

**ST. JOSEPH'S SCHOOL  
(KAIKOURA)  
BOARD OF TRUSTEES**



**ANNUAL REPORT  
FOR THE YEAR ENDED 31 DECEMBER  
2023**

**School Directory**

**Ministry Number:**

3530

**Principal:**

Judith Ford

**School Address:**

30 Ludstone Road, Kaikoura

**School Phone:**

03 319 5725

**School Email:**

[office@stjkaikoura.school.nz](mailto:office@stjkaikoura.school.nz)

# **CONTENTS**

**Financial Statements**

**Independent Auditors Report**

**Analysis of Variance Report**

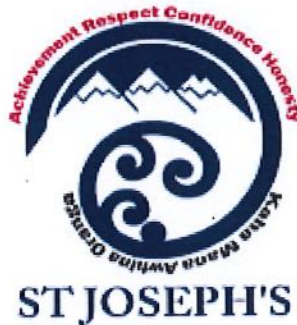
**Evaluation of Progress and Achievement**

**Good Employer Statement**

**Kiwisport Funding Statement**

**Te Tiriti o Waitangi**

# ST JOSEPH'S SCHOOL (KAIKOURA)



## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:

3530

Principal:

Judith Ford

School Address:

30 Ludstone Road, Kaikoura, 7300

School Phone:

03 319 5725

School Email:

[office@stjkaikoura.school.nz](mailto:office@stjkaikoura.school.nz)

# ST JOSEPH'S SCHOOL (KAIKOURA)

Annual Financial Statements - For the year ended 31 December 2023

## Index

<b>Page</b>	<b>Statement</b>
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 17</a>	Notes to the Financial Statements
	Independent Auditor's Report

# St Joseph's School (Kaikoura)

## Statement of Responsibility

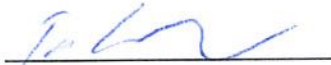
For the year ended 31 December 2023

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

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

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

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



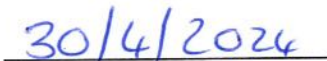
Presiding Member



Principal



Date



Date

# St Joseph's School (Kaikoura)

## Members of the Board

For the year ended 31 December 2023

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Terry Laugesen	Presiding Member	Appointed (now Proprietors Rep)	
Judith Ford	Principal	ex Officio	
Marieke Ross	Parent Representative	Elected	Sep 2025
Meegan Aikman	Parent Representative	Elected	Sep 2025
Michael Lawrie	Parent Representative	Elected	Sep 2025
Daniel Fleming	Parent Representative	Elected	Sep 2025
Maria Adams	Proprietors Representative	Appointed	
Sr Maureen Connor	Proprietors Representative	Appointed	Dec 2023
Sophie Lewthwaite	Staff Representative	Elected	Sep 2025
Moana Manawatu	Runanga Representative	Appointed	

# St Joseph's School (Kaikoura)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	935,267	822,979	865,741
Locally Raised Funds	3	43,260	27,500	28,778
Use of Proprietor's Land and Buildings		91,776	92,357	92,357
Interest		5,831	900	1,585
<b>Total Revenue</b>		<b>1,076,134</b>	<b>943,736</b>	<b>988,461</b>
<b>Expenses</b>				
Locally Raised Funds	3	839	-	1,260
Learning Resources	4	821,543	742,100	722,545
Administration	5	76,145	75,612	78,410
Interest		1,908	-	2,039
Property	6	156,809	144,357	143,877
Loss on Disposal of Property, Plant and Equipment		181	-	962
<b>Total Expense</b>		<b>1,057,425</b>	<b>962,069</b>	<b>949,093</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>18,709</b>	<b>(18,333)</b>	<b>39,368</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>18,709</b>	<b>(18,333)</b>	<b>39,368</b>

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

# St Joseph's School (Kaikoura)

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		239,858	239,858	196,318
Total comprehensive revenue and expense for the year		18,709	(18,333)	39,368
Contribution - Furniture and Equipment Grant		20,810	4,000	4,172
<b>Equity at 31 December</b>		279,377	225,525	239,858
Accumulated comprehensive revenue and expense		279,377	225,525	239,858
<b>Equity at 31 December</b>		279,377	225,525	239,858

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



# St Joseph's School (Kaikoura)

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	221,967	147,386	180,519
Accounts Receivable	8	63,090	56,217	56,217
GST Receivable		7,068	2,506	2,506
Prepayments		9,980	7,567	7,567
Inventories	9	761	1,123	1,123
Investments	10	31,703	30,203	30,203
		<u>334,569</u>	<u>245,002</u>	<u>278,135</u>
<b>Current Liabilities</b>				
Accounts Payable	12	93,021	71,870	71,870
Revenue Received in Advance	13	5,108	2,000	2,000
Provision for Cyclical Maintenance	14	-	-	17,472
Finance Lease Liability	15	14,725	10,078	10,078
Funds Held on Behalf of the Kaikoura Community of Learning	16	8,246	-	-
		<u>121,100</u>	<u>83,948</u>	<u>101,420</u>
<b>Working Capital Surplus</b>		213,469	161,054	176,715
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	84,010	88,356	84,556
		<u>84,010</u>	<u>88,356</u>	<u>84,556</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	12,597	11,472	9,000
Finance Lease Liability	15	5,505	12,413	12,413
		<u>18,102</u>	<u>23,885</u>	<u>21,413</u>
<b>Net Assets</b>		<u>279,377</u>	<u>225,525</u>	<u>239,858</u>
<b>Equity</b>		<u>279,377</u>	<u>225,525</u>	<u>239,858</u>

