

ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory	St Mary's Catholic School (Putaruru)	Bishop Edward Gaines Catholic School
Ministry Number:	01957	01607
Principal:	Mrs Jenny MacKenzie	Mrs Bernadette Hall
School Address:	5 Mackenzie Street Putaruru	Mossop Road Tokoroa
School Postal Address:	5 Mackenzie Street Putaruru 3411	PO Box 167 Tokoroa 3444
School Phone:	07 885 1007	07 886 8021
School Email:	office@stmarysput.school.nz	office@beg.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Sean McChlery	Presiding Member	Elected	31/05/2023
Jenny MacKenzie	Principal		
Bernadette Hall	Principal		
Father Fernando Alembro	Properties Rep		
Sarah Flavall	Treasurer	Elected	31/05/2023
Nicola Bailey	Staff Representative	Elected	31/05/2023
Paul Dykstra	Properties Rep	Elected	31/05/2023
James Farrell	Properties Rep	Elected	31/05/2023
Kathleen Metcalfe	Properties Rep	Elected	31/05/2023
Cheryl-Lee Henare	Parent Representative	Elected	31/05/2023
Conor Croke	Parent Representative	Elected	31/05/2023
James Coxhead	Parent Representative	Elected	31/05/2023
Corbon Loughana	Parent Representative	Elected	31/05/2023
Sonny Uili-Swanson	Parent Representative	Elected	31/05/2023
Suzanne Curphey	Parent Representative	Elected	31/05/2023

Accountant / Service Provider: GRAHAM BROWN AND CO
TIRAU ST
PUTARURU

ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD

Annual Report - For the year ended 31 December 2022

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ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

SEAN MICHAEL MICHLERY
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

29/5/2023
Date:

JENNIFER MACKENZIE
Full Name of Principal

[Signature]
Signature of Principal

29.5.2023
Date:

Bernadette Hall

Full Name of Principal

[Signature]
Signature of Principal

29/05/2023

Date:

ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	1,800,796	439,392	1,696,162
Locally Raised Funds	3	52,493	-	34,092
Use of Proprietor's Land and Buildings		227,013	-	187,688
Interest Income		9,634	1,344	5,200
Total Revenue		2,089,936	440,736	1,923,142
Expenses				
Locally Raised Funds	3	24,299	-	18,763
Learning Resources	4	1,402,976	148,047	1,365,646
Administration	5	215,189	119,372	202,313
Finance		596	-	767
Property	6	389,445	135,821	320,667
Loss on Disposal of Property, Plant and Equipment		789	-	939
		2,033,294	403,240	1,909,095
Net Surplus / (Deficit) for the year		56,642	37,496	14,047
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		56,642	37,496	14,047

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

ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		842,547	894,411	812,374
Total comprehensive revenue and expense for the year		56,642	37,496	14,047
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		8,633	-	7,726
Te Mana Tuhono Asset		-	-	8,400
Equity at 31 December		907,822	931,907	842,547
Accumulated comprehensive revenue and expense		907,822	931,907	842,547
Equity at 31 December		907,822	931,907	842,547

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	522,190	522,000	441,935
Accounts Receivable	8	107,859	98,798	99,153
GST Receivable		12,550	12,000	9,652
School Bus Network		41,772	42,000	17,481
Prepayments		5,430	5,400	5,098
Inventories	9	8,691	8,700	8,627
Investments	10	306,598	306,600	300,698
		1,005,090	995,498	882,644
Current Liabilities				
Accounts Payable	12	141,302	105,198	122,051
Finance Lease Liability	14	2,926	2,926	4,667
Revenue Received in Advance	15	33,973	33,973	-
		178,201	142,097	126,718
Working Capital Surplus/(Deficit)		826,889	853,401	755,926
Non-current Assets				
Property, Plant and Equipment	11	123,014	123,014	118,095
		123,014	123,014	118,095
Non-current Liabilities				
Provision for Cyclical Maintenance	13	40,599	43,026	27,066
Finance Lease Liability	14	1,482	1,482	4,408
		42,081	44,508	31,474
Net Assets		907,822	931,907	842,547
Equity		907,822	931,907	842,547

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

ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		623,629	90,072	514,965
Locally Raised Funds		84,906	33,973	34,602
Goods and Services Tax (net)		(2,897)	(3,000)	3,857
Payments to Employees		(230,554)	(14,720)	(214,957)
Payments to Suppliers		(355,388)	(5,564)	(329,683)
Interest Paid		(596)	-	(767)
Interest Received		8,974	(1,200)	5,355
Net cash from/(to) Operating Activities		128,074	99,561	13,372
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	1,898	-
Purchase of Property Plant & Equipment (and Intangibles)		(45,885)	3,992	(26,534)
Purchase of Investments		(5,900)	(5,900)	(5,076)
Net cash from/(to) Investing Activities		(51,785)	(10)	(31,610)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,633	-	16,126
Finance Lease Payments		(4,667)	(18,551)	(13,884)
Net cash from/(to) Financing Activities		3,966	(18,551)	2,242
Net increase/(decrease) in cash and cash equivalents		80,255	81,000	(15,996)
Cash and cash equivalents at the beginning of the year	7	441,935	441,000	457,931
Cash and cash equivalents at the end of the year	7	522,190	522,000	441,935

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD (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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale 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 not trivial.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

o) 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 schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

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

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

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	635,548	439,392	577,361
Teachers' Salaries Grants	1,155,937	-	1,117,535
Other Government Grants	9,311	-	1,266
	<u>1,800,796</u>	<u>439,392</u>	<u>1,696,162</u>

The school has opted in to the donations scheme for this year. Total amount received was \$31,350.

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	3,720	-	1,455
Curriculum related Activities - Purchase of goods and services	17,117	-	9,189
Trading	1,923	-	4,170
Fundraising & Community Grants	25,388	-	14,856
Other Revenue	4,345	-	4,422
	<u>52,493</u>	<u>-</u>	<u>34,092</u>
Expenses			
Extra Curricular Activities Costs	10,298	-	6,380
Trading	4,925	-	5,839
Fundraising and Community Grant Costs	9,076	-	6,544
	<u>24,299</u>	<u>-</u>	<u>18,763</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>28,194</u>	<u>-</u>	<u>15,329</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	70,347	35,914	49,284
Library Resources	653	1,920	735
Employee Benefits - Salaries	1,280,273	96,423	1,261,355
Staff Development	11,526	13,790	15,830
Depreciation	40,177	-	38,442
	<u>1,402,976</u>	<u>148,047</u>	<u>1,365,646</u>

5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	11,947	10,600	10,827
Board Fees	1,495	-	2,145
Communication	1,650	1,200	1,425
Consumables	17,487	19,512	23,983
Operating Lease	4,121	5,816	3,115
Other	94,540	19,884	94,400
Employee Benefits - Salaries	78,357	56,740	61,016
Insurance	5,592	5,620	5,402
	<u>215,189</u>	<u>119,372</u>	<u>202,313</u>

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	4,943	3,840	3,198
Consultancy and Contract Services	30,374	40,730	38,456
Cyclical Maintenance Provision	13,533	15,960	13,533
Grounds	10,099	7,620	7,842
Heat, Light and Water	14,831	15,480	14,013
Rates	10,917	7,691	7,598
Repairs and Maintenance	35,813	17,260	19,408
Use of Land and Buildings	227,013	-	187,688
Security	5,253	3,720	5,397
Employee Benefits - Salaries	36,669	23,520	23,534
	<u>389,445</u>	<u>135,821</u>	<u>320,667</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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	503,071	503,000	422,880
Short-term Bank Deposits	19,119	19,000	19,055
Cash and cash equivalents for Statement of Cash Flows	<u>522,190</u>	<u>522,000</u>	<u>441,935</u>

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

Of the \$522,189 Cash and Cash Equivalents, \$33,973 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	1,560	-	-
Receivables from the Ministry of Education	-	-	3,402
Interest Receivable	1,935	1,200	1,275
Banking Staffing Underuse	6,766	-	6,425
Teacher Salaries Grant Receivable	97,598	97,598	88,051
	<u>107,859</u>	<u>98,798</u>	<u>99,153</u>
Receivables from Exchange Transactions	3,495	1,200	1,275
Receivables from Non-Exchange Transactions	104,364	97,598	97,878
	<u>107,859</u>	<u>98,798</u>	<u>99,153</u>

9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
School Uniforms	8,691	8,700	8,627
	<u>8,691</u>	<u>8,700</u>	<u>8,627</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	306,598	306,600	300,698
Total Investments	<u>306,598</u>	<u>306,600</u>	<u>300,698</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	77,288	29,725	(789)		(17,829)	88,393
Information and Communication Technology	22,911	16,161			(15,731)	23,342
Motor Vehicles	9,146				(1,898)	7,248
Leased Assets	8,750				(4,719)	4,031
Balance at 31 December 2022	<u>118,095</u>	<u>45,886</u>	<u>(789)</u>	<u>-</u>	<u>(40,177)</u>	<u>123,014</u>

The net carrying value of leased assets held under a finance lease is **\$4,031 (2021: \$8,750)**

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	382,457	(294,064)	88,393	354,783	(277,495)	77,288
Information and Communication T	348,904	(325,562)	23,342	332,743	(309,832)	22,911
Motor Vehicles	37,594	(30,346)	7,248	37,594	(28,448)	9,146
Leased Assets	22,959	(18,928)	4,031	22,959	(14,209)	8,750
Library Resources	5,568	(5,568)	-	5,568	(5,568)	-
Balance at 31 December	797,482	(674,468)	123,014	753,647	(635,552)	118,095

12. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	10,237	7,600	9,667
Accruals	11,152	-	10,827
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	118,018	97,598	101,557
Employee Entitlements - Leave Accrual	1,895	-	-
	141,302	105,198	122,051
Payables for Exchange Transactions	141,302	105,198	122,051
	141,302	105,198	122,051

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	27,066	27,066	13,533
Increase to the Provision During the Year	13,533	15,960	13,533
Provision at the End of the Year	40,599	43,026	27,066
Cyclical Maintenance - Non current	40,599	43,026	27,066
	40,599	43,026	27,066

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

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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	2,926	2,926	4,667
Later than One Year and no Later than Five Years	1,482	1,482	4,408
	4,408	4,408	9,075
Represented by			
Finance lease liability - Current	2,926	2,926	4,667
Finance lease liability - Non current	1,482	1,482	4,408
	4,408	4,408	9,075

15. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants Received in Advance	33,973		
Total funds received	33,973	-	-

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 Bishop Denis Brown 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'.

The Proprietor provides religious instruction to pupils of the school. This service is provided free of charge in accordance with the Private Schools Conditional Integration Act 1975. Sean McChlery is a board member and is also husband of Karen McChlery who is deputy Principal of the school. Tinika Begbie was a board member and is also an employee of Graham Brown & Co Limited whom provide accounting services to the school at nil charge.

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	1,495	2,145
<i>Leadership Team</i> Remuneration Full-time equivalent members	438,984 4	408,601 4
Total key management personnel remuneration	440,479	410,746

There are 14 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal - St Mary's

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	2 - 3	4 - 5
Termination Benefits	-	-

Principal - Bishop Edward Gaines

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	70 - 80
Benefits and Other Emoluments	3 - 4	-
Termination Benefits	-	-

Other Employees

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

	Remuneration \$000	2022 FTE Number	2021 FTE Number
Salary and Other Payments	100 - 110	1.00	1.00
		1.00	1.00

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

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:

	2022 Actual	2021 Actual
Total	\$0	-
Number of People	0	-

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

The Ministry of Education provided additional funding for both the Support Staff in school's Collective Agreement (CA) settlement, and the Teacher Aide Pay Equity settlement. The school has not been notified of the wash-up calculation relating to 31 December 2022. The final calculation impact on the financial statement is unable to be determined at the date of reporting.

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has no commitments.

(Capital commitments at 31 December 2021: \$0)

21. Financial Instruments

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

Financial assets measured at amortised cost

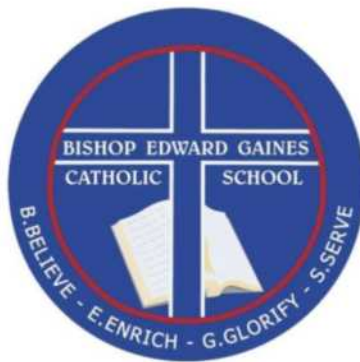
	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	522,190	522,000	441,935
Receivables	107,859	98,798	99,153
Investments - Term Deposits	306,598	306,600	300,698
Total Financial assets measured at amortised cost	936,647	927,398	841,786

Financial liabilities measured at amortised cost

Payables	141,302	105,198	122,051
Finance Leases	4,408	4,408	9,075
Total Financial Liabilities Measured at Amortised Cost	<u>145,710</u>	<u>109,606</u>	<u>131,126</u>

22. Events After Balance Date

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



**Bishop Edward Gaines Catholic School (1607)
Mossop Road Tokoroa**

Analysis of Variance of the 2022 Annual Plan

ANNUAL PLAN 2022

Annual Objectives and Aims:

To show our Faith in Action

To implement principles of learner agency to accelerate learn achievement across the curriculum

To use summative (data) and formative (learner agency)assessment practices to inform and improve teaching practice and student learning

Goals	Who RACI	How	How will we know if it is successful	Status-traffic light Progress made, limited progress made, no progress made or action required
<p>Goal 3: Curriculum To reimagine a responsive curriculum where every person can see themselves as active contributors within.</p>	<p>Responsible: Principal, Teachers, BOT Accountable: Principal, Teachers, Students, Families, Parish, BOT Consult: Teachers, Families Inform: BOT, Diocese, Parish Council, Families</p>	<p>3.1 Community Voice Use data gathered in 2022 and new data gathered in 2023 to inform curriculum design 3.2 Local Curriculum Unpack common values and learning philosophies that drive learning at school Develop rich learning experiences that are built on our values, mission, local context and graduate profile Develop a common 'why' to our collective 'who' Develop seamless transitions across the curriculum and integrated teaching and learning Provide a safer environment for children and staff to work and play in their school environment that reflects Bishop's vision 3.3 Professional Development</p>	<p>To have developed a curriculum that reflects our vision of our children as lifelong learners to ensure they achieve or exceed their curriculum goals.</p> <p>To have teachers who understand and utilise their growing pedagogical knowledge of how students learn best and how to deliver best practice.</p> <p>To raise local awareness of our school profile and take pride in our school environment, enhancing the health and safety and learning needs of our tamariki.</p>	<p>Traction was made in terms of the consultative process around local curriculum development and our local curriculum has been planned and developed</p> <p>Principal in 2022 enabled opportunities for PLD for teachers to develop local curriculum with the Aotearoa NZ Histories curriculum in mind.</p> <p>Principal in 2022 enabled opportunities in PLD for teachers to develop pedagogy and knowledge in Maths, Structured Literacy, Science, RE and project based learning</p> <p>Students have better understanding and ownership of the school values and school local significant people</p> <p>Assessment became more streamlined and utilised methods of formative alongside</p>

