

Holy Trinity Catholic Primary School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

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 School

Members of the Board

For the year ended 31 December 2024

Name	Position	How position Gained	Term Expired/Expires
Philip Cortesi	Presiding Member	Bishops Representative	Elections 2025
Peta Lindstrom	Principal		
Michaela Griffiths	Staff Representative	Elected Staff By Election 2024	Elections 2025
Alma Santos	Bishops Representative	Bishops Representative	Elections 2025
Anna Soo Choon	Bishops Representative	Bishops Representative	Elections 2025 (Anna Deceased 19.2.25)
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 2024

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 18	Notes to the Financial Statements
	Independent Auditor's Report

Holy Trinity Catholic Primary School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Jason Christopher James Farley
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

12/05/2025
Date:

Peta Lindstrom
Full Name of Principal

P.A. Lindstrom
Signature of Principal

12.05.2025
Date:

Holy Trinity Catholic Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	2,616,233	2,312,835	2,504,824
Locally Raised Funds	3	84,348	50,636	96,454
Use of Proprietor's Land and Buildings		512,500	540,000	512,500
Interest		33,947	20,000	26,271
Gain on Sale of Property, Plant and Equipment		-	-	483
Total Revenue		3,247,028	2,923,471	3,140,532
Expense				
Locally Raised Funds	3	22,726	16,460	17,756
Learning Resources	4	2,299,242	2,056,739	2,131,970
Administration	5	197,950	190,168	179,913
Interest		3,723	3,000	3,476
Property	6	684,923	701,399	704,296
Loss on Disposal of Property, Plant and Equipment		2,795	-	2,333
Total Expense		3,211,359	2,967,766	3,039,744
Net Surplus / (Deficit) for the year		35,669	(44,295)	100,788
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		35,669	(44,295)	100,788

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		953,848	953,848	796,557
Total comprehensive revenue and expense for the year		35,669	(44,295)	100,788
Contribution - Furniture and Equipment Grant		43,741	-	56,503
Equity at 31 December		1,033,258	909,553	953,848
Accumulated comprehensive revenue and expense		1,033,258	909,553	953,848
Equity at 31 December		1,033,258	909,553	953,848

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	484,234	428,485	420,220
Accounts Receivable	8	165,597	157,000	175,896
GST Receivable		8,769	10,000	15,180
Prepayments		12,679	10,000	10,666
Investments	9	342,871	300,000	293,870
		<u>1,014,150</u>	<u>905,485</u>	<u>915,832</u>
Current Liabilities				
Accounts Payable	11	186,646	167,000	172,706
Revenue Received in Advance	12	3,908	5,000	11,395
Finance Lease Liability	14	26,075	25,574	16,480
Funds held in Trust	15	-	1,500	1,633
		<u>216,629</u>	<u>199,074</u>	<u>202,214</u>
Working Capital Surplus/(Deficit)		797,521	706,411	713,618
Non-current Assets				
Work in Progress	9	-	-	18,755
Property, Plant and Equipment	10	392,468	365,452	370,697
		<u>392,468</u>	<u>365,452</u>	<u>389,452</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	139,692	146,889	132,610
Finance Lease Liability	14	17,039	15,421	16,612
		<u>156,731</u>	<u>162,310</u>	<u>149,222</u>
Net Assets		<u>1,033,258</u>	<u>909,553</u>	<u>953,848</u>
Equity		<u>1,033,258</u>	<u>909,553</u>	<u>953,848</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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		788,919	698,890	809,698
Locally Raised Funds		90,058	50,384	117,449
Goods and Services Tax (net)		6,411	5,180	(10,259)
Payments to Employees		(437,975)	(395,078)	(424,044)
Payments to Suppliers		(326,606)	(322,974)	(287,244)
Interest Paid		(3,723)	(3,000)	(3,476)
Interest Received		32,464	19,223	23,154
Net cash from/(to) Operating Activities		149,548	52,625	225,278
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,043
Purchase of Property Plant & Equipment (and Intangibles)		(72,778)	(28,755)	(155,279)
Purchase of Investments		-	(6,130)	(40,098)
Proceeds from Sale of Investments		(30,246)	18,755	-
Net cash from/(to) Investing Activities		(103,024)	(16,130)	(194,334)
Cash flows from Financing Activities				
Furniture and Equipment Grant		43,741	-	56,503
Finance Lease Payments		(24,618)	(28,097)	(2,882)
Funds Administered on Behalf of Other Parties		(1,633)	(133)	(2,123)
Net cash from/(to) Financing Activities		17,490	(28,230)	51,498
Net increase/(decrease) in cash and cash equivalents		64,014	8,265	82,442
Cash and cash equivalents at the beginning of the year	7	420,220	420,220	337,778
Cash and cash equivalents at the end of the year	7	484,234	428,485	420,220

