

# ST ANTHONY'S SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



Ministry Number:	2999
Principal:	Denise Johnson
School Address:	10 Ludlam St, Seatoun, Wellington
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Accountant / Service Provider:	Accounting For Schools Ltd

# ST ANTHONY'S SCHOOL

Financial Statements - For the year ended 31 December 2022

## Index

<b>Page</b>	<b>Financial Statements</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 19	Notes to the Financial Statements
	<b>Other Information</b>
20	Members of the Board
21	Kiwi Sport Statement
22 - 24	Independent Auditors' Report
25 - 29	Principals Annual Report
30 - 38	Analysis of Variance Report

**ST ANTHONY'S SCHOOL**  
Statement of Responsibility  
For the year ended 31 December 2022

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

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

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

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

MARK WULHERN  
Full Name of Presiding Member

Denise Johnson  
Full Name of Principal

Mark Wulhern  
Signature of Presiding Member

[Signature]  
Signature of Principal

30 May 2023  
Date:

30 May 2023  
Date:

# ST ANTHONY'S SCHOOL

## Statement of Comprehensive Revenue and Expense For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	679,946	640,018	619,196
Locally Raised Funds	3	48,549	50,861	85,650
Use of Proprietors Land and Buildings		262,549	260,000	262,549
Interest Earned		1,979	1,500	730
		<b>993,023</b>	<b>952,379</b>	<b>968,125</b>
<b>Expenses</b>				
Locally Raised Funds	3	22,941	20,000	32,558
Learning Resources	4	549,589	528,367	518,413
Administration	5	95,046	87,213	81,498
Finance Costs		902	600	1,130
Property	6	301,114	312,867	310,922
Loss on Disposal of Property, Plant and Equipment		1,690	-	-
		<b>971,282</b>	<b>949,047</b>	<b>944,521</b>
<b>Net Surplus</b>		<b>21,741</b>	<b>3,332</b>	<b>23,604</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>21,741</b>	<b>3,332</b>	<b>23,604</b>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

# ST ANTHONY'S SCHOOL

## Statement of Changes in Net Assets/Equity For the year ended 31 December 2022

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Balance at 1 January</b>	<u>139,824</u>	<u>139,824</u>	<u>113,848</u>
Total comprehensive revenue and expense for the year	21,741	3,332	23,604
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	2,974	-	2,372
<b>Equity at 31 December</b>	<u>164,539</u>	<u>143,156</u>	<u>139,824</u>
Retained Earnings	164,539	143,156	139,824
<b>Equity at 31 December</b>	<u>164,539</u>	<u>143,156</u>	<u>139,824</u>

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 ANTHONY'S SCHOOL**  
Statement of Financial Position  
As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	10,002	50,097	10,198
Accounts Receivable	8	42,645	39,600	36,862
Inventories	9	5,789	4,563	5,334
Investments	10	77,179	75,000	76,478
Prepayments		10,136	9,500	9,725
		<u>145,751</u>	<u>178,760</u>	<u>138,597</u>
<b>Current Liabilities</b>				
GST Payable		2,817	1,000	824
Accounts Payable	12	55,626	63,031	61,535
Revenue Received in Advance	13	975	500	757
Finance Lease Liability	15	3,029	4,500	6,407
Provision for Cyclical Maintenance	14	21,600	25,000	34,554
		<u>84,047</u>	<u>94,031</u>	<u>104,077</u>
<b>Working Capital Surplus/(Deficit)</b>		61,704	84,729	34,520
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	124,132	80,927	129,677
		<u>124,132</u>	<u>80,927</u>	<u>129,677</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	15	1,363	2,500	3,886
Provision for Cyclical Maintenance	14	19,934	20,000	20,487
		<u>21,297</u>	<u>22,500</u>	<u>24,373</u>
<b>Net Assets</b>		<u>164,539</u>	<u>143,156</u>	<u>139,824</u>
<b>Equity</b>		<u>164,539</u>	<u>143,156</u>	<u>139,824</u>

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

**ST ANTHONY'S SCHOOL**  
**Statement of Cash Flows**  
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		205,551	179,761	162,853
Locally Raised Funds		43,999	46,830	85,542
Goods and Services Tax (net)		1,992	177	(4,614)
Payments to Employees		(78,428)	(60,383)	(71,109)
Payments to Suppliers		(150,778)	(156,977)	(124,829)
Interest Paid		(902)	(600)	(1,130)
Interest Received		1,624	1,525	699
Net cash from / (to) the Operating Activities		23,058	10,333	47,412
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(1,690)	-	-
Purchase of PPE (and Intangibles)		(37,055)	31,381	(41,398)
Purchase of Investments		(76,478)	1,478	(76,478)
Proceeds from Sale of Investments		75,810	-	76,292
Net cash from / (to) the Investing Activities		(39,413)	32,859	(41,584)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		2,974	-	2,372
Finance Lease Payments		13,185	(3,293)	(5,042)
Net cash from Financing Activities		16,159	(3,293)	(2,670)
<b>Net increase/(decrease) in cash and cash equivalents</b>		(196)	39,899	3,158
Cash and cash equivalents at the beginning of the year	7	10,198	10,198	7,040
<b>Cash and cash equivalents at the end of the year</b>	7	10,002	50,097	10,198

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

# ST ANTHONY'S SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

The financial 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 Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's 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 15.



