



*SANCTA MARIA*  
*COLLEGE*

*FINANCIAL*  
*STATEMENTS*

*&*

*ANNUAL REPORTS*

*2022*

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# Sancta Maria College

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number:	491
Principal:	Louise Moore
School Address:	319 Te Irirangi Drive, Botany 2016
School Postal Address:	P O Box 64437, Botany 2163
School Phone:	09 2744081
School Email:	<a href="mailto:admin@sanctamaria.school.nz">admin@sanctamaria.school.nz</a>
Accountant / Service Provider:	Edtech Financial Services Ltd

## Sancta Maria College

# Members of the Board

For the year ending December 2022

Name	Position	How position on Board gained	Term expired/expires
Warren Brabant	Presiding Member	Elected - Sep-22	Sep-25
Ilona Bokuniewicz	Parent Representative	Elected - Sep-22	Sep-25
Bradley Botting	Parent Representative	Elected - Sep-22	Sep-25
Dominic Carlos	Proprietor's Representative	Appointed	Aug-25
Louise Moore	Principal	Ex-officio	
Adrian Hefernan	Parent Representative	Elected - Sep-22	Sep-25
Juliette Martis	Proprietor's Representative	Appointed	Aug-25
Natasha Martis	Parent Representative	Elected - Sep-22	Sep-25
Thomas Pereira	Proprietor's Representative	Appointed	Aug-25
Kane Raukura	Proprietor's Representative	Appointed	Aug-25
Marina Jones	Student Representative	Elected - Sep-22	Sep-25
Omar Tamayo	Staff Representative	Elected - Sep-22	Sep-25
<b>Outgoing Members</b>			
Stuart Sheng	Parent Representative	Elected	Sep-22
Joanne Al-Rubaie	Staff Representative	Elected	Sep-22



# SANCTA MARIA COLLEGE

Annual Report - For the year ended 31 December 2022

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# Sancta Maria College

## 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.

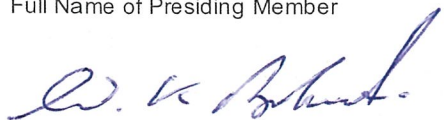
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

Warren Brabant

Full Name of Presiding Member



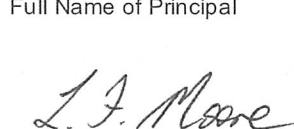
Signature of Presiding Member

17 May 2023

Date:

Louise Moore

Full Name of Principal



Signature of Principal

17 May 2023

Date:

# Sancta Maria College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	8,801,212	8,276,566	8,366,494
Locally Raised Funds	3	1,881,802	1,774,453	1,814,455
Use of Proprietor's Land and Buildings		3,811,859	3,119,405	3,119,405
Interest Income		68,484	25,300	26,646
<b>Total Revenue</b>		<b>14,564,274</b>	<b>13,195,724</b>	<b>13,327,000</b>
<b>Expenses</b>				
Locally Raised Funds	3	780,480	653,931	604,549
Learning Resources	4	8,675,115	8,634,843	8,254,607
Administration	5	865,910	819,996	700,281
Finance		9,639	-	8,726
Property	6	4,556,919	3,796,644	3,666,061
Other Expenses	7	1,500	-	1,500
Loss on Disposal of Property, Plant and Equipment		2,326	-	2,078
		<b>14,891,889</b>	<b>13,905,414</b>	<b>13,237,802</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(327,615)</b>	<b>(709,690)</b>	<b>89,198</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(327,615)</b>	<b>(709,690)</b>	<b>89,198</b>

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

# Sancta Maria College

## 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		3,593,226	3,593,226	3,464,628
Total comprehensive revenue and expense for the year		(327,615)	(709,690)	89,198
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		48,033	-	39,400
Equity at 31 December		3,313,644	2,883,536	3,593,226
Accumulated comprehensive revenue and expense		3,313,644	2,883,536	3,593,226
Reserves		-	-	-
Equity at 31 December		3,313,644	2,883,536	3,593,226

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.

# Sancta Maria College

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	47,690	138,093	461,546
Accounts Receivable	9	554,902	541,865	541,865
GST Receivable		49,561	12,114	12,114
Prepayments		72,965	43,699	43,699
Inventories	10	108,277	62,528	62,528
Investments	11	3,137,271	2,500,000	2,795,354
		3,970,666	3,298,299	3,917,106
<b>Current Liabilities</b>				
Accounts Payable	14	884,813	649,181	649,181
Revenue Received in Advance	15	634,027	606,672	658,689
Provision for Cyclical Maintenance	16	128,353	89,625	89,625
Finance Lease Liability	17	46,722	40,322	40,322
Funds held in Trust	18	55,415	57,584	57,584
		1,749,330	1,443,384	1,495,401
<b>Working Capital Surplus/(Deficit)</b>		2,221,336	1,854,915	2,421,705
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	1,516,650	1,398,730	1,540,130
Equitable Leasehold Interest	13	35,184	35,184	36,684
		1,551,834	1,433,914	1,576,814
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	374,379	317,156	317,156
Finance Lease Liability	17	85,147	88,137	88,137
		459,526	405,293	405,293
<b>Net Assets</b>		3,313,644	2,883,536	3,593,226
<b>Equity</b>		3,313,644	2,883,536	3,593,226

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

# Sancta Maria College

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,473,625	2,076,566	2,150,569
Locally Raised Funds		1,618,592	1,736,934	1,392,962
International Students		283,514	245,590	309,830
Goods and Services Tax (net)		(37,447)	(2,114)	115,226
Payments to Employees		(2,087,328)	(1,909,463)	(1,709,422)
Payments to Suppliers		(1,976,383)	(1,619,778)	(1,749,920)
Interest Paid		(9,639)	-	(8,726)
Interest Received		43,831	28,208	32,180
Net cash from/(to) Operating Activities		308,765	555,943	532,699
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(2,078)
Purchase of Property Plant & Equipment (and Intangibles)		(417,356)	(463,202)	(249,417)
Purchase of Investments		(340,417)	(43,303)	-
Proceeds from Sale of Investments		-	-	142,408
Net cash from/(to) Investing Activities		(757,773)	(506,505)	(109,087)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		48,033	-	39,400
Finance Lease Payments		(10,712)	(8,459)	(9,309)
Funds Administered on Behalf of Third Parties		(2,169)	(92,416)	(174,027)
Net cash from/(to) Financing Activities		35,152	(100,875)	(143,936)
Net increase/(decrease) in cash and cash equivalents		(413,856)	(51,437)	279,676
Cash and cash equivalents at the beginning of the year	8	461,546	189,530	181,870
Cash and cash equivalents at the end of the year	8	47,690	138,093	461,546

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.

# Sancta Maria College

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Sancta Maria College (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 Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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

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



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

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

#### **Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 22b.

#### **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) 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.

### **e) 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.

### **f) 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.

### **g) 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.



#### **h) 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.

#### **i) 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 to Proprietor owned assets	16 years
Furniture and equipment	3–15 years
Information and communication technology	3–5 years
Motor vehicles	5–10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **j) 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.

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

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

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

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

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

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

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

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

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, 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.

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

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

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

#### **o) Funds Held in Trust**

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

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

#### **p) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

#### **q) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The school carries out painting maintenance of the whole school over a 7 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.

#### **r) Financial Instruments**

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

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

#### **s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,510,740	2,076,566	2,098,552
Teachers' Salaries Grants	6,275,570	6,200,000	6,267,942
Other Government Grants	14,902	-	-
	<u>8,801,212</u>	<u>8,276,566</u>	<u>8,366,494</u>

The school has not opted in to the donations scheme for this year.

## 3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	798,626	772,912	773,762
Curriculum related Activities - Purchase of goods and services	683,176	603,779	517,689
Trading	120,015	110,000	109,265
Fundraising & Community Grants	30,161	32,000	43,303
International Student Fees	249,824	255,762	370,436
	<u>1,881,802</u>	<u>1,774,453</u>	<u>1,814,455</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	439,765	370,435	226,389
Trading	65,472	74,734	54,735
Fundraising and Community Grant Costs	12,750	10,000	23,985
Other Locally Raised Funds Expenditure	2,987	-	-
International Student - Student Recruitment	31,323	17,391	-
International Student - Employee Benefit - Salaries	182,767	115,806	201,137
International Student - Other Expenses	45,416	65,565	98,303
	<u>780,480</u>	<u>653,931</u>	<u>604,549</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>1,101,322</u>	<u>1,120,522</u>	<u>1,209,906</u>

During the year the School hosted 20 International students (2021:25).

## 4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	559,352	585,259	439,888
Equipment Repairs	18,171	15,700	9,085
Information and Communication Technology	212,234	242,153	236,250
Library Resources	5,430	4,170	4,594
Employee Benefits - Salaries	7,394,246	7,264,861	7,116,313
Staff Development	55,057	65,700	36,314
Depreciation	430,625	457,000	412,163
	<u>8,675,115</u>	<u>8,634,843</u>	<u>8,254,607</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	10,315	12,000	6,733
Board Fees	3,960	3,500	4,380
Board Expenses	19,633	20,200	11,852
Communication	13,623	12,200	11,036
Consumables	40,774	61,000	36,181
Other	78,160	77,300	73,331
Employee Benefits - Salaries	673,053	605,596	527,132
Insurance	17,165	20,200	20,178
Service Providers, Contractors and Consultancy	9,227	8,000	9,458
	<u>865,910</u>	<u>819,996</u>	<u>700,281</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	43,767	39,700	34,227
Consultancy and Contract Services	112,622	112,000	101,553
Cyclical Maintenance Provision	112,901	79,166	(5,868)
Grounds	41,489	45,000	30,710
Heat, Light and Water	139,120	111,730	90,676
Repairs and Maintenance	129,901	135,700	137,612
Use of Land and Buildings	3,811,859	3,119,405	3,119,405
Employee Benefits - Salaries	165,260	153,943	157,746
	<u>4,556,919</u>	<u>3,796,644</u>	<u>3,666,061</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. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Amortisation of Equitable Lease	1,500	-	1,500
	<u>1,500</u>	<u>-</u>	<u>1,500</u>

## 8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	47,690	138,093	461,546
Cash and cash equivalents for Statement of Cash Flows	<u>47,690</u>	<u>138,093</u>	<u>461,546</u>

## 9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	12,652	5,601	5,601
Interest Receivable	36,745	12,092	12,092
Banking Staffing Underuse	6,573	-	-
Teacher Salaries Grant Receivable	498,932	524,172	524,172
	<u>554,902</u>	<u>541,865</u>	<u>541,865</u>
Receivables from Exchange Transactions	49,397	17,693	17,693
Receivables from Non-Exchange Transactions	505,505	524,172	524,172
	<u>554,902</u>	<u>541,865</u>	<u>541,865</u>

## 10. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
School Uniforms	108,277	62,528	62,528
	<u>108,277</u>	<u>62,528</u>	<u>62,528</u>

## 11. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	3,137,271	2,500,000	2,795,354
Total Investments	<u>3,137,271</u>	<u>2,500,000</u>	<u>2,795,354</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	40,039	3,988	-	-	(23,069)	20,958
Furniture and Equipment	801,900	216,891	-	-	(146,111)	872,680
Information and Communication Technology	498,176	130,639	-	-	(191,023)	437,792
Motor Vehicles	16,600	-	-	-	(8,667)	7,933
Leased Assets	124,262	53,144	-	-	(54,051)	123,355
Library Resources	59,153	4,809	(2,326)	-	(7,704)	53,932
<b>Balance at 31 December 2022</b>	<b>1,540,130</b>	<b>409,471</b>	<b>(2,326)</b>	<b>-</b>	<b>(430,625)</b>	<b>1,516,650</b>

The net carrying value of furniture and equipment held under a finance lease is \$123,355 (2021: \$124,262).

