

# ST JOHN BOSCO SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 2233

**Principal:** Ryan Fleming

**School Address:** 21 Clinton Street, Fitzroy, New Plymouth

**School Postal Address:** 21 Clinton Street, Fitzroy, New Plymouth

**School Phone:** 06 758 3165

**School Email:** [office@sjb.school.nz](mailto:office@sjb.school.nz)

**Accountant / Service Provider:**



---

**EDUCATION  
FINANCE**

---

[www.educationfinance.co.nz](http://www.educationfinance.co.nz)

# ST JOHN BOSCO SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

Page	Statement
<a href="#"><u>1</u></a>	Statement of Responsibility
<a href="#"><u>2</u></a>	Statement of Comprehensive Revenue and Expense
<a href="#"><u>3</u></a>	Statement of Changes in Net Assets/Equity
<a href="#"><u>4</u></a>	Statement of Financial Position
<a href="#"><u>5</u></a>	Statement of Cash Flows
<a href="#"><u>6 - 18</u></a>	Notes to the Financial Statements
	Independent Auditor's Report

# St John Bosco School

## Statement of Responsibility

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Jordan David McFadyen  
Full Name of Presiding Member

[Signature]  
Signature of Presiding Member

30 May 2025  
Date:

Ryan Nicholas Fleming  
Full Name of Principal

[Signature]  
Signature of Principal

30 May 2025  
Date:

# St John Bosco School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	2,150,428	2,142,000	2,010,935
Locally Raised Funds	3	107,573	76,000	111,820
Use of Proprietor's Land and Buildings		299,163	280,000	276,868
Interest		19,632	15,000	13,704
<b>Total Revenue</b>		<b>2,576,796</b>	<b>2,513,000</b>	<b>2,413,327</b>
<b>Expense</b>				
Locally Raised Funds	3	25,986	16,600	48,327
Learning Resources	4	1,902,551	1,988,200	1,837,265
Administration	5	154,841	145,450	143,807
Interest		1,090	-	908
Property	6	436,892	414,200	420,389
<b>Total Expense</b>		<b>2,521,360</b>	<b>2,564,450</b>	<b>2,450,696</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>55,436</b>	<b>(51,450)</b>	<b>(37,369)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>55,436</b>	<b>(51,450)</b>	<b>(37,369)</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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		441,217	400,000	431,521
Total comprehensive revenue and expense for the year		55,436	(51,450)	(37,369)
Contributions from the Ministry of Education		-	-	-
Distributions to the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		39,455	-	47,065
<b>Equity at 31 December</b>		536,108	348,550	441,217
Accumulated comprehensive revenue and expense		536,108	348,550	441,217
Reserves		-	-	-
<b>Equity at 31 December</b>		536,108	348,550	441,217

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	241,847	58,550	245,013
Accounts Receivable	8	134,100	100,000	136,430
GST Receivable		11,261	10,000	9,122
Prepayments		11,421	5,000	4,950
Investments	9	195,000	195,000	95,000
		593,629	368,550	490,515
<b>Current Liabilities</b>				
Accounts Payable	11	157,481	140,000	148,531
Provision for Cyclical Maintenance	12	-	-	51,140
Finance Lease Liability	13	5,424	5,000	4,685
		162,905	145,000	204,356
<b>Working Capital Surplus/(Deficit)</b>		430,724	223,550	286,159
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	178,271	150,000	173,481
		178,271	150,000	173,481
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	67,924	25,000	12,014
Finance Lease Liability	13	4,963	-	6,409
		72,887	25,000	18,423
<b>Net Assets</b>		536,108	348,550	441,217
<b>Equity</b>		536,108	348,550	441,217

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		573,446	482,000	502,240
Locally Raised Funds		107,573	86,000	111,820
Goods and Services Tax (net)		(2,139)	-	2,417
Payments to Employees		(319,056)	(322,000)	(331,429)
Payments to Suppliers		(260,632)	(312,450)	(274,617)
Interest Paid		(1,090)	-	(908)
Interest Received		16,119	15,000	13,704
Net cash from/(to) Operating Activities		114,221	(51,450)	23,227
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(49,857)	(20,000)	(28,748)
Purchase of Investments		(100,000)	(100,000)	-
Net cash from/(to) Investing Activities		(149,857)	(120,000)	(28,748)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		39,455	-	47,065
Finance Lease Payments		(6,985)	(10,000)	(1,868)
Net cash from/(to) Financing Activities		32,470	(10,000)	45,197
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(3,166)</b>	<b>(181,450)</b>	<b>39,676</b>
Cash and cash equivalents at the beginning of the year	7	245,013	240,000	205,337
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>241,847</b>	<b>58,550</b>	<b>245,013</b>

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

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

# St John Bosco School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

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

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

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

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Cyclical maintenance*

The School recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.



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

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

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

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

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

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

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

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

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

### **c) Revenue Recognition**

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

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

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

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

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

**e) Finance Lease Payments**

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

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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

**h) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

**i) Property, Plant and Equipment**

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

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

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

**Finance Leases**

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



### **Depreciation**

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

The estimated useful lives of the assets are:

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

### **j) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on comparison to recent market transaction etc.

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

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

### **k) Accounts Payable**

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

### **l) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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



#### **m) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 7 to 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.

