

# ST MARY'S SCHOOL (BLENHEIM)



## ANNUAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2023**

**School Directory**

<b>Ministry Number:</b>	3012
<b>Principal:</b>	Bridget Comer
<b>School Address:</b>	3 Stephenson Street, Blenheim, 7201
<b>School Phone:</b>	03 578 9494
<b>School Email:</b>	<a href="mailto:office@stmb.school.nz">office@stmb.school.nz</a>

# ST MARY'S SCHOOL (BLENHEIM)

Annual Financial Statements - For the year ended 31 December 2023

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# St Mary's School (Blenheim)

## Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the School.

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

Nigel Mitchell

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Full Name of Presiding Member

Signed by:  
*Nigel Mitchell*  
EDC8F3D58DB5787A

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Signature of Presiding Member

30 May 2024

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Date:

Bridget Comer

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Full Name of Principal

Signed by:  
*Bridget Comer*  
B2CA29FC722E66CC

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Signature of Principal

30 May 2024

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Date:

# St Mary's School (Blenheim)

## Members of the Board

For the year ended 31 December 2023

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Nigel Mitchell	Presiding Member	Elected	June 2025
Bridget Comer	Principal	ex Officio	
Megan Cameron	Parent Representative	Elected	June 2025
Julia Cooke	Parent Representative	Elected	June 2025
Ross Frater	Parent Representative	Elected	June 2025
Richard Vercoe	Proprietors Representative	Appointed	June 2025
Fr Michael McCabe	Proprietors Representative	Appointed	June 2025
Maurice Davies	Proprietors Representative	Appointed	June 2025
Louise Lee	Staff Representative	Elected	June 2025
Bino Matther	Parent Representative	Elected	Feb 2024

# St Mary's School (Blenheim)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,341,333	1,279,457	1,288,249
Locally Raised Funds	3	74,465	88,440	60,810
Use of Proprietor's Land and Buildings		246,257	-	169,746
Interest		8,136	1,500	2,038
<b>Total Revenue</b>		<b>1,670,191</b>	<b>1,369,397</b>	<b>1,520,843</b>
<b>Expenses</b>				
Locally Raised Funds	3	35,196	37,500	27,684
Learning Resources	4	1,057,523	1,073,117	1,063,856
Administration	5	136,237	131,290	154,719
Interest		392	-	769
Property	6	365,254	137,800	292,837
Loss on Disposal of Property, Plant and Equipment		1,601	-	122
<b>Total Expense</b>		<b>1,596,203</b>	<b>1,379,707</b>	<b>1,539,987</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>73,988</b>	<b>(10,310)</b>	<b>(19,144)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>73,988</b>	<b>(10,310)</b>	<b>(19,144)</b>

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

# St Mary's School (Blenheim)

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>	101,157	101,157	113,444
Total comprehensive revenue and expense for the year	73,988	(10,310)	(19,144)
Contribution - Furniture and Equipment Grant	31,509	-	6,857
Contribution - Te Mana Tuhono	23,399	-	-
<b>Equity at 31 December</b>	<b>230,053</b>	<b>90,847</b>	<b>101,157</b>
Accumulated comprehensive revenue and expense	230,053	90,847	101,157
<b>Equity at 31 December</b>	<b>230,053</b>	<b>90,847</b>	<b>101,157</b>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# St Mary's School (Blenheim)

## Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	104,311	64,250	47,060
Accounts Receivable	8	59,115	76,917	76,917
GST Receivable		6,350	2,757	2,757
Prepayments		11,815	5,429	5,429
Inventories	9	12,555	13,056	13,056
Investments	10	100,936	83,327	83,327
		295,082	245,736	228,546
<b>Current Liabilities</b>				
Accounts Payable	12	94,747	105,011	105,011
Revenue Received in Advance	13	11,425	1,926	1,926
Provision for Cyclical Maintenance	14	28,800	53,738	53,738
Finance Lease Liability	15	1,357	3,362	3,362
		136,329	164,037	164,037
<b>Working Capital Surplus</b>		158,753	81,699	64,509
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	111,974	83,517	96,017
		111,974	83,517	96,017
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	40,167	73,477	58,477
Finance Lease Liability	15	507	892	892
		40,674	74,369	59,369
<b>Net Assets</b>		230,053	90,847	101,157
<b>Equity</b>		230,053	90,847	101,157

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

# St Mary's School (Blenheim)

## Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		471,911	409,627	465,168
Locally Raised Funds		81,665	88,440	56,140
Goods and Services Tax (net)		(3,593)	-	3,205
Payments to Employees		(283,528)	(280,400)	(355,145)
Payments to Suppliers		(212,049)	(184,477)	(169,964)
Interest Paid		(392)	-	-
Interest Received		6,471	1,500	1,364
Net cash from Operating Activities		60,485	34,690	768
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(15,743)	(17,500)	(25,653)
Purchase of Investments		(17,609)	-	(15,582)
Net cash (to) Investing Activities		(33,352)	(17,500)	(41,235)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		31,509	-	6,857
Finance Lease Payments		(1,391)	-	(5,938)
Net cash from Financing Activities		30,118	-	919
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>57,251</b>	<b>17,190</b>	<b>(39,548)</b>
Cash and cash equivalents at the beginning of the year	7	47,060	47,060	86,608
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>104,311</b>	<b>64,250</b>	<b>47,060</b>

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 Mary's School (Blenheim)

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

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

##### 1.2. Basis of Preparation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

###### **Cyclical Maintenance**

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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

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

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

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

#### ***Classification of leases***

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20b.

#### ***Recognition of grants***

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

### **1.3. Revenue Recognition**

#### ***Government Grants***

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

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

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

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

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

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

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

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

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

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

#### ***Interest Revenue***

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

### **1.4. Finance Lease Payments**

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

### **1.5. Cash and Cash Equivalents**

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

## 1.6. Accounts Receivable

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

## 1.7. Inventories

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

## 1.8. Investments

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

## 1.9. Property, Plant and Equipment

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and equipment	3-20 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

## 1.10. Impairment of property, plant and equipment

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

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

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

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

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

#### **1.11. Accounts Payable**

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

#### **1.12. Employee Entitlements**

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

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

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

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

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

#### **1.13. Revenue Received in Advance**

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

#### **1.14. Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **1.15. Financial Instruments**

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

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

**1.16. Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**1.17. Budget Figures**

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

**1.18. Services received in-kind**

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

## 2. Government Grants

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	471,503	409,627	480,586
Teachers' Salaries Grants	869,830	869,830	807,663
	<u>1,341,333</u>	<u>1,279,457</u>	<u>1,288,249</u>

The School has opted in to the donations scheme for this year. Total amount received was \$24,351 (2022: \$24,900).

