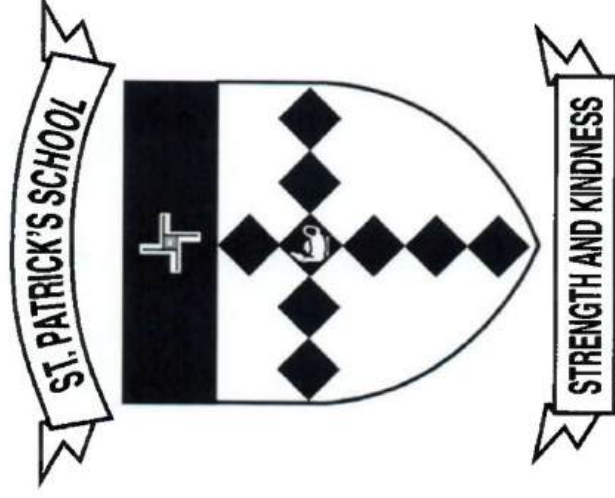


# *St Patrick's School*

## *2024 Annual Report*



*SCHOOL MISSION: 'Preparing for the future in a Catholic environment'*

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# BOARD OF TRUSTEES – 2024 ANNUAL REPORT

**Vision:** 'Learners who show love for God's creation and are the best they can be'     **Values:** Kaha/Strength     Atawhai/Kindness     Kairangi/Excellence

Kia ora koutou,

I take pleasure in presenting the 2024 Annual Report for St Patrick's School, Masterton.

The 2024 year was one of significant change, with new appointments, structures, systems and curriculum refreshes - some of it exciting and some of it challenging. Throughout all this change, the staff at St Pat's have shown great dedication, resilience and commitment to the success of our students.

Our principal, Steve Wheeler took a well-deserved sabbatical over term three, with Kim Teehan, our newly appointed Deputy Principal, doing an excellent job Acting as Principal over this time. Steve has returned refreshed with new ideas and this period provided comfort that St Pat's has a strong leadership team that can cover each other when needed.

We said goodbye to some special people at the end of 2024. Barbara Williams, Chris Day, Penny Simmonds, Julie Harris and John Murray, please accept our deepest gratitude for the outstanding service you have each given to St Pat's. Although we are sad to see you go, we are excited for what lies ahead for you and wish you all the very best for your future endeavours. Chris Connor has also decided to step down from her role as DRS, but continues with us in her capacity as a very experienced literacy specialist.

The 2025 year brings many new faces to the staff, Ben Stark, Michelle Rowe, Mariette Van Graan, Daleen Botha, Anna Baird and Libby Morris. We welcome you to our community and celebrate the new ideas you will bring.

During 2024 the Board made the decision to change accountants and moved to Education Services, which specialises in the preparation of financial statements for the education industry. The Board continues to have great confidence in Steve's ability to navigate the funding intricacies that all schools face. The School's overall cash position is strong and we ended the 2024 year with a solid surplus.

The end of 2024 also saw the start of an extensive and much needed toilet and bathroom upgrade funded by the Wellington Archdiocese, due to be completed in early 2025.

Thank you to all of the St Patrick's staff. Thank you to our hard-working PTA, our Board and all of the additional, often unnoticed, volunteers - all of whom give their free time to the school. It takes a village to raise a child and without people like you, our kids and our school would suffer.

Let's continue to support St Pat's as a wider community – help of any kind is greatly appreciated. We all need to take responsibility for the future learning and growth of our precious Tamariki.

Kia maiea tō rā and God Bless

Ali Philps

BOT Presiding Member

# 2024 STATEMENT OF VARIANCE

## Introduction

This report is a part of the St Patrick's School Annual Report for 2024. The analysis of variance describes how the school has addressed the board's priorities for improving student achievement and all other directions and priorities that were set out in the 2024 School Charter. It also highlights areas of further, ongoing development, which will be used to help set the school direction for 2025.

This report includes:

- The review of the 2024 School Annual Plan
- 2024 Student achievement target analysis:
  - Reading
  - Writing
  - Maths

# ST PATRICK'S SCHOOL - 2024 ANNUAL PLAN REVIEW

| <b>Objective 1:</b>                            | <b>Implement a diverse curriculum that empowers and engages students for the future</b>                                                                                                                                                                             | <b>Strategic Goal 1:</b> | <b>To use 'To Tatou Whakapono - Our Faith' in the design of our Catholic Social Teaching based RE curriculum</b> |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Annual Goal:</b>                            | <b>Create and begin to use a Catholic Social Teaching overview that includes the achievement objectives from To Tatou Whakapono - Our Faith</b>                                                                                                                     |                          | <b>Leader: DRS Chris Connor</b>                                                                                  |
| <b>National Education Learning Priorities:</b> | NELP Objective 1: Learners at the centre – learners with their whanau are at the centre of education (Priority 2)<br>NELP-Objective 3: Quality teaching & leadership – quality teaching and leadership make a difference for learners and their whānau (Priority 6) |                          |                                                                                                                  |
| <b>Measure:</b>                                | Staff have a sound knowledge and understanding of the new RE curriculum 'To Tatou Whakapono - Our Faith' and are in a position to be confident to implement this in classroom programmes                                                                            |                          |                                                                                                                  |

| <b>Planned Actions</b>                                                                                                                              | <b>Evaluation of what actually happened</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Next steps</b>                                                                                                                                                                                          |
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| Create a two year overview that aligns the achievement objectives from 'To Tatou Whakapono - Our Faith' with our Catholic Social Teaching overview. | - Pre the start of the 2024 school year, key staff from across the school – DRS, DP and team leaders met to look at the new objectives from the RE curriculum in relation to our Catholic Social Teaching (CST) 2 yearly overview. The outcome of this hui was a draft document was developed showing the curriculum levels of Year 1&2, 3&4 and 5&6 each matched with achievement objectives that fitted under each of our termly CST themes.                                                                                                     | In 2025 we will need to plan for:<br>- The induction of a large group of new staff members<br>- Raising our quota of Tagged Catholic (CL47) teachers<br>- Appointing a Director of Religious Studies (DRS) |
| Explore the new resources to identify those that align with Catholic Social Teaching                                                                | - At staff meetings explanations of 'Touchstones' for each hub level were explained and focused on how these could be incorporated in prayers, newsletters and planning.<br>- Hub planning took place prior to each term's teaching focused upon incorporating the new curriculum objectives. For example in the CST theme of Participation, this begun with Liturgical year lessons being taught about Resurrection, May- the month of Mary, Ascension, and Pentecost alongside the AOs from To Tatou whakapono-Our Faith for Term 2 in all hubs. | We are also keen to develop more community action based projects for each termly theme. This would potentially lead into the design of assessment practices.                                               |
| Use Catholic Social teaching to find ways to live our faith in action through meaningful service projects                                           | - Reflections on each term's planning programmes and teaching of RE was held as part of a staff meeting in the last week of each term. This led to valuable discussions about what was successful and what could be adapted to improve student engagement and progress.<br>- The staff as a while decided to send comments referring to the layout and labelling of resources in the new RE Curriculum that in their eyes could be improved to Colin McLeod, RE Curriculum designer.                                                               |                                                                                                                                                                                                            |
| Exploring how we share our new RE curriculum and learning progress with our parent community                                                        | - All staff attended a Wairarapa wide 'Cluster Korero' at Chanel college on Catholic Social Teaching and Laudate Deum, the Pope's writing on Protecting our planet and climate change. The season of creation was introduced to teachers for the month of September.                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                            |
| Exploring the design and creation of a school-wide evaluation & assessment process                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                            |