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	269,486	(248,528)	20,958	265,499	(225,460)	40,039
Furniture and Equipment	2,638,898	(1,766,218)	872,680	2,422,008	(1,620,108)	801,900
Information and Communication Technology	1,422,213	(984,421)	437,792	1,291,574	(793,398)	498,176
Motor Vehicles	159,093	(151,160)	7,933	159,093	(142,493)	16,600
Leased Assets	187,477	(64,122)	123,355	194,779	(70,517)	124,262
Library Resources	241,735	(187,803)	53,932	246,625	(187,472)	59,153
<b>Balance at 31 December</b>	<b>4,918,902</b>	<b>(3,402,252)</b>	<b>1,516,650</b>	<b>4,579,578</b>	<b>(3,039,448)</b>	<b>1,540,130</b>

## 13. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 25 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor of the closure of the school.

	2022	2022 Budget (Unaudited)	2021
	Actual \$	\$	Actual \$
The major capital works assets included in the equitable leasehold interest are:			
Storage Shed	35,184	35,184	36,684
<b>Total</b>	<b>35,184</b>	<b>35,184</b>	<b>36,684</b>

The amortisation charge in relation to the equitable leasehold interest during the year was \$1,500 (2021: \$1,500).



#### 14. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	259,739	52,422	52,422
Accruals	7,971	6,844	6,844
Employee Entitlements - Salaries	582,095	549,451	549,451
Employee Entitlements - Leave Accrual	35,008	40,464	40,464
	<u>884,813</u>	<u>649,181</u>	<u>649,181</u>
Payables for Exchange Transactions	884,813	649,181	649,181
	<u>884,813</u>	<u>649,181</u>	<u>649,181</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	52,017
International Student Fees in Advance	423,518	389,828	389,828
Other revenue in Advance	210,509	216,844	216,844
	<u>634,027</u>	<u>606,672</u>	<u>658,689</u>

#### 16. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	406,781	406,781	412,649
Increase to the Provision During the Year	112,901	79,166	(5,868)
Use of the Provision During the Year	(16,950)	(79,166)	-
Provision at the End of the Year	<u>502,732</u>	<u>406,781</u>	<u>406,781</u>
Cyclical Maintenance - Current	128,353	89,625	89,625
Cyclical Maintenance - Non current	374,379	317,156	317,156
	<u>502,732</u>	<u>406,781</u>	<u>406,781</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023.. This plan is based on the schools 10 Year Property plan.

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



## 17. 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	55,670	40,322	40,322
Later than One Year and no Later than Five Years	92,333	88,137	88,137
Future Finance Charges	(16,134)	-	18,573
	<u>131,869</u>	<u>128,459</u>	<u>147,032</u>
<b>Represented by</b>			
Finance lease liability - Current	46,722	40,322	48,547
Finance lease liability - Non current	85,147	88,137	98,485
	<u>131,869</u>	<u>128,459</u>	<u>147,032</u>

## 18. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	55,415	57,584	57,584
	<u>55,415</u>	<u>57,584</u>	<u>57,584</u>

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

## 19. Related Party Transactions

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

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$1,193,480 (2021: \$1,174,218). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$50,861 (2021: \$55,114).

## 20. 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	3,960	4,380
<i>Leadership Team</i>		
Remuneration	2,630,630	2,581,065
Full-time equivalent members	22	25
Total key management personnel remuneration	<u>2,634,590</u>	<u>2,585,445</u>

There are 11 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	175 - 185
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
130 - 140	1	1
120 - 130	3	2
110 - 120	4	4
100 - 110	15	18
	<u>23</u>	<u>25</u>

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

## 21. 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.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2021: nil.)

### (b) Operating Commitments

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

## 23. 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	47,690	138,093	461,546
Receivables	554,902	541,865	541,865
Investments - Term Deposits	3,137,271	2,500,000	2,795,354
Total Financial assets measured at amortised cost	<u>3,739,863</u>	<u>3,179,958</u>	<u>3,798,765</u>

### Financial liabilities measured at amortised cost

	2022	2022	2021
	884,813	649,181	649,181
Payables	131,869	128,459	147,032
Finance Leases			
Total Financial Liabilities Measured at Amortised Cost	<u>1,016,682</u>	<u>777,640</u>	<u>796,213</u>

## 24. Events After Balance Date

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

## 25. Comparatives

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

## 26. Additional funding wash up payment

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

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF SANCTA MARIA COLLEGE'S FINANCIAL  
STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Sancta Maria College (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 19, 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 8 June 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.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

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*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.  
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## **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 2022 Principal's Annual Report, the Kiwisport Funding for 2022, and the Personnel Provisions Statement in relation to being a good employer, 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.



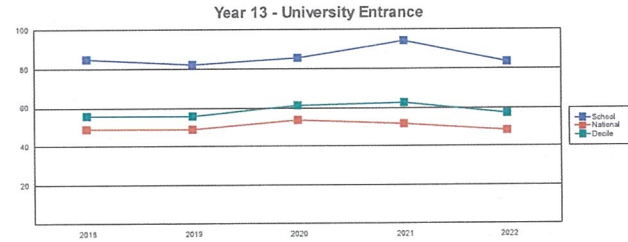
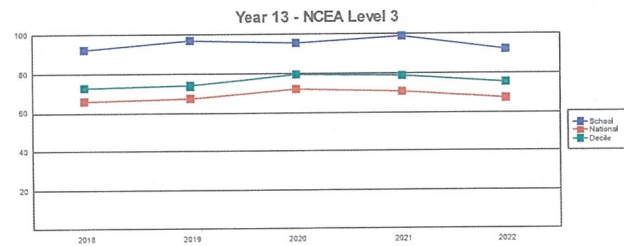
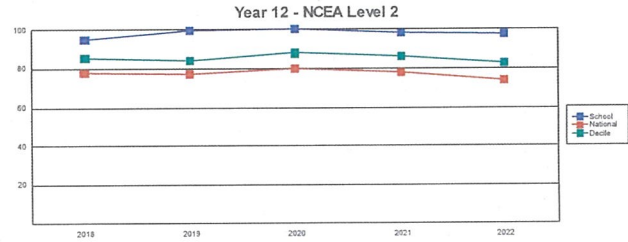
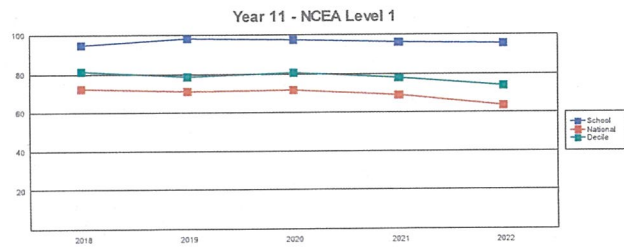
Kurt Sherlock  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand

## Achievement in NCEA and UE: Sancta Maria College

Generated 19-Jan-2023

PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Sancta Maria College				National				Decile 7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2018	94.8	94.4	92.3	84.6	72.4	77.6	66.1	48.9	80.8	85.1	72.8	56.0
2019	97.8	99.3	96.7	82.1	70.6	77.5	67.3	49.3	78.1	83.8	73.6	55.8
2020	97.2	100.0	95.2	85.7	71.8	80.1	72.1	53.4	80.6	87.6	79.5	60.9
2021	96.2	97.9	99.2	94.3	69.2	77.9	70.5	51.9	78.0	85.7	78.9	62.5
2022	95.1	97.4	92.4	83.3	63.6	74.0	67.2	48.2	73.7	82.6	75.1	56.8



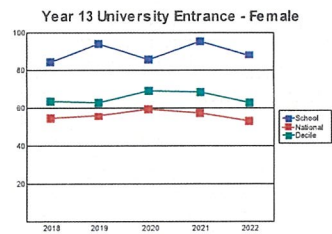
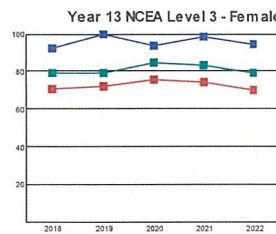
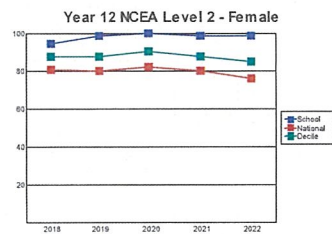
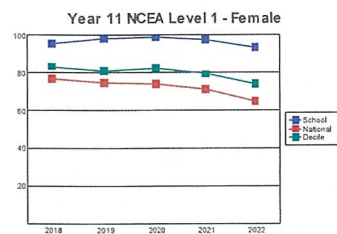
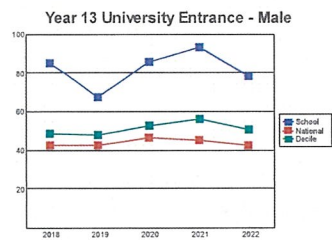
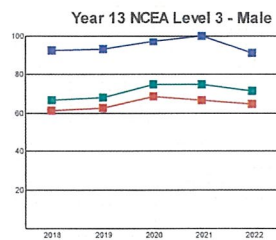
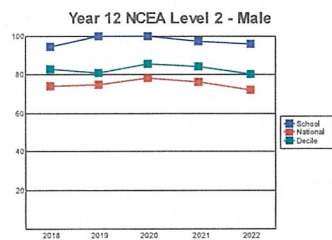
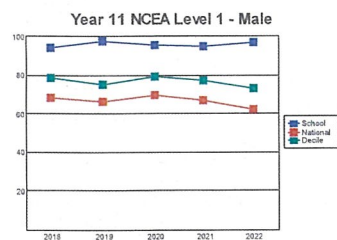