# ST ANTHONY'S SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2022

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 21b.

#### *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.

# ST ANTHONY'S SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### ***Other Grants where conditions exist***

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

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

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

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

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

#### **d) Operating Lease Payments**

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

#### **e) Finance Lease Payments**

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

#### **f) Cash and Cash Equivalents**

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

#### **g) Accounts Receivable**

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

#### **h) Inventories**

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

#### **i) Investments**

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

# ST ANTHONY'S SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2022

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

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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:

Building improvements	20 - 50 years
Furniture	10 years
Equipment & Text Books	5 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	5 years
Library resources	12.5% Diminishing value

# ST ANTHONY'S SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2022

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

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

##### **Non cash generating assets**

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

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

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

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

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

#### **l) Accounts Payable**

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

#### **m) Employee Entitlements**

##### *Short-term employee entitlements*

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

#### **n) Revenue Received in Advance**

Revenue received in advance relates to fees 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 students, should the School be unable to provide the services to which they relate.

# ST ANTHONY'S SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### **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, building 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 over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

#### **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 at fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

#### **q) 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.

#### **r) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

#### **s) 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.

**ST ANTHONY'S SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2022

**2. Government Grants**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Gouvernement Grants - Ministry of Education	205,333	180,018	167,037
Teachers' salaries grants	474,613	460,000	452,159
	679,946	640,018	619,196

**3. Locally Raised Funds**

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Fees for Extra Curricular Activities	18,210	17,500	32,704
Donations & Bequests	15,744	17,500	18,984
Fundraising & Community Grants	9,876	9,861	27,931
Trading	4,719	6,000	6,031
	48,549	50,861	85,650
<b>Expenses</b>			
Extra Curricular Activities Costs	17,983	13,500	27,137
Trading	4,958	6,500	5,421
	22,941	20,000	32,558
<i>Surplus for the year Locally raised funds</i>	25,608	30,861	53,092

**4. Learning Resources**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	21,307	25,200	8,654
Depreciation	23,515	17,367	21,434
Employee Benefits - Salaries	501,113	481,000	485,684
Information and Communication Technology	2,088	2,500	2,498
Library Resources	9	300	100
Staff Development	1,557	2,000	43
	549,589	528,367	518,413

**ST ANTHONY'S SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2022

**5. Administration**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	7,763	7,663	7,340
Board of Trustees Expenses	675	3,000	1,093
Board of Trustees Fees	3,515	4,500	3,955
Communication	8,582	8,000	6,268
Employee Benefits - Salaries	50,614	38,500	38,628
Insurance	5,599	5,500	5,204
Other	12,599	14,550	13,427
Service Providers, Contractors and Consultancy	5,699	5,500	5,583
	<u>95,046</u>	<u>87,213</u>	<u>81,498</u>

**6. Property**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	7,455	6,500	5,812
Consultancy and Contract Services	15,570	17,485	12,600
Cyclical Maintenance Provision	(1,882)	7,132	2,433
Grounds	2,599	6,000	8,621
Heat, Light and Water	6,009	5,500	4,485
Rates	784	750	824
Repairs and Maintenance	6,658	8,500	8,546
Security	1,372	1,000	5,052
Use of Land and Buildings	262,549	260,000	262,549
	<u>301,114</u>	<u>312,867</u>	<u>310,922</u>

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

**7. Cash and Cash Equivalents**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash on Hand	85	90	83
Bank Current Account	9,077	49,207	9,279
Bank Call Account	840	800	836
Net cash and cash equivalents for Cash Flow Statement	<u>10,002</u>	<u>50,097</u>	<u>10,198</u>

**ST ANTHONY'S SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2022

**8. Accounts Receivable**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Receivables	3,296	4,500	469
Receivables from the Ministry of Education	1,723	-	-
Interest Receivable	447	100	125
Teacher Salaries Grant Receivable	37,179	35,000	36,268
	<u>42,645</u>	<u>39,600</u>	<u>36,862</u>
Receivables from Exchange Transactions	3,743	4,600	594
Receivables from Non-Exchange Transactions	38,902	35,000	36,268
	<u>42,645</u>	<u>39,600</u>	<u>36,862</u>

**9. Inventories**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
School Uniforms	5,789	4,563	5,334

**10. Investments**

The School's investment activities are classified as follows:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Short-term Bank Deposits	77,179	75,000	76,478

The carrying value of term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2022.