		<p>Play & project based learning initiatives established</p> <p>Literacy and Numeracy PD on learning progressions and assessment</p> <p>New RE curriculum PLD around planning RE</p> <p>PE & Health with Sport Waikato at BEG</p> <p>Maori Achievement</p> <p>Collaboration with Sports Waikato</p> <p>PB4L revisited</p> <p>Unpacking Te Takanga o Te Wa and NZ Histories</p> <p>Zones of regulation</p> <p>Establishing Enviro Schools initiatives</p>		<p>summative assessment</p> <p>Health and PE identified as drivers for student engagement at Bishop. Increased physical activity around the school and opportunity to develop motor skills.</p> <p>Safer environment for play and learning established to promote student wellbeing an engagement. Choices in learning and play that utilise our school assets and help students to learn to regulate themselves and their behaviour.</p>
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Goals	Who RACI	How	How will we know if it is successful	Status-traffic light Progress made, limited progress made, no progress made or action required
<p>Goal 2: Learner Agency</p> <p>To implement successfully principles of Learner Agency in order to accelerate and lift achievement in Reading, Writing and Mathematics.</p>	<p>Responsible: Principal, Teachers, Families</p> <p>Accountable: Principal, Teachers, Students, Families,</p> <p>Consult: Teachers, Families, BOT</p> <p>Inform: BOT, Families, Teachers, Principal</p>	<p>2.1 Learners engaged with their own learning and progress</p> <p>All year 2 & up will be able to describe what they are learning and why.</p> <p>Looking into opportunities for play and project based learning to teach inquiry</p> <p>2.2 At risk learners</p> <p>Use SENCo data and LSC data to track progress of priority learners</p> <p>E-asttle implemented assessment for literacy and numeracy to use for class trends and needs</p> <p>Continue to use learning progressions as guide</p> <p>2.3 Teachers pedagogical knowledge</p>	<p>To have developed a curriculum that reflects our vision of our children as lifelong learners to ensure they achieve or exceed their curriculum goals.</p> <p>To have teachers who understand and utilise their growing pedagogical knowledge of how students learn best and how to deliver best practice.</p> <p>To have students who can best describe their learning.</p>	<p>2022, some traction was made in terms of the digital platform being utilised-Educa Teachers need some more training on its potential</p> <p>Learning goals or group targets displayed in classroom and develop teachers use of the WALT directive for students</p> <p>SENCo and LSC registers updated and referred to regularly</p> <p>Teachers undergoing relevant PLD to help increase their teacher capability around assessment and student agency</p>

		<p>Continue to develop teachers pedagogical knowledge around student agency through professional readings, self inquiry and reflection, sharing, observations, feedback and setting of teaching goals</p> <p>2.4 Practicing Learner Agency</p> <p>Share learning with students</p> <p>Must do /Can do Sets</p> <p>Digital platform for students to record/reflect on their learning and share to an audience.</p>		<p>Play/Projects and Mentorship programmes to help engage and stimulate learner agency</p> <p>Classes have set their must do and can do's</p>
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Goals	Who RACI	How	How will we know if it is successful	Status-traffic light Progress made, limited progress made, no progress made or action required
Goal 1: To Show Faith in Action	<p>Responsible: Principal, Teachers, Families</p> <p>Accountable: Principal, Teachers, Students, Families,</p> <p>Consult: Teachers, Families, BOT</p> <p>Inform: BOT, Families, Teachers, Principal</p>	<p>1.1 Through enhancing prayer life and charism Encourage families to commit to Sunday Mass</p> <p>Provide opportunity for Sacramental programme</p> <p>Weekly school attendance at Masses</p> <p>Invitations extended to parish community for school events/celebrations</p> <p>1.2 Through the implementation of the RE Curriculum Teachers learning to plan for deliberate acts of integrating RE into other subject areas (arts, social sciences, literacy)</p> <p>Breaking open the new RE document to identify main themes and cross themes</p> <p>Begin to identify connections between</p>	<p>Students have higher expectations around their learning in RE</p> <p>Teachers and support staff take greater responsibility in liturgies and at Masses</p> <p>School participates in prayer life, Masses, information shared to community on our RE focus and celebrations</p> <p>More students getting baptised</p> <p>Parish community involved in our school and school life</p> <p>Community involved in our</p>	<p>Sacramental programme provided in 2022 (first time since 2019)</p> <p>Children's liturgy offered at Sunday Masses</p> <p>Whole school attends weekday Mass</p> <p>Community invited to school celebrations</p> <p>Teachers unpacking RE document in staff meetings</p> <p>Teachers attending Teachers New to Catholic Schools course</p> <p>Teachers attending RE Day for Catholic schools</p>

	<p>themes and our local curriculum</p> <p>1.3 Through strengthening Parish/School partnerships Encourage children and families to commit to ministries for Sunday Mass (serving, gifts, reading) Sacramental programme taught by Parish and teachers Regular attendance at week day Mass by children Invitations extended to Parish for school events</p> <p>1.4 Community outreach Continuation of student army (RE Leaders) to plan acts of Social Justice – Lenten appeal, mufti mania, opportunities for fundraising, responding to current events in our local environment</p> <p>1.5 Through self review and professional development Develop a system to gather supporting evidence in reviewing the four dimensions: 1. Encounter with Christ, 2. Growth in knowledge, 3. Christian witness, 4. Safeguarding and strengthening Individualised staff development programmes to support teaching and learning in RE and in staff faith formation. Staff PLD meetings regarding new RE Curriculum Catholic Character Review due 2022</p>	<p>school and have a local presence in our school</p> <p>Building RE students leaders who represent our school at Kahui Ako events, Mass, workshops and to host visitors</p> <p>Ongoing PLD for teachers in RE</p> <p>Time dedicated to RE in classes as well as integrated into our school values, rules, goals, PB4L</p>	<p>Teachers beginning to plan RE using new RE Document</p> <p>Connections made between RE document and local curriculum</p> <p>Training new altar servers for Masses</p> <p>RE leadership opportunities for senior students</p> <p>Tyburn Monastery retreat booked for 2023 whole staff</p> <p>Fundraising by community for Flood victims Hawkes Bay, Food bank drives -YV, parish food bank, Tyburn, and our families in need</p> <p>Develop a system to gather supporting evidence in reviewing the four dimensions: 1. Encounter with Christ, 2. Growth in knowledge, 3. Christian witness, 4. Safeguarding and strengthening</p>
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ANNUAL TARGETS 2022: Reading

Curriculum Area: READING

Term: 4 2022

	Boys Well Below	Girls Well Below	Boys Below	Girls Below	Boys At	Girls At	Boys Above	Girls Above	TOTAL
Year 0					1	1			2
Year 1			1		1	4	1		7
Year 2	1			1	1	1	2	1	7
Year 3		1			1	2			4
Year 4					1	2			3
Year 5					1		1	2	4
Year 6			1			1			2
Year 7	1				3		2	2	8
Year 8						3			3
Total	2	1	2	1	9	14	6	5	40
Percentage	5.00	2.50	5.00	2.50	22.50	35.00	15.00	12.50	
Total %	7.50		7.50		57.50		27.50		
	Maori	NZer (Pakeha)	Pasifika	Asian	Other				
Boys Below/WB		2	3						
Girls Below/WB		1	1						
Boys At	3		2		2				
Girls At	7	3	2	2	1				
Boys Above	1		1	3	1				
Girls Above		3		1	1				
						40			

<p>Target:</p> <p>All learners: 85% meet or exceeded expected curriculum levels in 2022.</p> <p>Maori Learners: 100% meet or exceeded expected curriculum levels in 2022.</p> <p>Boy learners: 79% meet or exceeded expected curriculum levels in 2022.</p> <p>Target group from the LSC & SENCo data to be supported with literacy programmes. 1;1 reading and small target group tuition with TA and RTLB, Principal & Teacher 3 x a week</p>	<p>Baseline Data: (November 2022)</p> <p>In Reading, 34/40 - 85% of learners were achieving at or above the curriculum expectation – an improvement in achievement 2021. At risk learners have all been identified and are on our LSC and SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. RTLB and the Principal are also targeting learning programmes themselves for these students. Trends in the data show that transient children make up the majority of those children achieving below the expectations of the curriculum. (3 of 40 learners) are Well Below 7.5% (3 of 40 learners) are Below 7.5% (23 of 40 learners) are At 57.5 % (11 of 40 learners) are Above 27.5%</p> <p>Gender: Our school is relatively balanced with girls & boys. Comparatively, trends in the data show that boys are currently achieving slightly below girls in Reading Girls (21 learners): Below & Well below (2) 9.5% At (14) 66.7 % (5) Above 23.8% Boys (19 learners): Below & Well below (4) 21 % At (9) 47.4% Above (6) 31.6 %</p> <p>Ethnicity: Of our Māori learners, 4 learners out of 13 (%) are currently below or well below in Reading; these learners are Māori boys and girls. While there is still much room for improvement here. Other ethnicities represented in our data below show achievement is following a bell curve trend or better.</p> <p>Māori : 11 learners: Well Below & well below (0 learners) 0% At (10) 91% Above (1) 9%</p> <p>Pacific : 9 learners : Below (4 learners) 44.4% At (4) 44.4 % Above(1)11.1 %</p> <p>Pākehā/NZ European : (9 learners) Below (3)33.3 % At (3) 33.3% Above (3) 33.3 %</p> <p>Asian (6 learners): At (2) 33.3 % Above(4)66.7%</p> <p>Other : (5 learners): At (3) 60% Above (2) 40%</p> <p>I believe some of the students' underachievement is reflective of the disruptions this year due to school closures and absenteeism. Continuing with current evidence based teaching and learning interventions, will improve progress and achievement in 2023.</p> <p>Target group revised to look at all learners underachieving and enhance literacy programmes to help accelerate reading success. Using local context to help understanding of reading content. Utilising local personnel to volunteer their time to hear these students read and verbalise experiences through projects and play also. Encourage and reinforce the need to read at home and visit the local library.</p>
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EVIDENCE BASED DECISIONS

The challenge is to foster a love of reading, to create an environment where children are reading for enjoyment as well as reading across the curriculum for the purposes of their learning.

<ul style="list-style-type: none"> - Reading promoted at home, books and readers sent home - Begin to have our school library up and running-so students have choices - Reading to, by, and with - High interest books for boys - Reading intervention programmes assisted by RTLB, Principal - Listening to reading - Epic, JustBooksReadAloud, Audio books - House of science -books - Library - making the library more of a space that is usable for the children - Accessible for juniors in particular and more attractive that the children what to be there. - Making reading fun: Reading challenges, Book week, Read -athons, spelling quizzes - Phonological Awareness and Phonics programmes & a structured literacy approach in junior class - Review of progressions needed - is there a programme that is better for meeting the needs for these kids? 	<p>At risk Readers:</p> <ul style="list-style-type: none"> - Continue reading intervention for at risk lower levelled learners. - Quick60 (RTLB supported) - Build targeted literacy programmes into the classroom so they sit alongside all curriculum subjects - Engage whanau in supporting reading at home - Introduce play/project to help lift literacy skills through communication and engagement - RTLB referrals - LSC assistance 	<p>Implications for the budget:</p> <ul style="list-style-type: none"> - Teacher Aide support for at risk learners - ELL funding applications. - Quick60 - Improve library space so it is enticing to visit and spend time reading there
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ANNUAL TARGETS 2021: Writing

Curriculum Area: Writing					Term: 4 2022				
	Boys Well Below	Girls Well Below	Boys Below	Girls Below	Boys At	Girls At	Boys Above	Girls Above	TOTAL
Year 0					1	1			2
Year 1			2	1	1	3			7
Year 2	1			1	3	2			7
Year 3		1	1			2			4
Year 4					1	2			3
Year 5					2	1		1	4
Year 6					1	1			2
Year 7			1		3		2	2	8
Year 8				1		1		1	3
Total	1	1	4	3	12	13	2	4	40
Percentage	2.50	2.50	10.00	7.50	30.00	32.50	5.00	10.00	
Total %	5.00		17.50		62.50		15.00		
	Maori	NZer (Pakeha)	Pasifika	Asian	Other				
Boys Below/WB	1		2		2				
Girls Below/WB		2	1						
Boys At	3	2	3	2	1				
Girls At	6	3	2	2	1				
Boys Above			1	1					
Girls Above	1	2		1	1				
						40			

Targets: Achieved

All learners: 77.5% met or exceeded expected curriculum levels in 2022.

Baseline Data: (November 2022)

<p>Maori learners: 91% meet or exceeded expected curriculum levels in 2022.</p>	<p>In Writing, of the 40 learners in November 2022, (9) 22.5 % were achieving well below and below (31) 77.5% were achieving at or above the curriculum expectation. The 9 learners below and well below have been identified and are on our SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. Trends show some of these needs are in the top end of the school, particularly Year 6, 7 cohort.</p>
<p>Boy learners: 73.7% meet or exceeded expected curriculum levels in 2022.</p>	<p>5 % (2 of 40 learners) are Well Below 17.5 % (7 of 40 learners) are Below 62.5 % (25 of 40 learners) are At 15 % (6 of 40 learners) are Above</p>
<p>Target group from the LSC & SENCo data to be supported with literacy programmes. 1;1 reading and small target group tuition with TA and RTLB, Principal & Teacher 3 x a week literacy -reading & writing.</p>	<p>Gender: Trends in the data show that boys and girls achieving below and well below are tracking relatively the same, with girls slightly less. It is pretty much the same at the above or at scale as well for both genders, with girls slightly doing better. Girls (21 learners): Well below & Below (4 learners) 19% At (13) 62% Above (4) 19% Boys (19 learners): Well below & Below (5 learners)26.3 % At (12)6.2% Above(2) 10.5%</p> <p>Ethnicity: Of our 11 Māori learners, 1 learner is currently BELOW or WELL BELOW in Writing and 6 Asian learners are achieving ABOVE or AT. Our Pacific learners are 3 below or well below and 6 achieving AT or above. Our NZ Pākehā/European learners, we have 7 achieving ABOVE or AT against the end of year curriculum expectations.</p> <p>Māori : 11 learners: Well Below & well below (1 learners) 9.1% At (9) 81.8% Above (1) 9.1%</p> <p>Pacific : 9 learners : Below (3 learners) 33.3% At (5) 55.6 % Above(1)11.1 %</p> <p>Pākehā/NZ European : (9 learners) Below (2) 22.2% At (5) 55.6 % Above (2) 22.2 %</p> <p>Asian (6 learners): At (4) 66.7 % Above(2) 33.%</p> <p>Other : (5 learners): Below (2) 40% At (2) 40% Above (1) 20%</p>
	<p>Targets achieved, the majority of our students are achieving in writing. A revised look at learners underachieving and enhance literacy programmes to help accelerate writing success for at risk writers. Using writing plans, prompts, and digital tools to enhance writing experiences.Continue to utilise play and project based inquiry to lift personal experiences that will foster writing engagement and writing content for these learners.</p>

EVIDENCE BASED DECISIONS

The challenge is to make writing meaningful, purposeful and motivating. To give opportunities that learners can share their ideas for someone to enjoy and appreciate.