#### **n) Financial Instruments**

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

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

#### **o) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

#### **p) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **q) Budget Figures**

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

#### **r) Services received in-kind**

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

## 2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	564,238	482,000	501,584
Teachers' Salaries Grants	1,585,779	1,650,000	1,508,529
Other Government Grants	411	10,000	822
	<u>2,150,428</u>	<u>2,142,000</u>	<u>2,010,935</u>

## 3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
<b>Revenue</b>	\$	\$	\$
Donations and Bequests	62,303	54,000	54,219
Fees for Extra Curricular Activities	11,980	12,000	30,153
Trading	4,110	4,000	5,176
Fundraising and Community Grants	18,750	-	7,500
Other Revenue	10,430	6,000	14,772
	<u>107,573</u>	<u>76,000</u>	<u>111,820</u>
<b>Expense</b>			
Extra Curricular Activities Costs	16,606	12,600	42,687
Trading	5,803	4,000	5,125
Other Locally Raised Funds Expenditure	3,577	-	515
	<u>25,986</u>	<u>16,600</u>	<u>48,327</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>81,587</u>	<u>59,400</u>	<u>63,493</u>

## 4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	61,412	63,200	60,465
Employee Benefits - Salaries	1,770,557	1,879,000	1,701,161
Staff Development	19,237	6,000	26,921
Depreciation	51,345	40,000	48,718
	<u>1,902,551</u>	<u>1,988,200</u>	<u>1,837,265</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,076	6,500	5,895
Board Fees and Expenses	7,997	8,500	9,419
Other Administration Expenses	51,207	56,750	53,414
Employee Benefits - Salaries	73,113	63,000	64,955
Insurance	4,856	4,700	3,224
Service Providers, Contractors and Consultancy	9,592	6,000	6,900
	<u>154,841</u>	<u>145,450</u>	<u>143,807</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	27,119	18,000	26,759
Cyclical Maintenance	4,770	10,000	19,095
Heat, Light and Water	16,603	15,000	15,298
Rates	3,909	3,000	3,519
Repairs and Maintenance	4,666	3,000	3,235
Use of Land and Buildings	299,163	280,000	276,868
Employee Benefits - Salaries	51,907	53,000	50,143
Other Property Expenses	28,755	32,200	25,472
	<u>436,892</u>	<u>414,200</u>	<u>420,389</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	241,847	58,550	245,013
Cash and cash equivalents for Statement of Cash Flows	<u>241,847</u>	<u>58,550</u>	<u>245,013</u>

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

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	2,034	-	-
Interest Receivable	3,513	-	-
Banking Staffing Underuse	-	-	12,354
Teacher Salaries Grant Receivable	128,553	100,000	124,076
	<u>134,100</u>	<u>100,000</u>	<u>136,430</u>
Receivables from Exchange Transactions	3,513	-	-
Receivables from Non-Exchange Transactions	130,587	100,000	136,430
	<u>134,100</u>	<u>100,000</u>	<u>136,430</u>

## 9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	195,000	195,000	95,000
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>195,000</u>	<u>195,000</u>	<u>95,000</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	36,117	-	-	-	(2,725)	33,392
Furniture and Equipment	89,921	13,022	-	-	(21,110)	81,833
Information and Communication Technology	42,588	36,835	-	-	(20,714)	58,709
Leased Assets	4,297	6,278	-	-	(6,238)	4,337
Library Resources	558	-	-	-	(558)	-
	<u>173,481</u>	<u>56,135</u>	<u>-</u>	<u>-</u>	<u>(51,345)</u>	<u>178,271</u>

The net carrying value of furniture and equipment held under a finance lease is \$X (2023: \$X)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.



	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	54,515	(21,123)	33,392	54,515	(18,398)	36,117
Furniture and Equipment	244,387	(162,554)	81,833	238,661	(148,740)	89,921
Information and Communication Technology	211,601	(152,892)	58,709	197,521	(154,933)	42,588
Leased Assets	26,861	(22,524)	4,337	20,583	(16,286)	4,297
Library Resources	76,217	(76,217)	-	76,217	(75,659)	558
	<u>613,581</u>	<u>(435,310)</u>	<u>178,271</u>	<u>587,497</u>	<u>(414,016)</u>	<u>173,481</u>

#### 11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	15,784	30,000	17,030
Accruals	8,076	10,000	3,930
Employee Entitlements - Salaries	128,553	100,000	124,076
Employee Entitlements - Leave Accrual	5,068	-	3,495
	<u>157,481</u>	<u>140,000</u>	<u>148,531</u>
Payables for Exchange Transactions	157,481	140,000	148,531
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>157,481</u>	<u>140,000</u>	<u>148,531</u>

The carrying value of payables approximates their fair value.

#### 12. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	63,154	65,000	44,059
Increase to the Provision During the Year	4,770	10,000	19,095
Use of the Provision During the Year	-	(50,000)	-
Other Adjustments	-	-	-
Provision at the End of the Year	<u>67,924</u>	<u>25,000</u>	<u>63,154</u>
Cyclical Maintenance - Current	-	-	51,140
Cyclical Maintenance - Non current	67,924	25,000	12,014
	<u>67,924</u>	<u>25,000</u>	<u>63,154</u>

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

### 13. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	5,424	5,000	4,685
Later than One Year and no Later than Five Years	4,963	-	6,409
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>10,387</u>	<u>5,000</u>	<u>11,094</u>
<b>Represented by</b>			
Finance lease liability - Current	5,424	5,000	4,685
Finance lease liability - Non current	4,963	-	6,409
	<u>10,387</u>	<u>5,000</u>	<u>11,094</u>

### 14. Related Party Transactions

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

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

The Proprietor of the School (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.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	5,645	5,720
<i>Leadership Team</i>		
Remuneration	477,635	531,755
Full-time equivalent members	4	5
Total key management personnel remuneration	483,280	537,475

There are 10 members of the Board excluding the Principal. The Board has 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 matters, and sub committee meetings, including Finance and Property.

### Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	70-80
Benefits and Other Emoluments	0-1	1-2
Termination Benefits	-	-

### Principal 2

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	40-50
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	1	2
110 - 120	2	1
120 - 130	-	-
	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:

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

## 17. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

### Holidays Act Compliance – Schools Payroll

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

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

### Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 18. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had no capital commitments (2023:\$Nil).