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| <b>Objective 1:</b>                                                                                                                                                                           | Implement a diverse curriculum that empowers and engages students for the future                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Strategic Goal 2: | To increase understanding of the refreshed New Zealand curriculum & use this to inform our curriculum redesign                                                                                                                                                                                                                                                           |
| <b>Annual Goal:</b>                                                                                                                                                                           | A curriculum overview plan for Literacy & Communication is designed & implemented                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>National Education Learning Priorities:</b>                                                                                                                                                | NELP Objective 1: Learners at the centre – learners with their whanau are at the centre of education (Priority 2)<br>NELP Objective 2: Barrier free access – great education opportunities and outcomes are within reach for every learner (Priority 4)<br>NELP-Objective 3: Quality teaching & leadership – quality teaching and leadership make a difference for learners and their whānau (Priority 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Measure:</b>                                                                                                                                                                               | A curriculum plan for Literacy & Communication is in place that contains guidance and best practice for teachers to implement in teaching and learning programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Planned Actions</b>                                                                                                                                                                        | <b>Evaluation of what actually happened</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   | <b>Next steps</b>                                                                                                                                                                                                                                                                                                                                                        |
| Gather information of current practice at St Patrick's School and from this choose a key area to dig deeper into (likely to be writing based on 2023 data)                                    | <ul style="list-style-type: none"><li>- Whilst awaiting further guidance and direction from the Ministry of Education we started moving forwards in the design and delivery of our Literacy curriculum. This included:<ul style="list-style-type: none"><li>*prioritising the writing curriculum as across the school this has always traditionally seen lower achievement levels in comparison to reading.</li><li>*starting to analysis what and how writing is being taught across the school</li><li>*assessing how digital technology is used to support children to access the curriculum and how it can differentiate lessons.</li><li>*exploring what digital resources are available within St Patrick's and how/if they are used consistently throughout the school to engage students.</li><li>*finding out what other schools in our local kahui ako do and why</li></ul></li><li>- Staff were shown how the digital tool 'reading coach' can be used to support students in their literacy development. Stories are created by students using AI. Students read the story and are given feedback on their pronunciation and fluency by AI. Follow up activities are provided to support students with next steps. A range of staff tried this in classrooms.</li><li>- Staff were also introduced or further exposed to the digital tools 'Word Q' and 'Read Write' which are valuable tools to help remove barriers for a range of our learners.</li><li>- We worked with our RTLB liaison officer on identifying our priorities on writing. This focused mainly on co-constructing what our writing planning should look like. This then enabled staff to reflect on their writing planning and identify their own next steps.</li><li>- Teaching staff were placed in coaching pairs to reflect on the progress that they have made towards their writing goals and to identify next steps. In these pairs they also undertook peer observations. This gave them the opportunity to learn from each other and also to receive feedback on the progress towards their goals.</li><li>- We were involved in the ECE emergent literacy programme through the kahui ako. Staff presented and taught at Cole Street early learning centre using a picture book to demonstrate</li></ul> |                   | <p>Design a plan for Dr Helen Walls to work with the teaching staff on the teaching of writing in terms one and two.</p> <p>Apply for further funding from the MTLT to allow us to continue working with Dr Helen Walls in terms three and four also.</p> <p>Investigate the opportunity for structured literacy training for teachers of Year 4-6 – hopefully BSLA.</p> |
| Investigate examples of best practice across the Literacy and Communication curriculum in conjunction with Te Mataiaho's guidelines for the teaching of literacy and especially with writing. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                                                                                                                                                                                                                                                                                                                                                                          |
| Explore PLD opportunities and support staff to integrate new learning into daily teaching. – potential focus on 'Assessment for Learning' PLD                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                                                                                                                                                                                                                                                                                                                                                                          |
| Create guidelines for the teaching of Literacy using learnt skills and knowledge and ensure these are implemented consistently across the school.                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                                                                                                                                                                                                                                                                                                                                                                          |
| Improve processes for identifying and                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                                                                                                                                                                                                                                                                                                                                                                          |

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| planning for learners who are not making expected progress or who need adaptations to access the curriculum. | <p>strategies from the BSLA programme.</p> <ul style="list-style-type: none"> <li>- Leadership team members investigated opportunities for applying for supplementary literacy funding from the Masterton Trust Lands Trust (MTLT). An application was made and resulted in \$11,160+GST.</li> <li>- Dr Helen Walls was employed, using the MTLT funding to work with us on developing a writing curriculum and writing best practice in 2025. This will start with a teacher only day before the start of the 2025 school year and then throughout Terms 1 &amp; 2. We will then be able to apply for more funding from the MTLT to continue this support in Terms 3&amp;4.</li> <li>- We applied to be a trial school for the newly developed programme - Better Start Literacy Approach for Year 4-8 teachers in Term 1 of 2025.</li> </ul> |
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| <b>Objective 1:</b>                            | Implement a diverse curriculum that empowers and engages students for the future                                                                                                                                                                                                                                                                                                                            | <b>Strategic Goal 3:</b> | To increase the confidence, knowledge and use of te reo Māori |
| <b>Annual Goal:</b>                            | Implementation of the Te Puna Reo programme – staff professional development and teaching framework                                                                                                                                                                                                                                                                                                         |                          |                                                               |
| <b>National Education Learning Priorities:</b> | NELP Objective 1: Learners at the centre – learners with their whanau are at the centre of education (Priority 2)<br>NELP Objective 2: Barrier free access – great education opportunities and outcomes are within reach for every learner (Priority 4)<br>NELP-Objective 3: Quality teaching & leadership – quality teaching and leadership make a difference for learners and their whānau (Priority 5&6) |                          |                                                               |
| <b>Measure:</b>                                | Staff are able to successfully deliver the Te Puna Reo language programme to the ākonga on a consistent basis                                                                                                                                                                                                                                                                                               |                          |                                                               |

| Planned Actions                                                                                                                                                                                                                                                                                                                                | Evaluation of what actually happened                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Next steps                                                                                                                                                                                                                               |
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| School PLD: Implement a programme of support for the staff to be upskilled in te reo through the Te Puna Reo Māori language programme<br><br>School Curriculum design: lead teachers to lead the school staff in starting to redesign our school teaching programme of te reo Māori using the Te Puna Reo Māori language programme as a basis. | - For the 2024 school year the school registered for the te reo Māori language programme – ‘Te Puna Reo’. This was a resource that had a progressive language programme for schools to use that will help staff and students use and learn te reo in their daily classroom programmes.<br>- Jackie Simmonds and Philippa Young were jointly appointed to the role of ‘Cultural Leader’ at St Patrick’s School. These were new positions created from the recent NZEI collective agreement that recognises cultural leadership in schools. In this role they undertook the lead and development of the Te Reo Māori language programmes in each of our two syndicates.<br>- Individual student pepeha development was focused across the school with support from the Te Puna Reo programme. Many students shared these with whanau and displayed these in their classrooms.<br>- Matariki was a big focus for the term 2 classroom programmes. This was based not only on the Te Puna Reo curriculum but also allowed for the learning of two Matariki waiata which were shared at the conclusion of the Cultural Concert. A whole school and community Matariki celebration was held at the end of term 2 that brought learnings together. |  | Cultural lead teachers Philippa Young and Jackie Simmonds to meet pre 2025 to look at how to best scaffold Te Puna units for best implementation throughout the school.<br><br>Principal & Kildare staff to work with Year 5 students to |

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| Investigate ways to include our school community so that they too, can participate in the language learning journey alongside their children | <p>-Part way through the year staff begin each week with a karakia Māori. This was aimed at upskilling staff so that they could then take this and use it as part of the classroom programmes.</p> <p>- Teachers and students also started to learn the Lord's Prayer in te reo.</p> <p>- All hubs across the school learnt a group of 5 key waiata that were used and shared with the 'Te Puna Reo' programme was used throughout the year by all teachers in their programmes. Regular discussions at syndicate and leadership team meetings discussed how the programme was developing and how teachers can be supported. Many staff acknowledged there was too much content and it meant regular reflections were needed to gauge how much to cover and at what year level.</p> | prepare for Term 1<br>Mihi Whakatau haka<br><br>Develop purakau resource kits for local stories about our school and area. |
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| <b>Objective 2:</b>                            | Establish a nurturing and supportive Catholic school that enables the growth of each unique individual                                                                                                                                                    | <b>Strategic Goal 4:</b> | Create meaningful partnerships with whānau that enable us to nurture ākonga growth |
| <b>Annual Goal:</b>                            | School find meaningful ways to regularly connect with all whānau throughout the year                                                                                                                                                                      |                          | <b>Leader:</b> Steve Wheeler                                                       |
| <b>National Education Learning Priorities:</b> | NELP Objective 1: Learners at the centre – learners with their whanau are at the centre of education (Priority 1&2)<br>NELP Objective 2: Barrier free access – great education opportunities and outcomes are within reach for every learner (Priority 3) |                          |                                                                                    |
| <b>Measure:</b>                                | Feedback from whānau shows that they feel connected and well informed with what is happening for their child at school                                                                                                                                    |                          |                                                                                    |

| Planned Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evaluation of what actually happened                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Next steps                                                                                      |
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| <p>Start the year with whanau hui as an opportunity to engage in meaningful dialogue with whanau to emphasise the importance of the whanau/school relationship. Ensure staff are well-prepared for these by providing guidelines and then ensure that information received is recorded.</p> <p>Staff use CRT as an opportunity to connect with at least some of the whanau of their students. This can be to share successes as well as see if there are any questions that the</p> | <p>- The 2024 school year started with a new initiative of creating the opportunity for teachers to connect with the students and families before the traditional whole school starting date. Each hub teacher was available to meet with the students from the home-room from their hub for 20 minute meetings over two days, each of which had a different starting time and finish to allow for family work commitments. For the meetings teachers had a script they could work-from but had the freedom to deviate and go with the conversation depending on what was discussed.</p> <p>- Analysis showed that we had just under a 75% turn-out of families. Patterns showed that families who may have had the same teacher the previous year had a lower turn-out as well as older children. Informal feedback from families and teachers was that this was a successful initiative and one that was very worthwhile.</p> <p>- New processes for meetings with families with children with neuro-diverse needs were implemented. This was done to try to ensure that families know about and are part of the design of school practices to meet the educational needs of their children. This has been completed on two levels:</p> |  | Continue to find ways to get more voice from our growing range of diverse cultural communities. |