<p>Curriculum implementation plan for Writing in 2023:</p> <ul style="list-style-type: none"> ● Essential Wordlists - available to children when they are writing ● Spelling programmes for explicit teaching of spelling patterns and rules - schoolwide programmes (looking into structured literacy programmes) ● Daily writing - practice is important with writing criteria understood. ● School wide goal tracking sheets ● High interest writing tasks, authentic contexts, meaningful/purposeful ● Pobble365 to help generate high interest tasks. ● Modelling good writing ● Educa posts to wider audience ● Integrated writing programme across all areas-Science?re especially ● Quick writing tasks - 2min quick writes - the children enjoy the competition. 	<p>At risk Writers:</p> <ul style="list-style-type: none"> - Target learner planning for writing - Investigate the link between oral language and writing ability. - Referrals to RTLit or RTLB, particular for well below learners - Utilising LSC to support senior writers, boys in particular - Utilise local context and curriculum to support at risk writers. - Utilise play/project based inquiry to help lift understanding of experiences to record. - Use of visual cues in classrooms - Use word lists to promote recognition - Games that help working memory 	<p>Implications for the budget:</p> <ul style="list-style-type: none"> - Resources to support language experiences - Teacher Aide support for at risk learners - ESOL funding application to be renewed. - Resources to allow for play-based/project based learning
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ANNUAL TARGETS 2021: Mathematics

Term: 4 2022	Curriculum Area: Mathematics								
	Boys Well Below	Girls Well Below	Boys Below	Girls Below	Boys At	Girls At	Boys Above	Girls Above	TOTAL
Year 0					1	1			2
Year 1					2	3	1	1	7
Year 2				1	1	2	3		7
Year 3			1			3			4
Year 4					1	2			3
Year 5							2	2	4
Year 6			1	1					2
Year 7			1		4	2	1		8
Year 8		1		1		1			3
Total		1	3	3	9	14	7	3	40
Percentage	0.00	2.50	7.50	7.50	22.50	35.00	17.50	7.50	
Total %	2.50		15.00		57.50		25.00		
	Maori	NZer (Pakeha)	Pasifika	Asian	Other				
Boys Below/WB		1	1		1				
Girls Below/WB	2		1						
Boys At	3	1	3	1	1				
Girls At	5	6	2	1	2				
Boys Above	1		1	2	1				
Girls Above		1	1	2		40			

<p>Target:</p> <p>All learners: 82.5 % met or exceeded expected curriculum levels in 2022.</p> <p>Maori learners: 81.8% meet or exceeded expected curriculum levels in 2022.</p> <p>Boy learners: 84.2% met or exceeded expected curriculum levels in 2022.</p> <p>Target groups supported with small group programmes in class. TA to practice counting basic adding drills with targeted students.</p>	<p>Baseline Data: (November 2022)</p> <p>In Mathematics, 33/40 -82.5% of learners are achieving AT or Above the curriculum expectation. We will continue to monitor and assess mathematics across the school and work to maintain this. 7 students are achieving below expectation 17.5% These learners below and well below have been identified and are on teachers tracking sheets and our SENCo register to track progress and to enable teachers to plan explicitly to target these learners, in order to try to accelerate learning. More explicit acts of teaching in maths will be used this year.</p> <p>Gender:</p> <p>Trends show that comparatively more boys than girls are exceeding in maths and meeting the curriculum expectation. Less boys are below or well below.</p> <p>Girls (21 learners) Well below & Below (4) 19% Above (3) 14.3% At (14)66.7 %</p> <p>Boys (19 learners) Below (3)15.8% Above (7) 36.8% At (9) 47.4%</p> <p>Ethnicity:</p> <p>Of our Māori learners, 75% of learners are achieving at expectations. This means that 7 out of 15 (33.33%) Māori learners are currently below or well below in Mathematics. Interestingly, of those 7 learners, 5 have joined our school in 2019. 80% of Pacific learners, 100% of Asian learners and 88.89% of NZ Pākehā/European learners are achieving at or above end of year curriculum expectations.</p> <p>Māori : 11 learners: Well Below & well below (2 learners) 18.2 % At (8) 72.7 % Above (1) 9.1%</p> <p>Pacific : 9 learners : Below (2 learners) 22.2 % At (5) 55.6 % Above(2)22.2 %</p> <p>Pākehā/NZ European : (9 learners) Below (1) 11.1% At (7) 77.8 % Above (1) 11.1 %</p> <p>Asian (6 learners): At (2) 33.3 % Above(4) 66.7.%</p> <p>Other : (5 learners): Below (1) 20% At (3) 60% Above (1) 20%</p> <p>Targets achieved. Using plans, prompts, and digital tools to enhance mathematical experiences. Also play and project based inquiry to help foster understanding in mathematics through hands-on learning experiences with deliberate acts of teaching to follow up the experiences. Deliberate acts of teaching to go over the counting and adding strategies. Just in Time maths course by teacher in 2022 to be implemented in 2023. Use of a range of online tutor programmes to assist learners in the home.</p>
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EVIDENCE BASED DECISIONS

The challenge is to create an environment where learners feel confident to take on a learning challenge; to apply their knowledge when problem solving, without fear of making an error.

<ul style="list-style-type: none"> • Daily maths - number knowledge every day. • Maths whizz • Dragon Maths - add to stationery lists from Year 3 upwards. • NCM - Post/Pre Tests for strands • High interest tasks - STEM/STEAM Art • Opportunities for mixed ability grouping particularly for problem solving. • Real life contexts; applying maths skills and knowledge in real world situations • Education Perfect to support maths learning at home and school • Maths days/celebrations & quizzes to promote maths confidence 	<p>At risk Maths:</p> <ul style="list-style-type: none"> - Target learner planning for mathematics - Investigate the impact of oral language level and maths achievement - Hands on, practical learning experiences. - Referrals to RTLB, particular for well below learners - Small group tuition - Small intervention programme for struggling students to work alongside LSC term 2 & 3 maths 	<p>Implications for the budget:</p> <ul style="list-style-type: none"> - Resources to support mathematics learning experiences - Dragon Maths write on - Teacher Aide support for at risk learners - Purchase resources that enhance maths knowledge and practice -
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CONCLUDING STATEMENT

This year has been a year of firsts across the curriculum as new teachers and beginning teachers navigate their way around the curriculum and the impending new curriculums that are coming in. Our students performed well in mathematics and reading, but as shown in achievement in writing, there is room for improvement in writing. Literacy and numeracy is a schools core focus however the school has also had to address wellbeing and safety issues for some of our tamariki who come from traumatic homelives. This has been highlighted as a point of reference and a need to solidify and address for a lot of our school children, this is imperative so these akonga can learn and thrive. There are a few factors to consider when analysing the variance in progress and achievement in 2022:

1. **COVID-19 disruptions:** The lockdowns at the beginning of 2022 disrupted a critical time of the year for grounding solid learning behaviour and personal learning goals to occur. Also to establish the teacher/class repoire in these early months. Some students were slower to engage in learning once they returned to school. Reading and numeracy have been the concentrated areas for PD for teachers in 2022. As a small staff we have to be careful of cognitive overload of new teachers.
2. **COVID-19 uncertainty:** There has continued to be a level of unease in communities around the covid uncertainty. Some families had chosen to learn from home as they were afraid of covid.
3. **Assessment tools used:** We have streamlined our assessment tools used and want to make it practical and measurable for teachers to collect relevant data. There was an excess of data collection we felt that was not pertaining to directing where to next for our learners.
4. **Changes in staff:** This year has seen a number of staff changes and additions in 2022, including a new Principal, and classroom teacher, and a RR teacher. The setting of goals and expectations has had to be refined and refreshed. Unfortunately our RR teacher did not engage in taking core targeted groups (as required by the MOE) so some traction of learning opportunities were lost. Also the BSLA programme proved to be difficult for a solo teacher who was a year 1 to navigate together with her other teaching firsts. Cognitive overload for the first year has made a rethink on how much is placed on beginning teachers.
5. **Recent enrolments adding to the data:** Occasionally when there are mid year enrolments, this can throw off the data and make it less comparable from year to year. We have a farming community also who as of 1 June many of these families move to new farms for work. This has a significant impact on our roll.
6. **Absenteeism:** Higher than normal levels of absenteeism have been recorded across the Motu. We have large Pasifika families who have been hugely impacted by covid , travel distance to our school, loss of employment and housing, also family sickness. This has caused a lot of our absentee percentages.

Out of Reading, Writing and Mathematics, the biggest needs are in writing. Interestingly, in the past, the longitudinal data shows Writing achievement being higher than Reading in some years. This is unusual and could be a blip in assessment moderation, or could be that our children are genuinely better encoders than decoders. Also due in part to PD done by teachers.

There are some identified cohorts in the end of year data analysis requiring some urgent attention in 2023. These groups will need careful monitoring and targets set as well as interventions in place:

- Year 4 & Year 5 (2023) - particularly in Writing/Reading
- NZ European & Pasifika boys in Reading

- Literacy overall - particularly in writing
- Boys and girls are not hugely different overall in their performance outcomes

Suggested Targets for 2023 for tracking progress of learners:

Reading	<ul style="list-style-type: none"> • Of the Maori children identified as At or Above they will continue to make and maintain progress in reading by the end of 2023. • Of the 4 boys identified as BELOW curriculum expectations for Reading, all will have made accelerated progress working toward meeting Reading expectations by the end of 2023. • Of the 2 girls identified as BELOW curriculum expectations all will have made accelerated progress and be working toward meeting Reading expectations by the end of 2023.
Writing	<ul style="list-style-type: none"> • Of the 9 girls and boys identified as WELL BELOW & Below curriculum expectations, all will have made accelerated progress and will be BELOW or AT in writing expectations by the end of 2023. • The 1 Maori child below in writing will continue to make accelerated progress in writing in 2023.
Mathematics	<ul style="list-style-type: none"> • Of the 7 students achieving Below or Well Below they will make some gains in meeting curriculum expectations in mathematics in 2023. • Of the 33 students At or Above they will maintain their progress in 2023.

Another tricky year for the school to navigate and given the circumstances and events of 2021, there was some continued disruption due to Covid related issues and absenteeism in 2022. The staff have shown great adaptability around change and societal and ministry pressures put on the school beyond our control. The new Principal has been proactive in ensuring our tamariki are beginning to access learning resources and agencies that will facilitate learning progress. Our students' wellbeing and safety is placed highly. This is so we can try to address learning barriers for our students that are out of their control and work toward highlighting that our school is an inclusive learning place for all our students who can be well fed, and helping them to build their own self esteem and personal regulation. Also our staff have a future focus to secure appropriate blended learning opportunities and engagement during lockdowns or school closures. Our school is blessed with a talented and future focussed teaching team and our Bishop Edward Gaines School children will continue to receive a top quality education in 2023, alongside the initiatives that have been put in place to enable this to happen.

Bernadette Hall
Principal (as at March 2023)

St Mary's Catholic School, Putaruru

Statement of Variance



2022



St Mary's Catholic School Putaruru

End Year Reporting 2022-Reading

Class	Ethnicity	Not Met		Met		Exceeded	
Year 0 7	1MB 1MG 1AG	0		7	1MB 1MG 1AG	0	
Year 1 23	2MB 6AB 4MG 2AG	0		23	2MB 6AB 4MG 2AG	0	
Year 2 24	2MB 1AB 3MG 1AG 1PG	0		22	1MB 3MG 1AG 1PG	2	1MB 1AB
Year 3 22	2MB 3AB 4MG 2PB	7	2MB 1MG 2PB	11	2MG 3AB	4	1MG
Year 4 20	5MB 2AB 2MG 1AG 1PG	6	2MB 1AG 1PG	12	3MB 2MG	2	1AB 1AG
Year 5 19	2MB 7MG 3AG	5	1MB 2MG	9	1MB 4MG 2AG	5	1MG 1AG
Year 6 21	2MB 2AB 1MG 4AG	4	1MB 1MG 1AG	14	2MB 2AB 2AG	3	1AG
Year 7 24	4MB 2AB 3MG 2AG	3		16	4MB 1AB 2MG 2AG	5	1MG 1AB
Year 8 11	2MB 2AB 1MG 2AG	2		6	1MB 2AB 1MG 1AG	3	1AG
TOTALS	171	27 = 16%		120 = 70%		24 = 14%	
Maori	48	10 = 21%		34 = 71%		4 = 8%	
Asian	34	2 = 6%		25 = 74%		7 = 20%	
Pacific Island	4	3 = 75%		1 = 25%		0	
Boys	84	18 = 21%		58 = 69%		8 = 10%	
Girls	87	9 = 10%		62 = 71%		16 = 19%	

ANALYSIS:

- 27 students (10 Maori) are not meeting the standards for end of year, compared with 24 in Mid year (10 Maori)
- 120 students (34 Maori) are meeting comparable with Mid Year 119 (35 Maori) however 24 students (4 Maori) are exceeding up 9 since Mid year
- 18 boys and 9 girls are not meeting
- Results show 22 students year 3 to 6 will need to be monitored and programs set in place for continued progress
- While we have only 4 Pacifica students, only one is meeting across the curriculum