# ST ANTHONY'S SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	71,041	-	-	-	(7,959)	63,082
Buildings	-	-	-	-	-	-
Furniture and Equipment	37,966	18,735	-	-	(7,978)	48,723
Information Technology	6,630	600	-	-	(1,961)	5,269
Leased Assets	11,371	-	(1,689)	-	(5,194)	4,488
Library Resources	1,687	325	-	-	(214)	1,798
Textbooks	982	-	-	-	(210)	772
<b>Balance at 31 December 2022</b>	<b>129,677</b>	<b>19,660</b>	<b>(1,689)</b>	<b>-</b>	<b>(23,516)</b>	<b>124,132</b>

The net carrying value of equipment held under a finance lease is \$4,488 (2021: \$11,371).

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	168,979	(105,897)	63,082	174,512	(103,471)	71,041
Furniture and Equipment	117,273	(68,550)	48,723	124,656	(86,690)	37,966
Information Technology	39,511	(34,242)	5,269	49,942	(43,312)	6,630
Land	-	-	-	-	-	-
Leased Assets	18,185	(13,697)	4,488	37,271	(25,900)	11,371
Library Resources	20,608	(18,810)	1,798	20,283	(18,596)	1,687
Textbooks	8,338	(7,566)	772	14,020	(13,038)	982
<b>Balance at 31 December</b>	<b>372,894</b>	<b>(248,762)</b>	<b>124,132</b>	<b>420,684</b>	<b>(291,007)</b>	<b>129,677</b>

### 12. Accounts Payable

	2022 Actual	2022 (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	8,340	17,531	11,525
Accruals	9,038	9,000	11,359
Employee Entitlements - salaries	37,179	35,000	36,268
Employee Entitlements - leave accrual	1,069	1,500	2,383
	<b>55,626</b>	<b>63,031</b>	<b>61,535</b>
Payables for Exchange Transactions	18,447	28,031	25,267
Payables for Non-exchange Transactions - Other	37,179	35,000	36,268
	<b>55,626</b>	<b>63,031</b>	<b>61,535</b>

**ST ANTHONY'S SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2022

**13. Revenue Received in Advance**

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Student Fees	975	-	757
	<u>975</u>	<u>500</u>	<u>757</u>

**14. Provision for Cyclical Maintenance**

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Provision at the Start of the Year	55,041	55,041	52,608
Increase/(Decrease) to the Provision During the Year	(1,882)	7,132	2,433
Use of the Provision During the Year	(11,625)	(17,173)	-
Provision at the End of the Year	<u>41,534</u>	<u>45,000</u>	<u>55,041</u>
Cyclical Maintenance - Current	21,600	25,000	34,554
Cyclical Maintenance - Non Current	19,934	20,000	20,487
	<u>41,534</u>	<u>45,000</u>	<u>55,041</u>

**15. Finance Lease Liability**

The School has entered into a finance lease agreement for computers. Minimum lease payments payable:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,355	4,500	7,309
Later than One Year and no Later than Five Years	1,435	2,500	4,284
Future Finance Charges	(398)	-	(1,300)
	<u>4,392</u>	<u>7,000</u>	<u>10,293</u>

**Represented By**

Finance Lease Liability - Current	3,029	4,500	6,407
Finance Lease Liability - Non Current	1,363	2,500	3,886
	<u>4,392</u>	<u>7,000</u>	<u>10,293</u>

# ST ANTHONY'S SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 16. 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 (Archdiocese of Wellington) 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 that are material transactions that have occurred has been disclosed appropriately.

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 year is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

### 17. Remuneration

#### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
Board Members Remuneration	3,515	3,955
Leadership Team Remuneration	227,593	117,499
Full-time equivalent members	2.00	1.00
Total key management personnel remuneration	231,108	121,454

There are 12 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters.

#### 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	110 - 120	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4

#### 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	1	1

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

# ST ANTHONY'S SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2022

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

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

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

#### 19. Contingencies

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

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

#### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, 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.

#### 20. Commitments

##### (a) Capital Commitments

As at 31 December 2022 there are no capital commitments.

(Capital commitments as at 31 December 2021: nil)

##### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any contracts.

(Operating commitments as at 31 December 2021: nil)

**ST ANTHONY'S SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2022

**21. 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	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	10,002	50,097	10,198
Receivables	42,645	39,600	36,862
Investments - Term Deposits	77,179	75,000	89,853
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>129,826</b>	<b>164,697</b>	<b>136,913</b>

**Financial liabilities measured at amortised cost**

Payables	55,626	63,031	61,535
Finance Leases	4,392	7,000	10,293
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>60,018</b>	<b>70,031</b>	<b>71,828</b>

**22. Events After Balance Date**

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

# ST ANTHONY'S SCHOOL

## Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Occupation	Term expired/expires
Mark Mulhern	Presiding Member	Proprietor Appointed April 2018, re-elected 2019 and 2022	Quantity Surveyor	May 2025
Denise Johnson	Principal	Appointed April 2020	Principal	
Janine Smith		Elected June 2020, re-elected 2022	Director Climate Change	May 2025
George Bouras	Parent Rep - Finance	Co-opted May 2016, re-elected 2019 and 2022	Property Management	May 2025
David Crosbie	Parent Rep	Elected 2022	Self Employed	May 2025
Miriama Williams	Parent Rep	Elected May 2019, re-elected 2022	Business Analyst	May 2025
Oliver Meech		Elected September 2021	Lawyer	Not yet determined
Francesca von Lanthen	Staff Rep	Elected 2022	Teacher	
Lesi Sene		Elected September 2021	Information Technology	August 2022
Andrew Pink		Elected May 2016, Re-elected May 2019	Retrofit Manager	August 2022
Vanessa Monahan	Deputy Presiding Member	Proprietor Appointed May 2019	Pharmacist	August 2022
Lynda Adams		Elected May 2020	Nurse	May 2022
Sheryl McKnight	Staff Rep	Elected March 2021	Teacher	June 2022