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| whanau have around their child's education.                                                                                                                                                                                                  | <p>- <u>Formal Individual Education Plans (IEP)</u> - these are for students who need a high level of adaptation of the normal learning programme. This is overseen by a member of the SEN team (DP or LSC) and attended by class teacher, specialist teacher if applicable, external agencies &amp; family members.</p> <p>- <u>Whānau hui</u> - these are for students who have a lower level of learning, social or behavioural needs. They are organised by the classroom teacher, supported by the team leader with family members invited to attend. Within the SEN space we are working on greater communication with whānau ensuring that all assessments and interventions are well communicated.</p> <p>- The school annual 'Whānau Day' was again held and was well attended by families and saw them able to see their children's work, work with them in the classroom and talk to teachers.</p> <p>- Whānau and local iwi were given the opportunity to speak with Nathan Riki and have input into our school haka. Unfortunately, no-one took advantage of this opportunity.</p> <p>- During the school celebrations for Samoan Language we worked with our Samoan community to ensure their voice was included and that what we were doing was culturally appropriate.</p> <p>- International language week gave us a great opportunity to celebrate the diverse range of cultures within our school. The highlights of the week included the day where children came to school dressed in the national dress/ costume and the sharing of food special to a culture.</p> <p>Both of these events allowed connection with our diverse communities and an opportunity for families to get involved at school and for the children to be proud of their culture.</p> <p>- The school cultural concert held in term 2 celebrated a range of the diversity of our school community. This was a positive way to work with our communities and get their guidance on costuming, dancing and music.</p> <p>- For our annual, student-led conferences, staff were asked to work towards a 100% attendance through whole school communications, personal invitations and follow up phone calls/discussions. Although we did not reach this goal the work put in by staff did get attendance above 90%.</p> |
| Review blog comments to ensure that they are personalised and give the whānau meaningful information about their child's learning and progress. Move to a whole school focus for each blog to allow greater consistency with these comments. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Staff to investigate ways to involve whānau in their child's learning programmes. This may be linked to areas such as: support in school, sharing skills, talents, culture.                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>Objective 2:</b>                            | Establish a nurturing and supportive Catholic school that enables the growth of each unique individual                                                                                                                                                    | <b>Strategic Goal 5:</b> | Genuinely recognise and celebrate the cultural diversity of our community | <b>Leader:</b> Steve Wheeler |
| <b>Annual Goal:</b>                            | Whānau hui with the schools cultural communities take place to ensure a wider community voice is acted upon                                                                                                                                               |                          |                                                                           |                              |
| <b>National Education Learning Priorities:</b> | NELP Objective 1: Learners at the centre – learners with their whānau are at the centre of education (Priority 1&2)<br>NELP Objective 2: Barrier free access – great education opportunities and outcomes are within reach for every learner (Priority 3) |                          |                                                                           |                              |
| <b>Measure:</b>                                | A range of opportunities enable the schools diverse cultural communities to have a voice & their feedback indicates that they feel valued and heard.                                                                                                      |                          |                                                                           |                              |

| Planned Actions                                                                                                                                                                                                                                                                                                                                        | Evaluation of what actually happened                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Next steps                                                                                                                          |
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| <p>Identify cultural groups within our school and find key representative of groups to support organisation for feedback &amp; meetings</p>                                                                                                                                                                                                            | <p>- Working alongside our Samoan community again led to a successful Fiafia night school performance as part of Samoan Language week. This performing group was supported on a weekly basis with students from Chanel College.</p> <p>- As part of the 'Wearable Arts' project that all students were involved in, the lead staff members worked with a range of key families gaining advice on the cultural aspects of some of the costumes that have been designed. This was to ensure that they were culturally appropriate and that the children understood the meaning behind the designs.</p> <p>- The process of informing our school community about cultural concert arrangements and ticket sales highlighted the issue that some families who have English as a second language were potentially not understanding school communications. To aide with this:</p> <ul style="list-style-type: none"> <li>- we contacted key families across the different communities to ask for them to check in with friends and whanau.</li> <li>- we also put out communication to check in on friends and families and ensure they knew what the instructions were.</li> </ul> | <p>Continuation of this goal in 2025 to better liaise with and understand the needs of our continued growing range of cultures.</p> |
| <p>Organise and invite cultural groups within our school community to opportunities to discuss and give feedback on:</p> <ul style="list-style-type: none"> <li>- expectations they have for schooling experience</li> <li>- are current schooling practices meeting these expectations</li> <li>- celebrating culture in daily school life</li> </ul> | <p>Both of these helped greatly and were successful in improving ticket sales.</p> <ul style="list-style-type: none"> <li>- Overall the cultural concert was well supported by our families and there was a lot of positive feedback. The concert was able to reflect some of our diverse cultures through dance and also celebrated our cultural identity through the range of wearable arts.</li> <li>- Students were invited to wear traditional cultural dress on the Masterton Community 'Welcoming Day. This was again hugely popular and well supported.</li> </ul> <p>For the first time the school community recognised the celebration of 'Diwali'. This was something that was certainly embraced by our growing Indian community and the children enjoyed being able to share some of their culture at school.</p>                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                     |
| <p>Collect student voice on how cultural diversity can be supported and celebrated in daily school life</p>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                     |
| <p>Investigate &amp; implement ways to promote/ celebrate the diverse range of cultures we have here at school</p>                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                     |

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| <b>Objective 2:</b>                            | Establish a nurturing and supportive Catholic school that enables the growth of each unique individual                                                                                                                                                                                                                                                                                                      | <b>Strategic Goal 6:</b> | To gain a deeper understanding of neurodiverse needs to enable the creation of appropriate programmes, environments & relationships |
| <b>Annual Goal:</b>                            | Teaching and learning programmes and classroom environments are designed to meet the needs of students                                                                                                                                                                                                                                                                                                      |                          | Leader: SEN team                                                                                                                    |
| <b>National Education Learning Priorities:</b> | NELP Objective 1: Learners at the centre – learners with their whanau are at the centre of education (Priority 1&2)<br>NELP Objective 2: Barrier free access – great education opportunities and outcomes are within reach for every learner (Priority 3)<br>NELP-Objective 3: Quality teaching & leadership – quality teaching and leadership make a difference for learners and their whānau (Priority 6) |                          |                                                                                                                                     |
| <b>Measure:</b>                                | Staff have an improved understanding of how to support neurodiverse needs of students and their programmes are suitably adapted                                                                                                                                                                                                                                                                             |                          |                                                                                                                                     |

| Planned Actions                                                                                                                                                                                                             | Evaluation of what actually happened                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Next steps                                                                                                              |
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| <p>Use PB4L data to plan next steps and appropriate adaptations to meet the behavioural and pastoral needs of students. Ensure that restorative practice is at the forefront of this process.</p>                           | <ul style="list-style-type: none"> <li>- The start of 2024 brought the creation of a new SEN team devised from the new leadership team and structure that was in place. The role of SENCO (Special Needs Coordinator) is now being shared across school leaders rather than being assigned to just one person. This was aimed at bringing more informed process of understanding what is happening for children.</li> <li>- Following feedback from learning assistants (LA's) at the end of 2023 we found a way to prioritise time for learning assistants to meet with the teachers they work alongside on a weekly basis. This has also allowed an opportunity for whole school development of our school PB4L processes as we refresh this at the start of a new year at this school gathering.</li> <li>- We continued our journey of looking at restorative practices which are part of our PB4L school programme. At this we hosted the MOE facilitator Cath Forster who introduced the staff to the concept of 'Circles'. This was covered across two staff meetings.</li> <li>- Three staff members attended two training days to become facilitators for Lego based therapy. This was organised by the Masterton Principals cluster and run by Elen Nathan who is an Occupational Therapist based in Napier who has specialised in Sensory Integration, Neurodiversity and is a Master trained LEGO® SERIOUS PLAY® Facilitator. Trail programmes were started using lego therapy and will be continued in 2025.</li> <li>- Andrew Mewett, MOE facilitator, continued his work with the staff from 2023 with a session on understanding Trauma. The session focused upon upskilling staff knowledge and understanding on defining trauma, trauma and neurobiology, attachments and relationships &amp; trauma-responsive behaviour management. This was followed up with a session on understanding ADHD.</li> <li>- RTLB came onboard to work with the whole school staff to look at how we could improve the implementation of knowledge, skills and resources for creating classrooms with a range of neurodiverse needs. This project ended up diving deeply into school processes, systems and relationships. All staff had to be open about their thinking and through staff being vulnerable useful information was sourced.</li> <li>- A key outcome of the RTLB project meant a detailed and clear visual student support process has been created to ensure the needs of our tamariki are met. Initial findings showed that this process worked well but it highlighted that there are also times that the needs of the student means that the level of support needs to be escalated to a higher level. Further discussions on how we do this are to be held.</li> <li>- The school leadership team identified that a school wide focus on reviewing the PB4L system was needed. This was highlighted to ensure we have greater clarification around processes for our Tier 2 and 3 students. With the support of the RTLB team, we identified that we wanted to use a more neuro-sequential model of behaviour management system so that it is more responsive to the growing number of students with diverse needs.</li> <li>- Initial contact was made with Lynda Knight-de Blois, the principal of Cannons Creek School - a school who have successfully overhauled their behaviour management system in this manner. We hope to work with her in 2025 to learn about her school story and design our own process.</li> <li>- In the final term of the year, deep reflection occurred focusing on how we can best support our</li> </ul> | <p>Setting up PLD with Lynda Knight-de Blois for starting our redesign of the school behaviour management process.</p>  |
| <p>Identify professional development that is appropriate for the professional growth of staff in order to meet the needs of our neurodiverse students.</p>                                                                  | <p>Ensuring that new staff and current staff are confident using the new SEN processes in 2025.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Implementing our idea of a nurture type classroom to allow for meeting the needs of students with diverse needs.</p> |
| <p>Establish processes and expectations to ensure that the professional development is implemented at both a class and school wide level.</p>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                         |
| <p>SEN team to establish and implement processes to ensure consistent identification of students and support classroom teachers to make appropriate adaptations to environments, relationships and learning programmes.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                         |