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 2024

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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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 2024

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 2024

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 are 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 2024

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, to but not yet taken at balance date.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from Student Funds and Attendance Dues 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 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.

p) 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.

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

q) 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 the surplus or deficit.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services Received In-Kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in-kind in the Statement of Comprehensive Revenue and Expense.

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	782,330	682,041	804,684
Teachers' Salaries Grants	1,827,607	1,620,000	1,689,071
Other Government Grants	6,296	10,794	11,069
	<u>2,616,233</u>	<u>2,312,835</u>	<u>2,504,824</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Revenue			
Donations and Bequests	45,735	23,200	70,056
Fees for Extra Curricular Activities	11,063	5,533	6,241
Fundraising and Community Grants	-	-	8
Other Revenue	27,550	21,903	20,149
	<u>84,348</u>	<u>50,636</u>	<u>96,454</u>
Expense			
Extra Curricular Activities Costs	22,684	16,460	17,635
Fundraising and Community Grant Costs	42	-	121
	<u>22,726</u>	<u>16,460</u>	<u>17,756</u>
<i>Surplus / (Deficit) for the year Locally Raised Funds</i>	<u>61,622</u>	<u>34,176</u>	<u>78,698</u>

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	67,346	63,193	46,051
Information and Communication Technology	15,172	17,000	15,746
Employee Benefits - Salaries	2,101,078	1,861,446	1,960,816
Staff Development	30,697	42,000	25,813
Depreciation	82,853	70,000	80,588
Other Learning Resources	2,096	3,100	2,956
	<u>2,299,242</u>	<u>2,056,739</u>	<u>2,131,970</u>

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	9,367	7,000	6,557
Board Fees and Expenses	14,322	16,755	12,303
Other Administration Expenses	26,345	25,065	25,208
Employee Benefits - Salaries	133,629	126,432	122,750
Insurance	5,365	6,000	4,680
Service Providers, Contractors and Consultancy	8,922	8,916	8,415
	<u>197,950</u>	<u>190,168</u>	<u>179,913</u>

6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	41,686	42,806	41,046
Cyclical Maintenance	7,082	23,000	51,892
Heat, Light and Water	27,412	22,400	22,403
Repairs and Maintenance	40,994	25,000	32,952
Use of Land and Buildings	512,500	540,000	512,500
Employee Benefits - Salaries	33,030	31,493	26,063
Other Property Expenses	22,219	16,700	17,440
	<u>684,923</u>	<u>701,399</u>	<u>704,296</u>

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

7. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	484,234	428,485	420,220
Cash and cash equivalents for Statement of Cash Flows	<u>484,234</u>	<u>428,485</u>	<u>420,220</u>

Of the \$484,234 Cash and Cash Equivalents, \$3,908 of Revenue Received in Advance is held by the School, as disclosed in note 12.