### (b) Operating Commitments

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

## 19. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	241,847	58,550	245,013
Receivables	134,100	100,000	136,430
Investments - Term Deposits	195,000	195,000	95,000
Total financial assets measured at amortised cost	<u>570,947</u>	<u>353,550</u>	<u>476,443</u>

### Financial liabilities measured at amortised cost

Payables	157,481	140,000	148,531
Finance Leases	10,387	5,000	11,094
Total financial liabilities measured at amortised cost	<u>167,868</u>	<u>145,000</u>	<u>159,625</u>

## 20. Events After Balance Date

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

## 21. Comparatives

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF SAINT JOHN BOSCO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Saint John Bosco School (the School). The Auditor-General has appointed me, David Fraser 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 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1, 23 to 25, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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

*David Fraser*

**David Fraser**  
**Silks Audit Chartered Accountants Limited**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**





## Statement of Variance: Progress Against Targets

### Strategic Goal 1:

Safeguard and strengthen our Catholic Character in a culturally responsive and inclusive manner.

### Annual Target/Goal/Initiative:

1.1 New curriculum (Tō Tātou Whakapono) implemented (Dimension 2: Mā Te Mātauranga ka Tipu - Growth in Knowledge)

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Create an implementation <a href="#">Timeline</a> for staff	We have worked ahead of this schedule and now have the new curriculum implemented in all areas of the school. In 2025 new resourcing will come out for Y5/6.	End of term review slides for each unit completed.	Achieved as expected.	This body of work will shift to BAU with continual review and improvement scheduled.  DRS to work with Year 5 / 6 teachers to navigate To Tātou Whakapono website to access resources

Participate in Diocese and CEO professional development	Principal and DRS attended the national conference. 2 staff completed "Having Life To The Full". Only newly appointed staff have not attended this course.  7 staff completed a Te Kupenga paper - Catholic Social Teaching	Confirmation from PN Diocese that staff completed course.  Certificates issued by Te Kupenga	Achieved as expected.	6 staff still to complete Living Life to the full - will not be held in Taranaki until 2026  Staff will continue to work towards completing the Certificate in Christian Studies - Religious Education.
Explore Assessment tasks to show achievement in RE curriculum Objectives	Teachers are beginning to explore how the different AO's could be assessed. No decisions yet made as we await further guidance.	Currently using examples of student work to present to board and analyse success and engagement	Waiting for further direction from PNCEO.	Wait and see.
Navigate and understand the new resources provided on Tō Tātou Whakapono Website and how we utilise those.  Create a plan to Integrate and connect these with our own local	Teachers have spent time exploring and navigating the website. Resources and activities are being used in RE lessons.  Decision made as a school to use Set A learning packs in odd years and Set B learning packs in even years.	Teachers planning documents  Google slides used in classrooms  End of Term review slides	Achieved as expected.	By and large this will be shifted to BAU with the main focus to be on assessment.

curriculum site.

## Strategic Goal 2:

Actively reduce barriers for all students, creating an environment that promotes a sense of belonging.

### Annual Target/Goal/Initiative:

2.1 Take further steps to ensure our school is inclusive and caters for all children

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p>Create an Inclusive playspace where our current sandpit is.</p>	<p>Playspace was completed, allowing all children to access the area.</p> <p>Playspace is used consistently by children of a range of ages during morning and lunchtime. The space is also included in weekly Nga Kakano planning of Adventure Time, and used as an outside space for lessons.</p>	<p>Playspace is continually used by classes, children at break times, and community groups such as 'Little Angels' and also after school care.</p> <p>Principal takes new and prospective families here first on a school tour and families are impressed with the use of the outside space. The space provides support</p>	<p>Achieved as expected.</p>	<p>There is space for potential playground features, seating, and hands-on sensory activities in the future. Monitor and maintain equipment and the space as needed.</p>

Imagery and signage for our school frontage and entrance.	The playspace also creates a space for children to play and interact that is calmer, quieter, and away from the busy playground and field, further catering for the needs of children at break times.	for children transitioning into more structured learning from preschool environments.		
	We completed the installation of our waharoa which was built to tell stories of our place, our people and our stories from the past and into the future. It was a true collaborative project between multiple stakeholders (community, whanau, staff, students, hapu, iwi, MAC and school board. The entire process helped with building spirit, stakeholder alignment and collaboration.	Waharoa complete. It was the major focus for 2024.	School frontage signage has been investigated, quotes and options assembled and deferred to 2025 in order to enable a thorough process.	A front of school sign to be set in stone in 2025.

### Annual Target/Goal/Initiative:

**2.2** All children are involved in the kaitiakitanga (guardianship) of our whenua (land) in and out of school (development of the physical space) with particular regard to places in our pepeha

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
---	--	--	---	---

<p>Seek opportunities beyond our school walls giving particular regard to the features of our pepeha</p> <p>Continue to develop school spaces for learning, playing and growing.</p>	<p>Term 1 inquiry: My Story Your Story Our Story</p> <p>All classes enjoyed engaging in meaningful excursions to important sites within our area connected to our local history and our Pepeha.</p>	<p>All classes went on trips relating to their learning outcomes found in our 3 Year inquiry planning cycle. Principal led story telling at Rewarewa Pa.</p>	<p>This was more than successful. We made new connections with Hapu and new resources available.</p>	<p>Moving into learning even more about Te Ao Maori, with the Waharoa and Marae visits. Term 1 CRT for 2025 to include specific learning about our Waharoa.</p>
	<p>The Great SJB Art Trail</p> <p>Growth of Green Guardians group.</p>	<p>Art trail well attended with glowing feedback.</p> <p>Numbers of children and adults - program is thriving.</p>	<p>Achieved as expected.</p>	<p>Continue to resource and support.</p>

### Strategic Goal 3:

Ensure all our people are able to achieve their potential in the context of Te Mātaiaho.