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|  | neuro-diverse learners. This has led to the idea of a nurture type classroom - a room set up for students to have a better opportunity to be themselves and have their needs met. To support this thinking staff visited three schools in the Manawatu that have different versions of this idea. The visits affirmed the direction that we are looking to head in and justified smaller class numbers allowed for a range of personalised learning programmes to meet the learning, social and/or behavioural needs of those students. |
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| <b>Objective 2:</b>                            | Establish a nurturing and supportive Catholic school that enables the growth of each unique individual                                                                                                                                                                                                                                                                                                        | Strategic Goal 7: | Create opportunities for Māori ākonga to achieve success as Māori |
| <b>Annual Goal:</b>                            | Māori giftedness is explored and what this looks like is understood by our community                                                                                                                                                                                                                                                                                                                          |                   | Leader: Kim Teahan (DP) and Philippa Young (WSL)                  |
| <b>National Education Learning Priorities:</b> | NELP Objective 1: Learners at the centre – learners with their whānau are at the centre of education (Priority 1&2)<br>NELP Objective 2: Barrier free access – great education opportunities and outcomes are within reach for every learner (Priority 3)<br>NELP-Objective 3: Quality teaching & leadership – quality teaching and leadership make a difference for learners and their whānau (Priority 5&6) |                   |                                                                   |
| <b>Measure:</b>                                | Staff are able to successfully deliver the Te Puna Reo language programme to their ākonga on a consistent basis                                                                                                                                                                                                                                                                                               |                   |                                                                   |

| Planned Actions                                                                                                                                                                               | Evaluation of what actually happened                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Next steps                                                                                                                           |
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| Use Kahui Ako funded PLD hours with Nathan Riki and Janelle Riki-Waaka to support key staff members to develop a plan of celebrating Maori Giftedness at St Patrick's School.                 | <ul style="list-style-type: none"> <li>- On our teacher's only day we hosted Natahn Riki, who spent time looking at the theme of Maori giftedness with the staff. His presentation focused upon understanding the concept of mana and how to enhance this, equity and bias in education, intergenerational trauma, Maori worldviews, ensuring we hear the voice of our Māori whanau and especially our Māori tamariki and Māori achieving success as Māori. Staff found this enlightening and challenged their thinking on how culture is seen &amp; valued.</li> <li>- Nathan returned to school later that year continuing to work with school leaders looking at the concept of Māori giftedness and how this applies to our school. He met with senior students talking about their role as Māori cultural leaders and what this means to them. As well as holding discussions with staff and students about what they see as important at St Patrick's with a view to using this to write a St Patrick's school haka.</li> <li>- A school haka was drafted using the feedback received from our school staff, students and community. Nathan returned to begin teaching our seniors leaders words and actions. This will need to be continued next year before sharing with the whole school.</li> <li>- Whole staff karakia was introduced to each Monday morning briefing. This aimed at upskilling staff so that they could then teach their classes. This was a successful initiative that will continue in 2025.</li> </ul> | Continue to develop our understanding of what Māori giftedness looks like as we prepare for 2025 (manaakitanga, whanaungatanga etc.) |
| Increase staff understanding of Maori Giftedness and how we can best nurture these values within our classrooms and across the school at St Patrick's School and within our specific culture. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Consider how our reo progressions might look and how this aligns with the NZ histories curriculum as we head towards 2025            |
| Students, staff and community members work with Nathan Riki to write a school haka that reflects our                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |

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| <p>school values and will be a taonga for our school.</p> | <ul style="list-style-type: none"> <li>- As part of our work in the Kahui Ako a video presentation was made to profile our mahi in the tuakana/teina space and how this was evolved. A lot of positive feedback was received that acclaimed the work put into developing this area.</li> <li>- Discussions have started around looking at Te Reo learning progressions and how these might inform our frameworks for ensuring relevant implementation of a curriculum that is mana enhancing. Initial discussions with Nathan Riki and Amy Williams from Fernridge School supported this process. Thinking about how this will align with the Te Puna Reo programme started this year, will need to be looked into for future years.</li> <li>- Throughout the year, staff have been supported in their classroom programmes with resources including karakia, waiata and pūrakau. This helped support our termly Catholic Social Teaching themes as well as events such as Matariki and Parihaka.</li> </ul> |
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# ST PATRICK'S SCHOOL 2024 STUDENT PROGRESS + ACHIEVEMENT



## Student Opportunities & Engagement

During the 2024 school year, tamariki at St. Patrick's school again had the opportunity to be engaged in a wide range of activities that enrich all aspects of the curriculum as well as providing further opportunities for learning, personal growth and social development.

### Whole school opportunities

- Winter & Summer sports teams
- Choir & brass music tuition
- Enviro-Schools group
- EOTC opportunities – including Tough Guy & Gal & Year 6 Camp, & EOTC day trips
- Mihi whakatau, Matariki & Waitangi Day celebrations
- Celebrations of culture
- Book, National Conservation, Bullying Free NZ & Te Reo Maori & International Language celebration weeks
- Overseas cultural trip to Rarotonga

### Leadership opportunities

Our senior leaders have also had the opportunity to learn and practise leadership skills through a range of roles:

- Strength & Kindness Team
- House Captains
- Liturgy Leaders
- Enviro Leaders
- Choir Leaders
- Kapa Haka/ Cultural Leaders
- Office Monitors
- Road Patrollers
- Digital Leaders

| Student Achievement Target: Reading achievement levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                             |
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| Annual Target: To support those students in Years 2 & 3, who are not yet at our school benchmarks in Reading to make where possible accelerated progress                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                             |
| Baseline data: Our baseline data is taken from the 2023 end of year school achievement analysis in which we have identified students who are potentially at risk of not meeting the school benchmarks for reading. At the end of 2023, in Reading 73% of students were achieving at or above the school benchmarks and through analysis, the following groups of students who were identified to be targeted learners in 2024:                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Year 2 students - 15 students (below)</li> <li>Year 3 students - 10 students (below) &amp; 3 students (well below)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                             |
| What we planned to do:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | What happened?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Why did it happen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Where to next?                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Term 1:</b> Teachers identify specific actions for term 1 to meet the identified needs of targeted children.</p> <p><b>End of each term:</b> Teachers evaluate targeted children's progress over the term. Progress and evaluation of what was and wasn't successful is recorded on the document.</p> <p><b>Start of each term:</b> Teachers identify new goals and identify specific actions for the new term to meet the identified needs of the targeted children.</p> <p><b>End of the school year:</b> Analyse end of year data to inform progress and planning for the next year.</p> | <p><b>School-wide data:</b><br/>77% reached the school expected level of achievement for reading in 2024</p> <p><b>Year 2 targeted children (15 below):</b><br/>-13% (2 children) left the school through the year<br/>-26% (4 children) made very accelerated progress and are now above the expected level<br/>-26% (4 children) made accelerated progress and are now at the expected level<br/>-34% (5 children) made the equivalent of one years progress but stayed below the expected level</p> <p><b>Year 3 targeted children (10 below &amp; 3 well below):</b><br/>-16% (2 children) left the school through the year<br/>-23% (3 children) made very accelerated progress and are now above the expected level<br/>-38% (5 children) made accelerated progress and are now at the expected level<br/>-16% (2 children) made the equivalent of one years progress but stayed below the expected level<br/>-8% (1 child) made accelerated progress in their learning to move from well below to below the expected level.</p> | <p>Targeted teacher, teacher-aide support at various times has helped student's progress.</p> <p>This has included:</p> <ul style="list-style-type: none"> <li>Using the MOE phonics based 'Ready to Read' books</li> <li>Small group teacher aide led phonics programme</li> <li>RT-LIT support</li> <li>ESOL language support</li> </ul> <p>The impact of Reading Recovery and Early Literacy Support interventions with two school based teachers were part of the student successes.</p> <p>Implementation of the Better Start Literacy programme across Year 1&amp;2.</p> | <p>Continuation of successful differentiated and individualised learning programmes using support that is available.</p> <p>Continuation of the BSLA Literacy programme across Year 1-3.</p> <p>Refreshing our school Literacy curriculum programme in line with the new NZ curriculum directive of structured literacy and daily one hour of teaching.</p> |

