



ST MARY'S COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:

50

Principal: Sarah Dwan

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ST MARY'S COLLEGE

Annual Report - For the year ended 31 December 2022

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St Mary's College

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

David Yates

Full Name of Presiding Member

Sarah Dwan

Full Name of Principal



Signature of Presiding Member



Signature of Principal

24/5/23

Date:

24/5/23

Date:

St Mary's College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	8,677,009	8,293,362	8,446,046
Locally Raised Funds	3	1,996,708	1,874,792	1,882,110
Use of Proprietor's Land and Buildings		6,000,000	6,000,000	3,600,000
Interest Income		55,614	60,000	21,457
		16,729,331	16,228,154	13,949,613
Expenses				
Locally Raised Funds	3	827,540	845,909	688,844
Learning Resources	4	8,175,913	8,174,952	8,354,532
Administration	5	787,132	745,030	757,147
Finance		15,272	15,000	25,288
Property	6	6,796,112	6,682,175	4,351,008
Other Expenses	7	2,112	2,112	2,112
Loss on Disposal of Property, Plant and Equipment	11	(376)	-	78,778
Amortisation of Equitable Leasehold	13	-	-	3,751
		16,603,703	16,465,178	14,261,460
Net Surplus / (Deficit) for the year		125,628	(237,024)	(311,847)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		125,628	(237,024)	(311,847)

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	524,154	729,791	251,771
Accounts Receivable	9	675,323	324,000	508,433
GST Receivable		2,570	50,000	12,920
Prepayments		29,385	3,500	19,594
Investments	10	2,888,756	1,441,000	2,065,869
		4,120,187	2,548,291	2,858,587
Current Liabilities				
Accounts Payable	14	957,928	470,000	694,852
Revenue Received in Advance	15	763,194	380,000	302,817
Provision for Cyclical Maintenance	16	174,764	60,372	158,600
Finance Lease Liability	17	44,122	48,778	47,781
Funds held in Trust	18	574,639	532,000	364,671
		2,514,647	1,491,150	1,568,721
Working Capital Surplus/(Deficit)		1,605,540	1,057,141	1,289,866
Non-current Assets				
Property, Plant and Equipment	11	1,135,428	1,161,924	1,206,653
Intangible Assets	12	147	147	2,259
		1,135,575	1,162,071	1,208,912
Non-current Liabilities				
Provision for Cyclical Maintenance	16	547,909	415,000	456,492
Finance Lease Liability	17	59,462	80,000	81,050
		607,371	495,000	537,542
Net Assets		2,133,744	1,724,212	1,961,236
Equity		2,133,744	1,724,212	1,961,236

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,961,236	1,961,236	2,233,683
Total comprehensive revenue and expense for the year		125,628	(237,024)	(311,847)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		46,880	-	39,400
Equity at 31 December		2,133,744	1,724,212	1,961,236
Accumulated comprehensive revenue and expense		2,133,744	1,724,212	1,961,236
Equity at 31 December		2,133,744	1,724,212	1,961,236

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		2,301,666	1,938,362	2,166,625
Locally Raised Funds		1,681,280	1,642,042	1,573,832
International Students		780,956	232,750	153,918
Goods and Services Tax (net)		10,350	(50,000)	(52,773)
Payments to Employees		(1,894,498)	(1,658,725)	(2,381,381)
Payments to Suppliers		(1,568,583)	(1,943,386)	(1,545,574)
Cyclical Maintenance Payments in the year		(53,444)	(60,372)	-
Interest Paid		(15,272)	(15,000)	(25,271)
Interest Received		41,805	60,000	21,814
Net cash from/(to) Operating Activities		1,284,260	145,671	(88,810)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(371,817)	(47,651)	(269,558)
Sale/(Purchase) of Investments		(777,588)	300,000	153,158
Net cash from/(to) Investing Activities		(1,149,405)	252,349	(116,400)
Cash flows from Financing Activities				
Furniture and Equipment Grant		46,880	-	39,400
Finance Lease Payments		(119,320)	(120,000)	(49,296)
Funds Administered on Behalf of Third Parties		209,968	200,000	(136,913)
Net cash from/(to) Financing Activities		137,528	80,000	(146,809)
Net increase/(decrease) in cash and cash equivalents		272,383	478,020	(352,019)
Cash and cash equivalents at the beginning of the year	8	251,771	251,771	432,503
Cash and cash equivalents at the end of the year	8	524,154	729,791	251,771

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 2022

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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are 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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for 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.

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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information. In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

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. Remeasurements are recognised in surplus or deficit in the period in which they arise.

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 the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. The school carries out painting maintenance of the whole school of a 10 year period, the economic outflow of this is dependence on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

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 initially recognised as fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,780,695	1,819,421	1,784,379
Teachers' Salaries Grants	6,375,343	6,355,000	6,279,421
Resource Teachers Learning and Behaviour Grants	49,988	61,520	61,707
Other Government Grants	470,983	57,421	320,539
	<u>8,677,009</u>	<u>8,293,362</u>	<u>8,446,046</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	602,452	600,087	559,370
Curriculum related Activities - Purchase of goods and services	303,677	297,067	310,027
Fees for Extra Curricular Activities	359,990	290,000	282,584
Trading	29,142	16,000	16,530
Fundraising & Community Grants	94,897	99,600	98,372
Other Revenue	284,588	339,288	205,936
International Student Fees	321,962	232,750	409,291
	<u>1,996,708</u>	<u>1,874,792</u>	<u>1,882,110</u>
Expenses			
Extra Curricular Activities Costs	359,794	291,595	251,672
Trading	6,443	8,000	7,368
Fundraising and Community Grant Costs	-	-	281
Other Locally Raised Funds Expenditure	227,640	377,315	177,174
International Student - Student Recruitment	72,656	36,130	51,514
International Student - Employee Benefit - Salaries	124,267	106,339	165,150
International Student - Other Expenses	36,739	26,530	35,685
	<u>827,540</u>	<u>845,909</u>	<u>688,844</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>1,169,168</u>	<u>1,028,883</u>	<u>1,193,266</u>

During the year the School hosted 23 full time equivalent international students (2021:26).

