

ST MARY'S SCHOOL (BLENHEIM)



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	3012
Principal:	Bridget Comer
School Address:	3 Stephenson Street, Blenheim, 7201
School Phone:	03 578 9494
School Email:	office@stmb.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

ST MARY'S SCHOOL (BLENHEIM)

Annual Financial Statements - For the year ended 31 December 2024

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St Mary's School (Blenheim)

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.

Nigel Mitchell

Full Name of Presiding Member

Signed by:
Nigel Mitchell
B4CA3D489B89399D

Signature of Presiding Member

27 May 2025

Date:

Bridget Comer

Full Name of Principal

Signed by:
Bridget Comer
13F06FBB4DA1F6FC

Signature of Principal

27 May 2025

Date:

St Mary's School (Blenheim)

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
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 Jeffs	Parent Representative	Elected	June 2025
Bino Matther	Parent Representative	Elected	Feb 2024
Richard Vercoe	Proprietors Representative	Appointed	June 2025
Maurice Davies	Proprietors Representative	Appointed	June 2025
Fr Dyson Tharakan	Proprietors Representative	Appointed	June 2025
Louise Lee	Staff Representative	Elected	June 2025

St Mary's School (Blenheim)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,525,429	448,848	1,341,333
Locally Raised Funds	3	98,953	79,740	74,465
Use of Proprietor's Land and Buildings		249,600	-	246,257
Interest		9,958	5,500	8,136
Total Revenue		1,883,940	534,088	1,670,191
Expense				
Locally Raised Funds	3	42,807	30,500	35,196
Learning Resources	4	1,226,270	226,140	1,057,523
Administration	5	152,397	132,110	136,237
Interest		447	-	392
Property	6	405,162	146,300	365,254
Loss on Disposal of Property, Plant and Equipment		79	-	1,601
Total Expense		1,827,162	535,050	1,596,203
Net Surplus / (Deficit) for the year		56,778	(962)	73,988
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		56,778	(962)	73,988

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		230,053	230,053	101,157
Total comprehensive revenue and expense for the year		56,778	(962)	73,988
Contribution - Furniture and Equipment Grant		22,716	-	31,509
Contribution - Te Mana Tūhono		-	-	23,399
Equity at 31 December		309,547	229,091	230,053
Accumulated comprehensive revenue and expense		309,547	229,091	230,053
Equity at 31 December		309,547	229,091	230,053

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 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	183,382	125,349	104,311
Accounts Receivable	8	88,356	59,115	59,115
GST Receivable		7,381	6,350	6,350
Prepayments		13,413	11,815	11,815
Inventories	9	4,785	12,555	12,555
Investments	10	56,965	100,936	100,936
		354,282	316,120	295,082
Current Liabilities				
Accounts Payable	12	128,732	94,747	94,747
Revenue Received in Advance	13	1,189	11,425	11,425
Provision for Cyclical Maintenance	14	-	-	28,800
Finance Lease Liability	15	2,467	1,357	1,357
		132,388	107,529	136,329
Working Capital Surplus		221,894	208,591	158,753
Non-current Assets				
Property, Plant and Equipment	11	119,015	104,974	111,974
		119,015	104,974	111,974
Non-current Liabilities				
Provision for Cyclical Maintenance	14	28,667	83,967	40,167
Finance Lease Liability	15	2,695	507	507
		31,362	84,474	40,674
Net Assets		309,547	229,091	230,053
Equity		309,547	229,091	230,053

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 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		529,068	448,848	471,911
Locally Raised Funds		91,702	79,740	81,665
Goods and Services Tax (net)		(1,031)	-	(3,593)
Payments to Employees		(312,005)	(279,000)	(283,528)
Payments to Suppliers		(274,056)	(211,050)	(212,049)
Interest Paid		(447)	-	(392)
Interest Received		10,216	5,500	6,471
Net cash from Operating Activities		43,447	44,038	60,485
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(30,976)	(23,000)	(15,743)
Purchase of Investments		-	-	(17,609)
Proceeds from Sale of Investments		43,971	-	-
Net cash from/(to) Investing Activities		12,995	(23,000)	(33,352)
Cash flows from Financing Activities				
Furniture and Equipment Grant		22,716	-	31,509
Finance Lease Payments		(87)	-	(1,391)
Net cash from Financing Activities		22,629	-	30,118
Net increase in cash and cash equivalents		79,071	21,038	57,251
Cash and cash equivalents at the beginning of the year	7	104,311	104,311	47,060
Cash and cash equivalents at the end of the year	7	183,382	125,349	104,311

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 2024

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 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 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 \$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

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 material.

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	1-4 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 and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

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

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.13. Revenue Received in Advance

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

1.14. 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

The School's financial liabilities comprise accounts payable, 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	518,536	448,848	471,503
Teachers' Salaries Grants	993,810	-	869,830
Other Government Grants	13,083	-	-
	<u>1,525,429</u>	<u>448,848</u>	<u>1,341,333</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	59,268	48,000	36,339
Fees for Extra Curricular Activities	9,824	10,740	9,750
Trading	17,113	15,000	16,528
Other Revenue	12,748	6,000	11,848
	<u>98,953</u>	<u>79,740</u>	<u>74,465</u>
Expenses			
Extra Curricular Activities Costs	18,559	15,500	20,095
Trading	23,914	15,000	15,101
Fundraising and Community Grant Costs	334	-	-
	<u>42,807</u>	<u>30,500</u>	<u>35,196</u>
<i>Surplus for the year Locally raised funds</i>	<u>56,146</u>	<u>49,240</u>	<u>39,269</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	55,420	55,240	39,570
Employee Benefits - Salaries	1,120,086	113,000	986,642
Other Learning Resources	371	300	62
Staff Development	20,515	27,600	8,264
Depreciation	29,878	30,000	22,985
	<u>1,226,270</u>	<u>226,140</u>	<u>1,057,523</u>

During the year ended December 2024, the Principal travelled to Tonga at a cost of \$4,556 to attend an annual conference for professional development and presentation of character education research that the school has been involved with. The costs were funded by Principal Wellbeing funding paid by MOE.

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,597	6,000	6,064
Board Fees and Expenses	3,361	6,000	3,310
Operating Leases	1,935	3,260	1,810
Other Administration Expenses	36,017	27,150	24,871
Employee Benefits - Salaries	94,919	83,000	94,851
Insurance	3,943	4,000	3,525
Service Providers, Contractors and Consultancy	2,625	2,700	1,806
	<u>152,397</u>	<u>132,110</u>	<u>136,237</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	16,467	15,000	10,100
Adjustment to the Provision- Other Adjustments	(716)	-	(53,348)
Heat, Light and Water	24,914	18,000	19,598
Rates	6,632	4,000	4,574
Repairs and Maintenance	4,724	5,800	3,730
Use of Land and Buildings	249,600	-	246,257
Other Property Expenses	20,424	20,500	50,192
Employee Benefits - Salaries	83,117	83,000	84,151
	<u>405,162</u>	<u>146,300</u>	<u>365,254</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	183,382	125,349	104,311
Cash and Cash Equivalents for Statement of Cash Flows	<u>183,382</u>	<u>125,349</u>	<u>104,311</u>

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

Of the \$183,382 Cash and Cash Equivalents, \$1,189 of Other Revenue in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables from the Ministry of Education	3,381	6,452	6,452
Interest Receivable	2,231	2,489	2,489
Teacher Salaries Grant Receivable	82,744	50,174	50,174
	<u>88,356</u>	<u>59,115</u>	<u>59,115</u>
Receivables from Exchange Transactions	2,231	2,489	2,489
Receivables from Non-Exchange Transactions	86,125	56,626	56,626
	<u>88,356</u>	<u>59,115</u>	<u>59,115</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	4,785	12,555	12,555
	<u>4,785</u>	<u>12,555</u>	<u>12,555</u>

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	56,965	100,936	100,936
Total Investments	<u>56,965</u>	<u>100,936</u>	<u>100,936</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Furniture and Equipment	65,410	15,523	-	-	(12,803)	68,130
Information and Communication Technology	32,084	14,086	-	-	(12,492)	33,678
Leased Assets	1,990	6,022	-	-	(2,861)	5,151
Library Resources	12,490	1,367	(79)	-	(1,722)	12,056
Balance at 31 December 2024	111,974	36,998	(79)	-	(29,878)	119,015

The net carrying value of equipment held under a finance lease is \$5,151 (2023: \$1,990)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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	414,723	(346,593)	68,130	399,200	(333,790)	65,410
Information and Communication Technology	93,595	(59,917)	33,678	79,509	(47,425)	32,084
Leased Assets	7,423	(2,272)	5,151	10,831	(8,841)	1,990
Library Resources	61,756	(49,700)	12,056	60,775	(48,285)	12,490
Balance at 31 December	577,497	(458,482)	119,015	550,315	(438,341)	111,974

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	16,320	12,595	12,595
Accruals	9,597	4,214	4,214
Employee Entitlements - Salaries	83,683	57,469	57,469
Employee Entitlements - Leave Accrual	19,132	20,469	20,469
	128,732	94,747	94,747
Payables for Exchange Transactions	128,732	94,747	94,747
	128,732	94,747	94,747

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	2,985	2,985
Other Revenue in Advance	1,189	8,440	8,440
	1,189	11,425	11,425

14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	68,967	68,967	112,215
Increase to the Provision During the Year	16,467	15,000	10,100
Use of the Provision During the Year	(56,051)	-	-
Other Adjustments	(716)	-	(53,348)
Provision at the End of the Year	28,667	83,967	68,967
Cyclical Maintenance - Current	-	-	28,800
Cyclical Maintenance - Non current	28,667	83,967	40,167
	28,667	83,967	68,967

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 2024 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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	2,829	1,446	1,446
Later than One Year	2,869	534	534
Future Finance Charges	(536)	(116)	(116)
	5,162	1,864	1,864
Represented by:			
Finance lease liability - Current	2,467	1,357	1,357
Finance lease liability - Non current	2,695	507	507
	5,162	1,864	1,864

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 Board members, and the Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,055	3,310
<i>Leadership Team</i>		
Remuneration	142,880	136,151
Full-time equivalent members	1.00	1.04
Total key management personnel remuneration	144,935	139,461

There are nine 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	70 - 80
Benefits and Other Emoluments	4 - 5	2 - 3
Termination Benefits	0-0	0 - 0

Principal 2

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

	2024	2023
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0 - 0	50 - 60
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	2024	2023
\$000	FTE Number	FTE Number
100 -110	1.00	-
110 -120	1.00	1.00
	<u>2.00</u>	<u>1.00</u>

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below 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 Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. 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.