- Results show 30 students year 3 to 7 will need to be monitored and programs set in place for continued progress



St Mary's Catholic School
Putaruru
End Year Reporting 2022- Mathematics

CLASS	Ethnicity	Not Met		Met		Exceeded	
Year 0 7	1MB 1MG 1AG	0		7	1MB 1MG 1AG	0	
Year 1 23	2MB 6AB 4MG 2AG	0		23	2MB 6AB 4MG 2AG	0	
Year 2 24	2MB 1AB 3MG 1AG 1PG	0		24	2MB 1AB 3MG 1AG 1PG	0	
Year 3 22	2MB 3AB 4MG 2PB	6	2MB 1MG 2PB	15	3MG 2AB	1	1AB
Year 4 20	5MB 2AB 2MG 1AG 1PG	7	2MB 1AB 1MG 1PG	10	3MB 1MG	3	1AB 1AG
Year 5 19	2MB 7MG 3AG	6	1MB 3MG	7	1MB 3MG 2AG	6	1MG 1AG
Year 6 21	2MB 1AB 1MG 4AG	4	1MB 1MG	10	1MB 3AG	7	1MB 2AB 1AG
Year 7 24	4MB 2AB 3MG 2AG	5	1MG	12	4MB 1AB 1MG	7	1MG 1AB 1AG
Year 8 11	2MB 2AB 1MG 2AG	2		5		4	1AB 1AG
TOTALS Overall 171		30 = 18%		113 = 66%		28 = 16%	
Maori 48		13 = 27%		32 = 67%		3 = 6%	
Asian 34		1 = 3%		21 = 62%		12 = 35%	
Pacific Islands 4		3 = 75%		1 = 25%			
Boys 84		17 = 20%		52 = 62%		15 = 18%	
Girls 87		13 = 15%		61 = 70%		13 = 15%	

Analysis:

- 30 students (13 Maori) are not meeting the standards for end of year, compared with 22 in Mid year (8 Maori)
- 113 students (32 Maori) are meeting with 28 students (3 Maori) exceeding, compared with 123 in Mid year (37 Maori), however exceeding is up 15 since Mid year
- 17 boys and 13 girls are not meeting
- There seems quite a discrepancy here between mid year and end of year results

- Results show 30 students year 3 to 7 will need to be monitored and programs set in place for continued progress



St Mary's Catholic School
Putaruru

End Year Reporting 2022-Writing

Class	Ethnicity	Not Met		Met		Exceeded	
Year 0 7	1MB 1MG 1AG	0		7	1MB 1MG 1AG	0	
Year 1 23	2MB 6AB 4MG 2AG	0		23	2MB 6AB 1MG 2AG	0	
Year 2 24	2MB 1AB 3MG 1AG 1PG	0		24	2MB 1AB 3MG 1AG 1PG	0	
Year 3 22	2MB 3AB 4MG 2PB	7	2MB 1MG 2PB	15	3MG 3AB	0	
Year 4 20	5MB 2AB 2MG 1AG 1PG	7	3MB 1AB 1PG	11	2MB 2MG	2	1AB 1AG
Year 5 19	2MB 7MG 3AG	5	1MB 2MG	9	1MB 4MG 2AG	5	1MG 1AG
Year 6 21	2MB 1AB 1MG 4AG	5	1MG 1AG	16	2MB 2AB 3AG	0	
Year 7 24	4MB 2AB 3MG 2AG	6	1AB	17	4MB 1AB 2MG 2AG	1	1MG
Year 8 11	2MB 2AB 1MG 2AG	3	1MB	4	1MB 2AB 1MG	4	2AG
TOTALS Overall 171		33 = 19%		126 = 74%		12 = 7%	
Maori	48	11 = 23%		35 = 73%		2 = 4%	
Asian	34	3 = 9%		26 = 76%		5 = 15%	
Pacific Islands	4	3 = 75%		1 = 25%		0	
Boys	84	22 = 26%		60 = 72%		2 = 2%	
Girls	87	11 = 13%		66 = 76%		10 = 11%	

Analysis

- 33 students (13 Maori) are not meeting the standards for end of year, compared with 23 in Mid year (9 Maori)
- 120 students (34 Maori) are meeting with 24 students (4 Maori) compared with 131 in Mid year (36 Maori), however exceeding is up 9 since Mid year
- 22 boys and 11 girls are not meeting
- There seems quite a discrepancy here between mid year and end of year results
- Results show 30 students year 3 to 7 will need to be monitored and programs set in place for continued progress



St Marys Catholic School Putaruru

Cohorts Data from 2015 - 2022

Whole School

Based on Curriculum Levels

	Well Below										Below									
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022				
Reading	0	0.6%	7%	0	0	0	0	0	5.4%	8.1%	7%	13.73%	11%	12%	19%	16%				
Writing	0.5%	0.6%		0	0	0	0	0	5.9%	8.1%	10%	17.04%	13%	14%	15%	19%				
Maths	0.5%			0	0	0	0	0	4.97%	8.7%	7%	14.84%	13%	17%	14%	18%				

	At										Exceeded									
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022				
Reading	81.6%	79.2%	70%	67.03%	84%	68%	59%	70%	13%	12.1%	16%	19.24%	5%	20%	22%	14%				
Writing	87.6%	81.5%	86.3%	73.62%	83%	81%	79%	74%	5.9%	9.8%	3.7%	9.34%	4%	5%	6%	7%				
Maths	79.5%	78.6%	77%	69.23%	83%	65%	69%	66%	15.1%	12.7%	16%	15.93%	4%	18%	17%	16%				

St Marys Catholic School Putaruru Page 1 Dec 2022

Reading	Well Below or Below											At or Above.							
	2015	201	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	201	2020	2021	2022			
Year 1	17.4%	25%	36%	28.57%	9%	0	0	0%	82.6%	75%	64%	71.43%	91%	100%	100%	100%			
Year 2	7.4%	11.5%	15%	8.33%	9%	20%	39%	0%	92.6%	88.2%	85%	91.67%	91%	80%	61%	100%			
Year 3	3.7%	8.7%	8%	17.25%	10%	15%	17%	32%	96.3%	91.3%	92%	82.75%	90%	85%	83%	68%			
Year 4	0	0	3%	15.38%	17%	8%	32%	30%	100%	100%	97%	84.62%	83%	92%	64%	70%			
Year 5	5.6%	5%	17%	10.71%	15%	17%	19%	26%	94%	95%	83.6%	89.28%	85%	83%	66%	74%			
Year 6	5%	12.6%	5%	16.66%	9%	11%	27%	19%	95%	87.4%	95%	83.34%	91%	89%	73%	81%			
Year 7	4%	6.3%	6%	9.10%	8%	8%	23%	12%	96%	93.7%	94%	90.90%	92%	92%	77%	88%			
Year 8	0	0	0	0%	16%	27%	5%	18%	100	96%	100%	100%	84%	73%	95%	82%			

	Well Below or Below											At or Above							
	2015	201	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022				
Maori	6.5%	1.8%	7.7%	12.70%	18%	27%	21%	93.5	98.2	93%	87.30%	72%	84%	73%	79%				
European	3.7%	10.4%	7%	15.38%	12%	15%	14%	96.3	89.6	93%	100%	88%	90%	85%	86%				

Well Below or Below																At or Above			
201	201	2018	2019	2020	2021	2022	2015	2016	2017	2018.	2019	2020	2021	2022					

	5	6	7				2												
Boys	6.9%	12.5%	14.6%	9.36%	10%	8%	6%	21%	93.1%	87.2%	85%	43.40%	90%	92%	94%	79%			
Girls	4.1%	3.8%	9%	4.39%	5%	4%	11%	10%	95.9%	96.2%	95%	42.85%	95%	96%	89%	90%			

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Writing	Well Below or Below										At or Above							
	2015	2016	2017	2018	2019	2020	2021	2022	2022	2022	2015	2016	2017	2018	2019	2020	2021	2022
Year 1	8.7%	30%	36%	23.80%	9%	0%	0%	0%	0%	0%	91.3%	70%	64%	76.20%	91%	100%	100%	100%
Year 2	7.4%	8.3%	12%	8.34%	10%	15%	26%	0%	0%	0%	92.6%	91.7%	88%	91.66%	90%	85%	74%	100%
Year 3	3.7%	8.7%	25%	17.25%	10%	15%	27%	32%	32%	32%	96.3%	91.3%	75%	82.75%	90%	85%	73%	68%
Year 4	0	0	9%	15.38%	14%	9%	9%	35%	35%	35%	100%	100%	91%	84.61%	86%	91%	91%	65%
Year 5	0	5%	17%	25%	15%	17%	24%	26%	26%	26%	95%	95%	83%	75%	85%	83%	76%	74%
Year 6	10%	12.6%	5%	23.33%	19%	22%	15%	23%	23%	23%	87.4%	87.4%	95%	76.66%	81%	78%	85%	77%
Year 7	12.5%	5.6%	6%	9.10%	12%	12%	23%	25%	25%	25%	94.4%	94.4%	94%	90.90%	88%	88%	77%	75%
Year 8	0	4%	0	0%	22%	32%	23%	27%	27%	27%	96%	96%	100%	100%	78%	68%	87%	73%

Writing	Well Below or Below										At or Above							
	2015	2016	2017	2018	2019	2020	2021	2022	2022	2022	2015	2016	2017	2018	2019	2020	2021	2022
Year 1	6.5%	7%	6%	15.87%	18%	16.43%	24%	9%	9%	9%	93.5	93%	94%	84.12	72%	83.58%	76%	91%

	(4)	%	%	%	%	%	%	%	%	%	%	%				
Europeans	3.7%	9.4%	10%	8.62%	12%	12.5%	7%	17%	96.3%	90.6%	90%	91.38%	88%	87.5%	93%	83%

Well Below or Below													At or Above				
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022	
Boys	4.5%	13.7%	15%	13.74%	19%	11%	26%	26%	95.5%	86.3%	85%	39.56%	81%	89%	74%	74%	
Girls	6.1%	2.6%	5%	3.30%	7%	3%	4%	13%	93.9%	9.7%	95%	43.40%	93%	97%	96%	87%	

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Maths	Well Below or Below										At or Above						
	2015	2016	2017	2018	2019	2020	2021	2022	2015	2016	2017	2018	2019	2020	2021	2022	
Year 1	8.7%	10%	11%	28.57%	4%	0%	0%	0%	91.3%	90%	89%	71.42%	96%	100%	100%	100%	
Year 2	7.4%	23.10%	9%	8.33%	9%	10%	22%	0%	92.6%	76.9%	91%	91.67%	91%	90%	78%	100%	
Year 3	3.7%	4.3%	8%	13.80%	10%	19%	22%	27%	96.3%	95.7%	92%	86.20%	90%	81%	78%	73%	
Year 4	0	7.4%	3%	7.69%	11%	13%	23%	35%	100%	92.6%	97%	92.30%	89%	87%	77%	65%	
Year 5	0	10%	10%	14.28%	15%	24%	23%	31%	100%	90%	90%	85.71%	85%	76%	77%	69%	
Year 6	10%	6.3%	4.5%	23.34%	18%	27%	11%	19%	90%	93.7%	95.5%	76.66%	82%	73%	81%	81%	
Year 7	12.5%	0	12.5%	9.10%	16%	12%	15%	21%	87.5%	100%	87.5%	90.90%	84%	88%	89%	79%	

Year 8	0	4%	0	6.66%	17%	41%	9%	18%	100%	96%	100%	93.34%	83%	59%	81%	82%
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Well Below or Below												At or Above					
	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	
	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	
	5	6	7	8	9	0	1	18%	27%	93.5	96.5	73.24%	88%	78%	82%	73%	
Maori	6.5%	3.5%	8%	11.26%	12%	22%	18%	18%	27%	%	%	73.24%	88%	78%	82%	73%	
European	3.7%	10.4	6%	10.75	11%	14%	16%	14%	14%	96.3	89.6	89.25%	89%	86%	84%	86%	
n		%		%						%	%						

Well Below or Below												At or Above					
	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	
	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	201	
	5	4.4%	9.6%	11.2%	12.10	11%	18%	20%	20%	95.6	90.4%	42.30%	88%	41%	82%	80%	
Boys	4.4%	9.6%	11.2%	12.10	12%	11%	18%	20%	20%	%	%	42.30%	88%	41%	82%	80%	
Girls	6.1%	9.6%	7.3%	3.30%	9%	6%	13%	15%	15%	93.9	92.4%	42.30%	91%	42%	87%	85%	
s										%	%						