## 3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	36,339	52,000	24,816
Fees for Extra Curricular Activities	9,750	10,740	11,366
Trading	16,528	15,000	13,358
Other Revenue	11,848	10,700	11,270
	<u>74,465</u>	<u>88,440</u>	<u>60,810</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	20,095	22,500	13,801
Trading	15,101	15,000	13,883
	<u>35,196</u>	<u>37,500</u>	<u>27,684</u>
<i>Surplus for the year Locally raised funds</i>	<u>39,269</u>	<u>50,940</u>	<u>33,126</u>

## 4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	39,570	46,987	52,033
Library Resources	62	300	108
Employee Benefits - Salaries	986,642	984,230	971,473
Staff Development	8,264	11,600	13,373
Depreciation	22,985	30,000	26,869
	<u>1,057,523</u>	<u>1,073,117</u>	<u>1,063,856</u>

## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,064	6,000	5,775
Board Fees	3,310	5,000	4,315
Board Expenses	-	1,000	709
Communication	2,967	3,250	3,298
Consumables	10,820	9,000	6,725
Operating Lease	1,810	3,260	2,543
Other	11,084	12,500	11,652
Employee Benefits - Salaries	94,851	85,000	112,773
Insurance	3,525	3,700	3,564
Service Providers, Contractors and Consultancy	1,806	2,580	3,365
	<u>136,237</u>	<u>131,290</u>	<u>154,719</u>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,377	4,500	7,083
Cyclical Maintenance	10,100	15,000	9,794
Adjustment to the Provision- Other Adjustments	(53,348)	-	(12,729)
Grounds	46,815	11,500	8,112
Heat, Light and Water	19,598	15,000	17,099
Rates	4,574	4,000	7,212
Repairs and Maintenance	3,730	6,800	5,916
Use of Land and Buildings	246,257	-	169,746
Employee Benefits - Salaries	84,151	81,000	80,604
	<u>365,254</u>	<u>137,800</u>	<u>292,837</u>

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

## 7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	104,311	64,250	47,060
Cash and Cash Equivalents for Statement of Cash Flows	<u>104,311</u>	<u>64,250</u>	<u>47,060</u>

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

Of the \$104,311 Cash and Cash Equivalents, \$11,425 of revenue in advance is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

## 8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	686	686
Receivables from the Ministry of Education	6,452	10,461	10,461
Interest Receivable	2,489	824	824
Teacher Salaries Grant Receivable	50,174	64,946	64,946
	<u>59,115</u>	<u>76,917</u>	<u>76,917</u>
Receivables from Exchange Transactions	2,489	1,510	1,510
Receivables from Non-Exchange Transactions	56,626	75,407	75,407
	<u>59,115</u>	<u>76,917</u>	<u>76,917</u>

## 9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	12,555	13,056	13,056
	<u>12,555</u>	<u>13,056</u>	<u>13,056</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	100,936	83,327	83,327
Total Investments	<u>100,936</u>	<u>83,327</u>	<u>83,327</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Furniture and Equipment	67,965	10,967	(1,314)	-	(12,208)	65,410
Information and Communication Technology	11,877	25,684	(91)	-	(5,386)	32,084
Leased Assets	4,196	1,401	-	-	(3,607)	1,990
Library Resources	11,979	2,492	(197)	-	(1,784)	12,490
<b>Balance at 31 December 2023</b>	<b>96,017</b>	<b>40,544</b>	<b>(1,602)</b>	<b>-</b>	<b>(22,985)</b>	<b>111,974</b>

The net carrying value of equipment held under a finance lease is \$1,990 (2022: \$4,196)

### Restrictions

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

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	399,200	(333,790)	65,410	492,287	(424,322)	67,965
Information and Communication Technology	79,509	(47,425)	32,084	54,424	(42,547)	11,877
Leased Assets	10,831	(8,841)	1,990	9,430	(5,234)	4,196
Library Resources	60,775	(48,285)	12,490	59,255	(47,276)	11,979
<b>Balance at 31 December</b>	<b>550,315</b>	<b>(438,341)</b>	<b>111,974</b>	<b>615,396</b>	<b>(519,379)</b>	<b>96,017</b>

## 12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	12,595	15,647	15,647
Accruals	4,214	4,754	4,754
Employee Entitlements - Salaries	57,469	67,192	67,192
Employee Entitlements - Leave Accrual	20,469	17,418	17,418
	<u>94,747</u>	<u>105,011</u>	<u>105,011</u>
Payables for Exchange Transactions	<u>94,747</u>	<u>105,011</u>	<u>105,011</u>
	<u>94,747</u>	<u>105,011</u>	<u>105,011</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	2,985	-	-
Other Revenue in Advance	8,440	1,926	1,926
	<u>11,425</u>	<u>1,926</u>	<u>1,926</u>

#### 14. Provision for Cyclical Maintenance

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	112,215	112,215	115,150
Increase to the Provision During the Year	10,100	15,000	9,794
Other Adjustments	(53,348)	-	(12,729)
Provision at the End of the Year	<u>68,967</u>	<u>127,215</u>	<u>112,215</u>
Cyclical Maintenance - Current	28,800	53,738	53,738
Cyclical Maintenance - Non current	40,167	73,477	58,477
	<u>68,967</u>	<u>127,215</u>	<u>112,215</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 has been prepared for the School in the 2023 year by the Catholic Schools Board.