20. Commitments

(a) Capital Commitments

As at 31 December 2024 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2023: nil)

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	183,382	125,349	104,311
Receivables	88,356	59,115	59,115
Investments - Term Deposits	56,965	100,936	100,936
Total Financial assets measured at amortised cost	<u>328,703</u>	<u>285,400</u>	<u>264,362</u>

Financial liabilities measured at amortised cost

Payables	128,732	94,747	94,747
Finance Leases	5,162	1,864	1,864
Total Financial liabilities measured at amortised Cost	<u>133,894</u>	<u>96,611</u>	<u>96,611</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 2024

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 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 3 to 17, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 27 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 Members of the Board listing, Statement of Variance, Evaluation of the School's Student's Progress and Achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy and the Kiwisport Report, 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 Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand



Statement of Variance Reporting



School Name:	St Mary's School, Blenheim	School Number	3012
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*Te Kura o Hato Mere -
Educational excellence, founded upon faith, fostering
caring, connected, and confident learners,
who walk in Christ's Light to achieve personal success*

KATORIKA	CULTURAL RESPONSIVENESS	HAUORA	TEACHING AND LEARNING
<i>Ākonga will develop a greater understanding of environmental and social education with a focus on the awe and wonder of creation, our common home and our personal and collective responsibility to care for people and the planet.</i>	<i>Through positive relationships, nurturing, mana enhancing learner centred environments, ākonga will continue to develop and deepen their knowledge and understanding of the world and their place within it.</i>	<i>Ākonga, whānau, kaiako will experience a learning environment which supports and nourishes all pillars of health, well-being and success.</i>	<i>Ākonga will experience a supportive educational environment which enables all learners to reach their potential.</i>

STRATEGIC PRIORITIES

STRATEGIC GOAL - SPECIAL CHARACTER / KATORIKA

Katorika.

Ākonga will develop a greater understanding of environmental and social education with a focus on the awe and wonder of creation, our common home and our personal and collective responsibility to care for people and the planet.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Tō Tātou Whakapono Professional Learning & Development A specific focus in each curriculum and at all levels on: <ul style="list-style-type: none"> • The sacredness of all creation, • The current threats to all forms of life from human (in)activity/climate change, • Encouragement of individual and collective actions to positively influence the social and physical environment, with a philosophy of “small actions x many people = big change”. 	This Envioschools Coordinator visited staff meetings to discuss the enviroschool curriculum and offered to support staff. Enviro team worked well in Terms 1 and 2 when they had staff supporting them.	Staff Meetings	The original Katorika annual goal was one chosen from several offered by the Archdiocese of Wellington. This was chosen above “implementing Tō Tātou Whakapono” as it was felt that this was already being done. Early in 2024 St Mary’s School had their Catholic Education Review - one of the recommendations was that the Katorika Focus should be on Safeguarding Catholic Character and addressing the	Inclusion of “Environmental” focus throughout the curriculum. This is particularly pertinent given our relationship with iwi and our aspirations to support the aspirations of iwi and our whānau. This includes the concepts of kaitiakitanga. One of the suggested next steps from Rangitāne was the restoration of trees and native planting within our Kura to support the return of bird life and extension of the Kids Edible Garden programme. To ensure this occurs the Kura needs to allocate time for planning and

			<p>recommendations which came from the review.</p> <p>This has altered the focus for 2024 and beyond.</p>	<p>implementation within their programme and that this is accounted for.</p>
<p>Action 2</p> <p>Further Engagement with Enviroschools</p>	<p>Enviroschools Coordinator led staff meetings.</p> <p>Enviro Lead (T1, T2) supporting students.</p> <p>Employment of new “Kids Edible Garden (KEG)” facilitator.</p>	<p>Kids Edible Garden is being well maintained.</p> <p>Students work with the KEG facilitator Tuesday and Wednesday afternoons.</p> <p>Produce being shared with children to take home to their families.</p>	<p>Staff Envirolead on leave T3 onwards. Nil volunteers to pick up this role.</p> <p>Marlborough Enviroschools Coordinator is extremely supportive</p>	<p>Staff Envirolead appointment with time allocation</p> <p>Kids Edible Garden Expansion Maramataka Calendar informing planning.</p> <p>Whānau partnership/collaboration Service within and beyond the kura.</p> <p>Student Action/Service within and beyond the Kura: Service Team for 2025</p>
<p>Action 3</p> <p>Development of a Localised Curriculum</p> <p>Links to Cultural Responsiveness - Ngā Kawatau Aspirations / Kurahaupo Culturally Responsive Professional Learning and Development.</p> <ul style="list-style-type: none"> - Purakau - Knowledge of whenua - Sustainability / Kaitiaki <p>Link to Te Kura Tapa Wha - Taha Wairua, Taha Tinana, Taha Hinengaro, Taha Whānau, Taha Whenua - Runga, Roto, Raro, Waha</p>	<p>The development of a localised curriculum has been directly supported by the team within Kūrahaupō. We are grateful for their wisdom, guidance and willingness to share their taonga.</p> <p>We wish to also acknowledge the support of our whānau - for their voice and guidance.</p>	<ul style="list-style-type: none"> ● Matariki Celebrations ● Visit to Kumara Pits for Purakau and history. ● Visit to Te Pokohi o Kupe for Purakau and history. ● Whānau aspirations collected and revisited throughout the year. ● Whānau Hui ● Recalibration of Values ● Whakatauki ● Marataka Calendar shared with staff for consideration when school planning. Senior Leadership Team taking this into consideration 	<p>The support of whānau and iwi has contributed to the degree of success we have achieved in this area.</p> <p>Developing relationships and enabling the vā has been integral in laying the foundations. It is important to invest time in this space.</p>	<p>Continue to work with Kuahaupō and whānau to develop the localised curriculum.</p> <p>Continue work with the new values.</p> <p>Development of Te Kura o Hato Mere environment - at a Tapa Wha level.</p> <p>Discuss the “Te Kura Tapa Whā” model with whānau Term 1 2024</p>
<p>Action 4</p> <p>Student Leadership Enviro Lead / Enviro Team School Council</p>	<p>The Student Leadership Team started off well with support from those responsible.</p> <p>The Enviro Team and Lead were consistently present within the school, with the</p>		<p>Time pressures and workload contribute significantly to whether initiatives have been sustainable throughout this year.</p>	<p>To ensure this is implemented, staff need to be allocated responsibility and time for this to be sustainable.</p>

	team reporting back to the school at assemblies. The School Council has not been formed yet.		Illness and staff absence has also impacted this. Due to leave and staff absence the Eviro Team	
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Safeguarding Special Character				
<i>Te Kura o Hato Mere will continue to safeguard the Catholic Special Character of the kura (These actions are recommendations to work on over the next several years)</i>				
Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<i>This is the source of information the board used to determine those outcomes.</i>	<i>Think about both where you have exceeded your targets or not yet met them.</i>	<i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 <i>Undertaking Professional Development which supports the implementation of the new Religious Education Curriculum.</i>	<ul style="list-style-type: none"> Some staff have engaged in PLD throughout the year including 3 staff members attending the Top of the South PLD Planning. Some staff did individual year level Zooms. Three members of staff and board member went to the Catholic Conference 	<ul style="list-style-type: none"> Meeting Minutes Record of PLD All staff did PD on the new To tatou whakapono. One staff member doing RCIA program through the parish 	All staff did PD on the new To tatou whakapono.	2025 Engagement in PLD offered through the Archdiocese of Wellington: Living life to the full. RE PLD scheduled into the Staff Meeting Agenda from the start of the year. Encouragement of staff to undertake Classroom Certification and papers. Director of Religious studies to assume the lead role in ensuring this is taking place.
Action 2 <i>Work in partnership with the Parish and Preschool to develop a “Welcome Programme” which includes the invitation to Christ's family (Baptism)</i>	Increasing communication between the preschool. Staff representative on preschool board. Principal on Parish Council Principal on Stewardship Council Director of Religious Studies / Parish Sacrament Programme	The Enrolment pack has been updated. Information A4 x 2 created for inclusion in the Enrolment Pack which includes Special Character and Sacrament Programme information.	Transient nature of Parish Priests within the Star of the Sea Parish has continued to have an impact. We are looking forward to the arrival of our two new long term Parish Priests in January 2025	Collaboration with Pre-School regarding the Sacrament Programme (Baptism focus). Transition to School / Welcome to School pack created with the new New Entrants Teacher. Continue the visits and board membership.

	<p>St Mary's Friends have sponsored Faith inspired "Reading Logs" and "Faith Diaries"</p>	<p>Staff member on board of governors and pre-school.</p> <p>Pre-school attend some of our events and we attend some of theirs.</p> <p>Re-established connection through the playground space.</p> <p>Pre-school visits twice per term.</p>		<p>Senior service team to make connections and go over to work in small groups with pre-school.</p> <p>Invite them to be part of stations of the cross/liturgies/prayer/parables</p>
<p>Action 3</p> <p><i>Will develop a team consisting of the Special Character Teachers to support the Director of Religious Studies</i></p>	<p>Special Character Team formed.</p> <ul style="list-style-type: none"> - Director of Religious Studies - Tagged Teachers (3) - Principal 		<p>Team has been assembled on paper.</p>	<p>2025 Special Character Team to meet at least once per term to help plan for and assist with termly liturgies, celebrations, feast days, school masses and to complete following terms planning.</p> <p>All Teachers to attend the Top of the South Catholic Schools 2026 Planning day.</p>
<p>Action 4</p> <p><i>Internal Evaluation Plan will be put in place: Structured approach to evaluating the aspects of the Special Character Internal Evaluation</i></p>	<p>Internal Evaluation not completed yet.</p>		<p>The actions here are recommendations following the 2024 Catholic Education Review - which are for action over several years before the next review.</p>	<p>Internal Evaluation to be completed in 2025.</p>

STRATEGIC GOAL - CULTURAL RESPONSIVENESS

Through positive relationships, nurturing, mana enhancing learner centred environments, ākonga will continue to develop and deepen their knowledge and understanding of the world and their place within it.