| Student Achievement Target: <b>Writing achievement levels</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Annual Target:</b> To support those students in <b>Years 2, 5 &amp; 6</b> who are not yet at our school benchmarks in Writing, to make where possible accelerated progress                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Baseline data:</b> Our baseline data is taken from the 2023 end of year school achievement analysis in which we have identified students who are potentially at risk of not meeting the school benchmarks for writing. <b>At the end of 2023, in Writing, 62% of students were achieving at or above the school benchmarks and through analysis, the following groups of students who were identified to be targeted learners in 2024:</b>                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Year 2 students - 23 students (below)</li> <li>Year 5 students - 2 students (below) &amp; 8 students (well below)</li> <li>Year 6 students - 9 students (below) &amp; 8 students (well below)</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| What we planned to do:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | What happened?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Why did it happen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Where to next?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Term 1:</b> Teachers identify specific actions for term 1 to meet the identified needs of targeted children.</p> <p><b>End of each term:</b> Teachers evaluate targeted children's progress over the term. Progress and evaluation of what was and wasn't successful is recorded on the document.</p> <p><b>Start of each term:</b> Teachers identify new goals and identify specific actions for the new term to meet the identified needs of the targeted children.</p> <p><b>End of the school year:</b> Analyse end of year data to inform progress and planning for the next year.</p> | <p><b>School-wide data:</b><br/> <b>69%</b> reached the school expected level of achievement for <b>writing</b> in 2024</p> <p><b>Year 2 targeted children (23 below):</b></p> <ul style="list-style-type: none"> <li>- 9% (2 children) left the school through the year</li> <li>- 34% (8 children) made very accelerated progress and are now above the expected level</li> <li>- 22% (5 children) made accelerated progress and are now at the expected level</li> <li>- 26% (6 children) made the equivalent of one years progress but stayed below the expected level</li> <li>- 9% (2 children) regressed in their learning &amp; moved to well below the expected level.</li> </ul> <p><b>Year 5 targeted children (2 below &amp; 8 well below):</b></p> <ul style="list-style-type: none"> <li>- 10% (1 child) left the school mid-way through the year</li> <li>- 10% (1 child) made very accelerated progress and are now above the expected level</li> <li>- 20% (2 children) made accelerated progress and are now at the expected level</li> <li>- 20% (2 children) made accelerated progress and moved from well below to below the expected level</li> <li>- 40% (4 children) stayed well below the expected level</li> </ul> <p><b>Year 6 targeted children (9 below &amp; 8 well below):</b></p> <ul style="list-style-type: none"> <li>- 6% (1 child) left the school through the year</li> <li>- 18% (3 children) made accelerated progress &amp; are now at the expected level</li> <li>- 23% (4 children) made the equivalent of one years progress but stayed below the expected level</li> <li>- 12% (2 children) regressed in their learning &amp; moved to well below the expected level.</li> <li>- 41% (7 children) stayed well below the expected level</li> </ul> | <p>Targeted teacher, teacher-aide support at various times has helped student's progress.</p> <p>This has included:</p> <ul style="list-style-type: none"> <li>- Using the MOE phonics based 'Ready to Read' books</li> <li>- Small group teacher aided phonics programme</li> <li>- RT-LT support</li> <li>- ESOL language support</li> </ul> <p>The Impact of Reading Recovery and Early Literacy Support interventions with two school based teachers were part of the student successes.</p> <p>Implementation of the Better Start Literacy programme across Year 1&amp;2.</p> | <p>Continuation of successful differentiated and individualised learning programmes using support that is available.</p> <p>Continuation of the BSLA Literacy programme across Year 1-3</p> <p>Refreshing our school Literacy curriculum programme and delivery in-line with the new NZ curriculum directive of structured literacy and daily one hour of teaching.</p> <p>Whole staff PLD on teaching writing using Dr Helen Walls using funding from the Masterton Trust Lands Trust new initiative.</p> |

| <b>Student Achievement Target: Maths achievement levels</b><br><b>Annual Target:</b> To support those students in <b>Years 5 &amp; 6</b> , who are not yet at our school benchmarks in Maths, to make where possible accelerated progress                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                    |  |
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| <p><b>Baseline data:</b> Our baseline data is taken from the 2023 end of year school achievement analysis in which we have identified students who are potentially at risk of not meeting the school benchmarks for writing. <b>At the end of 2023, in Maths 78%</b> of students were achieving at or above the school benchmarks and through analysis, the following groups of students who were identified to be targeted learners in 2024:</p> <ul style="list-style-type: none"> <li>• Year 5 students – 16 students (below)</li> <li>• Year 6 students - 21 students (below)</li> </ul>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| What we planned to do:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | What happened?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Why did it happen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Where to next?                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Term 1:</b> Teachers identify specific actions for term 1 to meet the identified needs of targeted children.</p> <p><b>End of each term:</b> Teachers evaluate targeted children's progress over the term. Progress and evaluation of what was and wasn't successful is recorded on the document.</p> <p><b>Start of each term:</b> Teachers identify new goals and identify specific actions for the new term to meet the identified needs of the targeted children.</p> <p><b>End of the school year:</b> Analyse end of year data to inform progress and planning for the next year.</p> | <p><b>School-wide data:</b><br/> <b>79%</b> reached the school expected level of achievement for <b>maths</b> in 2024</p> <p><b>Year 5 targeted children (16 below):</b></p> <ul style="list-style-type: none"> <li>- 7% (1 child) left the school through the year</li> <li>- 7% (1 child) made very accelerated progress and moved from below to above the expected level</li> <li>- 49% (8 children) made accelerated progress &amp; are now at the expected level</li> <li>- 37% (6 children) made the equivalent of one years progress but stayed below the expected level</li> </ul> <p><b>Year 6 targeted children (21 below):</b></p> <ul style="list-style-type: none"> <li>- 5% (1 child) left the school through the year</li> <li>- 13% (3 children) made very accelerated progress and moved from below to above the expected level</li> <li>- 9% (2 children) made accelerated progress &amp; are now at the expected level</li> <li>- 41% (9 children) made the equivalent of one years progress but stayed below the expected level</li> <li>- 32% (6 children) stayed well below the expected level</li> </ul> | <p>Targeted teacher, teacher-aid support at various times has helped student's progress. This has included:</p> <ul style="list-style-type: none"> <li>- Targeted small group work</li> <li>- ESOL language support</li> </ul> <p>The sequential sequence of the PRIME maths programme was effective in supporting students to build on the skills they have learnt over time. This is another year further on in this programme and it seems each year we are seeing improved results.</p> <p>The Year 5&amp;6 cohort again has included a group of students who have historically struggled in maths. They have progressed throughout 2024 but a number of them were still not able to make enough progress to get to the actual benchmark level for their year group.</p> | <p>Continuation of successful differentiated and individualised learning programmes using support that is available.</p> <p>Implementing the refreshed PRIME maths programme including online student support resources.</p> <p>Refreshing our school Maths curriculum programme and delivery in-line with the new NZ curriculum directive of structured maths and daily one hour of teaching.</p> |  |

# Employment Policy Compliance

| Reporting on the principles of being a Good Employer                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How have you met your obligations to provide good and safe working conditions?                                                                                          | <ul style="list-style-type: none"> <li>- working towards upholding the school 'Employer Responsibility Policy' and 'Equal Employment Opportunities' procedures to provide an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</li> </ul>                                                                                                                                                                                                 |
| What is in your equal employment opportunities programme?<br>How have you been fulfilling this programme?                                                               | <ul style="list-style-type: none"> <li>- developing a policy statement and establishing objectives</li> <li>- appointing an EEO representative</li> <li>- consulting with staff to hear any concerns</li> <li>- creating an employee database</li> <li>- encouraging staff to participate in training &amp; career development</li> <li>- programme monitoring through staff meetings &amp; board reports</li> <li>- reviewing employment and personnel policies and processes</li> </ul> |
| How do you practise impartial selection of suitably qualified persons for appointment?                                                                                  | <ul style="list-style-type: none"> <li>- treat current and prospective staff fairly</li> <li>- make decisions based on relevant merit</li> <li>- work to eliminate bias and discrimination.</li> </ul>                                                                                                                                                                                                                                                                                    |
| How are you recognising,<br>- The aims and aspirations of Maori,<br>- The employment requirements of Maori,<br>- Greater involvement of Maori in the Education service? | <ul style="list-style-type: none"> <li>- working towards upholding the principles of Te Tiriti o Waitangi.</li> <li>- consulting with the community</li> <li>- treat current and prospective staff fairly</li> <li>- make decisions based on relevant merit</li> <li>- work to eliminate bias and discrimination.</li> </ul>                                                                                                                                                              |
| How have you enhanced the abilities of individual employees?                                                                                                            | <ul style="list-style-type: none"> <li>- performance management and professional development</li> <li>- acknowledgement of staff achievements</li> <li>- salary units and classroom release time</li> </ul>                                                                                                                                                                                                                                                                               |
| How are you recognising the employment requirements of women?                                                                                                           | <ul style="list-style-type: none"> <li>- treat current and prospective staff fairly</li> <li>- make decisions based on relevant merit</li> <li>- work to eliminate bias and discrimination.</li> </ul>                                                                                                                                                                                                                                                                                    |
| How are you recognising the employment requirements of persons with disabilities?                                                                                       | <ul style="list-style-type: none"> <li>- removing barriers where appropriate to the position applied for</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy |     |    |
|--------------------------------------------------------------------|-----|----|
| Do you operate an EEO programme/policy?                            | YES | NO |
|                                                                    | *   |    |
| Has this policy or programme been made available to staff?         | *   |    |

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

## 2024 Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$4,058. The funding was spent on employing a learning assistant to support participation in school sports during school break-times and encouraging students to join teams.