## Achievement in NCEA and UE: Sancta Maria College

Generated 19-Jan-2023

PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Sancta Maria College				National				Decile 7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Male</b>												
2018	94.4	94.2	92.5	84.9	68.2	74.2	61.0	42.4	78.5	82.5	66.9	48.6
2019	97.3	100.0	92.7	67.3	66.5	74.7	62.3	42.2	75.3	80.5	68.1	48.2
2020	95.7	100.0	96.8	85.5	69.6	77.8	68.5	46.8	79.1	85.2	74.6	52.9
2021	94.4	97.2	100.0	93.3	67.0	76.0	66.8	45.5	76.8	83.9	74.8	56.2
2022	97.1	95.6	90.8	78.5	62.1	72.2	64.5	42.7	73.2	80.4	71.5	50.8
<b>Female</b>												
2018	95.3	94.6	92.2	84.4	76.8	81.0	70.7	54.8	83.3	87.8	78.8	63.5
2019	98.5	98.5	100.0	94.1	74.9	80.2	71.9	55.8	81.1	87.4	78.9	63.2
2020	98.6	100.0	93.8	85.9	74.1	82.4	75.5	59.6	82.2	90.2	84.5	69.1
2021	97.6	98.6	98.4	95.2	71.5	79.8	74.0	57.7	79.2	87.8	82.9	68.5
2022	93.3	98.8	94.0	88.1	65.2	75.7	69.7	53.3	74.2	85.1	78.8	63.1



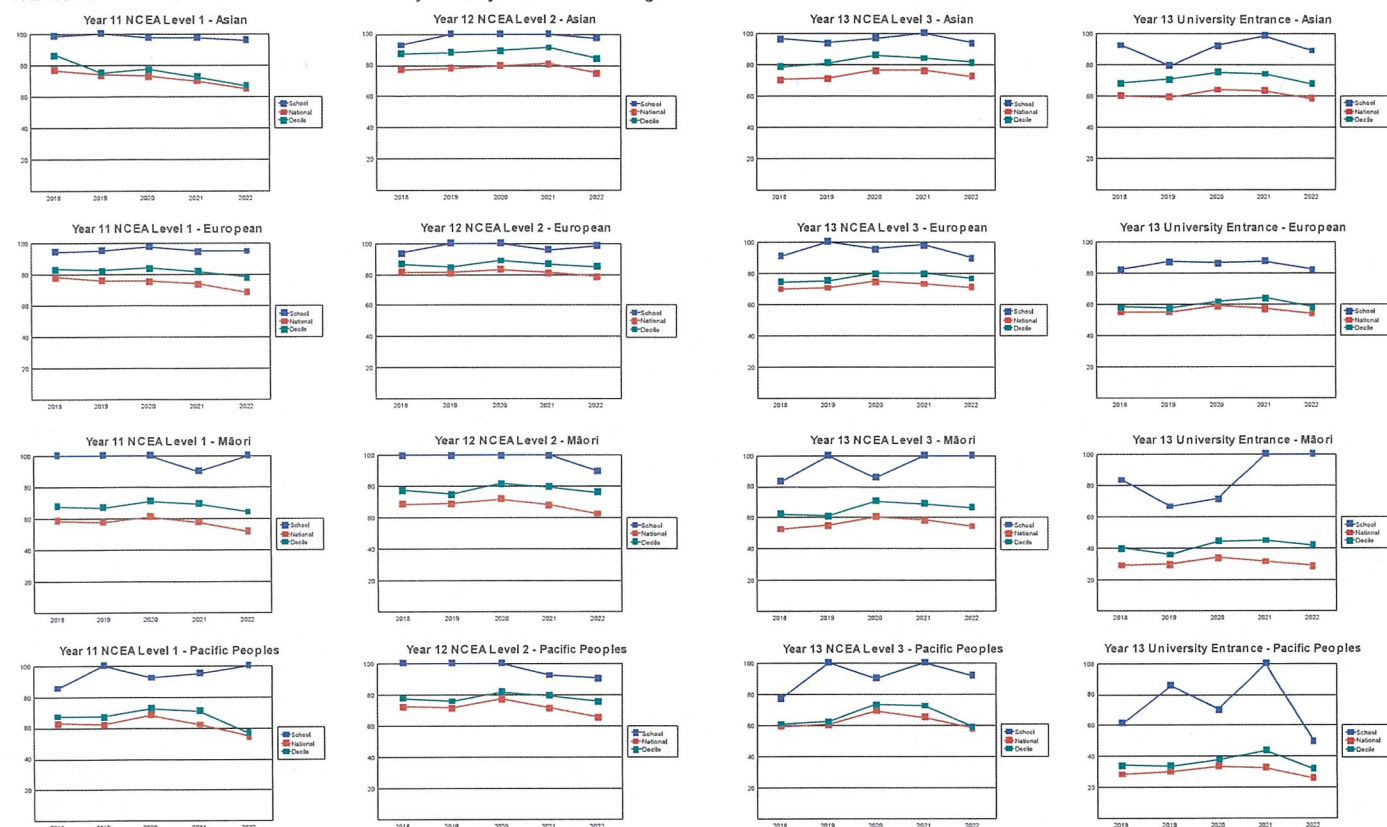
## Achievement in NCEA and UE: Sancta Maria College

Generated 19-Jan-2023

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Sancta Maria College				National				Decile 7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
<b>Asian</b>												
2018	98.5	93.0	96.2	92.3	76.9	77.3	70.5	60.1	86.4	87.3	78.3	68.0
2019	100.0	100.0	93.7	79.4	73.9	78.3	71.3	59.3	75.3	88.2	80.9	70.6
2020	97.6	100.0	96.9	92.2	73.1	80.0	76.5	64.1	77.1	89.4	86.1	75.1
2021	97.5	100.0	100.0	98.5	70.0	81.1	76.2	63.4	72.8	91.3	84.1	74.1
2022	96.1	97.5	93.9	89.0	65.2	75.3	72.8	58.6	66.9	84.5	81.4	67.5
<b>European</b>												
2018	94.3	93.8	91.1	82.1	78.0	81.5	69.9	55.0	83.1	86.6	74.4	58.2
2019	95.2	100.0	100.0	87.0	76.0	81.1	70.8	55.1	82.3	84.7	75.3	57.3
2020	97.8	100.0	95.5	86.4	75.8	83.2	74.6	59.0	84.0	88.8	79.6	61.6
2021	94.9	95.7	97.9	87.5	74.0	81.2	73.2	57.2	82.0	86.4	79.7	63.8
2022	95.1	98.2	89.7	82.1	68.7	78.6	70.8	54.1	78.3	84.7	76.6	58.2
<b>Māori</b>												
2018	100.0	100.0	83.3	83.3	58.4	68.6	52.9	29.3	67.7	77.3	62.3	39.8
2019	100.0	100.0	100.0	66.7	57.7	68.9	55.1	29.9	66.7	75.1	61.0	35.9
2020	100.0	100.0	85.7	71.4	60.8	71.9	60.7	34.1	71.0	81.7	70.8	44.3
2021	90.0	100.0	100.0	100.0	57.7	68.3	58.5	31.7	69.0	79.5	68.9	45.0
2022	100.0	90.0	100.0	100.0	51.9	62.7	54.5	28.9	64.0	76.2	66.6	41.8
<b>Middle Eastern/Latin American/African</b>												
2018	100.0	100.0	90.9	81.8	74.0	78.4	66.5	50.2	82.0	83.5	68.6	48.8
2019	100.0	83.3	100.0	40.0	67.5	75.5	68.3	52.0	68.5	79.5	64.5	52.6
2020	100.0	100.0	85.7	71.4	72.4	77.6	73.2	57.7	73.2	85.0	74.7	58.2
2021	92.3	100.0	100.0	100.0	68.4	78.0	70.3	56.0	66.1	81.9	79.1	63.8
2022	90.9	100.0	87.5	62.5	60.5	72.1	65.9	48.9	64.8	79.1	71.5	54.4
<b>Other Ethnicity</b>												
2018					72.9	75.9	63.6	50.8	88.1	84.6	72.2	55.6
2019					74.4	75.1	67.4	52.9	86.2	86.5	66.4	53.6
2020					74.6	81.0	74.3	56.9	84.4	87.5	87.4	73.9
2021					73.2	78.5	72.9	55.1	85.3	84.1	79.0	66.1
2022					65.7	76.2	67.3	52.4	77.1	81.6	80.2	59.4
<b>Pacific Peoples</b>												
2018	85.7	100.0	76.9	61.5	62.8	72.1	58.9	28.6	67.3	77.4	60.6	34.2
2019	100.0	100.0	100.0	85.7	61.8	71.3	60.3	30.3	67.0	75.7	61.9	33.9
2020	92.3	100.0	90.0	70.0	68.2	77.1	68.9	33.7	72.4	81.9	72.7	38.0
2021	95.0	92.3	100.0	100.0	62.3	71.5	64.9	33.0	70.8	79.2	72.2	43.9
2022	100.0	90.5	91.7	50.0	54.5	65.7	57.9	26.5	56.5	75.4	58.6	32.1

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Sancta Maria College





## KiwiSport Funding for 2022

### SPORT

#### Sancta Maria College: 2022 Sports Report

We recorded our school's annual sports census in November 2022, as per the School Sport New Zealand reporting guidelines. This census displays participation data of students, staff and community volunteers who are involved in the Sancta Maria College sports programme. Only interschool activities or in-school sport participation of a six-week period or more were included in our census. This means that we did not record data from casual sport, school cross-country or school well-being events. This data also counts multi code athletes as a single engagement.

