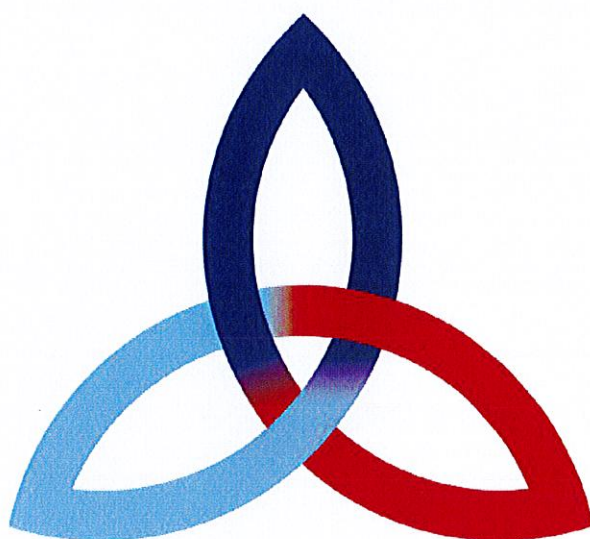


Holy Trinity Catholic Primary School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



**Holy Trinity
Catholic Primary School**

Ministry Number:	743
Principal:	Peta Lindstrom
School Address:	137 Airfield Road, Auckland
School Postal Address:	PO Box 202046, Auckland 2246
School Phone:	09 296 9039
School Email:	plindstrom@holytrinity.school.nz
Accountant / Service Provider:	School Finance Hub

Holy Trinity Catholic Primary School
Members of the Board of Trustees

For the year ended 31 December 2023

Name	Position	How position Gained	Term Expired/Expires
Philip Cortesi	Presiding Member	Bishops Representative	Elections 2025
Peta Lindstrom	Principal		
Lynne Rhode	Staff Representative	Elected 2022	Elections 2025
Alma Santos	Bishops Representative	Bishops Representative	Elections 2025
Anna Soo Choon	Bishops Representative	Bishops Representative	Elections 2025
Apaula Fruean-Lautua	Bishops Representative	Bishops Representative	Elections 2025
Jason Farley	Parent Elect	Elected 2022	Elections 2025
Lennis Martin	Parent Elect	Elected 2022	Elections 2025
Trish Martin	Parent Elect	Elected 2022	Elections 2025
Vineetha Uthamaputhiran	Parent Elect	Elected 2022	Elections 2025
Maila Altamirano	Parent Elect	Elected 2022	Elections 2025

Holy Trinity Catholic Primary School

Annual Financial Statements - For the year ended 31 December 2023

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Holy Trinity Catholic Primary School

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.

Philip John CERRESE

Full Name of Presiding Member

P.J. Cerrese

Signature of Presiding Member

31 May 2024

Date:

Peta Ann Lindstrom

Full Name of Principal

P.A. Lindstrom

Signature of Principal

31.05.2024

Date:

Holy Trinity Catholic Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	2,504,824	2,098,060	2,406,625
Locally Raised Funds	3	96,454	50,800	49,987
Use of Proprietor's Land and Buildings		512,500	198,000	512,500
Interest		26,271	6,000	7,151
Gain on Sale of Property, Plant and Equipment		483	-	-
Total Revenue		3,140,532	2,352,860	2,976,263
Expense				
Locally Raised Funds	3	17,756	10,000	31,421
Learning Resources	4	2,131,970	1,852,529	2,030,284
Administration	5	179,913	178,851	184,952
Interest		3,476	3,392	3,111
Property	6	704,296	335,718	668,137
Loss on Disposal of Property, Plant and Equipment		2,333	-	237
Total Expense		3,039,744	2,380,490	2,918,142
Net Surplus / (Deficit) for the year		100,788	(27,630)	58,121
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		100,788	(27,630)	58,121

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

Holy Trinity Catholic Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		<u>796,557</u>	<u>796,557</u>	<u>727,035</u>
Total comprehensive revenue and expense for the year		100,788	(27,630)	58,121
Contribution - Furniture and Equipment Grant		56,503	-	11,401
Equity at 31 December		<u>953,848</u>	<u>768,927</u>	<u>796,557</u>
Accumulated comprehensive revenue and expense		953,848	768,927	796,557
Equity at 31 December		<u>953,848</u>	<u>768,927</u>	<u>796,557</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.

Holy Trinity Catholic Primary School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	420,220	344,099	337,778
Accounts Receivable	8	175,896	158,500	187,081
GST Receivable		15,180	5,000	4,921
Prepayments		10,666	7,000	6,197
Investments	9	293,870	300,000	253,772
		<u>915,832</u>	<u>814,599</u>	<u>789,749</u>
Current Liabilities				
Accounts Payable	11	172,706	179,500	185,672
Revenue Received in Advance	12	11,395	5,000	4,726
Finance Lease Liability	14	16,480	22,000	22,315
Funds held in Trust	15	1,633	5,000	3,756
		<u>202,214</u>	<u>211,500</u>	<u>216,469</u>
Working Capital Surplus/(Deficit)		713,618	603,099	573,280
Non-current Assets				
Property, Plant and Equipment	10	370,697	313,175	318,832
Work in Progress	10	18,755	-	-
		<u>389,452</u>	<u>313,175</u>	<u>318,832</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	132,610	125,347	80,718
Finance Lease Liability	14	16,612	22,000	14,837
		<u>149,222</u>	<u>147,347</u>	<u>95,555</u>
Net Assets		<u>953,848</u>	<u>768,927</u>	<u>796,557</u>
Equity		<u>953,848</u>	<u>768,927</u>	<u>796,557</u>

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

Holy Trinity Catholic Primary School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		809,698	682,060	840,717
Locally Raised Funds		117,449	81,543	21,824
Goods and Services Tax (net)		(10,259)	(79)	74
Payments to Employees		(424,044)	(404,487)	(410,107)
Payments to Suppliers		(287,244)	(252,451)	(281,631)
Interest Paid		(3,476)	(3,392)	(3,111)
Interest Received		23,154	5,606	4,762
Net cash from/(to) Operating Activities		225,278	108,800	172,528
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,043	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(155,279)	(31,937)	(34,918)
Purchase of Investments		(40,098)	(46,228)	(31,497)
Net cash from/(to) Investing Activities		(194,334)	(78,165)	(66,415)
Cash flows from Financing Activities				
Furniture and Equipment Grant		56,503	-	11,401
Finance Lease Payments		(2,882)	(25,558)	(27,825)
Funds Administered on Behalf of Other Parties		(2,123)	1,244	(3,741)
Net cash from/(to) Financing Activities		51,498	(24,314)	(20,165)
Net increase/(decrease) in cash and cash equivalents		82,442	6,321	85,948
Cash and cash equivalents at the beginning of the year	7	337,778	337,778	251,830
Cash and cash equivalents at the end of the year	7	420,220	344,099	337,778

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Holy Trinity Catholic Primary School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Holy Trinity Catholic Primary 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 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.

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

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 20.

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.

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised of stationery 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 material.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	10-15 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

k) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment 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 the valuer's approach to determining market value.

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds Held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School's five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, 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.

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

q) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, 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 7-10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) Financial Instruments

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

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

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) 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.

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

2. Government Grants

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	804,684	646,066	811,019
Teachers' Salaries Grants	1,689,071	1,416,000	1,581,843
Other Government Grants	11,069	35,994	13,763
	<u>2,504,824</u>	<u>2,098,060</u>	<u>2,406,625</u>

The school has opted in to the donations scheme for this year. Total amount received was \$45,465.

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	70,056	33,000	25,646
Fees for Extra Curricular Activities	6,241	16,800	12,475
Fundraising & Community Grants	8	-	1,596
Other Revenue	20,149	1,000	10,270
	<u>96,454</u>	<u>50,800</u>	<u>49,987</u>
Expense			
Extra Curricular Activities Costs	17,635	10,000	26,108
Fundraising and Community Grant Costs	121	-	1,962
Other Locally Raised Funds Expenditure	-	-	3,351
	<u>17,756</u>	<u>10,000</u>	<u>31,421</u>
Surplus / (Deficit) for the year Locally Raised Funds	<u>78,698</u>	<u>40,800</u>	<u>18,566</u>

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	46,051	58,490	40,646
Equipment Repairs	331	500	794
Information and Communication Technology	15,746	12,000	16,225
Library Resources	2,625	2,470	1,880
Employee Benefits - Salaries	1,960,816	1,684,069	1,860,005
Staff Development	25,813	25,000	32,311
Depreciation	80,588	70,000	78,423
	<u>2,131,970</u>	<u>1,852,529</u>	<u>2,030,284</u>

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	6,557	6,557	6,366
Board Fees	5,260	6,875	4,340
Board Expenses	7,043	6,320	9,982
Communication	1,915	1,650	1,551
Consumables	6,277	9,164	9,316
Other	17,016	17,877	21,944
Employee Benefits - Salaries	122,750	117,008	118,100
Insurance	4,680	5,000	4,367
Service Providers, Contractors and Consultancy	8,415	8,400	8,986
	<u>179,913</u>	<u>178,851</u>	<u>184,952</u>

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	5,782	5,193	5,850
Consultancy and Contract Services	41,046	45,660	28,476
Cyclical Maintenance	51,892	15,000	26,867
Grounds	2,576	700	13,198
Heat, Light and Water	22,403	20,400	22,042
Repairs and Maintenance	32,952	20,000	30,881
Use of Land and Buildings	512,500	198,000	512,500
Security	9,082	10,548	8,776
Employee Benefits - Salaries	26,063	20,217	19,547
	<u>704,296</u>	<u>335,718</u>	<u>668,137</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 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	420,220	344,099	337,778
Cash and cash equivalents for Statement of Cash Flows	<u>420,220</u>	<u>344,099</u>	<u>337,778</u>

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	10,893	-	30,469
Interest Receivable	6,223	3,500	3,106
Banking Staffing Underuse	11,305	-	-
Teacher Salaries Grant Receivable	147,475	155,000	153,506
	<u>175,896</u>	<u>158,500</u>	<u>187,081</u>
Receivables from Exchange Transactions	17,116	3,500	33,575
Receivables from Non-Exchange Transactions	158,780	155,000	153,506
	<u>175,896</u>	<u>158,500</u>	<u>187,081</u>

9. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	293,870	300,000	253,772
Total Investments	<u>293,870</u>	<u>300,000</u>	<u>253,772</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Furniture and Equipment	215,637	95,862	-	-	(36,188)	275,311
Information and Communication Technology	28,054	10,697	(2,418)	-	(9,389)	26,944
Leased Assets	37,802	25,202	-	-	(29,955)	33,049
Library Resources	37,339	3,586	(476)	-	(5,056)	35,393
Balance at 31 December 2023	<u>318,832</u>	<u>135,347</u>	<u>(2,894)</u>	<u>-</u>	<u>(80,588)</u>	<u>370,697</u>

The net carrying value of furniture and equipment held under a finance lease is \$33,049 (2022: \$37,802)

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 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Furniture and Equipment	466,659	(191,350)	275,309	370,799	(155,162)	215,637
Information and Communication Technology	83,139	(56,194)	26,945	81,235	(53,181)	28,054
Leased Assets	96,551	(63,502)	33,049	97,729	(59,927)	37,802
Library Resources	64,690	(29,296)	35,394	61,892	(24,553)	37,339
Balance at 31 December 2023	<u>711,039</u>	<u>(340,342)</u>	<u>370,697</u>	<u>611,655</u>	<u>(292,823)</u>	<u>318,832</u>

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	12,967	10,000	18,607
Accruals	6,557	4,500	4,366
Employee Entitlements - Salaries	149,861	157,000	154,829
Employee Entitlements - Leave Accrual	3,321	8,000	7,870
	<u>172,706</u>	<u>179,500</u>	<u>185,672</u>
Payables for Exchange Transactions	172,706	179,500	185,672
	<u>172,706</u>	<u>179,500</u>	<u>185,672</u>

The carrying value of payables approximates their fair value.

12. Revenue Received In Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	5,250	-	-
Other Revenue in Advance	6,145	5,000	4,726
	<u>11,395</u>	<u>5,000</u>	<u>4,726</u>

13. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	80,718	80,718	53,851
Increase to the Provision During the Year	51,892	15,000	26,867
Other Adjustments	-	29,629	-
Provision at the End of the Year	<u>132,610</u>	<u>125,347</u>	<u>80,718</u>
Cyclical Maintenance - Non current	132,610	125,347	80,718
	<u>132,610</u>	<u>125,347</u>	<u>80,718</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property plan.

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

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	18,598	(22,000)	24,319
Later than One Year and no Later than Five Years	17,467	(22,000)	16,089
Future Finance Charges	(2,973)	-	(3,286)
	<u>33,092</u>	<u>(44,000)</u>	<u>37,122</u>
Represented by			
Finance Lease Liability - Current	16,480	22,000	22,315
Finance Lease Liability - Non current	16,612	22,000	14,837
	<u>33,092</u>	<u>44,000</u>	<u>37,152</u>

15. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	1,633	5,000	3,756
	<u>1,633</u>	<u>5,000</u>	<u>3,756</u>

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

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 (The Catholic Diocese of Auckland) 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 funds on behalf of the School, 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 \$153,835 (2022: \$147,677). 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 \$1,633 (2022: \$3,756).

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

17. 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	5,260	4,340
<i>Leadership Team</i>		
Remuneration	388,960	361,772
Full-time equivalent members	3	3
Total key management personnel remuneration	394,220	366,112

There are 10 members of the Board excluding the Principal. (4 Bishop's Representatives, 5 Elected Parent Members and 1 Elected Staff Member). The Board has held 11 full meetings of the Board in the year. The Board also has 3 Finance members (excluding the Principal) and 3 Property members (excluding the Principal) that meet monthly and quarterly respectively. The Finance Team meets monthly before each full Board Meeting to review the Monthly Financial Reports. An Agenda and Minutes are recorded and reported. The Property team meets bi-monthly before each full Board Meeting to review and plan for property needs. An Agenda and Minutes are recorded and reported. The Presiding member and the Principal meet fortnightly and set the Monthly Board Meeting Agenda together. The Presiding Member, Finance Members and Property Members and Catholic Special Character Members spend 2 hours in preparation time before each term/full Board meeting. As required, Board Members have also been involved with Behaviour Education, Stand Down Meeting with families (minimal), Appointment Team Meetings and Candidate Interview and Health, Safety and Hauora Team Meetings. All Board Members are actively involved in Community Meetings and Cultural Community events and activities. They attend these in their Board position role. There are 8 Community Meetings across the school year.

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	160 - 170	150 - 160
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

Other Employees

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

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
110-120	2.00	-
100-110	4.00	2.00
	6.00	2.00

18. 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	-	-

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board has entered into no contract agreements for capital works (2022: Nil)

(b) Operating Commitments

As at 31 December 2023, the Board has no operating commitments (2022: Nil)

21. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Financial assets measured at amortised cost	\$	\$	\$
Cash and Cash Equivalents	420,220	344,099	337,778
Receivables	175,896	158,500	187,081
Investments - Term Deposits	293,870	300,000	253,772
Total financial assets measured at amortised cost	889,986	802,599	778,631
Financial liabilities measured at amortised cost			
Payables	172,706	179,500	185,672
Finance Leases	33,092	44,000	37,152
Total financial liabilities measured at amortised cost	205,798	223,500	222,824

22. Events After Balance Date

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

Independent Auditor's Report

To the Readers of Holy Trinity Catholic Primary School's Financial Statements

For the Year Ended 31 December 2023

The Auditor-General is the auditor of Holy Trinity Catholic Primary School (the School). The Auditor-General has appointed me, Bonita Swanepoel, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities, arise from section 134 of the Education and training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Funding, Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023, Evaluation and Analysis Students' Progress and Achievement, Giving Effect to Te Tiriti o Waitangi, Members of the Board of Trustees and Statement of Variance Reporting, 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.



Bonita Swanepoel
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand



Holy Trinity Catholic Primary School

Learn Love Serve

Giving Effect to Te Tiriti o Waitangi

Giving Effect to Te Tiriti o Waitangi is one of the board's primary objectives. We give effect to the unique position of Māori by:

- Developing an awareness of and practices that demonstrate tikanga and te reo māori
- Providing the means of fostering better cultural understanding consistent with Te Tiriti o Waitangi
- Providing regular consultation opportunities with our Maori whānau/families to discover the views and aspirations of the Maori community

The Curriculum Refresh – Te Mātaiaho:

The Ministry of Education, recently released the draft Curriculum Framework, Te Mātaiaho, as a completed whole with resources for planning Teacher Only Days.

- HICPS held Teacher Only Days on Monday 24th April and Monday 13th November 2023 –. The focus for the day was unpacking and exploring the WHY of Te Mātaiaho.
- The knowledge landscape of Aotearoa NZ is changing ...
- Importance of Te Tiriti o Waitangi
- Revitalisation of te reo māori/language, knowledge and culture
- Transforming our understanding of the importance of a dual heritage, culturally diverse communities and a shared sustainable and prosperous future for Aotearoa NZ
- Understanding the Rich whakapapa of Aotearoa NZ:
- Knowing and attaining the history of knowledge, tradition and culture
- Knowledge streams to both inform/understand our individual and collective worlds
- This helped us to know how we are as a nation = guides how we give effect to ToW
- Unpacking the Whakapapa of Te Mātaiaho – the design of the whakapapa

Curriculum: Responsive curriculum, effective teaching, and opportunity to learn

Introduction of the Wai Ako Programme - digital online learning in te reo māori:

We have recently subscribed to the Wai Ako online programme which provides Te Reo Māori, Aotearoa NZ Histories and Te Tiriti o Waitangi resources for schools. The resources have been created and designed with classroom teachers in mind. There are fun video lessons for teachers and students to learn together. The lessons closely follow the curriculum at Levels 1 and 2. Implemented weekly as part of teaching and learning programmes across all levels.

Suggestion: that the Board create a Working Group to unpack Poutama Reo and begin to develop a plan with Māori whānau that will enable us to take action and commit to te reo language revitalisation.

Student Tuakana/Teina Whanaungatanga Time:

Students gather in their Whānau groups as part of the schoolwide tuakana/teina concept of, working with each other to explore, understand and learn together. Activities include learning the NZ national anthem in te reo māori, learning the school haka, utilizing and sharing Wai Ako on-line learning, singing waiata, himene, etc.

Curriculum: Responsive curriculum, effective teaching, and opportunity to learn

All students worked towards meeting the knowledge, skills and understandings of the Discovery Concept learning/Science learning area.

- Students were involved in local trips to Watercare stream sites and visiting the Papakura landmarks (the school's pepeha) performing the schools haka on the crest of Pukekiwiri
- Watercare educators worked in Learning Communities and prepared students for off-site excursions with specific learning projects etc - learning concepts of being kaitiakitanga of our environment

Community Whānau Hui:

Regular hui are held across the year with our Māori Whānau - this takes the form of:

- a shared meal followed by activities, discussion that encourages whānau to get together,
- to get to know each other a little better – to build whanaungatanga/relationships,
- to share and help plan for school language weeks,
- to share information about our current school Health Curriculum programmes and to gather whānau 'voice' about health issues and concerns for our tamariki children,
- children teaching families Wai Ako activities, playing traditional māori hand games
- sharing of the Ngāti Tamaoho Education Strategic Plan with our Māori whānau so our whānau were be involved in this korero for our school

Our hope is that the families feel empowered and will continue to feel empowered in contributing to the life and growth of the school through celebrating diversity, uniqueness and especially through identity, language and culture.

Next steps together with our whānau ...

1. Weave a story that is OUR STORY - a story that is visual
2. Korero Paki opportunities - "This is my story"
3. What is a strategy that we have implemented that has shaped the direction of our school?
4. Success /Challenges/Potential
5. Māori Activities - harakeke weaving, whānau working with students and teachers - offer learning that is engaging and empowering, students sharing their learning with whānau
6. Focus group - be prepared to listen
7. 'Shoulder tap' invitations
8. Plan for ... "what is the whānau's experience of who we are, what we are about?"
9. Share with staff our purpose of being involved attending whānau engagement times - Te Tiriti, RELATIONSHIPS,
10. What is the role of the kaitiaki at Whānau Engagement times?

Celebrating Te Wiki o Te Reo Māori Week:

- meeting with our families during the afternoons with a planned after school activity for all to enjoy
- Invitations extended to our families to attend with the children
- Staff leading this are keen to work with our families on activities for the week
- Shared understanding of Māori identity, language and culture - celebration of relationship

It's a valuable time together - getting to know our families, their stories, their desires for their children for our school.

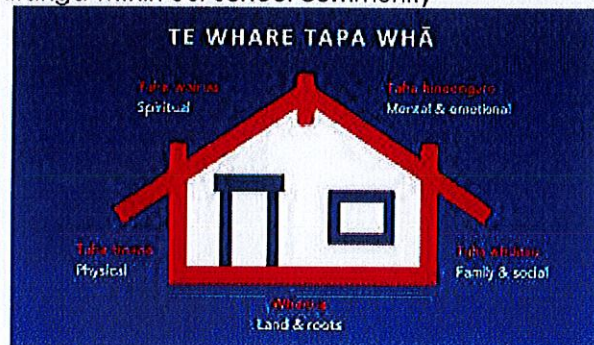
Introduction of Cultural Group - Kapa Haka:

Cultural Groups learning was introduced for all Year 3-8 students.

- This will take place during whanaungatanga times on Fridays.
- This is in response to requests from families for children to provide opportunities for students to strengthen their identity through learning of their language and culture.
- The x 4 disciplines (music, visual arts, dance and drama) of the 'The Arts' Learning Area was the curriculum vehicle for this learning.
- We want to make our cultural groups sustainable – on-going from here. We envisage the numbers of students decreasing next year with our cultural group becoming 'an opt in part' of the curriculum programme and extending to school and outside performance opportunities.
- Support from our community was a contributing factors to success of the group
- Haere mai, Ka pioioi e, Papakura haka, HTCPS haka, Ka Waiata (song)

Highlighting and Living Te Whare Tapa Whā:

- Learning about and articulating the concept of Te Whare Tapa Whā
- For our overall hauora and further allow growth and development to our physical, mental, spiritual, social and academic selves
- Nurturing kotahitanga within our school community



Building Relationship with Ngāti Tamaoho - local iwi:

Ngāti Tamaoho education personnel presented the NT Education Strategic Plan with the full school Board and SLT team.

- This plan will be a starting point for our school when we are reviewing and reshaping how we give effect to Te Tiriti o Waitangi.
- Purchasing of the Te Ara Mātauranga o Ngāti Tamaoho Education Strategy and displaying in the school foyer

Professional Development and Learning:

Board and teaching staff attendance at Ngāti Tamaoho iwi workshop 2023

- Session with Robert Bartholomew Author of "No Maori Allowed"
- Tamaoho History korero
- Kiingitanga
- Manaaki Tangata
- Paepae Tikanga.Kawa
- Whakairo

Staff and Board Hikoi to Waitangi, Bay of Islands Thursday 25th January 2024

Purpose:

- To experience an authentic 'touchstone' for the learning of our story; our founding story and our catholic story ... "Waitangi" - the birthplace of our nation!
- To grow our understanding and knowledge of our school's obligation to honour and give effect to Te Tiriti o Waitangi principles

Board members Hikoi to Waitangi, Bay of Islands (NZSTA Hikoi) July 2023

Considerations:

- How do we start, what are the steps we have taken so far?
- What are the next steps?
- Who should be working with, to build relationships with?
- If we have challenges on the way, how to respond to these challenges collectively?
- How can we sustain this journey?
- Relationships are the basis of everything we do!
-
- Who built this relationship? Have we engaged with Mana Whenua as a school board? (have they invited us or we invited them?)
- Managing relationship is important
- Great to reinforce what we do now and what we are having now
- How often is our school - must be working on a common ground
- Narrative to suit governance, Make sure there is a collective things before moving forward
- Tak time to suit the needs, to make decision with our people
- Celebrate -- getting children more involved, we need to be the voice of our children!

Senior Leadership Team PLD:

Reading, discussing, sharing understandings of professional reading text: Niho Taniwha:-
Improving Teaching and Learning for Ākonga Māori by Melanie Rīwai-Couch

South Auckland School Kāhui Ako:

- Liaising with Manuel Beasley, Vicar for Māori, Catholic Diocese of Auckland, to see if he can support us with connecting with our local iwi as Catholic Schools
- Creating a document to support Catholic Schools in this area
- Sharing his view as Vicar for Māori to support and guide us. Manuel has a great view to share of how we engage and what to hold onto as a Catholic faith-based school.

Our hope is that our whānau feel empowered and will continue to feel empowered in contributing to the life and growth of the school through celebrating who they are as Māori, in succeeding as Māori and in celebrating their uniqueness of being the mana whenua of this land.

Peta Lindstrom
Principal
28th February 2024



Holy Trinity Catholic Primary School

Learn Love Serve

Evaluation and Analysis Students' Progress and Achievement

OUR QUESTIONING:

From our student achievement Writing Data end 2022, we noticed lower achievement levels and were concerned about the students oral language capabilities impacting on their ability to share ideas and communicate in a written form.

WRITING:

At and Above 68% (68%)	Below and Well Below 32% (32%)
Male:	
At and Above 59% (60%)	Below and Well Below 41% (40%)
Female:	
At and Above 76% (75%)	Below and Well Below 24% (25%)
Māori	
At and Above 55% (53%)	Below and Well Below 45% (47%)
Pasifika	
At and Above 61% (54%)	Below and Well Below 39% (46%)
Asian:	
At and Above 76% (78%)	Below and Well Below 24% (22%)
MELAA:	
At and Above 53% (62%)	Below and Well Below 47% (38%)
NZ European:	
At and Above 75% (86%)	Below and Well Below 25% (14%)
Other Ethnicities:	
At and Above 57% (44%)	Below and Well Below 43% (56%)

OUR GOALS WERE TO:

- ensure assessment for learning practices were consistent and sustainable across our school learning communities.
- build on the students prior knowledge and experiences through rich oral language approaches to teaching and learning.
- strengthen the richness of effective collaborative practice for our ākonga and teachers.

WE IDENTIFIED:

- Specific ākonga with learning needs that require a more structured approach to learning.
- Support programmes to improve progress and achievement in literacy/writing.
- The need to continue to grow and consolidate our leaders and teacher's skills and abilities to work collaboratively in a more consistent way to ensure all teachers and ākonga were successful when working in more collaborative spaces with aligned pedagogy and practice.

From OUR IDENTIFIED EDUCATIONAL CHALLENGE

We needed to support our teaching to:

- Build the reo-ā-waha /oral language capability of our ākonga in order to support literacy progress
- To build kaitiaki kete of reo-ā-waha /oral language strategies that can be integrated across the curriculum
- To leverage the cultural and linguistic diversity of our ākonga and whānau and to build teacher knowledge about the benefits of being bi and multilingual
- To build our whānau knowledge and skills around supporting reo-ā-waha

IDENTIFIED ACTIONS

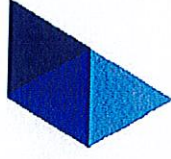
1. For our teachers needed to build a shared practice model around the teaching of reo-ā-waha/oral language
2. To design a kete of practice that runs across the school that provides equitable access for all ākonga to rich dialogic teaching and learning
3. To continue to build our whānau knowledge and skill to support children with reo-ā-waha/oral language activities at home.

IDENTIFIED ACTIONS	DELIVERED ACTIONS	IMPACT
Our teachers need to build a shared practice model around the teaching of reo-ā-waha.	Continuous roll out of pedagogy and practice at TOD and after school workshops and the sharing of practice through real time learning space impact stories	A shared language of reo-ā-waha has developed Teachers have been active inquirers and have worked in teams through their professional growth cycle to progress and extend their practice
	The development of ākonga oral language progressions	AFL strategies are now being used by kaitiaki to support ākonga with next steps and goal setting
	Co-construction of Effective Reo-ā-waha Teacher Practice Guidelines	Individual teachers know what they are good at, what they need to do to extend and develop effective practices. Tuakana-teina systems have gently emerged as kaitiaki support each other and leverage off each other's strengths. Many kaitiaki have really challenged themselves to try new practices, to reflect on the impact of these practices and

		to deeply observe what is happening for ākonga.
Design a kete of practice that runs across the school that provides equitable access for all learners to rich dialogic teaching and learning	Co-construction of Effective Reo-ā-waha Teacher Practice Guidelines	<p>Individual teachers know what they are good at, what they need to do to extend and develop effective practices.</p> <p>Tuakana-teina systems have gently emerged as kaitiaki support each other and leverage off each other's strengths.</p> <p>Many kaitiaki have really challenged themselves to try new practices, to reflect on the impact of these practices and to deeply observe what is happening for ākonga.</p> <p>There is real clarity for the leadership team around effective practices and how to support kaitiaki..</p>
	We have a rich kete of resources, stories and tools that all teachers can access and utilise with ease across all curriculum areas	<p>Ākonga voice has told us that the large % of ākonga know and understand what to do with all of the reo-ā-waha strategies, they can talk about the importance of oral language, their goals and are proud and active in their heritage languages.</p>
We want to continue to build our whānau knowledge and skill to support children with reo-ā-waha at home	We hosted whānui hui around the key strategies and current research. This unpacked practical strategies that whānau can use at home.	We had very positive feedback about the hui.
	We provided an opportunity for whānau of target reo-ā-waha ākonga to come and have a personalised support session to focus on strategies that we are using in class and how they can leverage these at home.	We will continue this practice. Whānau who did attend were grateful and happy to learn.
	We developed whānau videos with a specific focus on our	This will provide for transition whānau, all target ākonga

	reo-ā-waha programme of learning and how they can support ākonga at home	whānau and as the basis for all whānau to access quality content to support their tamariki.
SUMMARY		
<p>On reflection, the PLD work we have completed has been highly effective for us. We have all the tools we need to begin the process of consolidation and integration into our local curriculum.</p> <p>We have some teachers who will need continued specific practice support and we will be continuing with our PLD facilitator in 2024 to provide this and to take us to the next level of integration.</p> <p>Our writing data for end of 2023 was very pleasing and we feel that this was because of our focus on reo-ā-waha as well as quality AFL and collaborative practice.</p>		
WRITING:		
At and Above 81% (79/68%)	Below and Well Below 19% (23/32%)	311
Male:		
At and Above 74% (68/59%)	Below and Well Below 26% (32/41%)	153
Female:		
At and Above 87% (85/76%)	Below and Well Below 13% (15/24%)	158
Māori		
At and Above 70% (62/55%)	Below and Well Below 30% (38/45%)	30
Pasifika		
At and Above 67% (59/61%)	Below and Well Below 33% (41/39%)	75
Asian:		
At and Above 90% (86/76%)	Below and Well Below 10% (14/24%)	165
MELAA:		
At and Above 73% (86/53%)	Below and Well Below 27% (14/47%)	15
NZ European:		
At and Above 79% (82/75%)	Below and Well Below 21% (18/25%)	19
Other Ethnicities:		
At and Above 86% (86/57%)	Below and Well Below 14% (14/43%)	7
NEXT STEPS:		
<ul style="list-style-type: none"> Strengthen Kōrero Paki strategy with local stories that reflect our local curriculum Build additional Effective Teacher Practice Guidelines for literary and beyond Continue to support and monitor dialogic and narrative practice efficacy in our learning spaces Align our common practices with that of Te Mātaiaho (Curriculum Refresh). 		

Statement of Variance Reporting



School Name:	Holy Trinity Catholic Primary School - WRITING	School Number:	0743
Strategic Aim:	<p>Design and implement a connected and localised curriculum: Our staff and students are <u>responsive</u> and <u>engaged</u> as learners and are <u>confident</u> in learning, <u>creating</u> and <u>sharing</u> their knowledge skills and understandings. <i>We will know we have achieved this when...</i></p> <ul style="list-style-type: none"> • Staff, students and families are engaged in curriculum development • Students are contributing to the connected curriculum concepts teaching and learning activities • Student achievement data levels shows progress and achievement • Students demonstrate capabilities, knowledge and skills for tomorrow's world. 		
Annual Aim:	<p>Students are making progress and achievement in identified areas:</p> <p>Aim: To implement Te Reo-a-Waha Oral Language initiative/PLD – teaching strategies, approaches and practices across the school to improve learner outcomes. Our collaborative practice inquiry for 2023 was focused on improving WRITING achievement for our learners.</p> <p>This collective inquiry document is central to building collective efficacy in raising learner achievement. Our key anchor for 2023 was to develop our explicit teaching practice in Oral Language enabling our learners to use rich language, vocabulary, sentence structure, organised ideas to write with confidence and competence.</p>		
Target:	<p>TARGET: Year 0/1 students achieving below: Transfer phonics knowledge into writing to improve writing achievement Shift students from <1B to >1B or 1P or above by the end of the year Unpack the race track with students to use for writing goals</p> <p>Year 2 students achieving below: By the end of the year our identified Year 2 students will move to 1A 24 students BELOW 11 students AT (mid year) but shifted to Below (end of year) 9 students Below and 4 students not making shifts</p>		



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tataritanga raraunga

	<p>Year 3&4 students achieving below: By the end of the year our identified Year 3&4 students will move to 2B/2P</p> <p>Year 3: 9 students – 6 boys/3 girls Year 4: 9 students - 9 boys/2 girls By the end of the year our identified Year 3&4 students will move to 2B/2P</p> <p>Year 5&6 students achieving below: By the end of the year our identified Year 5&6 students will move to 3B/3P/3A</p> <p>23 students: Year 5: 16 students – 11 boys/4 girls – x 1 boy well below Year 6: 7 students – 4 boys/3 girls</p>																																												
Baseline Data:	<table><tr><th colspan="2">2022 END WRITING DATA</th><th colspan="2">2023 END WRITING DATA</th></tr><tr><td>ALL:</td><td></td><td>ALL:</td><td></td></tr><tr><td>At and Above 68%</td><td>Below and Well Below 32%</td><td>At and Above 81%</td><td>Below and Well Below 19%</td></tr><tr><td>Male:</td><td></td><td>Male:</td><td></td></tr><tr><td>At and Above 59%</td><td>Below and Well Below 41%</td><td>At and Above 74%</td><td>Below and Well Below 26%</td></tr><tr><td>Female:</td><td></td><td>Female:</td><td></td></tr><tr><td>At and Above 76%</td><td>Below and Well Below 24%</td><td>At and Above 87%</td><td>Below and Well Below 13%</td></tr><tr><td>Māori:</td><td></td><td>Māori:</td><td></td></tr><tr><td>At and Above 55%</td><td>Below and Well Below 45%</td><td>At and Above 70%</td><td>Below and Well Below 30%</td></tr><tr><td>Pasifika:</td><td></td><td>Pasifika:</td><td></td></tr><tr><td>At and Above 61%</td><td>Below and Well Below 39%</td><td>At and Above 67%</td><td>Below and Well Below 33%</td></tr></table>	2022 END WRITING DATA		2023 END WRITING DATA		ALL:		ALL:		At and Above 68%	Below and Well Below 32%	At and Above 81%	Below and Well Below 19%	Male:		Male:		At and Above 59%	Below and Well Below 41%	At and Above 74%	Below and Well Below 26%	Female:		Female:		At and Above 76%	Below and Well Below 24%	At and Above 87%	Below and Well Below 13%	Māori:		Māori:		At and Above 55%	Below and Well Below 45%	At and Above 70%	Below and Well Below 30%	Pasifika:		Pasifika:		At and Above 61%	Below and Well Below 39%	At and Above 67%	Below and Well Below 33%
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Year 0/1</p> <p>Grouped according to phonics levels and each group is taught by a different teacher following the plan for each stage</p> <p>Grouping differs for phonics and writing as some children are struggling to transfer their phonics knowledge into their writing. move from phonics groups to writing groups</p> <p>LA supports with small groups - pencil grip/letter formation and phonics</p> <p>Phonics is done daily for + - 20 minutes</p> <p>Goals are shared with the learners. Tracking sheet in the back of writing books - learner agency.</p> <p>Introduced explicit oral language teaching strategies 'Serve and Return', 'Accountable Talk' and 'Korero Paki'</p>	<p>All learners are AT or ABOVE</p> <p>There is some good shift in the writing from 1B to 1P</p> <p>Most learners can identify and know ALL the associated letter sounds/ digraphs</p> <p>The learners are transferring their phonics knowledge into their writing</p> <p>Spelling has improved as dictation is part of the phonics program at higher stages.</p> <p>All children have made progress in their phonological awareness</p>	<p>Year 0/1</p> <p>We immediately started doing phonics every day for 20 minutes after all teachers had done the course.</p> <p>We were prepared with the resources and had the children grouped according to their phonological awareness in writing.</p> <p>Engaged in Accountable Talk in small groups prior to writing- enrich vocabulary</p> <p>Korero paki- story telling/ writing. Sequencing Beginning /Middle /End</p> <p>ESOL programme aligned with ongoing concept/ topic / interest/ inquiry</p> <p>Sub-Grouped in ability levels to fill gaps e.g. pencil grip, drawing, letter formation</p> <p>Literacy boxes had activities to enhance writing skills e.g. left to right drawing, letter formation. Spelling</p> <p>Daily Accountable Talk opportunities enhanced oral literacy, enriching writing</p>	<p>Year 0/1</p> <p>To continue the daily implementation of the YS phonics programme</p> <p>To teach the children how to transfer the phonetic sounds into their writing by using daily Teacher modelling</p> <p>Have a bank of Korero Paki stories and cultural stories to choose from.</p> <p>Have the resources made and ready to use throughout the year.</p> <p>Commence 'Serve and Return' – oral language start right from the beginning of the year</p> <p>STOP all T prep work at 8:30am and engage with children to enhance 'serve and return'</p>



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Year 2

Accountable Talk (AT)/oral language is part of the writing programme. Learners are able to independently use this strategy in small groups.

Introduce marking codes to support editing

Vocabulary is displayed in LC's

Conferencing with learners to check in on how they're progressing with their writing goals

Use a strategy in phonics (robot arms) to help write sounds

Playing word games using the word card to help learners with word recognition

Year 2

END of YEAR Below 24

10/24 students remain BELOW expectation - 5 boys/5 girls

16 students moved from AT to ABOVE

Both boys and girls shifted to ABOVE

M = 1/4 and P = 2/4 also shifted to ABOVE

Year 2

LI's are clear/SC is written with learners support

Transferring phonics knowledge into writing - modelling hearing and recording of sounds

Teaching early writers how to use the word cards

AT supported learners to have ideas to write about and use new vocabulary in their writing.

Korero Paki has supported learners with retelling stories orally before writing.

Vocabulary word lists displayed in LC to develop learners knowledge of words and begin to use them in the right context when writing.

Year 2

For Term 1 continue Oral Language programmes beginning with 'Serve and Return with new students and AT for older year ones and year twos who have prior experience with the language programmes the previous year

Encourage highly confident speakers to lead AT in small groups

STOP all T prep work at 8:30am and engage with children to enhance 'serve and return'

Encourage learners to publish their stories using digital technology.



MINISTRY OF EDUCATION
TĀTARITANGA RARAUNGA

Tātaritanga raraunga

<p>Year 3&4</p> <p>Guided group planning prior to writing</p> <p>Oral language / using Accountable Talk strategy prior to writing</p> <p>Feeding in vocabulary & having the vocabulary visible around the room</p> <p>Embedding Korero Paki - story telling & using this as an exemplar for writing</p>	<p>Year 3&4</p> <p>Year 3 Target Group = 9 students – 6 boys/3 girls</p> <p>9 students = 2 girls / 7 boys remain BELOW in writing but have made shifts within levels</p> <p>M = 2 and P = 3 remain BELOW</p> <p>Most Year 3 writers are achieving AT</p> <p>Year 4 Target Group = 9 students - 9 boys/2 girls</p> <p>6 students = 2 girls / 4 boys remain BELOW</p> <p>M = 2 and P = 2 remain BELOW</p> <p>All Year 4 writers are achieving AT</p>	<p>Year 3&4</p> <p>Using Oral language strategies / Accountable Talk & Korero Paki - story telling</p> <p>Sharing our focus with ESOL T so that it can also be covered through the ESOL programme</p> <p>Carefully choosing Korero Paki helped make connections to different curriculum areas. Learners confidently connected with our Korero Paki story and used the story across the curriculum.</p> <p>Learners creating their own Korero Paki stories was effective - could easily see that learners were confident with this tool as they were able to do this independently</p> <p>All Ts consistent with the use of Lis and SCs - learners know what they are and use them when writing.</p>	<p>Year 3&4</p> <p>Have clear Lis and SCs for daily writing and use them consistently</p> <p>Ensure Lis and SCs are visible for learners in modelling book for their reference when writing</p> <p>Focus on learners goals through Korero Paki and integrate into planning</p>
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MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tataritanga raraunga



Year 5&6	Year 5&6	Year 5&6	Year 5&6
Connected writing to concept learning – writing authentically and in context of concept	Year 5 Target Group = 16 students – 11 boys/4 girls	Year 5&6	Year 5&6
Ensuring writers know purpose and audience	10 students = 7 boys / 3 girls remain BELOW in writing but have made shifts within levels	Began having success criteria and learning intentions for each Accountable Talk (AT) lesson	Be more consistent with communication with whānau on how to use Accountable Talk at home
Following writing process - feedback/feedforward	X 1 Pasifika student shifted from BELOW to AT	Adjusted the AT mats and used them for maths and writing	Be more purposeful in planning - rotations to incorporate AT
Targeted workshoping, e.g. punctuation, sentence structure	Most Year 5 writers are achieving AT. There was a small shift of students from AT to ABOVE	Had AT mats available for learners to use on their own	Learn how to implement Korero Paki strategy
Tracking students writing goals	Year 6 Target Group = 7 students – 4 boys/3 girls	Keep working towards having this more student led	
Using of effective, interactive modelling	4 students shifted from BELOW to AT = 2 girls / 2 boys	Share AT strategies with whānau through LC newsletter and emails	
Daily workshoping with target writers - hands on activities, oral language, vocabulary building	X 1 Pasifika student shifted from BELOW to AT	Students loved interacting with each other for oral language and the transfer to writing. They liked the structure of Accountable Talk	
Teaching of oral language strategies 'Serve and Return' and 'Accountable Talk'	Most Year 6 writers are achieving AT		



MINISTRY OF EDUCATION
Teaching & Learning

Tataritanga raraunga

Year 7&8	Year 7&8	Year 7&8	Year 7&8
Using exemplars/examples to show the genre of writing	Year 7 Target Group = 16 students below 9 below 5 well below	Teaching of Korero Paki (cultural stories)	Year 7&8
Teaching Oral Language strategies and planning for Accountable Talk (AT) to be part of literacy rotation	9 students below only Shift evident from 5 WELL BELOW to BELOW (x 1 girl & x 4 boys) No students achieved Well Below	Unpacking with the learners the structure of different genres of writing	Include Oral Language strategies Accountable Talk and Korero Paki in literacy rotation.
Having technical vocabulary list displayed for students to use in their writing		Co-constructing Success Criteria to achieve the learning intention	Encouraging students to use te reo māori and their home language while sharing stories of their own culture
Introducing Learning Circles – student led conferencing	Year 8 Target Group = 4/17 students below	Having feedback written on a new page where it is visible for students to see and reflect on before starting a new piece of writing supported learning	Encourage students to keep to the authenticity of their cultural stories
Introducing blended learning online learning through 123Tuition	3 x below = boys Shift x 1 boy to AT		
Modelling writing in modelling books	Significant shift from AT to ABOVE for both Boys/girls M and P achieving ABOVE		
Turbo writing with specific groups			
Using effective Modelling Practices (I, we, us and you)			
Embedding Kōrero Paki - story telling in small groups to initiate the writing			
Using LI and SCs consistently used			



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tataritanga raraunga



Planning for next year:

Intention for 2024:

The Yolanda Soryl programme will continue to be embedded in daily LC teaching and learning programme for Year 0-Year 4. Teachers new to HTCPS will have the opportunity to attend professional learning and development for this programme – regular assessing and analysing of data will help identify target areas of need to promote movement of students through stages to assist with reading and writing. We need to ensure all YS resources are available and accessible for teachers to use daily in their literacy programme.

MoE Central funding has been applied for to continue with our school-wide Oral Language PLD programme Te Reo-a-Waha facilitated by Del Costello (Cognition). This will support with teacher learning to improve practice in teaching explicit oral language skills to improve student learning outcomes. Oral Language will support the writing programme.

- Continue with Collaborative Team inquiries to support oral language teaching/learning expectations
- Introduce Korero Paki as strategy schoolwide to connect curriculum Korero Pūrākau
- Establish WSL support for coaching and modelling of OL strategies
- Create OL whanau videos for learning at home

We will continue to focus on WRITING to lift student achievement:

Effective workshoping specific learning goals

Use of quality writing exemplars so students know what 'good looks like'

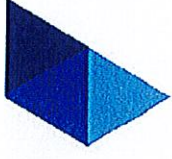
Connecting with home – to share resources to support writing learning at home

Focus on 'streamlining' our current assessment process and practices

Having a stronger oral language focus and incorporating oral language strategies before writing will support learners with ideas, vocabulary., etc Teachers are working alongside ESOL teachers/Learning Assistants to address gaps

Engaging our Māori and Pasifika learners by using writing/stories/books chosen by the learners that they will engage with and relate to

Statement of Variance Reporting



School Name:	Holy Trinity Catholic Primary School - MATHEMATICS	School Number:	0743																																																
Strategic Aim:	<p>Design and implement a connected and localised curriculum: Our staff and students are <u>responsive</u> and <u>engaged</u> as learners and are <u>confident</u> in learning, <u>creating</u> and <u>sharing</u> their knowledge skills and understandings. <i>We will know we have achieved this when...</i></p> <ul style="list-style-type: none"> • Staff, students and families are engaged in curriculum development • Students are contributing to the connected curriculum concepts teaching and learning activities • Student achievement data levels shows progress and achievement • Students demonstrate capabilities, knowledge and skills for tomorrow's world. 																																																		
Annual Aim:	<p>Students are making progress and achievement in identified areas:</p> <p>As we continue to embed collaborative practice across the school to improve learner outcomes, our collaborative teams identified students in Year 7&8 who would benefit from additional tuition to support maths progress and achievement</p>																																																		
Target:	<p>TARGET: Blended learning programme for identified Year 7&8 students</p>																																																		
Baseline Data:	<table border="1"> <thead> <tr> <th colspan="4">MATHS YEAR 7</th> <th colspan="4">MATHS YEAR 8</th> </tr> <tr> <th colspan="2">Girls</th> <th colspan="2">Boys</th> <th colspan="2">Girls</th> <th colspan="2">Boys</th> </tr> <tr> <th>Mid Yr</th> <th>End Yr</th> <th>Mid Yr</th> <th>End Yr</th> <th>Mid Yr</th> <th>End Yr</th> <th>Mid Yr</th> <th>End Yr</th> </tr> </thead> <tbody> <tr> <td>Above</td> <td>1</td> <td></td> <td>1</td> <td>Above</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>At</td> <td>12</td> <td>7</td> <td>5</td> <td>At</td> <td>10</td> <td>5</td> <td>5</td> </tr> <tr> <td>Below</td> <td>13</td> <td>6</td> <td>7</td> <td>Below</td> <td>6</td> <td>1</td> <td>5</td> </tr> </tbody> </table>			MATHS YEAR 7				MATHS YEAR 8				Girls		Boys		Girls		Boys		Mid Yr	End Yr	Mid Yr	End Yr	Mid Yr	End Yr	Mid Yr	End Yr	Above	1		1	Above	1			At	12	7	5	At	10	5	5	Below	13	6	7	Below	6	1	5
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Identified students who are working at or above Maths that needs to be extended (use HERO data)</p> <p>Identified two students to trial the 123 Tuition Programme in the school holidays</p> <p>Worked with students and families to provide feedback to support SLT with planning and implementation</p> <p>Informed students and parents of the 123 Tuition Programme that the students will be using - by phone contact or face to face</p> <p>Had a meeting with all students with the support of the 2 trial students as learning coaches</p> <p>Commenced the 123Tuition Programme for Maths x2 times a week with the expectation of certain tasks to be completed at home under parent supervision</p> <p>SLT continued to inform families of what students are expected to complete at home</p>	<p>Introduced online programme to create range of apps e.g. XL/IXL Quiz/Moneytime</p> <p>Students were asked to complete maths learning goal reflections when conferencing with T</p> <p>T established Learning Circles for students to peer share</p> <p>Sharing of LIs and co-construction of success criteria was consistent</p> <p>Students who remained working with the programme for both home and school achieved excellent results – shifts across levels and within levels – above expected levels of achievement</p>	<p>Contacted families of identified students and explained involvement of students and asked for support for early times at school.</p> <p>Asked whānau to support with online work supervision to be completed at home and to email SLT for support</p> <p>Students were motivated to complete programme as they were able – enjoyed the learner agency of creating their own timetables</p> <p>Students enjoyed monitoring their own progress and identifying gaps and strengths in their maths learning</p> <p>Involvement of families – practical partnership with school</p>	<p>Use Effective Modelling Practices (I, we, us and you)</p> <p>Use 'Accountable Talk' Oral Language strategy in small groups so students can talk about where they are, etc</p> <p>Share IXL quizzes with whānau</p> <p>Share Google Classroom online tasks with whānau</p>



MINISTRY OF EDUCATION
Tātaritanga rāraunga

Tātaritanga rāraunga

MATHS YEAR 7 Mid - 26 End - 25	Girls		Boys	
	Mid Yr	End Yr	Mid Yr	End Yr
Above	1	8	5	3
At	12	11	7	5
Below	13	6	6	7

Significant shift increase from At to Above and from Below to At especially with girls data

MATHS YEAR 8 Mid - 17 End - 16	Girls		Boys	
	Mid Yr	End Yr	Mid Yr	End Yr
Above	1	8	1	5
At	10	4	5	2
Below	6	4	1	5

Also evident in the Year 8 data: shifts from At to Above.



MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

Tātaritanga raraunga

Maths Achievement Grade	Year	Term 1	Term 2	Term 3	Term 4
Frontier (A)	7	End of L3	Early L4	Early L4	L4 (Final Abs)
Active (A)	7	Early L4	Early L4	L4	End of L4 (Abs)
Frontier (B)	8	Early L4	Early L4	Early L4	End of L4 (Abs)
Frontier (B)	8	Early L4	Early L4	Level 4	End of L4 (Abs)
Frontier (C)	8	Early L4	Early L4	L4	L4 (Final Abs)
Active (B)	8	Early L4	Early L4	Level 4	Early L4 (Final Abs)

Big shifts seen for accelerant students across Level 4

Planning for next year:

Intention for 2024:

Although 123 Tuition blended learning was successful for a small group of identified students, it's ongoing success across the year was reliant on the resilience of students and their ability to self-manage their learning. Constant communication with whānau to support students was imperative. Considerations need to be given to the balance of classroom teaching time, home learning and independent learning. Sharing maths apps, licences and programmes with families was very successful – whānau enjoyed having 'extension' programme offered. Careful selection of students is also a consideration before implementing this programme again.

December 2023

KIWISPORT FUNDING

KIWISPORT GRANT received 2023 = \$4,497.56

Kiwisport funds were used to supplement costs of the school's Water Safety Skills programme provided by instructors at the Massey Park Pools in Papakura.

All students Year 0-8 attended x 1 week of x 5 (one hour) sessions of water safety skills lessons at the pools site. The programme was delivered by trained swimming instructors.

The Water Safety Skills Programme offers students:
opportunities to explore a wide range of water safety activities and skill development to keep themselves safe when in, on and around water.

From the Health & PE Curriculum:

Movement skills

Develop and apply, in context, a wide range of movement skills and facilitate the development of physical competence

Positive attitudes

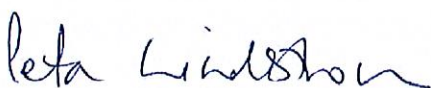
Develop a positive attitude towards physical activity by extending personal capabilities and experiences

Overall Expenditure:

Water Safety Skills programme – schoolwide lessons: \$2,723.00

Transport to and from the Pools venue: \$3,600.00

TOTAL: \$6,323



Peta Lindstrom
Principal



Holy Trinity Catholic Primary School

Learn Love Serve
Ka Ako Ka Aroha Ka Manaaki

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>Holy Trinity Catholic Primary School has and is compliant with the following policies and procedures:</p> <p><i>Holy Trinity Catholic Primary School operates in a Catholic environment and is committed to ensuring the safety and wellbeing, as far as is reasonably practicable, of students, employees, and visitors both at school and when away from the school on school business.</i></p> <p>Health and Safety including digital safety</p> <ul style="list-style-type: none"> • Up to date emergency procedures and plans and evacuation procedures • Specific planning and processes for EOTC activities • Duty of Care - see Policy and Registers • Risk management procedure • Health and Hygiene • Hazard and injury register <p>Employment Policy</p> <p>Student Behaviour/Education Management policy</p> <p>Worker Engagement and Participation</p> <p>Complaints Policy</p> <p>Wellbeing</p> <ul style="list-style-type: none"> • Supportive and collegial work environment • Access to EAP <p>Ongoing conversation with all staff and support from leadership where needed</p> <p>Induction</p> <p>Staff annual handbook updated and introduced to staff annually</p>
What is in your equal employment opportunities programme?	We adhere to our EEO Policy and a range of procedures for employment.

<p>How have you been fulfilling this programme?</p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.</p> <p>Follow NZSTA and legislation processes with all appointments</p> <p>Advertise through the Education Gazette permanent teaching positions</p> <p>Invite applicants to make a pre site visit</p> <p>Use a compliant application form and process for all appointments - We carry out verification of all documentation</p> <p>Follow up with referees</p> <p>We shortlist and appoint using a matrix based on current job description and appointment criteria if appropriate</p> <p>An annual assurance of compliance with this is with EEO policy or procedures is given to the board</p> <p>Annual check carried out by Leadership and Board to ensure H and S and property is fit for purpose and all areas accessible</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Follow NZSTA and legislation processes with all appointments</p> <p>Advertise through the Ed Gazette permanent teaching position</p> <p>Encourage all applicants and enable a pre visit</p> <p>Use a compliant application form and process for all appointments - We carry out verification of all documentation</p> <p>Follow up with referees</p> <p>We shortlist and appoint using a matrix based on current job description and appointment criteria if appropriate</p> <p>Appointment panels are selected to ensure suitability of the person and no conflicts of interest</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, 	<p>Aim to give effect to Te Tiriti o Waitangi in all processes</p> <p>Follow EEO principles</p> <p>Provide for school visits prior upon application and build relationships - Korero</p>

<ul style="list-style-type: none"> - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>Offer the opportunity for whānau support at interviews, share pepeha and whakapapa links</p> <p>Facilitate reo conversations and embrace their feedback around all aspects of te ao Māori, te reo Māori, matauranga Māori - follow Tikanga</p> <p>Include a Te Tiriti o Waitangi element in the employment questions</p> <p>Support with appropriate professional learning and culturally responsive development</p> <p>Strengthening links to local iwi</p> <p>Employment criteria informed by whānau hui outcomes</p>
How have you enhanced the abilities of individual employees?	<p>Professional Growth Cycle - individual development and coaching opportunities</p> <p>Professional Development and Learning - Coaching and Mentoring within a school based system</p> <p>Varied professional learning and development programme</p> <p>Connection with development through the Kāhui Ako</p>
How are you recognising the employment requirements of women?	<p>Following the principles of EEO</p> <p>Conversations regarding return to work following parental leave</p> <p>Consider / facilitate flexible return to work plans following parental leave where possible</p>
How are you recognising the employment requirements of persons with disabilities?	<p>Through Health and Safety - ensuring that the school gives access to meet all staff and student needs</p> <p>Being open to adaptation as needed e.g. car parks, accessibility</p> <p>Support and voice as requested or needed (application form)</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	YES	

P. A. Lindstrom

Peta Lindstrom
Principal

December 2023