#### 15. Finance Lease Liability

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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	1,446	3,649	3,649
Later than One Year and no Later than Five Years	534	913	913
Future Finance Charges	(116)	(308)	(308)
	<u>1,864</u>	<u>4,254</u>	<u>4,254</u>
<b>Represented by:</b>			
Finance lease liability - Current	1,357	3,362	3,362
Finance lease liability - Non current	507	892	892
	<u>1,864</u>	<u>4,254</u>	<u>4,254</u>

#### 16. Related Party Transactions

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

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

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

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1.3. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

## 17. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,310	4,315
<i>Leadership Team</i>		
Remuneration	136,151	232,948
Full-time equivalent members	1,04	2,00
Total key management personnel remuneration	139,461	237,263

There are seven members of the Board, including three proprietors reps and excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has Finance (5 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	70 - 80	110 - 120
Benefits and Other Emoluments	2 - 3	0 - 0
Termination Benefits	0 - 0	0 - 0

### Principal 2

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	50 - 60	110 - 120
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 -110	-	1,00
	-	1,00

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

## 18. Compensation and Other Benefits Upon Leaving

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

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

## 19. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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



## Pay Equity Settlement Wash Up amounts

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

## 20. Commitments

### (a) Capital Commitments

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

(Capital commitments at 31 December 2022: nil)

### (b) Operating Commitments

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

(Operating commitments at 31 December 2022: nil)

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	104,311	64,250	47,060
Receivables	59,115	76,917	76,917
Investments - Term Deposits	100,936	83,327	83,327
Total Financial assets measured at amortised cost	<u>264,362</u>	<u>224,494</u>	<u>207,304</u>

### Financial liabilities measured at amortised cost

Payables	94,747	105,011	105,011
Finance Leases	1,864	4,254	4,254
Total Financial liabilities measured at amortised Cost	<u>96,611</u>	<u>109,265</u>	<u>109,265</u>

## 22. Events After Balance Date

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

## 23. Comparatives

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ST MARY'S SCHOOL (BLENHEIM)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

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

#### Opinion

We have audited the financial statements of the School on pages 3 to 17 that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2023; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2024. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing, Statement of Variance, Kiwisport Report, Report on how the school has given effect to Te Tiriti o Waitangi, and the Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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



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



**St. Mary's School Blenheim**

**Te Kura O Hato Mere**

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## **Kiwi Sport Funding**

In 2023 the school received total Kiwi Sport funding of \$2,168.20 (excl. GST).

The funding was spent on employing a sports co-ordinator. The number of students that participated in organised sport was 160.



# Statement of Variance Reporting

<b>School Name:</b>	<b>St Mary's School Blenheim</b>	<b>School Number:</b>	<b>3012</b>
<b>Strategic Goals:</b>	<b>Strategic Goal One - Encounter with Christ</b> Encounter Christ through knowledge, culture and faith creating opportunities for all in our Catholic hapori whānui to live in the light of Christ.		
	<b>Strategic Goal Two - Ākonga</b> Hato Mere will provide an innovative, authentic and student led curriculum which is culturally responsive, inclusive and nurtures personal well being and growth.		
	<b>Strategic Goal Three - Kaiako</b> Hato Mere kaiako will be responsive to the evolving contexts through which our ākonga learn and develop		

### Reading Targets:

- 2023 Year 3 - 8 students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023
- 2023 Year 3- 8 Maori students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023
- 2023 Year 3 - 8 Pasifika students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023

### Writing Targets:

- 2023 Year 3 – 8 students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023
- 2023 Year 3 – 8 Maori students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023
- 2023 Year 3 – 8 Pasifika students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023

### Mathematics Targets:

- 2023 Students year 3 - 8 students 'Well Below, and Below in 2022 move to 'Below and At' by the end of 2023
- 2023 Pasifika year 3 - 8 students 'Well Below, and Below in 2022 move to 'Below and At' by the end of 2023
- 2023 Maori year 3 – 8 students 'Below and At in 2022 move to 'At and above' by the end of 2023

# READING

**Strategic Aim:** All students at St Mary's School will succeed in an inclusive, vibrant learning environment evident by their progress and achievement in relation to the National Standards.

**Annual Aim:** To increase the number of students achieving 'Within' or 'Beyond' based on the New Curriculum Levels.

**Target:**  
**Reading Targets:**  
 2023 Year 3 - 8 students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023  
 2023 Year 3 - 8 Maori students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023  
 2023 Year 3 - 8 Pasifika students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023

## Baseline Data:

**2022 EOY Data = 2023 BOY Data**

Reading	Well Below		Towards		Within		Beyond		Total % Within or above
	Number	%	Number	%	Number	%	Number	%	
All Students	6	6 %	22	20 %	55	50 %	26	24 %	81 %
Maori	1	5 %	5	25 %	10	50 %	4	20 %	70 %
Pasifika	0	0 %	8	42 %	9	47 %	2	11 %	58 %

## End of Year Data:

**2023 EOY Data**

Reading	Well Below		Towards		Within		Beyond		Total % Within or above
	Number	%	Number	%	Number	%	Number	%	
All Students	4	3 %	55	35 %	64	41%	33	21%	62 %
Maori	0	0 %	11	35 %	14	45 %	6	19 %	64 %
Pasifika	1	4 %	15	55 %	7	26 %	4	15 %	41 %

<b>READING</b> Year Level Summary - Students within/beyond Expected Curriculum Level			
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Y0</b>			30%
<b>Y1</b>		100%	24%
<b>Y2</b>	55%	67%	36%
<b>Y3</b>	63%	95%	90%
<b>Y4</b>	62%	43%	74%
<b>Y5</b>	71%	69%	69%
<b>Y6</b>	100%	100%	13%
<b>Y7</b>	82%	13%	44%
<b>Y8</b>	62%	57%	79%

<b>READING</b> Within or Beyond Expected Curriculum Level Data by Gender			
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Male Students Year 0 - 8	50%	66%	57%
Female Students Year 0 - 8	75%	68%	68%

## READING

At or Above Expected Curriculum Level

	BOY (End of 2022 Results)	MOY	EOY
Asian	80%	79%	69%
MELAA	50%	75%	75%
NZ European	70%	63%	67%
Māori	58%	67%	65%
Other	-	100%	100%
Pasifika	57%	52%	41%
All Students	66%	66%	62%

HERO Statistics

### READING: End of Year & Mid Year Data

Expected Curriculum	Year 0				Year 1				Year 2				Year 3				Year 4				Year 5				Year 6				Year 7				Year 8			
	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%
Well Beyond			0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%		0%	
Beyond			0%		0	0%	0	0%	4	17%	4	16%	4	21%	5	24%	0%		3	13%	6	38%	5	31%	0%		1	13%	0%		5	28%	0%		7	50%
Within			3	30%	17	100%	5	24%	12	50%	5	20%	14	74%	14	67%	10	43%	14	61%	5	31%	6	38%	8	100%	7	88%	2	13%	3	17%	8	57%	4	29%
Below			7	70%		0%	16	76%	8	33%	15	60%	1	5%	2	10%	11	48%	5	22%	3	19%	3	19%	0%		1	13%	12	80%	10	56%	5	36%	2	14%
Well Below			0%			0%		0%		0%	1	4%		0%		0%	2	9%	1	4%	1	6%	1	6%	0%		0%		1	7%		0%	1	7%	1	7%
Total Children			10		17		21		24		25		19		21		23		23		16		16		8		8		15		18		14		14	