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	2,946	10,000	10,893
Interest Receivable	7,706	7,000	6,223
Banking Staffing Underuse	-	-	11,305
Teacher Salaries Grant Receivable	154,945	140,000	147,475
	<u>165,597</u>	<u>157,000</u>	<u>175,896</u>
Receivables from Exchange Transactions	10,652	17,000	17,116
Receivables from Non-Exchange Transactions	154,945	140,000	158,780
	<u>165,597</u>	<u>157,000</u>	<u>175,896</u>

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	342,871	300,000	293,870
Total Investments	<u>342,871</u>	<u>300,000</u>	<u>293,870</u>

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Furniture and Equipment	275,309	57,618	-	-	(42,462)	290,465
Information and Communication Technology	26,945	11,847	(985)	-	(10,121)	27,686
Leased Assets	33,049	34,640	-	-	(25,657)	42,032
Library Resources	35,394	3,313	(1,809)	-	(4,613)	32,285
	370,697	107,418	(2,794)	-	(82,853)	392,468

The net carrying value of furniture and equipment held under a finance lease is \$42,032 (2023: \$33,049)

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.

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	524,279	(233,814)	290,465	466,659	(191,350)	275,309
Information and Communication Technology	93,700	(66,014)	27,686	83,139	(56,194)	26,945
Leased Assets	89,801	(47,769)	42,032	96,551	(63,502)	33,049
Library Resources	64,696	(32,411)	32,285	64,690	(29,296)	35,394
	772,476	(380,008)	392,468	711,039	(340,342)	370,697

11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	16,472	10,000	12,967
Accruals	7,367	7,000	6,557
Employee Entitlements - Salaries	159,752	145,000	149,861
Employee Entitlements - Leave Accrual	3,055	5,000	3,321
	186,646	167,000	172,706
Payables for Exchange Transactions	186,646	167,000	172,706
	186,646	167,000	172,706

The carrying value of payables approximates their fair value.

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	5,250
Other Revenue in Advance	3,908	5,000	6,145
	<u>3,908</u>	<u>5,000</u>	<u>11,395</u>

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	132,610	132,610	80,718
Increase to the Provision During the Year	7,082	23,000	51,892
Use of the Provision During the Year	-	(8,721)	-
Provision at the End of the Year	<u>139,692</u>	<u>146,889</u>	<u>132,610</u>
Cyclical Maintenance - Non current	139,692	146,889	132,610
	<u>139,692</u>	<u>146,889</u>	<u>132,610</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 Expert Review.

14. Finance Lease Liability

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

Minimum lease payments payable:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	29,000	25,574	18,598
Later than One Year and no Later than Five Years	18,304	15,421	17,467
Future Finance Charges	(4,190)	-	(2,973)
	<u>43,114</u>	<u>40,995</u>	<u>33,092</u>
Represented by			
Finance lease liability - Current	26,075	25,574	16,480
Finance lease liability - Non current	17,039	15,421	16,612
	<u>43,114</u>	<u>40,995</u>	<u>33,092</u>

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

15. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	1,500	1,633
	-	1,500	1,633

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

The Proprietor of the School (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 fund on behalf of the school (or vice versa), the amounts are disclosed.

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$159,227 (2023: \$153,835). 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 \$419 (2023: \$1,633).

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,580	5,260
<i>Leadership Team</i>		
Remuneration	398,566	388,960
Full-time equivalent members	3	3
Total key management personnel remuneration	403,146	394,220

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 had held 9 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). 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 to discuss matters relating to the School governance 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 before each Term or full Board Meeting. As required Board Members have also been involved with Behaviour Education, Stand Down Meetings with families (minimal) and Health and 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. Community Meetings are 8 across the School Year.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
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	2024 FTE Number	2023 FTE Number
120 - 130	1.00	-
110 - 120	1.00	2.00
100 - 110	-	4.00
	2.00	6.00

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:

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

Holy Trinity Catholic Primary School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024.
(Contingent liabilities and assets at 31 December 2023: 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.