# **ST ANTHONY'S SCHOOL**

## **Kiwisport Statement**

**For the year ended 31 December 2022**

Kiwisport is a Government funding initiative to support student participation in organised sport.

In 2022 the School received funding of \$898 (2021: \$1,039) to increase our student participation in organised sport.

Kiwisport funding was used to fund football lessons provided by Miramar Rangers AFC for all the students. The cost of these sessions was \$810. The remaining balance was used to offset costs of gymnastic lessons at the ASB Sports Centre.

# Independent auditor's report

## To the readers of the financial statements of St Anthony's School for the year ended 31 December 2022

The Auditor-General is the auditor of St Anthony's School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, 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 19, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 30 May 2022. This is the date at which our opinion is expressed.

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

### Basis for Opinion

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

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

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

### Responsibilities of the Board for the financial statements

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as



applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, 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 Novopay 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.

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 20 to 21, and pages 25 to 38 but does not include the financial statements, and our auditor's report thereon.

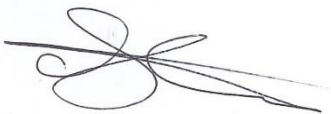
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.

A handwritten signature in black ink, appearing to read 'Andrew Steel', with a stylized flourish extending to the right.

Andrew Steel | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand



## St Anthony's School Annual Report 2022

### GOAL 1: St Anthony's is a nurturing and supportive Catholic school environment for ākonga, whānau and kaiako

#### 1.1 Develop ways to reconnect with our parish community so that all have a sense of belonging and connection

- Continued to hold modified liturgies during Red Level so children continued to connect with their faith
- Burning of the Palms Liturgy held
- Whole school participated in a coin trail to raise money for Tonga
- Ash Wednesday Liturgy
- Holy Week Liturgy
- Non uniform day Term 1 with money going to Caritas
- Te Maunga wrote Easter Cards for community/parish members
- Pōwhiri and Mass held Term 1 Week 6, Term 2 Week 3 and Term 4 Week 5 with the Parish community
- July non uniform day to support Caritas work
- Social Justice week in Term 3 Week 7 was unpacked on the theme of Whakakāhoretia Te Kaikiri. Kotahi anō tātou i roto i te Karaiti / Say no to racism. We are one in Christ.
- August 10 some of our tamariki made their First Holy Communion and the after celebration was held in Te Aroha Block
- Thursday Group started again in Term 3 with senior students going to serve the food to elderly members of the community. Students would also set up the room. They also sang Christmas Carols and participated in the Christmas party too.
- Through the ARISE project - some students have been baking for people in the parish.
- Community invited to Learning in Action morning
- An invitation was made to a number of parishioners to participate in the first meeting regarding the Bazaar 2023
- Developed our class prayer time to include a wide range of prayer styles
- Developed meditation and individual prayer
- Teaching of Lectio Divina has been taught to the senior class
- Prayer using the gifts of Te Wairua Tapu as inspiration in some classes
- T4: review prayer practices in classes
- Rosary being prayed for the month of October
- Involve parish members in fundraising activities, liturgies and our upcoming centennial

#### 1.2 Ensure our Local Curriculum reflect cultural responsiveness for our ākonga and embraces the learning opportunities that our tūrangawaewae offers

- Initial session on TOD in January - what is a Local Curriculum, what are the key considerations? with Core Education
- Explored the non-academic skills (baking and cooking, gardening, sculpting, DIY) and linked it to benefitting our wider community

- Te Aroha Roman Breakfast morning to celebrate their Inquiry learning about Ancient Civilisations
- Whole school pancake making for Shrove Tuesday
- Scone making in Te Awa
- Regular cooking sessions in Te Moana and Te Maunga
- Beach Safety programme
- Pedal Ready visited in Term 1 for Year 5-8
- Clay making across the school
- Establishing a school choir for children interested in singing together
- Irish Dancing was taught to celebrate St Patrick's Day
- Greek baking - linked to Inquiry topic and Greek heritage of our students (whānau involved in consulting over recipes)
- Inquiry linked to dance
- A group of students working on the garden/planning for the care of the environment within our school
- Creatives in School - mosaic put up showcasing children's whakapapa and connectedness to the St Anthony whānau. This also is benefitting the wider community bringing colour and art. Their cultural identities were explored and each child created a mosaic symbolism their culture.
- Te Maunga making Family Favourites Recipe Book - selecting a couple to bake/cook
- Te Maunga investigating our Tūrangawaewae through historian Ricky Prebble
- Te Maunga led a waste audit, collecting and presenting the findings to the whole school. They are developing the plan to move the school to a Trash Free Tuesday or a Waste Free Wednesday
- Care for Creation Day held, including a visit from Project Jonah to support the term focus of Caring for our Whenua
- All classes involved with planting plants either in their classrooms, out in the school garden or the little gardens in the portable greenhouse.
- Theatre Sports - Te Maunga students given the opportunity to develop confidence and presence in public speaking
- Creatives in School celebration with whanau
- Develop our Local Curriculum with Katrina (PLD Leader) from Core Education
- PLD session with Katrina exploring and linking our assessment practice to our local curriculum
- Created an internal website as we develop aspects of the Curriculum so all is readily accessed, relevant documents collated on Google Site