Reading - BOY	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
At/Above			55%	63%	62%	71%	100%	82%	62%
Below			45%	38%	38%	29%	0%	18%	38%

Reading - MOY	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
At/Above		100%	67%	95%	43%	69%	100%	13%	57%
Below		0%	33%	5%	57%	25%	0%	87%	43%

Reading - EOY	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
At/Above	30%	24%	36%	90%	74%	69%	13%	44%	79%
Below	70%	76%	64%	10%	26%	25%	87%	56%	21%

HERO Statistics

## New Zealand Curriculum - Expected Level

St Mary's Data - Within/Above vs Below expected curriculum level

Expected Curriculum Level - Reading										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>Level 5</b>										
<b>Level 4</b>							44%	79%		
<b>Level 3</b>					69%	88%	56%	21%		
<b>Level 2</b>			90%	83%	31%	13%				
<b>Level 1</b>	100%	100%	10%	17%						

Based on "Within Curriculum Level" NZC Standards

## READING - AOV

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																														
<ul style="list-style-type: none"> <li>Reviewed with teachers support structures that may result in greater progress over the one year time frame</li> <li>Develop opportunities where students 'Below' and 'Well Below' in Reading receive additional 'reading mileage' within the school day</li> <li>Reviewed reading resources with the students to see if it reflects their interests</li> <li>Purchased books to suit the needs of the children and different learning abilities.</li> <li>BSLA - Phonics plus Books</li> <li>Review alternative reading programmes that encourage students to read</li> <li>Provide opportunities for Parent information around supporting their children with their reading.</li> <li>Meet with Maori and Pasifika parents to see how they would like us to support their children with their reading</li> <li>Further develop the Reading OTJ guidelines</li> <li>Staff analysis of the Curriculum to further emphasise the levels and targets for students - projection and tracking.</li> <li>Shared practice between schools - Piritahi and reading workshops</li> <li>Specialist Literacy Teacher employed for Term 4</li> </ul>	<p><b>Within Expected Curriculum Level All Students</b></p> <p>BOY: 66% MOY: 66% EOY: 62%</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">READING At or Above Expected Curriculum Level</th> </tr> <tr> <th></th> <th>BOY <small>(end of 1st term)</small></th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr><td>Asian</td><td>80%</td><td>79%</td><td>69%</td></tr> <tr><td>MELAA</td><td>50%</td><td>75%</td><td>75%</td></tr> <tr><td>NZ European</td><td>70%</td><td>68%</td><td>67%</td></tr> <tr><td>Māori</td><td>58%</td><td>67%</td><td>65%</td></tr> <tr><td>Other</td><td>—</td><td>100%</td><td>100%</td></tr> <tr><td>Pasifika</td><td>57%</td><td>52%</td><td>41%</td></tr> <tr><td>All Students</td><td>66%</td><td>66%</td><td>62%</td></tr> <tr><td>HERO Students</td><td>—</td><td>—</td><td>—</td></tr> </tbody> </table> <p><b>By Ethnicity:</b></p> <p>Māori: 65% Pasifika: 41% NZ European: 67%</p> <p><b>By Gender:</b></p> <p>Male: 57% Female: 68%</p> <p>To be able to report reliably against the set targets the same data sample needed to be analysed. 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## Planning for Next Year

- Explicit teaching of Reading as per Government directives.
- Development of a shared understanding of Reading - Scope and Sequence / Progressions
- Assessment for Teaching and Learning: Focus of Within School Teacher
- Review and analysis of Assessment for Learning Tools across the school for commonality and consistency.
- Introduce School-Wide Moderation to ensure rigour and reliability of data to inform teaching and learning
- Engage with Piritahi Moderation
- Attendance at Piritahi workshops to strengthen understanding and ability to moderate and set OTJ's
- Culturally Responsive Pedagogy: Centrally Funded PLD - Kurahaupō
- Use of Niho Taniwha and Ngā Kawatau - Specific PLD from Tauihu, Tapasa
- Introduction of Philosophy for Children (All teachers to complete Level 1 Workshop - TOD's at the beginning of Term 1)
- Liz Kane: The Code PLD 11th March 2024

## WRITING

<b>School Name:</b>	St Mary's School Blenheim	<b>School Number:</b>	3012
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**Strategic Aim:** All students at St Mary's School will succeed in an inclusive, vibrant learning environment evident by their progress and achievement in relation to the National Standards.

**Annual Aim:** To increase the number of students achieving 'At' or 'Above' the National Standard for Writing.

**Target:**  
**Writing Targets:**  
 2023 Year 3 – 8 students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023  
 2023 Year 3 – 8 Maori students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023  
 2023 Year 3 – 8 Pasifika students 'Towards' at the end of 2022 will move to 'Within' by the end of 2023

**Baseline Data:**

**December 2022 data for students beginning the 2023 year**

Writing	Well Below		Towards		Within		Beyond		Total % Within or above
	Number	%	Number	%	Number	%	Number	%	
Year 3 - 8	6	6 %	24	22 %	69	63 %	10	9 %	71 %
Year 3 - 8 Maori	1	5 %	6	30 %	12	60 %	1	5 %	65 %
Year 3 - 8 Pasifika	0	0 %	7	37 %	12	63 %	0	0 %	63 %

**2023 EOY Data - Year 1 - 8**

Writing	Well Below		Towards		Within		Beyond		Total % Within or above
	Number	%	Number	%	Number	%	Number	%	
All Students	5	3 %	66	43 %	51	33 %	33	21 %	54 %
Maori	0	0 %	16	52 %	10	32 %	5	16 %	48 %
Pasifika	1	4 %	15	58 %	6	23 %	4	15 %	38 %

<b>WRITING</b>			
Year Level Summary - Students within/beyond Expected Curriculum Level			
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Y0</b>			100%
<b>Y1</b>		100%	5%
<b>Y2</b>	55%	67%	36%
<b>Y3</b>	50%	95%	86%
<b>Y4</b>	81%	35%	70%
<b>Y5</b>	43%	50%	50%
<b>Y6</b>	71%	63%	64%
<b>Y7</b>	64%	25%	33%
<b>Y8</b>	46%	64%	29%