#### 2022 Participation & Performance Data

	2017	2018	2019	2020	2021	2022
Year 9-13 school roll	745	730	753	755	743	724
Year 9-13 school rep students	428	364	353	324	262	266
Year 9-13 % of school rep students	57%	50%	47%	44%	35%	37%
Year 7&8 school roll	295	299	279	299		296
Year 7&8 School rep students	232	215	183	177		185
Year 7&8 % of school rep students	79%	72%	66%	59%		62%
Total school rep students	660	579	536	507		451
Overall % of student reps in school	63%	56%	52%	48%		44%

#### Kiwi Sport funding

The funding we receive each year is essential to enabling our school to run an effective sports programme that meets the needs, expectations and demands of our students and wider school community.

This funding goes towards creating sporting opportunities for our students across a variety of codes and platforms including weekly competitions and tournaments; casual, recreational and social sport; professional development and support for volunteers; and expert training for individual athletes and teams.

#### School Funding & Fees Breakdown

KiwiSport Funding	\$22,372
Additional Operational funding	\$16,253
Student Sports Fees	<u>\$70,810</u>
<b>Total 2022 operational budget</b>	<b>\$109,435</b>

## 2022 Sports Ledgers

Funding helps to supplement the total fees that students need to pay each season. This paid for team entries (local competitions only), equipment and some apparel items. The difference in funding allocation between codes is due to their respective expenses and popularity at our school, i.e. some codes have higher operating costs than others and some receive their own government funding which reduces their overall expenses. The budget for 2022 Sports was as follows:

▪ Administration	\$10,000	▪ Netball	\$40,000
▪ Basketball	\$10,440	▪ Other Sport	\$16,450
▪ Equipment	\$1,100	▪ Sports Awards	\$1,000
▪ Football	\$4,305	▪ Staff Relief	\$1,000
▪ Hockey	\$6,000	▪ Sport Uniforms	\$2,000
▪ National Tournaments	\$16,000	▪ Volleyball	\$1,140

## Sporting Opportunities

- |                                                   |                                        |
|---------------------------------------------------|----------------------------------------|
| ▪ Inter-school competitions                       | ▪ Intra-school sport competitions      |
| ▪ Regional, North Island and National tournaments | ▪ Sport specific have-a-go days        |
| ▪ Student leadership groups                       | ▪ Inter-house and home room sport      |
| ▪ One-day and overnight tournaments               | ▪ Social sport afternoons              |
|                                                   | ▪ Casual lunch time recreational sport |

## Community Links

Connecting with the wider school community allows us to provide our students with greater opportunities and improved expertise in sport. Below is the full list continued and newly connected links.

Auckland Association of Intermediate and Middle Schools (AAIMS)

Auckland Schools Mountain Biking

College Sport Auckland

Auckland Badminton Association

Auckland Basketball Services

Auckland Council

Auckland Cricket

Auckland Netball Centre

Auckland Rugby Union

Basketball New Zealand

CLM Community Sport

Counties Manukau Orienteering Club

Counties Manukau Sport

Cycling New Zealand

Howick/Pakuranga Netball Centre

Pakuranga Rugby Club

Paladins Basketball Association

Pulman Park Sports Academy

School Sport New Zealand

Sport Auckland

Underdog Basketball Club





## CHAIRPERSON'S ANNUAL REPORT

It gives me great pleasure to present the Board of Trustees Report for 2022.

It was a challenging year with the pandemic, for teachers, students, and parents, however with focus, commitment and support from staff and the community, the college again can be proud of all that was achieved.

This reflected the effort students made, supported by the excellent work of staff and parents.

### Achievements

We continue to be a high performing school, and are proud of our outstanding academic success, and excellence in all areas of school life.

NCEA Results	Year 11	Year 12	Year 13	Year 13
	NCEA L1	NCEA L2	NCEA L3	UE
2018	95	94	92	85
2019	98	99	97	82
2020	97	100	95	86
2021	96	98	99	94
2022	95	97	92	83

Looking at the last 5 year's results, this demonstrates the commitment, level of achievement and the dedicated work students and teachers have put in.

Our results compared to other schools in East Auckland for the last three years have been outstanding, demonstrating the focus and commitment from teachers, the Principal and the SLT.

Our shade cover project saw the completion of shade covers around the college along with a shade cover installed over the amphitheatre that has provided increased use of the space.



The triennial board of trustee's election was held that saw two new Parent Representatives join the board Bradley Botting and Adrian Heffernan. The board also welcomed Omar Tamayo as the teacher representative and Marian Jones as the Student representative.

The board would like to acknowledge the contribution of David Smith who moved to Australia and Stuart Sheng who completed his service to the board to continues his studies.

The current strategic plan remains in place and on track.  
The Board continues to be well-informed on progress being made in all areas.

### **Challenges**

The Board is aware of the increased operating costs for the college and we are looking at ways of generating further income along with increasing school fees for 2024 to keep up with inflation.

The reduction in international students has had an impact on funds. We have 18 FTE students at the start of 2023.

With the borders now open we are actively moving to increase the number of international students to bring it back to pre-pandemic numbers of 45+ students.

### **Plan for 2023**

The Board will be working be focusing on the following areas in 2023.

Continue to monitor and support student achievement.

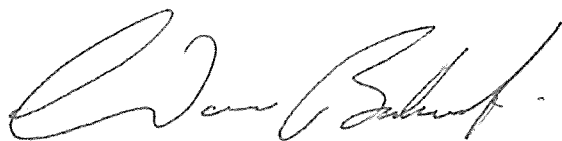
Support increased community engagement.

Continue to invest in teacher development and training.

Support fund raising activities

Work with the Principal and SLT on the new Strategic Plan.

The board is looking forward to 2023 in supporting the college in the continued outstanding academic achievement.



Warren Brabant  
**Chairperson**  
**Board of Trustees**  
**Sancta Maria College**

March 2022



# 2022

## PRINCIPAL'S ANNUAL REPORT

### ACADEMIC PERFORMANCE AND CURRICULUM

Throughout 2022, Sancta Maria College students experienced its third unsettled Covid-19 year, where isolation restrictions and absences by both staff and students continued to occur. Returning to the classroom for learning meant embracing a hybrid model that would enable learners to work from home when required. Staff and students adapted positively to this approach and the overall excellent NCEA results convey this. Overall NCEA attainment saw pass rates of 95.1% for NCEA Level 1 students, 97.4% for Level 2 students, 92.4% for NCEA Level 3 students. UE saw 83.3% success.

A general trend was noted of students choosing not to complete externally assessed standards. This had a negative impact on subject endorsements, especially at Level 3, and is likely a response to both the unsettled year and due to the greater assessment flexibility provided through the Covid-19 lockdown years. 2022, was the first examination experience for many students in Years 11 and 12. This is something that will be a focus in 2023. Despite this trend, endorsement results remain well above the national average and decile 7 average for all NCEA levels. Overall, 80.2% achieved a Level 1 Merit or Excellence Endorsement, at Year 11, 68.9% a Level 2 Merit or Excellence Endorsement and at Year 12, 57% achieved a Level 3 Merit or Excellence Endorsement at Year 13.

Targeted tutorials took place in Term 4 for identified students in Year 12 who were at risk of not gaining the University Entrance Writing pre-requisite. Most who participated in this opportunity went on to achieve the writing credits.

NCEA Scholarship was a focus for development in 2022 with a 20% improvement target. HODs formed a working group to develop an Academic Excellence Pathway that would support this. A parent/whānau community information evening was held, and a system created to track and support our top academics. In 2022, SMC gained 16 NCEA Scholarships – an improvement of 33% from 2021.

In 2022, the Deputy Principals (Curriculum) began investigating GATE models to support our top learners. From this investigation, the Academic Excellence Pathway has been developed together with an implementation plan. This has been renamed the 'Able and Ambitious' Programme which will be enacted in 2023.

In 2022, a priority was addressing the data gap related to Pasifika learners at the Excellence Level. Traditionally, the focus has been on the 'Below' to 'At the Standard' level in the junior school. In 2022, emphasis was placed on building strength at the upper end – Merit to Excellence. This has long been a data gap – our results are exemplary when compared to other schools but not statistically commensurate at the Excellence Level. Mid-last year we held a Talanoa Evening for the parents of our top Pasifika academic students. We hosted approximately 30 families (80 people) and this elicited a lot of information in our school and Pasifika consultation, which has been used in the development of a Pasifika Excellence Plan. Although



still in the early stages, last year's data shows promising results for the senior cohorts improving their top-level results. The Talanoa Evening was led by students who had been supported by school and University of Auckland staff to assist in facilitating the evening.

## **LITERACY AND NUMERACY**

Current NCEA literacy achievement has continued to be high with 98.6% gaining literacy and 97.9% attaining numeracy at Level 1. By Year 13, this rate had increased to 100% for literacy and 98.5% for numeracy. The incoming literacy and numeracy co-requisites are more rigorous, and it is these changes that have been informing our approach so far.

Writing has continued to be an area of strategic importance across the school. A whole-staff approach to literacy was adopted in early 2022, raising awareness of the conventions of writing and gaining skills to support learners to improve their writing. This staff professional learning was undertaken in our Professional Learning Groups in Terms 1 and 2.

In 2022, PaCT Writing continued to be implemented fully in Years 7 and 8, whilst in Years 9 and 10 it was trialled by the Social Sciences, English, Religious Education, and Science Departments for specified learners below the expected curriculum level. In 2023, the writing of all students 7-10 will be assessed using the PaCT Framework. The explicit assessment of both the mechanics and process of writing will help our students significantly, when meeting the demands of the new co-requisite.

The co-requisite was initially tested in June with 20 high achieving students completing Literacy (Reading and Writing) and Numeracy standards. Assessing this group early meant that the school was better prepared for end-of-year testing of the full cohort. The results of the cohort (mid-70s for all three standards) were significantly higher than the publicised (albeit unofficial) national average around 33%. This was pleasing. The data shows that teacher judgements are reliable and robust given that the Year 10 OTJs reflect the foundational literacy co-requisite.

Timetable measures were put in place in 2022 to ensure language support classes and ESOL language classes were offered from Years 7-10. This included ensuring all Year 7 and 8 English was on at the same time, enabling students to attend language support lessons during specified timetabled hours.