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	177,950	147,794	146,220
Equipment Repairs	12,315	17,500	2,501
Information and Communication Technology	194,471	190,310	119,804
Library Resources	6,721	9,500	4,837
Employee Benefits - Salaries	7,449,792	7,447,124	7,734,529
Staff Development	38,385	66,500	37,131
Staff Development Scholarship - Overseas travel	-	-	5,000
Depreciation	296,279	296,224	304,510
	<u>8,175,913</u>	<u>8,174,952</u>	<u>8,354,532</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,540	9,343	11,617
Board Fees	4,535	6,250	5,650
Board Expenses	17,907	28,503	8,812
Communication	8,052	10,500	7,672
Consumables	12,715	12,000	10,357
Other	53,593	62,987	47,740
Employee Benefits - Salaries	660,726	581,937	650,035
Insurance	13,944	14,510	12,940
Service Providers, Contractors and Consultancy	9,120	19,000	2,324
	<u>787,132</u>	<u>745,030</u>	<u>757,147</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	226,651	215,820	201,856
Consultancy and Contract Services	14,701	15,500	15,154
Cyclical Maintenance Provision	175,502	79,780	149,652
Grounds	33,820	39,750	37,355
Heat, Light and Water	135,191	120,500	146,676
Repairs and Maintenance	68,386	69,500	65,484
Use of Land and Buildings	6,000,000	6,000,000	3,600,000
Security	26,396	23,000	24,620
Employee Benefits - Salaries	115,465	118,325	110,211
	<u>6,796,112</u>	<u>6,682,175</u>	<u>4,351,008</u>

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

7. Other Expenses

	2022 Actual	2022 Budget	2021 Actual
Amortisation of Intangible Assets	2,112	2,112	2,112
	<u>2,112</u>	<u>2,112</u>	<u>2,112</u>

8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	94,843	100,000	145,790
Short-term Bank Deposits	429,311	629,791	105,981
Cash and cash equivalents for Statement of Cash Flows	<u>524,154</u>	<u>729,791</u>	<u>251,771</u>

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

9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	3,736	24,000	26,320
Receivables from the Ministry of Education	27,095	-	9,662
Interest Receivable	17,606	-	3,797
Teacher Salaries Grant Receivable	626,886	300,000	468,654
	<u>675,323</u>	<u>324,000</u>	<u>508,433</u>
Receivables from Exchange Transactions	21,341	24,000	30,117
Receivables from Non-Exchange Transactions	653,981	300,000	478,316
	<u>675,323</u>	<u>324,000</u>	<u>508,433</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,888,756	1,441,000	2,065,869
Total Investments	<u>2,888,756</u>	<u>1,441,000</u>	<u>2,065,869</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	478,132	115,921	-	-	(87,868)	506,185
Information and Communication Technology	320,326	32,810	-	-	(106,594)	246,541
Plant and Machinery	24,337	26,880	-	-	(20,140)	31,077
Motor Vehicles	24,532	-	-	-	(10,159)	14,373
Leased Assets	98,732	24,053	(376)	-	(32,301)	90,107
Musical Instruments	8,585	1,401	-	-	(3,233)	6,752
Science and Sports Equipment	23,755	7,360	-	-	(9,446)	21,669
Library and Textbook Resources	228,253	19,053	-	-	(28,730)	218,576
Balance at 31 December 2022	1,206,653	227,478	(376)	-	(298,472)	1,135,428

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	1,650,480	(1,144,296)	506,185	1,534,559	(1,056,428)	478,132
Information and Communication Technology	1,147,773	(902,180)	245,593	948,801	(628,475)	320,326
Plant and Machinery	223,355	(192,275)	31,079	196,474	(172,136)	24,337
Motor Vehicles	76,198	(51,667)	24,531	76,198	(51,667)	24,532
Leased Assets	173,051	(92,008)	81,042	317,618	(218,886)	98,732
Musical Instruments	140,246	(133,494)	6,752	138,846	(130,262)	8,585
Science and Sports Equipment	161,913	(140,244)	21,669	154,553	(130,798)	23,755
Library and Textbook Resources	616,781	(398,204)	218,576	597,727	(369,474)	228,253
Balance at 31 December	4,189,798	(3,054,370)	1,135,428	3,964,776	(2,758,126)	1,206,653



12. Intangible Assets

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

	Acquired software	Total \$
Cost		
Balance at 1 January 2021	34,933	34,933
Additions	-	-
Disposals	-	-
Balance at 31 December 2021 / 1 January 2022	34,933	34,933
Additions	-	-
Disposals	-	-
Balance at 31 December 2022	34,933	34,933
Accumulated Amortisation and impairment losses		
Balance at 1 January 2021	30,562	30,562
Amortisation expense	2,112	2,112
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2021 / 1 January 2022	32,674	32,674
Amortisation expense	2,112	2,112
Disposals	-	-
Impairment losses	-	-
Balance at 31 December 2022	34,786	34,786
Carrying amounts		
At 1 January 2021	4,371	4,371
At 31 December 2022 / 1 January 2022	2,259	2,259
At 31 December 2022 / 1 January 2022	147	147

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 (2021: \$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.

	2022 Actual \$	2021 Actual \$
Keith Hay Classrooms Amortisation	-	3,751



14. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	255,524	170,000	86,082
Accruals	14,035	-	5,579
Employee Entitlements - Salaries	634,224	300,000	561,252
Employee Entitlements - Leave Accrual	54,146	-	41,939
	<u>957,928</u>	<u>470,000</u>	<u>694,852</u>
Payables for Exchange Transactions	957,928	470,000	694,852
	<u>957,928</u>	<u>470,000</u>	<u>694,852</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
International Student Fees in Advance	675,127	365,000	216,133
Other revenue in Advance	88,067	15,000	86,684
	<u>763,194</u>	<u>380,000</u>	<u>302,817</u>

16. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	615,092	455,964	466,360
Increase to the Provision During the Year	161,025	79,780	149,652
Use of the Provision During the Year	(53,444)	(60,372)	(920)
Provision at the End of the Year	<u>722,673</u>	<u>475,372</u>	<u>615,092</u>
Cyclical Maintenance - Current	174,764	60,372	158,600
Cyclical Maintenance - Non current	547,909	415,000	456,492
	<u>722,673</u>	<u>475,372</u>	<u>615,092</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the school's 10 Year Property plan.

The school's cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year.

17. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	44,122	48,778	47,781
Later than One Year and no Later than Five Years	59,462	80,000	81,050
	<u>103,584</u>	<u>128,778</u>	<u>128,831</u>
Represented by			
Finance lease liability - Current	44,122	48,778	47,781
Finance lease liability - Non current	59,462	80,000	81,050
	<u>103,584</u>	<u>128,778</u>	<u>128,831</u>

18. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	574,639	532,000	364,671
	<u>574,639</u>	<u>532,000</u>	<u>364,671</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 \$2,031,272 (2021: \$2,029,016). The 2022 and 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 is \$2,227 (2021: \$58,470).

In addition there is a Service Level Agreement with the Proprietor for the provision of Administrative and Property services. The Board of Trustees held \$85,678 (2021: \$71,062) of Property funds on behalf of the Proprietor.



20. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
Board Members Remuneration	4,535	5,650
Leadership Team Remuneration	555,984	549,319
Full-time equivalent members	4	4
Total key management personnel remuneration	560,519	554,969

There are 11 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 (3 members), Health and Safety (2 members) and Property (2 members) that meet monthly for Finance meetings and throughout the year 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	5 - 6	5 - 6

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	13	19
110-120	3	1
120-130	3	3
	19	23

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 (2021 : nil).



22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

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

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

Additional funding wash up payment:
In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. The payment received in 2022 is estimated and so the amount is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asst) and income in its financial statement. The payment is expected to be received in July 2023.

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

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Cash and Cash Equivalents	524,154	729,791	251,771
Receivables	675,323	324,000	508,433
Investments - Term Deposits	2,888,756	1,441,000	2,065,869
Total Financial assets measured at amortised cost	4,088,233	2,494,791	2,826,073

Financial liabilities measured at amortised cost

Payables	957,928	470,000	694,852
Finance Leases	103,584	128,778	128,831
Total Financial Liabilities Measured at Amortised Cost	1,061,512	598,778	823,683

25. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF ST MARY'S COLLEGE'S FINANCIAL
STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

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 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 24 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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.

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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 arise 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 2021/2022, Statement of Kiwisport Initiative, and St. Mary's College Statement of Compliance with Employment Policy 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 2021/22

Strategic Goal	Annual Targets
<p>Nurturing the Catholic Faith in the 21st Century</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"> Maintain Mercy charism in a way that is relevant to the 21st Century and promotes whanaungatanga and manaakitanga Nurture and enduring faith in students Continue student participation in social outreach Encourage continued student and staff development in Special Character 	<ul style="list-style-type: none"> Special Character Plan Develop whole school focus for 2021 – Maanakitanga/Care for the Poor and Vulnerable (1.1) Continue to provide varied opportunities for all students to undertake service (1.2) Proactive promotion of the involvement of ākongā and their whānau in the faith life of our school community (1.3) Continue to foster student led faith development (1.4) Continued development of the tagged teachers programme (1.5) Continue to develop class mission activities (1.6) To care for creation (1.7) Strengthen relationship with the parish(es)/Eucharistic communities and with the diocese (1.8) Provide PLD that will promote the Catholic word throughout all curriculum areas. (1.9) Foster and encourage opportunities for faith development and participation (1.10)

Base Line Data
<p>2020 Analysis of Variance</p> <p>2020 Special Character Focus and Action Plan</p> <p>Bishops Letters</p> <p>Catholic Elaborations</p>


Key Improvement Strategies							
What	When	Who	Indicators of Progress	Progress/Outcomes	Variance and Evaluation	2022 Continuation	Variance and Evaluation
Special Character Action Plan covers 1.2, 1.8 and a number of others							
1.1 Develop whole school focus for 2021 – Manaakitanga/Care for the Poor and Vulnerable	T1-4	MBY/DSA/JWS/ CME SLT Staff Students	<ul style="list-style-type: none"> Mercy Value is unpacked for staff at the start of the year Mercy Value is unpacked for students throughout the year eg all RE Classes will have completed a unit on the value of Manaakitanga. Liturgies and Eucharistic celebrations reflect the value of Manaakitanga Students actively thinking about how Manaakitanga can 	See Special Character Action Plan	The Mercy value was well known by students, staff and the wider College by the end of year.	<p>Mercy Value for 2022 is Whakamanuhiri/Hospitality.</p> <p>Staff PLD has happened at TOD, reiterated through RE, assembly messages.</p> <p>Being unable to have parents on site in Term 1, the new students all took home a tea bag with an explanation of the value</p>	<p>Whole school focus is well developed – the method of staff/whole school/RE classes works well.</p> <p>What needs to happen next is a more explicit link to how the Mercy Value comes from Gospel Values (Special Character Review)</p>

			be shown in their daily interactions			<p>PLD continued throughout the year. Students could discuss the value, it's meaning and how they were/could implement it.</p> <p>Faculties planned for and then reviewed how they embedded the Mercy value into their learning programmes through the Student Achievement Report.</p>	
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"> Identify opportunities for service actions for each individual, class, year level, the school and community Each class has established a connection with a 'service' organisation and has done an activity to support this organisation. 	<ul style="list-style-type: none"> Mission Monday held 29 March Twilight Picnic stalls donated 10% of takings to the missions Many classes have completed their mission activity 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. 	COVID interrupted plans in the second part of the year.	<p>Year 12 Service Programme is underway – back to 20 hours of service for the year.</p> <p>Mission Monday scheduled for Term 2. Some Mission Efforts happened in a controlled way in Term 1.</p> <p>High numbers of student coaches. (See 20 May newsletter)</p>	<p>All Year 12 students completed the programme. (Some persuasion required, it is something that we look at for leadership but for those that did wish to pursue leadership positions it is linked to other Year13 expectations).</p> <p>The next step is to bring back the Service retreat. It was decided in 2022 to give the students an overnight retreat experience given they missed retreat in 2021, there was also uncertainty around whether primary schools would want lots of extra people involved.</p> <p>2023 Year 10 service programme also to be implemented. Chance to work alongside senior students but also to give back.</p> <p>Totals raised for missions?</p>