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

# St Joseph's School (Kaikoura)

## Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		264,950	240,036	303,872
Locally Raised Funds		41,606	27,500	30,432
Goods and Services Tax (net)		(4,562)	-	6,848
Payments to Employees		(127,809)	(135,707)	(147,492)
Payments to Suppliers		(139,054)	(149,062)	(108,232)
Interest Paid		(1,908)	-	-
Interest Received		6,365	900	934
Net cash from/(to) Operating Activities		39,588	(16,333)	86,362
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(13,817)	(5,000)	(9,009)
Purchase of Investments		(1,500)	-	(551)
Net cash (to) Investing Activities		(15,317)	(5,000)	(9,560)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		20,810	4,000	4,172
Finance Lease Payments		(11,879)	(15,800)	(15,743)
Funds Administered on Behalf of Other Parties		8,246	-	-
Net cash from/(to) Financing Activities		17,177	(11,800)	(11,571)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>41,448</b>	<b>(33,133)</b>	<b>65,231</b>
Cash and cash equivalents at the beginning of the year	7	180,519	180,519	115,288
<b>Cash and cash equivalents at the end of the year</b>	7	<b>221,967</b>	<b>147,386</b>	<b>180,519</b>

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

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

# St Joseph's School (Kaikoura)

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

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

##### 1.2. Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

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

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

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Cyclical Maintenance*

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

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

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

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

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

##### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

##### *Recognition of grants*

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

### **1.3. Revenue Recognition**

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

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

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

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

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

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

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

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

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

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

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

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

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

#### 1.4. Finance Lease Payments

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

#### 1.5. Cash and Cash Equivalents

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

#### 1.6. Accounts Receivable

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

#### 1.7. Inventories

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

#### 1.8. Investments

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

#### 1.9. Property, Plant and Equipment

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10 years
Furniture and equipment	10 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **1.10. Impairment of property, plant and equipment**

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

#### *Non cash generating assets*

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

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

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

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

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

### **1.11. Accounts Payable**

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

### **1.12. Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

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

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **1.17. Budget Figures**

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

### **1.18. Services received in-kind**

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

## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	272,356	252,979	313,345
Teachers' Salaries Grants	662,911	570,000	552,396
	<u>935,267</u>	<u>822,979</u>	<u>865,741</u>

The School has opted in to the donations scheme for this year. Total amount received was \$16,799 (2022: \$15,150).

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	41,908	27,500	24,742
Fees for Extra Curricular Activities	304	-	494
Trading	461	-	726
Other Revenue	587	-	2,816
	<u>43,260</u>	<u>27,500</u>	<u>28,778</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	380	-	530
Trading	459	-	730
	<u>839</u>	<u>-</u>	<u>1,260</u>
	<u>42,421</u>	<u>27,500</u>	<u>27,518</u>

*Surplus for the year Locally raised funds*

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	54,183	53,750	39,825
Equipment Repairs	55	500	170
Library Resources	475	450	875
Employee Benefits - Salaries	731,303	655,400	645,462
Staff Development	9,863	15,000	11,721
Depreciation	25,664	17,000	24,492
	<u>821,543</u>	<u>742,100</u>	<u>722,545</u>

## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	3,500	3,500	3,400
Board Fees	4,155	4,340	2,500
Board Expenses	1,397	2,800	4,591
Communication	1,550	2,050	3,228
Consumables	7,826	7,900	5,956
Operating Lease	3,517	1,800	2,002
Other	569	600	641
Employee Benefits - Salaries	46,464	44,750	49,195
Insurance	2,903	3,372	2,936
Service Providers, Contractors and Consultancy	4,264	4,500	3,961
	<u>76,145</u>	<u>75,612</u>	<u>78,410</u>



## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,726	4,000	4,360
Cyclical Maintenance	4,228	3,500	5,898
Adjustment to the Provision- Other Adjustments	397	-	-
Grounds	19,413	9,000	9,437
Heat, Light and Water	6,652	5,000	5,536
Rates	2,590	3,000	2,487
Repairs and Maintenance	9,181	7,000	4,186
Use of Land and Buildings	91,776	92,357	92,357
Security	1,088	2,000	1,256
Employee Benefits - Salaries	17,758	18,500	18,360
	<u>156,809</u>	<u>144,357</u>	<u>143,877</u>

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

## 7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	221,967	147,386	180,519
Cash and Cash Equivalents for Statement of Cash Flows	<u>221,967</u>	<u>147,386</u>	<u>180,519</u>

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

Of the \$221,967 Cash and Cash Equivalents, \$5,108 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$221,967 Cash and Cash Equivalents, \$8,246 is held by the School on behalf of the Kaikoura Community of Learning cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

## 8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	346	346
Receivables from the Ministry of Education	3,451	7,337	7,337
Interest Receivable	162	696	696
Teacher Salaries Grant Receivable	59,477	47,838	47,838
	<u>63,090</u>	<u>56,217</u>	<u>56,217</u>
Receivables from Exchange Transactions	162	1,042	1,042
Receivables from Non-Exchange Transactions	62,928	55,175	55,175
	<u>63,090</u>	<u>56,217</u>	<u>56,217</u>

