81% of Female learners are attaining at or above the expected NZ Curriculum level for Writing
- 71% of Male learners are attaining at or above the expected NZ Curriculum level for Writing
- 40% of Māori learners are attaining at or above the expected NZ Curriculum level for Writing
- 63% of Y6 learners are attaining at or above the expected NZ Curriculum level for Writing

MATHEMATICS

- 74% of All learners are attaining at or above the expected NZ Curriculum level for Mathematics
- 78% of Female learners are attaining at or above the expected NZ Curriculum level for Mathematics
- 71% of Male learners are attaining at or above the expected NZ Curriculum level for Mathematics
- 45% of Māori learners are attaining at or above the expected NZ Curriculum level for Mathematics
- 35% of Y3 learners are attaining at or above the expected NZ Curriculum level for Mathematics

DATA AT THE END OF 2024

READING:

- 74% of All learners are attaining at or above the expected NZ Curriculum level for Reading
- 80% of Female learners are attaining at or above the expected NZ Curriculum level for Reading
- 67% of Male learners are attaining at or above the expected NZ Curriculum level for Reading
- 46% of Māori learners are attaining at or above the expected NZ Curriculum level for Reading
- 78% of Y8 learners are attaining at or above the expected NZ Curriculum level for Reading

WRITING:

- 79% of All learners are attaining at or above the expected NZ Curriculum level for Writing
- 78% of Female learners are attaining at or above the expected NZ Curriculum level for Writing
- 79% of Male learners are attaining at or above the expected NZ Curriculum level for Writing
- 41% of Māori learners are attaining at or above the expected NZ Curriculum level for Writing
- 64% of Y7 learners are attaining at or above the expected NZ Curriculum level for Writing

MATHEMATICS:

- 91% of All learners are attaining at or above the expected NZ Curriculum level for Mathematics
- 91% of Female learners are attaining at or above the expected NZ Curriculum level for Mathematics
- 90% of Male learners are attaining at or above the expected NZ Curriculum level for Mathematics
- 71% of Māori learners are attaining at or above the expected NZ Curriculum level for Mathematics
- 90% of Y4 learners are attaining at or above the expected NZ Curriculum level for Mathematics

St Anthony's School (Pahiatua) ANNUAL PLAN
Statement of Variance Report 2024

Intended Outcome	Key Actions What We Did - What Happened (is written in blue)	Responsibility Resourcing
<ul style="list-style-type: none"> ● Work with an accredited curriculum facilitator to complete the development of our localised curriculum that reflects our communities' priorities and the refreshed NZ Curriculum. ● Increased Student achievement in Reading for the Y8 student & Male student cohorts by 10 % to achieve AT their expected Curriculum level ● Increased Student achievement in Writing for Y7 student and Maori student cohorts by 10 % to achieve AT their expected Curriculum Level. ● Increased Student achievement in Mathematics for the Y4 student cohort by 10% to achieve AT their expected Curriculum level 	<p>Localised Curriculum: Staff have worked with an accredited facilitator to develop our localised curriculum.</p> <p>For Reading: There has been an increase of; 8%, for Y8 students and 5% for Maori students, and a 5% decrease in Males students, achieving AT or Above their expected curriculum levels. Overall there has been a 2% increase for All students achieving At or Above their expected curriculum level.</p> <p>For Writing: There has been an increase of; 1% for both Y7 students and for Maori students; achieving AT or Above their expected curriculum level. Overall a 4% increase for All students achieving At or Above their expected curriculum level.</p> <p>For Mathematics: There has been an increase of 45% for Y4 students achieving AT or Above their expected curriculum level. Overall a 17% increase for All students achieving At or Above their expected curriculum level.</p> <p>Continue work with Facilitator Bex Langton to implement necessary curriculum refresh changes through our local school curriculum, especially in Integrated Learning. Continue to work, in relationship with Marae whānau, for supporting this learning.</p> <p><i>Refer to Goal 1 - regarding Māori Whanau hui.</i></p> <ul style="list-style-type: none"> ● Bex Langton (Accredited MOE PLD Facilitator) worked with the teaching staff and Principal over the 28 & 29 February 2024 to continue our work on our localised Integrated Learning curriculum and review our localised English and Math curriculum documents. During those two days Bex also introduced coding to some classes. Bex Langton worked with Rae Powell & Jenni Harrison (Co-Lead Teachers of Integrated Learning) and Principal Marg Hyslop on the 7th May and the 21st & 22 May 2024, to continue the review of our Integrated Learning Curriculum. ● As part of our Teacher Only Day on 4 June 2024 Jenni Harrison (Within School Teacher) and Principal Marg Hyslop led the staff through professional development focussed on the new curriculum, Tāhūrangi - New Zealand Curriculum, with emphasis placed on the Science of Learning. ● Principal Marg Hyslop attended the Ministry of Education digital hui, which clarified the release of the latest Curriculum Insights Progress Study and the launch of the Government's <i>Make it Count</i> strategy and the Draft Mathematic Curriculum on 15 August 2024. The Principal also attended the Ministry of Education workshop on 24 October 2024 on 'Leading Learning while Navigating Change Workshop'. 	<p><i>Bex Langton, Principal Marg Hyslop, Lead Teacher of English Becky Anderson, Lead Teacher of Mathematics Robey Jansen</i></p> <p><i>ICT/eLearning Lead Team, Marg Hyslop and Jenni Harrison</i></p> <p><i>Teaching Staff</i> <i>Facilitator hours - MOE funded PLD 50 hours</i></p> <p><i>Release time from Banked Staffing</i></p> <p><i>Assessment & Reporting \$2,000</i> <i>As at Oct \$1,959</i></p> <p><i>English \$2500</i> <i>As at Oct \$1,894</i></p> <p><i>Mathematics \$5500</i> <i>As at Oct \$2,507</i></p> <p><i>Tararua Kāhui Ako RTLB</i></p> <p><i>Teacher Aide time: \$20,000</i> <i>As at Oct - \$15,195 school funded and external funded \$9,851</i></p>