Math Attack Comparison Term 2 - 4 2022

Class Level	Ethnicity	Up to 19%	Ethnicity	Up to 19%	Ethnicity	20-39%	Ethnicity	20-39%	Ethnicity	40-59%	Ethnicity	40-59%	Ethnicity	60-79%	Ethnicity	60-79%	Ethnicity	60-79%	Ethnicity	80-94%	Ethnicity	80-94%	Ethnicity	95-99%	Ethnicity	95-99%	Ethnicity	100%	Ethnicity	100%	Ethnicity	DECEMBER - Medals			
																																Nov	DECEMBER		
Year 0	1MB 1AB 1MG	3	1AB 1MG	0	2	5	1MG 1AB	1	1	5	1MG 1AB	1	1MG 1AB	2	1AB 1MG	5	1MG 1AB	1	1MG 1AB	1	1MG 1AB	1	1MG 1AB	2	2AB	3	1MB 1AG	3	1MB 1AG	3	1MB 1AG	3	1MB 1AG		
Year 1	1MB 6MG 6AB 1AG	1	2MG	4	2	2	1AB	2	2	3	1AB 1MG	3	1AB 1MG	2	1AB 1MG	2	1AB 1MG	2	1AB 1MG	7	2AB 1AG	7	2AB 1AG	2	2AB	1	1AB	1	1AB	1	1AB	1	1AB		
Year 2	3MG 2MB 1AB 1AG	6	2MG	2	2	2	1MG	2	2	2	1MG	1	1MG	2	1MG	2	1MG	2	1MG	5	1MB 1AB 1AG	5	1MB 1AB 1AG	1	2AB										
Year 3	2MB 3AB 2MG	4	2MG 2PB	3	4	3	1MB 1AB 1PB	3	2	2	1AB	2	1MB 1PB	4	1AB	2	1AB	2	1AB	3	1AB	3	1AB	1	1AG	1	1AB	1	1AB	1	1AB	1	1AB	1	1AB
Year 4	1MG 2AG 2AB 1PB	5	3MB 1MG	4	5	4	2MB 1AB 1PB	4	0	4	1MG	4	2MG	0	1MG	2	1AG	2	1AG	3	1AB	3	1AB	3	1AB	1	1AG	1	1AG	1	1AG	1	1AG	1	1AG
Year 5	2MB 6MG 3AG	3	1MG	3	4	3	2MG 1AB	6	4	6	1MB 1AG	6	1MB	4	1AB 1AG	3	1AB 1AG	2	1AB 1AG	2	1AB	2	1MG	1	1MB	2	1AG	2	1AG	2	1AG	2	1AG	2	1AG
Year 6	3MB 2AB 3AG	2	1MG	8	5	1MB 2MG	1	1	6	3	2MG 1AB	3	2MG	6	2MB	5	2MB	3	2MB	2	1MB	2	1MG	1	1MB	3	1AG	2	1AG	2	1AG	2	1AG	2	1AG
Year 7	4MB 2AB 3MG 2AG	0	1MG	1	5	3	1MB 1AB 1MG	3	3	3	1MB	3	1MB 1AB 1MG	7	1MB 1AB	3	1MB	3	1MB	4	2AB 2AG	4	2AB 2AG	4	1MB 1AG 1AB	1	1AG	1	1AG	1	1AG	1	1AG	1	1AG
Year 8	2MB 1MG 2AG	1	1	1	2	1	2MB	2	1	2	1AB 1MG	2	2MB	3	1AB 1MG	1	1AB 1MG	3	1AB 1MG	3	1AB	3	1AB 2AG	3	1AB 2AG	1	1AB	1	1AB	1	1AB	1	1AB	1	1AB
Year 11	2MB 1MG 2AG 2AB	23 = 17%	31 = 20%	22 = 16%	31 = 24%	32 = 24%	27 = 19%	31 = 20%	27 = 19%	31 = 24%	32 = 24%	27 = 19%	31 = 20%	29 = 18%	27 = 19%	31 = 20%	27 = 19%	31 = 20%	27 = 19%	31 = 24%	32 = 24%	27 = 19%	31 = 20%	29 = 18%	20 = 14%	20 = 14%	10 = 7%	10 = 6%	4 = 3%	4 = 2%	4 = 3%	4 = 2%	4 = 3%	4 = 2%	
Boys (70)	76	14 = 20%	14 = 18%	6 = 9%	19 = 15%	19 = 15%	12 = 17%	15 = 20%	12 = 17%	15 = 20%	19 = 15%	12 = 17%	15 = 20%	14 = 18%	12 = 17%	15 = 20%	12 = 17%	15 = 20%	12 = 17%	16 = 21%	16 = 21%	10 = 14%	16 = 21%	6 = 8%	6 = 8%	3 = 4%	3 = 4%	3 = 4%	3 = 4%	3 = 4%	3 = 4%	3 = 4%	3 = 4%	3 = 4%	
Girls(68)	81	9 = 13%	17 = 21%	16 = 23%	13 = 20%	13 = 20%	15 = 22%	16 = 20%	15 = 22%	13 = 20%	13 = 20%	15 = 22%	16 = 20%	15 = 19%	15 = 22%	16 = 20%	15 = 22%	16 = 20%	15 = 22%	14 = 17%	14 = 17%	10 = 14%	14 = 17%	4 = 6%	4 = 6%	1 = 2%	1 = 2%	1 = 2%	1 = 1%	1 = 2%	1 = 1%	1 = 2%	1 = 1%	1 = 2%	
Total Maori	39	8 = 25%	11 = 28%	5 = 16%	10 = 32%	10 = 32%	4 = 12%	9 = 24%	4 = 12%	10 = 32%	10 = 32%	4 = 12%	9 = 24%	6 = 15%	4 = 12%	9 = 24%	4 = 12%	6 = 15%	4 = 12%	4 = 12%	4 = 12%	3 = 9%	4 = 12%	1 = 3%	1 = 3%	1 = 3%	1 = 3%	1 = 3%	1 = 3%	1 = 3%	1 = 3%	1 = 3%	1 = 3%	1 = 3%	
Asian 34	34	14 = 20%	1 = 3%	1 = 4%	2 = 8%	2 = 8%	3 = 11%	3 = 9%	3 = 11%	2 = 8%	2 = 8%	3 = 11%	3 = 9%	4 = 12%	3 = 11%	4 = 12%	3 = 11%	4 = 12%	3 = 11%	14 = 41%	14 = 41%	12 = 44%	14 = 41%	7 = 25%	7 = 25%	2 = 8%	2 = 8%	2 = 8%	2 = 8%	2 = 8%	2 = 8%	2 = 8%	2 = 8%	2 = 8%	

Total Pacifica 2	2 = 50%	0	1 = 25%	1 = 50%	0	1 = 25%	1 = 50%	0	0

Math Attack results show that in term 4, 2022: Note term 4 results are in blue column

- Our math attacks over the years is not really showing a consistent progress in terms of having instant recall of necessary facts at each level.
- We continue to have a weakness across all facts both oral and written at speed
- Out of 157 students
 - 44 (7 Maori) students 28% are above 80% knowledge of their basic facts (27 boys and 19 girls)
 - Of these 44 in medal areas of above 80%
 - 24 are Asian students
 - 13 European
 - 7 Maori
- Out of the lower 113
 - 60 students (15 Maori) 38% have between 40 and 80% knowledge of their basic facts (29 boys and 31 girls)
 - 43 students (17 Maori) 43% have less than 40% of basic fact knowledge (22 boys and 31 girls)

Where to from here:

Questions to ponder:

1. Is the same students in the under 60% range year by year, if so how do we overcome this?
2. Are students in junior area following through with higher scores in following years, if not, why? and what can be done to achieve this?
3. What is it the students from years 4 to 8 are finding difficult and scoring poorly in medal areas? How can this be addressed?



St Mary's Catholic School Putaruru

Sports Review 2022

Budget:

\$5,000.00

Sport Waikato

- Funding for Blaze Rata (Sports Co-ordinator)
- Equipment - Basketballs, netball, soccer balls

Leadership

- Sports Waikato - Leaders from Year 8 to Putaruru College
Seniors coached and supported by Junior Netball Teams.
Seniors umpired netball games

Playground

- Maintenance of playground and what is needed
- New Turf

Ministry Fund:

\$2,559.11

St Mary's Catholic School Putaruru, is a member of the Putaruru School's Cluster that employs a person in conjunction with Sports Waikato to promote Sport throughout Putaruru. Blaze Rata works at promoting Kiwi Sports Programmes for our own school and interschool events.

AIMS

- All year 8's involved - netball, basketball, indoor bowls

Basketball Competition

- Year 5&6 and Year 7&8 were involved in the local basketball competition.

Local Sport:

- Putaruru Sports - netball, soccer, basketball, touch, rippa
- South Waikato rippa tournament
- Amazing Race - Hamilton

Soccer

- All teams were able to play soccer this year. We had a successful season for Term 1 and 2 sport.

A strength of the school

We have 95% involved in sports throughout the year from years 1-8

We would like to see more involvement from our Asian community

School Pool

- Maintenance of school pool - new filter system
- Learn to Swim Programme at lunchtimes
- Training before school at 7:30-8:10am daily
- Normal classroom swimming programmes operate term 1 and 4

Health

- Breakfast club terms 2 and 3 for any student
Is run by staff with tins of spaghetti, baked beans and bread donated by staff and parents as well as Milo. Weetbix donated by Sanitarium, milk donated by milk in school.

Where to Next - 2023

- Gymnastics
- Lunchtime clubs
- Year 7 sports week at Totara Springs in Matamata
- Catholic Interschool events for years 7&8 - swimming, cross country
- Jump Jam for all students
- Small ball skills for all students

St Mary's Catholic School Putaruru

Striving for Excellence in the Marist Tradition

Development Plan for Raising Maori Student Achievement

Ka te Tamaiti te Putake o te Kaupatai

The Child - The Heart of the Matter

2022 Review

- Kapahaka was led by Minor Nicholls and Justin Anderson
- Matariki was celebrated beautifully with a liturgy and Maori based activities throughout the classrooms
- We celebrated Parihaka Day on November 5, 2022
- Maori games and activities were held throughout the rest of the day.
- Staff attended a Kahui Ako day with the theme of Cultural Responsiveness led by Johnson Davis and Teresa Ford
- In Term 4 Nicola Bailey, Clare Hedge and Cheryl-Lee Henare met with Henry to discuss a Marae visit for 2022. Jenny met with Henry on school site with Cheryl-Lee. This was booked for February 2022.

Goals for 2023

*Titiro whakamuri, kia haere whamua -
Looking back in order to move forward
In essence I walk backwards into the future
with my eyes fixed on the part*

- Continue to build relationships with whanau, Raukawa and all our surrounding marae that all families are connected with.
- Working with MAC - Maori Achievement Collaborative - to enrich our Kura with Tikanga Maori and Te Reo
- To continue to accelerate Maori Achievement at St Mary's School - using the Te Reo Curriculum and taught twice a week in all classes - Progression is shown and a document to be developed to show progressions - Development to occur in staff meeting
- Be a part of the roster for Maori Masses with student Kapahaka and whanau group leading.

Evaluation

We were part of the Catholic Faith Based Kapahaka Festival in Rotorua. We were a part of the Maori Mass. We celebrated Matariki and Parihaka. Maori Language is being spoken in the classrooms as everyday language. Three of our staff members have continued to grow their Te Reo knowledge with an outside agency. Staff have secured the teaching two days a week in the classroom as a set time and beginning to follow progressions through the school. We continue to build this curriculum area and grow accordingly.

**St Mary's Catholic School
Putaruru**

MUTUKAROA PROGRAMME

2023 Parent/School Relationship

Nurturing Learning Together

Evaluation of 2022

The Mutukaroa Programme has not been running for the past two years. This programme we feel is vital for families to begin their child's school journey with the school. We need the support of our learning support coordinator for this venture. Lack of time and organization has stopped the programme from working for the last two years.

Assessment Based

- 5 years - (One Month Entry)
- 6 years - (Six Year Net)

Packs to be created

Where to next for 2023:

- Re-establish this programme, through learning support
- A calendar copy of the children 's birthdays (showing milestones) is to be organized and a copy to be given to Mrs MacKenzie.
- Testing must be done on New Entrants within 6 weeks of the child's birthday or enrolment day (if starting after their birthday), with a parent meeting or online meeting held within the next week. This keeps the testing relevant and up to date.
- Testing on 6 year old children will be done on those who are at Green Reading Levels or below. Incorporating the BSLA Phonics Plus series. It will not be done on Level 15 or above.
- We need to check the programmes that are in place for children who are below on these tests to check they are meeting the needs of these children. Timelines to be put in place for regular monitoring.
- A teacher aide in Room 2 to support classroom programmes and focus can be on 'At Risk' students to support their needs. Room 1 hopes to have a Teacher Aide from Term 2.
- Regular junior meetings with Karen, Clare, Courtney and Lynette to make sure progress is being made by our 'At Risk' students.
- Tracking will be kept up to date on their reading levels.
- Classroom teaching must cover the gaps highlighted in the testing of these children.



St Mary's Catholic School Putaruru

Principal Mrs Jenny MacKenzie

Striving for Excellence
in the Marist Tradition

5 Mackenzie Street
PUTARURU
Phone (07) 885 1006
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2023

Transition from Early Childhood Centres to St Mary's Catholic School Putaruru

To respect and nurture our journey together through our Gospel Values

- What we do well - class visits - Tuesday and Wednesdays - 2 full days (as a minimum)
- Oral Language Programme for 4 year olds - once a fortnight for at least two terms for each student)
- Mini Marist Books
- Include pre-school children in the school sporting teams

Review of 2022	Action	Evaluate	Where to next
<p>Goal 1: To visit: Two Early Childhood and Kindergarten visits once a term and build connections</p> <p>Buckland Street Owlets Forest Charles Crescent Kiwi Iki Early Childhood Centre Glenshea Kindergarten Kids Rock, Tirau Kohanga Reo</p>	<p>To visit all centres by the end of Term 3 2023</p> <p>Kohanga Reo - visit with Teri-Anne to build connections to Kohanga Reo</p>	<p>2022 This didn't happen. It is an area that we need to build on At this stage it is when people come into enrol rather than going out into the community. This is an area of focus for 2023.</p>	<p>Our Learning Support Coordinator or Principal will release the teaching DP to go and visit the schools. This is a major focus for 2023.</p> <p>Rebuild and reconnect with whanau</p>

<p>Goal 2: To build a connection with Maori ECE children within our Early Childhood centres</p>	<p>To visit and open up our pathways to our Maori whanau and community</p>	<p>See where to next</p>	<p>Our Learning Support Coordinator or Principal will release the teaching DP to go and visit the schools. This is a major focus for 2023.</p>
<p>Goal 3: To Review - update parent questionnaire in Enrolment Pack Starting School Booklet</p>	<p>Term 2 2023 Jenny, Karen and Lynette</p>	<p>Will update this in Week 1 of Term 2</p>	
<p>Goal 4: Parent Meeting for parents of pre-schoolers</p> <ul style="list-style-type: none"> - Mutukarao - Playbased Learning - Questions about the school - Understanding of Attendance Dues - RE Programme - General information 	<p>Jenny, Karen and Lynette to lead</p>		<p>Rebuild in 2023</p>
<p>Goal 5: Playbased Learning to be embedded in St Mary's Learning Environment</p> <ul style="list-style-type: none"> - Look at outside environment, how to enrich equipment 	<p>Karen, Clare and Mal Croke to develop</p>	<p>To give Room 1 Teacher Aide an extra hour a week to develop the planning for Playbased Learning</p>	<p>To create a scrapbook of photos and link to Te Whariki along with Key Competencies and Playbased Learning Objectives</p>

TE TUTAKI KI A TE KARAITI– ENCOUNTER WITH CHRIST - 2022

How does the school encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God?

