



# ST MARY'S COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

Ministry Number: 50

Principal: Sarah Dwan

School Address: 11 New Street, Ponsonby, Auckland 1011

School Postal Address: PO Box 47003, Ponsonby, Auckland 1144

School Phone: (09) 376 6568

School Email: [eo@stmaryak.school.nz](mailto:eo@stmaryak.school.nz)

#### Members of the Board

Name	Position	How Position Gained
Craig Brownie	Presiding member	Re-elected June 2019
Sarah Dwan	Principal ex Officio	Appointed October 2019
Michael Kwok	Parent Representative	Re-elected June 2019
Shelley Kopu	Parent Representative	Elected June 2019
Ward Kamo	Parent Representative	Elected June 2019
David Yates	Parent Representative	Elected June 2019
Vika Fasavalu	Parent Representative	Elected June 2019
Roly Smoldon	Proprietor Representative	Position commenced Feb 2018
Shyrelle Mitchell	Proprietor Representative	Position commenced May 2020
Frank Godinet	Proprietor Representative	Position commenced May 2020
Katie Bhreatnach	Proprietor Representative	Position commenced Feb 2021
Constance Fraser	Staff Representative	Elected June 2019
Salomia Joby	Student Representative	Elected September 2020

# ST MARY'S COLLEGE

Annual Report - For the year ended 31 December 2021

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# St Mary's College

## Statement of Responsibility

For the year ended 31 December 2021

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

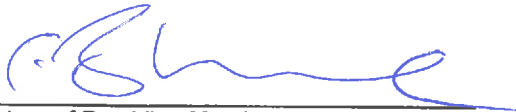
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Craig Brownie

Full Name of Presiding Member



Signature of Presiding Member

7 July 2022

Date:

Sarah Dwan

Full Name of Principal



Signature of Principal

7 July 2022

Date:

# St Mary's College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	8,446,046	7,808,057	8,085,875
Locally Raised Funds	3	1,472,819	1,577,325	1,500,947
Use of Proprietor's Land and Buildings		3,600,000	5,760,000	5,760,000
Interest Income		21,457	20,000	38,009
International Students	4	409,291	491,944	693,324
		<u>13,949,613</u>	<u>15,657,326</u>	<u>16,078,156</u>
<b>Expenses</b>				
Locally Raised Funds	3	436,495	581,715	446,962
International Students	4	252,349	299,199	365,636
Learning Resources	5	8,050,022	7,680,146	7,768,210
Administration	6	757,147	781,301	722,607
Finance		25,288	10,635	10,780
Property	7	4,351,008	6,405,500	6,465,807
Depreciation	11	304,510	281,249	337,365
Loss on Disposal of Property, Plant and Equipment	13	78,778	-	1,967
Amortisation of Intangible Assets	12	2,112	-	2,112
Amortisation of Equitable Leasehold	13	3,751	3,751	3,751
		<u>14,261,460</u>	<u>16,043,496</u>	<u>16,125,197</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>(311,847)</b>	<b>(386,170)</b>	<b>(47,042)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b><u>(311,847)</u></b>	<b><u>(386,170)</u></b>	<b><u>(47,042)</u></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 Mary's College

## Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	251,771	429,791	432,503
Accounts Receivable	9	508,433	324,000	530,242
GST Receivable		12,920	-	-
Prepayments		19,594	3,500	20,056
Investments	10	2,065,869	1,741,000	2,218,927
		<u>2,858,587</u>	<u>2,498,291</u>	<u>3,201,729</u>
<b>Current Liabilities</b>				
GST Payable		-	55,000	39,854
Accounts Payable	14	694,852	470,000	723,638
Revenue Received in Advance	15	302,817	380,000	479,506
Provision for Cyclical Maintenance	16	158,600	60,372	149,242
Finance Lease Liability	17	47,781	-	63,653
Funds held in Trust	18	364,671	532,000	501,584
		<u>1,568,721</u>	<u>1,497,372</u>	<u>1,957,477</u>
<b>Working Capital Surplus/(Deficit)</b>		1,289,866	1,000,919	1,244,253
<b>Non-current Assets</b>				
Equitable Leasehold	13	-	78,778	82,529
Property, Plant and Equipment	11	1,206,653	1,269,133	1,332,411
Intangible Assets	12	2,259	-	4,371
		<u>1,208,912</u>	<u>1,347,911</u>	<u>1,419,311</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	456,492	415,000	317,118
Finance Lease Liability	17	81,050	-	112,764
		<u>537,542</u>	<u>415,000</u>	<u>429,882</u>
<b>Net Assets</b>		<u>1,961,236</u>	<u>1,933,830</u>	<u>2,233,683</u>
<b>Equity</b>		<u>1,961,236</u>	<u>1,933,830</u>	<u>2,233,683</u>

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

# St Mary's College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		2,233,683	2,320,000	2,280,724
Total comprehensive revenue and expense for the year		(311,847)	(386,170)	(47,042)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		39,400	-	-
<b>Equity at 31 December</b>		1,961,236	1,933,830	2,233,683
Retained Earnings		1,961,236	1,933,830	2,233,683
<b>Equity at 31 December</b>		1,961,236	1,933,830	2,233,683

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

# St Mary's College

## Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,166,625	1,953,033	2,101,393
Locally Raised Funds		1,573,832	1,731,325	1,493,173
International Students		153,918	156,944	353,325
Goods and Services Tax (net)		(52,773)	25,000	17,926
Payments to Employees		(2,381,381)	(2,314,778)	(2,221,538)
Payments to Suppliers		(1,545,574)	(1,744,468)	(1,560,489)
Cyclical Maintenance Payments in the year		-	-	(11,615)
Interest Paid		(25,271)	(10,635)	(10,780)
Interest Received		21,814	20,000	42,504
Net cash from/(to) Operating Activities		(88,810)	(183,579)	203,899
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,304
Purchase of Property Plant & Equipment (and Intangibles)		(98,171)	(177,133)	(356,922)
Sale/(Purchase) of Investments		153,058	459,000	(68,923)
Net cash from/(to) Investing Activities		54,887	281,867	(424,541)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		39,400	37,000	-
Finance Lease Payments		(49,296)	(170,000)	69,567
Funds Administered on Behalf of Third Parties		(136,913)	32,000	(57,220)
Net cash from/(to) Financing Activities		(146,809)	(101,000)	12,347
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(180,732)</b>	<b>(2,712)</b>	<b>(208,295)</b>
Cash and cash equivalents at the beginning of the year	8	432,503	432,503	640,799
<b>Cash and cash equivalents at the end of the year</b>	8	<b>251,771</b>	<b>429,791</b>	<b>432,503</b>

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

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

# St Mary's College

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

St Mary's College (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 reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

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

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

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property 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 11.



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

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

#### **Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

#### **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.

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

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

#### **Other Grants**

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 recorded as revenue when their receipt is formally acknowledged by the School.