HERO data

<b>WRITING</b>			
Within or Beyond Expected Curriculum Level Data by Gender			
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Male Students Year 0 - 8	50%	61%	45%
Female Students Year 0 - 8	77%	63%	61%

Hero Data

## WRITING

At or Above Expected Curriculum Level

	BOY <small>(End of 2022 Results)</small>	MOY	EOY
Asian	58%	67%	58%
MELAA	50%	50%	75%
NZ European	70%	66%	62%
Māori	47%	57%	48%
Other	-	100%	100%
Pasifika	57%	52%	38%
All Students	61%	62%	54%

HERO data

### WRITING: End of Year & Mid Year Data

Expected Curriculum	Year 0				Year 1				Year 2				Year 3				Year 4				Year 5				Year 6				Year 7				Year 8							
	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%				
Well Beyond				0%				0%				0%			0	0%				0%				0%				0%				0%				0%				0%
Beyond			8	80%				0%			4	16%	1	5%	4	19%				0%	1	6%	5	31%	0	0%	3	38%	2	13%	5	28%			0%	4	29%			
Within			2	20%	18	100%	1	5%	16	67%	5	20%	17	89%	14	67%	8	35%	16	70%	7	44%	3	19%	5	63%	2	25%	2	13%	1	6%	9	64%	7	50%				
Below				0%			19	95%	8	33%	15	60%	1	5%	3	14%	14	61%	6	26%	8	50%	7	44%	3	38%	3	38%	10	63%	11	61%	4	29%	2	14%				
Well Below				0%				0%			1	4%			0%	1	4%	1	4%			0%	1	6%			0%	2	13%	1	6%	1	7%	1	7%					
Total Children			10		18		20		24		25		19		21		23		23		16		16		8		8		16		18		14		14					

Writing - BOY	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
At/Above			55%	50%	81%	43%	71%	64%	46%
Below			45%	50%	19%	57%	29%	36%	54%

Writing - MOY	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
At/Above		100%	67%	95%	35%	50%	63%	25%	64%
Below		0%	33%	5%	65%	50%	38%	75%	36%

Writing - EOY	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
At/Above	100%	5%	36%	86%	70%	50%	63%	33%	29%
Below	0%	95%	64%	14%	30%	50%	38%	67%	36%

HERO data

### New Zealand Curriculum - Expected Level

St Mary's Data - Within/Above vs Below expected curriculum level

Expected Curriculum Level - Writing										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Level 5										
Level 4							32%	79%		
Level 3					50%	87%	68%	21%		
Level 2			86%	87%	50%	13%				
Level 1	100%	100%	14%	13%						

Based on "Within Curriculum Level" NZC Standards

## WRITING AOV

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																										
<ul style="list-style-type: none"> <li>Develop opportunities where students 'Within' and 'Well Below' in Writing receive additional 'writing mileage' within the school day.</li> <li>Targeted writing in the Year 3 and 5 classes to improve a love of writing and expose the children to all aspects of writing.</li> <li>Further develop cooperative learning around writing in order to support Maori learning as Maori and student supporting student learning (Built off DMIC and PP learning and research)</li> <li>Look at how we provide students authentic writing experiences in which they can develop their writing skills and mileage.</li> <li>Provide opportunities for Parent information around supporting their children with their writing</li> <li>Meet with Maori, whanau hui and Pasifika fono to consult with parents - support their children with their writing</li> <li>Carry out Writing OTJ moderation within school and with another school(s)</li> <li>Further develop the Writing OTJ guidelines</li> <li>Participate in the Marlborough Community of Learning</li> <li>Structured Literacy skills and knowledge in the Junior rooms to support the learning and movement as the children progress.</li> <li>Specialist Literacy Teacher employed for Term 4</li> </ul>	<p><b>Within Expected Curriculum Level All Students</b></p> <p>BOY: 61% MOY: 62% EOY: 54%</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #0056b3; color: white;"> <th colspan="4">WRITING <small>At or Above Expected Curriculum Level</small></th> </tr> <tr style="background-color: #d9ead3;"> <th></th> <th>BOY <small>(n=1000)</small></th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>58%</td> <td>57%</td> <td>58%</td> </tr> <tr> <td>MELAA</td> <td>50%</td> <td>50%</td> <td>75%</td> </tr> <tr> <td>NZ European</td> <td>70%</td> <td>66%</td> <td>62%</td> </tr> <tr> <td>Māori</td> <td>47%</td> <td>57%</td> <td>48%</td> </tr> <tr> <td>Other</td> <td>-</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Pasifika</td> <td>57%</td> <td>52%</td> <td>38%</td> </tr> <tr> <td>All Students</td> <td>61%</td> <td>62%</td> <td>54%</td> </tr> </tbody> </table> <p><b>By Ethnicity:</b></p> <p>Māori: 48% Pasifika: 38% NZ European: 62%</p> <p><b>By Gender:</b></p> <p>Male: 45% Female: 61%</p> <p>To be able to report reliably against the set targets the same data sample needed to be analysed. 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## Planning for 2024

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- Development of a shared understanding of Writing - Scope and Sequence / Progressions
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# MATHEMATICS

<b>School Name:</b>	St Mary's School Blenheim	<b>School Number:</b>	3012
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**Strategic Aim:** All students at St Mary's School will succeed in an inclusive, vibrant learning environment evident by their progress and achievement in relation to the National Standards.