Prayer -

- Prayer focuses and wall displays around the school are relevant and up to date. This includes all prayer tables displaying the correct liturgical coloured prayer cloths, e.g. Purple for Lent and Advent and green for ordinary time, etc.
- All staff meet every Monday, Wednesday and Friday Morning at 8.15am and pray together. Staff are rostered on to lead morning prayer at least once a fortnight.
- Every staff, PTA and Board meeting starts with prayer.
- Prayer is prayed at least 3 times daily in class (To start the day, before lunch, and at the end of the day before the students go home).
- An understanding of ongoing conversation with God is taught by many teachers. Promoting that prayer should not look like picking up, then putting down the telephone when we have said our bit.
- Students learn at least two new prayers each term and glue these into their prayer books. These prayer books are then taken home each term so that the students can share these prayers with their families.
- The school prayer is inside the cover of all student assessment books and this prayer is said at the start of all school assemblies.
- Classes have liturgies in their classrooms or outside.
- Every Monday afternoon from 2.30pm until 2.50ish pm, the whole school met for a Gospel Reflection Liturgy which was organised by Jonathan the DRS and led by Year 8 Leaders. This is to allow students to hear the gospel reading from the day before, even though they may have not been to mass.

Marist Student -

- Every fortnight, two students from around the school who show our Marist Values are selected by the teachers to be Marist Students. These two students get their photo in the school newsletter and receive a voucher as a reward.
- These Marist Students are examples to others of how to be like Christ. This is not a prize to be taken lightly; it is a prize that recognises those that really do try hard, and never/seldomly slip up on expectations as a St Mary's student (Christ like behaviour).

Fruit of the Holy Spirit -

- The Fruits of the Holy Spirit are taught explicitly and integrated into most aspects of school life.
- All staff model the fruits of the Holy Spirit through their everyday behaviour and decisions.
- Fruit of the Holy Spirit Certificates continued to be presented at weekly assemblies to one student from every class who demonstrates the Fruits of the Holy Spirit.

PB4L -

- All students and staff know and can recall the school's values (Marist, Attitude, Respect, Yes) and what they mean.
- Teachers plan PB4L lessons and teach them weekly or fortnightly in each classroom focusing on specific behaviours as identified in the PB4L matrix and where possible linking to Jesus' actions as an example.
- Positive Behaviour is rewarded and connections are regularly made with examples from Scripture such as the parable of the Good Samaritan.

- PB4L language and terminology is consistent across the school and used regularly by all staff.
- There is a two year overview based on the PB4L matrix which outlined what PB4L lessons were to be taught.

Staff Professional Development -

- Jenny (Principal), Karen (D.P.), and Jonathan (D.R.S.) attended the New Religious Education Curriculum conference in Rotorua hosted by the diocese office and Colin Mcleod.
- Karen McChlery (D.P.) led some staff meetings throughout the year around integrating Religious Education and how to plan RE. Jonathan will also get opportunities to do the same.
- Dianne Porter has visited the school and took lessons on prayer and what it can look like. Teachers observed and gained inspiration for future lessons and classroom setup.
- Ongoing workshops with Cynthia Piper have been taken on board - aimed at teachers new to catholic schools. This has been a great opportunity for teachers familiar with the faith to reflect and partake in powerful discussion.

Retreats -

- Year 8 students will have an opportunity to partake in term 3 or 4 this year that will focus on developing a relationship with Christ.
- Teachers will take part in some sort of retreat this year based on 'what being catholic looks like today'. We asked Bishop Michael Gielen, as he grew up in the area, however he could not make it this year. Bishop Edward Gaines will be invited to join us when we do have it.

Masses, Liturgies and other Liturgical Celebrations -

- Throughout the year students and staff have attended and been involved with a number of Masses (Palm Sunday, Feast of the Assumption) and Liturgies (Ash Wednesday, St Patrick's Day, Good Friday, Holy Thursday, Easter Liturgy, Mother's Day (beginning of Term 2), Trinity Sunday Liturgy, Matariki Day, Reconciliation liturgies, Buddy Class led liturgies). Many to come as of *18th June, 2022*.
- The DRS has created an overview that shows the planned Masses and Liturgies throughout the term as well as who is responsible for planning/organising these.
- Outside liturgies have taken place (in front of the grotto of Our Lady) during important dates, due to covid restrictions. Mainly during the Lenten and Easter periods.

Sharing of Learning/Communicating with Parents -

- The school facebook page, and website are to be updated regularly informing parents and our online community of upcoming events such as Masses, Liturgies, or other important information.
- All students write a reflection each term about their learning in Religious Education.
- All student Religious Education workbooks go home at the end of each term and their learning is shared with their families.

Assessment -

- In terms 2 and 3 students throughout the school were taught knowledge relating to the Church Strand of the Religious Education Curriculum.
- At the end of term 3 all students throughout the school were assessed.
- The results of this assessment will be analysed by the DRS and shared with the staff and the Board of Trustees.

Delivery of Classroom Programmes -

- St Mary's teachers will slowly start integrating the new R.E. curriculum in Term 4 and next year (2023).
- Following up from the Professional Development on Catholic Social Teaching that the staff completed in 2020, the principles of Catholic Social Teaching have been made a focus across the school and integrated into the RE Programme.
- The Fruits of the Holy Spirit have been integrated into the RE Programme also.
- Aspects of our school Charism have also been taught at the start of each term, E.g. Our Crest, Our Motto (We do things in a hidden manner) and what they mean, the history of St Mary's School Putaruru, the history of the Marist Sisters.
- All RE Learning displays are current and relevant.
- All teaching staff are competent at teaching Religious Education having completed (or currently completing) the necessary papers through TCI. They create programmes that meet the needs of all their individual learners whilst meeting the requirements as set out by the New Zealand Catholic Bishops Conference.
- Liturgical Year themes, Caritas units during Lent, and Social Justice Week have been taught.
- Every teacher has been using snippets of the new curriculum as we learn to use it in our planning and the formation of the students.

Sacraments -

-
- The Sacrament of Reconciliation was offered for all students who had completed the Sacraments of First Holy Communion and Confirmation twice a term on Mondays. This has been led by Father Fernando Alombro.
- The School and Parish will run the Sacramental Programme which is offered to all students appropriately aged at St Mary's Putaruru, and to Parishioners from St Patrick's Parish Putaruru. This programme will prepare students to receive the sacraments of Reconciliation, Confirmation and Eucharist. The whole school will be in attendance for the First Holy Communion and Confirmation Mass which will most likely be celebrated by Father Fernando if a bishop cannot make it (Bishop Steve or Bishop Michael).
- All parents must be involved in their child/s sacramental journey.
- Information regarding the Sacrament of Baptism and how to access this Sacrament is regularly put in our school newsletter.

Newsletters -

- The DRS writes an RE Newsletter every fortnight and uses this platform to provide those in the school community with an opportunity to encounter Christ. In these newsletters the DRS provides information about Saints feast Days and other liturgical celebrations, information about the Sacraments, pages of the new R.E. curriculum for parents to get a better understanding of, and opportunities for the community to get involved.

Community Foodbank -

- Every class is rostered on a termly rotation to bring non-perishable food or household items for the Putaruru Community Foodbank. This looks like *Week 1 - Room 1... Week 8 - Room 8 etc.* Staff and whole school are encouraged to fill in the odd weeks.
- Last year we established a community foodbank trolley which people from our own school and community can contribute too or take from as they need. This has proven to

St Mary's Catholic School, Putaruru
2022 Religious Education Assessment
Sacrament Strand Assessment Data:



Year Level	Not Met	Ethnicity	Met	Ethnicity	Exceeded	Ethnicity
Year 0			4 (1 Boy, 2 Girls)	2 M		
Year 1	1 (1 Boy)	1 M	18 (12 Boys, 6 Girls)	1 M 5 A		
Year 2			22 (10 Boys, 12 Girls)	1 P 2 A		
Year 3	5 (5 Boys)	3 M 2 P	18 (6 Boys, 12 Girls)	4 M 3 A		
Year 4	2 (2 Boys)	1 M	20 (9 Boys, 11 Girls)	5 M 1 P 2 A		
Year 5	1 Girl	1 M	17 (3 Boys, 14 Girls)	7 M 2 A		
Year 6	6 (4 Boys (1M), 2 Girls (1A,1M))	2 M 1 A	15 (8 Boys, 7 Girls)	5 A 2 M		
Year 7	4 (3 Boys, 1 Girl)		20 (10 Boys, 10 Girls)	7 M 3 A		
Year 8	3 Boys (1M)	1 M	8 (4 Boys, 4 Girls)	2 M 4 A		
Totals No. of Students Assessed = Boys: 67/159 Girls: 92/159 40 Maori 27 Asian 4 Pacifica	22/159 N.M. Boys: 18 Boys (M): 7 Boys (P): 2 Girls: 4 Girls (M): 2 Girls (A) 1	9/22 Maori 1/22 Asian 2/22 Pacifica 10/22 NZ.E.	137/159 Students Met 49/67 Boys Met Maori B: 13/20 Met Maori G: 18/20	31/159 (M Boys 13) (M Girls 18) 26/159 (A Boys 15) (A Girls 11) 2/159 (P Girls 2) 78/159 (NZ.E. 45 Girls) (NZ.E. 33 Boys)		
Percentages	Boys: 26.9% N.M. Girls: 4.4% N.M. 13.8% of Students Not Met		Boys: 71.3% Met Girls: 95.7% Met 86.2% Students Met			
Breakdown % of Boys and Girls by Ethnicity	Maori Boys: 35% N.M. Pacifica Boys: 100% N.M. Maori Girls: 10% N.M. Asian Girls: 8.3% N.M.	22.5% Maori N.M. 6.4% Asians N.M. 50% Pacifica N.M.	Maori B Met: 65% Maori G Met: 90% Asian B Met: 100% Asian G Met: 91.7% Pacifica G Met: 100%	77.5% Maori Met 93.6% Asians Met 50% Pacifica Met		
Not Assessed due to Absence,	22 Boys: 18					

Lack of Attendance, or disability. Total: 22	Boys (M): 7 Boys (P): 2 Girls: 4 Girls (M): 2 Girls (A) 1					
Key: M = Maori A = Asian P = Pasifika B = Boy G = Girl N.M. = Not Met						

What we are doing:

- Each student has a Religious Education Learning Journal - scrapbooks in the junior classrooms, exercise books in the senior classes. Evidence of student work is also done online and stored using individual learners' Google Drives.
- Achievement Objectives are derived from the Religious Education Programme for Catholic Schools in New Zealand (Religious Education Bridging Document, 2017, and also the Draft New Religious Education Curriculum Document, 2021).
- Other curriculum areas such as literacy, maths, science and art, etc, where possible, are integrated into Religious Education learning.
- Students learn about a different principle of Catholic Social Teaching and Fruit of the Holy Spirit each term.
- Teaching the Religious Education Programme integrates a variety of physical and digital resources, as well as resources and ideas provided by the RE Advisor and DRS.
- Teaching and learning activities are designed to engage the children, to meet the children's needs, to develop key competencies and to promote higher order thinking.
- Evaluation of the teaching and learning in RE includes both the cognitive domain (knowledge and understanding) and the affective domain (attitudes and values).
- All teaching staff are participating in relevant (Religious Education) professional development to ensure that all our learners get a quality Religious Education.
- Children's RE Learning Journals go home at least once per term, to show what the children are learning, sometimes with an activity for children to complete with their parents. Parents make a comment in their child's book and reflect on the learning.
- Fortnightly R.E Newsletter features current information about classroom learning, liturgical calendar celebrations and information such as the origins of certain Catholic Traditions, etc.
- Student Led Conferences provide children with the opportunity to share their learning with their parents, however this year everything had to be done online through parent interviews.
- Communication with parents through Seesaw, email, newsletters, and Class Dojo.

Analysis:

- 18 boys have not met the expectations. 7 of these boys are Maori.
- N.B. The 100% of pacifica boys who did not pass is made up of 2 brothers who did not pass due to lack of attendance.
- 4 girls have not met the expectations. 2 of these girls are Maori, 1 Asian.
- 49 boys and 88 girls have met the expectations for their year level.
- 77.5% of students who met the expectations were Maori.
- No students exceeded this year.
- 22 students (13.8%) of students didn't meet the expectations due to Covid-19 related absences, are new students (come in too late to be assessed fairly), or were not present for enough R.E. lessons. 9 of these students were also Maori and equated to 22.5% of all students not meeting (7 boys and 2 girls)

Next Steps:

- The DRS is to make sure that each strand is assessed and achievement data is recorded and analysed.
- As a school we need to continue developing consistency around the assessment we use for R.E.
- Provide teachers with opportunities to create assessments related to the strand and level they are teaching.
- Discussion around assessment and next steps needs to be had regularly as part of staff meetings. This also addresses those students who have exceeded the expectations and what it looks like.

Next Steps Continued:

- Our special needs students are often the ones that don't meet the expectations and we need to look at other ways to assess such as reading the test to these students, and writing the answers that they say down, etc, to ensure they get a fair and equal opportunity to be successful.
- Assess Religious Education strand more than once a year to develop consistency and improve the accuracy of the data.
- We need to find ways to support/teach/assess those learners who are absent due to Covid-19.

CATHOLIC DIOCESE OF HAMILTON



*He Pūrongo Arotake Mātauranga
Ahurea Katorika ā Waho.*

*Catholic Special Character
External Evaluation Report*

**St Mary's Catholic School,
Putaruru**

Review conducted on.....28-29 June 2022

Confirmed Report22 August 2022

Catholic Special Character Review [St Mary's Catholic School Putaruru 28-29 June](#)

School Details 2022

Name of School: St Mary's Catholic School

Address: 5 MacKenzie Street, Putaruru

School type: Primary Co-educational Years 1-8

Actual roll: 165

Maximum roll: 195

Non-preference maximum: 10

Actual non-preference number: 10

5.1: 76 (46%) **5.2:** 5 (3%) **5.3:** 74 (45%) **5.4:** 0 **5.5:** 0

Required number of Special Character CI 47 positions: 5

Filled number of Special Character CI 47 positions: 5

Principal: Jenny MacKenzie **Director of Religious Studies:** Jonathon Parkinson

Chairperson, Board of Trustees: Sean McChlery

Elected Members (C NC)

1. Tinika Begbie (C)
2. Andrea Crawford
3. Sarah Flavell (C)
4. Cheryl-Lee Henare (C)
5. Angela Holdem

Proprietor's Reps

1. Paul Dykstra (C)
2. James Farrell (C)
3. Kathleen Farrell (C)

Staff Rep: Nicola Bailey

Parish Priest: Father Fernando

Review Team:

Lead Reviewer: Terry Consedine

Accompanying Reviewers: Shelly Fitness, Paul Shannon

Ngā Whāinga O Te Arotake-Aims of External Review

The New Zealand Catholic Bishops' Conference wishes the external review to show how effective the school is in handing on the faith and forming a new generation of Catholics; this includes evaluating the efficacy of Religious Education and how the whole school community engages in authentic Catholic Christian witness and evangelisation. This is the evangelising mission of the Church, in which the school participates.