During the year, children of all ages were given opportunities to participate in a range of both indoor and outdoor sports. Emphasis was given to encouraging both older and younger children to participate. Sports offered included Ripapa-rugby, touch-rugby, rugby, soccer, netball, hockey, mod/softball, t-ball, cricket and dodgeball. Senior Year 4-6 children also had the opportunity to continue to participate in a 'Tough Guy & Gal' event. It has been noticeable that again there is a continuing declining number of children participating in sport again.

## How the school has given effect to Te Tiriti o Waitangi

This information can be found throughout the section 'Statement of Variance' in this report.



# ST PATRICK'S SCHOOL (MASTERTON)

Annual Financial Statements - For the year ended 31 December 2024

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### Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi

# ST PATRICK'S SCHOOL (MASTERTON)

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 3016

**Principal:** Steve Wheeler

**School Address:** 132 Chapel Street

**School Postal Address:** P O Box 2021, Kuripuni, Masterton, 5842

**School Phone:** 06 377 5043

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

**Accountant / Service Provider:**

Education  Services.  
*Dedicated to your school*

## St Patrick's School (Masterton)

### 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.

Alison Philips

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

30/5/25

Date:

Steve Wheeler

Full Name of Principal

[Signature]

Signature of Principal

30/5/25

Date:

**St Patrick's School (Masterton)**  
**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     | 2,433,982        | 2,219,072        | 2,187,912        |
| Locally Raised Funds                                        | 3     | 64,932           | 39,250           | 43,392           |
| Use of Proprietor's Land and Buildings                      |       | 158,336          | 128,856          | 128,856          |
| Interest                                                    |       | 14,678           | 4,000            | 11,277           |
| <b>Total Revenue</b>                                        |       | <b>2,671,928</b> | <b>2,391,178</b> | <b>2,371,437</b> |
| <b>Expense</b>                                              |       |                  |                  |                  |
| Locally Raised Funds                                        | 3     | 22,219           | 17,200           | 7,128            |
| Learning Resources                                          | 4     | 2,132,854        | 1,926,422        | 1,925,830        |
| Administration                                              | 5     | 168,129          | 167,221          | 184,450          |
| Interest                                                    |       | 1,094            | -                | 1,271            |
| Property                                                    | 6     | 301,601          | 299,276          | 314,430          |
| Other Expenses                                              | 7     | 5,088            | -                | 5,093            |
| Loss on Disposal of Property, Plant and Equipment           |       | -                | -                | 1                |
| <b>Total Expense</b>                                        |       | <b>2,630,985</b> | <b>2,410,119</b> | <b>2,438,201</b> |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | <b>40,943</b>    | <b>(18,941)</b>  | <b>(66,764)</b>  |
| Other Comprehensive Revenue and Expense                     |       | -                | -                | -                |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <b>40,943</b>    | <b>(18,941)</b>  | <b>(66,764)</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 Patrick's School (Masterton)**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2024

|                                                      | Notes | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|------------------------------------------------------|-------|----------------------|-------------------------------------|----------------------|
| <b>Equity at 1 January</b>                           |       | 327,800              | 159,836                             | 352,494              |
| Total comprehensive revenue and expense for the year |       | 40,943               | (18,941)                            | (66,764)             |
| Contribution - Furniture and Equipment Grant         |       | 31,771               | -                                   | 42,070               |
| <b>Equity at 31 December</b>                         |       | 400,514              | 140,895                             | 327,800              |
| Accumulated comprehensive revenue and expense        |       | 400,514              | 140,895                             | 327,800              |
| <b>Equity at 31 December</b>                         |       | 400,514              | 140,895                             | 327,800              |

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 Patrick's School (Masterton)**  
**Statement of Financial Position**  
As at 31 December 2024

|                                          |       | 2024           | 2024                        | 2023           |
|------------------------------------------|-------|----------------|-----------------------------|----------------|
|                                          | Notes | Actual<br>\$   | Budget<br>(Unaudited)<br>\$ | Actual<br>\$   |
| <b>Current Assets</b>                    |       |                |                             |                |
| Cash and Cash Equivalents                | 8     | 190,252        | 73,895                      | 119,254        |
| Accounts Receivable                      | 9     | 176,027        | 35,842                      | 119,814        |
| GST Receivable                           |       | 7,485          | 2,824                       | 8,167          |
| Prepayments                              |       | 13,197         | 4,695                       | 4,045          |
| Inventories                              | 10    | 1,910          | 170                         | 3,443          |
| Investments                              | 11    | 125,446        | 104,126                     | 118,284        |
|                                          |       | <u>514,317</u> | <u>221,552</u>              | <u>373,007</u> |
| <b>Current Liabilities</b>               |       |                |                             |                |
| Accounts Payable                         | 14    | 214,737        | 40,359                      | 158,249        |
| Revenue Received in Advance              | 15    | 24,396         | 4,179                       | 12,346         |
| Provision for Cyclical Maintenance       | 16    | 8,400          | 17,798                      | 10,837         |
| Finance Lease Liability                  | 17    | 11,643         | 2,587                       | 7,730          |
|                                          |       | <u>259,176</u> | <u>64,923</u>               | <u>189,162</u> |
| <b>Working Capital Surplus/(Deficit)</b> |       | <u>255,141</u> | <u>156,629</u>              | <u>183,845</u> |
| <b>Non-current Assets</b>                |       |                |                             |                |
| Property, Plant and Equipment            | 12    | 141,622        | 11,820                      | 147,865        |
| Equitable Leasehold Interest             | 13    | 58,349         | -                           | 63,437         |
|                                          |       | <u>199,971</u> | <u>11,820</u>               | <u>211,302</u> |
| <b>Non-current Liabilities</b>           |       |                |                             |                |
| Provision for Cyclical Maintenance       | 16    | 48,786         | 27,554                      | 59,676         |
| Finance Lease Liability                  | 17    | 5,812          | -                           | 7,671          |
|                                          |       | <u>54,598</u>  | <u>27,554</u>               | <u>67,347</u>  |
| <b>Net Assets</b>                        |       | <u>400,514</u> | <u>140,895</u>              | <u>327,800</u> |
| <b>Equity</b>                            |       | <u>400,514</u> | <u>140,895</u>              | <u>327,800</u> |

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

**St Patrick's School (Masterton)**  
**Statement of Cash Flows**  
For the year ended 31 December 2024

|                                                             | Note     | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-------------------------------------------------------------|----------|----------------------|-------------------------------------|----------------------|
| <b>Cash flows from Operating Activities</b>                 |          |                      |                                     |                      |
| Government Grants                                           |          | 770,674              | 674,482                             | 676,847              |
| Locally Raised Funds                                        |          | 54,334               | 39,250                              | 60,763               |
| Goods and Services Tax (net)                                |          | 685                  | -                                   | (3,358)              |
| Payments to Employees                                       |          | (433,166)            | (324,000)                           | (401,947)            |
| Payments to Suppliers                                       |          | (301,542)            | (376,423)                           | (299,034)            |
| Interest Paid                                               |          | (1,094)              | -                                   | (1,271)              |
| Interest Received                                           |          | 14,411               | 4,000                               | 10,675               |
| <b>Net cash from/(to) Operating Activities</b>              |          | <b>104,302</b>       | <b>17,309</b>                       | <b>42,675</b>        |
| <b>Cash flows from Investing Activities</b>                 |          |                      |                                     |                      |
| Purchase of Property Plant & Equipment (and Intangibles)    |          | (48,736)             | (10,000)                            | (57,752)             |
| Purchase of Investments                                     |          | (7,162)              | -                                   | (43,612)             |
| <b>Net cash from/(to) Investing Activities</b>              |          | <b>(55,898)</b>      | <b>(10,000)</b>                     | <b>(101,364)</b>     |
| <b>Cash flows from Financing Activities</b>                 |          |                      |                                     |                      |
| Furniture and Equipment Grant                               |          | 31,771               | 25,000                              | 42,070               |
| Finance Lease Payments                                      |          | (9,177)              | (8,000)                             | (7,301)              |
| Funds Administered on Behalf of Other Parties               |          | -                    | -                                   | 3,801                |
| <b>Net cash from/(to) Financing Activities</b>              |          | <b>22,594</b>        | <b>19,000</b>                       | <b>38,570</b>        |
| <b>Net increase/(decrease) in cash and cash equivalents</b> |          | <b>70,998</b>        | <b>26,309</b>                       | <b>(20,119)</b>      |
| Cash and cash equivalents at the beginning of the year      | 8        | 119,254              | 47,586                              | 139,373              |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>8</b> | <b>190,252</b>       | <b>73,895</b>                       | <b>119,254</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 Patrick's School (Masterton) Notes to the Financial Statements For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### a) Reporting Entity

St Patrick's School (Masterton) (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 16.