Data analysis was completed in late November 2022, and information was shared with the Kahui Ako and HoDs. Students reported as being at or above the standard are as follows: Year 7, 73%; Year 8, 67%; Year 9, 71%; Year 10, 75%. This data is pleasing given the Covid-19 interruption experienced over the last three years, however, it does show that our target goal of 80% is still a way off.

## **PROFESSIONAL LEARNING - *Me Ako Tonu***

***Me Ako Tonu*** / keep learning - be curious and seek out new experiences.

***'We are co-workers in God's service; What makes the work worth doing is the God we are serving.'***

(1 Corinthians 3 v 9)

The main vehicle for our 2022 Professional Learning was Collaborative Inquiry (*we are co-workers in God's service* 1 Corinthians 3 v9). This is progressing the earlier work of "*Embedding and sustaining a culture of Inquiry*" (the key driver of our Professional Development Journey 2016 - 2020).

Every teacher at Sancta Maria College undertook an Inquiry to strengthen our learning journey and culture as well as their reflective practice, one of the key and constant messages of our collective professional learning journey. With a more intentional approach to Collaborative Inquiry, would bring increased benefits for strengthening our learning culture while at the same time further developing a more collegial culture.

As in previous years, there were six Professional Learning Groups, each with a particular focus. These focus related to the college's strategic plan, to ensure our teachers were best able to provide our learners with the best possible learning experiences that support future-focused readiness. The intent being to prepare young people for evolving opportunities and associated challenges in the workplace. Being adaptable, creative, and having self-direction, whilst also possessing effective communication and interpersonal skills to work both independently as well as collaboratively. Instilling Catholic values at the heart of their purpose was also of value.

### Overview of Professional Learning Groups (PLGs)

Our PLGs are cross-curricular groups of ten teachers.

1. **Scholarship** – to both support our new *Able and Ambitious Programme*, and enhance the achievement opportunities for our most able students. This group of teachers collaborated on designing scholarship programmes in their respective learning areas.
2. **Literacy** – building on our prior work in both implementing PaCT and the design of a writing model, the SMC Writing Model, used across the whole curriculum.
3. **Cultural Responsiveness** – with a particular lens on Pasifika learners, this PLG designed three collaborative inquiries across the curriculum.
4. **Curriculum Design** - building on the NCEA Change Programme, and the introduction of the Curriculum Refresh (and new model of curriculum design), this group focused on Universal Design for Learning, Rich Task Design, and overall engaging Curriculum Design.
5. **Digital Learning** - digital fluency and the adoption of appropriate and engaging digital tools are a large part of future-focused curriculum, to complement our newly designed Purpose Curriculum and SMC Learning Framework.
6. **Thinking** – this group had a pedagogical focus on extending and embedding thinking routines in our classrooms, and was a group purposely designed for teachers new to SMC to support them to focus on best practice teaching and learning.

### Guidance for each PLG and Teacher Inquiry

- All teachers were required to complete a Collaborative Inquiry (or, at least, but less preferably, an individual inquiry).
- The ideal is that all teachers will work with others who have similar issues / common students / same desired outcomes.
- The Facilitator of the PLG will not necessarily direct all sessions – they are there as a guide. There will be SOME occasions when they lead, especially in the beginning, but this will vary, depending on the focus of the PLG (ie “Thinking” will be more facilitator-led).
- There is flexibility. Some teachers will do more than one iteration of an Inquiry. Some may even do more than one inquiry with a different focus.

- Some teachers will want to work on a particular focus, and where possible, flexibility will allow for this.

However, not every preference for teachers can be met. For example, some Y7&8 teachers will want to work on a scheme of work for the new Histories curriculum. This is ideal for the Curriculum Design PLG. Another department wants to send their teachers to the Curriculum Design PLG to do L1 NCEA work. This isn't what we desire as it isn't equitable, and there is other time dedicated to that. However, one teacher from that department is more than welcome. We want departments to have a wide experience as we want to build breadth of capacity *within* each department – so each department has Digital skills, a Cultural lens, etc.

- At the end of the year, all teachers will present their Inquiry to a different group of teachers.
- To a degree we are going into the unknown! We have a starting point – introducing “Collaborative Inquiry” / giving materials that will help teachers learn; and we have an end point – Inquiry presentations. In between we want to oversee work which *makes a discernible and positive difference to learning* at our college.
- This “unknown” means we must be courageous and flexible.

### Teacher Only Days

There were further Professional Learning opportunities during 2022 during our Accord Days. This work complemented our PLG Professional Learning Programme.

Mindful of both the Curriculum Refresh and our Localised Purpose Curriculum which we designed during 2021, our main work this year has been on the integration of Mātauranga Māori into an Integrated Curriculum.

We formed cross-curricular groups and embarked on collaborating to create a robust scheme of work that took account of our school's whakapapa and our school pepeha. We took a 'tiki-tour' of the significant sites related to our school pepeha and used the sites as inspiration for activities led by each curriculum area. We built upon this work by creating contextualised learning projects, working collaboratively with both teachers and students to design rigorous, creative, and engaging cross-curricular projects which we will implement in 2023.

## SPECIAL CATHOLIC CHARACTER

The Special Catholic Character continues to underpin the special nature of Sancta Maria College. As part of the Curriculum Change, SMC was a trial school for the new Religious Education curriculum. The College continues to nurture spirituality and helps students to discover God's love and purpose in every aspect of daily living. Gospel and special character values and virtues pervade every aspect of the College's culture.

With a Special Catholic Character Review in 2023, the work that will underpin this review will be reflected in the ways in which students will demonstrate an encounter with Christ, growth in knowledge, and the development of Christian witness.

## **PASTORAL CARE AND WELLBEING**

2022 pastoral care and wellbeing at Sancta Maria College has presented several challenges. It has seen the transition of students settling back into the school as well as navigating the ongoing impact of covid-19 for students, staff, and the school community in general.

A significant part of Term one in 2022 was spent reporting our daily case numbers to the Ministry as well as keeping up-to-date with the ongoing changes. There was a significant period of time involved in contacting close contacts of cases and requesting students to learn from home. We spent time developing the process of reporting cases and updating changes to our covid health and safety plan. Also, with the changes to the traffic light system and the changes to mandates and vaccine passes this was a constantly evolving process. This also involved ensuring that teachers were confident in implementing health and safety plans.

Alongside this the Pastoral Team was navigating the loss of two students to suicide. The team worked closely alongside the Ministry appointed traumatic incident team to navigate and support students and their families. This was a significantly challenging time for the school community. The response to these events has seen significant support placed around the Year level and those most closely affected. These have included the trial of the Orah wellbeing application that monitors students through consistent mood checks using student friendly applications. The Leader of Pastoral Care and Wellbeing also began exploring the Ministry funded good space screening tool. Alongside this, Year 11 students worked with Youthline and completed a programme around hope and resiliency. The students also took part in a wellbeing day to rainbows end with a focus around hope and life. Throughout this process the DHB has worked closely with the school to continue supporting vulnerable students.

As a result of covid-19 our traditional Athletics day couldn't go ahead. As an alternative, 'A have a go Wellbeing Day' was organised for the students to get active and have an increased focus on mental, emotional, and spiritual growth. The students were able to have fun in a social setting and enjoy being back at school with friends.

The Guidance Counsellor Team has undergone change of personnel as the HOD moved into retirement. This paved the way for new guidance staff. Having two full-time Guidance Counsellors has meant a number of programmes have evolved that students have been able to be involved in. These included The Peace Symposium, Seasons for Growth, and the start of the Traveller's Programme. The Traveller's Programme has been successfully working with Year 9 students. The Peer Support Programme was online during Covid-19 and has been well received by our Year 7 and 8 students. Having the Peer Support Programme and the Friends for Resilience Programme running alongside each other, is having a positive influence on the Year 7 and 8 cohort.

There have been several student groups that have met and are making a significant impact in the life of the college (diversity committee, student well-being committee and peer support groups) and are strengthening peer relationships. Regular meetings occurred to consider areas for enhancing student wellbeing. Two of our diversity committee leaders were on a panel that contributed to the Guidance for Catholic Schools document as well as the Deputy Principal, Junior School Curriculum, and The Principal. (Aroha and Diversity in Catholic Schools).

During the year, there were several parent evenings to support families raising teens such as staying connected in the teen years (parenting place), internet safety (John Parsons), revolution tour, smashed, I am Hope, attitude and Life education. This was supported by the Health Curriculum that had completed the 'Friends for Resilience' programme as well as other units focussing on other key aspects of wellbeing. The school has also celebrated several mental health and positive relationship awareness days, such as Gumboot Friday and Pink Shirt Day. These were enthusiastically received.

Restorative practice is being embedded in the school through the development of new deans and work with the HODs and their departments. There has been an emphasis on building relationships with challenging students and using restorative questions to address changes in behaviour they would like to see.

The akonga pai system has been embedded with the prefects using the system and promoting positive behaviour in the playground. The application has been updated with more information about the houses and has been adapted with changes to make it more functional for users. Alongside these posters, regular communication has been created to get more teachers using the application and awarding students for positive behaviour. It is well received and enthusiastically entered into by the students.

## **CULTURAL RESPONSIVENESS**

There have been several developments taking place in support of Māori and Pasifika students as well as the further developments for NCEA curriculum changes. Practical steps have been taken to continue with the progress in the development of Tikanga and Te reo Māori. Staff are being supported in the evolving development of te reo Māori. The school also hosted the Kahui Ako Kapa Haka Festival and led the opening of this in Te Reo for other Kura.

HOD's have been provided with the Hikairo schema to begin a review of what is being done to support this space. A senior leader attended 'Implementing Te Tiriti o Waitangi in Education' led by Dr Keri Milne-Ihimaera in July 2022. The supporting documentation was shared with SLT for review and the learning from these to be woven through the ongoing curriculum changes. This supported the development of our Cross-Curricular Teacher Only Days that focussed on Mātauranga Māori and the local curriculum. This included a navigation of the schools pepeha linked to learning activities in several different curriculum areas.

A staff member carried out research as part of his WST role looking at Māori students in our kura, their success and what it meant for them to be Māori in our school context. This created useful data for teachers to use in supporting our Māori learners. Alongside this, the students also participated in activities for matariki and te wiki o te reo Māori. Cultural responsiveness became a professional learning group where teachers explored different ways to support students in their learning and cultural identity. Much discussion led to the review of languages at the college and the move towards advertising a leader of Māori within the College.

