

# ST JOHN BOSCO SCHOOL

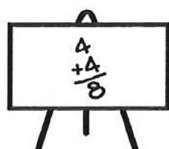
## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

Ministry Number:	2233
Principal:	Dee Luckin
School Address:	21 Clinton Street, Fitzroy, New Plymouth
School Postal Address:	21 Clinton Street, Fitzroy, New Plymouth
School Phone:	06 758 3165
School Email:	<a href="mailto:office@sjb.school.nz">office@sjb.school.nz</a>

Accountant / Service Provider:



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# ST JOHN BOSCO SCHOOL

Annual Report - For the year ended 31 December 2022

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# St John Bosco School

## Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Michael Normanton  
Full Name of Presiding Member

  
Signature of Presiding Member

31/05/2023  
Date:

Dee Luckin  
Full Name of Principal

  
Signature of Principal

31/05/2023  
Date:

# St John Bosco School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	1,909,637	1,877,000	1,830,082
Locally Raised Funds	3	168,130	181,000	205,422
Use of Proprietor's Land and Buildings		186,855	187,000	186,854
Interest Income		3,091	4,000	1,082
<b>Total Revenue</b>		<b>2,267,713</b>	<b>2,249,000</b>	<b>2,223,440</b>
<b>Expenses</b>				
Locally Raised Funds	3	131,414	125,250	142,256
Learning Resources	4	1,695,405	1,708,200	1,647,200
Administration	5	153,463	132,410	130,642
Finance		251	-	684
Property	6	311,925	321,450	311,317
		<b>2,292,458</b>	<b>2,287,310</b>	<b>2,232,099</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(24,745)</b>	<b>(38,310)</b>	<b>(8,659)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(24,745)</b>	<b>(38,310)</b>	<b>(8,659)</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 John Bosco School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		456,266	450,000	456,635
Total comprehensive revenue and expense for the year		(24,745)	(38,310)	(8,659)
Contributions from the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	8,290
<b>Equity at 31 December</b>		431,521	411,690	456,266
Accumulated comprehensive revenue and expense		431,521	411,690	456,266
Reserves		-	-	-
<b>Equity at 31 December</b>		431,521	411,690	456,266

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 John Bosco School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	205,337	165,990	250,983
Accounts Receivable	8	126,031	100,000	101,557
GST Receivable		11,539	5,000	6,991
Prepayments		3,155	3,000	4,498
Investments	9	95,000	95,000	95,000
		441,062	368,990	459,029
<b>Current Liabilities</b>				
Accounts Payable	11	145,062	120,000	159,004
Provision for Cyclical Maintenance	12	4,000	-	4,667
Finance Lease Liability	13	4,416	4,000	4,384
		153,478	124,000	168,055
<b>Working Capital Surplus/(Deficit)</b>		287,584	244,990	290,974
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	193,450	220,000	212,065
		193,450	220,000	212,065
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	40,059	43,300	32,902
Finance Lease Liability	13	9,454	10,000	13,871
		49,513	53,300	46,773
<b>Net Assets</b>		431,521	411,690	456,266
<b>Equity</b>		431,521	411,690	456,266

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

# St John Bosco School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		515,272	477,000	490,588
Locally Raised Funds		168,130	181,000	205,422
Goods and Services Tax (net)		(4,548)	-	(3,725)
Payments to Employees		(382,110)	(364,000)	(353,305)
Payments to Suppliers		(305,405)	(326,010)	(276,058)
Interest Paid		(251)	-	(684)
Interest Received		3,091	4,000	1,082
Net cash from/(to) Operating Activities		(5,821)	(28,010)	63,320
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(35,440)	(40,000)	(39,922)
Net cash from/(to) Investing Activities		(35,440)	(40,000)	(39,922)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	8,290
Finance Lease Payments		(4,385)	(16,000)	(984)
Net cash from/(to) Financing Activities		(4,385)	(16,000)	7,306
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(45,646)</b>	<b>(84,010)</b>	<b>30,704</b>
Cash and cash equivalents at the beginning of the year	7	250,983	250,000	220,279
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>205,337</b>	<b>165,990</b>	<b>250,983</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense 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 John Bosco School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 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 expense 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 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 Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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

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



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

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

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

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 18b.

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

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

### **c) Revenue Recognition**

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

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of 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.

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 released to revenue as the conditions are fulfilled.

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

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

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

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

### **d) 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.

#### **e) 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.

#### **f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools 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.

#### **g) 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.

#### **h) Property, Plant and Equipment**

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

External Assets	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **i) Impairment of property, plant, and equipment and intangible assets**

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

##### *Non cash generating assets*

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

#### **j) 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.

#### **k) 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, to 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.

#### **l) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. 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 the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, 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 schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**m) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable 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.

**n) 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.

**o) Budget Figures**

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

**u) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	534,388	477,000	449,252
Teachers' Salaries Grants	1,375,249	1,400,000	1,376,996
Other Government Grants	-	-	3,834
	<u>1,909,637</u>	<u>1,877,000</u>	<u>1,830,082</u>

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	32,821	30,000	18,697
After School Care & Holiday Programme	90,119	144,000	154,388
Fees for Extra Curricular Activities	25,593	-	26,718
Trading	3,845	-	2,585
Fundraising & Community Grants	9,750	2,000	-
Other Revenue	6,002	5,000	3,034
	<u>168,130</u>	<u>181,000</u>	<u>205,422</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	30,238	7,000	11,361
Trading	10,757	-	4,694
After School Care & Holiday Programme	90,419	118,250	126,201
	<u>131,414</u>	<u>125,250</u>	<u>142,256</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>36,716</u>	<u>55,750</u>	<u>63,166</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	37,766	63,200	55,414
Employee Benefits - Salaries	1,582,897	1,572,000	1,528,968
Staff Development	20,687	33,000	18,729
Depreciation	54,055	40,000	44,089
	<u>1,695,405</u>	<u>1,708,200</u>	<u>1,647,200</u>



## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,612	6,500	6,852
Board Fees	5,755	6,160	4,670
Board Expenses	4,937	2,500	844
Communication	3,038	4,600	3,390
Consumables	7,438	7,000	9,648
Other	47,205	42,950	44,347
Employee Benefits - Salaries	68,081	52,000	50,643
Insurance	5,397	4,700	4,248
Service Providers, Contractors and Consultancy	6,000	6,000	6,000
	<u>153,463</u>	<u>132,410</u>	<u>130,642</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	9,505	8,950	8,583
Consultancy and Contract Services	16,372	16,000	16,070
Cyclical Maintenance Provision	6,490	13,300	7,824
Grounds	21,615	22,700	12,606
Heat, Light and Water	14,993	14,500	15,022
Rates	3,003	3,000	2,792
Repairs and Maintenance	4,798	3,500	10,661
Use of Land and Buildings	186,855	187,000	186,854
Security	4,176	2,500	2,928
Employee Benefits - Salaries	44,118	50,000	47,977
	<u>311,925</u>	<u>321,450</u>	<u>311,317</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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	205,337	165,990	250,983
Cash and cash equivalents for Statement of Cash Flows	<u>205,337</u>	<u>165,990</u>	<u>250,983</u>

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

## 8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Banking Staffing Underuse	742	-	-
Teacher Salaries Grant Receivable	125,289	100,000	101,557
	<u>126,031</u>	<u>100,000</u>	<u>101,557</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	126,031	100,000	101,557
	<u>126,031</u>	<u>100,000</u>	<u>101,557</u>

## 9. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	95,000	95,000	95,000
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>95,000</u>	<u>95,000</u>	<u>95,000</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	41,569	-	-	-	(2,726)	38,843
Furniture and Equipment	95,062	24,862	-	-	(17,513)	102,411
Information and Communication Technology	48,316	10,578	-	-	(19,480)	39,414
Leased Assets	18,005	-	-	-	(6,854)	11,151
Library Resources	9,113	-	-	-	(7,482)	1,631
	-	-	-	-	-	-
Balance at 31 December 2022	<u>212,065</u>	<u>35,440</u>	<u>-</u>	<u>-</u>	<u>(54,055)</u>	<u>193,450</u>

The net carrying value of furniture and equipment held under a finance lease is \$11,151 (2021: \$18,005)

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	64,774	(25,931)	38,843	64,774	(23,205)	41,569
Furniture and Equipment	233,765	(131,354)	102,411	208,903	(113,841)	95,062
Information and Communication T	186,882	(147,468)	39,414	176,304	(127,988)	48,316
Leased Assets	20,583	(9,432)	11,151	20,583	(2,578)	18,005
Library Resources	76,217	(74,586)	1,631	76,217	(67,104)	9,113
<b>Balance at 31 December</b>	<b>582,221</b>	<b>(388,771)</b>	<b>193,450</b>	<b>546,781</b>	<b>(334,716)</b>	<b>212,065</b>

#### 11. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	7,804	15,000	22,029
Accruals	5,000	5,000	24,755
Banking Staffing Overuse	3,282	-	3,282
Employee Entitlements - Salaries	125,289	100,000	101,557
Employee Entitlements - Leave Accrual	3,687	-	7,381
	<b>145,062</b>	<b>120,000</b>	<b>159,004</b>
Payables for Exchange Transactions	145,062	120,000	159,004
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>145,062</b>	<b>120,000</b>	<b>159,004</b>

The carrying value of payables approximates their fair value.



## 12. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	37,569	37,569	29,745
Increase to the Provision During the Year	6,490	13,300	7,824
Use of the Provision During the Year	-	-	-
Other Adjustments	-	-	-
Provision at the End of the Year	44,059	50,869	37,569
Cyclical Maintenance - Current	4,000	-	4,667
Cyclical Maintenance - Non current	40,059	43,300	32,902
	44,059	43,300	37,569

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

## 13. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	4,416	4,000	4,384
Later than One Year and no Later than Five Years	9,454	10,000	13,871
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	13,870	14,000	18,255
<b>Represented by</b>			
Finance lease liability - Current	4,416	4,000	4,384
Finance lease liability - Non current	9,454	10,000	13,871
	13,870	14,000	18,255

#### 14. Related Party Transactions

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

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

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

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

#### 15. Remuneration

##### *Key management personnel compensation*

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	5,755	4,670
<i>Leadership Team</i>		
Remuneration	541,543	543,987
Full-time equivalent members	5	5
Total key management personnel remuneration	547,298	548,657

There are 10 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare, finance and property matters.

##### *Principal 1*

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	3	3
	3.00	3.00

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

#### 16. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

#### 17. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

##### Support Staff Pay Equity Funding

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

## 18. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has no capital commitments:

(Capital commitments at 31 December 2021: Nil)

### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating commitments (2021: Nil)

## 19. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	205,337	165,990	250,983
Receivables	126,031	100,000	101,557
Investments - Term Deposits	95,000	95,000	95,000
Total Financial assets measured at amortised cost	426,368	360,990	447,540

### Financial liabilities measured at amortised cost

Payables	145,062	120,000	159,004
Finance Leases	13,870	14,000	18,255
Total Financial Liabilities Measured at Amortised Cost	158,932	134,000	177,259

## 20. Events After Balance Date

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

## 21. Comparatives

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

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF ST JOHN BOSCO SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of St John Bosco School (the School). The Auditor-General has appointed me, Talia Anderson-Town using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

#### **Opinion**

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2023. 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 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 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **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 Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement and Personnel Policy Compliance statement included as appendices, 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* issued by the New Zealand Auditing and Assurance Standards Board.