*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 12.

**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 17. Future operating lease commitments are disclosed in note 22b.

*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) Inventories**

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

#### **i) 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.

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

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

Improvements (funded by the Board) to buildings owned by the Proprietor or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

|                                          |                         |
|------------------------------------------|-------------------------|
| Furniture and Equipment                  | 5-20 years              |
| Information and Communication Technology | 3-5 years               |
| Library Resources                        | 12.5% Diminishing value |
| Leased Assets held under a Finance Lease | Term of Lease           |

#### **k) 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 a comparison to recent market transactions.

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.

#### **l) 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.

#### **m) 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.

**n) Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

**o) Funds Held In Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**p) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**q) 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.

**r) Financial Instruments**

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

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

The School's financial liabilities comprise accounts payable, 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.

**s) 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.

**t) 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.

**u) Budget Figures**

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

**v) 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

Government Grants - Ministry of Education  
Teachers' Salaries Grants  
Other Government Grants

| 2024             | 2024                  | 2023             |
|------------------|-----------------------|------------------|
| Actual           | Budget<br>(Unaudited) | Actual           |
| \$               | \$                    | \$               |
| 751,265          | 644,730               | 656,971          |
| 1,628,141        | 1,574,342             | 1,509,219        |
| 54,576           | -                     | 21,722           |
| <b>2,433,982</b> | <b>2,219,072</b>      | <b>2,187,912</b> |

## 3. Locally Raised Funds

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

### Revenue

Donations and Bequests  
Fees for Extra Curricular Activities  
Trading  
Fundraising and Community Grants

| 2024          | 2024                  | 2023          |
|---------------|-----------------------|---------------|
| Actual        | Budget<br>(Unaudited) | Actual        |
| \$            | \$                    | \$            |
| 12,482        | 10,000                | 15,752        |
| 9,696         | 4,100                 | 5,611         |
| 9,013         | 11,000                | 10,143        |
| 33,741        | 14,150                | 11,886        |
| <b>64,932</b> | <b>39,250</b>         | <b>43,392</b> |

### Expense

Extra Curricular Activities Costs  
Trading  
Fundraising and Community Grant Costs

| 2024          | 2024                  | 2023         |
|---------------|-----------------------|--------------|
| Actual        | Budget<br>(Unaudited) | Actual       |
| \$            | \$                    | \$           |
| 4,085         | 4,100                 | 5,012        |
| 10,844        | 11,100                | 1,518        |
| 7,490         | 2,000                 | 596          |
| <b>22,219</b> | <b>17,200</b>         | <b>7,126</b> |

Surplus for the year Locally Raised Funds

| 2024          | 2024                  | 2023          |
|---------------|-----------------------|---------------|
| Actual        | Budget<br>(Unaudited) | Actual        |
| \$            | \$                    | \$            |
| <b>42,713</b> | <b>22,050</b>         | <b>36,266</b> |

## 4. Learning Resources

Curricular  
Employee Benefits - Salaries  
Staff Development  
Depreciation

| 2024             | 2024                  | 2023             |
|------------------|-----------------------|------------------|
| Actual           | Budget<br>(Unaudited) | Actual           |
| \$               | \$                    | \$               |
| 102,134          | 101,900               | 84,244           |
| 1,962,135        | 1,773,342             | 1,788,688        |
| 22,545           | 22,500                | 14,936           |
| 46,040           | 28,680                | 37,962           |
| <b>2,132,854</b> | <b>1,926,422</b>      | <b>1,925,830</b> |

## 5. Administration

|                                                | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Audit Fees                                     | 10,430               | 7,196                               | 7,545                |
| Board Fees and Expenses                        | 11,028               | 11,500                              | 7,549                |
| Operating Leases                               | -                    | -                                   | 217                  |
| Other Administration Expenses                  | 39,501               | 42,425                              | 52,147               |
| Employee Benefits - Salaries                   | 83,870               | 90,000                              | 99,919               |
| Insurance                                      | 12,484               | 9,300                               | 10,766               |
| Service Providers, Contractors and Consultancy | 10,816               | 6,800                               | 6,307                |
|                                                | <u>168,129</u>       | <u>167,221</u>                      | <u>184,450</u>       |

## 6. Property

|                                   | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-----------------------------------|----------------------|-------------------------------------|----------------------|
| Consultancy and Contract Services | 44,337               | 38,000                              | 39,479               |
| Cyclical Maintenance              | (2,602)              | 9,570                               | 43,891               |
| Heat, Light and Water             | 18,635               | 16,000                              | 16,659               |
| Rates                             | 5,523                | 6,500                               | 5,037                |
| Repairs and Maintenance           | 37,027               | 59,350                              | 38,835               |
| Use of Land and Buildings         | 158,336              | 128,856                             | 128,856              |
| Employee Benefits - Salaries      | 30,267               | 34,000                              | 32,433               |
| Other Property Expenses           | 10,078               | 7,000                               | 9,240                |
|                                   | <u>301,601</u>       | <u>299,276</u>                      | <u>314,430</u>       |

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

## 7. Other Expenses

|                         | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-------------------------|----------------------|-------------------------------------|----------------------|
| Impairment Loss - Other | 5,088                | -                                   | 5,093                |
|                         | <u>5,088</u>         | <u>-</u>                            | <u>5,093</u>         |

## 8. Cash and Cash Equivalents

|                                                       | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-------------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Bank Accounts                                         | 143,488              | 73,895                              | 74,378               |
| Short-term Bank Deposits                              | 46,764               | -                                   | 44,876               |
| Cash and cash equivalents for Statement of Cash Flows | <u>190,252</u>       | <u>73,895</u>                       | <u>119,254</u>       |

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

Of the \$190,252 Cash and Cash Equivalents, \$24,396 of Revenue Received in Advance is held by the school, as disclosed in note 15.

## 9. Accounts Receivable

|                                            | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|--------------------------------------------|----------------------|-------------------------------------|----------------------|
| Receivables                                | 11,000               | 2,596                               | (2,399,203)          |
| Receivables from the Ministry of Education | 4,116                | -                                   | 2,405,597            |
| Interest Receivable                        | 1,343                | 389                                 | 1,076                |
| Teacher Salaries Grant Receivable          | 159,568              | 32,857                              | 112,344              |
|                                            | <u>176,027</u>       | <u>35,842</u>                       | <u>119,814</u>       |
| Receivables from Exchange Transactions     | 12,343               | 2,985                               | (2,398,127)          |
| Receivables from Non-Exchange Transactions | 163,684              | 32,857                              | 2,517,941            |
|                                            | <u>176,027</u>       | <u>35,842</u>                       | <u>119,814</u>       |

## 10. Inventories

|            | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|------------|----------------------|-------------------------------------|----------------------|
| Stationery | 1,910                | 170                                 | 3,443                |
|            | <u>1,910</u>         | <u>170</u>                          | <u>3,443</u>         |

## 11. Investments

The School's investment activities are classified as follows:

|                          | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset            |                      |                                     |                      |
| Short-term Bank Deposits | 125,446              | 104,126                             | 118,284              |
| Total Investments        | <u>125,446</u>       | <u>104,126</u>                      | <u>118,284</u>       |

## 12. Property, Plant and Equipment

|                                          | Opening<br>Balance<br>(NBV) | Additions     | Disposals | Impairment | Depreciation    | Total (NBV)    |
|------------------------------------------|-----------------------------|---------------|-----------|------------|-----------------|----------------|
| 2024                                     | \$                          | \$            | \$        | \$         | \$              | \$             |
| Furniture and Equipment                  | 107,000                     | 10,583        | -         | -          | (19,869)        | 97,914         |
| Information and Communication Technology | 21,820                      | 14,319        | -         | -          | (11,960)        | 24,179         |
| Leased Assets                            | 14,179                      | 14,895        | -         | -          | (10,572)        | 18,502         |
| Library Resources                        | 4,866                       | -             | -         | -          | (3,839)         | 1,027          |
|                                          | <u>147,865</u>              | <u>39,797</u> | <u>-</u>  | <u>-</u>   | <u>(46,040)</u> | <u>141,622</u> |

The net carrying value of equipment held under a finance lease is \$18,502 (2023: \$14,179)

### 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                 | 2024                        | 2024              | 2023                 | 2023                        | 2023              |
|------------------------------------------|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
|                                          | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|                                          | \$                   | \$                          | \$                | \$                   | \$                          | \$                |
| Furniture and Equipment                  | 287,372              | (189,458)                   | 97,914            | 276,789              | (169,789)                   | 107,000           |
| Information and Communication Technology | 98,232               | (74,053)                    | 24,179            | 83,913               | (62,093)                    | 21,820            |
| Leased Assets                            | 43,756               | (25,254)                    | 18,502            | 23,261               | (9,082)                     | 14,179            |
| Library Resources                        | 42,922               | (41,895)                    | 1,027             | 42,922               | (38,056)                    | 4,866             |
|                                          | <u>472,282</u>       | <u>(330,660)</u>            | <u>141,622</u>    | <u>426,885</u>       | <u>(279,020)</u>            | <u>147,865</u>    |

## 13. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 10-40 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor of the closure of the school.