The school also held a Talanoa evening in support of Pasifika students and their learning to build community and gather voice on what our Pasifika aiga would like to see in ways to support their children.

## **CAREER EDUCATION AND GUIDANCE**

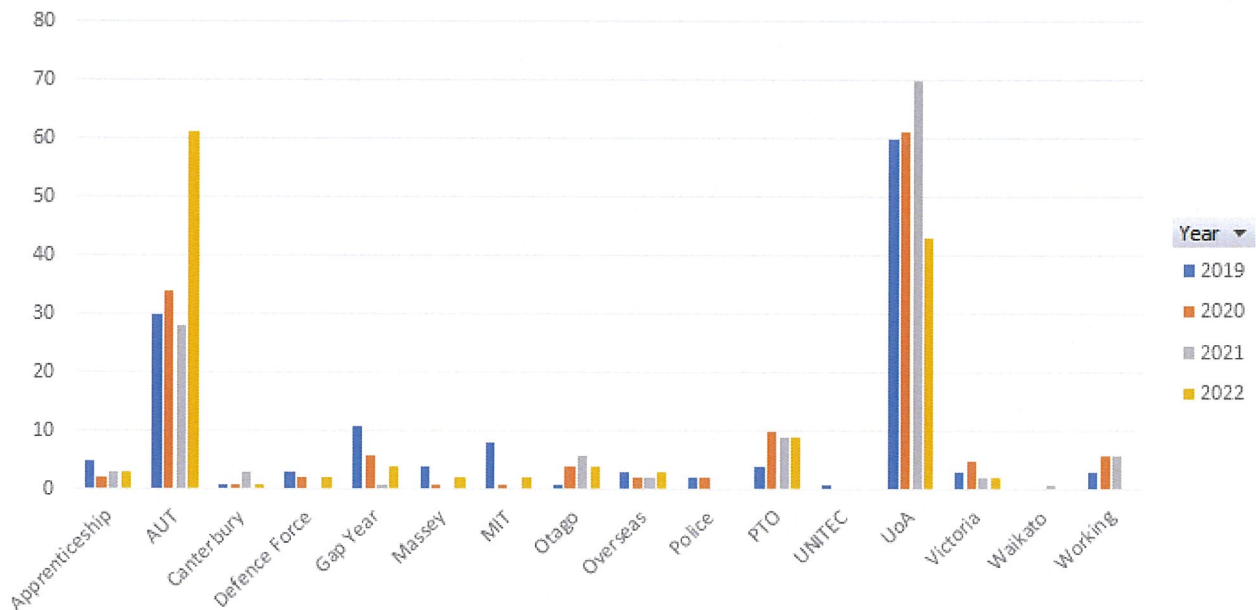
The Careers Department is responsible for managing the delivery of the Careers Education Programme throughout the College that includes information and guidance to all students at all levels. The Department staff includes a full time Careers Coordinator/Head of Department, Gateway and Vocational Pathways Coordinator (40 hours/week Full time).

The Careers Department provided the following opportunities to students throughout the year:

- Individual career planning interviews for all of year 13 and most of year 12 (and other levels on request)
- Tertiary liaison talks by Auckland University, Otago University, AUT, Massey University and Victoria University and the Defence Force – general course and degree planning sessions (some via zoom)
- Careers Expo for year 10 and above students and parents. Over 35 different exhibitors in attendance
- Year 10 Careers Day including career and tertiary workshops

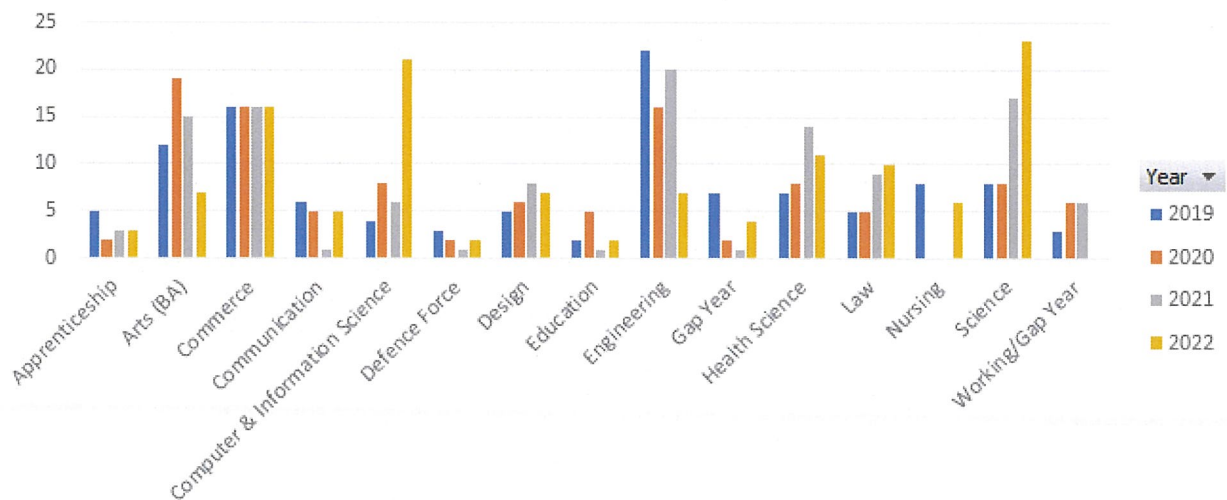
- Subject selection workshops for Year 11 during curriculum classes
- Work experience placements throughout the year under the Gateway programme – 52 students across a range of occupational areas – Aviation, Early Childhood Teaching, Building/Cabinetry, Hospitality, Baking, Retail opportunities including supermarkets and fast-food outlets
- STAR placements throughout the year at tertiary course providers – in areas including Design and Animation, Hospitality/Barista, Travel & Tourism, Computing, Workplace Health & Safety, Beauty and Radio Broadcasting.
- 6 Students participated in the Full year Trades Academy programme at Manukau Institute of Technology where areas of study included: Building, Electrical, Plumbing and Early Childhood Education. 7 students participated in the Trades Academy at Techtorium
- Year 13 applications and tertiary scholarship workshops
- Other identified off-site careers events. Careers Education – Timetabled Subject: World of Work class for identified Year 12 students.

### DESTINATION DATA 2022 (Destinations of our 2022 Year 13 Leavers over the past 4 years)



- AUT University is now our most popular tertiary destination with the University of Auckland second most popular destination.
- This is the first time that AUT University has overtaken the University of Auckland

### MOST POPULAR COURSES OF STUDY IN 2022 (Including Apprenticeships, Gap Year/Working)



- Science is now our most popular degree; this includes students who will major in Biomedical Science.
- Previously, Engineering was our most popular degree – this has dropped considerably.
- Bachelor of Arts (BA) has also had a considerable decline.
- Computer and Information Sciences is now our second most popular course of study with Commerce remaining strong.



## THE ARTS

### VISUAL ARTS

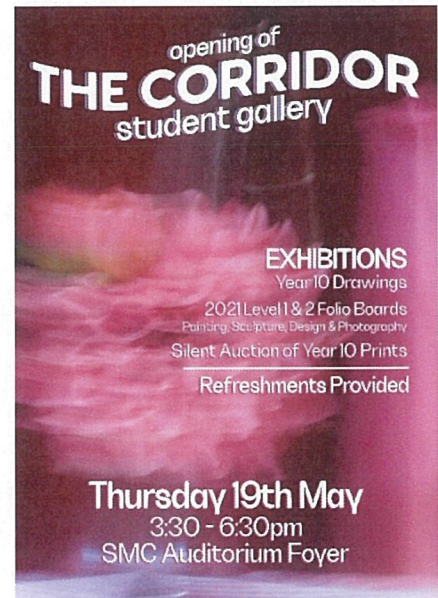
#### The Corridor – Student Gallery

##### **Grand Opening Night**

On 19 May 2022, the BOT Chairperson and Principal officially opened The Corridor – Student Gallery which was met with huge delight and enthusiasm.

The Corridor was originally a modest, underutilized space that sits between the Auditorium and International Department, which has now been given a huge injection of colour, light and creativity. The Corridor has been illuminated and designed to showcase student's artwork throughout the year.

The Art Department are to be acknowledged for their creative thinking (and seeing through the project to the end) and the BOT and Principal who eagerly endorsed and facilitated the transition of the Corridor. We look forward to seeing The Corridor transform with our student's artwork.

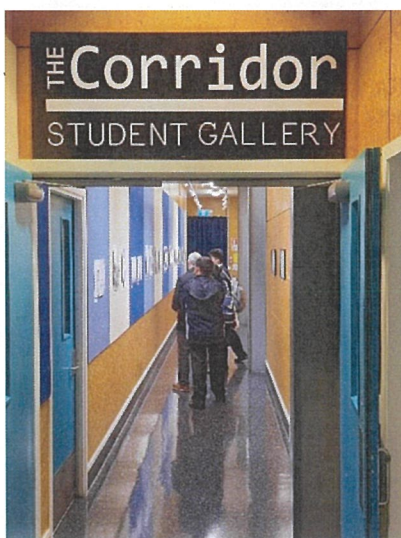


##### **Silent Auction of year 10 Printmaking**

This year was the first time we have organised and had a silent auction from the Art Department. It was organised by a staff member from the Art Department, and it was a huge success. All the prints were sold.

##### **Level 1 and 2 Art Folio Show**

It was not possible to have the Level 1 and 2 folio boards show in 2021 because of covid-19 and the decision was made to showcase the work in conjunction with the opening of The Corridor – Student Gallery. It was a wonderful celebration of student work.



The Corridor-Student Gallery



Silent Auction and Folio Show



## East Auckland Visual Arts Showcase

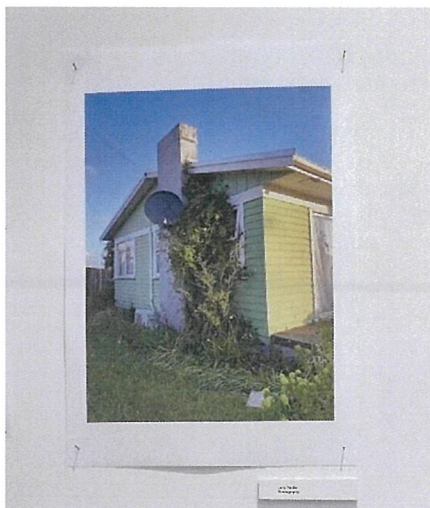
The East Auckland Visual Arts Showcase is an opportunity for young people living in the local East Auckland area to have their artwork shown in an actual gallery. Each year during June, artwork is on show at the Malcolm Smith Gallery at the Uxbridge Arts & Culture Centre. The artwork can be any visual form including painting, sculpture, photography, or mixed media.