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>These are the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1</p> <p>Engagement with Kurahaupō</p> <p>Centrally Funded Professional Learning & Development <u>Kurahaupō</u> <u>Te Ahu o Te Reo Māori</u></p> <p>Professional Development Plan to be co-created Term 1 2024</p> <p>Kaiako engagement with professional learning and implementation into classroom</p>	<p>Regular correspondence and meetings with Kurahaupō.</p> <p>Staff Meetings / Visits to local sites with iwi</p> <p>Values recalibration. Support from iwi with kupu, meaning and understanding</p> <p>Development of Powhiri / Mihi whākatau tikanga</p>	<p>PLD Plan created with Kurahaupō.</p> <p>Mihi Whakatau in T1 with support from iwi</p> <p>Mihi Whakatau held in Term 4 .</p> <p>Increased Kupu / Waiata and Karakia within the kura.</p>	<p>The development of relationships and allowing time for these to take hold is important.</p> <p>Workload and increased expectations and requirements from the Government have impacted the amount which we have been able to achieve this year.</p>	<p>Matrix development in consultation with iwi and whānau.</p> <p>Inclusion of Ara Rau, Wawata Kotahi and Tautai o le Moana values.</p>
<p>Action 2</p> <p>Te Reo Courses are undertaken Either Te Ahu o Te Reo Māori or through Te Wananga o Aotearoa</p>	<p>No staff enrolled in Te Reo Courses signed up for in 2024.</p>		<p>Principal had enrolled with Te Wananga to repeat Level 4 Te Reo Māori for fluency. Withdrew before the course started due to workload.</p>	<p>Te Puna Reo PLD for staff/students/whānau for 2025.</p> <p>Principals has enrolled at Te Wananga for 2025 to complete L4.</p>

	Principal completed “Poutawa” Te Reo course for Principals and Leaders.	Course content / email	Te Ahu o te Reo course: discussions about ‘bespoke’ courses being held at St Mary’s - however only offered in Nelson.	
<p>Action 3</p> <p>Engagement with Whānau, hapū and iwi</p> <p>Increased community events for connection/relationship building</p> <p>Consultation and Partnership in bringing aspirations into fruition</p> <p>Creation of self review and aspirations matrix in consultation with key stakeholders</p>	<p>Te Whare Tapa Wha Aspirations document for whānau to complete for their tamariki for T1 whānau conferences.</p> <p>Community Picnic Matariki Celebrations Gala Night Market Performances celebration Learning conferences Hui / Talanoa</p>		<p>Matrix: Template and initial format created, though initial hui had the Matariki Celebration focus at the forefront.</p> <p>Subsequent hui looked at values.</p> <p>The Cultural Lead role has had a different focus.</p>	<p>Requires school staff partnership to enable all of these goals to be met. Workload continues to be a concern.</p> <p>Principal: Hui/Talanoa with families regarding aspirations and how these are recorded.</p> <p>Principal: Talanoa for Te Kura Tapa Whā</p>
<p>Action 4</p> <p>Professional Learning - Pasifika: Tapasā and Tautai ole Moana</p> <p>Consultation / Talanoa Fono Creation of St Mary’s School aspirational plan for Pasifika students</p>	<p>Principal has been involved with Tautai o le Moana throughout 2024. This will continue in 2025.</p> <p>Principal has been developing understanding of Tautai values:</p> <ul style="list-style-type: none"> - Tautua (service) - Vā (relational spaces) - Atamai (leadership wisdom) - Mana Reo, Mana Tikanga (Honoring Heritage) 	<p>Tautai o le Moana Report to Board</p> <p>Tonga Trip Report</p> <p>Presentation to Tautai o le Moana Principals in Wellington (Nov 2024)</p>	<p>Initial actions were outlined prior to being involved in Tautai o le Moana. Whilst the end outcome is still relevant, the additional depth of knowledge and implications need to be added into the planning.</p> <p>Concepts of Tautua, Vā, Atamai and Mana Reo/ Mana Tikanga are important cornerstones to include.</p>	<p>Continue Year 2 Tautai o le Moana.</p> <p>Attend PLD provided by Tautai o le Moana.</p> <p>Development of Te Kura o Hato Mere aspirations for ākongā.</p>

<p>Action 5</p> <p>Ensuring we have a culturally diverse governance team, which reflects our kura and who give effect to Te Tiriti o Waitangi.</p> <p>Proprietors Representatives Board Members Professional Learning and Development</p>	<p>Consideration has been given in regards to the upcoming elections (September 2025) and the need for our Board of Trustees to represent the diversity of our Kura.</p> <p>Some Board Members have attended Professional Learning and Development throughout the year.</p> <p>We do have Tangata Whenua representation on the board,</p>	<p>Board Minutes</p> <p>Professional Development Log</p>	<p>Attempts to bring on Pasifika representation at a Proprietors Rep Level have yet to come to fruition.</p>	<p>Advertising and promotion of the Board of Trustees to all members of our community.</p> <p>Enhanced emphasis on the need for a diverse board which represents our whole community</p> <p>Appointment of subcommittee from the existing Board of Trustees member to oversee the advertising, promotion and lead up to elections for 2025.</p>
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STRATEGIC GOAL - HAUORA

Ākonga, whānau, kaiako will experience a learning environment which supports and nourishes all pillars of health, well-being and success.

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1</p> <p>THE SCHOOL'S CURRICULUM IS DESIGNED AND MONITORED FOR VALUED GOALS</p> <p>Linked to Teaching and Learning / Culturally Responsive Pedagogy</p>	<p>Te Kura Tapa Wha</p> <p>Wellbeing for Success in Schools</p> <p>Wellbeing@school self review has been completed, results interpreted and plans made</p>	<p>Wellbeing for Success was set up and distributed.</p> <p>Information / ROL/ Health/Pastoral / Enrolment information all in HERO. Shift to digital platform continuing.</p>	<p>Difficulty for younger students to answer online and discrepancies of understanding of concepts impacts the answers.</p> <p>Issues with logins and access set up in previous years.</p>	
<p>Action 2</p> <p>STUDENTS ARE A POWERFUL VOICE IN WELLBEING AND OTHER DECISIONS</p> <p><u>Wellbeing@school self review</u></p> <p>Initial Learning Conferences to have a "Whānau Aspirations" focus - developing shared partnership plan for the year</p> <p>Establishment of new House System including Student Council, House Captains</p>	<p>HERO is used to record information</p> <p>Student's progress and development is recorded/tracked and monitored.</p> <p>Ākonga with additional support needs have Individual Education plans in place - which are regularly reviewed.</p>	<p>Students with significant additional support needs have Individual Education Plans. Differentiation for students within class is evident within Teacher Planning.</p> <p>Positive Behaviour for Learning - Tier One</p>	<p>Analysis incomplete due to staff absences and workload.</p> <p>PB4L has been an excellent vehicle for supporting the recalibration of values and developing a more culturally responsive narrative within the kura.</p>	<p>HERO to continue to be used for reporting. Further information to be shared with the community about "Real Time Reporting" and assessment at mid year / end of year.</p>

<p>Buddy Classes play a significant role in supporting a Tuakana-Teina relationships throughout the kura</p>	<p>Positive Behaviour for Learning (Tier 1) is completed.</p> <p>Review of “Wellbeing”</p>	<p>completed. Funding for Year 2 Training has been granted</p> <p>Philosophy for Children is timetabled into every class’s timetable - this programme supports both literacy and numeracy</p>	<p>For ultimate impact - it is imperative that P4C is not only timetabled, but also occurs on a weekly basis</p>	<p>Year 2 Positive Behaviour for Learning to Continue</p>
<p>Action 3</p> <p>ALL STUDENTS’ WELLBEING, BEHAVIOUR & PROGRESS IS ACTIVELY MONITORED</p> <p>Positive Behaviour for Learning (Tier 1) is being implemented.</p> <p>Review of “Wellbeing” HERO is used to record information</p> <p>Student’s progress and development is recorded/tracked and monitored.</p> <p>Ākongā with additional support needs have Individual Education plans in place - which are regularly reviewed.</p>	<p>Implementation of Philosophy for Children in every class across the kura</p> <p>PLD on Curriculum Refresh is scheduled into staff/team meetings.</p> <p>Professional Learning and Development is evidenced within the classroom / teaching practice / student outcomes</p> <ul style="list-style-type: none"> - Whanau Voice - Student Voice - Anecdotal Evidence - Professional Growth Cycle 	<p>Evidenced in documents below.</p> <p>Time allocated within staff meetings. MidPoint meeting and end of year meetings with lead teachers before the Principal signs off.</p> <p>Community constable in to talk to the students/road patrol</p> <p>Student Leadership: Examples: / Liturgy / Assembly /House Competitions</p> <p>Sports academy each morning</p>	<p>Ongoing discussion regarding assessment and reporting in light of Government curriculum changes and expectations.</p>	<p>P4C Level 1 Workshop refresher for staff who have completed / all new staff to undergo training in 2025.</p> <p>Support and P4C Mentoring to occur Termly.</p>
<p>Action 4</p> <p>SYSTEMS ARE IN PLACE AND FOLLOWED TO RESPOND TO BEHAVIOURAL & WELLBEING ISSUES</p> <p>HERO is used to record information</p> <p>Student’s progress and development is recorded/tracked and monitored.</p> <p>Ākongā with additional support needs have Individual Education plans in place - which are regularly reviewed</p>	<p>Identified Outcomes are evident in teacher planning / professional Growth Cycles / Meeting minutes</p> <p>Students have taken an increased leadership role within the kura.</p> <p>Te Kura o Hato Mere has a common and consistent language and set of assessment tools to</p>	<p>Discussed and set at Team/Staff/SLT Meetings</p> <p>Teachers have shared information with their whānau.</p>	<p>Information and Dates for Assessment / Learning Posts for Reading/Writing/ Mathematics into HERO to be shared with staff at the beginning of the year. Reminders throughout.</p> <p>Assessment and Reporting information to be shared with community.</p> <p>HERO access support for community.</p>	


<p>Action 5</p> <p>POSITIVE BEHAVIOUR FOR LEARNING (PB4L) REINSTATED & PROFESSIONAL LEARNING AND DEVELOPMENT FOR ALL STAFF</p> <p>PB4L - School Wide Team (SWT) established</p> <p>Positive Behaviour for Learning (Tier 1) is being implemented.</p>	<p>inform overall teacher judgements.</p> <p>Community has been consulted regarding reporting and adjustments made to meet the needs of our community.</p> <p>Te Kura o Hato Mere participates in both school-wide moderation and Piritahi Moderation.</p>	<p>In school moderation, and across school writing moderation participated in</p>		<p>Voice to be gathered from community and any adjustments made to reporting made afterwards.</p> <p>To work on Te Kura Tapa Wha / Aspirations matrix.</p>
<p>Action 6</p> <p>CONSULTATION & CREATION OF TE KURA O HATO MERE TE KURA TAPA WHA WITH WHĀNAU</p>	<p>Action 6: Te Kura Tapa Wha postponed for 2025</p>		<p>Foundational work has needed to be done within the community to enable us to get to a place where we can come together to work on the Te Kura Tapa Wha model/ Aspirations matrix.</p>	<p>Following Tautai o le Moana PLD - the inclusion of Tapa Sā / Tautai values and Ara Rau Wawata Kotahi to be included in strategic planning/annual planning and curriculum development</p>
<p>Implementation of Philosophy for Children in every class across the kura</p>				
<p>PLD on Curriculum Refresh is scheduled into staff/team meetings.</p>				
<p>PROFESSIONAL CAPABILITY AND COLLECTIVE CAPACITY</p> <p>All Professional Learning supports Strategic Goals</p>			<p>Following Tautai o le Moana PLD - the inclusion of Tapa Sā / Tautai values and Ara Rau Wawata Kotahi to be included in strategic planning/annual planning and curriculum development</p>	