#### **Interest Revenue**

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

### **d) Finance Lease Payments**

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

### **e) Cash and Cash Equivalents**

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

### **f) Accounts Receivable**

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

### **g) Investments**

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

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

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and equipment	15 years
Information and communication technology	4–5 years
Plant and Machinery	7.5 years
Motor vehicles	10 years
Musical Instruments	5 years
Science and Sports equipment	5 years
Library Resources and Textbooks	12.5% Diminishing value
Leased assets held under a Finance Lease	Term of Lease

## **i) Intangible Assets**

### **Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

### **Non cash generating assets**

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

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

The reversal of an impairment loss is recognised in the surplus or deficit.

**k) Accounts Payable**

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

**l) Employee Entitlements***Short-term employee entitlements*

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

*Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before twelve 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

**m) Revenue Received in Advance**

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

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

**n) 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 Revenue and Expense.

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

**o) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

**p) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

**q) 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.

Borrowings include finance leases for information technology equipment.

**r) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**s) Budget Figures**

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

**t) 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	1,784,379	1,784,930	1,714,428
Teachers' Salaries Grants	6,279,421	5,894,300	5,985,141
Resource Teachers Learning and Behaviour Grants	61,707	41,754	35,231
Other Government Grants	320,539	87,073	351,075
	<u>8,446,046</u>	<u>7,808,057</u>	<u>8,085,875</u>

## 3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	559,370	559,700	576,982
Curriculum related Activities - Purchase of goods and services	310,027	306,815	311,381
Fees for Extra Curricular Activities	282,584	290,000	215,917
Trading	16,530	16,000	18,231
Fundraising & Community Grants	98,372	134,100	198,996
Other Revenue	205,936	270,710	179,440
	<u>1,472,819</u>	<u>1,577,325</u>	<u>1,500,947</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	251,672	297,045	234,320
Trading	7,368	8,000	9,958
Fundraising and Community Grant Costs	281	1,000	1,490
Other Locally Raised Funds Expenditure	177,174	275,670	201,194
	<u>436,495</u>	<u>581,715</u>	<u>446,962</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>1,036,324</u>	<u>995,610</u>	<u>1,053,986</u>

#### 4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	26	26	39
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
International Student Fees	409,291	491,944	693,324
<b>Expenses</b>			
Student Recruitment	51,514	63,127	116,405
Employee Benefit - Salaries	165,150	185,000	190,419
Other Expenses	35,685	51,072	58,813
	252,349	299,199	365,636
<i>Surplus/ (Deficit) for the year International Students</i>	156,942	192,745	327,688

#### 5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	146,220	202,653	196,035
Equipment Repairs	2,501	2,300	3,065
Information and Communication Technology	119,804	199,912	219,896
Library Resources	4,837	5,850	5,279
Employee Benefits - Salaries	7,734,529	7,190,981	7,308,702
Staff Development	37,131	71,750	30,233
Staff Development Scholarship - Overseas travel	5,000	6,700	5,000
	8,050,022	7,680,146	7,768,210

The Board of Trustees Staff Scholarship for Professional Development is awarded to a teacher each year by an appointed panel. This annual scholarship ensures teaching pedagogy at the school is relevant for a 21st Century learning environment. Scholarship recipients provide a collaborative professional development session for the staff and a report is presented to the Board. The Board of Trustees support this initiative as beneficial to the professional development of the staff and provided a 2021 annual budget of \$6,700.

## 6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	11,617	8,814	8,557
Board Fees	5,650	6,250	5,430
Board Expenses	8,812	15,754	8,176
Communication	7,672	12,500	13,088
Consumables	10,357	18,000	15,466
Other	47,740	63,470	52,846
Employee Benefits - Salaries	650,035	618,633	601,319
Insurance	12,940	13,880	12,881
Service Providers, Contractors and Consultancy	2,324	24,000	4,844
	<u>757,147</u>	<u>781,301</u>	<u>722,607</u>

## 7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	201,856	195,500	220,383
Consultancy and Contract Services	15,154	15,500	15,732
Cyclical Maintenance Provision	149,652	65,000	59,833
Grounds	37,355	40,500	50,229
Heat, Light and Water	146,676	120,500	126,355
Repairs and Maintenance	65,484	72,500	102,113
Use of Land and Buildings	3,600,000	5,760,000	5,760,000
Security	24,620	21,000	26,032
Employee Benefits - Salaries	110,211	115,000	105,129
	<u>4,351,008</u>	<u>6,405,500</u>	<u>6,465,807</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 8. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	145,790	25,000	24,782
Short-term Bank Deposits	105,981	404,791	407,721
Cash and cash equivalents for Statement of Cash Flows	<u>251,771</u>	<u>429,791</u>	<u>432,503</u>

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

## 9. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	26,320	24,000	48,662
Receivables from the Ministry of Education	9,662	-	9,648
Interest Receivable	3,797	-	4,154
Teacher Salaries Grant Receivable	468,654	300,000	467,778
	<u>508,433</u>	<u>324,000</u>	<u>530,242</u>
Receivables from Exchange Transactions	30,117	24,000	52,816
Receivables from Non-Exchange Transactions	478,316	300,000	477,426
	<u>508,433</u>	<u>324,000</u>	<u>530,242</u>

## 10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,065,869	1,741,000	2,218,927
Total Investments	<u>2,065,869</u>	<u>1,741,000</u>	<u>2,218,927</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Furniture and Equipment	563,717	1,197	-	-	(86,782)	<b>478,132</b>
Information and Communication Technology	322,406	117,876	(398)	-	(119,558)	<b>320,326</b>
Plant and Machinery	33,229	-	-	-	(8,891)	<b>24,337</b>
Motor Vehicles	34,691	-	-	-	(10,160)	<b>24,532</b>
Leased Assets	98,669	35,244	-	-	(35,181)	<b>98,732</b>
Musical Instruments	6,754	5,213	-	-	(3,382)	<b>8,585</b>
Science and Sports Equipment	32,237	1,800	-	-	(10,282)	<b>23,755</b>
Library and Textbook Resources	240,708	17,819	-	-	(30,274)	<b>228,253</b>
<b>Balance at 31 December 2021</b>	<b>1,332,411</b>	<b>179,149</b>	<b>(398)</b>	<b>-</b>	<b>(304,510)</b>	<b>1,206,653</b>

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	1,534,559	(1,056,428)	<b>478,132</b>	1,533,363	(969,646)	<b>563,717</b>
Information and Communication Technology	948,801	(628,475)	<b>320,326</b>	887,157	(564,750)	<b>322,406</b>
Plant and Machinery	196,474	(172,136)	<b>24,337</b>	196,474	(163,245)	<b>33,229</b>
Motor Vehicles	76,198	(51,667)	<b>24,532</b>	76,198	(41,507)	<b>34,691</b>
Leased Assets	317,618	(218,886)	<b>98,732</b>	397,905	(299,236)	<b>98,669</b>
Musical Instruments	138,846	(130,262)	<b>8,585</b>	133,633	(126,879)	<b>6,754</b>
Science and Sports Equipment	154,553	(130,798)	<b>23,755</b>	152,753	(120,516)	<b>32,237</b>
Library and Textbook Resources	597,727	(369,474)	<b>228,253</b>	579,908	(339,200)	<b>240,708</b>
<b>Balance at 31 December</b>	<b>3,964,776</b>	<b>(2,758,126)</b>	<b>1,206,653</b>	<b>3,957,391</b>	<b>(2,624,979)</b>	<b>1,332,411</b>



## 12. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Total \$
<b>Cost</b>		
Balance at 1 January 2020	34,933	34,933
Additions	-	-
Disposals	-	-
Balance at 31 December 2020 / 1 January 2021	34,933	34,933
Additions	-	-
Disposals	-	-
Balance at 31 December 2021	34,933	34,933
<b>Accumulated Amortisation and impairment losses</b>		
Balance at 1 January 2020	28,450	28,450
Amortisation expense	2,112	2,112
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2020 / 1 January 2021	30,562	30,562
Amortisation expense	2,112	2,112
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2021	32,674	32,674
<b>Carrying amounts</b>		
At 1 January 2020	6,483	6,483
At 31 December 2020 / 1 January 2021	4,371	4,371
At 31 December 2021	2,259	2,259

### Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

### Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2020: \$nil)

## 13. Equitable Leasehold

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 of Trustees interest in capital works asset 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 schedule of the capital works assets. The equitable leasehold interest is amortised over the economic life of the capital works assets involved.

As at 31 December 2021 the Equitable Leasehold interest has been released and the asset written off along with the removal of the final remaining capital works, two Keith Hay classrooms, by the Proprietor, as part of the Mother Benedict building redevelopment.

	2021 Actual \$	2020 Actual \$
Keith Hay Classrooms	-	82,529

#### 14. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	86,082	35,000	211,137
Accruals	5,579	5,000	7,475
Employee Entitlements - Salaries	561,252	400,000	467,778
Employee Entitlements - Leave Accrual	41,939	30,000	37,248
	<u>694,852</u>	<u>470,000</u>	<u>723,638</u>
Payables for Exchange Transactions	694,852	470,000	723,638
	<u>694,852</u>	<u>470,000</u>	<u>723,638</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
International Student Fees in Advance	216,133	365,000	471,506
Other revenue in Advance	86,684	15,000	8,000
	<u>302,817</u>	<u>380,000</u>	<u>479,506</u>

#### 16. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	466,360	466,360	418,142
Increase/ (decrease) to the Provision During the Year	149,652	9,012	59,833
Use of the Provision During the Year	(920)	-	(11,615)
Provision at the End of the Year	<u>615,092</u>	<u>475,372</u>	<u>466,360</u>
Cyclical Maintenance - Current	158,600	60,372	149,242
Cyclical Maintenance - Term	456,492	415,000	317,118
	<u>615,092</u>	<u>475,372</u>	<u>466,360</u>

## 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:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	47,781	-	63,563
Later than One Year and no Later than Five Years	81,050	-	112,764
	<u>128,830</u>	<u>-</u>	<u>176,327</u>
<b>Represented by</b>			
Finance lease liability - Current	47,781	-	63,563
Finance lease liability - Term	81,050	-	112,764
	<u>128,830</u>	<u>-</u>	<u>176,327</u>

## 18. Funds held in Trust

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	364,671	532,000	501,584
	<u>364,671</u>	<u>532,000</u>	<u>501,584</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 19. Related Party Transactions

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

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

The Proprietor of the School, St Mary's College Auckland Limited, is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the 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 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, Proprietor and building contributions and special character donations payable to the Proprietor. The amounts collected in total were \$2,059,800 (2020: \$2,126,613). The 2021 amounts have been impacted by Covid-19 and the reduction of International Students due to border restrictions. 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 \$58,470 (2020: \$62,299).

In addition the school entered into a Service Level Agreement with the Proprietor for the provision of services, including property and half a year of administration, for the amount of \$58,126.

## 20. Remuneration

### Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	5,650	5,430
<i>Leadership Team</i>		
Remuneration	549,319	515,955
Full-time equivalent members	4	4
Total key management personnel remuneration	554,969	521,385

There are 12 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance (2 members), Health and Safety (2 members) and Property (2 members) that meet monthly for Finance meetings and quarterly for the other meetings. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	5 - 6	0 - 5

### Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 126	23	10
	23	10

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

## 21. Compensation and Other Benefits Upon Leaving

There was no 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 (2020 : nil).

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2021** (Contingent liabilities and assets at **31 December 2020**: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

## 23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 24. 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	251,771	429,791	432,503
Receivables	508,433	324,000	530,242
Investments - Term Deposits	2,065,869	1,741,000	2,218,927
Total Financial assets measured at amortised cost	<u>2,826,073</u>	<u>2,494,791</u>	<u>3,181,672</u>

### Financial liabilities measured at amortised cost

Payables	694,852	470,000	723,638
Finance Leases	128,831	-	176,417
Total Financial Liabilities Measured at Amortised Cost	<u>823,683</u>	<u>470,000</u>	<u>900,055</u>

## 25. Events After Balance Date

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

## 26. Comparatives

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

## 27. COVID 19 Pandemic on going implications

### Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

### Reduction in International Students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students.

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF ST MARY'S COLLEGE'S FINANCIAL  
STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of St Mary's College (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, 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 2021, 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 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 8 July 2022. 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.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

*Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.*

*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

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

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board are responsible for the other information. The other information obtained at the date of our report is the St. Mary's College Annual Plan 2021 and Statement of Kiwisport Initiative, 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* issued by the New Zealand Auditing and Assurance Standards Board.

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



Kurt Sherlock  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand



# St. Mary's College Annual Plan 2021

Strategic Goal		Annual Targets			
<p><b>Nurturing the Catholic Faith in the 21<sup>st</sup> Century</b></p> <p>The Catholic Faith and Mercy values lie at the heart of St. Mary's College. They unite and guide us and are reflected in every aspect of school life. We nurture the spiritual dimension of our student in balance with their academic, emotional, social and physical development. We seek to foster an enduring faith that can support and guide our students in what is a rapidly changing world.</p> <ul style="list-style-type: none"> <li>Maintain Mercy charism in a way that is relevant to the 21<sup>st</sup> Century and promotes whanaungatanga and manaakitanga</li> <li>Nurture and enduring faith in students</li> <li>Continue student participation in social outreach</li> <li>Encourage continued student and staff development in Special Character</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Special Character Plan</a></li> <li>Develop whole school focus for 2021 – Maanakitnga/Care for the Poor and Vulnerable (1.1)</li> <li>Continue to provide varied opportunities for all students to undertake service (1.2)</li> <li>Proactive promotion of the involvement of ākongā and their whānau in the faith life of our school community (1.3)</li> <li>Continue to foster student led faith development (1.4)</li> <li>Continued development of the tagged teachers programme (1.5)</li> <li>Continue to develop class mission activities (1.6)</li> <li>To care for creation (1.7)</li> <li>Strengthen relationship with the parish(es)/Eucharistic communities and with the diocese (1.8)</li> <li>Provide PLD that will promote the Catholic word throughout all curriculum areas. (1.9)</li> <li>Foster and encourage opportunities for faith development and participation (1.10)</li> </ul>			
Base Line Data					
2020 Analysis of Variance 2020 Special Character Focus and Action Plan Bishops Letters Catholic Elaborations					
Key Improvement Strategies					
What	When	Who	Indicators of Progress	Progress/Outcomes	Variance and Evaluation
Special Character Action Plan covers 1.2, 1.8 and a number of others					
1.1 Develop whole school focus for 2020 – Manaakitanga/ Care for the	T1-4	MBY/DSA/JWS/ CME SLT Staff Students	<ul style="list-style-type: none"> <li>Mercy Value is unpacked for staff at the start of the year</li> <li>Mercy Value is unpacked for students throughout the year eg all RE Classes will have completed a unit on the value of Manaakitanga.</li> </ul>	See Special Character Action Plan	The Mercy value was well known by students, staff and the wider COLlege by the end of year.

Poor and Vulnerable			<ul style="list-style-type: none"> <li>Liturgies and Eucharistic celebrations reflect the value of Manaakitanga</li> <li>Students actively thinking about how Manaakitanga can be shown in their daily interactions</li> </ul>		
1.2 Continue to provide varied opportunities for all students to undertake service	T1-4	CM Form teachers MBY/DSA/JWS/C ME	<ul style="list-style-type: none"> <li>Identify opportunities for service actions for each individual, class, year level, the school and community</li> <li>Each class has established a connection with a 'service' organisation and has done an activity to support this organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Mission Monday held 29 March</li> <li>Twilight Picnic stalls donated 10% of takings to the missions</li> <li>Many classes have completed their mission activity</li> <li>Not being on site from 17 August limited the service opportunities in the second part of the year. Students were encouraged to give service within their families – with some lovely photo collages produced of particularly the Year 7-8 students carrying this out.</li> </ul>	COVID interrupted plans in the second part of the year.
1.4 Continue to foster student led faith development	T1-4	CM MBY/DSA/JWS/C ME SLT	<ul style="list-style-type: none"> <li>To mentor the Special Character student leaders</li> <li>Supporting the role of the liturgical rep to maintain a faith focus in form classes</li> <li>To support and facilitate the promotion of Servant leader group and the Young Vinnies</li> <li>Provide and encourage opportunities for faith development and participation</li> <li>Foster a connection between students and parishes through increased communication</li> <li>Opportunities for Sacramental preparation</li> </ul>	<ul style="list-style-type: none"> <li>Young Vinnies Leaders recognised at Youth Mass at the Cathedral</li> <li>Sacramental Preparation underway from Term 2. The day before the Confirmation/First Holy Communion Mass the country went into Alert Level 4. The mass was held on 17/2/21 and was a lovely service, despite the restrictions that were in place.</li> <li>Angelus prayed throughout May</li> <li>Catholic Secondary Schools Mass and gathering held at St. Mary's in August – literally the week before lockdown.</li> <li>Student led online rosary throughout October when we were unable to have the whole school on site. This did pose some challenges, but it was lovely</li> </ul>	Very difficult to do when churches were unable to open and masses unable to be celebrated. There were a number of planned actions implemented and a number of new learnings that happened organically but allowed opportunities for student led faith development.

				<p>to see the leading of the rosary distributed between different groups in the school.</p> <ul style="list-style-type: none"> <li>In September, a Year 13 student of the College passed away. Whilst we were unable to gather in person, we were able to open a 'virtual' Chapel on the day we received the news. We celebrated a mass for the student. The community organised whakamoemiti each evening until the student was able to be taken home. Different groups within the community, including various groups of students led this each evening.</li> </ul>	
1.5 Continued development of the tagged teachers programme	T1-4	MBY, DSA, DFA	<ul style="list-style-type: none"> <li>Tagged teachers meetings to grow the capabilities of each of these teachers</li> <li>Information for staff about the role of tagged teachers</li> <li>Induction of new staff</li> <li>Student teachers in RE (due to the difficulty in finding people for RE positions.</li> </ul>	<ul style="list-style-type: none"> <li>Tagged Teachers TEAM active</li> <li>Teachers new to St. Mary's attended the course for Teachers New to Catholic schools and found it helpful.</li> <li>TER student accepted for RE (now employed)</li> <li>Tagged teachers on reflection for key dates of the Catholic Calendar</li> </ul>	Whilst unable to meet in person there were lots of resources shared.
1.6 Continue to develop class mission activities	T1-3	DFA Form Teachers	<ul style="list-style-type: none"> <li>Each form class has the expectation of doing something to support the missions throughout the year.</li> <li>Look at providing a list of Catholic organisations for students to donate to in the first instance</li> <li>Mission Mondays</li> </ul>	See 1.1 and 1.2 above	See above – COVID interruptions.
1.7 To care for creation	T1-4	CME Environmental Group	<ul style="list-style-type: none"> <li>Where possible look for sustainable ways of doing things throughout the school</li> <li>Promote Pope Francis' Laudato 'si</li> </ul>	<a href="#">StaffPLDTerm2 (1).pptx</a> <ul style="list-style-type: none"> <li>Beehives introduced to the College Term 2</li> </ul>	This is going to be an ongoing journey

			<ul style="list-style-type: none"> <li>• Enviro Group</li> </ul>	<ul style="list-style-type: none"> <li>• Enviro Group leading things in School and Year level assemblies</li> <li>• RE department used Laudato Si as their inspiration for Book Week.</li> </ul>	
1.9 Provide PLD that will promote the Catholic word throughout all curriculum areas	T1-4	CME MBY/DSA/JWS/CF A Faculty Leaders	<ul style="list-style-type: none"> <li>• Special character PLD to continue be an integral part of the school PLD programme</li> </ul>	<ul style="list-style-type: none"> <li>• PLD Calendar</li> <li>• Ideas provided as to how concepts can be integrated into teaching programmes.</li> </ul>	In 2021 the PLD programme was suspended while we were in Alert Level 4. It will continue to be a key component of the 2022 calendar.
1.10 Foster and encourage opportunities for faith development and participation (1.10)		CME/MBY/DSA/J WS/CFA SLT All Staff	<ul style="list-style-type: none"> <li>• Prayer focus in form classes</li> <li>• Development of understanding about Māori wairua/spirituality and how it incorporates tikanga Māori, te reo Māori, and karakia into the daily life of our school</li> <li>• Sacramental programme</li> <li>• Programme for students new to Catholic schools developed and implemented 'Halo Club'</li> <li>• Promotion of opportunities both within and outside of school (examples could include Young Vinnies, Faith Formation opportunities and so on)</li> <li>• Utilisation of school communication channels to promote these activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Halo Club underway</li> <li>• Sacramental Preparation underway</li> <li>• Newsletter used to promote these opportunities – reflections and writings from Dora Salesa, Director of Special Character, have very much contributed to this.</li> <li>• The whakamoemiti for our student did give an insight into Tikanga.</li> <li>• Students have been involved in a number of Diocesan opportunities including things such as the Shine TV Christmas Day mass.</li> <li>• Also see 1.4 above</li> </ul>	This is something that will be ongoing.



## St. Mary's College Annual Plan 2021

Strategic Goal	Annual Targets
<p><b>Achieving Academic and Teaching Excellence</b></p> <p>St Mary's College has a reputation for outstanding academic performance. The quality of teaching staff is a key part of this. We are committed to fostering the pursuit of excellence in staff and students and supporting each to realise their potential.</p> <ul style="list-style-type: none"><li>• Pursuit of academic excellence through continual improvement for each student including priority learners</li><li>• Provide a responsive academic programme that is relevant and meets the needs and interests of students</li><li>• Equity of achievement for all Maori, Pasifika and students with special educational needs, including gifted and talented</li><li>• To have outstanding teachers following best practice</li><li>• To continue to support music education as a special feature of our school</li></ul>	<p>2.1 Identified groups will meet the targets set for:</p> <ul style="list-style-type: none"><li>Maori students</li><li>Pasifika students</li><li>Special needs students</li><li>Gifted and Talented students</li><li>International students</li><li>Students at risk of not succeeding</li><li>Students with ability to excel</li></ul> <p>2.3 Current curriculum is reviewed in the light of external NCEA/NELP reviews</p> <p>2.4 Timetable changes (50 period cycle) is implemented and reviewed</p> <p>2.5 Staff use KAMAR effectively to improve learning partnerships.</p> <p>2.6 Teachers continue to develop the skills in e-learning to support students to become independent, active partners in their learning.</p> <p>2.7 Teachers explore share and use strategies identified as successful in improving the achievement of identified student groups, assessment systems to maximise success (including digital assessment) and pedagogy required to develop future focussed programmes.</p> <p>2.8 Teachers continue to be upskilled in culturally responsive pedagogies</p> <p>2.9 Opportunities to continue to develop and promote the music programme as a special feature of St. Mary's College</p>
<b>Key Targets</b>	
<b>NCEA</b>	

UE Pass rate at 92% for all identified groups  
 Level 3 Excellence endorsed certificates to 43%

**Numeracy**

- For 98% of Year 7 students to be at or above level 3 of the NZC in Mathematics
- For 90% of Year 8 students to be at or above Level 4 of the NZC in Mathematics
- For 60% of Year 9 students to be at or above Level 5 of the NZC in Mathematics

**Literacy**

- 90% of Year 8 students to be at or above Level 4 of the NZC in reading and writing
- 85 % of Year 10 students to be at or above Level 5 of the NZC in reading and writing

**Base Line Data**

2020 Analysis of Variance  
 2020 Within School Leaders Reports  
 Feedback from reporting

**Key Improvement Strategies**

What	When	Who	Indicators of Progress	Outcomes	Variance and Evaluation
2.1 Identified groups will meet the targets set for:  Maori students  Pasifika students  Special needs students  Gifted and Talented students  International students  Students at risk of not succeeding	T1-4	Teachers Deans FLs WSL Data WSL CR	<ul style="list-style-type: none"> <li>• Refinement of academic monitoring systems to best meet the needs to students, families, deans, Faculty Leaders</li> <li>• Continuation and further development of senior student mentoring</li> <li>• Teachers making use of KAMAR data around student progress</li> <li>• PLD addresses ways of best meeting the needs of these groups.</li> <li>• Strategies are looked at all levels across the College</li> </ul>	<ul style="list-style-type: none"> <li>• Academic monitoring reviewed – first data out to student in June</li> <li>• KAMAR tips being provided regularly</li> <li>• KAMAR workshops offered as part of PLD programme</li> <li>• Key Competencies PLG</li> </ul>	COVID really has had an impact on these things – both in a positive and negative way. We have had to look at how we reported to students/parents with UEGSs so that there was clear information, but the extended period of Remote Learning did impact on engagement. Students also knew what they needed to achieve and many were happy with that once they got to that point, rather than continuing to improve with exam results as would usually be the case.  There is still work (based on UE results) to be done on Pasifika

Students with ability to excel					<p>student achievement. The lack of in-person contact is potentially a key component of this.</p> <p>There is further work to do in the area of gifted and talented students/students with the ability to excel. Well-being really did become the focus last year. Many who may have sat Scholarship, for example, did not end up sitting and that is fine.</p>
2.2 Current curriculum is reviewed in the light of external NCEA/NELP reviews	T1-3	SLT FL WST Deans	<ul style="list-style-type: none"> <li>• Staff continue to be informed/PLD in these areas</li> <li>• Participation in PPTA TOD around NCEA, trialling strategies</li> <li>• NCEA Mini Pilot in Religious Education</li> <li>• Social Sciences Curriculum Review</li> <li>• Junior curriculum review/refocus/refineYe particularly at Years 9 and 10</li> </ul> <p>NELP</p> <ol style="list-style-type: none"> <li>1. Learner at the Centre</li> <li>2. Barrier Free Access</li> <li>3. Quality teaching and leadership</li> <li>4. Future of work and learning</li> <li>5. World class inclusive public education</li> </ol>	<ul style="list-style-type: none"> <li>• First TOD held 13/5</li> <li>• Mini pilot has completed first assessment, dealt with the difficulties of the Ministry, the changes to programmes and have been accepted to provide a teaching and learning programme</li> <li>• Junior Social Science review continues in light of the Social Sciences refresh and the Aotearoa New Zealand Histories Curriculum – first unit currently being planned.</li> </ul>	<p>The Ministry has extended the roll out of NCEA for a year. Social Sciences continue their preparation for the ANZHC. The RE mini pilot was successful, led by Janet Williams and the RE department and supported by Aneta Dezeote. They will continue in the pilot programme in 2022.</p> <p>There is a lot of work to be done, particularly in terms of systems from an external perspective.</p> <p>Teachers have also expressed interest in being involved in a number of other pilots and we have been accepted into the Chinese language and literacy pilots.</p> <p>We have more staff applying for and a number being accepted into Sector Expert Groups for the NCEA rollout.</p> <p>The NELPs are at the heart of these NCEA changes.</p>



					2022 will be a key year for the development of curriculum. There are four PPTA Teacher Only Days in 2022.
2.3 Timetable changes (50 period cycle) is implemented and reviewed	T1 T3	DP Curriculum TT SLT FL Deans Teacher	<ul style="list-style-type: none"> <li>• Timetable in place for the start of 2020, review held until 2021 due to the impact of COVID-19.</li> <li>• Feedback from students/staff as to the success or otherwise of this</li> <li>• Monitor financial impact of changes</li> <li>• 1 period study skills/careers for Year 11/12 monitored</li> </ul>	<ul style="list-style-type: none"> <li>• Formalised study programme in place for 2021 – careers in Term 1, Financial literacy in T2, study skills in Term 3</li> </ul>	Still to be reviewed No significant change to results so appears to be working. It is slightly more expensive in terms of financials.
2.4 Staff use KAMAR effectively to improve learning partnerships	T1-4	Staff Gleny SLT	<ul style="list-style-type: none"> <li>• This goal continues from 2021 due to the introduction of a 'new' KAMAR in November 2020</li> <li>• Tech tips continue</li> <li>• KAMAR used as main platform for academic monitoring</li> <li>• Continue to explore best practice and other ways of using</li> </ul>	<ul style="list-style-type: none"> <li>• First reports have gone out on KAMAR</li> <li>• KAMAR tips continue</li> <li>• Health and Safety incidents now being logged through KAMAR</li> <li>• Remote Learning and Engagement Reports completed through this system</li> <li>• UEG reports completed through this system.</li> </ul>	Good work happening here – it will never be completed as the system continues to grow and change based on what is happening eg UEGs, Vaccine passes. Staff seem to be able to do more on the system. Accessible remotely which worked well in COVID. Multiple improvement requests sent to KAMAR based on parent/staff feedback. Starting to see some of these changes now. Tip techs around this are very helpful. More work to happen in terms of ensuring parents know how to use the system.
2.5 Teachers continue to develop the skills in e-learning to support students to become independent, active	T1-4	eLearning Lead Team DP Pastoral SLT	<ul style="list-style-type: none"> <li>• Effective structures in place for streamlining of storage in the Cloud</li> <li>• All students/staff using TEAMS to enhance learning (and in case of further period of Remote</li> </ul>	<ul style="list-style-type: none"> <li>• Cloud Migration has occurred</li> <li>• Digital fluency PLD has been accepted</li> <li>• Systems and processes refined again in the two March periods of Remote Learning – TEAMS</li> </ul>	Huge upskilling has happened out of necessity. As with anything this is on a spectrum in terms of teacher use.  The Digital Fluency PLD (funded through Ministry PLD) was very

<p>partners in their learning.</p>			<p>Learning), including for school events such as assemblies.</p> <ul style="list-style-type: none"> <li>• Digital assessment trialled both in teams and for NZQA exams</li> <li>• Turnitin used with senior students for all assessments (where applicable)</li> <li>• Inclusive features of O365 are utilised with students</li> <li>• Digital citizenship continues to be developed</li> </ul>	<p>continues to improve eg breakout rooms in video calls, whiteboard etc.</p> <ul style="list-style-type: none"> <li>• PLD workshops offered for staff</li> <li>• Turnitin through TEAMS implemented</li> </ul>	<p>disappointing. There are not providers that have the skill level in Microsoft/understanding of how secondary schools operate. There is more work that we need to do here. The idea of using an outside provider was so that school staff did not have to do the background work.</p> <p>Year 11 and 12 English students sat L1 and L2 English digitally. This means all Year 11 and 12 students have experience of a digital assessment. Other subjects including Chinese, History, Health have also completed digital assessments.</p> <p>Turnitin through TEAMS utilised, this continues to be an area of development.</p> <p>Some inclusive features of O365 being used.</p> <p>Digital citizenship continues to be promoted – but is ever changing.</p>
<p>2.7 Teachers explore share and use strategies identified as successful in improving the achievement of identified student groups (PLGs), assessment systems to maximise success</p>	<p>T1-4</p>	<p>SLT FLs ASL/WSL eLearning Lead Team Learning Support All Teachers</p>	<ul style="list-style-type: none"> <li>• PLD programme provides opportunities for exploring and sharing strategies</li> <li>• Implementation of PD Committee</li> <li>• WSL leaders use an inquiry process to explore some of these areas.</li> <li>• For 2020 the WSL areas of focus are: Transition in Junior Science, UDL, Key Competencies in Year 7,</li> </ul>	<ul style="list-style-type: none"> <li>• PLD programme is working well – combination of professional learning groups, workshops, time for things like reporting</li> <li>• WSL leaders effectively using inquiry to explore areas</li> <li>• EOTC system refinements are working well.</li> </ul>	<p>Again, developed out of COVID necessity. This will continue to be an ongoing focus.</p>

(including digital assessment) and pedagogy required to develop future focussed programmes.			<p>Culturally Responsive practices, Future Focus</p> <ul style="list-style-type: none"> <li>• Development of pedagogies for a transition to the refurbished MB</li> <li>• NZCER Science assessment is used as part of Kahui Ako work</li> <li>• Learnings from COVID and 2020 implemented into ways of working and planning</li> <li>• EOTC systems and processes are refined to promote the best opportunities for student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of best practice in online staff meetings as to how different aspects of Remote Learning were being addressed in classes – sharings from a wide variety of staff.</li> <li>• Working on MB pedagogy, difficult in the second half of the year when we were not onsite and unable to view the progress in the building. Building itself delayed.</li> </ul>	
2.8 Teachers continued to be upskilled in culturally responsive pedagogies	T1-4	All staff WSL CR Whanau/P asifika Networks	<ul style="list-style-type: none"> <li>• PLD programme provides opportunities for this</li> <li>• Social Sciences continue to review their junior programmes with external support</li> <li>• Query Teachers Council programme to be rolled out</li> <li>• Continued investigation into Kahui AKo Effective Teacher Profile</li> <li>• All staff continue in development of Te Reo Māori and tikanga (as is now expected by Teachers Council)</li> </ul>	<ul style="list-style-type: none"> <li>• Successful session with SLTs through KA to introduce the background to the Effective Teacher Profile.</li> <li>• This was then replicated with all staff to introduce them to the key documents in the May Teacher only Day, using an external facilitator through KA funding.</li> <li>• WSL survey and unpacking as to the different elements of the ETP with staff</li> </ul>	<p>There has been a good up-take of staff wanting to engage in Te Reo Learning. Again, this will be an ongoing journey.</p> <p>Culturally responsive pedagogies will also continue to be developed.</p>
2.9 Opportunities to continue to develop and promote the music programme as a special feature of St. Mary's College	T1-4	Music Staff SLT	<ul style="list-style-type: none"> <li>• Review of current programmes</li> <li>• Opportunities to promote explored further – particularly in an environment where concerts may be difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Year 9 concert held</li> <li>• Senior Music concert scheduled</li> <li>• Participating in Brisbane competition via video</li> <li>• Videos created by the music department.</li> </ul>	<p>A number of major music events were able to be held in 2021, which had not gone ahead in 2020. The videos created were a highlight of this.</p> <p>Full school music concert in Term 3 was able to be held.</p> <p>Formal review not completed.</p>



## St. Mary's College Annual Plan 2021

Strategic Goal

Annual Targets

<p><b>Support Community Involvement</b></p> <p>The St Mary's College community is strong and diverse. We are committed to protecting that diversity and to building relationships to ensure more successful educational outcomes for our students.</p> <ul style="list-style-type: none"> <li>• Increase parent/family/whanau engagement with student learning and school life</li> <li>• Enhance community with our community and place value upon kotahitanga</li> <li>• Reflect and foster the cultural diversity of the St. Mary's community in the school</li> </ul>	<p>3.1 Learning partnerships between students, teachers, parents are strengthened through conversations, eg report evenings</p> <p>3.2 KAMAR (academic monitoring) and reporting system are refined to provide increased sharing of data about students' learning and needs.</p> <p>3.3 Partnership with other schools in the area is explored through the Auckland Central Catholic community of Learning/Kahui Ako community of schools.</p> <p>3.4 Implementation of Cultural Evening changes</p> <p>3.5 Whanau Group and Pasifika Network</p>
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<b>Base Line Data</b>
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2020 Analysis of Variance  
2020 Within School Leaders  
Feedback from reporting

<b>Key Improvement Strategies</b>
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What	When	Who	Indicators of Progress	Outcomes	Variance and Evaluation
<p>3.1 Learning partnerships between students, teachers, parents are strengthened through conversations, eg report evenings</p>	<p>T1-4</p>	<p>SLT Teachers Parents Students</p>	<ul style="list-style-type: none"> <li>• Numbers of families attending interviews</li> <li>• Change to the timing of parent teacher interviews with a day/evening option</li> <li>• Review implementation of reporting changes, refinements actioned</li> <li>• Career development continued through use of Career Central</li> <li>• Opportunities for families to engage with the school – production, Te Reo Mass, Cultural evening</li> </ul>	<ul style="list-style-type: none"> <li>• Term 2 interviews – approximately 3100 interviews and at least 625/777 families involved.</li> <li>• Friday 10-4pm, Wednesday 4-7pm</li> <li>• Families invited to Twilight Picnic, Year 13 Breakfast, Cultural Evening, Year 7 Family mass.</li> <li>• Career Central needs further development (study periods for Year 11-113)</li> <li>• Some opportunities for families to engage. Cultural Evening was fantastic. School Production was sold out for two evenings. Te Reo Mass was scheduled but</li> </ul>	<p>This will need to continue to be a focus, even more so that we were unable to have been, again, unable to gather in the last six months of the year.</p> <p>Through Remote Learning parents have potentially seen more of the classroom than they have before.</p>

				<p>could not proceed due to Alert Level 4.</p> <ul style="list-style-type: none"> <li>Year 13 Prizegiving and the Junior Celebration were live streamed to families in lieu of being able to gather in person for Prizegiving.</li> </ul>	
3.3 Partnership with other schools in the area is explored through the Auckland Central Catholic community of Learning/Kahui Ako community of schools.	T1-4	SDN ADE AST WST Staff	<ul style="list-style-type: none"> <li>KA structures are working effectively at St. Mary's College</li> <li>Profile of KA roles continues to built within the College</li> <li>WSL projects add value to staff professional development and student learning</li> <li>Impact on student learning looked at</li> </ul>	<ul style="list-style-type: none"> <li>KA has had a really positive start to the year – the new AS and WS teams seem to be working well.</li> <li>All WSLs introduced to the College</li> <li>Two PLGs sessions held, staff appear to be enjoying. Good feedback from these.</li> <li>Treaty of Waitangi workshops held</li> </ul>	<p>Limited with other schools – Principal and Across School Leader level is developing well.</p> <p>KA is planning a conference for 2022. Still questions around the impact that we are seeing on student learning as a result of this.</p>
3.4 Implementation of Cultural Evening changes	T1-T2	SLT Teachers Students	<ul style="list-style-type: none"> <li>Carried over from 2020 due to the cancellation of the event due to COVID-19</li> <li>New format and venue confirmed</li> <li>Group processes embedded</li> </ul>	<ul style="list-style-type: none"> <li>Site visits completed</li> <li>Invites out</li> <li>Group processes seem to be smoother this year</li> <li>1600 attendees at Cultural Night</li> </ul>	<p>Interrupted by COVID but so exciting to be able to proceed.</p> <p>There are things that we will change moving forward, but overall very successful.</p>
3.5 Whanau Group and Pasifika Network	T1-4	SLT Teachers	<ul style="list-style-type: none"> <li>Dates for meetings established in Term 1</li> <li>Long term plan for each group</li> <li>Numbers of parents/staff attending is increased</li> <li>Initiatives planned and implemented</li> </ul>	<ul style="list-style-type: none"> <li>Pasifika Network has had to reschedule some meetings</li> <li>Whanau</li> <li>Numbers similar to previous</li> <li>Very successful Twilight Picnic contributions by both groups.</li> <li>Pasifika selling food before Cultural Evening.</li> <li>Kahui Ako Kapa Haka concert held.</li> <li>Pasifika Network assisted to run a variety of events in Term 4 – NCEA Evening, Vaccination</li> </ul>	<p>Lack of face to face interaction made things more challenging in the second half of the year.</p> <p>Each group were able to complete successful events for the benefit of learners and the wider community.</p>

				information session with Dr. Colin Tukuitonga, video presentations and so on.	
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	<b>St. Mary's College Annual Plan 2021</b>	
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Strategic Goal	Annual Targets
<p><b>Supporting Hauora of Students</b></p> <p>St Mary's College supports the holistic development of each student. The college provides support for the spiritual and academic development of students and their emotional, social and physical well-being</p> <ul style="list-style-type: none"> <li>To ensure hauora: wholeness; optimum emotional, spiritual and physical wellbeing of students including cybersafety</li> <li>Provide an environment that encourages hauora</li> <li>Low absenteeism</li> </ul>	<p>4.1 Pastoral Care Action Plan</p> <p>4.2 Sport Development Plan</p> <p>4.3 Celebration of successes in all school activities with the wider school community</p> <p>4.4 Development and implementation of a cyber safety programmes with a focus on social media</p> <p>4.5 Promotion of school's expectation of high attendance to students and school community</p>

Base Line Data
<p>2020 Analysis of Variance</p> <p>Pastoral care data</p> <p>Attendance reporting</p>

Key Improvement Strategies					
What	When	Who	Indicators of Progress	Outcomes	Variance and Evaluation
4.1 Pastoral Care Action Plan	T1-4	EGT SLT Deans Pastoral Care Teachers Learning Support	<ul style="list-style-type: none"> <li>Pastoral Care Action Plan</li> <li>Inclusive environment for all students</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Care Action Plan worked on at each PC meeting</li> <li>Community constable spoke to Year 11 students about social media</li> <li>Keeping ourselves safe with international students</li> </ul>	Many of the items in this plan completed – quite a lot of variation due to COVID, loss of Year 13 student, number of students losing close family members in lockdown.

		International			
4.2 Sport Development Plan	T1-4	Sports SLT Coaches Teachers	<ul style="list-style-type: none"> <li>• Sport Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Sport numbers at similar levels to 2019.</li> <li>• Drop in lacrosse teams to 1</li> <li>• Parent information session worked well to help establish rationale for support and expectations of parents.</li> <li>• Premier Team development – need to work on player expectations and what happens when this is not met.</li> <li>• Winter tournament unable to proceed due to Alert Level 4.</li> </ul>	There have been a number of things identified to work on in 2022.
4.3 Celebration of successes in all school activities with the wider school community	T1-4	SLT Deans FL Teachers	<ul style="list-style-type: none"> <li>• Use of website, newsletter and Facebook pages to promote success to the wider school community</li> <li>• Targeted information to demonstrate to new families why St. Mary's should be the school of choice for their daughters</li> <li>• Use of assemblies to promote success to the student community</li> <li>• Effective methods for collecting stories of success</li> </ul>	<ul style="list-style-type: none"> <li>• Good range of things being</li> <li>• Open Day cancelled due to COVID – video series created by the students was interesting</li> <li>• Limited assemblies in Term 1 due to COVID Alert levels.</li> <li>• Sports and Wellbeing Assembly student run and worked well.</li> <li>• Online assemblies continued in Alert Levels 3 and 4.</li> </ul>	More work to do around promotion of the College and celebration of success. Communication survey with families completed.
4.4 Development and implementation of a cyber safety programmes with a focus on social media	T1-4	EGT SLT Deans Pastoral Care Teachers	<ul style="list-style-type: none"> <li>• See Pastoral Care Action Plan</li> </ul>		See above

4.5 Promotion of school's expectation of high attendance to students and school community	T1-4	SLT Deans Teachers	<ul style="list-style-type: none"> <li>Regular attendance reports generated and analysed</li> <li>Communication with school community through newsletter</li> <li>Targeted actions as required</li> </ul>	<ul style="list-style-type: none"> <li>Families reminded about attendance and overseas trips on the opening of the TransTasman Bubble in the newsletter.</li> <li>Attendance procedures reviewed Term 1</li> </ul>	Due to COVID there were very few international trips in term time. This will continue to be something that is ongoing.
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## St. Mary's College Annual Plan 2021

Strategic Goal			Annual Targets		
<b>Managing Financial Constraints and Resources</b> The school seeks to make decisions about resource allocation transparently and in accordance with the core values of the school. <ul style="list-style-type: none"> <li>Operate prudently in a way that fulfils our charter goals and the NAGs</li> <li>Provide a safe and healthy school environment</li> <li>To have systems and procedures that enable efficient school operations which enhance teaching and learning</li> <li>Ensure physical learning environment is fit for purpose</li> <li>Identify and access external sources of support</li> </ul>			5.1 Continued monitoring of the impact of new Ministry financial guidelines 5.2 Embedding of the processes/procedures of the Health and Safety committee 5.3 Utilising technology infrastructure to ensure that it is meeting needs 5.4 Embedding and review of Care Monkey throughout the School 5.5 MB Refurbishment happens in a safety and organised manner 5.7 Appropriate grants accessed for school use		
Base Line Data					
2020 Analysis of Variance					
2020 Budget					
Key Improvement Strategies					
What	When	Who	Indicators of Progress	Outcomes	Variation and Evaluation
5.1 Monitor impact of new Ministry financial guidelines	T1-4	Executive Officer SLT	<ul style="list-style-type: none"> <li>Collection rates analysed</li> <li>Implications for EOTC</li> <li>COVID Implications for budget</li> </ul>	<ul style="list-style-type: none"> <li>Working very hard with this in terms of ensuring information to parents is clear. (EOTC)</li> </ul>	Collection rates still high. Working on staff understanding of what can/cannot be charged.



5.2 Embedding of the processes/procedures of the Health and Safety committee	T1-4	TRE H&S Committees Staff	<ul style="list-style-type: none"> <li>Regular meetings continue to be held</li> <li>Hazards identified and acted upon</li> <li>Systems further refined</li> <li>All staff upskilled</li> </ul>	<ul style="list-style-type: none"> <li>Two meetings thus far</li> <li>Hazard identified</li> <li>Workshops on Health and Safety for staff</li> </ul>	Processes working well and are now business as usual. Continue to keep up-to-date with changes particularly in terms of COVID/EOTC
5.3 Technology infrastructure to ensure that it is meeting needs	T1-4	SLT	<ul style="list-style-type: none"> <li>Ensuring systems are fit for purpose and being used to their full potential</li> <li>Technology is able to support Remote Learning</li> <li>Phone systems</li> </ul>	<ul style="list-style-type: none"> <li>Phone system upgrade due to removal of copper system</li> <li>Remote Learning working well</li> <li>PLD review of systems and infrastructure not as successful as hoped in terms of developing a plan.</li> </ul>	
5.5 Implementation of Care Monkey throughout the School	T1-4	SLT Teachers Care Monkey Team	<ul style="list-style-type: none"> <li>All students have profiles created</li> <li>Trips being sent to parents via CareMonkey</li> <li>Reduction in admin time</li> <li>Review of the costs/benefits of the system as it up for renewal in 2022</li> </ul>	2021 sitting at 98% All trips going through this process Now business as usual	
5.6 MB refurbishment planning	T2-4	SLT English Social Sciences Technology Learning Support	<ul style="list-style-type: none"> <li>Use of MK is reviewed</li> <li>Key points/needs for redevelopment of MB identified</li> <li>Refurbishment plan in place if required</li> <li>Staff continue to be upskilled in pedagogies and ways of working in FLEs</li> </ul>	Refurbishment plan in place – lots of people teaching/learning in different places within the school	Buidling not complete
5.7 Appropriate grants accessed for school use	T1-4	Development Manager SLT	<ul style="list-style-type: none"> <li>Grants applied for</li> <li>Success rate of grants</li> </ul>	Development Manager left partway through the year. Availability of Grants more limited due to COVID.	COVID impact

				Still working with various organisations to ensure we have the support of the students. MOE funding for a variety of things applied for and successful.	
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**St Mary's College**



## **Statement of Kiwisport Initiative**

For the year ended 31 December 2021

Kiwisport is a Government funding initiative that promotes sport and aims to increase opportunities for school aged students to participate in organized sport. Kiwisport provides funding based on all Years 7 to 13 students at St Mary's College. In the 2021 school year, the school received direct funding through the quarterly operations grant from the Ministry of Education of \$21,618 (excluding GST). This funding was used to employ a fulltime Sports Coordinator.

The 2021 sporting season saw a vast improvement in competition length compared to 2020, until Covid-19 forced the school into lockdown once again over almost all of Terms 3 and 4. Lockdown means that there is a need to ensure that the mental wellbeing of students is looked after, and the Sports Coordinator was instrumental in overseeing and facilitating the student council to deliver physical challenges via social media platforms. As rangatahi are avid users of social media, the uptake was positive with a high number of students and staff participating in activities. Various player development programs were also implemented to ensure that the more serious athletes had the opportunity to develop their skills especially given that competitions were reduced.