### Annual Target/Goal/Initiative:

3.1 Strategically and deliberately curate our localised curriculum in line with the curriculum refresh

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>

Create a curriculum refresh schedule by learning area.	We decided to pause our progress toward a specific timeline due to a lack of clarity available. Instead, we chose to move forward carefully within the schedule provided by the Ministry.	SLT led the staff through new developments once the Ministry made decisions and we allocated time in meetings for thorough discussions on each learning area.	The Ministry created draft curriculums and were continually announcing new concepts. We followed these closely and have continued to develop our schedule towards	With the new curriculum now finalised, we will be better equipped to landscape and clear schedule alongside the Ministry one.
Update and refine our local curriculum in response to new initiatives and changes.	We continued with our current local curriculum and began to update and refine in response to the new initiatives continually shifting and being announced.	Our structured literacy programme has grown and changed with PLD within this. Time and resources spent looking at new initiatives within Maths	Timing of the new refreshed Curriculum meant that our approach was set to being mindful and purposeful with our decisions and our programmes.	Continuing to update and refine our local curriculum now that the refreshed curriculum is permanent.

Annual Target/Goal/Initiative:				
3.2 Continue to refine and develop our HERO processes and reporting.				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>

Refresh HERO progressions where necessary	Strategic decision made to 'wait and see' in a year of significant change on the educational landscape.	n/a	n/a	Wait and see.
Create a plan to review and improve reporting.	Strategic decision made to 'wait and see' in a year of significant change on the educational landscape.	n/a	n/a	Wait and see.

Annual Target/Goal/Initiative:				
3.3 Strengthen teaching, leadership and learner support capability.				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Springboard Trust High Performing Leadership Teams.	Principal and Deputy Principals took part in the Springboard Trusts High Performing Leadership teams course. Focused on a range of organisational management and school culture skills. Clear alignment of leadership values, purpose of the leadership group, tools for getting the best out of people	<p>Annual planning frameworks now form the basis of school leaderships 'managing' of the school.</p> <p>Tools and frameworks for managing systems and problem solving are in place.</p>	Achieved as expected.	Continue to utilise tools (annual planner, eisenhower matrix, radical candor) and evaluate for effectiveness.



Enable new leaders to take on responsibility in curriculum areas within a framework for success.	and frameworks for annual planning and monitoring.			
	New leaders in Numeracy, PE/Sport, Literacy and Te Ao Maori.	Job descriptions, year planners in place, improvement plans in action.	Achieved as expected.	Continue to refine job descriptions and roles, particularly in relation to new curriculum developments and newly evolving SLA teaching criteria.



### Strategic Goal 4:

Be a school that is authentically *Aotearoa New Zealand*.

### Annual Target/Goal/Initiative:

4.1 Complete the implementation of a waharoa at the entrance to our school.

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i>

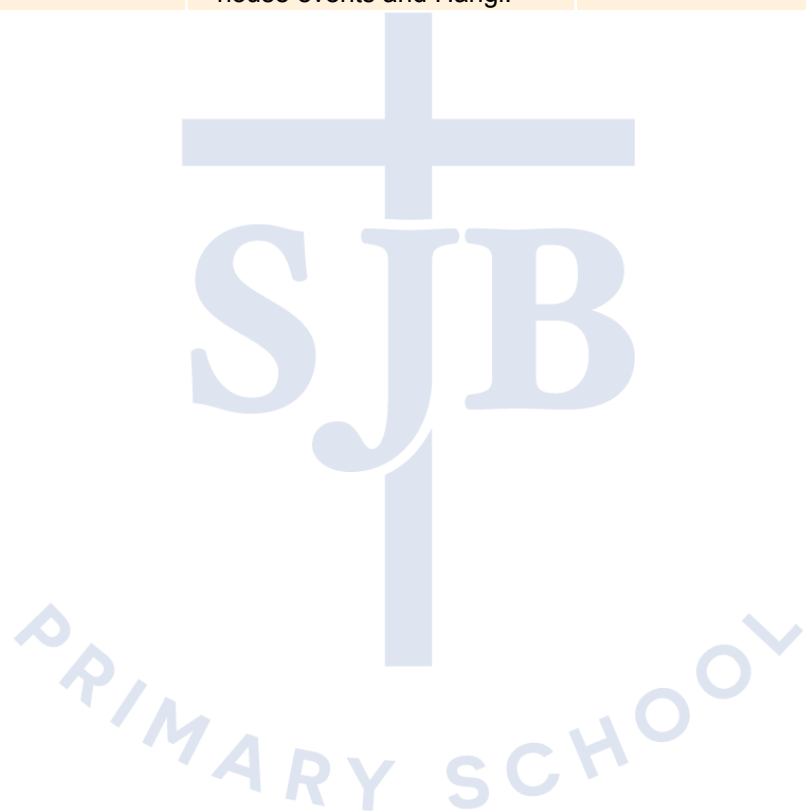
<i>Annual Target/Goal.</i>			<i>Think about both where you have exceeded your targets or not yet met them.</i>	<i>Consider if these need to be included in your next annual implementation plan.</i>
Principal to engage in further MAC.	Regular attendance, development of knowledge and confidence required to successfully deploy plans and initiatives.	Regular attendance, success with major project - waharoa. Attendance at multiple hui. Collaboration with facilitators for whanau hui, waharoa project, blessing and Parihaka day and hangi.	Achieved as expected.	Opportunity for us to share Waharoa journey with other schools and institutions.
Read and share learning from Te Whare Tapu o Te Ngakau Maori.	Kept pace with MAC reading logs, developed knowledge and understanding	Learning and knowledge utilised to lead the consultation process. Artworks added to administration block rooms	Achieved as expected.	Integrate information into classroom programmes and school tikanga.
Continue whanau hui and community input to ensure it is a collaborative project.	3 whanau hui plus regular minor collaborative events such as taonga maori trip,	Multiple whanau hui throughout the year with a main focus around the waharoa and community hang	Achieved as expected.	Involved whanau in the sharing process.
Connect with people with the appropriate skill and knowledge.	Successful implementation of waharoa and blessing process, refinement of mihi whakatau processes, building of and strengthening of relationships.	Connection with Trinder whanau and multiple community members for hangi. Matua Kenny as kaiwhakairo and kaumatua. Taonga Maori at Puke Ariki. Range of stakeholders related to what went on the pou and maihi including iwi, hapu and other community members.	Achieved as expected.	Maintenance of relationships.