TEACHING AND LEARNING

Ākonga will experience a supportive educational environment which enables all learners to reach their potential

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1</p> <p>IMPLEMENTATION OF A RESPONSIVE CURRICULUM, EFFECTIVE TEACHING AND OPPORTUNITY TO LEARN</p> <p>Explicit Teaching of Reading, Writing, Mathematics and Religious Education. Specific and Explicit Teaching supported by integration</p>	<p>Kurahaupō support for localised curriculum. This is being implemented to varying degrees across the school.</p> <p>Reading, Writing, Mathematics being implemented 1 hour per day.</p> <p>Religious Education and Philosophy for Children being implemented as per requirements.</p> <p>Teachers have strong relationships with their students and whānau.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> - The Code - Liz Kane 	<p>The BSLA team has worked in collaboration with BSLA tutor and colleagues throughout the year. This has included observations, reflection and professional reading.</p> <p>Self Review using Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu</p> <p style="text-align: center;">Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu</p>	<p>Professional Learning Groups have not been solidified. This is an area for work within the Professional Growth Cycle.</p>	<p>Professional Learning Groups organised at the beginning of the year. Focus groups / sharing / reporting back.</p> <p>Yearly Calendar and Term Agenda in advance.</p> <p>Structured Meetings/PLD</p> <p>PLD 2025</p> <ul style="list-style-type: none"> - Te Puna Reo + Te Wananga - Tautai o le Moana - Philosophy for Children - Structured Literacy - Structured Mathematics <p>Reporting / Connecting with Whānau</p>
<p>Action 2</p> <p>EDUCATIONALLY POWERFUL CONNECTIONS AND RELATIONSHIPS ARE CREATED BETWEEN STAFF/STUDENTS/WHĀNAU AND THE WIDER COMMUNITY</p>				

<p>Action 3</p> <p>ENGAGEMENT IN PROFESSIONAL LEARNING OPPORTUNITIES TO SUPPORT CAPABILITY AND COLLECTIVE CAPACITY</p> <p>&</p> <p>PROFESSIONAL LEARNING GROUP(S) DEVELOPED AND ACTIVELY PARTICIPATED IN</p>	<ul style="list-style-type: none"> - Philosophy for Children - Kurahaupō - Culturally Responsive PLD - The Science of Learning - Piritahi Workshop PLDs - RE: Jubilee Year of Hope 			
<p>Action 4</p> <p>STAFF FEEL SUPPORTED AND WELL RESOURCED IN ORDER TO ENABLE SUCCESS</p>	<p>Classroom resources / furniture bought. Grant applications for additional furniture and classroom resources</p> <p>Structured Mathematics resources have been ordered.</p> <p>Counselling and additional support offered to those who need it.</p>	<p>Tapasā: Cultural competencies framework for teachers of Pacific learners</p>	<p>Clear roles and responsibilities list for staff as it hasn't been clear where to source information.</p>	<p>Staff Resources / Support Networks</p> <p>Thorough induction for new staff. Up to date staff handbook to all staff.</p> <p>List of roles and responsibilities.</p>

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

Analysis of Variance Data Reporting

School Name:	St Mary's School, Blenheim	School Number:	3012
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Piritahi Goals: *By 2026 "Improve Reading, Writing and Mathematics results from Year 0 - 10 so that at least 70% of students are achieving within the expected curriculum levels". Measurement of success in 2025 - achievement data will improve to 60% at or above the expected curriculum level.*

Te Kura o Hato Mere 2024 Goals:

Curriculum	2024	2025
Reading	Overall 65% of students will be at or above the expected curriculum level.	Overall 75% of students will be at or above the expected curriculum level.
Writing	Overall 65% of students will be at or above the expected curriculum level.	Overall 75% of students will be at or above the expected curriculum level.
Mathematics	Overall 65% of students will be at or above the expected curriculum level.	Overall 75% of students will be at or above the expected curriculum level.



Reading

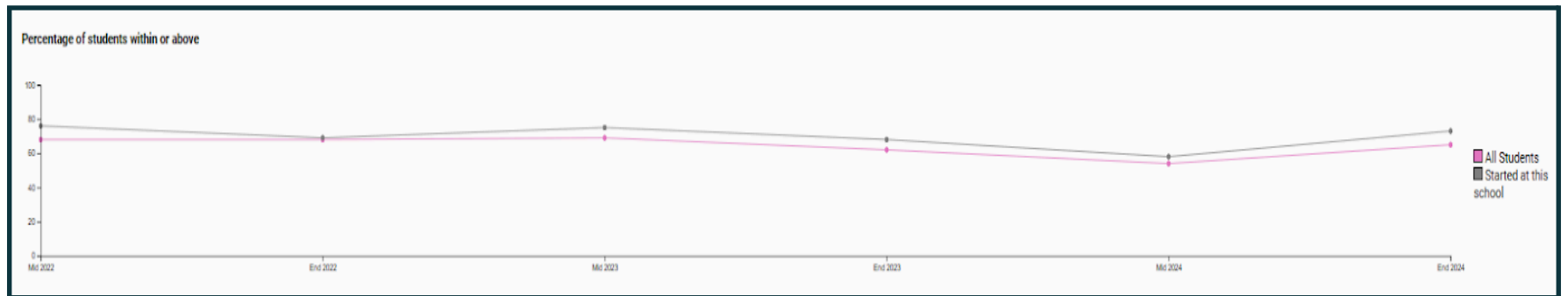
READING			
Year Level Summary - Students within/beyond Expected Curriculum Level			
	BOY	MOY	EOY
Y0			100%
Y1	100 %		100%
Y2	26%	12%	38%
Y3	36%	56%	75%
Y4	91%	83%	85%
Y5	77%	43%	79%
Y6	69%	63%	56%
Y7	86%	67%	58%
Y8	41%	55%	40%

READING			
Within or Beyond Expected Curriculum Level Data by Gender			
	BOY	MOY	EOY
All Students	62%	53%	63%
Male Students Year 0 - 8	57%	55%	57%
Female Students Year 0 - 8	68%	53%	68%

READING

At or Above Expected Curriculum Level

	BOY (End of 2023 Results)	MOY	EOY
Asian	69%	57%	64%
MELAA	75%	50%	25%
NZ European	67%	56%	76%
Māori	65%	46%	72%
Other	100%	Nil students	Nil students
Pasifika	36%	46%	38%
All Students	62%	52%	63%



READING
Analysis of Variance

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"> ● Ensuring that the “Where to Next” and plans for the following year are implemented, analysed and evaluated. ● All staff have a shared understanding of the “Why”, “What” and “How” underpinning initiatives and their role within the strategic plans. <p>Review of:</p> <ul style="list-style-type: none"> - Classroom Programmes - Assessment & Moderation Practices - Reporting - within and beyond school. <ul style="list-style-type: none"> ● Hero Configurations checked and confirmed. ● Culturally Responsive Pedagogy supported primarily through the following avenues: Kurahaupō (CFPLD), Piritahi: Niho Taniwha, E-AsTTle Training, Ngā Kawatau, Pasifika Education/PLD, BSLA Training (4 Teachers) ● Structured Literacy - Liz Kane: The Code 11th March 2024 ● Introduction of Philosophy for Children - All teachers completed Level 1 Workshop. ● Common and Consistent Explicit Teaching of Reading ● Common and Consistent Assessment methodology ● School Wide Moderation & Piritahi Moderation ● Regular Reporting and Tracking of Progress SENCO Spreadsheet for tracking interventions and progress ● Explicit teaching of Reading as per Government directives. ● Development of a shared understanding of Reading - Scope and Sequence / Progressions ● 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 ● Multi-sensory approaches; short, focused tasks / BSLA reading groups for one:one support. Structured routines; use of visual prompts ● Tactile letter activities, visual aids, auditory (songs for letter-sound relationship) Fine motor development support. 	<p>Within Expected Curriculum Level All Students</p> <p>BOY: 62% MOY: 53% EOY: 63%</p> <p>By Ethnicity:</p> <p>Māori: 72% Pasifika: 38% NZ European: 76%</p> <p>By Gender:</p> <p>Male: 57% Female: 38%</p> <p>Years 0,1,3 4 5 are all at or above the target achievement of 65%</p> <p>As a school we are 2% short of achieving our 2024 Goal. A number of students are sitting “just below” and with additional support are likely to be within the expected curriculum level next year.</p>	<p>Decrease in percentage of students within the expected curriculum level could be attributed to the variance of the data sample. We have had a number of new students to school who have come from overseas or transferred schools.</p> <p>Potential discrepancies from the Beginning of Year (BOY) data compared to MOY/EOY results could also lie in the configurations of HERO and the New Zealand Curriculum Expected Curriculum Levels. BOY data was taken from the end of year data (2023) which was operating on a different scale. 2024 has rectified this issue and brought into alignment with the NZC guidelines and Schools within the Piritahi.</p> <p>Year 2 had a change of teacher in Term 3. The readiness for learning and structured approach to learning has made a significant impact and is reflected in the results.</p> <p>Students new to school, attendance rates, English as a second language and neurodiversity are all considerations for lack of achievement.</p>	<p>Implementation of Structured Literacy across the school.</p> <p>School wide decision to be made about which structured literacy programme. Currently the school uses “The Code”. Junior teachers have been trained in BSLA.</p> <p>Familiarisation with the new English Curriculum</p> <p>Teachers who have not been trained in Philosophy for Children to attend Level 1 Workshop. P4C Workshop Scheduled for 14th / 15th March: International evidence supports the development of numeracy and literacy.</p> <p>Continued exploration of moderation and consistency within school.</p> <p>Engagement within the Piritahi (Marlborough Kahui Ako) PLD / Moderation</p> <p>Students At Risk of Not Achieving (ARNA) spreadsheet created and monitored.</p>