**Annual Aim:** To increase the number of students achieving 'At' or 'Above' the National Standard for Maths.

**Target:**  
**Maths Targets:**  
 2023 Students year 3 - 8 students 'Well Below, and Below in 2022 move to 'Below and At' by the end of 2023  
 2023 Pasifika year 3 - 8 students 'Well Below, and Below in 2022 move to 'Below and At' by the end of 2023  
 2023 Maori year 3 - 8 students 'Below and At' in 2022 move to 'At and above' by the end of 2023

**Baseline Data:**

**December 2022 data for students beginning the 2023 year**

Maths	Well Below		Towards		Within		Beyond		Total % Within or above
	Number	%	Number	%	Number	%	Number	%	
Year 3 - 8	13	12 %	15	14 %	70	64 %	11	10 %	74 %
Year 3 - 8 Pasifika	2	10 %	2	10 %	14	70 %	2	10 %	80 %
Year 3 - 8 Maori	5	26 %	4	21 %	9	48 %	1	5 %	53 %

**2023 EOY Data**

Maths	Well Below		Towards		Within		Beyond		Total % Within or above
	Number	%	Number	%	Number	%	Number	%	
All Students Year 1-8	4	3%	61	39 %	63	40 %	28	18 %	56 %
Maori Year 1 - 8	0	0 %	12	39 %	14	45 %	5	16 %	61 %
Pasifika Year 1 - 8	1	4 %	16	60 %	4	15 %	6	22 %	37 %

<b>MATHEMATICS</b> Year Level Summary - Students within/beyond Expected Curriculum Level			
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
<b>Y0</b>	Nil data	Nil Data	
<b>Y1</b>	Nil data	Nil Data	100%
<b>Y2</b>	Nil data	23%	36%
<b>Y3</b>	Nil data	Nil Data	82%
<b>Y4</b>	Nil Data	Nil Data	69%
<b>Y5</b>	Nil Data	81%	50%
<b>Y6</b>	Nil Data	86%	100%
<b>Y7</b>	Nil Data	13%	33%
<b>Y8</b>	Nil Data	50%	79%

HERO data

<b>MATHEMATICS</b> Within or Beyond Expected Curriculum Level Data by Gender			
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Male Students Year 0 - 8	Incomplete Data	Incomplete Data	60%
Female Students Year 0 - 8	Incomplete Data	Incomplete Data	57%

Hero Data

# MATHEMATICS

## At or Above Expected Curriculum Level

	BOY (End of 2022 Results)	MOY (Incomplete Data: not reliable)	EOY
Asian	Nil data	62%	60%
MELAA	Nil data	100%	75%
NZ European	Nil data	45%	67%
Māori	Nil data	42%	61%
Other	Nil data	100%	100%
Pasifika	Nil data	25%	37%
All Students	Nil data	Incomplete data	58%

HERO data

### MATHEMATICS: End of Year & Mid Year Data

Expected Curriculum	Year 0		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8																
	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%	Mid	%	End	%													
Well Beyond				0%	#####		0%	0%	0%	#####		0%	#####		0%	0%	0%	0%	0%	0%	0%												
Beyond			10	#####	#####		0%	0%	3	12%	#####	1	5%	#####	2	8%	2	13%	2	13%	0%	0%	0%	1	6%	3	17%	0%	7	50%			
Within				0%	#####	7	33%	3	23%	6	24%	#####	17	77%	#####	16	62%	11	69%	6	38%	7	88%	8	100%	1	6%	3	17%	7	50%	4	29%
Below				0%	#####	14	67%	10	77%	16	64%	#####	3	14%	#####	7	27%	2	13%	7	44%	1	13%		0%	11	69%	11	61%	5	36%	2	14%
Well Below				0%	#####		0%	#####		0%	#####	1	5%	#####	1	4%	1	6%	1	6%		0%	0	0%	3	19%	1	6%	2	14%	1	7%	
Total Children			10			21		13		25			22			26		16		16		8		8		16		18		14		14	

Mathematics - BOY									
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
At/Above									
Below	Nil data entered into Hero at EOY 2022								

Mathematics - MOY									
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
At/Above			23%			81%	88%	13%	50%
Below			67%			19%	13%	88%	50%

Mathematics - EOY									
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
At/Above		100%	36%	82%	69%	50%	100%	33%	79%
Below		67%	64%	18%	31%	50%	0%	67%	21%

HERO data

## New Zealand Curriculum - Expected Level

St Mary's Data - Within/Above vs Below expected curriculum level

Expected Curriculum Level - Mathematics										
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
<b>Level 5</b>										
<b>Level 4</b>							33%	79%		
<b>Level 3</b>					50%	100%	67%	21%		
<b>Level 2</b>			86%	87%	44%					
<b>Level 1</b>	100%	100%	14%	13%						