34 SMC students had work on display at the Malcom Smith Gallery, Uxbridge. All SMC entries were accepted and the work on display was of an excellent standard.

One of our Photography students was the winner of the photography section, and another was runner-up.



Malcom Smith Gallery – 34 SMC Art works displayed





## **Focus 22 – Student Competition**

Seven very talented Art students represented SMC in the Focus Art Competition held at Howick College. Four SMC students received Highly Commended awards and One student gained 2<sup>nd</sup> Overall in the Photography category - with Sancta Maria College receiving the Best School Trophy which is held for one year.

Our students are to be acknowledged for their courage to enter and receive awards.



Prizegiving



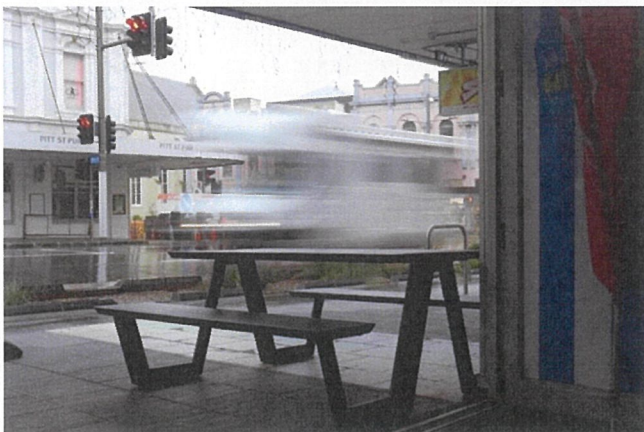
Trophy Awarded to SMC



Installed work by SMC students

## **Auckland Secondary School Art Awards.**

The Secondary School Art awards recognise and celebrate emerging artistic talent in Aotearoa. These are the young people to look out for in the future. One of our students had her work accepted into this prestigious show that was held at the Pah Homestead.





### The Pat Hanly Creativity Awards

These distinguished awards are one of Auckland's longest-standing creative youth art awards. All Auckland secondary schools can nominate up to two senior students by their HOD Art and Art teachers. To receive a nomination, the student must have demonstrated outstanding creativity, imagination and commitment to the visual arts.

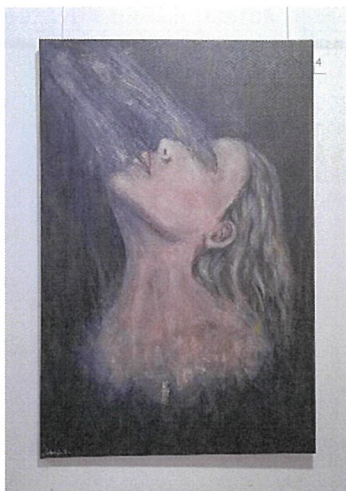
This year the SMC Art Department nominated two Year 13 students, a Photography student and Sculpture student.

The students attended a gala event at Auckland Art Gallery Toi o Tāmaki and were invited to meet with the other nominees and get to know them over some kai and ice breakers. The awards ceremony took place afterwards and all nominees received a generous goody bag with a voucher for art materials from Gordan Harris and an annual membership to the Auckland City Art Gallery – Toi o Tamaki. It truly was an exciting and celebratory event for the nominees, parents, whānau and art teachers.



The Pat Hanly Awards

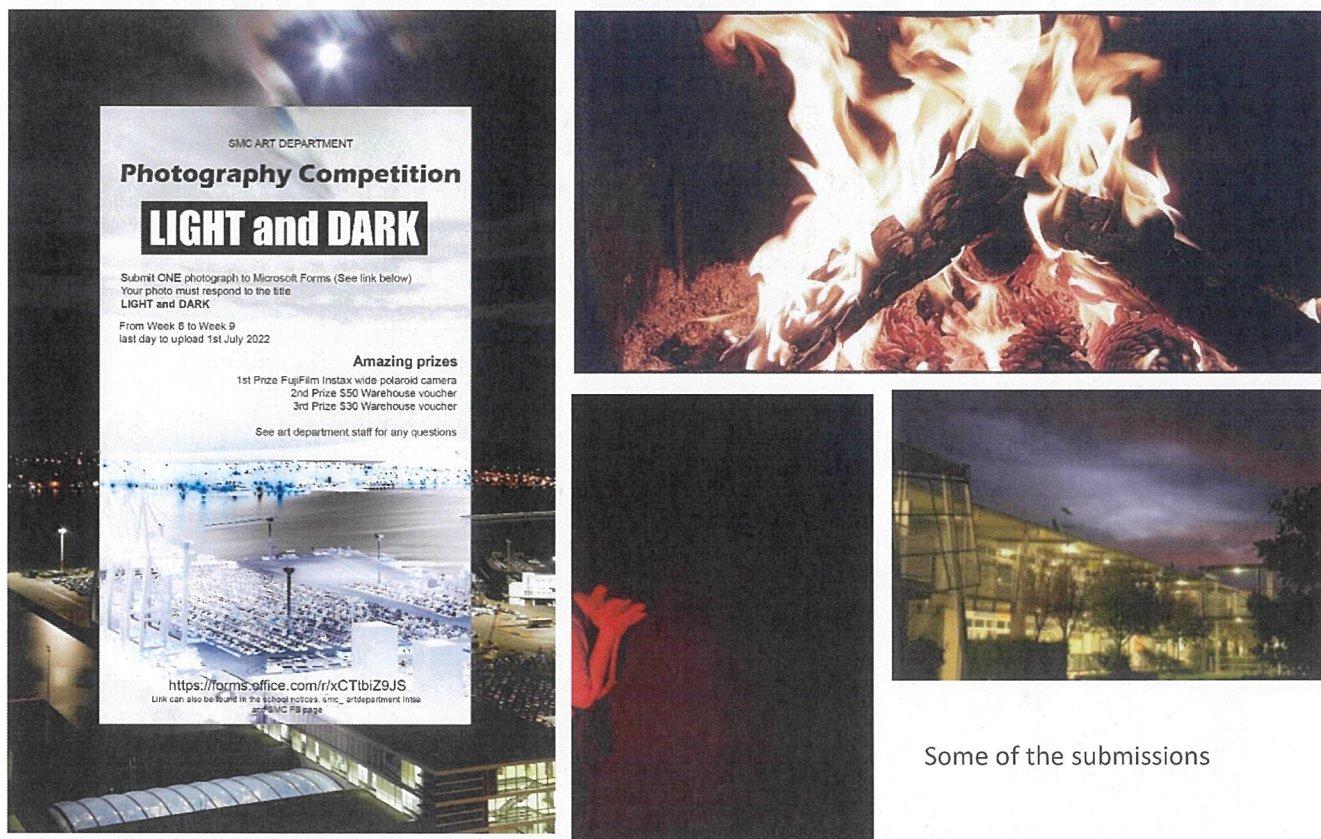
Our student took the opportunity to work alongside other students from East Auckland Schools to create a painting at The Art Lounge, a gallery in Howick. All the materials were provided, and students gave up three days of their holiday to participate in this event. It ended with an exhibition of the work. Raine appreciated the opportunity to participate and produce a wonderful painting.





### Light and Dark Photography Competition at SMC

The Art Department organised a photography competition for all levels of students. There were many submissions and prizes provided by Photolife and the Art Department. All submissions went on display in The Corridor – Student Gallery



Some of the submissions

Sancta Maria College Art Students get their folios chosen for Top Art Exhibition

Every year 75 NCEA Level 3 Folio boards are chosen by NCEA markers, from thousands, to be displayed in the Top Art National Touring Exhibition starting in Wellington.

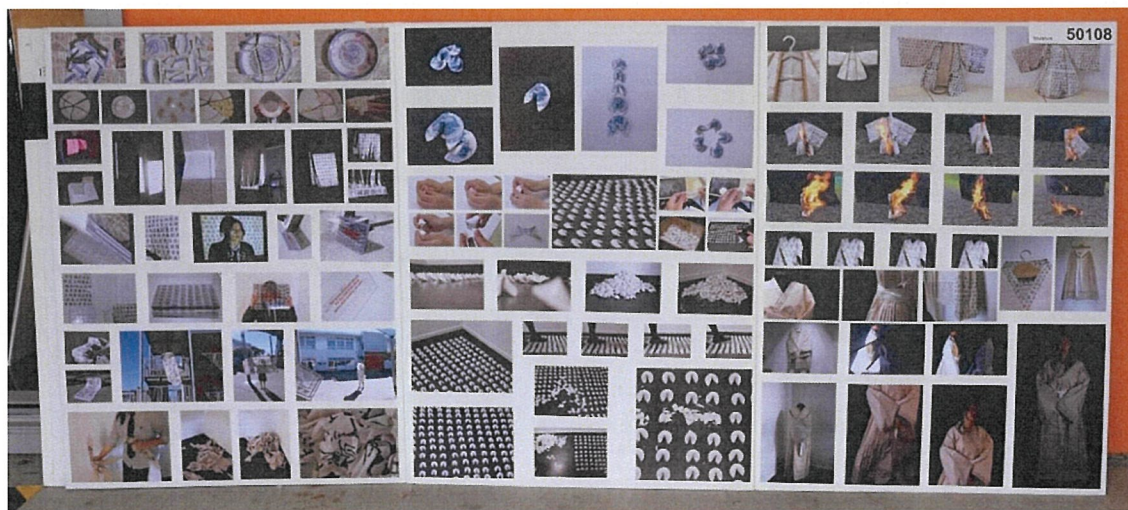
This year two students had their folio boards chosen to be part of this sculpture and photography exhibition. This is exceptionally commendable, and Sancta Maria College Art Department are extremely impressed and proud of them both. In addition to this triumph, both students also achieved Scholarship Visual Art, of which one was Outstanding. Amazing and hardworking young people.