The major capital works assets included in the equitable leasehold interest are:

|                      | 2024<br>Actual | 2024<br>Budget | 2023<br>Actual |
|----------------------|----------------|----------------|----------------|
|                      | \$             | \$             | \$             |
| All Weather Track    | 3,586          | -              | 3,735          |
| Hall                 | 25,143         | -              | 28,242         |
| Toilet/Kitchen Block | 29,620         | -              | 31,460         |
|                      | <u>58,349</u>  | <u>-</u>       | <u>63,437</u>  |

#### 14. Accounts Payable

|                                       | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Creditors                             | 34,273               | 2,553                               | 19,985               |
| Accruals                              | 16,660               | 3,572                               | 13,642               |
| Employee Entitlements - Salaries      | 159,568              | 32,857                              | 113,527              |
| Employee Entitlements - Leave Accrual | 4,236                | 1,377                               | 11,085               |
|                                       | <u>214,737</u>       | <u>40,359</u>                       | <u>158,249</u>       |

Payables for Exchange Transactions

|                |               |                |
|----------------|---------------|----------------|
| 214,737        | 40,359        | 158,249        |
| <u>214,737</u> | <u>40,359</u> | <u>158,249</u> |

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

|                                    | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|------------------------------------|----------------------|-------------------------------------|----------------------|
| Income in Advanced Holding Account | 17,173               | 4,179                               | 6,635                |
|                                    | 223                  | -                                   | 110                  |
| MOE Grants in Advance              | 7,000                | -                                   | 5,601                |
|                                    | <u>24,396</u>        | <u>4,179</u>                        | <u>12,346</u>        |

#### 16. Provision for Cyclical Maintenance

|                                           | 2024<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-------------------------------------------|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year        | 70,513               | 35,782                              | 29,520               |
| Increase to the Provision During the Year | 13,214               | 9,570                               | 3,930                |
| Use of the Provision During the Year      | (10,725)             | -                                   | (2,898)              |
| Other Adjustments                         | (15,816)             | -                                   | 39,961               |
| Provision at the End of the Year          | <u>57,186</u>        | <u>45,352</u>                       | <u>70,513</u>        |
| Cyclical Maintenance - Current            | 8,400                | 17,798                              | 10,837               |
| Cyclical Maintenance - Non current        | 48,786               | 27,554                              | 59,676               |
|                                           | <u>57,186</u>        | <u>45,352</u>                       | <u>70,513</u>        |

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

## 17. 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<br>Actual | 2024<br>Budget<br>(Unaudited) | 2023<br>Actual |
|--------------------------------------------------|----------------|-------------------------------|----------------|
| No Later than One Year                           | \$ 12,331      | \$ 2,587                      | \$ 7,730       |
| Later than One Year and no Later than Five Years | 5,216          | -                             | 7,671          |
| Future Finance Charges                           | (1,092)        | -                             | -              |
|                                                  | <u>17,455</u>  | <u>2,587</u>                  | <u>15,401</u>  |
| <b>Represented by</b>                            |                |                               |                |
| Finance lease liability - Current                | 11,643         | 2,587                         | 7,730          |
| Finance lease liability - Non current            | 5,812          | -                             | 7,671          |
|                                                  | <u>17,455</u>  | <u>2,587</u>                  | <u>15,401</u>  |

## 18. 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 conditions 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 ( ) 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".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$0 (2023: \$0). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$0 (2023: \$0).

## 19. Remuneration

### Key management personnel compensation

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

|                                                    | 2024<br>Actual<br>\$ | 2023<br>Actual<br>\$ |
|----------------------------------------------------|----------------------|----------------------|
| <b>Board Members</b>                               |                      |                      |
| Remuneration                                       | 4,285                | 4,615                |
| <b>Leadership Team</b>                             |                      |                      |
| Remuneration                                       | 568,885              | 522,392              |
| Full-time equivalent members                       | 4.80                 | 5.00                 |
| <b>Total key management personnel remuneration</b> | <b>573,170</b>       | <b>527,007</b>       |

There are 9 members of the Board excluding the Principal. The Board has held 8 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 including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

|                                                  | 2024<br>Actual<br>\$000 | 2023<br>Actual<br>\$000 |
|--------------------------------------------------|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 150 - 160               | 150 - 160               |
| Benefits and Other Emoluments                    | 4 - 5                   | 3 - 4                   |
| Termination Benefits                             | -                       | -                       |

### Other Employees

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

| Remuneration<br>\$000 | 2024<br>FTE Number | 2023<br>FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110             | 4.00               | 2.00               |
| 110 - 120             | 0.00               | 2.00               |
| 120 - 130             | 1.00               | 0.00               |
|                       | <b>5.00</b>        | <b>4.00</b>        |

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

## 20. 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<br>Actual | 2023<br>Actual |
|------------------|----------------|----------------|
| Total            | \$0            | \$0            |
| Number of People | 0              | 0              |

## 21. 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 liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 22. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$0).

### (b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

## 23. 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<br>Actual<br>\$ | 2024<br>Budget<br>(Unaudited)<br>\$ | 2023<br>Actual<br>\$ |
|-----------------------------|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents   | 190,252              | 73,895                              | 119,254              |
| Receivables                 | 176,027              | 35,842                              | 119,814              |
| Investments - Term Deposits | 125,446              | 104,126                             | 118,284              |

### Total financial assets measured at amortised cost

|         |         |         |
|---------|---------|---------|
| 491,725 | 213,863 | 357,352 |
|---------|---------|---------|

### Financial liabilities measured at amortised cost

|                |         |        |         |
|----------------|---------|--------|---------|
| Payables       | 214,737 | 40,359 | 158,249 |
| Finance Leases | 17,455  | 2,587  | 15,401  |

### Total financial liabilities measured at amortised cost

|         |        |         |
|---------|--------|---------|
| 232,192 | 42,946 | 173,650 |
|---------|--------|---------|

## 24. Events After Balance Date

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

## **St Patrick's School (Masterton)**

### **Members of the Board**

| <b>Name</b>     | <b>Position</b>            | <b>How<br/>Position<br/>Gained</b> | <b>Term<br/>Expired/<br/>Expires</b> |
|-----------------|----------------------------|------------------------------------|--------------------------------------|
| Steve Wheeler   | Principal                  | ex Officio                         |                                      |
| Ali Philips     | Parent Representative      | Elected                            | Jun 2025                             |
| Georgie Mapusua | Parent Representative      | Elected                            | Jun 2025                             |
| Lynton Baird    | Parent Representative      | Elected                            | Jun 2025                             |
| Jenna Katia     | Parent Representative      | Elected                            | Jun 2025                             |
| Jane Cayless    | Staff Representative       | Elected                            | Jun 2025                             |
| Hemi Smiler     | Parent Representative      | Appointed                          | Jun 2025                             |
| Mark Brown      | Proprietors Representative | Elected                            | Jun 2025                             |
| Claire Hills    | Proprietors Representative | Elected                            | Jun 2025                             |
| Michelle Beaver | Proprietors Representative | Elected                            | Jun 2025                             |
| Pa Dennis       | Proprietors Representative | Appointed                          | Jun 2025                             |

## **St Patrick's School (Masterton)**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$3,808 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2024 the St Patrick's School (Masterton) Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



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**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF ST PATRICK SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor St Patrick School (the School). The Auditor-General has appointed me, Geoff Potter, using the staff and resources of BDO Wellington Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 20, that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and *the notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

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



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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 21 to 22, 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.

#### **Other Matter**

The financial statements of the School for the year ended 31 December 2023 were audited by another auditor who expressed an unmodified opinion on those financial statements on 31 May 2024.



**Geoff Potter**  
**BDO WELLINGTON AUDIT LIMITED**  
On behalf of the Auditor-General  
Wellington, New Zealand