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	<p>Work with Facilitator Bex Langton to focus on manageable and effective teacher planning, assessment and moderation practices in English and Mathematics to support student learning and gathering student voice. Continue to take up opportunities within TKA for supporting this.</p> <ul style="list-style-type: none">• In Term 2, Facilitator Bex Langton has focussed manageable and effective teacher planning, assessment and moderation practices in English and Mathematics that supported student learning. Bex visited teacher classrooms as part of this professional learning opportunity.• Jo Loveridge - Math (Numicon) Consultant visited our school on 15 August 2024 and spent time with permanent teaching staff and the Principal to support Professional Learning in Maths and to further develop the use of Math equipment, Assessment practices and planning, Math thinking/pedagogical knowledge and individual teacher needs. Jo's time was mainly funded through Professional Development hours from TKA funding. Robey Jansen and Becky Anderson also attended additional Math PLD through TKA.• Becky Anderson (Lead Teacher of English) and Sarah Moffitt (SENCO) have undertaken professional learning in Term 3 - 4, for Structured Literacy through Massey University as provided through the Ministry of Education. This work has affirmed good practices in teaching English at St Anthony's School and has supported the trial of new assessment practices in Structured Literacy.• Teaching teams and staff met regularly across the year for collaborative planning , assessment and moderation practices. <p>Continue work with Facilitator Bex Langton to review the Mathematic and English curriculum in line with the refreshed curriculum, giving staff appropriate professional learning for identified areas of need. This includes strengthening collaborative planning practices for UDL (Universal Design for Learning).</p> <ul style="list-style-type: none">• Robey Jansen (Lead Teacher of Maths) and Principal Marg Hyslop worked with Bex Langton on the 2 September 2024 to further develop our Mathematic curriculum in line with the revised NZ Mathematic curriculum.• Becky Anderson (Lead Teacher of English) and Principal Marg Hyslop worked with Bex Langton on the 2 September 2024 to further develop our English curriculum in line with the revised NZ Mathematic curriculum.• PR1ME Math webinars have been accessed by the teaching staff and the Principal across 2024, to support teaching practice.	
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St Anthony's School (Pahiatua) ANNUAL PLAN
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	<p>Math & Reading resources are rationalised and purchased to support student achievement.</p> <ul style="list-style-type: none"> ● Mathematics Lead Teacher Robey Jansen and Literacy Lead Teacher Becky Anderson have ensured resources have continually been rationalised and purchased across 2024 that have supported both senior and junior students in these curriculum. ● Math PR1ME resources have been ordered through the Ministry of Education for 2025. <p>Purposeful professional learning opportunities for whānau and the wider community are provided that support student learning, in Literacy and Mathematics and elearning.</p> <ul style="list-style-type: none"> ● Professional learning opportunities were not formally provided to the wider community in Literacy and Mathematics or eLearning in 2024. Opportunities through community (TKA/REAP) were advised to school whānau via newsletters. (However, whānau were provided with professional learning in Health = Keeping Our Kids Safe). <p>Accurate student achievement data is regularly monitored by staff and shared with students and their whānau in Reading, Writing and Maths for all students, including celebrating success and next steps for learning.</p> <ul style="list-style-type: none"> ● Accurate student reports were sent home to all parents and caregivers for their children on the 5th April and the 20th September 2024. Parent Teacher Conferences were held on the 9th & 10th April and the 24th, 25th & 26th September 2024. There was 90% whānau attendance in Term 1 and 96% whānau attendance in Term 3 at Parent Teacher Conferences. ● Accurate Student achievement data is analysed at regular key times of the year by the Principal and Teaching staff as per the assessment timelines and staff meeting schedules. <p>BSLA (Better Start Literacy Approach) is formally incorporated into our English Curriculum for Y1 & Y2, with clear teaching and learning progressions and reporting expectations.</p> <ul style="list-style-type: none"> ● Jenni Harrison (Leader of the Junior Teaching Team) worked with Facilitator Bex Langton and Lead Teacher of English Becky Anderson in September 2024 to discuss the formalisation of BSLA into our refreshed curriculum. This Structured Literacy approach is in line with Ministry of Education recommended practices for structured literacy. This work will be ongoing in 2025. <p>Explore innovative programmes that inspire and support Māori student achievement, including visiting Maori role models such as</p>	