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

20. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board has entered into no contract agreements for capital works. (2023: Nil)

(b) Operating Commitments

As at 31 December 2024, the Board has no operating commitments. (2023: Nil)

21. Financial Instruments

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
Financial assets measured at amortised cost	\$	\$	\$
Cash and Cash Equivalents	484,234	428,485	420,220
Receivables	165,597	157,000	175,896
Investments - Term Deposits	342,871	300,000	293,870
Total financial assets measured at amortised cost	992,702	885,485	889,986
Financial liabilities measured at amortised cost			
Payables	186,646	167,000	172,706
Finance Leases	43,114	40,995	33,092
Total financial liabilities measured at amortised cost	229,760	207,995	205,798

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 2024

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 18, that comprise the statement of financial position as at 31 December 2024, 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 2024; 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 15 May 2025. 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 arises 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 2024, Members of the Board of Trustees, Giving Effect to Te Tiriti o Waitangi, Evaluation and Analysis Students' Progress and Achievement 2024 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

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.</p> <p><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>Annual Aim: For 80% students to be achieving at and above in mathematics</p> <ul style="list-style-type: none">- Set targets, develop and implement planned actions for identified areas of improvement and lifting of achievement levels for identified students inclusive Māori/Pasifika learners- Track and monitor progress and achievement of identified students regularly- Share "target students" progress and achievement of learning with students and family/whanau <p>From end 2023 data, we identified a number of students at the Year 5 level who were not making the progress expected in maths. 33% achieving below expected level of Level 3 B/A</p>		
Target:	<p>TARGET: For identified 2024 Year 6 students to progress to at or above in maths – Level 3 B/A</p>		

Baseline Data:

MATHS Year 5

	Total		Girls		Boys		Maori		Pasifika		Asian		NZ European		MELAA	
	Mid Yr	End Yr	Mid Yr	End Yr	Mid Yr	End Yr	Mid Yr	End Yr	Mid Yr	End Yr	Mid Yr	End Yr	Mid Yr	End Yr	Mid Yr	End Yr
Above	3	11	2	6	1	5		2			3	6				1
At	29	18	18	10	11	8	8	5	3	1	15	10	2	2		1
Below	12	15	3	7	9	8	3	4	3	4	6	6				1
Well Below	1	1			1	1			1	1						

TARGET GROUP : End 2023 Year 5 students

All - 15/45 (33%) students achieving below expected level

Girls - 7/23 (30%) students achieving below expected level

Boys - 8/22 (36%) students achieving below expected level

Māori - 4/11 (36%) students achieving below expected level

Pasifika - 4/7 (57%) students achieving below expected level

Asian - 6/24 (25%) students achieving below expected level

MELAA - 1/1 student achieving below expected level

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 below maths expectations (use HERO data)</p> <p>From analysis of GLOSS data assessment, identified that students were struggling with strategies for solving maths problems – students were not able to use a variety of strategies to explain their thinking</p> <p>Introduced small group teaching with a focus on teaching algorithm strategy for problem solving</p> <p>A 'maths' lead teacher worked consistently with this group</p> <p>Shared learning intentions and success criteria with use of modelling book for reference when working independently</p> <p>Using success criteria as another way for feedback and goal tracking.</p> <p>Used accountable talk 'maths language' to support students in sharing their thinking for attempting problem solving using algorithms</p>	<p>Data: assessment within X 2 students showed progress from Stage 4 to Stage 5/ end Level 2</p> <p>X 6 students showed a shift within stage 5/ end Level 2</p> <p>X 4 students showed progress to Stage 6 – Level 3 early</p> <p>X 2 Māori students made shifts with in the stage</p> <p>X 2 Pasifika students made shifts within the stage</p> <p>X 2 Asian students made shifts within the stage</p> <p>X 1 Pasifika students progressed stages</p> <p>X 2 Asian students progressed stages</p> <p>X 1 MELAA students progressed stages</p> <p>Data: Overall TARGET GROUP : End 2024 Year 6 students achieving below expected level All – 6/28 (21%) students Girls – 5/13 (38%) students Boys – 1/15 (7%) students Pasifika – 1/6 (17%) student</p>	<p>This is based mostly on numeracy data - most were still in Stage 4 or 5 for strand</p> <p>X 2 students were below Stage 4 in measurement strand.</p> <p>Having the language of maths helped students to articulate their maths thinking and working out – accountable talk supported the language of maths learning</p> <p>Retention of concepts taught was a concern. Multiple methods for attempting problem solving were introduced but students found it difficult to retain learning – use of the modelling books with LIs and SCs for students to reference and use models when working independently</p> <p>The teaching of algorithm method supported learners who had a good grasp of basic facts recall. This helped progress students to early Stage 6 level.</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 /Basic facts quizzes with whānau</p> <p>Although 'focussed' algorithmic strategy teaching supported some of the students and gave them a working method for problem solving, they still found it difficult to retain knowledge and understanding of concepts.</p> <p>Quick, accurate basic facts was a barrier to overcome even with multiple 'tricks' to support working memory of facts recall</p>