The external review process is based upon the *Āhuatanga Katorika Kaupapa Arotake Me Te Ahu Whakamua: Catholic Special Character Review for Development* document (draft, 2018).

In the review, schools are asked to consider and demonstrate the ways in which they have provided for their students:

- Te tūtaki ki a Te Karaiti - an encounter with Christ,
- Te whakatupu mā - te mātauranga-growth in knowledge,
- Te whakaatu Karaitiana - Christian witness.

And how the school is:

Te kaitiakitanga me to whakapakari i to tuakiri Katrorika - Safeguarding and Strengthening Catholic Character.

The review is designed to look at the work the school has done, in its internal evaluation and development, to grow Catholic character. It affirms what the school has done and the opportunities for further development the school has discerned. It challenges the school to be more transformational. Reviewers encourage, commend good practice and work with the school to analyse opportunities to further strengthen and develop the Catholic culture.

Introduction

St Mary's Catholic School Putaruru is a medium-sized country Catholic integrated school and is part of St Patrick's Catholic Parish in the centre of the Putaruru township. It caters for students in Years 1 to 8. There is a present role of 165 students with a maximum role of 195. There are a number of different cultures that make up the school. The community comprises a variety of families from various socio-economic and cultural backgrounds. The school roll has approximately 28% Maorin tamariki with representations from Indian, Pasifika and Filipino communities.

Striving for Excellence in the Marist tradition is alive and well as a vision for the school. The school is ably led by a principal who brings a wealth of experience, She lives the values of the Marist Sisters especially 'in the hidden way of Mary'. She exemplifies this charism with both the kaiako and within the parish. She is well supported by her management team. There is a new DRS who has made a great start in his role. The school is fortunate in having a number of experienced staff who have previously held the DRS role and are also willing to share ideas.

The school was founded by the Marist Sisters in 1944. The school has a rich history associated with the Marist Sisters and strongly values the contribution they have made to St Mary's. There is a close cooperative relationship with St Patrick's Parish and St Mary's school. It is part of a faith based Kahui Ako.

Progress With Recommendations from the 28 May 2019 Catholic Special Character Review for Development Report

Key Recommendations:

- 1. To ensure school-wide consistency with the assessment tool for Religious Education, using both reflective practice and knowledge. A process which might include how you record, and what you do with that would be helpful. In the senior part of the school, knowledge assessment is essential.**

The school has really embraced this practice and is beginning to think about how it applies to the new Curriculum. The principal has done some extensive work on the analysis of variance on one of the units. This gives clear indication of how different groups in the school performed in the unit. The reports then have a place for tamariki to reflect on their journey within the Marist Charism expectations

- 2. To progress with Professional Development, a more detailed overview of needs of staff on an individual basis, recording the next steps which would be helpful for each one. It was suggested to the Board that a day's cover for teachers completing assignments towards qualifications would be very supportive.**

This has been taken on board and the kaiako have completed the Social Justice paper together. Time given to complete assignments.

- 3. During the course of the Review, conversations were held to ensure more collaboration with Bishop Edward Gaines school in Tokoroa. There is an opportunity to avail of shared Professional Development, Staff Retreat, and Michael Mangan's visit.**

Opportunities are taken where possible to include Bishop Edward Gaines School in any staff activities. Sometimes it is possible and sometimes it doesn't fit with both schools. The combined Board seems to be working reasonably well.

- 4. While the students are very familiar with the Marist Charism and the hidden way of Mary, the knowledge or understanding of the school monogram could receive more attention in the School.**

There is clear evidence that students do understand 'the hidden way of Mary' and that it is widely promoted and practised in the school by both staff and tamariki.

Dimension 1: Te Tūtaki Ki A Te Karaiti-Encounter with Christ

How effectively does the school encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God?

The school is active in providing ongoing Catholic spiritual formation to assist their key people to deepen their relationship with Christ. This includes the principal, staff and tamariki. The Board is clear in its support of the principal's Catholic leadership professional learning. She takes up these opportunities as they arise. The previous parish priest was an outstanding support in this way. She is keen to support the work of the parish alongside the parish priest. She is active in the Parish Council with the intention to continue to strengthen the connection between the parish and school. The school encourages the parish priest to be an integral part of the school. Some of the connections have been made more challenging because of Covid restrictions. It is hoped that this will strengthen as these restrictions reduce.

The Board pray at the start and end of Board Meetings. They complete the STA papers but recognise a need to be formed in Catholic practice in a similar way. They are keen to search for opportunities to support new Board members in this way to build their understanding of Catholic character and what it means from a governance perspective.

Kaiako gather for prayer three days a week. A number of kaiako spoken to by the review team said how much they valued this opportunity for formation. Opportunities are taken each year for whole day Retreats for the whole staff. There is a plan for kaiako to take part in a Retreat this year based on 'what being catholic looks like today'. The kaiako studying the Social Justice paper say that it has been a strong source of strengthening the knowledge and practice of Catholic social teaching among the whole staff. Support staff are fully involved in these Retreats too and feel very much part of the family of the school.

"We aim to be a caring community that encourages our tamariki without judgment"
(teacher aide)

Tamariki are provided with numerous opportunities for their spiritual formation. Many are arriving with very little spiritual Catholic understanding. A prayer book is given to each student upon entry to the school and tamariki add to it on a regular basis. They have the opportunity to pray together as a class three times a day. Prayer comes in a variety of forms: Traditional prayers, some meditation and spontaneous prayer. Each class has a well equipped prayer table. Tamariki take turns to prepare and lead prayer. A parent spoke of how much their child enjoyed having their turn to lead the prayer. Tamariki learn at least two new prayers each term and glue these into their prayer books. These books are then taken home each term so that the tamariki can share these prayers with their families. There is work being done regarding tamariki learning some of these in te reo. Currently, tamariki in the senior school are able to recite the Sign of the Cross and the prayer before lunch in te reo. Waiata form an important part of liturgy and Masses.

Catholic Special Character Review St Mary's Catholic School Putaruru..... 28-29 June

There are a number of reflective displays around the school which support the focus of the learning. Prayer tables provide reflective possibilities within each classroom. Outside is a Grotto that is a quiet place where tamariki and kaiako may go to pray. Classroom walls reflect the strong focus on learning from a Catholic perspective. A particular focus recently has been Matariki because of the current season of the year.

The school takes opportunities through a variety of means to facilitate an encounter with Christ. A particular example for the tamariki and kaiako is the Gospel reflection every Monday in the parish church. This is prepared by the DRS and led by the Year 8 students.

‘ We truly celebrate the Word of God here at St Mary’s Catholic School’ (DRS)

This year tamariki and staff have been involved with celebrating a number of parish-school Masses and liturgies marking significant feasts. There is a parish school Sunday Mass once a term which is strongly supported by whānau.

At the start of each term the DRS creates an overview that shows the planned Masses and Liturgies throughout the term as well as who is responsible for planning and organising these.

The school has taken some deliberate steps towards enhancing and bringing alive te ao maori in the school and improving their understanding of wairuatanga maori. Two kaiako are learning te reo. The school has been celebrating Matariki for a number of years now. The recent Matariki liturgy was a huge success with high involvement from all levels of the school. There is an intention to celebrate a weekend Maori Mass twice a year on the weekend with the support of the Kapa Haka Group. This will be a first for the school and will be greatly supported by the whānau group.

The Religious Education liturgy newsletter is available every two weeks. It provides an opportunity for whānau to reflect on the Gospel and keep up to date with what is happening both with Catholic special character events and in Religious Education classes.

The principal through her vision and leadership is an authentic living witness to others. The Marist Sisters’ charism of doing things in the hidden way of Mary is extremely well in her living action. She not only drives the vision through the Marist Charism but has more recently incorporated the Fruits of the Spirit as part of the vision alongside the principles of Catholic social teaching. Her witness is clear both within the parish and among the kaiako and tamariki. Some examples include her taking responsibility for the breakfast club at 7.30am Three days a week. A homework club runs at the same time for families who have to get to work early. The food bank at the entrance of the school and parish church also results from her work and her brief.

The principal is well complemented by the deputy principal who brings real experience of the leading of Religious Education curriculum as well the needs of a Catholic school.

Next Steps for Development

- Consider enhancing mindfulness meditation to a Catholic approach to meditation.
- Once the precautions around Covid are lifted. That the school and parish priest continue to work towards companioning one another with a view to evangelising and welcoming new to the school and parish

Dimension 2: Te Whakatupu Mā Te Mātauranga: Growth in Knowledge

How effectively does the school assist its community to grow in the knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church?

The leadership team fully comprehends and lives out what it means to be on a disciple's journey. As an example, the new office manager is very open about the fact that she is not Catholic but has felt extremely welcomed into the 'family'. She has no trouble seeking answers surrounding all the Catholic beliefs and practices. They make real efforts to be inclusive of all staff including the caretaker and the teacher aides who all commented they felt part of the family. Kaiako who are new this year, felt at ease very quickly. Part of the initial orientation is with the senior leadership team but also each kaiako has a 'critical friend' whom they can ask for whatever they need. All new Kaiako do the new CTC course, Whakataki Ki Nga Kura O Te Hahi Katorika (Introduction to Catholic schools) to help them make sense of the Catholic system as well nurture them further in their knowledge of Catholicity.

All kaiako engage in a regular, planned programme of Catholic special character professional learning and formation. There is huge encouragement from the principal to increase capability in terms of the learning and understanding of the staff in a manageable way. A most successful initiative has been the whole staff studying the Social Justice paper together. This has had the impact for kaiako of gaining an understanding of the disciple's journey around Social Justice and the principles of Catholic social teaching. It has provided kaiako with an opportunity to confidently teach the core principles of Catholic social teaching and their application, as an integral component of a lived faith. The impact of this has been that the staff have a shared understanding not just of the Church Social teachings but also the application. They are able to apply it to their teaching as well as delve deeper into the charism of reaching out to the vulnerable 'in the hidden way of Mary'.

"There is a spirit amongst the staff. We have common goals. We support each other. We encourage whānau. We are all on board to help. We are working together to help our tamariki." (teacher)

The impact of this leadership embedded in the 'hidden way of Mary' means that without even saying anything staff and parishioners see the living of the Gospel in action. Significant staff numbers are active in the parish which provides wonderful witness for whānau and tamariki alike.

Release time is provided for kaiako and the DRS to attend appropriate Professional Development days. The DRS keeps a record of the kaiako Professional Development. He keeps this up to date with the Hamilton diocese. For simplicity there is also a google doc within the school which documents all CTC papers and other professional learning carried out by kaiako.

The Religious Education programme is given high status. There is a framework plan provided for all kaiako. Kaiako have been using 'Faith Alive' to support the use of the bridging document since 2020. The curriculum is delivered by a team of highly experienced staff who work alongside those who are new. There are at least two staff meetings a term that focus on Religious Education. Staff meetings have been used effectively to demonstrate a good Religious Education lesson. The deputy principal brings a wealth of experience to this. There have also been opportunities for key staff to attend the diocesan meeting for the new curriculum so that they can lead the journey back at school. These are generally led by the DRS but the school is fortunate in having a number of staff who have DRS experiences who also contribute. The DRS is given time to carry out his responsibilities. Although this seems limited he does feel free to ask for release time when needed. Obtaining resources for Religious Education is made easy. It is just a matter of asking the principal.

There is clear evidence also in the way that Religious Education is managed. All classrooms display a Catholic focus, with prayer tables in a prominent position. Prayer tables have the correct liturgical coloured cloths, e.g. purple for Lent or Advent. These are checked by the DRS from time to time. There is clear evidence of planning, some of which is shared. Kaiako use Faith Alive as their basis for their planning. A number of Religious Education Units are assessed and reported like other subjects. A detailed analysis of the Religious Education assessment results is compiled and shared with the staff and the Board of Trustees. This shows how different groups are progressing in the knowledge aspect. Students also reflect on how they are going against the Charism values of Marist, Respect, Attitude and 'Yes'. A smaller summary of the Achievement Objectives, knowledge assessed, and the students progress in this assessment is shared with the students and their whānau in their assessment books. The principal is assured that Religious Education is professionally delivered by regularly doing 'walkthroughs'. The principal takes the opportunity to teach and discuss how it is progressing with the DRS. There is a system of 'critical friends' across the staff to support one another by observing a lesson and giving constructive feedback.

Information about liturgical celebrations, tamariki learning in Religious Education, and all things related to Catholic Character are shared with the community via the school website, school facebook page, and the school newsletter. Alongside this, every fortnight there is an Religious Education newsletter that is accessed via weblink. This also contains information for whānau on the new Religious Education curriculum that the school is about to embrace.

As part of its commitment to providing tamariki with further opportunities to Encounter Christ, the school actively supports and promotes parish programmes for the Sacraments of Initiation especially through the newsletter. Covid restrictions have made these programmes less

accessible. The Parish runs the Sacramental Programme. It is offered to all tamariki appropriately aged at St Mary's. Kaiako and parents support this programme by their presence. This programme prepares students to receive the sacraments of Reconciliation, Confirmation and Eucharist. The whole school is invited for the First Holy Communion and Confirmation Mass. The Sacrament of Reconciliation is offered for all tamariki who have completed the Sacraments of First Holy Communion and Confirmation twice a term on Mondays. This has been led by the parish Father Fernando Alombro. All tamariki are invited to receive the Sacrament of Baptism through the school newsletter.

There is an understanding among all kaiako that the Catholic worldview is part of the culture and daily practices of the school. There is a strong commitment to educating for a deeper understanding of Te Tiriti o Waitangi. The school is on a journey towards biculturalism. There is a commitment to learning and teaching local Katorika Māori and Pākehā history. There are conscious efforts to include wairuatanga Māori in the school Religious Education programme. The Kahui Ako has Cultural Competency as a major focus, with two Teacher Only Days and combined staff meetings. Two kaiako are learning te reo. There is a Māori Board member and an active whānau group. Recently kaiako attended a Matariki conference at John Paul College. This helped provide a basis for an understanding of Matariki and the importance of this time of year for our country as a whole. This was in preparation for the school Liturgy and school wide activities on Matariki. The school also takes the time to recognise Parihaka. Professional learning to increase cultural competency is enhanced by working with MAC, Māori Achievement Collaborative. Staff are beginning to use te reo in the classroom and formal te reo lessons are taught twice a week.