1.4 Continue to foster student led faith development	T1-4	CM MBY/DSA/JWS/C ME SLT	<ul style="list-style-type: none"> To mentor the Special Character student leaders Supporting the role of the liturgical rep to maintain a faith focus in form classes To support and facilitate the promotion of Servant leader group and the Young Vinnies Provide and encourage opportunities for faith development and participation Foster a connection between students and parishes through increased communication Opportunities for Sacramental preparation 	<ul style="list-style-type: none"> Young Vinnies Leaders recognised at Youth Mass at the Cathedral 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. Angelus prayed throughout May Catholic Secondary Schools Mass and gathering held at St. Mary's in August – literally the week before lockdown. 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 to see the leading of the rosary distributed between different groups in the school. 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 	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>Eucharistic Ministers trained Young Vinnies underway – leaders attended regional camp in Term 1 holidays. Numbers at Young Vinnies Thursday mass were very low. Sacramental Liturgy held (postponed from 2021).</p> <p>Ash Wednesday had to be held on line but we were able to celebrate Mercy Day and Thanksgiving Retreat at the Cathedral.</p> <p>Angelus prayed in both May and October</p> <p>All Year levels got a Retreat</p> <p>Te Reo Maori mass held for the first time (through Kahui Ako)</p>	<p>Again, an area for potential development identified from Special Character Review. From this we have started having Student Leaders reflect on the Gospel and their faith as part of liturgies – for example at the Assumption Day liturgy Mary's journey was compared to Love Island! (It did actually work and the students enjoyed it).</p> <p>Whilst we did not achieve this in 2022 there are plans to have students reflecting on their own faith journey on a more regular basis.</p>
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				student was able to be taken home. Different groups within the community, including various groups of students led this each evening.			
1.5 Continued development of the tagged teachers programme	T1-4	MBY, DSA, DFA	<ul style="list-style-type: none"> Tagged teachers meetings to grow the capabilities of each of these teachers Information for staff about the role of tagged teachers Induction of new staff Student teachers in RE (due to the difficulty in finding people for RE positions. 	<ul style="list-style-type: none"> Tagged Teachers TEAM active Teachers new to St. Mary's attended the course for Teachers New to Catholic schools and found it helpful. TER student accepted for RE (now employed) Tagged teachers on reflection for key dates of the Catholic Calendar 	Whilst unable to meet in person there were lots of resources shared.	Documentation being reviewed in 2022. Always information being posted on the Tagged Teachers Team. At the Special Character Review, it was confirmed that part timers can count towards our tagged teacher numbers – whilst our non-permanent and part time staff have always been involved in the programme but this is another way that we have met the compliance side of things.	This is an areas that seems to keep growing in the school with each person bringing something different. A key component is that we get people to the meetings who are not tagged teachers but want to continue to be involved. Each Faculty has a tagged teacher in it (with the exception of Technology and Commerce) which does help. 3/7 deans are also tagged as is the Lead Counsellor.
1.6 Continue to develop class mission activities	T1-3	DFA Form Teachers	<ul style="list-style-type: none"> Each form class has the expectation of doing something to support the missions throughout the year. Look at providing a list of Catholic organisations for students to donate to in the first instance Mission Mondays 	See 1.1 and 1.2 above	See above – COVID interruptions.	See 1.1 and 1.2 Please not there was no Campus Minister for half the year.	Mission Mondays were back in 2022, which is a great way of students being able to do thier mission events. There is a list of Catholic organisations provided and with a new Campus Minister for 2023 she is gorwing how these are promoted with students.
1.7 To care for creation	T1-4	CME Environmental Group	<ul style="list-style-type: none"> Where possible look for sustainable ways of doing things throughout the school Promote Pope Francis' Laudato 'si 	StaffPLDTerm2 (1).pptx <ul style="list-style-type: none"> Beehives introduced to the College Term 2 	This is going to be an ongoing journey	Enviro Group in action in 2022. Discussions with tuckshop about packaging. Rubbish still an issue throughout the College	This can continue to be built on.

			<ul style="list-style-type: none"> Enviro Group 	<ul style="list-style-type: none"> Enviro Group leading things in School and Year level assemblies RE department used Laudato Si as their inspiration for Book Week. 		Sustainability looked at as part of WSL role.	
1.9 Provide PLD that will promote the Catholic word throughout all curriculum areas	T1-4	CME MBY/DSA/JWS/CFA Faculty Leaders	<ul style="list-style-type: none"> Special character PLD to continue be an integral part of the school PLD programme 	<ul style="list-style-type: none"> PLD Calendar Ideas provided as to how concepts can be integrated into teaching programmes. 	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.	PLD restarted with the 'Ask a Catholic' presentation. This was valuable for all staff. The tagged Teachers/RE department reiterated that they are happy to assist any learning area with their programmes/questions.	Each term there is a Special Character PLD for all staff. This is a key part of the calendar. Something that was again noted in the Special Character Review.
1.10 Foster and encourage opportunities for faith development and participation (1.10)		CME/MBY/DSA/JWS/CFA SLT All Staff	<ul style="list-style-type: none"> Prayer focus in form classes 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 Sacramental programme Programme for students new to Catholic schools developed and implemented 'Halo Club' Promotion of opportunities both within and outside of school (examples could include Young Vinnies, Faith Formation opportunities and so on) Utilisation of school communication channels to promote these activities. 	<ul style="list-style-type: none"> Halo Club underway Sacramental Preparation underway Newsletter used to promote these opportunities – reflections and writings from Dora Salesa, Director of Special Character, have very much contributed to this. The whakamoemiti for our student did give an insight into Tikanga. Students have been involved in a number of Diocesan opportunities including things such as the Shine TV Christmas Day mass. Also see 1.4 above 	This is something that will be ongoing.	<p>Thursday lunchtime masses have restarted in Term 2.</p> <p>Year 11,12 and 13 will all have an overnight retreat this year.</p> <p>We have prioritised retreats on the College calendar for students.</p> <p>Students have been invited to various events such as the Bishops' Inaugural Mass, Shine TV masses, youth masses and so on. Attempting to share these as widely as possible.</p> <p>Spiritus – five staff attended this in order to look at new ways of evangelisation</p> <p>Student led reflections on the Gospel</p>	<p>Thursday lunchtime mass participation was varied in terms of numbers. There needs to be some initiatives in 2023 to promote this.</p> <p>Ideas from Spiritus to be implemented in 2023 (Special Character Action Plan) - the programme actually only finished in November. We had several small group leaders from the College.</p>

		St. Mary's College Annual Plan 2021/2022	
Strategic Goal		Annual Targets	
Achieving Academic and Teaching Excellence St Mary's College has a reputation for outstanding academic performance. The		2.1 Identified groups will meet the targets set for:	

<p>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"> Pursuit of academic excellence through continual improvement for each student including priority learners Provide a responsive academic programme that is relevant and meets the needs and interests of students Equity of achievement for all Maori, Pasifika and students with special educational needs, including gifted and talented To have outstanding teachers following best practice To continue to support music education as a special feature of our school 	<p>Maori students</p> <p>Pasifika students</p> <p>Special needs students</p> <p>Gifted and Talented students</p> <p>International students</p> <p>Students at risk of not succeeding</p> <p>Students with ability to excel</p> <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>
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Key Targets

NCEA

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	2022	Variance and Evaluation
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<p>2.1 Identified groups will meet the targets set for:</p> <p>Maori students</p> <p>Pasifika students</p> <p>Special needs students</p> <p>Gifted and Talented students</p> <p>International students</p> <p>Students at risk of not succeeding</p> <p>Students with ability to excel</p>	T1-4	<p>Teachers</p> <p>Deans</p> <p>FLs</p> <p>WSL</p> <p>Data</p> <p>WSL CR</p>	<ul style="list-style-type: none"> Refinement of academic monitoring systems to best meet the needs to students, families, deans, Faculty Leaders Continuation and further development of senior student mentoring Teachers making use of KAMAR data around student progress PLD addresses ways of best meeting the needs of these groups. Strategies are looked at all levels across the College 	<ul style="list-style-type: none"> Academic monitoring reviewed – first data out to students in June KAMAR tips being provided regularly KAMAR workshops offered as part of PLD programme Key Competencies PLG 	<p>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.</p> <p>There is still work (based on UE results) to be done on Pasifika 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>	<p>Senior Academic monitoring is underway – involving SLT and Senior Deans.</p> <p>More regular progress reports to parents instigated from Term 2 (snapshot reporting).</p> <p>More information about student achievement being recorded in KAMAR (eg reasons for NA results), to help look at the bigger picture of achievement.</p> <p>Baseline testing in the junior school shows a higher number of learners at a lower level of the curriculum. STEPS licenses purchased as a first step.</p> <p>A number of faculties are setting up monitoring processes for junior students (e.g. SOS kōkano program)</p> <p>Students are provided with NCEA tracking sheets from Term 2 onwards so that they can self-monitor and set goals.</p>	<p>Academic monitoring has continued with processes being refined eg recording of Not Achieved reasons. 2023 there will be sections on KAMAR for teachers to see who is in danger of not achieving. Aspects extended to the junior school eg recording of reasons for NOT Achieved.</p> <p>Termly Progress Report sent to parents, good information, useful from a pastoral perspective as well so will continue.</p> <p>Pasifika student UE to be a focus in 2023. Ensuring students know what they need to achieve. PILOT programme helping with this.</p> <p>ALIM and ALLIS for 2023 to help with lower levels of students coming in.</p> <p>Need to have a focus at Year 9 and 10 to establish good routines, high expectations and ensuring students are understanding.</p> <p>Student Achievement Report</p>
<p>2.2 Current curriculum is reviewed in the light of external NCEA/NELP reviews</p>	T1-3	<p>SLT</p> <p>FL</p> <p>WST</p> <p>Deans</p>	<ul style="list-style-type: none"> Staff continue to be informed/PLD in these areas Participation in PPTA TOD around NCEA, trialling strategies NCEA Mini Pilot in Religious Education Social Sciences Curriculum Review Junior curriculum review/refocus/refineYe particularly at Years 9 and 10 <p>NELP</p> <p>1. Learner at the Centre</p>	<ul style="list-style-type: none"> First TOD held 13/5 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 Junior Social Science review continues in light of the Social Sciences refresh and the Aotearoa New Zealand Histories Curriculum – first unit currently being planned. 	<p>The Ministry has extended the roll out of NCEA for a year.</p> <p>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 Dezoete. 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>Teacher only days have continued. We have work to do in mapping how literacy/numeracy/M/P world views are integrated across the curriculum rather than the same things being taught at repeated times.</p> <p>RE/Chinese/Literacy pilots are underway.</p> <p>We have begun to map the junior curriculum to</p>	<p>Any variance here is due to changes being pushed out from the Ministry/NCEA or lack of information from the above.</p> <p>This is an area of concern, simply because of the level of work required.</p>

			<ul style="list-style-type: none"> 2. Barrier Free Access 3. Quality teaching and leadership 4. Future of work and learning 5. World class inclusive public education 		<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. We have more staff applying for and a number being accepted into Sector Expert Groups for the NCEA rollout. The NELPs are at the heart of these NCEA changes. 2022 will be a key year for the development of curriculum. There are four PPTA Teacher Only Days in 2022.</p>	<p>see the strengths and gaps – focus on Year 9.</p> <p>Curriculum mapping project undertaken in the junior school.</p> <p>Social Sciences draft released incorporating ANZHC.</p> <p>RE, Chinese and literacy pilots completed.</p>	
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"> • Timetable in place for the start of 2020, review held until 2021 due to the impact of COVID-19. • Feedback from students/staff as to the success or otherwise of this • Monitor financial impact of changes • 1 period study skills/careers for Year 11/12 monitored 	<ul style="list-style-type: none"> • Formalised study programme in place for 2021 – careers in Term 1, Financial literacy in T2, study skills in Term 3 	<p>Still to be reviewed</p> <p>No significant change to results so appears to be working.</p> <p>It is slightly more expensive in terms of financials.</p>	<p>Study has been renamed as Future Focus Periods for 2022 to try and change student/staff mind set.</p> <p>Two periods per term focusing on the same skills as in 2021 – Careers, financial literacy, study skills.</p> <p>Timetable review to happen – but need an uninterrupted year to see the full extent of the changes that were put in place for 2020 (prior to arrival of SDN).</p>	<p>Some Faculties would still like review. It makes sense to do this once we have all the information about curriculum refreshes and NCEA is implemented.</p> <p>FFP changes have been positive.</p>
2.4 Staff use KAMAR effectively to improve learning partnerships	T1-4	Staff Gleny SLT	<ul style="list-style-type: none"> • This goal continues from 2021 due to the introduction of a 'new' KAMAR in November 2020 • Tech tips continue • KAMAR used as main platform for academic monitoring • Continue to explore best practice and other ways of using 	<ul style="list-style-type: none"> • First reports have gone out on KAMAR • KAMAR tips continue • Health and Safety incidents now being logged through KAMAR • Remote Learning and Engagement Reports completed through this system • UEG reports completed through this system. 	<p>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.</p> <p>Staff seem to be able to do more on the system.</p> <p>Accessible remotely which worked well in COVID.</p> <p>Multiple improvement requests sent to KAMAR</p>	<p>Pre-enrolment completed online through KAMAR this year.</p> <p>Reminders/tips to staff about how to use the different functions.</p> <p>Trying to increase parent engagement with putting the video up onto KAMAR.</p> <p>Academic Monitoring happens through KAMAR.</p>	<p>Staff use of KAMAR continues to improve.</p> <p>Pre-enrolment information entirely on KAMAR for 2023.</p> <p>Information going onto the portal.</p>

					<p>based on parent/staff feedback. Starting to see some of these changes now.</p> <p>Tip techs around this are very helpful.</p> <p>More work to happen in terms of ensuring parents know how to use the system.</p>	Targets PLD for various groups eg Deans, Faculty Leaders, Support Staff	
2.5 Teachers continue to develop the skills in e-learning to support students to become independent, active partners in their learning.	T1-4	eLearning Lead Team DP Pastoral SLT	<ul style="list-style-type: none"> • Effective structures in place for streamlining of storage in the Cloud • All students/staff using TEAMS to enhance learning (and in case of further period of Remote Learning), including for school events such as assemblies. • Digital assessment trialled both in teams and for NZQA exams • Turnitin used with senior students for all assessments (where applicable) • Inclusive features of O365 are utilised with students • Digital citizenship continues to be developed 	<ul style="list-style-type: none"> • Cloud Migration has occurred • Digital fluency PLD has been accepted • Systems and processes refined again in the two March periods of Remote Learning – TEAMS continues to improve eg breakout rooms in video calls, whiteboard etc. • PLD workshops offered for staff • Turnitin through TEAMS implemented 	<p>Huge upskilling has happened out of necessity. As with anything this is on a spectrum in terms of teacher use.</p> <p>The Digital Fluency PLD (funded through Ministry PLD) was very 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>ELearning faculty representatives continues.</p> <p>Dual learning for COVID was challenging but saw a number of learning areas approach things with innovation. Maths and RE we particularly good at running lessons from home for those teachers who may have been self-isolating.</p> <p>All digital NCEA assessments implemented through TEAMS – allows for consistency across curriculum and the use of Turnitin to support students and ensure authenticity.</p> <p>TEAMS and Turnitin integrated across the schools, also being used in the junior school.</p>	<p>Continuation of digital citizenship skills for students needed.</p> <p>Continued upskilling needed in terms of the rapid pace of change in terms of products such as Reading Progress/Speaking Progress.</p> <p>AI will increasingly become something staff need to be aware of with the like of ChatGPT.</p>


					Digital citizenship continues to be promoted – but is ever changing.		
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 (including digital assessment) and pedagogy required to develop future focussed programmes.	T1-4	SLT FLs ASL/WSL eLearnin g Lead Team Learning Support All Teachers	<ul style="list-style-type: none"> PLD programme provides opportunities for exploring and sharing strategies Implementation of PD Committee WSL leaders use an inquiry process to explore some of these areas. For 2020 the WSL areas of focus are: Transition in Junior Science, UDL, Key Competencies in Year 7, Culturally Responsive practices, Future Focus Development of pedagogies for a transition to the refurbished MB NZCER Science assessment is used as part of Kahui Ako work Learnings from COVID and 2020 implemented into ways of working and planning EOTC systems and processes are refined to promote the best opportunities for student learning 	<ul style="list-style-type: none"> PLD programme is working well – combination of professional learning groups, workshops, time for things like reporting WSL leaders effectively using inquiry to explore areas EOTC system refinements are working well. 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. 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. 	Again, developed out of COVID necessity. This will continue to be an ongoing focus.	<p>PLGs underway for 2022. This year includes a group with focus on literacy.</p> <p>Involvement in pilots for literacy, Chinese and RE.</p> <p>Need to look at what we have done in the past two years and how we can include this in our practices – evaluation of effectiveness.</p>	<p>PLGS have been successful in the sense of sharing. Refine for 2023 but ensuring that there is someone from each Faculty in each PLG (as far as possible). Length of Friday morning PLGs can be tricky.</p> <p>Staff got to a lot of PLD in 2023</p> <p>Social Sciences team have had time to think about how MB is used – Faculty leader doing an excellent job in terms of this.</p> <p>Junior school formative assessment and feedback to continue to be looked at.</p> <p>Kahui Ako hasn't really pursued NZCER – we have done it when required but have not gained a lot from it.</p> <p>Significant work by DP and a staff member in the area of EOTC to refine systems and processes but also ensure that students and staff are staff out on trips.</p>
2.8 Teachers continued to be upskilled in culturally responsive pedagogies	T1-4	All staff WSL CR Whanau /Pasifika Network s	<ul style="list-style-type: none"> PLD programme provides opportunities for this Social Sciences continue to review their junior programmes with external support Query Teachers Council programme to be rolled out Continued investigation into Kahui Ako Effective Teacher Profile All staff continue in development of Te Reo Māori and tikanga (as is 	<ul style="list-style-type: none"> Successful session with SLTs through KA to introduce the background to the Effective Teacher Profile. 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. WSL survey and unpacking as to the different elements of the ETP with staff 	<p>There has been a good up-take of staff wanting to engage in Te Reo Learning.</p> <p>Again, this will be an ongoing journey.</p> <p>Culturally responsive pedagogies will also continue to be developed.</p>	<p>WSL leader appointed in the area of mātauranga Māori. There have been several full staff sessions around this on the teacher only days.</p> <p>ADE and ERY attended Niho Taniwha PLD to explore a culturally responsive model written by Māori for Māori. Plan for FLs to focus on unpacking Niho Taniwha in 2023. A copy of Niho</p>	<p>This will always be a journey. We now need to work on those who are not taking up the opportunities for upskilling. It is part of teacher registration so needs to happen. (Teachers comment on this in the PGC, but is it happening in the classroom).</p> <p>WSL will also run a PLG in 2023.</p>

			now expected by Teachers Council)			<p>Taniwha bought for all faculties.</p> <p>A number of staff have also completed Te Reo Maori courses.</p> <p>Faculty Leaders had a day with Alanna Madgwick</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"> Review of current programmes Opportunities to promote explored further – particularly in an environment where concerts may be difficult 	<ul style="list-style-type: none"> Year 9 concert held Senior Music concert scheduled Participating in Brisbane competition via video Videos created by the music department. 	<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. Formal review not completed.</p>	<p>Music concerts are underway in Term 2! Including pop ups and performances to parents.</p> <p>Term 1 by necessity saw music being taught outside which continued to make it visible to all students and staff.</p>	With two new staff in key positions we look forward to further developing in the vision for music at St. Mary's College.

		St. Mary's College Annual Plan 2021/22	
Strategic Goal		Annual Targets	
Support Community Involvement 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. <ul style="list-style-type: none">• Increase parent/family/whanau engagement with student learning and school life• Enhance community with our community and place value upon kotahitanga• Reflect and foster the cultural diversity of the St. Mary's community in the school		3.1 Learning partnerships between students, teachers, parents are strengthened through conversations, eg report evenings 3.2 KAMAR (academic monitoring) and reporting system are refined to provide increased sharing of data about students' learning and needs. 3.3 Partnership with other schools in the area is explored through the Auckland Central Catholic community of Learning/Kahui Ako community of schools. 3.4 Implementation of Cultural Evening changes 3.5 Whanau Group and Pasifika Network	
Base Line Data			
2020 Analysis of Variance 2020 Within School Leaders Feedback from reporting			
Key Improvement Strategies			

What	When	Who	Indicators of Progress	Outcomes	Variance and Evaluation	2022	
3.1 Learning partnerships between students, teachers, parents are strengthened through conversations, eg report evenings	T1-4	SLT Teachers Parents Students	<ul style="list-style-type: none"> Numbers of families attending interviews Change to the timing of parent teacher interviews with a day/evening option Review implementation of reporting changes, refinements actioned Career development continued through use of Career Central Opportunities for families to engage with the school – production, Te Reo Mass, Cultural evening 	<ul style="list-style-type: none"> Term 2 interviews – approximately 3100 interviews and at least 625/777 families involved. Friday 10-4pm, Wednesday 4-7pm Families invited to Twilight Picnic, Year 13 Breakfast, Cultural Evening, Year 7 Family mass. Career Central needs further development (study periods for Year 11-13) Some opportunities for families to engage. Cultural Evening was fantastic. School Production was sold out for two evenings. Te Reo Mass was scheduled but could not proceed due to Alert Level 4. Year 13 Prizegiving and the Junior Celebration were live streamed to families in lieu of being able to gather in person for Prizegiving. 	<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>Student-parent-teacher conferences held at the end of Week 2, Term 2.</p> <p>621/853 72% of families attended the face to face session.</p> <p>Friday 9.30-4pm Thursday (online) 4-7pm</p> <p>Increase in reporting with termly progress reports.</p> <p>Virtual New Parents Curriculum evening held (TEAMS Live) – Academic Prefects, FLs, Music and Library presented. Q&A for parents at the end. Summary of Q&A collated and sent to whānau.</p>	<p>Learning conversations are going well in terms of attendance. Further opportunities for conversations around things like sports and other opportunities can be strengthened. Year 9 (Year 10 2023) are the cohort that has had three years of COVID at SMC. Year 10 camp moved to Term 2.</p> <p>Offering different formats for things eg online/in person works well.</p> <p>Whole school events have been able to be achieved but it is perhaps the smaller connections that parents are looking for.</p>
3.3 Partnership with other schools in the area is explored through the Auckland Central Catholic community of Learning/Kahui Ako	T1-4	SDN ADE ASL WSL Staff	<ul style="list-style-type: none"> KA structures are working effectively at St. Mary's College Profile of KA roles continues to build within the College WSL projects add value to staff professional development and student learning Impact on student learning looked at 	<ul style="list-style-type: none"> KA has had a really positive start to the year – the new AS and WS teams seem to be working well. All WSLs introduced to the College Two PLGs sessions held, staff appear to be enjoying. Good feedback from these. Treaty of Waitangi workshops held 	<p>Limited with other schools – Principal and Across School Leader level is developing well. KA is planning a conference for 2022.</p> <p>Still questions around the impact that we are seeing on student learning as a result of this.</p>	<p>KA Conference was cancelled in Term 1.</p> <p>Still have one ASL within the school for 2022.</p> <p>ADE and SDN attend Principal meetings.</p> <p>WSL are leading PLGs which are well received and building their profile within the school.</p>	<p>Participate as and when we can. We currently have 1 ASL and 7 WSLs.</p> <p>Principal Meetings are regularly attended by Principal and DP. Conference was postponed for 2023.</p> <p>We are utilising this effectively within school and continue to develop the across school relationships.</p>

community of schools.							
3.4 Implementation of Cultural Evening changes	T1-T2	SLT Teachers Students	<ul style="list-style-type: none"> Carried over from 2020 due to the cancellation of the event due to COVID-19 New format and venue confirmed Group processes embedded 	<ul style="list-style-type: none"> Site visits completed Invites out Group processes seem to be smoother this year 1600 attendees at Cultural Night 	Interrupted by COVID but so exciting to be able to proceed. There are things that we will change moving forward, but overall very successful.	Date changed for 2022 to August to account for the fact that there were not able to be practices in Term 1.	Successful event – still changes required. Health and safety – no one on the stage. Behaviour of audience, particularly teenage boys (unaccompanied).
3.5 Whanau Group and Pasifika Network	T1-4	SLT Teachers	<ul style="list-style-type: none"> Dates for meetings established in Term 1 Long term plan for each group Numbers of parents/staff attending is increased Initiatives planned and implemented 	<ul style="list-style-type: none"> Pasifika Network has had to reschedule some meetings Whanau Numbers similar to previous Very successful Twilight Picnic contributions by both groups. Pasifika selling food before Cultural Evening. Kahui Ako Kapa Haka concert held. Pasifika Network assisted to run a variety of events in Term 4 – NCEA Evening, Vaccination information session with Dr. Colin Tukuitonga, video presentations and so on. 	<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>	<p>Both groups have met to start the year. Both had good initiatives around meeting families in a social setting (eg picnic in a park) but due to the move to the red alert level this was unable to happen.</p> <p>Kāhui Ako Māori Mass held – all whānau invited.</p> <p>Meetings happened each term for both groups. Whanau did not have an end of year event, that will be scheduled for 2023.</p>	Both groups are now well established, possibly business as usual, in terms of this is the way that we operate. Need to ensure that there is sustainability as parents and whanau move on from the College and structures in place to make sure meetings are effective.

 St. Mary's College Annual Plan 2021/22	
Strategic Goal	Annual Targets
Supporting Hauora of Students St Mary's College supports the holistic development of each student. The college provides support for the spiritual and	4.1 Pastoral Care Action Plan 4.2 Sport Development Plan 4.3 Celebration of successes in all school activities with the wider school community 4.4 Development and implementation of a cyber safety programmes with a focus on social media

<p>academic development of students and their emotional, social and physical well-being</p> <ul style="list-style-type: none"> To ensure hauora: wholeness; optimum emotional, spiritual and physical wellbeing of students including cybersafety Provide an environment that encourages hauora Low absenteeism 	4.5 Promotion of school's expectation of high attendance to students and school community
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Base Line Data

2020 Analysis of Variance

Pastoral care data

Attendance reporting

Key Improvement Strategies

What	When	Who	Indicators of Progress	Outcomes	Variance and Evaluation	2022	Variance and Evaluation
4.1 Pastoral Care Action Plan	T1-4	EGT SLT Deans Pastoral Care Teachers Learning Support International	<ul style="list-style-type: none"> Pastoral Care Action Plan Inclusive environment for all students 	<ul style="list-style-type: none"> Pastoral Care Action Plan worked on at each PC meeting Community constable spoke to Year 11 students about social media Keeping ourselves safe with international students 	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.	Pastoral Care Action plan has been developed with the pastoral care team.	<p>Pastoral care is an area that will never stop changing and developing within the school. Each year there are new challenges to deal with, new ways of working and so on.</p> <p>There are currently three new deans in the team so it is about continuing to support and encourage them in their roles.</p> <p>In 2023 we will increase the counselling hours.</p>
4.2 Sport Development Plan	T1-4	Sports SLT Coaches Teachers	<ul style="list-style-type: none"> Sport Development Plan 	<ul style="list-style-type: none"> Sport numbers at similar levels to 2019. Drop in lacrosse teams to 1 Parent information session worked well to help establish rationale for support and expectations of parents. 	There have been a number of things identified to work on in 2022.	<p>Team culture has been the focus of the start of the winter season.</p> <p>Some of the work that had been planned with parents etc around expectations, team culture, playing where coaches put players and so on was unable to happen due to the red alert level setting.</p>	This is now at the tail end of the plan. With a new strategic plan, Sports will write a new plan in 2023 for the next three years.

				<ul style="list-style-type: none"> Premier Team development – need to work on player expectations and what happens when this is not met. Winter tournament unable to proceed due to Alert Level 4. 			
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"> Use of website, newsletter and Facebook pages to promote success to the wider school community Targeted information to demonstrate to new families why St. Mary's should be the school of choice for their daughters Use of assemblies to promote success to the student community Effective methods for collecting stories of success 	<ul style="list-style-type: none"> Good range of things being Open Day cancelled due to COVID – video series created by the students was interesting Limited assemblies in Term 1 due to COVID Alert levels. Sports and Wellbeing Assembly student run and worked well. Online assemblies continued in Alert Levels 3 and 4. 	More work to do around promotion of the College and celebration of success. Communication survey with families completed.	Facebook page continues to work really well in this sense. Newsletter definitely has more student stories and images in it. Unable to hold Open Day (again) so an online information evening was held. This had a good number of families watching live and more that viewed afterwards. Online assemblies have been a bit of a challenge but there has still been a good level of student voice. Moving back to in-person assemblies from Term 2 was great.	Our Year 7 enrolments for 2023 were down. Need to carefully monitor this. We are celebrating success in newsletters, on Facebook and in assembly but we need to ensure that we are effectively collecting these stories as well.
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"> See Pastoral Care Action Plan 		See above	See Pastoral Care Action Plan	See Pastoral Care Action Plan
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"> Regular attendance reports generated and analysed Communication with school community through newsletter Targeted actions as required 	<ul style="list-style-type: none"> Families reminded about attendance and overseas trips on the opening of the TransTasman Bubble in the newsletter. Attendance procedures reviewed Term 1 	Due to COVID there were very few international trips in term time. This will continue to be something that is ongoing.	Continuing Term 1 Lates maps to be shared with deans (and potentially students). Lots of follow up for those who were reluctant to attend over COVID. All but one are back this term (Te Kura). Communication about absences in newsletter, individual letters going home to families.	This has continued to be lower than pre-COVID levels but still good when COVID is taken into consideration. Using the Termly Attendance Matters reports we can see that St. Mary's students track about the national, decile and ethnicity attendance rates.



St. Mary's College Annual Plan 2021/22

Strategic Goal				Annual Targets			
Managing Financial Constraints and Resources 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">• Operate prudently in a way that fulfils our charter goals and the NAGs• Provide a safe and healthy school environment• To have systems and procedures that enable efficient school operations which enhance teaching and learning• Ensure physical learning environment is fit for purpose• Identify and access external sources of support				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	2022	Variation and Evaluation
5.1 Monitor impact of new Ministry financial guidelines	T1-4	Executive Officer SLT	<ul style="list-style-type: none">• Collection rates analysed• Implications for EOTC• COVID Implications for budget	<ul style="list-style-type: none">• Working very hard with this in terms of ensuring information to parents is clear. (EOTC)	Collection rates still high. Working on staff understanding of what can/cannot be charged.	Continued monitoring and working with staff. Budget templates have been adjusted to assist staff with this.	Working well, would not consider to be business as usual.
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">• Regular meetings continue to be held• Hazards identified and acted upon• Systems further refined• All staff upskilled	<ul style="list-style-type: none">• Two meetings thus far• Hazard identified• Workshops on Health and Safety for staff	Processes working well and are now business as usual. Continue to keep up-to-date with changes particularly in terms of COVID/EOTC	Health and safety committee meets 1-2x per term. Representatives from a wide variety of areas. Good information being collected and discussed.	Business as usual.

5.3 Technology infrastructure to ensure that it is meeting needs	T1-4	SLT	<ul style="list-style-type: none"> Ensuring systems are fit for purpose and being used to their full potential Technology is able to support Remote Learning Phone systems 	<ul style="list-style-type: none"> Phone system upgrade due to removal of copper system Remote Learning working well PLD review of systems and infrastructure not as successful as hoped in terms of developing a plan. 	Continuing to review	Currently design happening for SNUP.	Still waiting for SNUP. Should be onsite over the holidays!
5.5 Implementation of Care Monkey throughout the School	T1-4	SLT Teachers Care Monkey Team	<ul style="list-style-type: none"> All students have profiles created Trips being sent to parents via CareMonkey Reduction in admin time Review of the costs/benefits of the system as it up for renewal in 2022 	2021 sitting at 98% All trips going through this process Now business as usual		Continues to be used. Need to review for next three years. Decision made in the middle of the year only to review for six months (then extended again). We are pursuing a more integrated software approach for our whanau.	Having a system to do EOTC has made a huge difference in terms of our communication
5.6 MB refurbishment planning	T2-4	SLT English Social Sciences Technolog y Learning Support	<ul style="list-style-type: none"> Use of MK is reviewed Key points/needs for redevelopment of MB identified Refurbishment plan in place if required Staff continue to be upskilled in pedagogies and ways of working in FLEs 	Refurbishment plan in place – lots of people teaching/learning in different places within the school	Building not complete	CPU 20 May.	It has been challenging to have parts of the building in use with things still to be remedied. Staff are enjoying teaching in this space. In 2023 Social Sciences are going to approach things differently, after experimenting with different ways of teaching in 2022. Still waiting for some furniture to arrive.
5.7 Appropriate grants accessed for school use	T1-4	Developm ent Manager SLT	<ul style="list-style-type: none"> Grants applied for Success rate of grants 	Development Manager left partway through the year. Availability of Grants more limited due to COVID. 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.	COVID impact	Still grants being received, even without a staff member in this roll.	2023 will see someone appointed to a similar but different role (strategic initiative).

St Mary's College



Statement of Kiwisport Initiative

For the year ended 31 December 2022

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 2022 school year, the school received direct funding through the quarterly operations grant from the Ministry of Education of \$22,199 (excluding GST) for the year. This funding was used to employ a fulltime Sports Coordinator.

St Mary's College students enjoyed a return to normal sports and tournaments in 2022. The removal of health and gathering restrictions meant that all students who wanted to participate were given the opportunity to do so. Our focus continues to be on player and coaching development with programs facilitated by Sports department staff. The role of Netball Coordinator was reinstated in 2022 providing more development and support for the 271 young women involved in netball.



St. Mary's College Statement of Compliance with Employment Policy

St. Mary's College compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

Under Section 597 the following principles have been met or are being reviewed. (Please note a formal EEO programme is in the process of being developed, following the NZSTA process).

General principles:

(1) Every employer in the education service must—

(a) operate an employment policy that complies with the principle of being a good employer; and

(b) make that policy (including the equal employment opportunities programme) available to its employees; and

(c) ensure its compliance with that policy (including its equal employment opportunities programme) and report in its annual report (if any) on the extent of its compliance.

(2) In this section, **good employer** means an employer who operates an employment policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring—

(a) good and safe working conditions; and

(b) an equal employment opportunities programme; and

(c) the impartial selection of suitably qualified persons for appointment; and

(d) recognition of—

(i) the aims and aspirations of Māori; and

(ii) the employment requirements of Māori; and

(iii) the need for greater involvement of Māori in the education service; and

(e) opportunities for the enhancement of the abilities of individual employees; and

(f) recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups; and

(g) recognition of the employment requirements of women; and

(h) recognition of the employment requirements of persons with disabilities.

(3) In addition to the requirements specified in subsections (1) and (2), each employer must ensure that all employees maintain proper standards of integrity, conduct, and concern for—

(a) the public interest; and

(b) the well-being of students attending the place of education.