Tataritanga raraunga

Set levelled basic facts quizzes to improve quick, accurate recall to support algorithm use
Set basic facts tables in student books for quick, easy reference

Asian – 2/16 (13%) students
MELAA – 1/4 (25%) student

MATHS Year 6

Total	Girls		Boys		Pasifika		Asian		MELAA		NZ		Other	
	MID-30	END-28	MID-15	END-13	MID-15	END-13	MID-15	END-13	MID-15	END-13	MID-15	END-13	MID-15	END-13
Answer	1	6	2	1	4	1	1	5						
All	21	16	10	7	11	9	4	13	0	1	1	2	2	1
Boys	6	6	5	3	1	2	1	2	2				2	1
Girls														
Wait														
Other														

Small group instruction of 1:6
students supported all learners
having time to work on
algorithmic strategies together
and independently

Students were asked to
complete maths learning goal
reflections when conferencing
with T

Planning for next year:

Intention for 2025:

From analysis of a range of assessment data, (based on OTJ, GloSS, e-asTTle, IXL quizzes and pre/post test results) our school has reflected on whether we are using the most appropriate assessment tool with students that will allow them to show their maths knowledge and understandings. For 2025 we will focus on the e-asTTle assessment to guide teaching and learning, analysing assessments for trends and patterns as cohorts but also for individuals so that we can address gaps in knowledge and support next steps learning goals. Students benefitted from using 'accountable talk' as a tool to support with 'the language of maths' learning, for sharing ideas etc and for problem solving collectively. Retention of maths concepts remains a concern – how do we move students on when they appear 'stuck'?

Tātaritanga raraunga

Teachers will be participating in easTTLe PLD plus MoE PLD with TODs for unpacking the Mathematics & Statistic Learning Area of the refreshed curriculum. And Oxford Press has been chosen as the provider of student workbooks for maths resources. Teachers will be participating in Oxford Press PLD to ensure effective use of this maths resource. As a staff, we will be collaborating on expectations and protocols for use of the maths resource to ensure it does not become the maths programme! Sharing maths apps, licences and programmes with families, needs to be an important part of the programme so that students have every opportunity to practice their maths learning.



Holy Trinity Catholic Primary School

Learn Love Serve

Evaluation and Analysis Students' Progress and Achievement 2024

At the end of 2022 OUR QUESTIONING AROSE from Data Literacy Assessment Analysis: Our student achievement Writing Data end 2022, showed lower achievement levels and we were concerned about the students' oral language capabilities impacting on their ability to share ideas and communicate in a written form.

2023 – 2024 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 teachers 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.

2024 - Developing a local curriculum that enriches, reflects and connects with our communities.

Our 2024 Opportunity:

We wanted to continue our oral language pedagogical support for teachers to ensure that this becomes part of our everyday teaching and learning. We wanted ākonga to build on their current engagement and build cross curricular connections. We wanted to deepen ākonga agency and strengthen connection to their whānau, culture and communities.