The school is clear that those aspects of the Health Curriculum which involve human sexuality education are set in the context of the teaching of the Catholic Church and delivered using culturally responsive pedagogy. There is regular consultation with the community. There is a plan for all staff to attend and complete the 'Having Life to the Full' course in Term Three in order to revise the Sexuality programme and have everyone on the same page in the light of the new Framing document for Human sexuality.

As part of the Marist charism 'in the hidden way of Mary' the school is outstanding in its commitment to awareness raising and action for justice within the school and in the wider community, explicitly relating this to the Gospels' portrayal of Jesus' care for the poor and marginalised. This is particularly exemplified by the principal. She is well supported in this area by other staff members as well. There is an active Social Justice tamariki group who promote both awareness and action in outreach to local poor and overseas.

Next Steps for Development

- Continue to consolidate the outstanding work begun on assessment and reporting of Religious Education knowledge in the light of the new curriculum as suitable resources become available.

Dimension 3: Te Whakaatu Karaitiana-Christian Witness

How effectively does the school provide a hope-filled Christian witness which empowers its community members to integrate their faith and their life?

The school leadership understands their role, in being part of an authentic Catholic community. Many opportunities are taken to promote and support active Catholic witness and practice in the school. The school and parish work collaboratively to build relationships that are an example of Christian witness. The daily foodbank at the entrance to the school and church is an outstanding witness and a response in faith and action to the community. The school recognises that they are an integral part of the parish and value the wonderful support they get from parishioners.

There is a strong 'family feel' in the school. Staff spoken to by the evaluators spoke of this.

"There is an open door policy with senior management. Any issues, concerns or questions are always welcomed and treated with respect and consideration. During Covid times and times of illness, the support for my well-being offered by the school has been invaluable." (kaiako)

The culture of the school is characterised by warm relationships at all levels, friendly communications, active listening, and a sense that all are treated with respect. Whenever a staff member or parishioner, or parent becomes very unwell the school rallies together to make a meal and a get well message. Every student from every class writes something in it. This outreach also extends to supporting those who have lost loved ones. The school works together to create a personalised large card to express their sympathies and prayerful support.

The school works to build and maintain respectful and affirming relationships with whānau Māori so that they feel comfortable and welcome. They are committed to building an understanding of Te Tiriti principles of protection, partnership, and participation, and take part in authentic consultation with the Māori community. There is an active kapa haka group supported by a parent whānau group which has a strong Catholic focus and organises events such as the Matariki Day celebrations. Māori liturgy has been developed and there is a group who make sure te reo is alive and well in the school. They show a passion for being Catholic and Māori. The school links with mana whenua as well as a number of other marae in the area, especially Raukawa iwi and Ngā Tira marae.

The school has built strong partnerships and works collaboratively with their founding order, The Marist Sisters. There is a good relationship maintained, especially with two Marist sisters who take an interest in the school and visit on a regular basis. There has been a strong commitment to maintaining the charism as part of the focus and vision of the school

The school recognises the cultural diversity within the school as well as throughout New Zealand, and works to ensure that all ākonga develop an appreciation and understanding of this diversity. They work to honour and respect all cultures.

Systems are in place to ensure that tamariki are personally known, cared for, and provided with support. Kaiako know their whanau well. There has been a real focus on behaviour management processes through the use of Positive Behaviour for Learning (PB4L). The processes are restorative by nature and linked to the Fruits of the Holy Spirit. These have been woven into the Charism of the school alongside Catholic social teaching. Tamariki are enabled to develop the skills to take responsibility for their own behaviour. There is now a greater consistency of approach. The impact of this has been that tamariki understand the clear focus of the school around positive relationships.

The school has a system for working with its parish and whānau to identify those in need. As people of the Gospel and in the light of the preferential option for the poor, staff and tamariki treat each person with respect and aroha and reach out to those most in need. The daily foodbank shared by the school and parish is a great witness to this. Pastoral care systems and procedures are responsive to the needs of tamariki and their whānau. The principal has huge compassion when it comes to families facing financial struggles especially in regards to paying school fees. There are some caring parishioners who donate money to pay for some students' school fees. Second hand uniforms are available if required.

Staff are affirming of the leadership of the principal, and their wellbeing is well supported. The open door policy and outreach in times of need is well appreciated. Staff are very good at reaching out to one another.

The school has an explicitly Christ-centred culture of justice, service, and outreach towards local, national, and international communities. There are numerous opportunities for tamariki to take up these challenges to care for others. The Social Justice Group play a key role in promoting social justice in the school and community. They work on writing letters and cards to the residents of the Cardrona Rest Home, organising fundraisers such as raffles and mufti days for World Vision Child and other charities such as the Red Cross Putaruru or Westpac Rescue Helicopter. Every session begins with prayer. The students also make cards and proceeds from these go towards a local charity.

As part of caring for the planet in the light of Laudato Si, there is also an Enviro Group who take particular responsibility for care around the school environment. They organise recycling programmes around the school. They have established and they maintain a worm farm. They have also developed gardens such as the Van der Croft Grove on the field and the garden around Mary's grotto. The Enviro-schools resources are valued. As an extension to this, a number of these students also volunteer to take part in a Rotary Rubbish Walk around Putaruru. Once a week during lunchtime, students are supplied with buckets and gloves and

walk around Putaruru picking up rubbish, In the process promote the Catholic Social Teaching Principle of Stewardship.

As part of the bigger picture of Social Justice, the school has a vegetable garden which is located next to the presbytery. The school provides the resources such as tools and seeds/plants. Students take turns maintaining it individually or in small groups. The produce from the garden such as broccoli, lettuce, cucumber, potatoes, cauliflower and cabbage are put on a trolley at the front gate for members of the community to collect as required. The impact of these initiatives is that students have the opportunity to put into practice 'in the Hidden way of Mary' as it applies to Gospel values and Catholic Social Teaching,

As part of caring for people at the parish level there is an opportunity at every Mass for a collection of non-perishable food items. This is taken up with the offertory and later donated to the Putaruru Foodbank.

Dimension 4: Te Kaitiakitanga Me To Whakapakari I Te Tuakiri Katorika-Safeguarding and Strengthening Catholic Character

How effectively does the school, in its stewardship, and its compliance with legal obligations, safeguard and strengthen its Catholic identity?

At the time of the evaluation, the school had submitted the attestation document covering off the compliance requirements to the diocesan office. This document clearly shows that the school is operating within the statutory Catholic special character compliances relating to the number of employed tagged kaiako and the number of permitted non preference students.

Letters of appointment for kaiako clearly show whether the appointment is tagged or untagged. Tagged kaiako are clear about their obligations as tagged teachers. The job descriptions for the remainder clearly enunciate the expectations of the employee regarding the special character of the school.

We note that the proprietor's representatives have yet to file their annual report to the diocese for 2021. We understand that this has been delayed because one of the proprietor's representatives is not well. However, the principal will follow this up.

An audit of the school's preference enrolments was conducted. Although the student records show the preference status of the students, in a number of cases, particularly those children enrolled during 2022, this status was only evidenced by copies of the baptism certificates of the child, parent or grandparent. The required preference card was missing. We understand this situation has arisen primarily due to the Covid pandemic and the unavailability of the priest to meet with the parents to complete the preference card. To be compliant with the school's integration agreement, no student should start school as a preference student until such time as an authorised preference card is submitted. We understand that the school is addressing this situation with the parish priest and some remedial action is taking place to address this situation. We recommend that another audit take place in six months time.

Catholic Special Character Review St Mary's Catholic School Putaruru..... 28-29 June

A unique situation exists in that the Board of Trustees have the combined responsibility for both St Mary's Catholic school, Putaruru and Bishop Gaines Catholic school in Tokoroa. This does have some challenges for sharing governance responsibilities particularly in supporting a newly appointed principal at Bishop Gaines Catholic school. This year the Board has agreed to allow the principal from St Mary's to spend a considerable amount of time supporting the new principal at Edward Gaines. A suggestion was made by the Board Chair that they would appreciate more support in this regard from the diocese.

The Board benefits from a well-balanced and experienced principal. She is committed to her parish and ably supported by a Catholic deputy principal and a young DRS who are both energetic and highly involved in living out their Catholic faith. They work well as a senior management group committed to ensuring that the principles of Catholic Social Teaching are entrenched into everything that happens within the school.

The principal with the support of her Board ensures that all kaiako participate in professional development as a group in relation to Religious Education and or Catholic special character. They participate in courses run through the Te Kupenga Theological Institute (CTC)

The principal has confirmed that one of this year's goals was for the whole staff to complete "Having Life to the Full" sexuality programme later in the year.

When it appeared that a Sacramental programme was unlikely this year the school supported by a proprietor's representative committed to providing at least one kaiako to assist in the delivery of the programme.

Next Steps for Development

- Link NZCEO's Catholic School Elaborations into the professional growth cycle.
- The Board would value some learning around their obligations around Catholic special character

Catholic Special Character Review Report Summary

Catholic Special Character Review St Mary's Catholic School Putaruru..... 28-29 June

St Mary's Catholic School Putaruru provides a vast array of opportunities for tamariki and their whānau to encounter Christ. The leadership from an experienced principal is very strong. Her outstanding witness to her Faith is very evident. This is underpinned by some experienced teachers who are committed in their support for the direction of the school which has developed a culture embedded by the vision, "Excellence in the Marist Tradition".

Prayer is highly valued as part of the culture of the school. Tamariki are given a prayer book at the start of their time at the school. Prayers are added to this on a regular basis. They pray in class three times a day. They are in the process of learning some prayers in te reo as well as waiata as part of liturgies and Masses.

The parish works well with the school in a wide range of areas. Covid restrictions have brought about some hesitancy on the part of the parish over some activities that would normally be parish-school connections. The Sacramental program is being rekindled. This is run by one of the parishioners and supported by kaiako at the school. There is a real enthusiasm to rebuild the earlier pre-Covid connection with the parish.

The commitment towards biculturalism is vibrant. There is a growing understanding of wairuatanga Māori. Tamariki have opportunities to learn te reo twice a week. Two kaiako are learning in their own time. There is a strong support group who are very excited about this developing cultural competence among the staff. There is an enthusiastic kapa haka group.

The school assists kaiako to grow in the knowledge and understanding of Jesus Christ, his teachings in a variety of ways. There is a fine culture of learning among kaiako. There are plentiful opportunities to become qualified and opportunities for other professional learning in Religious Education. The Religious Education kaiako are using the bridging document in preparation for the new curriculum.

Areas of growth since the last review report

The school has fully embraced a school wide assessment practice and is beginning to think how it applies to the new Curriculum. The principal has done wonderful extensive work on the analysis of variance on one of the Units. This gives clear indication of how different groups in the school performed in the unit. Reports now have a place for tamariki to reflect on their journey within the Marist Charism expectations.

Kaiako have completed the Social Justice paper together. Time was given to assist kaiako in completion of the assignments. This has had a huge impact on both the teaching of Catholic Social Teachings and the practical side of service which has developed to be a real strength of the school. It has meant that kaiako fully understands the school's commitment to social Justice.

The work done on PB4L has brought about a consistency in approach to behaviour management. The process has also made explicit links to the Marist charism, the Fruits of the

Spirit and Catholic Social Teaching. This has been a school wide initiative since the last review.

Opportunities have been taken, where possible, to include Bishop Edward Gaines School in any staff professional learning. The combined Board appears to be working effectively.

There is clear evidence that tamariki understand 'the hidden way of Mary' and that it is widely promoted and practised in the school by both kaiako and tamariki. As the charism of Mary has become more widely known, the understanding of the monogram has been better understood.

Recommendations

- Continue to build staff knowledge and confidence to effectively prepare for the new Integrated Curriculum To Tātou Whakapono, by building on the work begun on the bridging document and the beginnings of the Integrated curriculum that has been developed over recent years
- Introduce an annual school evaluation process of the Catholic special character initiatives in the school in the light of the Four Dimensions. This is with a view to enhance present initiatives asking: why are we doing this and what is the impact on individual tamariki, kaiako and whānau.
- That the DRS carries out formal classroom observations of the teaching of Religious Education to gain an overall understanding and give feedback and to enhance the confidence of staff.

The review team is confident that the St Mary's Catholic School Putaruru's leadership team (Board of Trustees, principal and DRS) have the willingness and ability to address these recommendations fully before the next external evaluation. The Catholic Education Office staff are available to assist the principal, Board of Trustees and staff in compiling an action plan to address these recommendations.

The review team wishes to thank the community of St Mary's Catholic School Putaruru for the warm welcome, hospitality and the cooperation extended to them. They are thankful for the opportunity to experience the way that they safeguard and strengthen their Catholic special character. The organisation and preparation for the review by the school is greatly appreciated.

Terry Consedine

Lead reviewer

Shelly Fitness

*National Manager
Special Character*

Paul Shannon

*Religious Education
Advisor*

ST MARY'S/BISHOP EDWARD GAINES COMBINED SCHOOLS BOARD

Other Information for the Financial Statements

For the year ended 31 December 2022

KiwiSport Funding

St Marys School

2022

Kiwisport is a Government funding initiative to support student participation in organised sport. In 2022 the School received total Kiwisport funding of \$2,381.56 excl gst. The funding was spent on the following which benefited all the pupils: Kiwisport Co-Ordinator for Putaruru Primary Schools

2021

Kiwisport is a Government funding initiative to support student participation in organised sport. In 2021 the School received total Kiwisport funding of \$2,568.36 excl gst. The funding was spent on the following which benefited all the pupils: Kiwisport Co-Ordinator for Putaruru Primary Schools

Bishop Edward Gaines Catholic School

2022

Kiwisport is a Government funding initiative to support student participation in organised sport. In 2022 the School received total Kiwisport funding of \$470.61 excl gst. The funding was spent on sporting endeavours.

2021

Kiwisport is a Government funding initiative to support student participation in organised sport. In 2021 the School received total Kiwisport funding of \$533.32 excl gst. The funding was spent on sporting endeavours.

Statement of Compliance with employment Policy

For the year ended 31st December 2022 the St Mary's/Bishop Edward Gaines Combined school board:

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST MARY'S/BISHOP EDWARD GAINESS FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of St Mary's/Bishop Edward Gaines combined Board (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 29 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 is responsible for the other information. The other information comprises the information included on pages 1, 19 to 78, 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.



Johann van Loggerenberg
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand