

ST ANTHONY'S CATHOLIC SCHOOL (HUNTLY)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1943

Principal: Louise Kay Graafhuis

School Address: 102 Bailey Street

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Accountant / Service Provider:



ST ANTHONY'S CATHOLIC SCHOOL (HUNTLY)

Annual Financial Statements - For the year ended 31 December 2023

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St Anthony's Catholic School (Huntly)

Statement of Responsibility

For the year ended 31 December 2023


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 2023 fairly reflects the financial position and operations of the school.


The School's 2023 financial statements are authorised for issue by the Board.

MARVIN CASIMIRO
Full Name of Presiding Member


Signature of Presiding Member

27/5/24
Date:

Louise Kay Gradhuw
Full Name of Principal


Signature of Principal

27/5/24
Date:

St Anthony's Catholic School (Huntly) Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	659,525	586,425	601,834
Locally Raised Funds	3	25,111	-	2,217
Use of Proprietor's Land and Buildings		72,250	72,250	72,250
Interest		9,785	1,500	2,727
Total Revenue		766,671	660,175	679,028
Expense				
Locally Raised Funds	3	13,343	3,615	3,397
Learning Resources	4	501,850	505,636	469,917
Administration	5	118,958	77,157	75,786
Interest		2,747	3,223	3,550
Property	6	69,003	122,526	125,227
Loss on Disposal of Property, Plant and Equipment		-	-	(3,707)
Total Expense		705,901	712,157	674,170
Net Surplus / (Deficit) for the year		60,770	(51,982)	4,858
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		60,770	(51,982)	4,858

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 Catholic School (Huntly)
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2023

	2023	2023	2022
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	211,368	186,112	204,197
Total comprehensive revenue and expense for the year	60,770	(51,982)	4,858
Contribution - Furniture and Equipment Grant	9,572	-	2,313
Equity at 31 December	281,710	134,130	211,368
Accumulated comprehensive revenue and expense	281,710	134,130	211,368
Equity at 31 December	281,710	134,130	211,368

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 Catholic School (Huntly)
Statement of Financial Position
As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	158,391	114,434	170,708
Accounts Receivable	8	40,883	35,266	30,578
GST Receivable		6,838	2,301	2,702
Prepayments		3,140	3,282	3,007
Investments	9	60,465	57,671	58,169
		<u>269,717</u>	<u>212,954</u>	<u>265,164</u>
Current Liabilities				
Accounts Payable	11	58,503	47,393	37,790
Revenue Received in Advance	12	10,655	-	-
Provision for Cyclical Maintenance	13	-	27,499	27,693
Finance Lease Liability	14	10,330	8,855	11,914
		<u>79,488</u>	<u>83,747</u>	<u>77,397</u>
Working Capital Surplus/(Deficit)		190,229	129,207	187,767
Non-current Assets				
Property, Plant and Equipment	10	116,047	19,308	70,534
		<u>116,047</u>	<u>19,308</u>	<u>70,534</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	9,995	3,380	21,650
Finance Lease Liability	14	14,571	11,005	25,283
		<u>24,566</u>	<u>14,385</u>	<u>46,933</u>
Net Assets		<u>281,710</u>	<u>134,130</u>	<u>211,368</u>
Equity		<u>281,710</u>	<u>134,130</u>	<u>211,368</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 Catholic School (Huntly)

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		198,383	187,983	205,809
Locally Raised Funds		34,690	-	2,217
Goods and Services Tax (net)		(4,136)	-	(401)
Payments to Employees		(98,856)	(117,327)	(90,413)
Payments to Suppliers		(78,522)	(97,674)	(94,638)
Interest Paid		(2,747)	(3,223)	(3,550)
Interest Received		9,104	1,500	1,941
Net cash from/(to) Operating Activities		57,916	(28,741)	20,965
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(66,557)	(2,100)	(5,795)
Purchase of Investments		(2,296)	-	(498)
Net cash from/(to) Investing Activities		(68,853)	(2,100)	(6,293)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,572	-	2,313
Finance Lease Payments		(10,952)	(19,786)	(11,338)
Net cash from/(to) Financing Activities		(1,380)	(19,786)	(9,025)
Net increase/(decrease) in cash and cash equivalents		(12,317)	(50,627)	5,647
Cash and cash equivalents at the beginning of the year	7	170,708	165,061	165,061
Cash and cash equivalents at the end of the year	7	158,391	114,434	170,708

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 and other notional items have been excluded.

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



St Anthony's Catholic School (Huntly) Notes to the Financial Statements For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 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 expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

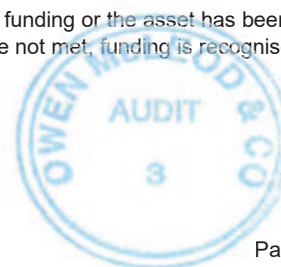
This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	5-15 years
Information and Communication Technology	3-5 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

k) 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 and research expenditure 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.

l) 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 a comparison to recent market transactions.

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

m) 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.



n) 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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Shared Funds

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



r) 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 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.

s) 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.

t) 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.

u) 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.

v) Budget Figures

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

w) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	246,025	188,812	216,177
Teachers' Salaries Grants	413,500	397,613	385,657
	659,525	586,425	601,834

The school has opted in to the donations scheme for this year. Total amount received was \$6,935.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	16,039	-	1,965
Fees for Extra Curricular Activities	1,200	-	252
Fundraising & Community Grants	7,872	-	-
	25,111	-	2,217
Expense			
Extra Curricular Activities Costs	3,388	3,615	3,397
Fundraising & Community Grant Costs	4,367	-	-
After School Care	5,588	-	-
	13,343	3,615	3,397
<i>Surplus/(Deficit) for the year Locally raised funds</i>	11,768	(3,615)	(1,180)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	10,290	8,300	11,976
Library Resources	689	850	887
Employee Benefits - Salaries	467,378	478,297	432,202
Staff Development	2,450	650	847
Depreciation	21,043	17,539	24,005
	501,850	505,636	469,917



5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	4,523	4,524	4,557
Board Fees	2,230	4,120	2,745
Board Expenses	2,032	700	4,744
Communication	775	1,100	1,475
Consumables	1,330	3,800	3,884
Operating Leases	1,532	-	2,696
Other	5,837	10,650	6,911
Employee Benefits - Salaries	46,400	41,643	41,485
Insurance	1,072	1,200	869
Service Providers, Contractors and Consultancy	6,540	9,420	6,420
Healthy School Lunch Programme	46,687	-	-
	<u>118,958</u>	<u>77,157</u>	<u>75,786</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,473	2,100	1,916
Consultancy and Contract Services	6,666	16,000	15,161
Cyclical Maintenance Provision	(39,348)	9,000	5,355
Grounds	4,352	3,760	7,550
Heat, Light and Water	6,143	5,400	5,631
Rates	2,802	2,352	2,514
Repairs and Maintenance	12,890	10,000	13,332
Use of Land and Buildings	72,250	72,250	72,250
Security	1,775	1,664	1,518
	<u>69,003</u>	<u>122,526</u>	<u>125,227</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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	134,367	91,006	147,048
Short-term Bank Deposits	24,024	23,428	23,660
Cash and cash equivalents for Statement of Cash Flows	<u>158,391</u>	<u>114,434</u>	<u>170,708</u>

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



8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	51	1,856	-
Receivables from the Ministry of Education	2,460	-	1,146
Interest Receivable	1,467	-	786
Banking Staffing Underuse	-	-	2,532
Teacher Salaries Grant Receivable	36,905	33,410	26,114
	<u>40,883</u>	<u>35,266</u>	<u>30,578</u>
Receivables from Exchange Transactions	1,518	1,856	786
Receivables from Non-Exchange Transactions	39,365	33,410	29,792
	<u>40,883</u>	<u>35,266</u>	<u>30,578</u>

9. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	60,465	57,671	58,169
Total Investments	<u>60,465</u>	<u>57,671</u>	<u>58,169</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	8,308	-	-	-	(1,004)	7,304
Furniture and Equipment	18,600	23,834	-	-	(4,203)	38,232
Information and Communication Technology	1,270	3,026	-	-	(677)	3,619
Motor Vehicles	-	39,696	-	-	(1,740)	37,956
Leased Assets	37,263	-	-	-	(12,782)	24,480
Library Resources	5,093	-	-	-	(637)	4,456
Balance at 31 December 2023	70,534	66,556	-	-	(21,043)	116,047

The net carrying value of equipment held under a finance lease is \$24,480 (2022: \$37,263)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	10,038	(2,734)	7,304	10,038	(1,730)	8,308
Furniture and Equipment	126,541	(88,309)	38,232	102,708	(84,108)	18,600
Information and Communication Technology	25,102	(21,483)	3,619	22,075	(20,805)	1,270
Motor Vehicles	39,696	(1,740)	37,956	-	-	-
Leased Assets	41,696	(17,216)	24,480	51,210	(13,947)	37,263
Library Resources	37,885	(33,429)	4,456	37,885	(32,792)	5,093
Balance at 31 December	280,958	(164,911)	116,047	223,916	(153,382)	70,534



11. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	10,651	8,842	6,091
Accruals	4,524	4,100	4,393
Banking Staffing Overuse	5,010	-	-
Employee Entitlements - Salaries	36,905	33,410	26,114
Employee Entitlements - Leave Accrual	1,413	1,041	1,192
	<u>58,503</u>	<u>47,393</u>	<u>37,790</u>
Payables for Exchange Transactions	58,503	47,393	37,790
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>58,503</u>	<u>47,393</u>	<u>37,790</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue in Advance	9,630	-	-
MOE Income in Advance	1,025	-	-
	<u>10,655</u>	<u>-</u>	<u>-</u>

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	49,343	21,879	43,988
Increase to the Provision During the Year	9,995	9,000	7,471
Other Adjustments	(49,343)	-	(2,116)
Provision at the End of the Year	<u>9,995</u>	<u>30,879</u>	<u>49,343</u>
Cyclical Maintenance - Current	-	27,499	27,693
Cyclical Maintenance - Non current	9,995	3,380	21,650
	<u>9,995</u>	<u>30,879</u>	<u>49,343</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2029. This plan is based on the schools 10 Year Property plan / painting quotes. Inflation adjustment is included



14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	11,932	8,855	15,316
Later than One Year and no Later than Five Years	16,052	11,005	28,694
Future Finance Charges	(3,083)	-	(6,813)
	<u>24,901</u>	<u>19,860</u>	<u>37,197</u>
Represented by			
Finance lease liability - Current	10,330	8,855	11,914
Finance lease liability - Non current	14,571	11,005	25,283
	<u>24,901</u>	<u>19,860</u>	<u>37,197</u>

15. Related Party Transactions

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

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

The Proprietor of the School (Catholic Diocese of Hamilton) is a related party of the School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of Land and Buildings".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$4,500 (2022: \$0). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$4,500 (2022: \$0).



16. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,230	2,745
<i>Leadership Team</i>		
Remuneration	317,073	372,354
Full-time equivalent members	3.00	4.00
Total key management personnel remuneration	319,303	375,099

There are 8 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	90 - 100
Benefits and Other Emoluments	3 - 4	2 - 3
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	1.00	-
	1.00	0.00

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



17. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

18. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 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 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. 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 2024.

Holidays Act Compliance – schools payroll

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

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

19. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2023 (Capital commitments at 31 December 2022: \$0).

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).



20. 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	158,391	114,434	170,708
Receivables	40,883	35,266	30,578
Investments - Term Deposits	60,465	57,671	58,169
Total financial assets measured at amortised cost	<u>259,739</u>	<u>207,371</u>	<u>259,455</u>

Financial liabilities measured at amortised cost

Payables	58,503	47,393	37,790
Finance Leases	24,901	19,860	37,197
Total financial liabilities measured at amortised cost	<u>83,404</u>	<u>67,253</u>	<u>74,987</u>

21. Events After Balance Date

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

22. Comparatives

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



St Anthony's Catholic School (Huntly)

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Marvin Casimiro	Presiding Member	Elected	May 2025
Louise Kay Graafhuis	Principal	ex Officio	
Cristina Roquero	Parent Representative	Elected	May 2025
Viliami Toafa	Parent Representative	Elected	May 2025
Stephen Thwaite	Parent Representative	Elected	May 2025
Alan James	Staff Representative	Elected	Jan 2023
Lana Neho	Staff Representative	Elected	May 2025
Maria Curray	Proprietors Representative	Appointed	Aug 2023
Stuart Young	Proprietors Representative	Appointed	Jun 2025
Jenny Clemente	Proprietors Representative	Appointed	Aug 2023

St Anthony's Catholic School (Huntly)

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$674 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

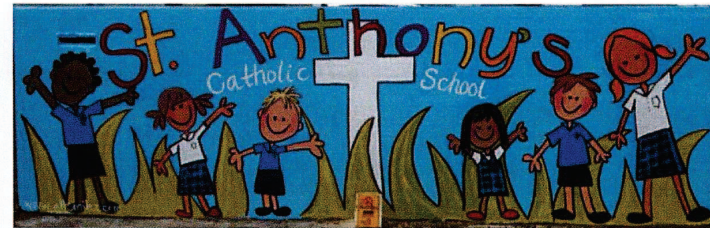
For the year ended 31st December 2023 the St Anthony's Catholic School (Huntly) Board:

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


Statement of Variance Reporting



St Anthony's
Catholic School



School Name:	St Anthony's Catholic School Huntly	School Number:	1943
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	St Anthony's Catholic School School Number: 1943
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ENGLISH

Annual Aim:	<ol style="list-style-type: none">1. By the end of the Year 2023, 90% of Students, English Reading Achievement, at the at or above appropriate NZC English Curriculum Levels.2. By the end of the Year 2023, 87% of all Students, English Writing Achievement, at the appropriate NZC English Curriculum Levels.3. Targeted students identified as at Significant Risk in English Reading and Writing, will make more than 1 years Progress in their individual Goal Setting, and develop in their English Reading Age and Writing Level.
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Strategic Aim:	Strategic Goal 2: To Raise Levels of English Reading and English Writing, Achievement and Progress																														
Target:	<p>Target/s:</p> <ol style="list-style-type: none"> 1. By the end of the Year 2023, 90% of all Students, English Reading Achievement, at the appropriate NZC English Curriculum Levels, 1, 2, 3 and 4. 2. By the end of the Year 2023, 87% of all Students, English Writing Achievement, at the appropriate NZC English Curriculum Levels, 1, 2, 3 and 4. 3. By the end of the Year 2023, All Target Students, English Reading and English Writing Achievement, at the appropriate NZC English Curriculum Levels, 1, 2, 3 and 4 																														
Baseline Data: 2022 AOV Goal at the start Pink actual Data	<p><u>WHOLE SCHOOL - ENGLISH READING - ACHIEVEMENT STUDENTS ENROLLED, T1, 2022</u></p> <table border="1" data-bbox="709 816 1908 915"> <thead> <tr> <th></th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No of Students</td> <td>0</td> <td>17</td> <td>13</td> <td>9</td> <td>39</td> </tr> <tr> <td>%</td> <td>0%</td> <td>43.6%</td> <td>33.3%</td> <td>23.1%</td> <td>100%</td> </tr> </tbody> </table> <table border="1" data-bbox="709 982 1908 1154"> <tbody> <tr> <td>End of 2022</td> <td>12.5% 5 students</td> <td>12.5% 5 students</td> <td>47.5% 19 students</td> <td>25% 10 Students</td> <td>40 students</td> </tr> <tr> <td>End of 2023</td> <td>2% 1 students</td> <td>18% 9 students</td> <td>16% 8 students</td> <td>64% 32 students</td> <td>50 assessed</td> </tr> </tbody> </table>		Well Below	Below	At	Above	Total	No of Students	0	17	13	9	39	%	0%	43.6%	33.3%	23.1%	100%	End of 2022	12.5% 5 students	12.5% 5 students	47.5% 19 students	25% 10 Students	40 students	End of 2023	2% 1 students	18% 9 students	16% 8 students	64% 32 students	50 assessed
	Well Below	Below	At	Above	Total																										
No of Students	0	17	13	9	39																										
%	0%	43.6%	33.3%	23.1%	100%																										
End of 2022	12.5% 5 students	12.5% 5 students	47.5% 19 students	25% 10 Students	40 students																										
End of 2023	2% 1 students	18% 9 students	16% 8 students	64% 32 students	50 assessed																										

Tātaritanga raraunga

2023					
Reading St	Well Below	Below	At	Above	Total
Y0				100% (5)	5
Y1			11% (1)	89% (8)	9
Y2			20% (1)	80% (4)	5
Y3			100% (1)		1
Y4		30% (3)	20% (2)	50% (5)	10
Y5	14% (1)	14% (1)	14% (1)	57% (4)	7
Y6		40% (4)	20% (2)	40% (4)	10
Y7				100% (2)	2
Y8		100% (1)			1
Totals	2% 1	18% 9	16% 8	64% 32	50

Baseline Achievement Data All Students: ENGLISH WRITING

	Well Below	Below	At	Above	Total
No of Students	0	8	13	19	40
%	0%	20%	32.5%	47.5%	100

End of 2022	10% 4 students	22.5% 9 Students	45% 18 students	22.5% 9 students	40 students
End of 2023	0	15% 6 students	50% 20 students	35% 14 students	40 students assessed

End of 2023

Tātaritanga raraunga

Writing t3 full school roll at St Anthony's						
	Well Below	Below	At	Above	Total	
Y0			100% (1)		1	
Y1				100% (8)	8	
Y2			75% (3)	25% (1)	4	
Y3					0	
Y4		20% (2)	70% (7)	10% (1)	10	
Y5		17% (1)	33% (2)	50% (3)	6	
Y6		33% (3)	67% (6)		9	
Y7			50% (1)	50% (1)	2	
Y8					0	
Totals		15% 6	50% 20	35% 14	40	
					85%	at or above

Actions
What did we do?

Outcomes & Reasons
What happened & why?

Evaluation
Where to next?

Tātaritanga raraunga

READING & WRITING	Reading & Writing	Reading and Writing
<p>Actions:</p> <ol style="list-style-type: none"> Analyses of Results for Years 1 to 8 for English Reading and English Writing for All Students, by Classroom Teachers Term 1, 2022. Use Analyses of Results from Year End Reports 2022 for Years 1 to 8 to set Achievement and Progress Goals for English Reading and English Writing, Achievement and Progress for, 2022. Create separate Progression based, English Reading and English Writing Curriculum Plans for each Year Level based on NZC Levels 1, 2, 3 and 4 Achievement Objectives. Teachers to appropriately resource all English Reading and English Writing modules to be covered over the year 2022. Tracking of English Reading and English Writing, Achievement and Progress by Classroom Teachers, to inform teaching and learning practice in 2022. Tracking based on English Reading and English Writing Progressions and Analyses of Results for All and Target Students for English Reading and English Writing by respective Classroom Teachers to inform teaching and learning practice in 2022. Principal to provide ANOVA to BOT, for English Reading and English Writing, Achievement and Progress, End of Term 1, Mid-Year and End of Term 3, 2023. 	<p>Targets not achieved 90% for reading and 87% for reading. Targets for a shift this high were very ambitious. All new students enrolling were testing below and needed significant assistance.</p> <p>at the start of the year at and above</p> <ul style="list-style-type: none"> 56% for reading 88% for writing <p>Mid year has the at the end of the year at and above</p> <ul style="list-style-type: none"> 76% for reading 68 % for writing <p>End of the year at and above</p> <ul style="list-style-type: none"> 76% for reading 85 % for writing 	<p>Continuation of Better Start - Implement 'The Code' for Years 3-6.</p> <p>Write that Essay - Professional learning for teachers in Years 5-8.</p> <p>Contextual and pedagogy engagement development through Teaching to the North East Programme and connected curriculum.</p>



Planning for next year:

The 2024 Strategic Plan for English has ...