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



**Talia Anderson-Town**  
**Silks Audit Chartered Accountants Ltd**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**





School Name	St John Bosco	School Number	2233	Date	01.02.2023
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Focus	Numeracy
Strategic / Annual Aim	In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.
Target	<p>To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in Maths.</p> <p><i>We expect that all Priority &amp; Targeted children will make significant &amp; accelerated progress meaning 1 or more years progress in Reading.</i></p>
Baseline Data	<p><b>When we look at our end of 2021 data:</b></p> <p>At the end of 2021, we had 48 (18%) of our students working towards their expected curriculum level in maths. 177 (64%) are working at their expected curriculum level and 50 (18%) are working beyond their expected level. Overall 82% of our students are working at or beyond their expected level. Our Year 2,3,4 &amp; 5 cohorts are an outlier with higher numbers of students working towards their expected curriculum level in maths.</p> <p>Our girls mirror our school wide picture. 29 (20%) of our girls are working towards their expected curriculum level in maths. 94 (64%) are working at their expected curriculum level in maths. 23 (16%) of our girls are working beyond their expected curriculum level in maths. Overall we have 80% of our girls working at or beyond their expected curriculum level in maths. Our Year 2,3 &amp; 4 cohorts are outliers with higher numbers of students working towards their expected curriculum level in maths.</p> <p>Our data shows 19 (15%) of our boys are working towards their expected curriculum level in maths. 83 (64%) are working at their expected curriculum level in maths. 27 (21%) of our boys are working beyond their expected curriculum level in math. Overall we have 85% of our boys working at or beyond their expected curriculum level in maths. Our Year 5 cohort is an outlier with higher numbers of students working towards their expected curriculum level in maths.</p> <p>Our data shows 9 (20%) of our Maori are working towards their expected curriculum level in maths. 30 (67%) are working at their expected curriculum level in maths. 56(13%) of our Maori are working beyond their expected curriculum level in math. Overall we have 80% of our Maori working at or beyond their expected curriculum level in maths. Our Year 2 &amp; 5 cohort are an outlier with higher numbers of students working towards their expected curriculum level in maths.</p>

	<p>Our data shows 3 (10%) of our Asian students are working towards their expected curriculum level in maths. 20 (67%) are working at their expected curriculum level in maths. 7 (23%) of our Asian students are working beyond their expected curriculum level in maths. Overall we have 90% of our Asian students working at or beyond their expected curriculum level in maths.</p> <p>Our NZE Students have 82% working at or beyond their expected curriculum level. This is lower than any of the cohorts reported which would indicate that our NZE cohort is our biggest outlier cohort. Our data shows 34 (18%) of our NZE are working towards their expected curriculum level in maths. 120 (63%) are working at their expected curriculum level in maths. 35(19%) of our NZE are working beyond their expected curriculum level in math. Overall we have 82% of our NZE working at or beyond their expected curriculum level in maths. Our Year 2,3 &amp; 4 cohorts are an outlier with higher numbers of students working towards their expected curriculum level in maths.</p> <p>We will have 45 priority learners to start in 2022. This number is higher than previous years but based on our progression based reporting and reduced face to face time at school due to Covid it can be cross referenced and linked strongly to less time at school to achieve goals and make progress.</p>
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Actions Taken	Outcomes:								
<ul style="list-style-type: none"> <li>- SJB Analysis Sheets used to identify team areas of targeted teaching. Use of HERO to identify the targeted students. Use of priority learner profiles to accelerate progress. Use of either PAT or SJB excel analysis sheets. Management Team (Matt) to identify specific goals to be addressed, and work alongside teams to develop an action plan to hit these goals.</li> <li>- Termly deliberate maintenance unpack how to target the areas of weakness in daily maintenance.</li> <li>- Review of teaching sequence. Implement problem solving into units. Consider fractions following on from division. Analyse goal distribution across the different strands in order to inform planning and pace, to understand how many goals a child will need to click off to move them to being at expectations. Staff meetings held to discuss and share accelerated practices through the year.</li> <li>- Planning linked to school wide HERO goals. HERO goals not completed will guide what we teach during the unit. HERO goals are used to push "independent" learning as part of the regular programme, and these would include the other strands (not just Number).</li> <li>- Immersion of mathematical concept. What is expected at each stage of the curriculum. Teachers will be aware of the scope of math</li> </ul>	<p>Overall at the end of the 2022 year we have 43 (16%) of our students working towards their expected curriculum level in maths. 199 (71%) are working at their expected curriculum level and 36 (13%) are working beyond their expected level. Overall 84% of our students are working at or beyond their expected level.</p> <p>Data for other cohorts give us the following picture...</p> <table> <tr> <td>Asian</td><td>3 out of 36 are working towards expectation</td></tr> <tr> <td>Maori</td><td>9 out of 43 are working towards expectation</td></tr> <tr> <td>Pasifika</td><td>1 out of 4 are working towards expectation</td></tr> <tr> <td>NZE</td><td>29 out of 187 are working towards expectation</td></tr> </table> <p>Our Year 2, 3 &amp; 5 cohorts are outliers with a higher percentage of students working towards their expected curriculum level in maths.</p> <p>Our girls mirror our school wide picture. 28 (18%) of our girls are working towards their expected curriculum level in maths. 113 (74%) are working at their expected curriculum level in maths. 10 (6%) of our girls are working beyond their expected curriculum level in maths. Overall we have 80% of our girls working at or beyond their expected curriculum level in maths.</p> <p>Our data shows 15 (12%) of our boys are working towards their expected curriculum level in maths. 86 (68%) are working at their expected curriculum level in maths. 26 (20%) of our boys are working beyond</p>	Asian	3 out of 36 are working towards expectation	Maori	9 out of 43 are working towards expectation	Pasifika	1 out of 4 are working towards expectation	NZE	29 out of 187 are working towards expectation
Asian	3 out of 36 are working towards expectation								
Maori	9 out of 43 are working towards expectation								
Pasifika	1 out of 4 are working towards expectation								
NZE	29 out of 187 are working towards expectation								