Short Term Change:

Embedding and integrating oral language practices across the curriculum

Short Term Outcomes:

Gathering of student voice around engagement

Clear local curriculum documentation and a kete of resources for kaitiaki that connects to our place, our people and our community through 'story-telling'.

Student progress in reading, writing and mathematics.

Growth in effective practices and confidence to engage with local contexts.

Gathering evidence of ākonga sharing their learning with whānau and being able to articulate their knowledge of our place, our people and our community through 'story-telling'.

Shift in Practice Outcomes:

Consistent planning and delivery of our local curriculum

Knowing 'our' stories

Embedding effective teaching practices and developing ways of evidencing that this is happening and is impacting successfully on the learners

Evidence Process and Knowledge Areas:

Student and teacher voice through oral language strategies and approaches

Improvement in Reading/Writing/Maths data

Sharing of narratives from students, whānau, community - connected curriculum Learning Areas and Aotearoa NZ Histories

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	<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>
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	We hosted whānui hui around the key strategies and current research. This unpacked	We had very positive feedback about the hui.

support children with reo-ā-waha at home	practical strategies that whānau can use at home.	
	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 reo-ā-waha programme of learning and how they can support ākonga at home	This will provide for transition whānau, all target ākonga whānau and as the basis for all whānau to access quality content to support their tamariki.

SUMMARY

On reflection, the PLD work we have completed has been highly effective for us. We have all the tools we need to continue the process of consolidation and integration of oral language strategies and approaches into our local curriculum.

We have some teachers who are new to the school who will need specific practice support with coaching, modelling and co-teaching by WSLs and SLT members. Our 2024 PLD facilitator has provided us with the opportunity to take our teaching and learning to the next level of integration.

Our writing data for the end of 2024 was very pleasing and we feel that this was because of our continued focus on reo-ā-waha/oral language strategies especially "serve and return", "accountable talk" and "korero paki" as well as quality Assessment for Learning practices and our school-wide collaborative practice framework and expectations.

WRITING STUDENT ACHIEVEMENT DATA

Level	2024	2023	Level	2024	2023	Nos.
At & Above	84%	81%	Below & Well Below	16%	19%	295/311
Male At & Above	78%	74%	Below & Well Below	22%	26%	141/153
Female At & Above	88%	87%	Below & Well Below	12%	13%	154/158
Māori At & Above	74%	70%	Below & Well Below	26%	30%	27/30
Pasifika	64%	67%	Below & Well	36%	33%	67/75

At & Above			Below			
Asian At & Above	92%	90%	Below & Well Below	8%	10%	170/165
MELAA At & Above	90%	73%	Below & Well Below	10%	27%	10/15
NZ European At & Above	84%	79%	Below & Well Below	16%	21%	19/19

NEXT STEPS:

- Strengthen Kōrero Paki strategy with local stories that reflect our local curriculum
- Build additional Effective Teacher Practice Guidelines for literacy and beyond
- Continue to support and monitor dialogic and narrative practice efficacy in our learning spaces
- Focus on Pasifika cohort to lift achievement levels/shift from 64% to 70% or more at and above
- Align our common practices with that of Te Mātaiaho (Curriculum Refresh)

Peta Lindstrom
Principal
28.02.2025



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.

- HTCPS has held Teacher Only Days. 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 continue to subscribe 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 Korero Pūrakau and Curiosity Concept learning/Social Sciences and Science learning areas.

- Students were involved in local trips to Kirks Bush 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
- Exploring story-telling to grow in understanding of the way Korero Pūrākau enriches the way we value stories as taonga to empower our mission

Learning Community Ngahere Year 3 students working with and learning from Te Toki Voyaging Trust:**Te Toki Voyaging Trust – Waka Hourua**

We are thrilled to announce that Te Toki Voyaging Trust will be at school running two workshops on Monday to support Learning Community Ngahere on their learning around Migration and Navigation. The two workshops are called Whare Whetu and Kāpehu Whetū. Whare Whetu, a portable planetarium, will provide students with an interactive experience to explore star constellations and learn how navigators on waka hourua use the night sky for voyages. Following this, the Kāpehu Whetū workshop will offer insights into modern-day navigation techniques across the Pacific through a round mat depicting traditional navigation systems. This workshop will also honor the achievements of our tūpuna. These hands-on sessions are designed to enrich students'

understanding of both traditional and contemporary navigation methods.