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	<p>authors and artists. Use information from Maori whānau hui to inform best practice.</p> <ul style="list-style-type: none"> ● The Māori Whānau hui in Term 1 provided advice and informed best practice - <i>refer to Goal 1</i>. ● Weekly whole school kapa haka lessons occurred in Term 1 and Term 2 led by Keshaan Te Waaka and Becky Anderson. School whānau also attended these sessions. St Anthony's School hosted the 2024 Tararua Kāhui Ako Cultural Festival as guided by the support of Hiri Tua, Karley, Keeshan & Shiloh Te Waaka. ● On 23 February 24 New Zealand author Des Hunt visited the Y4 - Y8 students, inspiring young writers. ● David Loving-Malloy, (Chaplain, The Catholic Deaf Centre, Palmerston North Diocese) visited our school on the 12th March 2024 and taught the whole school how to use sign language for the waiata Mō Maria. This practice is now embedded. ● Y7 & Y8 students participated in weekly ki-o-rahi lessons during Term 2 with Troy Tawai (Te Kete Hauora). Y6 students participated in these weekly lessons in Term 3 & 4. Te Reo is used during these lessons and further development of Te Ao Māori learning is part of these sessions. During Term 3 a ki-o-rahi set was donated to school from Sport Manawatū, which has enabled extended use of this game. ● On 16 August 2024, Taki Rua Theatre performed a drama for our Y1 - Y6 students and staff, completely in Te Reo. ● The staff worked with facilitator Tash Hau from Poutama Pounamu (Waikato University) during Term 2 and Term 3 2024 for continuing professional learning around cultural competency. This facilitator was funded through TKA (Tararua Kāhui Ako). <p>The updated PR1ME Math resources are effectively utilised and staff are effectively implementing the Connected Model of learning; Concrete (Enactive), Pictorial (Iconic) and Abstract (Symbolic).</p> <ul style="list-style-type: none"> ● Robey Jansen (Lead Teacher of Maths) and Annabeth (PR1ME Math advisor) led the staff through a workshop on the new Math Pro PR1ME Maths online resources, on 26 January 2024. Teaching staff are utilising the PR1ME Math programme effectively as per the Connected Model. New staff had professional learning opportunities with the Math Lead team. 	
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	<ul style="list-style-type: none"> ● On the 5th March 2024 the staff worked with Annabeth (PR1ME Math advisor) for setting up our Online activities that go with our Math PR1ME lessons. This part of the programme is for Y2 - Y8 students and has proved very useful. Lead Teacher of Maths Robey Jansen supported the staff to implement this piece of the PR1ME math programme. <p>Termly review of our Special Education registers. Continue to utilise outside providers that can specifically support those learners at risk of not achieving, identified through our Capability and Achievement Tool.</p> <ul style="list-style-type: none"> ● Special Education Registers have been reviewed each term by the teaching staff and by the Principal and SENCO. Outside providers have supported identified learners at risk. These include; RTLB (Resource Teachers of Learning and Behaviour) RLIT (Resource Teacher of Literacy) LSC (Learning Support Coordinator) Speech Language Therapist, Special Education Advisors, Early Intervention teacher/MOE Service Manager, Advisor of Deaf Children, Tararua Attendance Advisor, and the Public Health Nurse. The Tararua Kāhui Ako application for the Regional Response Fund supported student attendance and engagement, including special initiatives. This also included Occupational Therapy assessments and Auditory Processing assessments. The RTLB Liaison met each term with Marg Hyslop (Principal/SENCO) and Sarah Moffitt (SENCO) to review the needs of those learners on the Special Education register and plans for providing them with support. 	
<p>Analysis - reflection. <i>Why it happened</i></p>	<ul style="list-style-type: none"> ● Reading and Writing student achievement results remain pleasing. Continuing to improve a consistent structured approach to teaching Literacy in 2025 will likely lift achievement further. ● Student achievement in Mathematics is high due to the structured PR1ME Math programme taught consistently across the school. ● St Anthony's School was successful in our application for receiving funding of an experienced Curriculum Facilitator (Bex Langton) of 50 hours. This had a positive impact on curriculum review and development. ● Opportunities for professional learning for whānau (on Maths and English) were not provided on site, this was due to the workload on the senior leadership team; including staffing appointments and inductions, property development, the hall being used by the church, a refreshed curriculum being introduced at pace i.e staff having to be introduced to these requirements, and induction of new teaching staff. ● Our localised Integrated Curriculum now reflects our communities' priorities and the refreshed NZ Curriculum. It has also strengthened Catholic Social Teaching principles through integrated learning programmes. 	