<p>knowledge progress. Agreed school Pre tests</p> <ul style="list-style-type: none"> <li>- Basic facts underpin all math learning. Number knowledge underpins math progress. Progressions through mastering basic facts through 8 quick and Kung Fu math programs</li> </ul>	<p>their expected curriculum level in maths. Overall we have 88% of our boys working at or beyond their expected curriculum level in maths.</p> <p>Our data shows 9 (20%) of our Maori students are working towards their expected curriculum level in maths. 32 (74%) are working at their expected curriculum level in maths. 2 (4%) of our Maori students are working beyond their expected curriculum level in maths.</p> <p>Overall we have 78% of our Maori students working at or beyond their expected curriculum level in maths. This is sitting level with our whole school data.</p> <p>Our Year 2 and Year 3 cohort are slight outliers with higher numbers of students working towards their expected curriculum level in maths.</p> <p>Our data shows 3 (8%) of our Asian students are working towards their expected curriculum level in maths. 24 (67%) are working at their expected curriculum level in maths. 9 (25%) of our Asian students are working beyond their expected curriculum level in maths.</p> <p>Overall we have 92% of our Asian working at or beyond their expected curriculum level in maths. This is 8% higher compared with our whole school data.</p> <p>Our NZE Students have 84% working at or beyond their expected curriculum level. This is slightly lower than any of the other cohorts reported which would indicate that our NZE cohort is our biggest outlier cohort. Our data shows 29 (16%) of our NZE are working towards their expected curriculum level in maths. 135 (72%) are working at their expected curriculum level in maths. 23(12%) of our NZE are working beyond their expected curriculum level in maths.</p>
<p><b>Next Steps:</b></p>	
<ul style="list-style-type: none"> <li>● Maintain daily maintenance programmes for Years 3-6 as this keeps the knowledge at the forefront and also allows hotspot teaching daily for children to gain a deeper understanding of maths.</li> <li>● Continue to ensure that all aspects of math are covered cyclically every year. Statistics, geometry, measurement.</li> <li>● With the draft revised math curriculum being ready soon we want to ensure the key components of this are included in our school progressions.</li> <li>● Implement problem solving into units</li> <li>● Consider fractions following on from division</li> <li>● Analyse goal distribution across the different strands in order to inform planning and pace, to understand how many goals a child will need to click off to move them to being at expectations.</li> <li>● Staff meetings held to discuss and share accelerated practices through the year.</li> <li>● Deeper unpack of what is expected at each stage of the curriculum.</li> <li>● Teachers will be aware of the scope of math knowledge progress.</li> <li>● Agreed school Pre tests</li> </ul>	

<b>Focus</b>	<b>Literacy</b>
<b>Strategic / Annual Aim</b>	In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.
<b>Target</b>	To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in Reading. <i>We expect that all Priority &amp; Targeted children will make significant &amp; accelerated progress meaning 1 or more years progress in Reading.</i>
<b>Baseline Data</b>	<p><b>Writing:</b></p> <p>Overall at the end of the 2021 year we have 24 (10%) of our students working towards their expected curriculum level in writing. 198 (72%) are working at their expected curriculum level and 52 (18%) are working beyond their expected level. Overall 90% of our students are working at or beyond their expected level.</p> <p>Our girls mirror our school wide picture. 8 (6%) of our girls are working towards their expected curriculum level in writing. 113 (77%) are working at their expected curriculum level in writing. 25 (17%) of our girls are working beyond their expected curriculum level in writing. Overall we have 94% of our girls working at or beyond their expected curriculum level in writing.</p> <p>Our boys are slightly below our girls. Although there is variance it is not a significant variance. Our data shows 16 (13%) of our boys are working towards their expected curriculum level in writing. 85 (67%) are working at their expected curriculum level in writing. 27 (21%) of our boys are working beyond their expected curriculum level in writing. Overall we have 88% of our boys working at or beyond their expected curriculum level in writing. Our Year 3 and Year 5 cohort is an outlier with higher numbers of students working towards their expected curriculum level in writing.</p> <p>Our data shows 6 (13%) of our Maori are working towards their expected curriculum level in writing. 33 (73%) are working at their expected curriculum level in writing. 6 (13%) of our Maori are working beyond their expected curriculum level in writing. Over all 86% of our students are working at or beyond their expected level.</p> <p>Our data shows 2 (7%) of our Asian students are working towards their expected curriculum level in writing. 20 (67%) are working at their expected curriculum level in writing. 8 (26%) of our Asian students are working beyond their expected curriculum level in writing. Overall 93% are working at or beyond their expected level.</p> <p>Our data shows 16 (9%) of our NZE are working towards their expected curriculum level in writing. 135 (72%) are working at their expected curriculum level in writing. 37 (19%) of our NZE are working beyond their expected curriculum level in writing. Overall 91% of our NZE children are working at or beyond their expected level. Our Year 3 cohort is an outlier with higher numbers of students working towards their expected curriculum level in writing.</p> <p><b>Reading:</b></p> <p>Overall at the end of 2021 we have 40 (15%) of our students working towards their expected curriculum level in Reading. 157 (59%) are working at their expected curriculum level and 73 (27%) are working beyond their expected level. Overall 85% of our students are working at or beyond their expected level.</p> <p>Our Year 1, 2 and 4 cohorts are outliers with higher numbers of students working towards their expected curriculum level in Reading. The year 2 cohort are the children who began their schooling in and around our Covid lock down. We are tracking this group as they missed a good 10 weeks initially. These children have received extra small group teaching in Terms 1,2, 3 &amp; 4 this year. This small group teaching has been led by our Literacy Lead Teachers. We are seeing great progress. They are still slightly below but getting closer to being at expectation.</p>

Our girls mirror our school wide picture. 21 (15%) of our girls are working towards their expected curriculum level in writing. 80 (57%) are working at their expected curriculum level in reading. 40 (29%) of our girls are working beyond their expected curriculum level in reading. Overall we have 86% of our girls working at or beyond their expected curriculum level in reading. Our Year 2 and Year 4 cohorts are outliers with higher numbers of students working towards their expected curriculum level in reading.