Learning Community Maunga Year 4 students partnering with Papakura Marae - a day at the marae: November 2024

"What a wonderful start to the term for Maunga! As part of our social sciences inquiry, we have been learning about how our stories can help us to connect to people and places to empower mission. LC Maunga visited Papakura Marae and came away with a rich educational and cultural experience. Our learners enjoyed participating in the workshops learning ti ti torea, mau rakau, waiata and learning stories from our local iwi Ngati Tamaoho.

For writing, we are learning to use different language features like similes, alliteration, metaphors, rhyme and authentic Te Reo Maori using our korero paki story 'Pania of the Reef'."

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?

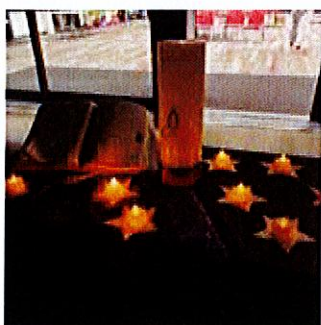
The Voices of our Māori Whānau July 2024

We aim to provide an environment that respects and acknowledges our Māori ākonga and whānau as tangata whenua. We will foster pathways to develop and strengthen whakapapa, and understanding of Te Ao Māori and tikanga, to support and encourage ākonga in achieving their full potential.				
Whakapapa	Whanaungatanga	Mātauranga	Tikanga/Kawa	Mana/Empowerment
Nurturing the identity of ākonga as Māori	Foster relationships within Māori whānau to strengthen kotahitanga with school.	Provide pathways to grow understanding and knowledge of Te Ao Māori and Māori history.	Acknowledge and encourage the importance of tikanga/kawa in the life of the school and activities.	Seek opportunities for ākonga to aspire to greatness through leadership participation and achievement as Māori.
Learn about other iwi - map whānau iwi locations Know their pepeha and tūrangawaewae	Pray different karakia in te reo, e.g Our Father, Glory be etc Develop a school whakatauki Explore ways of communicating and inviting participation from Māori whānau Continue whānau hui Involve Māori whanau in the launch of the HTCPS	Aotearoa histories - local history ..mana whenua (Ngāti Tamaoho) history Māori language week - greetings etc Include hautapu ceremony in the 2025 Matariki celebration Staff to model correct Māori pronunciation for ākonga Haerenga to	Support opportunities for ākonga to learn karanga Provide hui for whānau and staff to learn about Māori tikanga/kawa, e.g powhiri, tangihanga, hui	Invite Māori role models to come and share their journey with ākonga. Foster tuakana-teina relationships to develop learning and grow leadership Notify whānau about tamariki success (certificate) Learn "Proud to be Māori" waiata

	story	significant places in Māori history		
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Celebrating of Matariki June 2024: hosted by our PTFA *Matariki Breakfast Thursday 27th June* –
 Gathering as a school faith community to celebrate Te Tau Hou Māori – Matariki together!!!

- We commenced with Karakia
- shared breakfast with our whānau before
- participating in the Matariki learning activities.



The tikanga of Matariki is a time for whānau. As the dawn rose through the darkness, we remembered and prayed for our whānau and ancestors who are no longer with us, we prayed in thanksgiving for all we have now in the present and for this time of renewal. This special time for Holy Trinity whānau allowed us to celebrate Matariki as a time that unites us as community, connecting in friendship and sharing in gratitude and respect for the gifts of God's creation.

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.