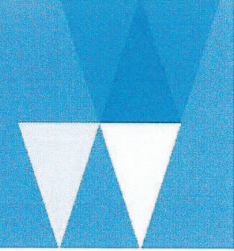
- Senior school all participating in Writers Toolbox, licenses for students Yr 7-8
- Continue to build resources for staff to use (learning resources site) , targeting and consolidating skills in phonics and better start literacyIncreasing professional knowledge.
- Establish an assessment system for reading which highlights progression in skills rather than solely using running records.
- Align CLP stages with St Anthony's reporting and next steps on progressions through connected curriculum
- Grow teacher knowledge and understanding of CLP approaches and the reasoning behind this through small workshops, possibly supported with RTLB.
- **Next year - working towards implementing stronger systems around the recording and comparing of data. We cannot reply currently on the 2022/2023 data as their are some inconsistencies in fields**

Reading

- To increase the number of students achieving at or above the National Standard for "Reading" to 91% across the school.
- 8 year 3-6 students who were below the Reading Standard at the end of 2024 will make more than one year's progress to be at or above the reading standard by the end of 2024. Based on 70 students. An increase of 11.42%

Writing

- To increase the number of students achieving at or above the National Standard for "Writing" to 85% across the school.
-
- 6 year 4-6 students who were below the standard at the end of 2024 will make more than one year's progress to be at or above the reading standard by the end of 2024. Based on 70 students. An increase of 8.5%



Mathematics

Annual Aim:	<ol style="list-style-type: none"> 1. By the end of 2023 we have 59% of students achieving at or above national standards 2. Targeted students identified as at Significant Risk in Mathematics Strands, will make more than 1 years Progress in their individual Goal Setting, and develop in their Mathematics Stage/ Level.
Strategic Aim	<ol style="list-style-type: none"> 4. Strategic Goal 3: To Raise Levels of Mathematics Strands – Number Achievement and Progress
Target: 2022 AOV Goal at the start Pink actual Data	<p>Mathematics:</p> <ol style="list-style-type: none"> 1. By the end of the Year 2023, that All Students, Mathematics Strands Achievement, at the appropriate NZC Mathematics Curriculum Levels, 1, 2, 3 and 4. 2. By the end of the Year 2023, All Target Students, Mathematics Strands Achievement, at the appropriate NZC English Curriculum Levels, 1, 2, 3 and 4. 3. To ensure that the Mathematics Strands Achievement Objectives and Strand Progressions are the basis of Teacher Unit Planning and are understood by students across the School. 4. Targeted students identified as at Significant Risk in Mathematics Strands, will make more than 1 years Progress in their individual Goal Setting, and develop in their Mathematics Stage/ Level.



Tātaritanga raraunga

Baseline Data:

The 2022 data shows:

1. Baseline Data ALL Students: **MATHEMATICS STRAND - NUMBER**

	Well Below	Below	At	Above	Total
No of Students	0	16	11	13	40
%	0%	40%	27.5%	32.5%	100%

End tm 2 2022	24.2% 8 students	36.4% 12 students	24.2% 8 students	15.2% 5 students	33 students
End TM 2 2023	0% 0 students	39% 18 students	45% 21 students	15% 7 students	46 students plus 2 not assessed (48)
End of 2023	12% 6 students	10% 5 students	at 26% 13 students	52% 26 students	50 students

Tātaritanga raraunga

		2023					
maths full roll St Anthonys		Well Below	Below	At	Above	Total	
Y0				40% (2)	60% (3)	5	
Y1				11% (1)	89% (8)	9	
Y2				40% (2)	60% (3)	5	
Y3					100% (1)	1	
Y4			20% (2)	30% (3)	50% (5)	10	
Y5	14% (1)	14% (1)	29% (2)	43% (3)	7		
Y6	50% (5)	20% (2)	10% (1)	20% (2)	10		
Y7			50% (1)	50% (1)	2		
Y8			100% (1)		1		
Totals	12% 6	10% 5	26% 13	52% 26	50		78% at or above

Actions What did we do?	Outcomes & Reasons What happened & why?	Evaluation Where to next?
-----------------------------------	-------------------------------------------------------	-------------------------------------

Tātaritanga raraunga



<p>MATHS Number Whole school:</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Analyses of Results for Years 1 to 8 for Number for All Students, by Classroom Teachers Term 1, 2022. 2. Use Analyses of Results from Year End Reports 2022 for Years 1 to 8 to set Achievement and Progress Goals for Number, Achievement and Progress for, 2022. 3. Review Progression based, Number Curriculum Plans based on NZC Levels 1, 2, 3 and 4 Achievement Objectives. 4. Teachers to lead in house PD on the teaching of Number for 2022 5. Tracking of Number by Classroom Teachers, to inform teaching and learning practice in 2022 6. Tracking based on Number Progressions and Analyses of Results for Teachers to inform teaching and learning practice in 2023. 7. Principal to provide ANOVA to BOT, for Number, Achievement and Progress, End of Term 1, Mid-Year and End of Term 3, 2022. 	<p>Goal of 59% achieved and exceeded</p> <p>Maths</p> <p>End of the number assessment the Whole school number at term 2 2022 cohort has 40% at or above.</p> <p>This has largely contributed to only tracking numbers in the early sector of 2022.</p> <p>at the start of the year at and above</p> <ul style="list-style-type: none"> • 40% <p>Mid year has the at the end of the year at and above</p> <ul style="list-style-type: none"> • 60% <p>End of the year at and above</p> <ul style="list-style-type: none"> • 78% 	<p>Professional development - Implement in term 3 - providing a focus on number development of pedagogy and teacher knowledge in numeracy</p> <p>New progressions designed, Pd based on those progressions. Flipped learning to be a focus.</p> <p>This will be the focus for our maths teaching and across all of 2024</p>
<p>Planning for next year:</p>		

Tātaritanga raraunga

The 2024 Strategic Plan has goals/initiatives to address variances

- Intervention - school trained TA provided to target learners across the work within the classrooms
- Development of online tools for numeracy - staff wide meeting with Digital fluency
- Knowing & Identifying the gaps, growing cultural competence in mathematics
- Internal staff development - reviewing and engaging in progressions, moderation across the school.
- Establish an assessment system for maths which highlights moderating across the levels in skills rather than looking at in isolation.
- Align numeracy levels with new curriculum progressions
- Develop systems to track target students within sms system to report on accelerated progress
- 5 year 4-6 students who were below the standard at the end of 2023 will make more than one year's progress in relation to the Mathematics standard by the end of 2024. With 70 students at the start of 2024. We are looking at moving the 5 cuss students being 8.1%
- To improve the standards (content) of Mathematics strand
- To increase the number of students achieving at or above the National Standard for "Mathematics" to 85% across the school. (5 students)
- **Next year - working towards implementing stronger systems around the recording and comparing of data. We cannot reply currently on the 2022/2023 data as their are some inconsistencies in fields**



St. Anthony's Catholic School
Te Kura o Hato Anthoni
102 Bailey Street Huntly 3700

Principal: Mrs. Louise Graafhuis
Phone: 07 828 8516

Web: www.stanthonys.school.nz
Email: principal@stanthonys.school.nz

27th February 2024

TREATY OF WAITANGI STATEMENT

Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. St Anthony's Catholic School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of St Anthony's Catholic School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

St Anthony's Catholic School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

St Anthony's Catholic School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).



St. Anthony's Catholic School
Te Kura o Hato Anthoni
102 Bailey Street Huntly 3700

Principal: Mrs. Louise Graafhuis
Phone: 07 828 8516

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Protection

St Anthony's Catholic School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia**

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

St Anthony's Catholic School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

A handwritten signature in black ink, appearing to be 'Louise Graafhuis'.

Louise Graafhuis,
Principal.