### **1.3 Explore the Hauora (Māori philosophy of health and well-being), especially the taha wairua (spiritual well-being)**

- Embed PB4L Tier 2 into our practice at St Anthony's
- Classroom practice team set up and initial meeting has been held
- Fortnightly classroom practice discussion held
- March 22: Tier 2 PLD Meeting for Francesca and Denise
- Use a strengths based approach based on our Kāhui Ako Wellbeing PD, this was part of our beginning of the year Teacher Only Day held together with other Kāhui Ako schools. The work from this was then followed up in staff meetings throughout the year.
- Staff discussion about how we can nurture our own wellbeing based on our KA Wellbeing PD
- Staff have recognised their own and each other's strengths
- Francesca attends regular KA Wellbeing lead meetings and feeds back to staff at staff meetings
- Wellbeing journey map has been completed
- Wellbeing benchmark survey has been shared with staff and analysed at staff meetings

- Strengths cards shared with Te Moana
- Whānau Wellbeing Evening held with a good turnout. Some excellent feedback given. This was based on a Kāhui Ako model. Students also participated in presenting and activities associated with this meeting
- The model for understanding Māori health - 'te whare tapa whā' – the four cornerstones (or sides) of Māori health. With its strong foundations and four equal sides, the symbol of the whareniui illustrates the four dimensions of Māori well-being is being used in the classrooms to discuss wellbeing
- Each class has now developed the understanding of Te Whare Tapa Wha and this was shared at our Wellbeing Evening as well
- Regular staff meetings have been held to develop the wellbeing strategies which are reflected in our Behaviour Management pamphlet - this work has been supported by the Kāhui Ako PLD on Wellbeing
- Very successful PB4L Tier One and Two set annual check in
- Student council to support Hauora across the school through their leadership roles.
- Student Council is being actively supported by lead teachers which is resulting in the student leadership growing
- Tier 2 PLD Meeting for Francesca and Denise June 2
- Tier Two referrals made and meetings set up
- Tier 2 Classroom Practice discussions are held twice a term. Senco liaises with teachers regarding individual plans
- A new student council and house leaders have been appointed.
- Each leader has their own area of responsibility and teacher to check in with
- Led the Book Character Parade - planning and leading it all
- Helped plan and implement our Makariki Evening
- Our tamariki's voice has been gathered on how they feel wellbeing in the playground is and also a number of classrooms are discussing and exploring the classroom timetable. This is done once a term in the senior classrooms
- Tier 2 review meetings held
- T4 - incorporating Te Whare Tapa Whā through Health Curriculum

#### **1.4 To grow our roll by connecting to the wider community through an active marketing plan**

- Junior brochure has been printed and distributed to all the ECEs in the Eastern Suburbs
- Senior Brochure has been developed and printed. This has been circulated at the contributing schools on the peninsular
- Hosted an evening for community to showcase the Intermediate Programme
- Former students who are now Year 9 came back to discuss the intermediate years at St Anthony's with Year 5/6
- Sheryl McKnight and Denise Johnson visited all the centres in early May. Brochures were left with each centre with some promising to send them home with the children
- Penny Duncan and Denise Johnson visited ECE centres in September. Very welcoming response and many interested to know more about 'Learning in Action' morning tbc
- May 2 and June 13 - Form a Marketing sub committee

## GOAL 2: Our tamariki are curious and reflective learners who think creatively and critically and communicate successfully.

### 2.1 Make more deliberate links for the children so they understand what they are learning

- Te Ākau using the new science kit and being taught what scientists wear when experimenting
- Te Aroha learning how to use the new microscopes correctly and viewing various cross sections
- Science experiments have been used to prompts for procedural writing
- Care for our Whenua is creating numerous opportunities to use the new science equipment
- Linking the Learning Tunnel to self assessment has helped students to see the progression of learning
- PLD has teachers unpacking the principles of assessment and developing the agentic behaviour of assessment
- Our tamariki are beginning to ask to see their tests as we become more deliberate in the learning conferences around this
- Learning Tunnel is used as a tool for understanding especially when breaking down concepts
- All classes have unpacked/ recapped the Learning Tunnel and its growth mindset concepts
- Our NED online experience created a further link to our learning tunnel
- Developed a schoolwide wellbeing model which incorporates the Learning Tunnel and Te Whare Tapa Wha
- Deliberate links to the purpose or the 'why' of the lesson are made with the tamariki
- Peer observations have shown greater awareness of deliberate links to the why
- Assess to learn practice is also highlighting this