## 9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	761	1,123	1,123
	<u>761</u>	<u>1,123</u>	<u>1,123</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	31,703	30,203	30,203
<b>Total Investments</b>	<b>31,703</b>	<b>30,203</b>	<b>30,203</b>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Building Improvements	2,050	3,957	-	-	(603)	5,404
Furniture and Equipment	41,719	8,655	-	-	(6,871)	43,503
Information and Communication Technology	11,095	-	-	-	(3,571)	7,524
Leased Assets	22,436	11,482	-	-	(13,584)	20,334
Library Resources	7,256	1,206	(182)	-	(1,035)	7,245
<b>Balance at 31 December 2023</b>	<b>84,556</b>	<b>25,300</b>	<b>(182)</b>	<b>-</b>	<b>(25,664)</b>	<b>84,010</b>

The net carrying value of equipment held under a finance lease is \$20,334 (2022: \$22,436)

### Restrictions

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

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Building Improvements	57,319	(51,915)	5,404	53,362	(51,312)	2,050
Furniture and Equipment	153,559	(110,056)	43,503	144,904	(103,185)	41,719
Information and Communication Technology	67,003	(59,479)	7,524	67,003	(55,908)	11,095
Leased Assets	55,831	(35,497)	20,334	44,349	(21,913)	22,436
Library Resources	31,714	(24,469)	7,245	31,291	(24,035)	7,256
<b>Balance at 31 December</b>	<b>365,426</b>	<b>(281,416)</b>	<b>84,010</b>	<b>340,909</b>	<b>(256,353)</b>	<b>84,556</b>

## 12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	24,219	5,202	5,202
Accruals	3,500	3,400	3,400
Banking Staffing Overuse	-	12,943	12,943
Employee Entitlements - Salaries	63,330	48,352	48,352
Employee Entitlements - Leave Accrual	1,972	1,973	1,973
	<b>93,021</b>	<b>71,870</b>	<b>71,870</b>
Payables for Exchange Transactions	93,021	71,870	71,870
	<b>93,021</b>	<b>71,870</b>	<b>71,870</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	5,108	-	-
Other Revenue in Advance	-	2,000	2,000
	<u>5,108</u>	<u>2,000</u>	<u>2,000</u>

### 14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	26,472	26,472	20,574
Increase to the Provision During the Year	4,228	3,500	4,028
Use of the Provision During the Year	(18,500)	(18,500)	-
Other Adjustments	397	-	1,870
Provision at the End of the Year	<u>12,597</u>	<u>11,472</u>	<u>26,472</u>
Cyclical Maintenance - Current	-	-	17,472
Cyclical Maintenance - Non current	<u>12,597</u>	<u>11,472</u>	<u>9,000</u>
	<u>12,597</u>	<u>11,472</u>	<u>26,472</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

### 15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	15,645	11,546	11,546
Later than One Year and no Later than Five Years	5,651	13,098	13,098
Future Finance Charges	(1,066)	(2,153)	(2,153)
	<u>20,230</u>	<u>22,491</u>	<u>22,491</u>
<b>Represented by:</b>			
Finance lease liability - Current	14,725	10,078	10,078
Finance lease liability - Non current	5,505	12,413	12,413
	<u>20,230</u>	<u>22,491</u>	<u>22,491</u>

### 16. Funds Held on Behalf of the Kaikoura Community of Learning Cluster

St Joseph's School (Kaikoura) was the lead school and holds funds on behalf of the Kaikoura Community of Learning cluster, a group of schools funded by the Ministry of Education to share professional support.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Received from Ministry of Education	8,246	-	-
Funds Held at Year End	<u>8,246</u>	<u>-</u>	<u>-</u>

## 17. 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 (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".

## 18. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, and Deputy Principal.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,155	2,500
<i>Leadership Team</i>		
Remuneration	260,884	224,536
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	265,039	227,036

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

### Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	120 - 130
Benefits and Other Emoluments	4 - 5	0 - 0
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 -110	1.00	-
110 -120	1.00	-
	2.00	-

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

## 19. Compensation and Other Benefits Upon Leaving

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

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

## 20. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

## 21. Commitments

### (a) Capital Commitments

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

(Capital commitments at 31 December 2022: nil)

### (b) Operating Commitments

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

(Operating commitments at 31 December 2022: nil)

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	221,967	147,386	180,519
Receivables	63,090	56,217	56,217
Investments - Term Deposits	31,703	30,203	30,203
Total Financial assets measured at amortised cost	<u>316,760</u>	<u>233,806</u>	<u>266,939</u>

### Financial liabilities measured at amortised cost

Payables	93,021	71,870	71,870
Finance Leases	20,230	22,491	22,491
Funds Held on Behalf of the Kaikoura Community of Learning Cluster	8,246	-	-
Total Financial liabilities measured at amortised Cost	<u>121,497</u>	<u>94,361</u>	<u>94,361</u>

## 23. Events After Balance Date

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

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

The Auditor-General is the auditor of St Joseph's School (Kaikoura) (the School). The Auditor-General has appointed me, John Hooper, using the staff and resources of John Hooper & Co, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

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

In our opinion the financial statements of the School:

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

Our audit was completed on 6 May 2024. This is the date at which our opinion is expressed.

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

**Basis of 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 of Trustees**

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for other information. The other information obtained at the date of our report is the list of board of trustee members, Kiwisport report and the statement of variance report.

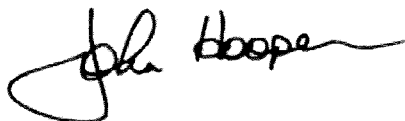
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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) issued by the New Zealand Auditing and Assurance Standards Board.