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	<ul style="list-style-type: none"> ● Including the Y6 cohort in kī-o-rahi lessons in 2024 has broadened the experience for Te Reo and Te Ao Maori learning opportunities for more students. ● Inviting a Māori performing art group to perform completely in Te Reo Māori added value to student cultural and career understandings i.e. viewing success for Māori as Māori within dramatic arts. ● Having Bex Langton, expert Facilitator, work with our staff to develop curriculum planning has strengthened the staff capability of delivering more purposeful Integrated Learning programmes that meet the requirements of the ANZH (Aotearoa New Zealand Histories) Curriculum and the intentions of the refreshed curriculum. Student engagement in learning topics for Science and for Social Sciences (such as the 1944 Polish Children to Pahiatua) has noticeably increased student engagement in learning and ensured more focussed EOTC experiences. ● Opportunities of various workshops in both Math and English across 2024, as provided through TKA have proved useful in increasing teacher understanding and capability in delivering an effective curriculum. ● Positive whānau-school partnerships continue to be a key ingredient in ensuring successful outcomes for our students. ● The PR1ME Math resource and implementation has ensured St Anthony's School has implemented an effective structured Math programme that has consistently and significantly increased student achievement and engagement since its introduction to St Anthony's in 2021. PR1ME Maths is one of the recommended Structured Math programmes that the Ministry of Education has made available to schools from 2025. ● In Term 3 the Ministry of Education announced the new draft content of the Refreshed Mathematic and Statistics Curriculum and the timeline for implementation. ● In Term 4 the Ministry of Education announced the new content of the Refreshed English Curriculum and the timeline for implementation.
<p>Recommendations 2025</p>	<ul style="list-style-type: none"> ● Focus cohorts for 2025 in Reading = Y5, Y6 and Y2 and Māori students. ● Focus cohorts for 2025 in Writing = Y5 and Māori students. ● Focus cohorts for 2025 in Maths = Y8 students. ● School community professional learning opportunities for Structured Literacy and Structured Mathematics and eLearning should be planned for in 2025. ● Ongoing staff professional learning in effectively implementing the refreshed curriculum should be provided - i.e Structured Literacy and Structured Mathematics. ● Applications for funding to access on site specialist facilitators should be investigated for 2025. ● Ensure opportunities for students to be exposed to a variety of positive Māori role models and cultural experiences should be included in 2025 programmes. ● Continue to work with available providers for effectively implementing the refreshed NZ English Curriculum. ● Continue to work with available providers for effectively implementing the refreshed NZ Math Curriculum. ● Continue providing professional learning opportunities for staff around inclusive practices and cultural competency.