WRITING

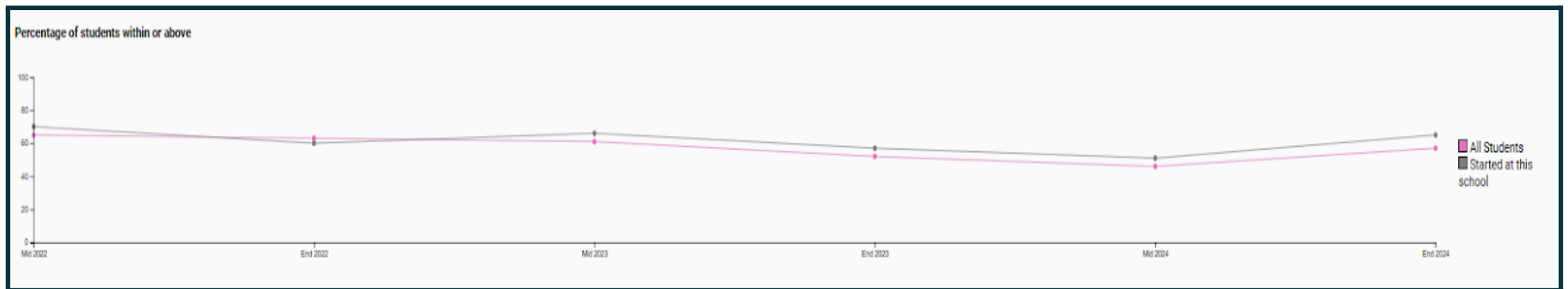
WRITING Year Level Summary - Students within/beyond Expected Curriculum Level			
	BOY	MOY	EOY
Y0			100%
Y1	100%	57%	100%
Y2	53%	16%	17%
Y3	36%	44%	58%
Y4	85%	75%	77%
Y5	74%	48%	65%
Y6	50%	50%	44%
Y7	58%	46%	42%
Y8	29%	37%	26%

WRITING Within or Beyond Expected Curriculum Level Data by Gender			
	BOY	MOY	EOY
All Students	52%	46%	55%
Male Students Year 0 - 8	46%	42%	51%
Female Students Year 0 - 8	60%	51%	59%

WRITING

At or Above Expected Curriculum Level

	BOY (End of 2023 Results)	MOY	EOY
Asian	58%	51%	65%
MELAA	50%	20%	0%
NZ European	64%	54%	56%
Māori	46%	39%	54%
Other	Nil students	Nil students	Nil students
Pasifika	32%	31%	36%
All Students	52%	43%	55%



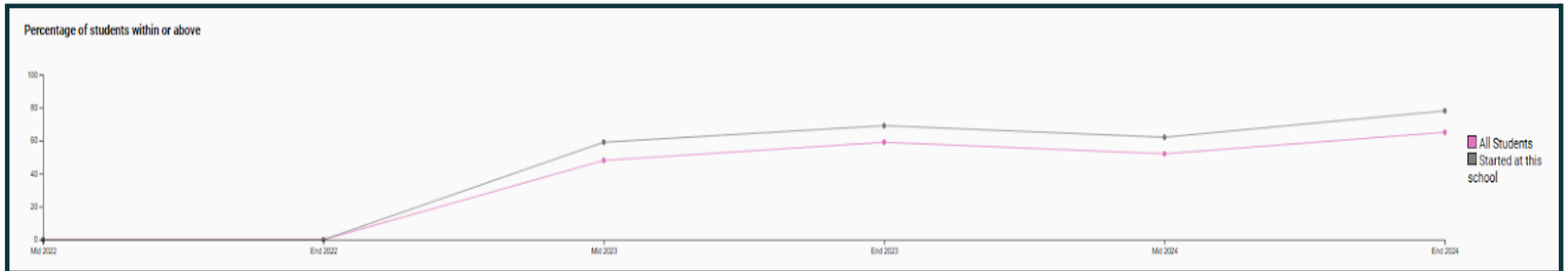
WRITING Analysis of Variance

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>																																																
<p>Ensuring that the "Where to Next" and plans for the following year are implemented, analysed and evaluated. 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"> ● Hero Configurations checked and confirmed. ● Culturally Responsive Pedagogy: Centrally Funded PLD - Kurahaupō ● Use of Niho Taniwha and Ngā Kawatau - Specific PLD from Tauihu, Tapasa ● Structured Literacy - Liz Kane: The Code ● Philosophy for Children - Level 1 Workshop ● Increase knowledge and shared understanding of scope and sequence / progressions in Writing ● Common and Consistent Explicit Teaching of Writing ● Common and Consistent Assessment methodology ● School Wide Moderation & Piritahi Moderation ● Regular Reporting and Tracking of Progress ● Review and analysis of Assessment for Learning Tools across the school for commonality and consistency. ● Attended Piritahi workshops to strengthen understanding and ability to moderate and set OTJ's ● Introduction of Philosophy for Children ● Liz Kane: The Code PLD 11th March 2024 	<p>Within Expected Curriculum Level All Students</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #1a4d4d; color: white;"> <th colspan="4">WRITING</th> </tr> <tr style="background-color: #1a4d4d; color: white;"> <th colspan="4">Year Level Summary - Students within/beyond Expected Curriculum Level</th> </tr> <tr style="background-color: #1a4d4d; color: white;"> <th></th> <th>BOY</th> <th>MOY</th> <th>EOY</th> </tr> </thead> <tbody> <tr><td>Y0</td><td></td><td></td><td>100%</td></tr> <tr><td>Y1</td><td>100%</td><td>57%</td><td>100%</td></tr> <tr><td>Y2</td><td>53%</td><td>16%</td><td>17%</td></tr> <tr><td>Y3</td><td>36%</td><td>44%</td><td>58%</td></tr> <tr><td>Y4</td><td>85%</td><td>75%</td><td>77%</td></tr> <tr><td>Y5</td><td>74%</td><td>48%</td><td>65%</td></tr> <tr><td>Y6</td><td>50%</td><td>50%</td><td>44%</td></tr> <tr><td>Y7</td><td>58%</td><td>46%</td><td>42%</td></tr> <tr><td>Y8</td><td>29%</td><td>37%</td><td>26%</td></tr> </tbody> </table> <p>Overall students made 11% progress within writing. Students in Year 0, 1, 4, 5 all reached the 2024 target of 65% of students being within the expected curriculum level.</p> <p>Years 2 and 3 showed progress. BOY: 52% MOY: 46% EOY: 55%</p> <p>By Ethnicity: Māori: 54% Pasifika: 56% NZ European: 36%</p> <p>Asian students are the only ethnicity group to have met the 2024 Target of 65% of students being within the expected curriculum level.</p> <p>Progress by Ethnicity (MOY to EOY) Asian: 14% NZE: 2% Māori: 17% Pasifika: 4%</p> <p>By Gender: Male: 55% Female: 51%</p> <p>Male and Female Students made an increase between mid year and end of year of 8 - 9%.</p>	WRITING				Year Level Summary - Students within/beyond Expected Curriculum Level					BOY	MOY	EOY	Y0			100%	Y1	100%	57%	100%	Y2	53%	16%	17%	Y3	36%	44%	58%	Y4	85%	75%	77%	Y5	74%	48%	65%	Y6	50%	50%	44%	Y7	58%	46%	42%	Y8	29%	37%	26%	<p>Decrease in percentage of students within the expected curriculum level could be attributed to the variance of the data sample. We have had a number of new students to school who have come from overseas or transferred schools.</p> <p>Potential discrepancies from the Beginning of Year (BOY) data compared to MOY/EOY results could also lie in the configurations of HERO and the New Zealand Curriculum Expected Curriculum Levels. BOY data was taken from the end of year data (2023) which was operating on a different scale. 2024 has rectified this issue and brought into alignment with the NZC guidelines and Schools within the Piritahi.</p> <p>Year 2 had a change of teacher in Term 3. The readiness for learning and structured approach to learning has made a significant impact and is reflected in the results. It is likely that this year's Yr 2 cohort will make significant progress next year with the difference in "readiness to learn" and continuity of teachers in 2025.</p> <p>Students new to school, attendance rates, English as a second language and neurodiversity are all considerations for lack of achievement.</p> <p>Development of a shared understanding of Writing - Scope and Sequence / Progressions: This "Where to Next" was put on hold as the Government revisited the English Curriculum Refresh.</p>	<p>Implementation of Structured Literacy across the school.</p> <p>School wide decision to be made about which structured literacy programme. Currently the school uses "The Code". Junior teachers have been trained in BSLA.</p> <p>Teachers who have not been trained in Philosophy for Children to attend Level 1 Workshop.</p> <p>P4C Workshop Scheduled for 14th / 15th March: International evidence supports the development of numeracy and literacy.</p> <p>Continued exploration of moderation and consistency</p> <p>Students At Risk of Not Achieving (ARNA) spreadsheet created and monitored</p> <p>Familiarisation with the new English Curriculum</p> <p>Engagement within the Piritahi (Marlborough Kahui Ako) PLD / Moderation</p> <p>Explicit Teaching of Writing: Writing PLD to be looked into. Gains have occurred in both Reading and Mathematics.</p>
WRITING																																																			
Year Level Summary - Students within/beyond Expected Curriculum Level																																																			
	BOY	MOY	EOY																																																
Y0			100%																																																
Y1	100%	57%	100%																																																
Y2	53%	16%	17%																																																
Y3	36%	44%	58%																																																
Y4	85%	75%	77%																																																
Y5	74%	48%	65%																																																
Y6	50%	50%	44%																																																
Y7	58%	46%	42%																																																
Y8	29%	37%	26%																																																

MATHEMATICS

At or Above Expected Curriculum Level

	BOY (End of 2023 Results)	MOY	EOY
Asian	60%	58%	72%
MELAA	75%	50%	75%
NZ European	67%	70%	77%
Māori	62%	33%	64%
Other	100%	Nil students	Nil students
Pasifika	37%	28%	45%
All Students	58%	43%	68%