Based on "Within Curriculum Level" NZC Standards

## MATHEMATICS AOV

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																								
<ul style="list-style-type: none"> <li>Teachers continue sharing learning expectations in relation to the identified students and the student group as a whole</li> <li>Teachers develop processes and build a bank of tools to supplement the core learning for these identified students</li> <li>Teachers continue to share their understanding around learning expectations</li> <li>Provide opportunities for Parent information around supporting their children with their maths</li> <li>Meet with Maori and Pasifika parents to see how they would like us to support their children with their maths</li> <li>Further develop the Maths OTJ guidelines</li> <li>Used relational pedagogy tools from Poutama Pounamu</li> <li>Applied for DMIC support through Massey University and were successful - 3 years in.</li> </ul>	<p><b>All Students:</b></p> <p>Across the school 58% of students are within their expected curriculum level for Mathematics.</p> <p><b>By Ethnicity</b></p> <p>60% of Asian and Māori students are within the expected curriculum level and 67% of New Zealand European students are within the expected curriculum level.</p> <p>At the end of the year 37% of Pasifika students were at the expected curriculum level.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e91e63; color: white;"> <th colspan="4">MATHEMATICS</th> </tr> <tr style="background-color: #e91e63; color: white;"> <th colspan="4">At or Above Expected Curriculum Level</th> </tr> <tr style="background-color: #e91e63; color: white;"> <th></th> <th>BDY <small>(2021/22)</small></th> <th>MDY <small>(2022/23)</small></th> <th>EOY</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>Nil data</td> <td>62%</td> <td>60%</td> </tr> <tr> <td>MELAA</td> <td>Nil data</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>NZ European</td> <td>Nil data</td> <td>45%</td> <td>67%</td> </tr> <tr> <td>Māori</td> <td>Nil data</td> <td>42%</td> <td>61%</td> </tr> <tr> <td>Other</td> <td>Nil data</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Pasifika</td> <td>Nil data</td> <td>25%</td> <td>37%</td> </tr> <tr style="background-color: #e91e63; color: white;"> <td>All Students</td> <td>Nil data</td> <td>Incomplete data</td> <td>58%</td> </tr> </tbody> </table> <p><b>By Gender</b></p> <p>% Within Expected Curriculum Level</p> <p>Male: 60% Female: 57%</p> <p><b>New Zealand Curriculum</b></p> <p>Percentages of Students “within” expected curriculum level is higher when looking at whole curriculum levels as opposed to potential settings in HERO and Piritahi expectations.</p> <p>Despite specific PLD aligned to culturally responsive practices, Pasifika and Māori students are yet to make significant progress. To be able to report reliably against the set targets the same data sample needed to be analysed. Whilst there are some changes to the percentage of students within and beyond - the inclusion of all students against Piritahi expectations skews the data.</p>	MATHEMATICS				At or Above Expected Curriculum Level					BDY <small>(2021/22)</small>	MDY <small>(2022/23)</small>	EOY	Asian	Nil data	62%	60%	MELAA	Nil data	100%	75%	NZ European	Nil data	45%	67%	Māori	Nil data	42%	61%	Other	Nil data	100%	100%	Pasifika	Nil data	25%	37%	All Students	Nil data	Incomplete data	58%	<p>Nil data was entered into HERO at the end of 2022, therefore nil baseline data was available for comparison.</p> <p>Mid Year Data (End of Term 2) was incomplete - not all year levels were reported on.</p> <p>End of Year Data analysed against HERO settings/Piritahi and NZC.</p> <p>Reporting prior to End of Year 2023 included Years 3 - 8.</p> <p>End of Year 2023 and beyond: Whole School Reporting.</p>	<p>Ensuring that the “Where to Next” and plans for the following year are implemented, analysed and evaluated.</p> <p>All staff need to have a shared understanding of the “Why”, “What” and “How” underpinning initiatives and their role within the strategic plans.</p> <ul style="list-style-type: none"> <li>Successful Application for Accelerated Learning in Mathematics (ALIM) for two teachers. One teacher at both Year 3/4 and Year 5/6 - who will share teaching pedagogy with their co-year level teacher.</li> <li>DMIC no longer has funding to provide PLD, therefore no further PLD will be undertaken. Staff will still have access to the task booklets as part of ongoing support.</li> <li>Culturally Responsive Pedagogy will be supported primarily through the following avenues: <ul style="list-style-type: none"> <li>Piritahi: Niho Taniwha / Poutama Pounamu</li> <li>Ngā Kawatau</li> <li>Kurahaupō (CFPLD)</li> <li>Pasifika Education/PLD</li> </ul> </li> <li>Common and Consistent Explicit Teaching of Mathematics.</li> <li>Common and Consistent Assessment methodology</li> <li>HERO configurations checked</li> <li>Regular Reporting and Tracking of Progress</li> <li>Students ARNA identified and plans put in place.</li> <li>Increase knowledge and shared understanding of scope and sequence / progressions in Mathematics</li> <li>School Wide Moderation &amp; Piritahi Moderation</li> </ul>
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## Planning for 2024

- Accelerated Learning in Mathematics
- Common and Consistent assessment and tracking of progress
- Students At Risk of Not Achieving - identified and support plans in place
- Assessment and Reporting to be entered into HERO
- HERO Settings to be consistent with New Zealand Curriculum Standards
- PLD funding will continue to develop both teachers and students awareness of how to use various tools to assist learning and growth with mathematics
- Explicit teaching of Mathematics as per Government directives
- Explicit teaching of Writing as per Government directives.
- Development of a shared understanding of Mathematics - Scope and Sequence / Progressions
- Assessment for Teaching and Learning: Focus of Within School Teacher
- Review and analysis of Assessment for Learning Tools across the school for commonality and consistency.
- Introduce School-Wide Moderation to ensure rigour and reliability of data to inform teaching and learning
- Engage with Piritahi Moderation
- Attendance at Piritahi workshops to strengthen understanding and ability to moderate and set OTJ's
- Culturally Responsive Pedagogy: Centrally Funded PLD - Kurahaupō
- Use of Niho Taniwha and Ngā Kawatau - Specific PLD from Tauihu, Tapasa
- Introduction of Philosophy for Children (All teachers to complete Level 1 Workshop - TOD's at the beginning of Term 1) - Supports Maths Talk

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023**

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




<b>Reporting on the principles of being a Good Employer</b>	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Health/Safety &amp; Welfare Committee                      Staff Representative on Board / Reporting to Board</p> <p>Updated Hazards/Incidents register.</p> <p>Staff survey/conversation: Well Being</p>
<p>What is in your equal employment opportunities programme?                       How have you been fulfilling this programme?</p>	<p>St Mary's School Blenheim Te Kura O Hato Mere operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</p> <p>St Mary's School Blenheim Te Kura O Hato Mere promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).</p> <p>This is to ensure that we:</p> <ul style="list-style-type: none"> <li>● treat current and prospective staff fairly</li> <li>● make decisions based on relevant merit</li> <li>● work to eliminate bias and discrimination.</li> </ul> <p><b>EEO programme</b></p> <p>To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all St Mary's School Blenheim Te Kura O Hato Mere staff.</p> <p>Our EEO programme includes:</p> <ul style="list-style-type: none"> <li>● developing a policy statement and establishing objectives</li> <li>● appointing an EEO representative</li> <li>● consulting with staff to hear any concerns</li> <li>● creating an employee database (with informed consent for any EEO data collected)</li> <li>● encouraging staff to participate in training and career development</li> <li>● programme monitoring through staff meetings and board reports</li> <li>● reviewing employment and personnel policies and processes.</li> </ul> <p>St Mary's School Blenheim Te Kura O Hato Mere aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.</p>