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Statement of Variance Report 2024

	<ul style="list-style-type: none"> Continue professional learning (PL) for teacher practice for manageable and effective teacher planning, assessment and moderation practices in English and Mathematics. Including PL provided through TKA.
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Environment & Community

Strategic Goal Three:

Provide a safe, positive environment through quality relationships, partnerships and resourcing.

BASELINE 2023 ATTENDANCE Data

- Term 1 = 90.1% lowest attendance - whole school
- Term 2 = 87.5% lowest attendance - whole school
- Term 3 = 81.2% lowest attendance - whole school
- Term 4 = 89% lowest attendance - whole school

DATA AT THE END OF 2024

- Term 1 = 79% of students regularly attended school in Term 1, 2024 (Compared to 85% in Term 1, 2023)
- Term 2 = 64% of students regularly attended school in Term 2, 2024 (Compared to 61% in Term 2, 2023)
- Term 3 = 60% of students regularly attended school in Term 3, 2024 (Compared to 60% in Term 3, 2023)
- Term 4 = 82% of students regularly attended school in Term 4, 2024 (Compared to 79% in Term 4, 2023)

Intended Outcome	Key Actions What We Did - What Happened (is written in blue)	Responsibility Resourcing
<ul style="list-style-type: none"> Effectively use the Community Health Consultation findings from 2023 to review our Health policies, safety practices and curriculum. 	<p>With support from Facilitator Bex Langton and PNCEO advisors, the PE & Health Curriculum is reviewed and reflects the needs of our students, community aspirations, Catholic Special Character and Te Ao Māori.</p> <ul style="list-style-type: none"> Rae Powell (Lead Teacher of Health & PE) and Principal Marg Hyslop worked with Bex Langton on the 19th September and the 26 November 2024 to commence the review of our PE & Health Curriculum. The Health consultation data from 2023 was used to inform this work. This work will continue in 2025. <p>Health policies and practices are reviewed, and applied by BOT and staff. Health and Safety professional learning in identified areas for employees and BOT is provided as required. This includes Student and Staff Health and Safety being monitored regularly.</p> <ul style="list-style-type: none"> Health policies and practices were reviewed in 2024, and applied by BOT and staff. Student and Staff Health and Safety was regularly monitored across 2024. 5 staff renewed their First Aid Certificate in 2024. 	<p><i>Health & PE Curriculum Lead Teacher Rae Powell, Principal Marg Hyslop.</i> \$1000 <i>As at Oct \$923</i></p> <p><i>BOT Presiding Member Patrick Baker, BOT members.</i></p> <p><i>Teaching Staff</i></p> <p><i>Release time = Banked Staffing</i></p> <p><i>Principal & Staff \$3,000</i> <i>As at October \$1,600 & \$650</i></p>