MATHEMATICS Analysis of Variance

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>
<p>Ensuring that the “Where to Next” and plans for the following year are implemented, analysed and evaluated. 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"> • Culturally Responsive Pedagogy will be supported primarily through the following avenues: <ul style="list-style-type: none"> ○ Kurahaupō (CFPLD) ○ Piritahi: Niho Taniwha ○ Pasifika Education/PLD • Common and Consistent Explicit Teaching of Mathematics. • Common and Consistent Assessment methodology • HERO configurations checked • Regular Reporting and Tracking of Progress • HERO Settings to be consistent with New Zealand Curriculum Standards • Increase knowledge and shared understanding of scope and sequence / progressions in Mathematics • School Wide Moderation & Piritahi Moderation • Attendance at Piritahi workshops to strengthen understanding and ability to moderate and set OTJ's • Introduction of Philosophy for Children (All teachers to complete Level 1 Workshop - TOD's at the beginning of Term 1) - Supports Maths Talk • Ministry of Education Advisors PLD - The Science of Learning to support understanding of what underpins the government's new curriculum documents. • Selection of Structured Mathematics Programmes and order of resources. <ul style="list-style-type: none"> ○ Phase 1 (Year 0 - 3) Numicon ○ Phase 2 (Year 4 - 6) Oxford Mathematics ○ Phase 3 (Year 7 - 8) Oxford Mathematics 	<p>All Students:</p> <p>Across the school 68% of students are within their expected curriculum level for Mathematics. Overall this is a 10% increase from last years results.</p> <p>Of particular note is the improvement made at Year 2 with an increase of students within or beyond the expected curriculum level of 42%</p> <p>By Ethnicity</p> <p>78% of Asian and 64% Māori students are within the expected curriculum level and 77% of New Zealand European students are within the expected curriculum level.</p> <p>At the end of the year 45% of Pasifika students were at the expected curriculum level. This is an increase of 8% from last years results</p> <p>By Gender</p> <p>% Within Expected Curriculum Level</p> <p>Male: 69% Female: 67%</p> <p>Accelerated Learning in Mathematics (ALIM) not participated in 2024 due to impact on classroom consistency and requirements for teachers. Reapplied for 2025 - which has been accepted.</p>	<p>For the first time in several years the Mid Year and End of Year Data is an accurate comparison using the same curriculum level expectations. This is consistent with other schools in Marlborough.</p> <p>Implementation of the 1 hour of Mathematics per day consistently across the school has ensured that explicit teaching of mathematics has been occurring.</p> <p>A Structured Approach to Mathematics has been implemented in Year 0,1,2 and 5. This programme has supported students progress and will be</p> <p>Year 7 & 8 class there were a number of new students to school who entered this space approximately 4 years below. Individual students have made accelerated progress, however given how far below those students were they have yet to reach the expected curriculum level,</p> <p>Year 2 had a change of teacher in Term 3. The readiness for learning and structured approach to learning has made a significant impact and is reflected in the results.</p>	<p>Teacher Aide support has been sourced - RTLB have additional resources. Neurodiverse students will have an individual education plan and use of mathematical manipulatives.</p> <p>ESOL students will have a specialised programme up and running from Term 1.</p> <p>Students “At Risk of Not Achieving” (ARNA) will be tracked and individual education plans put in place for those students.</p> <p>Familiarisation with the new Mathematics Curriculum</p> <p>Engagement within the Piritahi (Marlborough Kahui Ako) PLD / Moderation</p> <p>Development of a shared understanding of Mathematics - Scope and Sequence / Progressions</p> <p>Accelerated Learning in Mathematics (ALIM) implemented for target groups within specific classes to lift achievement.</p>

**PERCENTAGE OF ALL STUDENTS
AT/ABOVE VS BELOW EXPECTED CURRICULUM LEVEL
by YEAR LEVEL**

		Assessment Time	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Reading	At/Above	MOY EOY	67% 100%	13% 38%	56% 75%	83% 85%	40% 79%	60% 56%	64% 58%	53% 40%
	Below	MOY EOY	33% -	87% 64%	44% 25%	17% 15%	60% 21%	40% 44%	36% 42%	47% 60%
Writing	At/Above	MOY EOY	57% 100%	17% 17%	44% 58%	75% 77%	45% 65%	47% 44%	45% 42%	33% 26%
	Below	MOY EOY	43% -	83% 83%	56% 42%	25% 23%	55% 35%	53% 66%	55% 58%	67% 74%
Mathematics	At/Above	MOY EOY	100% 100%	17% 50%	50% 75%	70% 85%	42% 80%	64% 63%	55% 40%	22% 25%
	Below	MOY EOY	- -	82% 50%	50% 25%	30% 15%	58% 20%	36% 37%	45% 60%	88% 75%

Giving Effect to Te Tiriti o Waitangi at St Mary's School Blenheim

Our school is deeply committed to fostering an environment that honours and uplifts the cultural identities of all our students, particularly our Māori ākonga. In partnership with Kurahaupō, we have embarked on a journey of culturally responsive professional learning. This collaboration has been instrumental in helping our staff develop a deeper understanding of tikanga Māori and Te Ao Māori, enabling us to create a more inclusive and supportive learning environment.

Working alongside Kurahaupō, we have also strengthened our relationships with the iwi and tangata whenua o Te Taihu. These partnerships are not just about fulfilling obligations but are built on mutual respect, shared aspirations, and a collective vision for the success of our Māori students. Engaging with the iwi and tangata whenua o Te Taihu allows us to ensure that the educational experiences we offer are not only academically enriching but also culturally affirming.

The aspirations for our Māori ākonga extend beyond academic achievement. We are committed to their holistic development, fostering a sense of belonging, identity, and pride in their cultural heritage. Through our work with Kurahaupō and our engagement with iwi and tangata whenua, we aim to empower our Māori students to thrive both within and beyond the classroom.

The positive outcomes of these efforts are already becoming evident. Our Māori ākonga are showing increased engagement, confidence, and a stronger connection to their cultural roots. By integrating cultural responsiveness into our teaching practices and school culture, we are not only enhancing their academic success but also nurturing their overall wellbeing and sense of self.

Commitment to Te Tiriti o Waitangi

The Board of Trustees at St Mary's School Blenheim recognises that giving effect to Te Tiriti o Waitangi is one of its primary objectives. Our commitment extends beyond compliance to a deep and genuine engagement with the principles of partnership, protection, and participation. This commitment has guided our actions and decisions across all aspects of school governance, ensuring that Te Tiriti o Waitangi is not just acknowledged but actively honoured in our school community.

Reflecting Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori

St Mary's School Blenheim has made significant strides in ensuring that our plans, policies, and local curriculum are reflective of local tikanga Māori, mātauranga Māori, and te ao Māori. Through our ongoing relationships with local iwi and tangata whenua, we have incorporated culturally responsive practices into our school's strategic planning. This includes consultation with mana whenua to ensure our curriculum is locally grounded, reflecting the unique history, traditions, and knowledge systems of the Māori communities in Te Tai Poutini.

We are in the process of developing a localised curriculum that integrates mātauranga Māori across all learning areas, enabling all students to engage with and appreciate the richness of te ao Māori. This curriculum also supports our Māori ākonga in seeing themselves reflected in their learning environment, which research within Aotearoa, New Zealand has shown to be critical for their success and wellbeing.

Making Instruction Available in Tikanga Māori and Te Reo Māori

St Mary's School Blenheim is committed to ensuring that instruction in tikanga Māori and te reo Māori is accessible to all students. We have taken several steps towards this goal:

Staff Professional Development: We have invested in professional development for our teachers, focusing on building their capability in delivering tikanga Māori and beginning te reo Māori instruction.

This includes partnerships with local Māori language experts and cultural advisors who provide ongoing support and guidance.

Curriculum Integration: Tikanga Māori and te reo Māori are integrated across the curriculum rather than being confined to specific subjects. For example, te reo Māori is used in daily classroom interactions, and tikanga Māori is incorporated into school-wide events, such as pōwhiri, mihi whakatau, hui, and other cultural practices. This approach aligns with research that emphasizes the importance of normalizing te reo and tikanga Māori in everyday school life.

Whānau Engagement: We actively engage with our Māori whānau to ensure that the teaching of tikanga and te reo Māori aligns with their aspirations for their tamariki. This engagement has fostered a collaborative environment where whānau feel valued and heard, contributing to a stronger, more inclusive school community.

Resourcing: We have allocated resources to develop and maintain quality te reo Māori resources, our next steps include updating our bilingual signage throughout the school and the purchase of additional Māori language texts, teaching materials and participating in further professional development with Te Puna Reo Māori. These resources are used and will continue to support both teachers and students in their language learning journeys.

Achieving Equitable Outcomes for Māori Students

Achieving equitable outcomes for Māori ākonga is a core focus of our board's strategic objectives. We monitor the progress and achievement of our Māori students closely, using data to inform targeted interventions and support. Our efforts are guided by the principles of culturally responsive pedagogy, which research in Aotearoa has shown to be effective in improving outcomes for Māori learners. Some key initiatives include:

Culturally Responsive Teaching Practices: We encourage teaching practices that are relational, responsive, and reflective of Māori values. Our teachers are trained to incorporate culturally relevant contexts into their lessons, making learning more meaningful for Māori students. The professional development with Kurahaupō has been invaluable in this space and we look forward to continued relationships with them.

Mentorship and Support: We have established mentorship programs that pair Māori students with role models who can support their academic and personal growth. This initiative not only provides academic support but also fosters a strong sense of cultural identity and pride.

Cultural Celebrations: We celebrate Māori culture through various school events, ensuring that Māori students see their culture recognised and valued in the school community. These celebrations also serve as a platform for educating non-Māori students about the importance of Te Tiriti o Waitangi and Māori culture.

St Mary's School, Blenheim / Te Kura o Hato Mere is committed to supporting ākonga Māori in achieving their full potential through a comprehensive approach that includes:

Tracking Attendance and Achievement: We closely monitor the attendance and academic performance of all ākonga Māori. This data-driven approach helps us identify trends, address potential issues early, and ensure that every Māori student is on a path to success.

Providing Tailored Support and Programmes: Recognising the diverse needs of our ākonga Māori, we offer a range of learning support, enrichment, and extension programmes. These initiatives are designed to cater to the individual strengths and challenges of each student, ensuring that they receive the appropriate resources and guidance as they progress through their education.

Continuous Evaluation and Improvement: We are committed to the ongoing evaluation and improvement of our school programmes and teaching practices. By regularly assessing the effectiveness of our strategies and making necessary adjustments, we strive to provide an educational environment that is responsive to the needs of our ākongā Māori.

Transparent Reporting: We maintain transparency in our efforts to support Māori student achievement by regularly reporting on their progress to parents, the school community, the Board of Trustees, and the Ministry of Education. This open communication ensures that all stakeholders are informed and engaged in the success of our ākongā Māori.

Through these initiatives, St Mary's School, Blenheim / Te Kura o Hato Mere ensures that our ākongā Māori are not only supported in their academic pursuits but are also provided with a learning environment that recognises and celebrates their cultural identity.

Progress and Future Goals

While we are proud of the progress made so far, we are aware that this is an ongoing journey. We are committed to continuing our work towards making tikanga Māori and te reo Māori more visible and accessible in our school. Our future goals include expanding our te reo Māori programmes, deepening our relationships with local iwi, and continuing to refine our curriculum to better reflect te ao Māori. In 2025 all staff will participate in Te Puna Reo. This programme also enables students and whānau to walk alongside the Te Reo Māori journey.

In conclusion, St Mary's School Blenheim remains steadfast in its commitment to honouring Te Tiriti o Waitangi, ensuring that our school is a place where Māori culture, language, and identity are celebrated, and where all students, particularly our Māori ākongā, can thrive.

Statement of compliance with employment policy

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

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

Meeting Obligations for Providing Good and Safe Working Conditions at St Mary's School, Blenheim / Te Kura o Hato Mere

At St Mary's School, Blenheim / Te Kura o Hato Mere, we are committed to providing a work environment that is both safe and conducive to the wellbeing of all our staff. Meeting our obligations for good and safe working conditions involves implementing comprehensive health and safety practices, ensuring compliance with relevant regulations, and fostering a positive work culture. Our approach includes the following key elements:

1. Health and Safety Compliance

- **Adherence to Legislation:** We comply with all relevant health and safety legislation, including the Health and Safety at Work Act 2015. This involves regular reviews of our policies and procedures to ensure they meet current legal requirements and best practices.
- **Risk Assessments:** We conduct regular risk assessments to identify potential hazards and mitigate risks. These assessments cover various aspects of our work environment, including physical, chemical, and ergonomic risks, ensuring that any potential hazards are addressed promptly.
- **Emergency Procedures:** We have established clear emergency procedures and evacuation plans. Regular drills are conducted to ensure that all staff are familiar with these procedures and know how to respond effectively in case of an emergency.

2. Safe Working Environment

- **Maintenance and Cleanliness:** We ensure that our facilities are well-maintained and clean. This includes regular inspections and maintenance of building infrastructure, equipment, and teaching resources to prevent accidents and ensure a safe working environment.
- **Ergonomic Workspaces:** We provide ergonomic workspaces and equipment to support staff comfort and reduce the risk of musculoskeletal injuries. This includes adjustable desks, supportive chairs, and proper lighting.
- **Health and Safety Training:** We offer regular health and safety training for all staff members. This training covers topics such as safe work practices, emergency procedures, first aid, and the proper use of equipment.

3. Support for Wellbeing

- **Wellbeing Initiatives:** We implement wellbeing initiatives that support the physical and mental health of our staff. This includes access to counselling services, stress management resources, and promoting a healthy work-life balance.
- **Wellbeing Conversations:** Regular wellbeing check-ins are conducted to provide staff with an opportunity to discuss any concerns and receive

	<p>support. These conversations help us to address any issues related to workload, stress, or workplace environment.</p> <ul style="list-style-type: none"> ● Work-Life Balance: We promote a healthy work-life balance through flexible working arrangements and support for staff needs. This approach helps to reduce workplace stress and improve overall job satisfaction. <p>4. Health and Safety Policies</p> <ul style="list-style-type: none"> ● Clear Policies and Procedures: We have established clear health and safety policies and procedures that are communicated to all staff members. These policies outline our commitment to maintaining a safe work environment and provide guidelines for reporting hazards and incidents. ● Incident Reporting: We have a robust system for reporting and managing workplace incidents. Staff are encouraged to report any safety concerns or accidents promptly, and we ensure that all incidents are investigated and addressed appropriately. <p>By implementing these measures, St Mary's School, Blenheim / Te Kura o Hato Mere meets its obligations for providing good and safe working conditions. Our commitment to health and safety reflects our dedication to creating a secure and supportive environment where all staff members can thrive and perform their roles effectively.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Equal Employment Opportunities (EEO) Programme at St Mary's School Blenheim / Te Kura o Hato Mere</p> <p>St Mary's School, Blenheim / Te Kura o Hato Mere is committed to being a good employer by ensuring that all staff are treated fairly and equitably in every aspect of their employment. Our Equal Employment Opportunities (EEO) policy serves as the cornerstone of this commitment, establishing a framework that promotes an inclusive, non-discriminatory workplace and equal opportunities for all staff members.</p> <p>Fulfilling Our EEO Programme</p> <p>We actively apply our EEO framework across all relevant school policies and procedures, particularly those related to employment, such as recruitment, selection, training, professional development, and promotion. This ensures that we:</p> <ul style="list-style-type: none"> ● Treat Current and Prospective Staff Fairly: We strive to create an environment where every individual is treated with respect and fairness, regardless of their background or personal characteristics. ● Make Merit-Based Decisions: Employment decisions at St Mary's School Blenheim are made based on relevant qualifications, skills, and experience, ensuring that merit is the primary criterion for hiring, promotion, and other employment-related decisions. ● Eliminate Bias and Discrimination: We are dedicated to identifying and eliminating any forms of bias or discrimination within our employment

processes, fostering a workplace where diversity is valued and every staff member has an equal opportunity to succeed.

Our EEO Programme

To effectively implement our EEO policy, we have developed a comprehensive programme designed to identify and address processes that may contribute to employment inequality. Key components of our EEO programme include:

- **Developing a Policy Statement and Objectives:** We have established clear objectives and a policy statement that outlines our commitment to equal employment opportunities.
- **Appointing an EEO Representative:** An EEO representative has been appointed to oversee the implementation of our EEO programme and to act as a point of contact for staff concerns related to employment equality.
- **Consulting with Staff:** We regularly consult with our staff to listen to their concerns and ensure their voices are heard in the development and implementation of our EEO programme.
- **Creating an Employee Database:** With informed consent, we maintain an employee database that collects relevant EEO data, which helps us monitor and address any potential inequalities.
- **Encouraging Training and Career Development:** We actively encourage all staff to participate in training and career development opportunities, ensuring that everyone has access to the resources they need to advance their careers.
- **Programme Monitoring:** We monitor the effectiveness of our EEO programme through regular staff meetings and reports to the Board of Trustees, allowing us to make necessary adjustments and improvements.
- **Reviewing Policies and Processes:** Employment and personnel policies and processes are regularly reviewed to ensure they align with our EEO objectives and promote a fair and inclusive workplace.

At St Mary's School Blenheim, Te Kura O Hato Mere, raising awareness of discrimination and bias is a key priority. Through our EEO programme, we encourage staff to engage in discussions about the programme's development and implementation. Any concerns can be raised with the principal or the board, ensuring that our commitment to equal employment opportunities is upheld across the school community.

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

Impartial Selection and Appointment Practices at St Mary's School, Blenheim / Te Kura o Hato Mere

At St Mary's School, Blenheim / Te Kura o Hato Mere, we are committed to being an equal opportunities employer, ensuring that all teaching and non-teaching positions are filled by suitably trained and qualified individuals. Our selection and

appointment process is designed to identify the best person for each role while upholding principles of transparency, fairness, and impartiality.

- **Commitment to Te Tiriti o Waitangi**

In alignment with our commitment to te Tiriti o Waitangi, our appointment practices reflect Tikanga Māori, ensuring that our recruitment processes are culturally responsive and supportive of our strategic vision to honour and integrate Māori values within our school community.

- **Compliance with the Children's Act 2014**

Our appointment process rigorously adheres to the requirements of the Children's Act 2014. This ensures that all candidates undergo the necessary checks to confirm their suitability to work with children, thereby safeguarding the wellbeing and safety of our students.

- **Role of the Board in Recruitment**

The Board of Trustees plays a central role in the recruitment and appointment of the principal, ensuring that the selection process is conducted with the utmost integrity and impartiality. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management, although board representation on the appointment committee may be included when appropriate. This delegation allows for a consistent application of our recruitment standards across all roles.

- **Special Character Tagged Positions**

For positions that are tagged with a special character requirement, the selection process involves an additional step to determine the applicant's acceptability in relation to the school's special character. Only after this criterion is met do we consider the applicant's overall suitability for the position, ensuring that our school's unique identity and values are maintained.

- **Transparency and Fairness**

Transparency and fairness are foundational principles of our appointment process, particularly in situations involving related party transactions. We are diligent in maintaining impartiality and avoiding conflicts of interest, ensuring that all candidates are assessed purely on their qualifications, experience, and fit for the role.

For further details on the responsibilities and procedures related to our appointment practices, please refer to the School Docs policy. This policy outlines the steps we take to ensure that our recruitment processes are equitable and in line with our commitment to providing a fair and inclusive workplace.

Through these measures, St Mary's School, Blenheim / Te Kura o Hato Mere strives to uphold the highest standards in the selection and appointment of staff, fostering a professional environment that values equality, diversity, and excellence.

How are you recognising:

- The aims and aspirations of Māori,
- The employment requirements of Māori, and
- Greater involvement of Māori in the Education service?

Recognising and Supporting Māori at St Mary's School Blenheim / Te Kura o Hato Mere

At St Mary's School, Blenheim / Te Kura o Hato Mere, we are deeply committed to recognising and supporting the aims, aspirations, and employment requirements of Māori, as well as promoting greater involvement of Māori in our education services. This commitment is reflected in our policies, practices, and strategic initiatives that align with our broader mission to honour Te Tiriti o Waitangi and integrate Māori values and perspectives into our school community.

1. Recognising the Aims and Aspirations of Māori

We acknowledge and actively support the educational and cultural aspirations of our Māori ākonga and their whānau. This includes:

- **Culturally Responsive Curriculum:** We have developed a curriculum that integrates mātauranga Māori (Māori knowledge) across all learning areas. By embedding te reo Māori, tikanga Māori, and te ao Māori (the Māori worldview) into our teaching practices, we ensure that Māori students see their culture reflected in their education. This approach is aimed at fostering a sense of belonging and pride in their identity, which research shows is crucial for the success and wellbeing of Māori students.
- **Consultation with Māori Communities:** We engage regularly with our Māori community, including whānau, local iwi, and tangata whenua, to ensure that our school's goals align with their aspirations. Through whānau hui (family meetings) and other consultation processes, we listen to and incorporate the aspirations of our Māori stakeholders into our strategic planning and daily operations.
- **Promotion of Māori Leadership:** We encourage and support the leadership potential of our Māori ākonga, providing opportunities for them to take on leadership roles within the school, thus nurturing their development as future leaders in their communities.

2. Recognising the Employment Requirements of Māori

St Mary's School, Blenheim / Te Kura o Hato Mere is committed to creating a workplace that recognises and supports the unique employment requirements of Māori. We do this by:

- **Inclusive Employment Practices:** Our recruitment and selection processes are designed to be culturally inclusive and reflective of our commitment to Te Tiriti o Waitangi. We actively seek to employ staff who are not only qualified but also demonstrate a commitment to upholding and promoting Māori values within the school environment.
- **Professional Development in Tikanga and Te Reo Māori:** We provide professional development opportunities for all staff to enhance their understanding and use of tikanga and te reo Māori. This ensures that our staff are not only culturally competent but also better equipped to meet the needs of our Māori students and staff.

	<ul style="list-style-type: none"> ● Support for Māori Staff: We recognise the importance of supporting our Māori staff in their career development. This includes mentoring, access to leadership training, and ensuring that their contributions to the school’s cultural environment are valued and recognised. <p>3. Promoting Greater Involvement of Māori in the Education Service</p> <p>We actively promote and support the greater involvement of Māori in all aspects of our education service by:</p> <ul style="list-style-type: none"> ● Partnership with Iwi and Tangata Whenua: We maintain strong partnerships with local iwi and tangata whenua, ensuring that Māori voices are integral to our decision-making processes. These partnerships help guide the development of our curriculum, school policies, and community engagement strategies. ● Encouraging Māori Representation: We strive to increase Māori representation at all levels of the school, including governance, leadership, and teaching positions. By doing so, we ensure that Māori perspectives are actively represented and integrated into the school’s operations and culture. ● Whānau Engagement: We encourage active participation from Māori whānau in school activities, decision-making, and governance. This engagement is facilitated through regular communication, whānau hui, and opportunities for whānau to contribute to the life of the school. <p>Through these initiatives, St Mary's School, Blenheim / Te Kura o Hato Mere demonstrates its ongoing commitment to recognising and supporting the aims and aspirations of Māori, meeting the employment requirements of Māori, and fostering greater Māori involvement in our education service.</p> <p><i>Please also refer to our statement on “Giving Effect to Te Tiriti o Waitangi”</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Enhancing the Abilities of Individual Employees at St Mary's School, Blenheim / Te Kura o Hato Mere</p> <p>At St Mary's School, Blenheim / Te Kura o Hato Mere, we are dedicated to promoting high levels of staff performance and enhancing the abilities of our individual employees through a comprehensive approach that integrates performance support, professional development, and supportive practices. Our strategies are designed to foster continuous improvement and professional growth, ensuring that our staff are well-equipped to meet the evolving needs of our school community.</p> <p>1. Professional Growth Cycles and Professional Development</p> <ul style="list-style-type: none"> ● Structured Performance Management: We employ a rigorous Professional Growth Cycle system to regularly assess and support staff performance. This process includes setting clear performance goals, providing constructive feedback, and conducting evaluations that help staff identify areas for improvement and growth.

- **Professional Development Budgeting:** Recognising the importance of ongoing learning, we allocate a dedicated budget for training and development programmes. This funding supports a range of professional development opportunities aimed at enhancing the skills and competencies of our employees. This investment not only benefits the individual but also contributes to the overall quality of education provided by the school.

2. Acknowledgement of Staff Achievements

- **Recognition Programs:** We actively acknowledge and celebrate the achievements of our staff through various recognition programmes. Whether through formal awards, public praise, or personal notes of appreciation, we ensure that outstanding contributions and successes are highlighted and celebrated, boosting morale and motivation.

3. Salary Units and Classroom Release Time

- **Incentives and Support:** To further support our staff, we provide additional incentives such as salary units and classroom release time. These measures are designed to reward exceptional performance and provide staff with the necessary time and resources to focus on their professional development and planning.

4. Mentoring and Coaching

- **Tailored Mentoring:** We offer a mentoring programme that pairs less experienced staff with seasoned professionals. This one-on-one support helps mentees develop their skills, gain insights into best practices, and navigate their career paths effectively.
- **Coaching Sessions:** Coaching is also provided to help staff address specific challenges, set personal goals, and achieve professional growth. These sessions are tailored to the needs of the individual, ensuring that support is relevant and impactful.

5. Professional Development Opportunities

- **Varied Learning Experiences:** We provide a wide range of professional development opportunities, including workshops, seminars, conferences, and online courses. These opportunities are designed to help staff stay current with educational trends, enhance their teaching practices, and develop new skills.
- **Leadership Training:** For those interested in taking on leadership roles, we offer specialised training that prepares them for future responsibilities. This includes workshops on leadership skills, management strategies, and team dynamics.

6. Professional Growth Cycle

- **Continuous Improvement:** Our professional growth cycle is designed to promote ongoing development. This cycle includes goal setting, regular check-ins, feedback sessions, and reflective practices. By following this

	<p>structured approach, staff are encouraged to continuously improve their skills and performance.</p> <p>7. Wellbeing Conversations / Check-Ins</p> <ul style="list-style-type: none"> ● Regular Wellbeing Conversations: We conduct regular wellbeing conversations with staff to check in on their professional and personal wellbeing. These conversations provide an opportunity for staff to discuss any challenges they may be facing, receive support, and explore ways to enhance their overall job satisfaction and performance. <p>For further details on our approach to enhancing the abilities of individual employees, please refer to the School Docs Policy. This policy outlines our commitment to professional development and the specific actions we take to support the growth and success of our staff.</p> <p>Through these comprehensive measures, St Mary's School Blenheim / Te Kura O Hato Mere ensures that our employees are continuously developing their skills and capabilities, which ultimately contributes to the success of our school and the educational outcomes of our students.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Recognising the Employment Requirements of Women at St Mary's School Blenheim / Te Kura O Hato Mere</p> <p>At St Mary's School, Blenheim / Te Kura o Hato Mere, we are committed to recognising and addressing the employment requirements of women, ensuring that our workplace supports their diverse needs and contributes to their professional success. Our approach is guided by adherence to relevant policies and a focus on providing flexible working arrangements.</p> <p>1. Following Policy</p> <ul style="list-style-type: none"> ● Adherence to Equal Employment Opportunity (EEO) Policies: Our EEO policy is designed to ensure that all employees, including women, are treated fairly and equitably. We strictly follow these policies to prevent discrimination and to provide a supportive work environment for all staff members. This includes adhering to regulations and best practices related to gender equality in employment. ● Implementation of Legislative Requirements: We comply with relevant legislation, such as the Collective Agreements and the Human Rights Act, which mandate fair treatment and equal opportunities for women in the workplace. By following these legal requirements, we ensure that women's employment rights are respected and upheld. ● Regular Policy Reviews: To stay current with evolving best practices and legal requirements, we regularly review and update our policies. This proactive approach helps us address any emerging issues related to gender equality and ensures that our policies remain effective in promoting a fair and inclusive workplace.

2. Flexibility in Working Arrangements

- **Accommodation of Needs:** Where possible we try to accommodate the various needs of our staff. Staff are able to discuss their needs with the Principal and where possible considerations will be made in alignment with Collective Agreements.
- **Part-Time and Job Share Opportunities:** To support work-life balance, where possible we will consider options for part-time work and job sharing. These arrangements enable women to balance their professional responsibilities with personal commitments, making it easier for them to remain engaged and productive members of our team.
- **Remote Work Options:** Where feasible, we offer remote work options for CRT to provide additional flexibility. This arrangement can be particularly beneficial for staff who need to manage responsibilities outside of the workplace or who prefer a hybrid working model.
- **Support for Career Breaks:** We recognise that career breaks, such as parental leave, are sometimes necessary. Our policies provide support for women taking career breaks, ensuring that they can return to work with minimal disruption and continued career development opportunities.

By implementing these measures, St Mary's School Blenheim / Te Kura O Hato Mere ensures that the employment requirements of women are recognised and supported, creating a work environment where they can thrive both professionally and personally. Our commitment to following policy and providing flexible working arrangements reflects our dedication to fostering an inclusive and equitable workplace for all employees.

How are you recognising the employment requirements of persons with disabilities?

Recognising the Employment Requirements of Persons with Disabilities at St Mary's School Blenheim / Te Kura O Hato Mere

At St Mary's School, Blenheim / Te Kura o Hato Mere, we are dedicated to recognising and accommodating the employment requirements of persons with disabilities. Our approach integrates adherence to relevant policies and the provision of flexible working arrangements to ensure a supportive and inclusive workplace for all staff members.

1. Following Policy

- **Adherence to Equal Employment Opportunity (EEO) Policies:** We implement and uphold our EEO policy to ensure that all employees, including those with disabilities, receive fair and equitable treatment. Our policy is designed to prevent discrimination and promote equal opportunities in all aspects of employment, including recruitment, training, and career advancement.
- **Compliance with Legislation:** We comply with relevant legislation such as the Disability Discrimination Act and the Human Rights Act, which mandate that persons with disabilities be provided with equal

opportunities and reasonable accommodations in the workplace. By adhering to these legal requirements, we ensure that our practices support the rights of individuals with disabilities.

- **Regular Policy Review:** We regularly review and update our policies to ensure they remain effective in addressing the needs of employees with disabilities. This ongoing evaluation helps us to stay current with best practices and legal standards, making sure our workplace is consistently inclusive and supportive.

2. Flexibility in Working Arrangements

- **Modified Workspaces:** We are committed to make necessary adjustments to workspaces to ensure accessibility. This can include providing ergonomic furniture, assistive technology, or modifications to the physical workspace to accommodate specific needs.
- **Part-Time and Job Sharing:** Where possible we consider part-time and job sharing opportunities to help employees with disabilities balance their work commitments with their personal needs. These arrangements allow staff to work in a manner that best supports their health and productivity.
- **Reasonable Adjustments:** We are committed to making reasonable adjustments in the workplace to support employees with disabilities. This includes modifying job duties, providing assistive devices, and offering additional support or training as needed to help employees perform their roles effectively.
- **Supportive Work Environment:** We strive to create a supportive and inclusive work environment by training staff on disability awareness and providing resources and support for employees with disabilities. This includes fostering an open and accepting culture where staff feel comfortable discussing their needs and requesting accommodations.

By integrating these measures, St Mary's School, Blenheim / Te Kura o Hato Mere ensures that the employment requirements of persons with disabilities are recognised and addressed. Our commitment to following policy and offering flexible working arrangements reflects our dedication to creating a workplace where all employees can thrive and contribute to their fullest potential.

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?		



Kiwisport funding (required)



Te Kura o Hato Mere
St Mary's School, Blenheim
www.stmb.school.nz

KIWI SPORT FUNDING

In 2024 the school received total Kiwi Sport funding of 2806.44 (excl.GST).

The funding was spent on employing a sports coordinator.

The number of students that participated in organised sport was 179.