<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>St Mary's School Blenheim Te Kura O Hato Mere is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. As a school we uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect Tikanga Māori.</p> <p>Our appointment process meets the requirements of the Children's Act 2014.</p> <p>The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.</p> <p>The appointment process for special character tagged positions determines acceptability before considering the applicant's overall suitability for the position.</p> <p>See School Docs policy for further information about responsibilities and actions.</p> <p>We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p style="text-align: center;"><b>Māori Educational Success</b></p> <p>As required by the Education and Training Act, St Mary's School Blenheim Te Kura O Hato Mere's board ensures that every student at St Mary's School Blenheim Te Kura O Hato Mere is able to achieve their highest possible standard. St Mary's School Blenheim Te Kura O Hato Mere is also committed to te Tiriti o Waitangi and gives effect to te Tiriti by achieving equitable outcomes for ākonga Māori (Education and Training Act, s.127). St Mary's School Blenheim Te Kura O Hato Mere is guided in our thinking, planning, and actions for our ākonga Māori by the cross-agency strategy for the education sector, Ka Hikitia Ka Hāpaitia: The Māori Education Strategy. Our Māori Educational Success policy should be read in conjunction with Ka Hikitia. We support its vision to help ākonga Māori enjoy and achieve educational success as Māori, while developing the skills to participate in te ao Māori, Aotearoa, and the wider world. The board and staff consult with our Māori community when developing policies, plans, and targets for improving the progress and achievement of our ākonga Māori.</p> <p><b>To achieve excellent and equitable outcomes for our ākonga Māori, St Mary's School Blenheim Te Kura o Hato Mere:</b></p> <ul style="list-style-type: none"> <li>● builds whanaungatanga with our ākonga Māori and whānau, and our local hapū and iwi to ensure everyone is informed and involved as our education partners</li> <li>● recognises and builds on the diverse abilities, strengths, and aspirations of ākonga Māori and their whānau</li> <li>● promotes a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life (including the curriculum)</li> <li>● ensures that the school is a physically and emotionally safe place and works to eliminate racism, discrimination, and stigma – also see Inclusive Education</li> <li>● engages with any national, regional, and local implementation plans developed by the Ministry of Education and education agencies</li> <li>● supports staff to access appropriate professional development</li> <li>● implements effective, high quality teaching and leadership practices that promote success for Māori as Māori.</li> </ul>

	<p><b>St Mary's School Blenheim Te Kura O Hato Mere supports ākonga Māori achievement by:</b></p> <ul style="list-style-type: none"> <li>● tracking the attendance and achievement of all ākonga Māori</li> <li>● providing appropriate learning support, and other support or extension programmes and processes for our ākonga Māori, as they progress through their schooling</li> <li>● evaluating and continually improving school programmes and teaching practices</li> </ul> <p>reporting on ākonga Māori achievement to parents, the school community (as appropriate), the board, and the Ministry of Education.</p> <p>Whānau hui. Whānau/Kaiako conferences: Aspirations/Goal Setting Tangata Whenua representation at Governance Level Principal involved in “Inclusive Aotearoa” and developing relationships with iwi Centrally Funded PLD – Kurahaupō Involvement with Piritahi</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Te Kura o Hato Mere promotes high levels of staff performance through:</p> <ul style="list-style-type: none"> <li>○ performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)</li> <li>○ acknowledgement of staff achievements</li> <li>○ salary units and classroom release time.</li> </ul> <p>Mentoring and Coaching</p> <ul style="list-style-type: none"> <li>- Professional Development Opportunities</li> <li>- Professional Growth Cycle</li> <li>- Wellbeing conversation / check in</li> </ul> <p>See School Docs Policy for further information</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Following policy. Flexibility in working arrangements</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>Following policy. Flexibility in working arrangements</p>

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

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
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?		

# Te Tiriti o Waitangi

## *Kaitiakitanga*

Watching over, taking care of, guarding, nurturing and protecting

## *Manaaki Whenua*

Care for the land

## *Manaaki Tangata*

Care for the people

## *Haere Whakamua*

Go ahead

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. Te Tiriti o Waitangi (the Treaty of Waitangi) is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making.

"The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga." The New Zealand Curriculum, p 9.

The Education and Training Act 2020 sets giving effect to te Tiriti o Waitangi as a primary objective for the board, including by:

- ensuring plans, policies, and local curriculum include local tikanga Māori, mātauranga Māori, and te ao Māori
- taking reasonable steps to offer or make available instruction in tikanga Māori and te reo Māori
- having equitable outcomes for Māori students.

St Mary's School Blenheim Te Kura O Hato Mere's commitment to the principles of te Tiriti o Waitangi is reflected through the following:

### **Partnership and consultation**

We recognise and value all cultures at our school, and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We access cultural advice as appropriate and consult with our Māori community in creating and maintaining our school charter/strategic plan so that it reflects local tikanga Māori, mātauranga Māori, and te ao Māori.

### **Protection and self-determination**

We respect each person's cultural diversity and their right to follow their cultural direction. We take all reasonable steps to offer teaching in te reo Māori and tikanga Māori as part of the government's Maihi Karauna strategy to revitalise Māori language.

### **Participation**

We promote equitable Māori achievement and equal opportunities for all members of the school community, including our staff and our students who need extra support at school.

## **Māori Educational Success**

As required by the Education and Training Act, St Mary's School Blenheim Te Kura O Hato Mere's board ensures that every student at St Mary's School Blenheim Te Kura O Hato Mere is able to achieve their highest possible standard. St Mary's School Blenheim Te Kura O Hato Mere is also committed to te Tiriti o Waitangi and gives effect to te Tiriti by achieving equitable outcomes for ākonga Māori (Education and Training Act, s.127).

St Mary's School Blenheim Te Kura O Hato Mere is guided in our thinking, planning, and actions for our ākonga Māori by the cross-agency strategy for the education sector, Ka Hikitia Ka Hāpaitia: The Māori Education Strategy. Our Māori Educational Success policy should be read in conjunction with Ka Hikitia. We support its vision to help ākonga Māori enjoy and achieve educational success as Māori, while developing the skills to participate in te ao Māori, Aotearoa, and the wider world. The board and staff consult with our Māori community when developing policies, plans, and targets for improving the progress and achievement of our ākonga Māori.

### **To achieve excellent and equitable outcomes for our ākonga Māori, St Mary's School Blenheim Te Kura o Hato Mere:**

- builds whanaungatanga with our ākonga Māori and whānau, and our local hapū and iwi to ensure everyone is informed and involved as our education partners
- recognises and builds on the diverse abilities, strengths, and aspirations of ākonga Māori and their whānau
- promotes a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life (including the curriculum)
- ensures that the school is a physically and emotionally safe place and works to eliminate racism, discrimination, and stigma – also see Inclusive Education
- engages with any national, regional, and local implementation plans developed by the Ministry of Education and education agencies
- supports staff to access appropriate professional development
- implements effective, high quality teaching and leadership practices that promote success for Māori as Māori.

### **St Mary's School Blenheim Te Kura O Hato Mere supports ākonga Māori achievement by:**

- tracking the attendance and achievement of all ākonga Māori
- providing appropriate learning support, and other support or extension programmes and processes for our ākonga Māori, as they progress through their schooling
- evaluating and continually improving school programmes and teaching practices
- reporting on ākonga Māori achievement to parents, the school community (as appropriate), the board, and the Ministry of Education.