Our data shows 19 (15%) of our boys are working towards their expected curriculum level in Reading. 77 (60%) are working at their expected curriculum level in reading. 33 (26%) of our boys are working beyond their expected curriculum level in reading. Overall we have 86% of our boys working at or beyond their expected curriculum level in reading. Our Year 1 & 2 cohorts are outliers with a higher number of students 6 working towards their expected curriculum level in reading.

Our data shows 6 (14%) of our Maori are working towards their expected curriculum level in reading. 29 (65%) are working within their expected curriculum level in reading. 10 (23%) of our Maori are working beyond their expected curriculum level in reading. Overall we have 88% of our Maori working within or beyond their expected curriculum level in reading.

Our data shows 21(4%) of our Asian children are working towards their expected curriculum level in reading. 17 (63%) are working within their expected curriculum level in reading. 9 (34%) of our Asian children are working beyond their expected curriculum level in reading. Overall we have 96% of our Asian children working within or beyond their expected curriculum level in reading.

Our NZE Students have 85% working at or beyond their expected curriculum level. Our data shows 31 (17%) of our NZE are working towards their expected curriculum level in reading. 105 (57%) are working within their expected curriculum level in reading. 51 (28%) of our NZE are working beyond their expected curriculum level in reading.

Actions Taken	Outcomes:								
<ul style="list-style-type: none"> <li>- Staff PLD- Focusing on writing , with a particular focus on grammar and spelling, and application across the curriculum to reduce cognitive load and the impact of this intervention will be correlated with a rise in writing performance.</li> <li>- Professional readings and discussions linked to our PLD - Structured Literacy.</li> <li>- Modelling / Observations - what might structured literacy look like in our class?</li> <li>- School Improvement plans to be lead by Management - Focus on priority/target learners and support accelerated learning.</li> <li>- Scope / progressions / Planning / Assessment.</li> <li>- Resources</li> </ul>	<p><b>Writing:</b></p> <p>At the end of the year we have 24 (9%) of our students working towards their expected curriculum level in writing. 219 (79%) are working at their expected curriculum level and 33 (12%) are working beyond their expected level. Overall 91% of our students are working at or beyond their expected level.</p> <p>Data for other cohorts gives us the following picture...</p> <table data-bbox="663 979 1507 1096"> <tr> <td>Asian</td><td>3 out of 35 working towards expected curriculum level</td></tr> <tr> <td>Maori</td><td>3 out of 43 working towards expected curriculum level</td></tr> <tr> <td>NZE</td><td>18 out of 186 working towards expected curriculum level</td></tr> <tr> <td>Pasifika</td><td>0 working towards expected curriculum level</td></tr> </table> <p>Our main outlier cohorts are our Year 3 &amp; 5.</p> <p>Our girls mirror our school wide picture. 12 (8%) of our girls are working towards their expected curriculum level in writing. 120 (80%) are working at their expected curriculum level in writing. 18 (12%) of our girls are working beyond their expected curriculum level in writing. Overall we have 92% of our girls working at or beyond their expected curriculum level in writing.</p>	Asian	3 out of 35 working towards expected curriculum level	Maori	3 out of 43 working towards expected curriculum level	NZE	18 out of 186 working towards expected curriculum level	Pasifika	0 working towards expected curriculum level
Asian	3 out of 35 working towards expected curriculum level								
Maori	3 out of 43 working towards expected curriculum level								
NZE	18 out of 186 working towards expected curriculum level								
Pasifika	0 working towards expected curriculum level								

Our boys also mirror our school picture and align with our girls. Our data shows 12 (10%) of our boys are working towards their expected curriculum level in writing. 99 (78%) are working at their expected curriculum level in writing. 15 (12%) of our boys are working beyond their expected curriculum level in writing. Overall we have 90% of our boys working at or beyond their expected curriculum level in writing.

Our data shows 3 (7%) of our Maori are working towards their expected curriculum level in writing. 37 (86%) are working at their expected curriculum level in writing. 3 (7%) of our Maori are working beyond their expected curriculum level in writing. Over all 93% of our students are working at or beyond their expected level.

Our data shows 3 (9%) of our Asian students are working towards their expected curriculum level in writing. 26 (74%) are working at their expected curriculum level in writing. 6 (17%) of our Asian students are working beyond their expected curriculum level in writing. Overall 91% are working at or beyond their expected level.

Our data shows 18 (10%) of our NZE are working towards their expected curriculum level in writing. 145 (78%) are working at their expected curriculum level in writing. 23 (12%) of our NZE are working beyond their expected curriculum level in writing. Overall 90% of our NZE children are working at or beyond their expected level.

**Reading:**

Overall at the end of the year we have 35 (13%) of our students working towards their expected curriculum level in Reading. 189 (71%) are working at their expected curriculum level and 39 (16%) are working beyond their expected level. Overall 87% of our students are working at or beyond their expected level.

Data for other cohorts gives us the following picture...

Asian	6 % (2 Students) working towards
Maori	19% (8 Students) working towards
NZE	12% (22students) working towards
Pasifika	17% (1 student )working towards

Our Year 2, 3 and 5 cohorts are outlier with higher numbers of students working towards their expected curriculum level in Reading. Since beginning school (mostly in 2021) these students have had the most interruption in terms of lockdowns and isolation in the COVID environment. We are tracking this group and providing support.

Our girls mirror our school wide picture. 18 (13%) of our girls are working towards their expected curriculum level in writing. 107 (75%) are working at their expected curriculum level in reading. 17 (12%) of our girls are working beyond their expected curriculum level in reading. Overall we have 87% of our girls working at or beyond their expected curriculum level in reading.