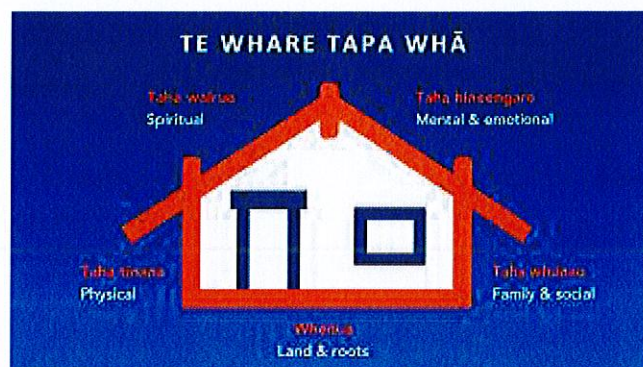
Introduction of Cultural Group - Kapa Haka:

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 Wha:

- Learning about and articulating the concept of Te Whare Tapa Wha f
- 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 in 2024.

- 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

Teaching staff participation in 3 online webinars (May 2024) provided by Charlene Mataio from Tools4Teacher and Monique Henry, Pou Mātauranga from Ngāti Tamaoho interested in learning

- authentically about Matariki.
- ideas presented will derive from a Māori world view.
- practical ideas to immediately implement within the classroom context
- resources provided from local iwi context, alongside resources that can be easily accessed at school

Workshop 1 - Navigating

How did they choose who went on these voyages?

Knowledge of how/when to travel?

Stories of the navigators

Workshop 2 - Agriculture

What did they plant?

How did they use / prepare their food?

Where are the seasonal homes that they went to and why did they go there?

Examples of these pā based in Auckland and possible haerenga that schools can undertake

Workshop 3 - Art

Practical art activities that can be used both in and outside of the classroom to help display and show what they learnt on their Matariki journey

Attendance at the 2024 NZ Catholic Education Convention - June 2024

Senior Leadership Team and Board members attending

Tūturu Māori, Tūturu Katorika – Authentically Māori, Authentically Catholic -

Invited speaker: Manuel Beazley, Vicar for Māori Catholic Diocese of Auckland

Listening to and deepening understanding of the catholic story ...

The catholic story begins with Kupe – Manuel told the story of Kupe ... his arrival into the Hokianga

Kupe made many journeys - migration of early Polynesian, great migration happened over centuries

Early settlers lived Polynesian way of life

10th Jan 1838 - Bishop Pompallier easily entered into the Hokianga Harbour as guided by Kupe's taniwha

Māori then followed Pompallier ...

From attendance at the Convention, SLT and Board members to develop next steps to promote intent, purpose, actions and outcomes of being Tūturu Māori, Tūturu Katorika – Authentically Māori, Authentically Catholic at HTCPS.

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.

Launching of Te Kāmaka - The Rock - a Catholic Diocese of Auckland google site resource for Catholic schools to use to support our knowledge and growth in te ao māori. We will be unpacking this resource as a school staff throughout the 2025 year and discerning ways in which to live out the call to be 'authentically māori, authentically catholic'.

**TŪTURU MĀORI,
TŪTURU
KATORIKA**

**Authentically
Māori and
Authentically
Catholic**

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
21st February 2025



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 2024.

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 Māori, 	<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 Māori, and - Greater involvement of Māori 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	



Peta Lindstrom
Principal

December 2024

December 2024

KIWISPORT FUNDING

KIWISPORT GRANT received 2024 = \$4,793.72

Kiwisport funds were used to supplement the costs of the school's Health and Physical Education programmes:

Netball	\$585.98	For Year 1-6 students
Craftlab	\$2250.00	For Year 1-6 students
Cross Country	\$313.04	For Year 5/6 students
Sailing and Water Safety Day	\$530.00	For Year 6 students
Volleyball Set	\$941.00	For Year 3-6 students

These programmes and events provided the opportunities for our students to experience a wide range of activities to encourage skill development and to keep themselves safe in the outdoors and in, on and around the water.

From the Health and P.E. 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:
\$4620.02



Peta Lindstrom
Principal