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<ul style="list-style-type: none"> ● Attendance of students at risk of not achieving, is improved. 	<ul style="list-style-type: none"> ● All students in Y1 - Y8 were very fortunate to receive free St John's first responder (seniors - first aide) lessons with a St Johns First Aid tutor in the last week of Term 2. These lessons took place (one lesson per class) on the 2nd and 4th of July 2024. ● Keeping Ourselves Safe (KOS): Two whānau/parent meeting/hui with Constable Maxine Walshe and Principal Marg Hyslop took place on the 4th July 2024 and 23 July 2024. These meetings provided information for parents about the KOS programme taught in classrooms (as advertised in the school newsletter) during the first 5 Weeks of Term 3. Over 38 whānau attended these meetings, which Max said is a larger number than many bigger schools. This programme proved to be invaluable in supporting Y1 - Y8 students' positive wellbeing and promoting safety. <p>Teach prosocial student culture and resilience strategies for positive well-being, especially within RE and Health programmes. Use the NZCER Wellbeing survey or similar to analyse data and act on analysis recommendations.</p> <ul style="list-style-type: none"> ● Prosocial student culture and resilience strategies for positive well-being, especially within RE and Health programmes were taught across 2024 to all students from Y1 - Y8. Most contexts were based on our school LIFE values. ● The NZCER Wellbeing survey was provided to Y4 - Y8 students in November 2024 and the analysis of data was discussed during a staff meeting following the completion of the survey in Term 4. Analysis recommendations will be planned for within 2025 annual planning and Health programmes. <p>Review Restorative Behaviour Procedures, and review behaviour entries on e-Tap (School Management System) each term.</p> <ul style="list-style-type: none"> ● Restorative Behaviour Procedures were reviewed by the Teaching staff and Principal in January 2024. Behaviour entries on e-Tap (School Management System) are reviewed each term by the Principal and with SLT, and individual teacher's for class cohorts. <p>Ensure an effective 'Professional Growth Cycle' (PGC) is actioned.</p> <ul style="list-style-type: none"> ● The Principal Marg Hyslop has attended regular PGC meetings facilitated by Laura Snowden and updated the Presiding Member of the BOT and the BOT members about her leadership goals, including problem solving and leading change. ● The Senior Leadership Team; Jenni Harrison (DRS), Rae Powell (DP) and Marg Hyslop Principal have met regularly each term with Laura Snowden to strengthen Senior Leadership Team capability. 	<p><i>Principal Marg Hyslop & Deputy Principal Rae Powell. Attendance Services</i></p> <p><i>Teacher time \$60,000 As at Oct \$69,945</i></p> <p><i>BOT Members</i></p> <p><i>Principal & Maintenance Person Peter Lea.</i></p>
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St Anthony's School (Pahiatua) ANNUAL PLAN

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- All staff have participated in an effective professional Growth Cycle across 2024.

Regularly review attendance data of students at risk of not achieving and work with whānau to identify what support can be provided to increase attendance, ensuring their cultural inclusiveness is paramount.

- Attendance data is monitored weekly by the SLT and at each meeting by the BOT. Attendance information has also been communicated to school whānau via the school newsletter each term.
- Principal Marg Hyslop has worked closely with the Attendance Officer across Term 1 - Term 3 to improve attendance of those students at risk of not attending. This involved monitoring mainly transient students. Meetings and plans were developed with specific teachers and whānau to support improved student attendance at school.

The BOT provides additional funding for staffing to support student achievement i.e. a sixth classroom teacher for reducing teacher student ratios.

- The BOT has funded the sixth classroom teacher across 2024 to support student achievement.
- Teacher Ms Cushla Paton resigned at the end of Term 2 and Fixed Term Teacher Mrs Margaret Wood was employed for T3 & T4 for our Fr Tom McKenna Y3 & Y4 class. The Board used EdPersonnel Recruitment Services to appoint a permanent overseas trained teacher, Mrs Elicia Botha (who commenced in December 2024) when no suitable teacher applicant was found within NZ.
- In December Mrs Rae Powell stepped down as Deputy Principal and Senior Team Leader. Mrs Jenni Harrison was appointed as Deputy Principal.

The Budget is appropriately managed and implemented to meet school goals and audit requirements.

- 2023 Audit requirements were met in May 2024. Bronny Lea (BOT Finance) met regularly each month with the Principal Marg Hyslop to review school finances. School finances were appropriately managed and monitored to support our school goals across 2024. Two face to face meetings with Campbell Waugh from Education Finance, provided sound advice for the BOT, to support the work of ensuring the budget was managed appropriately.

The Board Work Plan is implemented and self-review occurs annually, ensuring the BOT meets all legal and statutory requirements.

- The BOT 2024 work plan and School Docs planning was reviewed at the February Board meeting and December 2024 Board

St Anthony's School (Pahiatua) ANNUAL PLAN

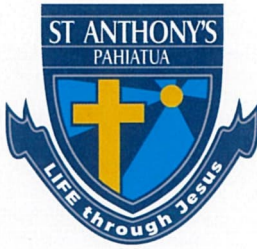
Statement of Variance Report 2024

	<p>meetings, including self-review. The Board has met all legal and reporting requirements during 2024.</p> <p>Property Plans are reviewed annually and are effectively implemented to meet the needs of school staff, students and community. The 10YPP actions (Cyclical Maintenance & Capital Maintenance) are undertaken as follows: Exterior Blocks E,O & R - painted. Admin Block Interior painting= \$6000 (from 2023) and Floor covering & single toilet vinyl \$5000 (from 2023), Block O (Staffroom) floor coverings = \$5000 (from 2023), Floor coverings Block N (Sr Gertrude) \$3300 (from 2023), Block P (Sr de Sales Maher) Floor coverings= \$8000. Matting deck areas - Diocese of PNth.</p> <ul style="list-style-type: none"> ● The Admin Block Interior painting was completed in November 2024. Quotes received indicated this work was far more expensive than indicated on 10YPP - Cyclical Maintenance. ● The floor covering & single toilet vinyl and Block O (Staffroom) floor coverings and Floor coverings Block N (Sr Gertrude Class) were completed in January 2024. The Block P (Sr de Sales Maher) Floor coverings were completed in November 2024. Most were within budget expectations as approved and reviewed. However the floor covering in Sr de Saes Maher class incurred an additional cost \$2450 for uplifting previously stuck carpet under the old existing carpet, which we were not expecting until the work was in progress. ● The Exterior painting of Block T (Sr Alphonsus/Sr Margaret) and the Exterior painting of Block O (staffroom) and the Exterior painting Block R (senior toilets) was completed in November 2024 and was slightly over budget expectations. ● The Diocese of Palmerston North completed the matting of all deck areas in April 2024. ● The Diocese of PNth completed replacement of the staffroom roof and replacement of all clear light roofing in January. ● Improved front and rear fencing was provided by the Diocese of Palmerston Nth during April, which resulted in the school fencing being almost fully secure. 	
<p>Analysis - reflection. <i>Why it happened</i></p>	<p>The Community Health Consultation findings from 2023 were effectively used to review our Health policies, safety practices and curriculum.</p> <p>Attendance of students at risk of not achieving, has not improved, despite a range of strategies applied.</p> <ul style="list-style-type: none"> ● A key reason for students not attending regularly in term time is due to students having patterns of absence at the school they previously attended. This takes time to break the habit of non-attendance that has been previously set. Working closely with whānau and having new expectations by the Government to address attendance has supported improvement for individuals. Working closely with the Attendance Officer 	

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	<p>has also been very helpful. Students having holidays in term time is also a key contributing factor to irregular attendance.</p> <ul style="list-style-type: none"> ● The provision of a sixth classroom teacher by the BOT has ensured manageable class cohorts for most of the year. Also the provision of Teacher Aide support has contributed to this greatly. We believe funding the sixth teacher has had a significant impact toward improved student achievement. ● Deck matting has resulted in significantly reduced trips and injuries in those areas. ● The roofing clear light that was replaced by the Diocese of PNth across the school during January has enabled the decks areas to remain drier i.e not leaking. ● The new fencing has improved the ability to contain students within the grounds. As the gates installed are lockable it has reduced the access into the grounds during outside of school hours from undesirable visitors. ● The 2024 (Y4-Y8) NZCER survey indicated that in comparison to 2023 there has been an average of 6% improvement in prosocial student culture strategies across Y4 - Y8. Female students, Māori student cohorts predominantly believe St Anthony's School has a positive culture. Y6 students and Male student cohorts are not as positive. 98% of students feel safe at St Anthony's School. 30% of students do not feel safe to speak up if something seems unfair. 25% of students cannot say how they are feeling when they need to. 25% of students feel if they have a problem with another child, they cannot ask other students for help. 25% of students would like teachers to be more interested in their family culture. However, 95% of students believe that teachers get on well with students from different cultures and backgrounds. 100% of students believe Teachers think all students can do well.
<p>Recommendations 2025</p>	<ul style="list-style-type: none"> ● For 2025, Students prosocial culture and students social strategies, should continue to be a learning focus. The focus cohort should be the 2025 Year 7 Boys. Teaching the NZ Police Kia Kaha programme - Bully Free NZ, for Health, is also recommended. ● Ensure the request to the Diocese of PNth for the review of our 10YPP/Cyclical Maintenance Plan is actioned in 2025. ● Appropriate staff should undertake training to gain their EOTC certificate. ● Continue to provide quality professional development opportunities for all staff and continue with quality professional learning opportunities that strengthen Senior Leadership capability. ● Ensure the KOS programme is taught on a 3 year cycle (as planned within the revised Health and PE Implementation Plan). ● Create an effective plan to increase our school roll, ensuring our sixth classroom teacher, currently funded by the BOT, is fully funded by the MOE. ● Senior Leadership team Professional Learning should be provided to support transition to new roles and responsibilities.



7 February 2025

RE: Kiwi Sport 2024

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwi Sport funding of \$1,926.60 (excluding GST).

The funding was spent on:

Enabling access to swimming lessons for all students and purchasing equipment to enhance opportunities to deliver small sided game sessions within the curriculum, that encourage involvement and enjoyment of all students.



Marg Hyslop
Principal

Statement of compliance with employment policy (required)

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

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

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

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

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>All systems in place for safe working conditions - procedures applied and followed. Also refer to the next question's response.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Follows Professional Growth Cycle.</i></p> <p><i>Inductions planned for new BOT/Staff (reviewed)</i></p> <p><i>Exit surveys carried out by Presiding Member of Board (reviewed)</i></p> <p><i>Ensure clear personnel policies are in place and regularly reviewed and communicated.</i></p> <p><i>Fulfills Treaty of Waitangi obligations.</i></p> <p><i>All staff review job descriptions/goals and professional/personal needs at commencement of year - reviewed regularly across the year to meet needs - support provided and reviewed at end of</i></p>

year. Strategic Plan Plan and Annual Plan shared and discussed with staff (before and after development ie reviews) - any staff needs are incorporated into this to provide EEO. BOT look at needs from a variety of surveys (staff / community) to reflect needs.

Ensure staff are aware of all.

Annual Plan targets reflect all staff have access to quality PLD.

Budget reflects this.

Regular check-ins with staff.

BOT ensure additional well being support is provided e.g. staff jackets, birthday morning teas, celebrations, thank you for terms of work by way of morning teas and end of year and other "shouts".

Staff Survey & Review

How do you practise impartial selection of suitably qualified persons for appointment?

Appointment committee selected who have no conflict of interest and are a cross section of BOT and SLT. Referee checks and document checks carried out. Equal opportunity for all candidates based from job criteria/description requirements...i.e. Do not seek info about gender/age etc - seek someone who fits special character and job criteria and therefore a match for our job and the best person qualified to do the best job.

<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>We have an annual Maori Whanau hui - led by members of the community and local Marae whanau. Used this feedback to ensure needs are planned for within annual planning. Staff worked with facilitator from School of Education Poutama Pounamu - inviting all members of community (including BOT) to join these workshops with staff. Maori staff member has opportunity to share aspirations and involvement within this also (privately through personal goal setting with principal) and collegially through staff/BOT hui and community hui.</i></p> <p><i>Whole community involved in hosting cultural festival and ongoing Kapa Haka school lessons</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Cultural Leader appointment made in 2024.</i></p> <p><i>Through individual goal setting at the start of the year, all staff indicate their professional growth needs and aspirations. These are then planned for and supported through professional development (either on site or off site). Review of the process occurs mid year and at the end of the year. Principal attends regular PG hui.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>As above through open and honest conversations with staff and through staff surveys.... Needs are then planned as required for individuals.</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>Formal individual conversations with all staff occur at the start of employment with the Principal - needs are discussed, plans/resources are incorporated as required. Needs are also reviewed as required but also during mid year and end of year reviews to ensure needs are actually met.</i></p>

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

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

How we have Given Effect to Te Tiriti of Waitangi by:	
Working to ensure that its plans, policies and local curriculum reflect local tikanga Māori and mātauranga Māori, and te ao Maori	Māori whānau hui and follow up with lead Māori whānau is the main vehicle for ensuring our plans and policies and curriculum aligns with community intentions... self review plan is effective, and work and planning continues with this group. Including ensuring ongoing professional development for staff, whānau and BOT is regularly available. Local curriculum reflects tikanga Māori and mātauranga Māori, and te ao Maori (work with facilitator on this). <i>Refer to AOV and above.</i>
Taking all reasonable step tikanga Māori and mātauranga Māori and te reo Māori ...and...	Any requests for tikanga Māori and te reo Māori are implemented according to requests from whānau and the lead group. Key example was the hosting of the Cultural festival. Waiata, Mass, Liturgy, hui's, lessons, phrase and word of the day, EOTC experiences, visiting artists etc.. programmes within the curriculum all support this. Along with before school regular te reo lessons for small group (upon request).

Achieving equitable outcomes for Māori students.

Refer to AOV and above.

Review data and curriculum programmes including assessment ensures all students, especially Māori students have access to learning that ensures they receive equitable outcomes. Progress and programmes monitored, self reviewed and improved continually.

Refer to AOV and above.