## Annual Target/Goal/Initiative:

4.2 Connect our people to Te Ao Maori through authentic contexts and real experiences of te reo maori, tikanga, and connection to the whenua

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
All classes tour the aspects of our pepeha and learn stories of significance	In term 1 all classes enjoyed engaging in meaningful excursions to important sites connected to our local history and Pepeha.	Term 1 “pepeha hikoi” held by all classes. Principal relaying stories at Rewarewa. End of Term inquiry learning evidence on HERO.	Achieved as expected.	Shifted to BAU as part of our 3 year inquiry learning topic cycle.
Staff visit Parihaka marae	In Term 1, all staff visited Parihaka Marae alongside other Catholic school educators as part of our ongoing journey following hui on the history of Parihaka and Taranaki. This experience helped strengthen our connection to Te Ao Māori through	We moved into our planning and Parihaka remembrance day with more purposeful, intentional dialogue and activities. With the unveiling of the Waharoa in the early morning of Parihaka day through to a huge community Hāngi.	This was very successful. With careful planning and thoughtful decisions Parihaka Remembrance day was greatly enhanced by having staff visit Parihaka before teaching our children about it.	Potential to return in future years.

	authentic contexts and real-world learning.	Staff attended Parihaka Marae, engaged in meaningful conversations around how we can make our school learning more impactful and even more in line with Parihaka values. Our Waharoa unveiling, Liturgy, Parihaka day house events and Hangi.		
--	---	---	--	--



## Evaluation and Analysis of the School's Students' Progress and Achievement

### Student Achievement Annual Target 2024 Numeracy

Strategic Goal	<b>Ensure all our people are able to achieve their potential in the context of Te Mātaiaho.</b>		
Target Area	Basic Facts fluency and rich tasks for higher order thinking.		
Target Groups	We have 30 identified priority learners in the area of maths for 2024. 9 boys, 25 girls and 6 identify as Maori. 5 will be Year 6. 6 will be Year 5. 7 will be Year 4. 8 will be Year 3.		
Annual Target / Aspiration	<b>Measure of Success in Strategic Goal 3:</b> Consistently high achievement levels (90%) in (reading, writing and) maths.		Historically Student agency has been a huge focus- students leading their learning and working through their next steps. Heavy on solving set equations. Our students have been strong in strategy learning progressions, some still lacking in basic facts fluency and application and being able to use this knowledge in different situations - e.g. higher order contexts We want to develop meaningful tasks so that students see challenging tasks as meaningful or relevant. We want to provide opportunities to communicate and justify their thinking as this is good practice and would appear to be a focus for the refreshed curriculum. We are treading cautiously as we believe that changes

## Student Achievement Annual Target

### 2024 *Literacy*

<b>Local Goal</b>	<b>Ensure all our people are able to achieve their potential in the context of Te Mātaiaho.</b>		
<b>Target Area</b>	Handwriting DIBELS testing, analysis and targeted teaching.		
<b>Target Groups</b>	We have 30 identified priority learners in the area of literacy for 2024. 15 boys, 15 girls. and 7 identify as Maori. 8 will be in Year 3, 7 in Year 4, 6 will be in Year 5.		
<b>Annual Target / Aspiration</b>	<b>Measure of Success in Strategic Goal 3:</b>  Consistently high achievement levels (90%) in reading, writing (and maths).		<p>Specific improvement related area: Gather more specific and informative Data in our junior readers: DIBELS assessment</p> <p>Our school initially started using the Structured Literacy approach in 2020 with Professional Development with Christine Braid from Massey University. This was partly motivated after our historic whole language approach proved to be failing a large group of our students. This Structured Literacy programme, primarily for year 0-2, has benefited a larger majority of our students, however there remains a smaller group of learners that are not achieving at expectation. In 2024 we have decided that we need to better identify and target those in need earlier using a more specific and targeted approach.</p> <p>We also acknowledge that we can't solely rely on our tier 3 interventions for these children and need to improve practice across the board within our programmes to reduce the knowledge gap.</p> <p>With some knowledge of the 5 Pillars of Reading which is fundamental to the Science of Reading, we need a way of assessing these components more thoroughly to then adapt our approach and better meet the needs of all students. The 5 pillars are critical skills necessary for successful beginning reading which include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The DIBELS measures assess students on four of these five critical skills, which are often referred to as the "Big Ideas" of reading.</p>

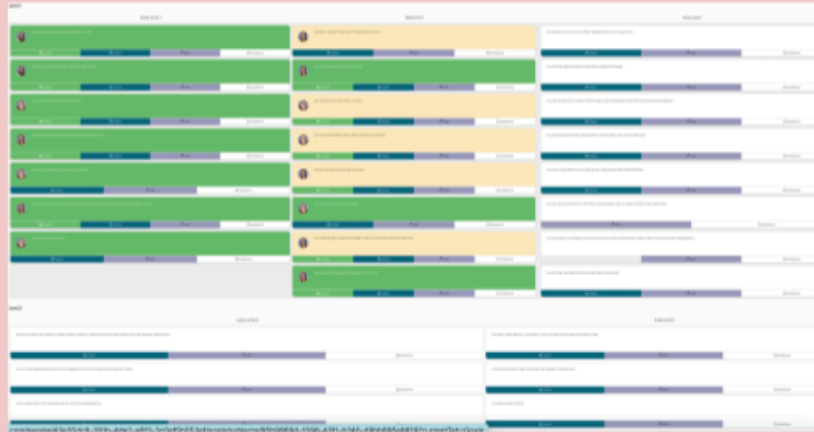
# Writing

Overall - 91.2% at or above expectation

Boys 93%

Girls 92 %

Maori 88%



PAT Punctuation and Grammar 86% achieving at or beyond at expectation

- 86 % for boys, 86 for girls 79% for maori

PRIMARY SCHOOL



# Reading

Overall - 89.5 % at or above

Boys - 92%

Girls - 89%

Maori - 94%

## NZCER Data

PAT Reading Comprehension 89% achieving at or beyond at expectation

- 83 % for boys, 95% for girls 79% for maori

PAT Reading Vocabulary 94% achieving at or beyond at expectation

- 93 % for boys, 95% for girls 87% for maori

STAR Reading Test 88% achieving at or beyond at expectation

- 90% for boys, 88% for girls (these are out a bit because of rounding and there being more girls) 81% for maori

PRIMARY SCHOOL

## Maths

Overall - 89%

Boys - 93%

Girls - 84 %

Maori 94%

### NZCER Data

PAT Maths 94% achieving at or beyond at expectation

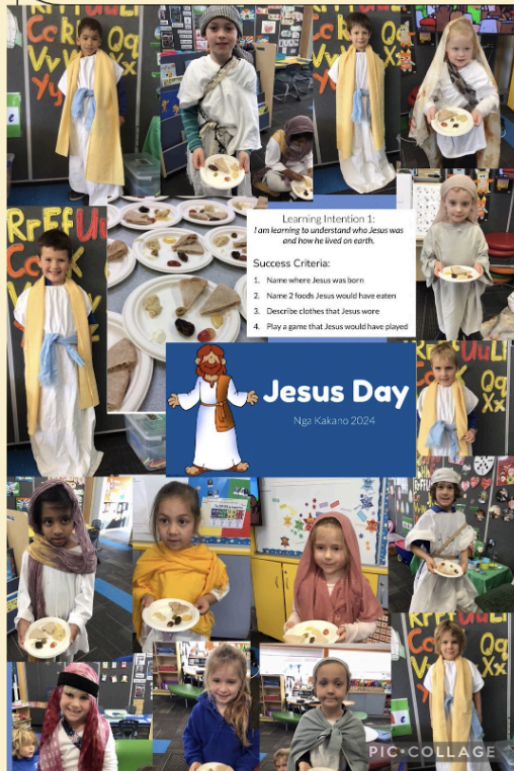
- 97 % for boys,
- 91% for girls
- 96% for maori

PRIMARY SCHOOL

## Other Curriculum Successes

Other curriculum successes include our continued integration of the new **Religious Education** Curriculum - To Tatou Whakapono at all levels of the curriculum.

### Evidence of Learning



# Evidence of Learning

Stained glass windows - Parables of Jesus



The Sower

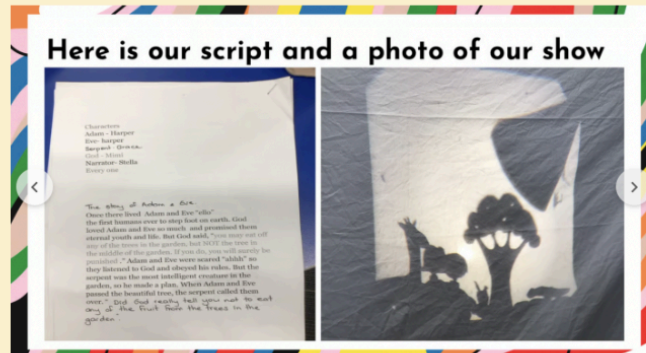
No. [redacted] Date: 19.9.24

Write what the message and teachings from Jesus are in your chosen parable:

The message in this parable is to make a good strong connection to god. But if you don't you will get tempted to the wrong thing



# Evidence of Learning



## Stories Jesus Knew - Old Testament Stories

Your goal this term was to choose a story from the Old Testament and retell it by creating a shadow puppet show for your 5 year old buddy.

What story did you choose to retell? We chose to retell "garden of eden".

Who was in your group? Me, Harper, Stella P. and Mimi.

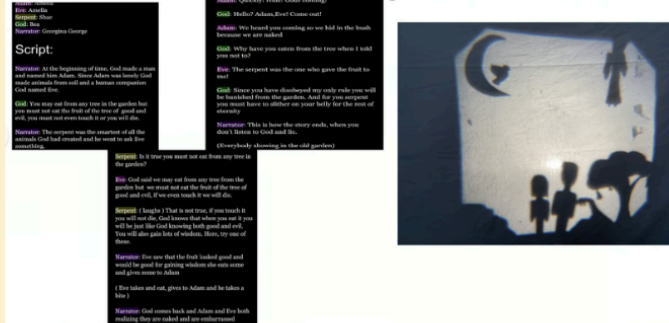
What puppets did you make? We made Adam, Eve, trees, the serpent, the serpent as a snake, a rock, bushes and the tree of wisdom.

What was God trying to teach us in your story? God was trying to teach to be loyal. Obey rules or there will be consequences, don't disobey, be kind, be truthful, and listen to orders even when someone tempts you to break your promises, don't.

What went well during this activity?

Well, the script was sorted fast, and we have a good arrangement of jobs. Who move the puppets are spread out with a good variety of puppets set of each person. Even though we've had a lot of fights, I think we've all come to agreements and we are going to perform spectacularly.

## Here is our script and a photo of our show



Our **Art** programme culminated in our Community Event - The Great SJB Art Trail - where all classrooms were opened to the community for the afternoon and children toured their whanau throughout the school sharing their art and the art of others.



ST JOHN BOSCO

# Art Trail

FRIDAY 20TH SEPTEMBER 2024  
2:15-3:00 PM

**YOU ARE INVITED TO COME AND WANDER THE  
ST JOHN BOSCO ART TRAIL AND CHECK OUT  
OUR ARTISTS CLASSROOM EXHIBITIONS.**

**ONCE YOU HAVE COMPLETED THE TRAIL AND TAKEN IN ALL THE  
ART WORK, YOU WILL BE ALLOWED TO TAKE YOUR CHILDREN  
FOR THE DAY.**



Our **Science** programme was enriched with resourcing from The House of Science which enabled teaching of science year round through our CRT release program. **Physical Education** continued to thrive with a specialist PE teacher, teaching skills such as discus, small ball skills and fitness training. Feedback from our Year 7 students who have gone on to Intermediate has been very positive in regard to how well prepared they are for PE/Sport at their next school.

## How We Have Given Effect to Te Tiriti o Waitangi

St John Bosco School acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

- **Article 1: Kāwanatanga | Honourable governance**

We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.

- **Article 2: Rangatiratanga | Māori self-determination**

We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).

- **Article 3: Ōritetanga | Equity**

We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.

- **Te Ritenga | Spiritual and religious freedom**

We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

As a Catholic school and an extension of the Church's mission, we honour our commitment to Te Tiriti o Waitangi. We acknowledge Wairuatanga me ngā Ritenga Māori, as set out by Bishop Pompallier, which provides for the protection of spiritual and religious freedom, including Christian denominations and Māori spiritual beliefs. We affirm people's rights to express their faith within their own cultural heritage, and recognise the importance of tikanga Māori and wairuatanga to tangata whenua.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.



### **Board responsibility**

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students.

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

### **Engaging with mana whenua**

St John Bosco School is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

### **Community partnership**

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

See **School Community Engagement Policy**.

### **Strategic planning**

Strategic planning at St John Bosco School underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

- Our **strategic plan** includes strategies for giving effect to Te Tiriti o Waitangi.
- Our **annual implementation plan** includes how targets and actions will support Te Tiriti o Waitangi obligations.
- Our **annual report** includes how the school has given effect to Te Tiriti o Waitangi.


See **School Planning and Reporting**.

As part of our strategic planning, we consider the aspirations our Māori community have for empowering their children to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to, academic achievement.

See **Māori Educational Achievement**.

### **School programmes**

St John Bosco School aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). St John Bosco School works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our St John Bosco School curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum or Te Marautanga o Aotearoa. We engage with Ka Hikitia Ka Hāpaitia (Māori Education Strategy) as a framework to ensure Māori students achieve success as Māori. See **Ka Hikitia Ka Hāpaitia**  (Ministry of Education).

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

See **Curriculum and Student Achievement Policy**.

### **Equitable outcomes**

As a board, our objectives include ensuring every student is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

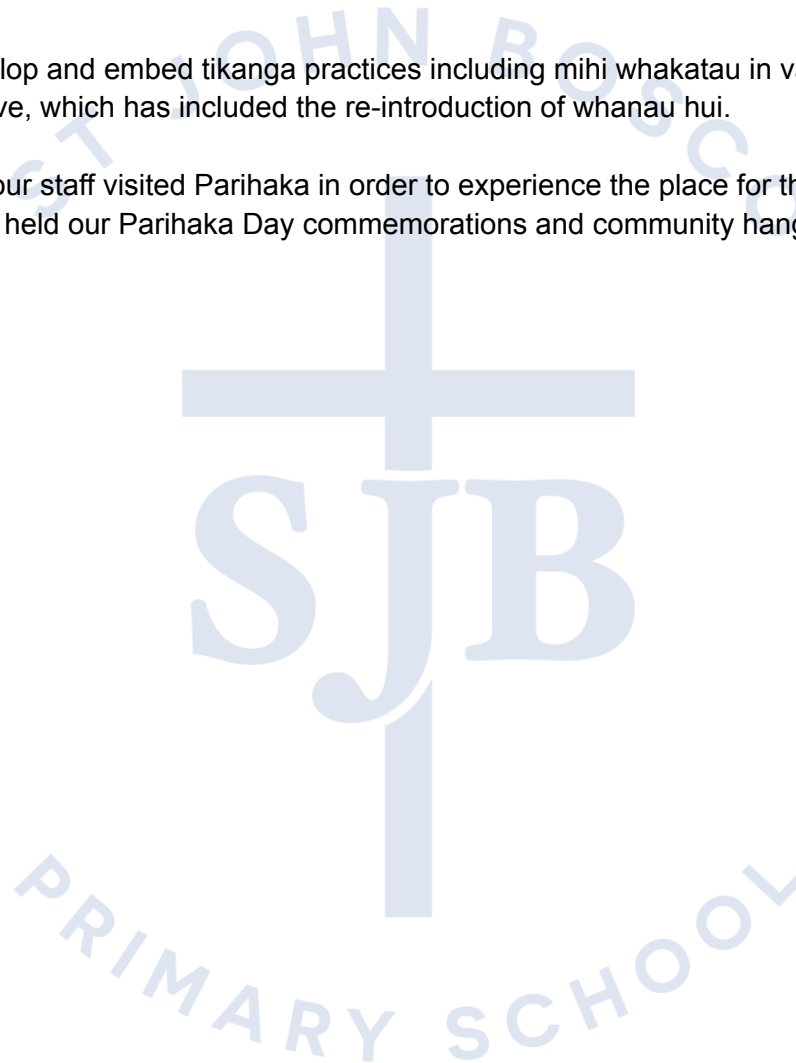
We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. St John Bosco School regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support

(including learning support) or extension programmes as required, and we are accountable and responsive to student and community needs through regular reporting and review.

In 2024 we have continued to develop and embed tikanga practices including mihi whakatau in various settings and our learning via the Maori Achievement Collaborative, which has included the re-introduction of whanau hui.

As part of our work with the MAC, our staff visited Parihaka in order to experience the place for themselves and were therefore able to speak with authenticity when we held our Parihaka Day commemorations and community hangi. Our community hangi fed over 500 people.









We intentionally coincided the opening and blessing of our waharoa with Parihaka Day 2025. The process of installing a waharoa has been a powerful journey that began in 1942 and has accelerated since our school became part of the MAC. It was a truly collaborative project with whanau, staff children and local iwi. Having our kaumatua Kenny Trinder carve it gave it added significance.



Our school board continues to remain abreast of the importance giving effect to Te Tiriti through policy review, professional reading, our 'special character board formation plan', leadership from the presiding member and principal gleaned from MAC involvement.



## Statement of Compliance With Employment Policy

### **Equal Employment Opportunities**

At St John Bosco School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a **good employer**. St John Bosco School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.

At St John Bosco School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).

The implementation of our EEO policy and programme supports our school to:

- prevent and eliminate bias and **discrimination**
- promote an inclusive and safe work environment
- treat all current and prospective staff fairly
- provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion).

We ensure that our EEO policy and programme is available to all staff. Prospective and current staff can raise concerns at any time. See **Concerns and Complaints Policy**.

We monitor, review, and evaluate our employment policies and processes on an ongoing basis. We report on compliance with our Employment Policy (including our EEO programme) in our annual report.

### **Equal employment opportunities (EEO) programme**

To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:

- appoint appropriately qualified staff through a fair and impartial appointment process
- create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)
- explore professional development and training opportunities

- monitor the implementation of our programme and report to the board.

See **Appointment Policy** and **Professional Development**.

Any information collected as part of our EEO programme is kept confidential and securely in accordance with privacy and record keeping requirements – see **Privacy Policy** and **School Records Retention and Disposal**.

## **Appointment Policy**

St John Bosco School appoints appropriately qualified staff through a fair and impartial appointment process. We are guided by the principle of being a good employer and aim to build employment relationships that are based on good faith. See **Employment Policy**.

Our appointment process meets the requirements of all relevant legislation, including the Education and Training Act 2020, Employment Relations Act 2000, and Children's Act 2014. We also comply with the employment provisions of our integration agreement, including ensuring an appropriate number of positions at the school are **special positions**, and following appointment requirements for special positions. We ensure the special character of our school is upheld in all aspects of employment.

The board consults with the proprietor about the acceptability of applicants for appointment. The proprietor confirms the acceptability of applicants in terms of the special character of the school or the capability of applicants. The board only considers applicants for appointment that the proprietor has confirmed as acceptable (Education and Training Act 2020, Schedule 6, clause 52).

Our appointment process includes:

- delegating the authority of the board to appoint staff (see **Delegations for appointment** below)
- advertising a position, interviewing and reference checking, and making an appointment – see **Stages of Appointment**
- ensuring that applicants for teaching positions are appropriately qualified and registered – see **Teaching Staff**
- checking that staff do not pose a risk to student safety – see **Safety Checking** and **Police Vetting**
- providing new staff with information and support – see **Staff Induction**
- ensuring all new staff have an employment agreement and are aware of the terms and conditions of their employment – see **Employment Agreements**.

We sight originals or verified copies of documentation as part of the appointment process. We retain or destroy records as required.

Delegations for appointment

The board of St John Bosco School has the authority to appoint school staff but is able to delegate this authority to the principal, other board or staff members, or an appointment committee. If the board delegates authority to a committee to appoint a teacher or recommend the appointment of a teacher, the committee must contain at least one of the board members appointed to the board by the proprietor (Education and Training Act, Schedule 6, clause 46).

- The board must be satisfied that any delegated person or group is able to fulfil their appointment responsibilities appropriately.
- The board ensures that any delegated person or group is informed of their responsibilities, including the requirements and limitations of their role.
- The board documents any delegations in writing and reviews these regularly.

The board is responsible for the appointment of the principal and does not delegate this responsibility. The board may also seek external support to ensure the school follows a fair, impartial, and robust appointment process.

Any person who is involved in the appointment process must declare conflicts of interest that may compromise (or be seen to compromise) their judgement or actions. Staff or board members with a conflict of interest may need to withdraw from the appointment process.

#### Reporting on the principles of being a Good Employer

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

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.

All employees receive regular information regarding health and safety and initiatives, and employee involvement and representation from across the organisation are active and productive.

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.

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.

We ensure that all employees maintain proper standards of **integrity and conduct**, and a concern for the **safety and wellbeing of students, colleagues**, and public interest

	Also dealing effectively and fairly with any concerns through the <b>concerns and complaints</b> procedures.
<b>What is in your equal employment opportunities programme?</b> <b>How have you been fulfilling this programme?</b>	<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>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<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>
<b>How are you recognising,</b> - <b>The aims and aspirations of Māori,</b> - <b>The employment requirements of Māori, and</b> - <b>Greater involvement of Māori in the Education service?</b>	<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>
<b>How have you enhanced the abilities of individual employees?</b>	<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.</p>

	Through collaborative teaching and planning staff are supported by their peers to grow professionally.
<b>How are you recognising the employment requirements of women?</b>	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 parental leave in line with our legislative requirements.
<b>How are you recognising the employment requirements of persons with disabilities?</b>	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.

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

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



## Kiwisport Funding

Kiwi sport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwi sport funding of \$4171.76 (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 2024 the funding was spent increasing the resources and equipment the school needed. This included equipment for Basketball, netball, hockey, rugby and cricket teams.

During 2023 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. We also upgraded our play time and lunch time balls with a particular focus on smaller balls (basketball, football) for our junior students.

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 2024 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.

Ryan Fleming  
Principal – St John Bosco School