### 2.2 Embed the development of technology and digital learning so that it is an established part of learning

- PLD with Katrina linking Digital tool use with Assess to Learn
- March 8: Individual sessions with Katrina to develop an assessment tool for their tamariki
- Google Forms used for R.E knowledge assessment
- Digital component as part of our Long Term Planning sessions
- Sphero and Dash linked to Inquiry learning e.g. they were used to retell Māori legends and learn about the Māori gods.
- Beebots are introducing our new entrants to basic coding and the language of technology
- The addition of the Blu Bots are helping bridge the gap in the tamariki transitioning from 'punching in a code' and using a programme
- Microbits and sphero used to enhance caring for our whenua learning by putting it into an authentic context
- Tracking sheets to support use of digital tools across the school
- As part of the PLD we are developing the tracking documents for the self assessment tools

### 2.3 Continue to develop Assess to Learn practices and develop the students' ownership of this

- Created a "go-to" place to record our different Assess to Learn tools using the UDL framework
- Assess to Learn Assessment Ideas Tracking Sheet has been developed and updated as we develop further tools
- Embed Assess to Learn into our daily practice
- Teachers were observed using self assessment activities by our PLD provider and given feedback
- Peer observations gave feedback on assessment practice that was evident in each classroom
- Develop agentic behaviour and expectations
- Putting a lead teacher with each student councillor is helping the students to develop the skills of leadership further
- Students are gaining momentum in voicing ideas and challenging why we do things, such as structure of the day etc

#### 2.4 Grow effective teacher capability to encourage curiosity and desire for self-learning

- Explored the concepts of Play based learning for junior classrooms
- Investment in a range of learning resources is providing the junior classrooms with a rich learning experience
- Additional resources have been bought to support learning
- Revisited the cycle of inquiry and the importance of such aspects as the provocation
- The professional growth cycle appraisal documents are using the inquiry cycle to reflect on the teachers chosen goals
- Professional conversations between the principal and teacher has shown that all teachers are using the spiral of inquiry to guide their professional growth

### GOAL 3: Our tamariki develop the skills/ attributes they need to succeed across the school curriculum and realise their all-round potential

#### 3.1 Develop partnerships with whānau that are culturally responsive and help develop our tamariki to be confident connected learners

- Students created mood boards to reflect images of their cultures
  - Student examined the mural and explained the symbols that are represented on there
  - Students identified different symbols that we have to represent our school and brainstormed some that we need more of.
  - Mosaic has been put up on outside wall, lots of comments from community who are interested to learn more about it
  - Our community was consulted to finalise the ideas for the Māori aspect of the culturally responsive look of our school
  - Engage with our Māori families to develop the bi cultural aspects of our kura more effectively such as our R.E.A.L values
  - Consultation with Māori whānau over name for our Mosaic
  - Expanding on the te Reo spoken school wide
  - One of our whānau has shared te Reo resources with us, their son selects one each week with a teacher and then he goes around the school teaching the correct pronunciation of the phrase for the week
  - Te Moana vocab taught each morning and then embedded into daily classroom life
  - Māori Language Week is being celebrated in Week 8 & 9
  - Staff attended te reo language PD through the Kāhui Ako in Term 3
  - Our involvement in the Kāhui Ako PLD especially around Wellbeing has meant that we have kept wellbeing a focus for all our tamariki and staff. We have made good progress with the following foci:-
    - our tamariki having the ability to express and manage their feelings
    - developing positive (pro) social relationships
    - working so that our tamariki feel that their teachers know them and care about their culture and family
    - Using the learning tunnel to model when and how our students can ask for help from their teacher
    - developing the voice of the student council so that all our tamariki feel that they have a say in what happens in their school
- This is part of a two year journey to expand on our wellbeing programme at St Anthony's and ensure that it is fully embedded. Te Whare Tapa Wha is a our chose framework to drive this through along with our Learning Tunnel

### **3.2 Actively track and use the key competencies, thinking skills, along with the Learning Tunnel to grow agentic behaviour**

- Teaching of prosocial skills linked to our R.E.A.L and Gospel Values
- Role plays of expected behaviours and to target specific anti social behaviours have been occurring in the classrooms this term
- An ongoing focus as we target any negative behaviours with active teaching of the expected behaviour
- R.E.A.L affective behaviour tracking sheet
- Term 1 affective comments are being completed by all teachers
- An ongoing task but all teachers have commented at least once on every child
- Agentic behaviour has also been supported by our Assess to Learn PLD. Students are being encouraged to recognise their learning journeys by including comments about the Learning Tunnel and thinking skills on their Seesaw posts.
- Learning Tunnel has been discussed and displayed visually in all classrooms
- The Kāhui Ako support for our SENCO results in effective tracking and monitoring of our target students and provides a platform for our SENCO to have shared conversations and share resources with her fellow SENCOS

### **3.3 Annual Plan Target Recommendations 2022**

- Volunteer is working with these students each week
- TA time is allocated for these cohorts and teachers are tracking needs and results
- OTJs have determined the learning focus needed to continue to achieve these targets by year end



Analysis of Variance  
St Anthony's School Seatoun  
2999



<b>Strategic Aim</b>	Our tamariki develop the skills/attributes they need to succeed across the school curriculum and realise their all-round potential
<b>Annual Aim</b>	<p>3.1 Develop partnerships with whānau that are culturally responsive and help develop our tamariki to be confident connected learners</p> <p>3.2 Actively track and use the key competencies, thinking skills, along with the Learning Tunnel to grow agentic behaviour</p>
<b>Targets</b>	<p>Analysis of 2021 data identified the following cohorts:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Continue to consolidate the gains made in 2021 with 'below' to 'at' and 'at' to 'above'</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Year 5 cohort to increase the number of 'below' to 'at' and 'at' to 'above'</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Year 6 cohort to increase the number of 'below' to 'at'</li> </ul>
<b>Baseline Data</b>	<p>End of Year 2021 Data showed:</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 92% of students are achieving 'at' or 'above' their expected curriculum level. 43% of students are achieving 'at' and 47% of students are achieving 'above.' A total of 12 students have moved from 'at' to 'above' this year.</li> <li>• Our mid year data showed that 88% of students were on track to be 'at' or 'above' by the end of the year. An increase of 4% has been made since the end of Term 2. This is also an increase from our end of 2020 data which showed 87% of students were achieving 'at' or 'above.'</li> <li>• 100% of our Māori students are achieving 'at' or 'above' for Reading. Two of these students have moved from 'at' to 'above' and one has moved from 'below' to 'at.'</li> </ul>

- 89% of our Pasifika students are achieving 'at' or 'above' for Reading. This is an increase of the 57% of Pasifika students who were achieving 'at' or 'above' in 2020. One of these students have moved from 'at' to 'above' and three have moved from 'below' to 'at.'

### **Writing**

- 88% of students are achieving 'at' or 'above' their expected curriculum level. As predicted in the mid year report this is 2% below our annual target of 90% but similar to the 87% of students achieving 'at' or 'above' at the end of 2020. 47% of students are achieving 'at' their expected level and 40% are achieving above. A total of 13 students have moved from 'at' to 'above.'
- 80% of our five Māori students are achieving 'at' or 'above' their expected curriculum level.
- 78% of our nine Pasifika students are achieving 'at' or 'above' their expected curriculum level.

### **Mathematics**

- 88% of students are achieving 'at' or 'above' their expected curriculum level. This is an increase from our end of 2020 data which showed 81% of students achieving 'at' or 'above' their expected curriculum level. In 2021, 50% are working 'at' and 38% are working 'above.' 12 students have moved from 'at' to 'above.'
- 100% of our five Māori students are achieving 'at' or 'above' for Mathematics. One of those students is working 'above' and another one has moved from 'below' to 'at.'
- 67% of our nine Pasifika students are working 'at' or 'above' their expected level for Mathematics. One student has moved from 'below' to 'at' and another has moved from 'at' to 'above.' This percentage of 67% is an increase from our end of 2020 data which showed 43% of Pasifika students working 'at' or 'above.' It is also an increase from the 60% predicted at the end of Term 2.

## Reading 2022

### Outcomes

#### Annual Goal Progress

- 89% of students are achieving 'at' or 'above' their expected curriculum level. This is an increase from mid year where we predicted that 85% were expected to be achieving 'at' or 'above.' This is just short of the 90% target set at the beginning of the year.
- End of Year Data from 2021 showed that 92% of students were achieving 'at' or 'above' their expected curriculum level. This drop of 3% is reflected in the increased number of ESOL students that have enrolled this year.
- Five students have made accelerated progress and have moved from 'below' to 'at,' these five students were identified at mid year and were successful in reaching the target of being 'at.' They join another student who also made the shift from 'below' to 'at' in reading from 2021 to 2022.
- 23 students are achieving 'above' their curriculum level (38%). 11 moved from 'at' to 'above' this year.

#### Māori and Pasifika Achievement

- 100% of our Māori students are reading 'at' or 'above' their expected curriculum. This is an increase from the 75% predicted at mid year and is the same as our End of Year 2021 data.
- 100% of our Pasifika students are reading 'at' or 'above' their expected curriculum level. This is the same as what was predicted mid year.

### Actions Taken

- In the senior syndicate, Investing in new novel sets help to keep reading material fresh for the senior students as well as expose them to topical and relevant themes and ideas. These provoke great comprehension discussions within the class. Teacher Aide and parent volunteers continue to support our reading programme, especially those who are below or are needing to be closely monitored.
- They receive additional reading time by reading separately with them as well as receiving the classroom and small group learning.
- Literacy support for our PCT both internally and externally as well as attending workshops for guided reading. This has meant that a young teacher has flourished in achieving a well run literacy programme
- For the junior syndicate, small groups and targeted personalised learning opportunities have seen excellent progress by our tamariki.
- Our structured literacy programme builds strong phonemic awareness, phonic knowledge combined with sight words in a combination of decodable texts and readers and an Early Words programme.