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



#### **JOHN HOOPER**

John Hooper & Co

On behalf of the Auditor-General  
Nelson, New Zealand



# St Joseph's School, Kaikōura





## Annual Targets

**Strategic Goal:** Our curriculum supports our students and staff to learn, grow and achieve success in our local environment.

**Initiative:** Raise student achievement in languages, literacy and numeracy.

### TARGET 1: RAISING BOYS ACHIEVEMENT IN WRITING

#### Theory for Improvement

Our End of Year 2022 data showed a significant and disproportionate gap between our girls and boys achievement in writing in year 2 and year 6. At the end of 2022, we had 12/49 (24%) of our Boys Below the National Standard. This is in contrast to the Girls, where we had 3/55 (5%) Well Below/Below the National Standard. Therefore, we had almost four times the number of Boys Below the expected level.

This is an area we aim to see significant improvement.

We will be deliberately targeting our Below learners. In response to child development and brain research, we will also only be focusing on our Year 3 - Year 8 children. Again, while not ignoring our Year 1 - Year 2 children, we will allow them the time to develop as children, without the pressure constraints of meeting set expectations. Teachers will still support these learners, but at the children's pace and readiness of learning. Therefore, our Target will be deliberately focused on our Year 3 - Year 8 Boys.

#### What is our aspiration?

Our ultimate goal is to have every boy who was Below the Standard in 2022, to make accelerated progress to be at their expected curriculum level by the end of 2023.

#### What is our Target?

To accelerate the progress of at least 10 Boys in Year 3 - Year 8 to have 34/36 (95%) of Boys at their expected curriculum level.

#### Baseline Data (as at the end of 2022)

Number of students who were Below the Expected Level at the end of 2022

Year 3/4	Year 5/6	Year 7/8

3	4	2
---	---	---

**What are we going to do about it?**

PLANNED ACTIONS	TIMING	RESPONSIBILITY	RESOURCING	MONITORING/REVIEW/ EVALUATION
Teachers identify all the boys in their classes who are below the expected level.	Term 1	Judith, Sophie and Teachers	-	Accelerated learning plan
All teachers write an individual or group writing plan for boys who are below the expected level in their class, shared with students and parents.	Term 1 - Term 4	Judith, Sophie and Teachers	Support from Jacqui Clayton	Accelerated learning plan
Extensive monitoring and tracking at least once a term, to evaluate the progress of the learners.	Term 1 - Term 4	Judith, Sophie and Teachers	-	Teachers assess these students regularly during group and individual work, class work and other formal assessments if required.
Staff PLD on how to support boys with their writing.	Term 1 - Term 4	Judith, Sophie		Joseph Drissen, Jacqui Clayton and Scott from Evaluation Associates, The Writing Book PD (Bree) Bree - masters - first semester focus on literacy.
Formalised tracking of student progress and achievement through e-asTTle writing.	Term 1 and Term 3	Judith, Sophie and Teacher	-	
Teachers to provide additional targeted support to identified learners, Teacher Aides to support the classroom programme.	Term 1 - Term 4	Judith, Sophie and Teacher	Teacher Resourcing, Teacher Aide support	Teacher aides support class learning while teachers work in small groups or 1-1 with students.
Planned Collaborative Planning meetings to discuss learning and teaching programmes and students progress	Term 1 - Term 4	Teachers	-	Lucy and Sophie - focus on literacy this term



Learning Walks focused on the teaching of writing and best practice	Term 1 - Term 4	Judith, Sophie and Teachers	-	19th June - learning walk through classes
---	-----------------	-----------------------------	---	---

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Teachers identified all the boys in their classes who are below the expected level. They then wrote an individual or group writing plan for boys who are below the expected level in their class, shared with students and parents.</p> <p>Extensive monitoring and tracking occurred to evaluate the progress of the learners.</p> <p>Staff PLD with Joseph Drisen and Evaluation Associates on how to support boys with their writing. Student progress and achievement was tracked through e-asTTle writing.</p> <p>Teachers provided additional targeted support to identified learners, Teacher Aides supported the classroom programme.</p> <p>Planned Collaborative Planning meetings to discuss learning and teaching programmes and students progress as well as expectations during writing lessons. Lessons were aimed at boys and their interests from mid term 2 to improve engagement.</p>	<p>60% of our male students are achieving at or above the expected level in writing at the end of 2023.</p> <p>Boys were more engaged in writing, excited about writing.</p> <p>60% of our male students are achieving at or above the expected level. At the end of 2022 76% of male students were achieving at or above the expected level. This data is influenced by esol students, low attendance and learning difficulties. Even with our focus on choosing writing topics of particular interest to boys and professional development we received from Joseph Driessen and Jacqui Clayton we have not increased our male data for students working at or above the expected level in writing. We noticed that all of the students have made progress over this year.</p> <p><b>Attendance and writing achievement:</b>            90-100% attendance - 5 students            80-90% attendance - 11 students            70-80% attendance - 3 students            Less than 70% attendance - 2 students</p>	<p>Attendance has had a significant impact on writing progress and achievement for boys achieving below the expected level in writing.</p> <p>Boys on the whole were more engaged in writing and progress achieved over the year was accelerated, just not enough.</p> <p>Selecting topics that boys have indicated they would like to write about proved successful as did incentivising writing.</p>	<ul style="list-style-type: none"> <li>• Continue to ensure we provide engaging topics for boys to write about.</li> <li>• Ensure our community have a clear understanding of the impact of poor attendance on progress and achievement.</li> <li>• Continue to be explicit about expectations.</li> <li>• Ensure students know and understand their goals.</li> <li>• Keep goals manageable and no more than 3.</li> <li>• Continue to incentivise good writing to improve motivation and engagement.</li> <li>• Provide writing activities for home to support parents to support their children's learning.</li> </ul>

**Planning for next year:**



This will be a target for next year along with improved attendance.

## TARGET 2: RAISING BOYS ACHIEVEMENT IN READING

### Theory for Improvement

Similar to our End of Year Writing data, our End of Year Reading data also shows a significant and disproportionate gap between our boys and girls achievement. At the end of 2022, we had 11/49 (22%) of our Boys below the expected level. Again, similar to Writing, this is in contrast to our Girls, where we had 2/55 (4%) below the expected level.

We aim to have a significant shift with our boys' achievement in Reading.

We will be deliberately targeting our below learners. In response to child development and brain research, we will also only be focusing on our Year 3 - Year 8 children. Again, while not ignoring our Year 1 - Year 2 children, we will allow them the time to develop as children, without the pressure constraints of meeting set expectations. Teachers will still support these learners, but at the children's pace and readiness of learning.

Therefore, our Target will be deliberately focused on our Year 3 - Year 8 Boys.

### What is our aspiration?

Our ultimate goal is to have every boy who was Below the Standard in 2017, to make accelerated progress to be at their expected curriculum level by the end of 2018.

### What is our Target?

To accelerate the progress of at least 9 Boys in Year 3 - Year 8 to have 33 /36 (95%) of Boys at their expected curriculum level.

### Baseline Data (as at the end of 2022)

*Number of boys who were Below the expected level at the end of 2022*

Year 3/4	Year 5/6	Year 7/8
2	4	1

### What are we going to do about it?

PLANNED ACTIONS	TIMING	RESPONSIBILITY	MONITORING/REVIEW/EVALUATION
Teachers to identify all students in their classes who are below the expected level. Teachers write an	Term 1	Judith, Sophie and Teacher	Accelerated learning plan

individual or group reading plan for boys who are below the expected level in their class.				
Extensive monitoring and tracking once a term, to evaluate the progress of the learners, information shared with students and parents.	Term 1 - Term 4	Judith, Sophie and Teachers	Accelerated learning plan	
Staff PLD on how to support boys with their reading.	Term 1 - Term 4	Judith, Sophie and Teachers	Joseph Driessen, male role models reading in classes, along with grandparents, parents reading with and to students.	
Formalised tracking of student progress and achievement through running records/STAR/E-asstle reading depending on student.	Term 2 and Term 4	Judith, Sophie	Teachers assess these students regularly during group and individual work, class work and other formal assessments if required.	
Teachers to provide additional targeted support to identified learners	Term 1 - Term 4	Judith, Sophie and Teacher		
Planned Collaborative Planning meetings to discuss learning and teaching programmes and students progress	Term 1 - Term 4	Judith, Sophie and Teacher	Lucy and Sophie - focus on literacy this term	
Learning Walks focused on the teaching of reading and best practice	Term 1 - Term 4	Teachers	19th June - learning walk through classes	
Teacher Aides to support the classroom programme	Term 1 - Term 4	Judith, Sophie and Teachers	Teacher aides support class learning while teachers work in small groups or 1-1 with students.	



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Teachers identified all the boys in their classes who are below the expected level. They then wrote an individual or group reading plan for boys who are below the expected level in their class, shared with students and parents. Extensive monitoring and tracking occurred to evaluate the progress of the learners. Staff PLD with Joseph Drisen and Evaluation Associates on how to support boys with their reading. Student progress and achievement was tracked through STAR tests, easttle reading and running records. Teachers provided additional targeted support to identified learners, Teacher Aides supported the classroom programme. Planned Collaborative Planning meetings to discuss learning and teaching programmes and students progress as well as expectations during reading lessons.</p> <p>Dad's and Grandad's were invited to read to classes - this was a real hit with our students. We gave books to students for displaying our ARCH values - Waka Ako tickets pulled out of a box at Assembly - this was a huge incentive for our students.</p>	<p>85% of our male students are achieving at or above the expected level in reading at the end of 2023. 6 students are below the expected level in reading, this data includes 3 special needs students.</p>	<p>Our male students saw and heard male role models reading and engagement in reading improved for our boys. For those who are still below the expected level in reading, 3 students who have special learning needs.</p>	<p>Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</p> <ul style="list-style-type: none"> <li>• Classes will attend monthly visits to the District library along with weekly visits to our school library.</li> <li>• We will continue to give books away as an incentive for earning Waka Ako tickets.</li> <li>• Teachers have been directed to read aloud to students in all classes as well as provide times for reading to self.</li> <li>• We will invite male role models to read to our students again.</li> <li>• We will provide teachers with the opportunity to attend Professional Development to continue to improve reading engagement and achievement.</li> <li>• Continue to work with RTLit to support students below the expected level.</li> </ul>
<p><b>Planning for next year:</b></p>			
<p>We have been approved for reading recovery time, Susan will continue with this. Continue to invite grandparents and male role models to read aloud to our students. Provide PD for teachers and TA's on supporting students in their learning.</p>			

## TARGET 3: TO INCREASE THE NUMBER OF STUDENTS ABOVE IN MATHS

### Theory for Improvement

100/105 (95%) of our students were at or above the expected level in maths at the end of 2022, only 10/105 (9%) of these students were above the expected level. We believe that more students are capable of being above the expected level in maths.

### What is our aspiration?

Our ultimate goal is to have 20% of our students achieving above the expected level in maths.

### What is our Target?

#### Baseline Data

*Number of students who were above the expected level at the end of 2022*

	Year 3/4	Year 5/6	Year 7/8
3	2	1	

### What are we going to do about it?

PLANNED ACTIONS	TIMING	RESPONSIBILITY	RESOURCING	MONITORING/REVIEW/EVALUATION
Review curriculum teaching and learning programmes in maths in year 3-8 classes, including sharing of Just In Time Maths PLD from 2022.	Term 3 - Term 4	Judith, Sophie and Teachers		Online modules worked through by all staff in terms 3 and 4 2023.
Identify any gaps in learning through comprehensive testing	Term 1	Judith, Sophie and Teachers		PAT individual report highlights any gaps in student knowledge - see below.
Formalised tracking of student progress and achievement through PAT maths year 4-8.	Term 1 and 4	Judith, Sophie and Teachers		Initial testing completed



Teachers identify 3-5 students to provide additional targeted support to raise achievement levels.	Term 1	Teachers		Accelerated learning plan
Planned Collaborative Planning meetings to discuss learning and teaching programmes and students progress	Term 1-4	Judith, Sophie and Teachers		
Learning Walks focused on the teaching of maths and best practice	Term 3	Judith, Sophie and Teachers		
Teacher Aides to support the classroom programme	Term 1-4	Judith, Sophie and Teachers		
Extensive monitoring and tracking at least once a term, to evaluate the progress of the learners, information shared with parents.	Term 1-4	Judith, Sophie and Teachers		HERO
<b>We applied for PLD in Maths through the Ministry of Education but were not successful.</b>				



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Reviewed curriculum teaching and learning programmes in maths in year 3-8 classes, including sharing of Just In Time Maths PLD from 2022. Identified any gaps in learning through comprehensive testing. Planned Collaborative Planning meetings to discuss learning and teaching programmes and students progress.</p> <p>Teacher Aides to support the classroom programme.</p> <p>We have attempted to integrate strand maths into the everyday programme and to teach in shorter chunks so that students have multiple opportunities across the year to learn about each topic.</p>	<p>11% of our students are now achieving above the expected level in mathematics.</p> <p>There is little movement in students moving from at the expected level to above.</p> <p>One student has moved from above to at as he has been reclassified. 2 students in year 6 have moved from at to above, one student in year 7 has moved from above to at.</p> <p>Overall, students attitudes towards learning in mathematics has improved, students tell us they are enjoying their maths lessons but still feel most nervous about maths when moving to a new class/teacher.</p>	<p>The mathematics curriculum covers a lot of knowledge, we find it challenging to cover all strands of maths to a level that will support students to achieve above the expected level as there is so much to learn at each level.</p> <p>Attendance has had an impact on our ability to support students to achieve above the expected level.</p> <p>The Just In Time Maths programme has many suggestions for integrating maths learning - number and strand, in meaningful ways for the students. The students respond positively to the game/fun activities suggested by the JITM programme.</p>	<p>Continue to work through the Just In Time maths programme on NZ Maths.</p> <p>Apply for PD in mathematics again.</p> <p>Provide Professional Development on the Common Practice Model and new mathematics curriculum with support from the MoE.</p> <p>Update our maths teaching and learning equipment. Ensure teachers have the necessary resources to teach maths in engaging and challenging ways.</p> <p>We will continue to find ways to ensure students have access to all areas of the maths curriculum.</p>
<p><b>Planning for next year:</b></p>			
<p>The Kahui Ako has applied for Regionally Allocated PLD, if successful we will use some of the hours provided for PD in mathematics. Teachers will continue to investigate ways to engage students in maths learning. The school has a focus on improving attendance.</p>			

## End of Year Data 2023

### Numeracy End of 2023

#### All Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above							3		1		1		3				3	11
At	1		5		10		14		8		15		4		15		7	79
Below									2				1		4			7
Well below																		0
Totals	1		5		10		17		11		16		8		19		10	97

#### Male Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above							2		1								1	4
At			4		7		6		3		7		2		5		3	37
Below									1				1		3			5
Well below																		0
Totals			4		7		8		5		7		3		8		4	46

#### Female Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above							1				1		3				2	7
At	1		1		3		8		5		8		2		10		4	42
Below									1						1			2
Well below																		0
Totals	1		1		3		9		6		9		5		11		6	51

#### Māori Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above							1										1	2
At			3		6		3		2		3		1		3		4	25
Below															1			1
Well below																		0
Totals			3		6		4		2		3		1		4		5	28

#### Pākehā Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above							2		1		1		3				2	9
At	1		2		3		10		4		12		2		11		2	47
Below															3			3
Well below																		0
Totals	1		2		3		12		5		13		5		14		4	69

**Numeracy Comments:**

- 93% of our students are achieving at or above the expected level for numeracy at the end of 2023.
- 7% of our students are achieving below the expected level for numeracy at the end of 2023.
- At the end of 2022 95% of our students were achieving at or above the expected level.
- The decrease in students achieving at or above the expected level is due to new and esol students. Students achieving below the expected level have a learning disability, are esol students or have low attendance.
- 96% of our Māori students are achieving at or above the expected level in numeracy at the end of 2023.
- 70% of our Asian students are achieving at or above the expected level in numeracy at the end of 2023.
- 95% of our Pākehā students are achieving at or above the expected level in numeracy at the end of 2023.
- 89% of our male students are achieving at or above the expected level in numeracy at the end of 2023.
- 96% of our female students are achieving at or above the expected level in numeracy at the end of 2023.

## Reading End of 2023

### All Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above			1		9		2		2		3		4		1		3	25
At	1		2		1		15		7		11		2		16		6	61
Below			2						2		1		1		2		1	9
Well below											1		1					2
Totals	1		5		10		17		11		16		8		19		10	97

### Male Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above			1		6		1											8
At			2		1		7		3		6		2		7		3	31
Below			1						2						1		1	5
Well below											1		1					2
Totals			4		7		8		5		7		3		8		4	46

### Female Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above					3		1		2		3		4		1		3	17
At	1						8		4		5				9		3	30
Below			1								1		1		1			4
Well below																		0
Totals	1		1		3		9		6		9		5		11		6	51

### Māori Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above					5								1		1		1	8
At			2		1		4		2		2				2		4	17
Below			1								1				1			3
Well below																		0
Totals			3		6		4		2		3		1		4		5	28

### Pākehā Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above			1		3		2		2		3		3				1	15
At	1						10		2		9		1		13		2	38
Below			1						1				1		1		1	5
Well below											1							1
Totals	1		2		3		12		5		13		5		14		4	59

Reading Comments:

- 89% of our students are achieving at or above the expected level at the end of 2023 in reading.
- 11% of our students are achieving below the expected level at the end of 2023 in reading.
- 88% of our students were achieving at or above the expected level at the end of 2022 so we have gone up 1% this year.
- 89% of Māori students are achieving at or above the expected level in reading at the end of 2023.
- 80% of Asian students are achieving at or above the expected level in reading at the end of 2023.
- 90% of Pākehā students are achieving at or above the expected level in reading at the end of 2023.
- 92% of our female students are achieving at or above the expected level in reading at the end of 2023.
- 85% of our male students are achieving at or above the expected level in reading at the end of 2023.

# Writing

## End of 2023

### All Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above									2		2		3		2		3	12
At	1		2		9		15		6		10		3		12		5	63
Below			2		1		2		3		4		1		4		2	19
Well below													1		1			2
Totals	1		4		10		17		11		16		8		19		10	96

### Male Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above																		0
At			2		6		8		2		3		2		4		2	27
Below			1		1		2		3		4				4		2	17
Well below													1					1
Totals			3		7		8		5		7		3		6		4	45

### Female Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above								2		2		3		2		3	12	
At	1				3		9		4		7		1		8		3	36
Below			1										1					2
Well below															1			1
Totals	1		1		3		9		6		9		5		11		6	51

### Māori Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above															1		1	2
At			2		5		2		2		1		1		2		3	18
Below			1		1		2				2						1	7
Well below															1			1
Totals			3		6		4		2		3		1		4		5	28

### Pākehā Students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above								2		2		3		1		1	9	
At	1				3		12		2		9		1		9		2	39
Below			1						1		2		1		4		1	10
Well below																		0
Totals	1		1		3		12		5		13		5		14		4	58

## Writing Comments

- 78% of our students are achieving at or above the expected level in writing at the end of 2023.
- 22% of students are achieving below the expected level in writing at the end of 2023.
- 71% of our Māori students are achieving at or above the expected level in writing at the end of 2023.
- 70% of our Asian students are achieving at or above the expected level in writing at the end of 2023.
- 83% of our Pākehā students are achieving at or above the expected level in writing at the end of 2023.
- 60% of our male students are achieving at or above the expected level in writing at the end of 2023.
- 94% of our female students are achieving at or above the expected level in writing at the end of 2023.
  
- 86% of our students were achieving at or above the expected level in writing at the end of 2022. We have had a decrease of 8% of our students achieving at or above from 2022 to 2023.
- 12 out of the 21 students working below the expected level at the end of 2023 were also below the expected level at the end of 2022
- 4 out of the 21 students working below the expected level at the end of 2023 are students new to St Joseph's School this year.
- 5 out of the 21 students working below the expected level at the end of 2023 were working at the expected level at the end of 2022.
- Reasons for the students who are working below the expected level are; Esol, poor attendance, a reclassified student, reluctant writer, we have increased our expectations which has had an impact on 3 students and 4 students have special learning needs.
- A number of students below the expected level have made accelerated progress but are just not at the expected level.
- You will notice that only 60% of our male students are achieving at or above the expected level. At the end of 2022 76% of male students were achieving at or above the expected level. This data is influenced by esol students, low attendance and learning difficulties. Even with our focus on choosing writing topics of particular interest to boys and professional development we received from Joseph Driessen and Jacqui Clayton we have not increased our male data for students working at or above the expected level in writing. However, I have noticed that all of the students have made progress over this year. Something to note is that not all students progress at 'the expected rate' and that is ok. Writing is an area we will continue to focus on in 2024 with particular focus on boys writing .

### **Attendance and writing achievement:**

90-100% attendance - 5 students

80-90% attendance - 11 students

70-80% attendance - 3 students

Less than 70% attendance - 2 students

**Trend over the years.**

	<b>Numeracy - At or Above</b>	<b>Reading - At or Above</b>	<b>Writing - At or Above</b>
<b>End of 2021</b>	92%	84%	81%
<b>End of 2022</b>	95%	88%	86%
<b>Mid 2023</b>	93%	90%	86%
<b>End of 2023</b>	95%	89%	78%

Comments:

- You will notice that in numeracy from 2021 to 2023 the results of students at or above the expected level has remained about the same.
- Reading has improved for students working at or above the expected level from 2021 to mid 2023. There has been a 1% decrease from mid 2023 to the end of 2023.
- Writing achievement progressed for students achieving at or above the expected level from the end of 2021 to mid 2023 with a decrease from mid 2023 to the end of 2023.
- Overall the teachers have provided structured and explicit teaching to the students over the year for reading, writing and numeracy. Our numeracy results for students working at or above the expected level is very pleasing. The results for students reading at or above the level is also fantastic. Our writing results are still good, however we will endeavor to shift our writing results to be in the 80% range in 2024 with particular focus on the male students. By continuing to encourage high attendance and utilizing teacher aide time so teachers can provide more support to those achieving below the expected level we should hopefully see an increase. Although we have a percentage of students working below the expected level most of these students have made steady or accelerated progress.
- We have one student who is going to repeat their current year level in 2024 due to a number of factors.



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

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

<b>Reporting on the principles of being a Good Employer</b>	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>To meet our obligations, St Joseph's School, Kaikoura takes a number of steps, including:</p> <ul style="list-style-type: none"> <li>• Conducting regular risk assessments to identify potential hazards and take steps to mitigate them.</li> <li>• Providing appropriate training and supervision to employees to ensure they can perform their jobs safely.</li> <li>• Providing appropriate personal protective equipment (PPE) when necessary.</li> <li>• Maintaining equipment and machinery to ensure they are safe to use.</li> <li>• Ensuring that the workplace is clean and well-maintained.</li> <li>• Encouraging employees to report any hazards or safety concerns they encounter.</li> </ul>
<p>What is in your equal employment opportunities programme?  How have you been fulfilling this programme?</p>	<p>St Joseph's School, Kaikoura's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises St Joseph's School, Kaikoura's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardized assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p>

	<p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p> <p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p>

	We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.
How are you recognising the employment requirements of women?	<p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</p> <p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs, and offering flexible scheduling.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p>
How are you recognising the employment requirements of persons with disabilities?	We currently have no persons employed with disabilities.

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

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓ For the Principal	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓ The Principal	
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?	✓	

# ST JOSEPH'S SCHOOL

TE WHARE KURA O HATO HOHEPA

30 Ludstone Road, Kaikoura 7300. Phone (03) 319 5725 email office@stjkaikoura.school.nz

Principal: Judith Ford



6 May 2024

To whom it may concern:

During 2023, the school received total Kiwisport funding of \$1508.96. This was spent on:

- Korfball Programme for students
- Tennis Balls, Basketballs, T Ball Stand, Hockey Sticks

Thank you to Kiwisport for their continued support to get more kids more active more often.

Kind Regards

A handwritten signature in black ink, appearing to read 'J Ford'.

Judith Ford  
Principal

## Te Tiriti o Waitangi partnership St Joseph's School, Kaikoura 2023

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

- Giving effect to Te Tiriti o Waitangi is one of St Joseph's Schools board's primary objectives. Described below is what our board has done to work towards this objective that hasn't already been reported on in other sections of the annual report such as the statement of variance or evaluation of student progress and achievement.
- Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:
  - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
  - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
  - achieving equitable outcomes for Māori students.
- You must include progress that your school has made towards making instruction available in tikanga and te reo Māori.
- If you haven't already covered all parts of 127(1)(d) in your statement of variance, then you should report on them here.
- If your statement of variance doesn't cover all you have done to give effect to Te Tiriti o Waitangi then you should report on it here.

- Teaching children to introduce themselves in te reo as a start to pepeha.
- Ask and answer questions in te reo.
- Learn and say karakia in te reo before eating.
- Learning karakia in class - Te inoi a Te Ariki - Lords prayer.
- Using te reo in class to normalise the hearing and use of te reo everyday. Writing the date in te reo Māori, group names, basic commands.
- Teaching basic conversations in te Reo - about feelings, whānau, likes and dislikes, location words, greetings and farewells
- Practice pepeha regularly in staff meetings and classrooms
- Hui-a-whānau regularly
- Tīkanga as well as reo - Example: Harakeke harvesting, karakia, weaving.
- Opportunities for output - Daily pepeha sharing
- Learning local stories/pūrakau/making connections
- Regularly refer to Tātaiako competencies/te ao Māori values to define/describe behaviours or skills in our class
- Mass parts - integrating te reo Māori in school masses/liturgies
- Learning about te Atua and making connections with our faith

- Singing waiata in te Reo daily in class, classroom commands in te Reo
- The school reports to the Board on Māori student progress and achievement - our Māori students often achieve at the same or higher levels than non-Māori students.
- Miha/Mass was held at Takahanga Marae with the majority of the Mass spoken in te reo Māori.
- Focus on using te reo Māori values, students know the english so this is a priority for us.
- Development of a te ao Māori plan for teaching and learning
- Teachers involved in learning te reo - Te Ahu o Te Reo, local language learning 20 week course at our local marae
- All students participating in Kapahaka thanks to Te Ahi Wairua o Kaikoura
- All staff participated in the Coastal Artwork Tour learning the stories of our local area.
- Staff visited the Whare Taonga at Takahanga Marae
- Leadership development day held at Takahanga Marae for our year 8 students
- Whole school learning and celebration for Matariki