Our data shows 17 (14%) of our boys are working towards their expected curriculum level in Reading. 84 (68%) are working at their expected curriculum level in reading. 22 (18%) of our boys are working beyond their expected curriculum level in reading. Overall we have 86% of our boys working at or beyond their expected curriculum level in reading.

Our data shows 8 (19%) of our Maori are working towards their expected curriculum level in reading. 29 (71%) are working within

	<p>their expected curriculum level in reading. 4 (10%) of our Maori are working beyond their expected curriculum level in reading.</p> <p>Overall we have 81% of our Maori working within or beyond their expected curriculum level in reading. The cohort here that needs tracking are our Year 1 Maori students. Our change to Structured Literacy slows the progress of students but in the long run leads to more meeting expectation.</p> <p>Our data shows 2 (6%) of our Asian children are working towards their expected curriculum level in reading. 24 (73%) are working within their expected curriculum level in reading. 7 (21%) of our Asian children are working beyond their expected curriculum level in reading.</p> <p>Our data shows 22 (12%) of our NZE are working towards their expected curriculum level in reading. 130 (73%) are working within their expected curriculum level in reading. 27 (15%) of our NZE are working beyond their expected curriculum level in reading. Our NZE Students have 88% working at or beyond their expected curriculum level.</p>
<b>Next Steps:</b>	
<p><b>whole school:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the HERO goals in writing to align with this learning.</li> <li>• Finalise the development of school-wide spelling assessment, lists and resources for use across the school 2023.</li> <li>• Adjusting the Literacy Hub in Spelling and writing to match: adjusted HERO goals and new spelling sequence.</li> <li>• Sharing of slides and follow up tasks onto the Literacy Hub.</li> <li>• Being clear when teacher questioning is effective and having permission to “just tell/teach” - not pull out of the students (“guess what’s in the teacher’s head”).</li> <li>• Correcting as students write (white stickers, rub it out, do it again) in order to improve neural pathways and avoid bad habits when spelling or using capital letters/lowercase and full stops.</li> <li>• Use unifix cubes or dots/dashes for teaching spelling patterns.</li> <li>• Continue to develop resources to align with new learning and integrate this into planning and practice.</li> </ul> <p>-</p>	

<b>Areas of Strength:</b>
<p>There is also a lot to celebrate in relation to 2022. Our areas of improvement have been identified through moderation of data as a school and by looking deeper into sources of school wide information used to make overall teacher judgments. When we as a school look at aspects of assessment tools used we can very clearly identify group’s, students and areas of the curriculum that require inquiring into to lift and enhance achievement of our students. Initially the above areas for improvement have been identified and discussed during management meetings. These areas above have also been identified during Board of Trustees Meetings as we look and analyse the data provided. This data has also been moderated and discussed as a whole staff in staff meetings and also within teams or syndicates.</p> <p>Schoolwide improvement plans have developed our ability as a school to identify trends and identify areas of strength and weakness. This alongside a self review model that collects the voice of the teaching and management staff is ensuring focused and timely response to needs that are arising. Being guided in this process by an outside agency also is ensuring high accountability</p>

within our organisation.

2022 has been a year of many ups and downs linked to Covid19. With a focus on wellbeing we also worked hard to ensure when we moved back through alert levels we were engaging with our whanau in a non demanding and less pressured manner. We believe through high levels of communication that we had great engagement with children back at school quickly. When we look at our everyday matters attendance analysis this is reflected strongly in our reports showing we are above in all national comparisons made against our school. Our attendance as a whole has been outstanding which has generated routines teaching and working towards and alongside our curriculum progressions.

As a school and a Board we expect that all children need to be given the tools and skills to be successful learners. Having groups of children below expectation means it is our duty to put plans in place to lift their achievement. This year has seen our school further refine, enrich and extend our progression, goal based method of reporting and recording of progress made. Historical tests are used as a source of triangulation of the level of achievement and amount of progress the students have made. This has led the school to providing rich learning tasks and resources that students have anytime access to and through shared agency is empowering our students to monitor and track their own progress. Whanau are informed of students' progress through weekly posting of key areas of learning through SeeSaw and also goal based moment in time reporting using HERO each term. This allows our whanau to engage weekly with their tamariki's learning and keep informed of progress across curriculum levels being made.

#### **Areas of strength identified in 2022:**

- Maori Achievement continues to be an area of strength across all targets set. Our Maori students are achieving alongside or in cases better than their peers. Maths has higher levels of Maori working towards their expected levels than other curriculum areas but in this case they are still achieving alongside or in cases better than their peers.
- Writing is a school-wide strength in 2022. We have 91% of our children working within or beyond their expected curriculum levels. In particular our Maori achievement in this area is a real strength.
- Clear and coherent pathways are ensuring our students are building continually on skills and knowledge gained each year.
- Student attendance has allowed us to refocus our learning quickly once back onsite
- Staff wellbeing has also ensured we can keep working towards our expected targets during 2022. Reducing some workload pressures on return from lockdown aided in keeping staff well and not fatigued during the remainder of the year.

#### **Areas of Development:**

##### **1. Localised and Personalised curriculum for our Tamariki:**

Our local curriculum is unique and responsive to the priorities, preferences, and issues of our community and your people. It is important that all elements of *The New Zealand Curriculum* are considered and used as the framework in designing our local curriculum. This will enable and empower us to support the strengths of all our learners.

A localised curriculum is an ongoing process and ever changing pathway as we learn and understand more about our tamariki, their needs and aspirations. At the heart of our local curriculum design is the consideration and inclusion of what works for improving learning for all students. We understand that this is a journey and we will need to continue to challenge and evaluate our ideas, systems, and processes.

A local curriculum must enrich learning opportunities by ensuring coherence and continuity of progress for our learners, both over the years and across settings, preparing them for lifelong learning. There must be pathways and progressions that are based on skill, knowledge and the child as a learner. A local curriculum fundamentally must describe the most important learning your community believes is too important to leave to chance, and must specify what this learning looks like at critical points. Teachers in turn should use this description of the most important learning to design rich opportunities for students to develop their conceptual understandings, competencies, and skills.

We want to focus on four high impact practices, which have been taken from the Local Curriculum Design Toolkit



2. Enable relationships for learning
3. Strengthen collaborative inquiry
4. Build coherent pathways
5. Provide rich opportunities for learning
6. Our local curriculum must be a living breathing document - it will evolve and change alongside our learners and our community.

## **2. Reduce Cognitive Load in Numeracy**

Mathematics and statistics enables students to develop abilities to think logically, strategically, creatively and critically. Mathematical knowledge and skills provide building blocks for success in many areas of life and work.

Many students are confronted by obstacles in relation to mathematics learning. These obstacles could be linked to number knowledge, understanding problem solving logic or knowledge of basic facts.

We know that caring classroom learning communities that are planned and focused on mathematical goals help develop students' mathematical identities and proficiencies.

Effective teachers who understand mathematical learning pathways and connections cater for wider needs in our classrooms and also provide students with opportunities to work both independently and collaboratively to make sense of ideas. We know that effective teachers plan mathematics learning experiences that enable students to build on their existing proficiencies and experiences. Effective teachers use a range of assessment practices to make students' thinking visible and to support students' learning. It is fundamental that this assessment and planning must be linked to school wide progressions or agreed outcomes. We know and understand that the tasks and examples they select influence how students come to view, develop, use and make sense of mathematics. The learning needs to be pitched at their next step learning meaning it is moment in time learning making it not too hard or not too easy. This means our students will not tune out, be disheartened but instead be highly engaged, successful learners.

Our improvement plan seeks to strengthen mathematics knowledge and build teacher capability in the teaching and assessment of mathematics and statistics. As a result our student progress and achievement will be stronger and coherent.

Our mathematics professional learning and development will include:

- the development of teacher knowledge about the value and importance of linking learning at home with learning at school
- a focus on ensuring that all parents and whānau are supported to understand where their children are currently at in their learning, and what their next learning steps will be
- a focus on the importance of culturally responsive learning and teaching that values the cultures, identities, and languages of all learners and their parents, families, and whānau.
- whole-school staff meetings for the development of common, consistent curriculum messages, culturally responsive pedagogies, assessment and planning
- individual teacher and syndicate meetings to analyse student achievement data, attending particularly to students in need of accelerated progress and addressing issues of in-school variance of student achievement
- individual teacher meetings to set and review personal developmental goals
- classroom modelling, observation, and follow-up discussion
- syndicate and staff meetings to develop effective pedagogy, content knowledge, and programmes to accelerate learning

- leadership meetings for planning and reflection on the learning needs of the staff
- mentoring and coaching where and when needed.

### 3. Structured Literacy

It has been identified within our school setting that teachers need to be better equipped with the knowledge and teaching methods to consider what happens in the brain as children learn to read, write and spell. Teachers need knowledge about the complexity of the written code of English and how it can be taught.

We need to examine the extensive research in the studies of the science of reading, writing and spelling. It's important that we become aware of the importance of ensuring children have had the chance to learn the connections between letter sounds and letter shapes and formation. We want to break down and understand how the brain processes letters in a word to build word knowledge or orthographic maps. We believe if we have the knowledge and resources for teaching the code explicitly and systematically, those children who are hard to move in relation to reading and writing outcomes will improve through the implementation of an explicit and systematic approach.

A whole school focus on Structured Literacy will be used as an intervention and method of effective practice to accelerate, strengthen and broaden each learner's knowledge and understanding relating to phonological awareness. This will help and foster children's ability to decode and sound out words in the context of reading, writing and spelling.

We need to consider that for the large majority of our children historical guided reading and writing approaches have provided a good scaffold for a majority of children to be successful. However for a small group of our learners such practice hasn't been as effective and has left gaps in learning. These children need other scaffolds, processes, progressions or codes in their learning to ensure they grasp the fundamentals of literacy. We need to consider how structured literacy can be interwoven into guided reading and structured writing sessions for these children.

#### Other areas of interest include:

2022 Year cohorts:

Reading: Due to covid disruption our Year 2 and 3 cohorts have lost significant amounts of curriculum teaching time over the past 2-3 years. This has seen larger groups in this cohort working towards than we would traditionally have. We are confident that as they move through school we can support and increase the educational outcomes and achievement for these groups.

Based on our 2022 end of year data, our Year 3, 4 and Year 6 cohorts in relation to Literacy will be cohorts that are tracked in 2023. There are larger numbers of children in these three cohorts working towards expectation than others. In regards to reading we will investigate how structured literacy can better support these children as well as looking at how we can better use our Reading Recovery, Resource teacher of Literacy and allocation to better support groups of children alongside individuals.

Based on our 2022 end of year data, our Year 6 cohorts in relation to Numeracy will be cohorts that are tracked in 2023. There are larger numbers of children in this cohort working towards expectation than others. We will track their progress across stages in each aspect of our school maths curriculum every term with a start and end of unit data reflection.

## Kiwi Sport Report 2022

Kiwi sport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwi sport funding of \$3636.52 (excluding GST).

The school continues to have more children becoming involved in organised out of school sports activity. This has meant further purchase of uniform and equipment allowing children to participate at minimal cost to the family.

During 2022 the funding was spent on...

Increasing the resources and equipment the school needed. This included equipment for Basketball, netball, rugby and cricket teams.

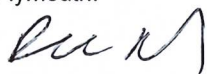
During 2022 all classes took part in a skills and game sense based programme aimed at increasing students physical ability and activity both in school and out of school. Our focus was increased confidence in a cooperative games environment with a focus on being engaged and competitive.

Our School also held its school swimming sports at the New Plymouth aquatic centre. This included all children in our school. There was a mix of traditional and fun activities that allowed all students to confidently participate. The school met the costs of bus transport and the entry fee for all students.

As a school we organised whole school

- Swimming Sports
- Cross Country
- Athletics

In 2022 the amount of physical education being offered has continued to increase, as has the number of children participating in organised sports. We continue to send large numbers of children to local sports events held in New Plymouth.



Dee Luckin  
Principal – St John Bosco School

# School and Town: St John Bosco School, Fitzroy

## **BOT** Contact List 2022

Name	Position	How position gained	expiry	Address	Home Ph.	Mobile	Email Contact
Michael Normanton	Presiding Member	Diocese appointed	2025			027 241 5936	<a href="mailto:michael.normanton@xtra.co.nz">michael.normanton@xtra.co.nz</a>
Dee Luckin	Principal	Principal				021 582 546	<a href="mailto:principal@sjb.school.nz">principal@sjb.school.nz</a>
Hamish Gunson	Proprietors Rep Vice Presiding Member	Diocese appointed	2025			021 206 6735	<a href="mailto:hamish.gunson@gmail.com">hamish.gunson@gmail.com</a>
Ronie Asi	Proprietors Rep	Diocese appointed	2025			021 1255 076	<a href="mailto:ras@fdmc.school.nz">ras@fdmc.school.nz</a>
Cushla Young	Staff Rep	Staff elec	2025			021 877 357	<a href="mailto:cushla@sjb.school.nz">cushla@sjb.school.nz</a>
Kate Buchboeck	Proprietors Rep	Diocese appointed	2025			027 237 8510	<a href="mailto:katebuchboeck@gmail.com">katebuchboeck@gmail.com</a>
Jordan McFadyen	Trustee	Parent Elec	2025			022 639 2101	<a href="mailto:jordan@donebynine.com">jordan@donebynine.com</a>
Lynsay Ireland	Trustee	Parent Elec	2025			022 371 9349	<a href="mailto:taylor.lynsay@gmail.com">taylor.lynsay@gmail.com</a>
Lyndsay Mussen	Trustee	Parent Elec	2025			027 339 3894	<a href="mailto:lyndsay.mussen@forsythbarr.co.nz">lyndsay.mussen@forsythbarr.co.nz</a>
Dave Smith	Trustee	Parent Elec	2025			027 576 0909	<a href="mailto:daves@stjosephs-stratford.school.nz">daves@stjosephs-stratford.school.nz</a>
Gary McVey	Trustee	Parent Elec	2025			027 555 0441	<a href="mailto:gmcvey@miswaco.slb.com">gmcvey@miswaco.slb.com</a>

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 20XX.**

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>The school strives to provide employees with a healthy and safe working environment. Reporting of hazards is strongly encouraged, and systems are in place to ensure that process improvements can be made, and harmful impacts minimised.</p> <p>All employees receive regular information regarding health and safety and initiatives, and employee involvement and representation from across the organisation are active and productive.</p> <p>This year we have increased focus on strategies and support for employees' well being and workload. Collaborative practices are also ensuring staff have a colleague that they are working alongside in all aspects of school life.</p> <p>The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters.</p> <p>We ensure that all employees maintain proper standards of <b>integrity and conduct</b>, and a concern for the <b>safety and wellbeing of students, colleagues</b>, and public interest</p> <p>Also dealing effectively and fairly with any concerns through the <b>concerns and complaints</b> procedures.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The school is committed to providing equality of opportunity in its employment policies. All permanent positions are advertised externally to attract a wide range of candidates.</p> <p>We promote high levels of staff opportunity through:</p> <ul style="list-style-type: none"> <li>• <b>performance management</b> and <b>professional development</b> (including budgeting for training and development programmes intended to enhance the abilities of individual employees)</li> <li>• acknowledgement of staff achievements</li> <li>• <b>salary units</b> and <b>classroom release</b> time.</li> </ul> <p>The school also follows a structured and formalised induction process for new employees.</p>

How do you practise impartial selection of suitably qualified persons for appointment?	<p>The best candidates are appointed to positions after following a strict selection process. We ensure that employment and personnel practices are fair and free of any bias.</p> <p>The school ensures that diversity is achieved, where appropriate. It recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</p> <p>Through an appointments committee including management, Board and staff.</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>Our Tumuaki is a part of a Maori Achievement Collaborative that is actively ensuring aspirations of Maori whanau are being met. Our staff regularly meet to provide professional support to each other and advice for the school. All staff members feel comfortable participating in Māori practices and are currently learning Te Reo Maori through education perfect. The school aspires to lead by example and demonstrate to other schools how they can shape their practice to better respect Tangata Whēnua, and support staff to learn Te Ao Māori practice. We consult with our Maori whanau to ensure their aspirations are being heard and included in our strategic aims.</p>
How have you enhanced the abilities of individual employees?	<p>We have formal annual performance and development agreements with all staff, and support staff development. Our agreed school improvement plans guide our professional learning and personal growth. We have a very effective management structure to ensure our planning and coaching support to our staff is effective and integrated with our school competency framework. Through collaborative teaching and planning staff are supported by their peers to grow professionally.</p>
How are you recognising the employment requirements of women?	<p>Flexible work arrangements are available to support the balance of personal obligations with the needs of the school. Flexible work times for planning also ensure our employees can work around their requirements. We have supported and provided maternity leave in 2022 for one staff member.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>The school is set up for persons with disabilities. This includes staff and students. We provide a safe working environment that supports staff health and wellbeing. There are currently no employees who identify as having a disability in the current year.</p>

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

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	X	

Has this policy or programme been made available to staff?	X	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	X	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	X	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	X	
Does your EEO programme/policy set priorities and objectives?	X	