	<ul style="list-style-type: none"> <li>The variance that we are most proud of is the additional 11 students that have moved from 'at' to 'above' out of the planned 12. Teachers explicitly using the Assess to Learn principle 2 - assessment builds student agency has given students a positive attitude towards assessment and an ability to grasp what is needed for their learning. They are more skilled and motivated to identify their own next steps in learning.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Continue the Assess to Learn journey for Writing by developing clear and consistent skills progressions throughout the school in student speak.</li> <li>Structured literacy to run throughout the Junior Syndicate to ensure clear progressions and consistency between classes.</li> <li>Continue and consolidate the actions taken above</li> </ul>

Mathematics 2022	
<b>Outcomes</b>	<p style="text-align: center;"><b>Annual Goal Progress</b></p> <ul style="list-style-type: none"> <li>89% students are achieving 'at' or 'above' their expected curriculum level.</li> <li>End of 2021 data concluded that 88% of students were achieving 'at' or 'above' their expected curriculum level.</li> <li>At mid year it was anticipated that 86% would be. Three students were identified as having the potential to move from 'below' to 'at' by the end of the year. Two of these students have made the progress needed to reach this target.</li> <li>36% are working 'above' their expected curriculum level. This is an increase from the 27% who were working 'above' at mid year. Five students were identified with having the potential to move to 'above.' End of year data shows that seven students have moved to 'above' since mid year, joining the three who had already moved to 'above' from the end of 2021 to mid year 2022.</li> </ul> <p style="text-align: center;"><b>Increase 'below' to 'at' in Year 6 cohort</b></p> <ul style="list-style-type: none"> <li>11 students are achieving 'at' or 'above' their expected curriculum level of Stage 6/End of Level 3.</li> <li>Three students are working at 'below.' All of these students have made significant progress but need further time and development of confidence to gain their expected level. These 3 will continue as target students in 2023.</li> </ul> <p style="text-align: center;"><b>Māori and Pasifika Achievement</b></p> <ul style="list-style-type: none"> <li>100% of our Māori students are achieving 'at' or 'above.' At mid year one student was on track to be 'below' but they have made accelerated progress and are now achieving 'at.' Another student is achieving 'above.'</li> </ul>

	<ul style="list-style-type: none"> <li>● 80% of our Pasifika students are achieving 'at' or 'above' their expected curriculum level. This is an increase from the 67% who were achieving 'at' or 'above' at the end of 2021.'</li> </ul>
<b>Actions Taken</b>	<ul style="list-style-type: none"> <li>● Mixed ability groupings in Mathematics are exposing more students to a wider variety of problems and higher level thinking.</li> <li>● Our Assess to Learn PLD has mainly focused on Mathematics which has meant that the students have taken greater ownership over their learning and are more familiar with what is needed at each Stage.</li> <li>● Some teachers attended a Numicon workshop at another school and have begun thinking about how some of these resources would benefit our students.</li> <li>● Together the staff analysed the "Balanced Maths" programme resources provided by the Ministry of Education. They then evaluated their own math classrooms and are working to ensure that they have a balanced maths programme.</li> </ul>
<b>Reasons for the Variance</b>	<ul style="list-style-type: none"> <li>● Embedded use of digital technology/ STEM activities has resulted in greater engagement and understanding as students explore Maths concepts in practical ways</li> <li>● Past student visiting the senior class to share his love of physics and maths as they have explored college level concepts together - exploring the language of maths has made a significant impact with our seniors. The students involved have thrived with this and has motivated them to increase their number knowledge so that they can join in these workshops. This learning has also strengthened their in class strategies.</li> <li>● Strong number knowledge programme that operates schoolwide</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>● We plan to continue our work with ensuring there is a balanced Maths programme school wide as well as joining the ALIM PLD that is being offered by the Kāhui Ako. As part of our Assess to Learn journey, we will be developing schoolwide student friendly goals to show learning progressions and allow students to take more ownership of their assessment and success</li> <li>● Educating whānau on the wisdom of learning mental strategies as opposed to teaching their children the written algorithms at home</li> <li>● Continue to develop a consistent balanced maths programme schoolwide</li> </ul>

**Annual Plan Target Recommendations 2023**

<b>Reading</b>	<ul style="list-style-type: none"><li>- 2023 Year 2 cohort - those who are 'below' target to move to 'at'</li><li>- 2023 Year 3 cohort - those who are 'below' target to move to 'at'</li><li>- 2023 Year 5 cohort - those who are 'at' target to move some to 'above'</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>- 2023 Year 3 cohort - those who are 'at' target to move some to 'above'</li><li>- 2023 Year 2 cohort - those who are 'below' target to move to 'at'</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>- 2023 Target the 'below' students across the school in small focus groups to achieve accelerated progress</li></ul>