Work with others could be seen at Te Tuhi Gallery for Contemporary Art, Pakuranga.

Three Visual Art students achieved the NZQA Scholarship qualification this year in three different disciplines.

- Photography (outstanding)
- Sculpture
- Design





Level 3 and Scholarship Sculpture



Level 3 and Scholarship Photography



Level 3 and Scholarship

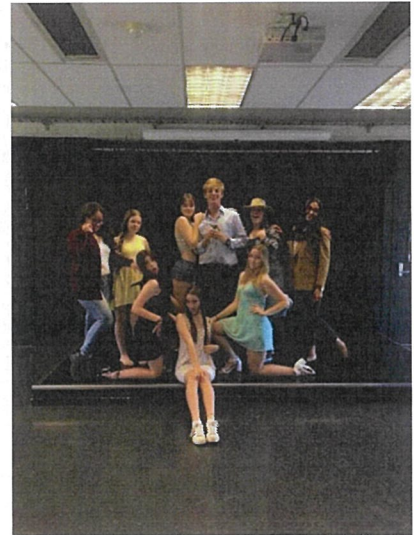


## PERFORMING ARTS (DRAMA)

### Celebrating NCEA Success

#### Year 11

Once again in 2022 we received 100% pass in the NCEA external examination for Year 11. 80% achieved with Merit or Excellence. The students really enjoy this course, and we are working on the new standards for 2024.



#### Year 12

The year 12's has achieved well in their NCEA external examination. They achieved an 83% pass rate. We will be working on making this 100% for Year 13 in 2023.



#### Year 13

This was a very small class of 6 students. They received an 67% pass rate in the NCEA External Examination.



## Drama



### Junior Drama:

Our junior Drama program enables the Year 9 students to perform for an audience of new entrants from Sancta Maria Catholic Primary School. The Primary school enjoy coming to the College to do their show. One show happens at the end of the semester and the second show is at Christmas held at the end of the school year.



The senior productions are performed at the Uxbridge Theatre in Howick. These productions have become a great way of bringing families and the community together to celebrate our students and the work they do in this subject.

The year 10 students have four different tasks over the semester, but by far their favourite is the storytelling unit. In this unit students interview their families about the stories that have been passed down from generation to generation. These are cultural stories that they share with their groups. They then choose a story to revamp and perform. These have been great in teaching and learning about the diverse cultures that make up the drama class. Here we celebrate who we are and share ourselves in a safe and fun environment.



## **PERFORMING ARTS (MUSIC)**

### **Caritas Sing Out4Justice**

In 2022, two students performed their song, 'Let's Talk About Faith' which proved to be the winner in the Years 7 to 10 category, whilst our older students performed Guerrero's song, 'The Lord is my Light' and received a commendation from the Judges in the years 11 to 13 category.

### **Classics at 12**

The first major foray into public performance this year was at the Uxbridge Centre in Howick for the Classics at 12 concert series. It was an opportunity for the new Big Band leader, to present a new-look Big Band, whilst new combo, The Tanukis, also made their debut performance, alongside the experienced combo 'The Street Bugs'. Along with them, the Symphonia aired some of their repertoire for the first time and all performers were well received, giving them vital experience for the performances to come.

### **National Youth Jazz Competition**

'The Street Bugs' and 'The Tanukis' travelled to Tauranga to bring home a silver and bronze medal respectively from this prestigious event.

### **40 Hour Famine Fund Raiser**

The annual fund-raising concert for World Vision was a significant event. Botany Downs Secondary College were special guests and brought along with them their Orchestra and Jazz Band, who performed along with our Big Band, Symphonia, Concert Band, Senior Choir, Festival Choir, Festival Orchestra, and ensembles. We raised a fair amount of money for a most worthwhile cause.

### **APO Fund Raiser**

Our school enjoys a wonderful relationship with the Auckland Philharmonic Orchestra, and the opportunity to give back to them enabled us to raise funds by having a concert. Our large ensembles perfected their repertoire in readiness for our annual frenzy of performances in August. Edgewater College's Jazz Band were our special guests this year.

### **Auckland Schools' Jazz Competition**

Our Big Band, The Street Bugs and The Tanukis received silver medals.

### **KBB Festival**

Our Symphonia achieved a silver medal, as well as being awarded a Joyce Fisher Mentoring Award, whilst our Principal violinist was shortlisted for the Outstanding Soloist Award. There were two more fine performances from our Concert Band and the Big Band, both of whom received silver medals.

The KBB Festival Honours Orchestra featured two of our violinists and the KBB Festival Honours Concert Band were selected but as a result of Covid, a key player had to miss out on the performance.

### **Stand Up Stand Out**

Seven singers attended the Otara Music and Arts Centre, for the solo vocal heats, all of whom received high praise from the judges.

Nine ensembles went to the Band Heats: The Street Bugs, The Tanukis, new jazz combo 'The Vargassians', the Year 9 heavy rock band 'Cesura' and The Jazz Ducks, the Cello Ensemble, The Bow Belles, the SMC Chamber Ensemble, the pop group Modesty Blaise and the SMC Guitar Ensemble.

The judges were again impressed by the great diversity of styles that were offered and three groups made it to the semi-finals: Cesura, The Tanukis and The Street Bugs. Our school was represented at the Aotea Centre, and Cesura made it through to the final at the Town Hall.

### **Jazz Night**

This was our last major event of the year. The Big Band, The Tanukis, The Street Bugs, The Vargassians, The Jazz Ducks and solo vocalists raised funds towards a trip to the 2023 Jazz Festival in Wellington.

### **Play In South Concert**

Our year came to a close with the Play In South Concert, in which 12 of our youngest players joined with the Auckland Philharmonia Orchestra at the Vodafone Events Centre in Manukau to form another mass orchestra along with students from several other schools. They received mentoring from the APO members and performed Strauss's 'The Beautiful Blue Danube' and Rossini's 'William Tell Overture'.

Despite the lingering shadow of Covid-19, 2022 has been a successful year for the young musicians of Sancta Maria College.

## **SOUTH EASTERN CHRISTIAN KĀHUI AKO**

As in previous years the work undertaken by Within School Teachers has a strong overlap to the strategic focus of the college. Teachers have been working across a range of Kahui Ako workstreams with a focus on – Cultural Narrative, Pasifika Learners, and Boys Leadership – under the umbrella of Agency and Literacy.

### **Cultural Narrative**

The focus of this Kahui Ako project was to evaluate the work the college has done in supporting cultural narrative and present possible future directions and initiatives, as well as examine how the cultural narrative of the college could be strengthened and enhanced?

The data gathered through this workstream underpinned a lot of the professional development for staff as part of our NCEA teacher only accord days. It also provided significant student voice to inform the decision to create the role of Te Pou Arataki. The school has appointed a staff member to this position for the start of 2023.

### **Agency - Boys Leadership**

There has been a focus on two projects looking at 'Boys Leadership'. The first, with a focus on Year 12 and the second, with a focus on Year 7. The Year 12 project focused on developing leadership capability (self-concept) and asked how leadership coaching can be used to foster agency (self-concept) in year 12 Boys?

There was an identification process for students who would benefit from the mentoring and opportunities available via this workstream. Identified students received mentoring and were provided with opportunities such as the overnight hike to the Pinnacles to develop leadership, teamwork skills and resilience. Several of the students who took part in this programme have gone on to be selected as 2023 prefects and school leaders.

The Year 7 project had a focus on how to build boys agency from primary to college and asked the questions, how does the pathway for boys learning help them to develop/grow as leaders/learners? What can we put in place to foster agency from school to school?

Through observation with other Year 7 teachers, we have noticed that the transition from primary school education to college education does not gather evidence of learners using a 'holistic' lens. Academic results

are tracked and used. However, student voice and maximising learner agency is not present. The big-picture vision of the New Zealand Curriculum says it is important to foster students' dispositions to learn and to contribute as active members of society. The key competencies directly support this vision. NZC describes them as "capabilities for living and lifelong learning." Recommendations have been made and will be incorporated into the transition process in 2023 for 2024.

### **Literacy**

The Literacy project was aligned closely to the Term 1 professional learning programme. This project allowed our Year 7 & 8 teachers to work with their colleagues in our feeder schools to moderate and norm writing data to ensure continuity of tracking of students. It also provided further support to staff in making PaCT judgements and unpacking the SMC writing process that came out of 2020/21 literacy projects. We are seeing that there is a robustness to our school tracking of writing progress against curriculum levels with strong correlation between our internal judgements and the externally marked writing co-requisite results.

## **CURRICULUM REVIEW**

During 2022, the Senior Leadership Team continued to review and develop curriculum in line with the Ministry of Education direction by working with the documents and resources that support the refresh of the NZC, the NCEA change programme, the Literacy & Communications and Maths strategy and action plans while also giving consideration to the NELPs Action Plan for Pacific Education, Ka Hikitia and the Learning Support Action Plan. This work was reviewed together with the work we undertook with the Curriculum Leadership Team from the MoE that informed the design and roll-out of our SMC Learning Framework.

The Learning Framework was launched to staff at the start of 2022 and was unpacked and refined over the course of the year. Staff will continue to receive professional development around the framework and its implementation throughout 2023.

Significant progress has been made in the reshaping of curriculum in Years 7&8 between 2020-2022. This continues to be reviewed. With the appointment of a new Head of Department for Māori, our mahi in this space will continue to be strengthened with the incorporation of Mātauranga Māori.

How we plan and develop curriculum for Years 9 and 10 has been discussed and student voice on learning has been collected and analysed. This was the focus of our Teacher Only Days during the year. Heads of Department worked with the Deputy Principal of Junior Curriculum to look at how each Learning Area could lead rich learning tasks and connect between learning areas. To demonstrate this, as a staff we visited significant sites connected to our school pepeha. Staff used student voice and the plans modelled to them from this opportunity, to plan their own cross-curricular units which were then presented to a panel of students for feedback. The unit with the most student support has been revisited, refined, and aligned to the framework of the NZC refresh and will be trialled in 2023.

The college was involved in the piloting of the Literacy and Numeracy Co-requisite in 2022, this pilot gave us valuable information and data that informed our 2023 planning and practice. It also demonstrated that the work we have undertaken with the implementation of PaCT and tracking of OTJs is accurate. We must continue to reflect on this and design and develop curriculum content that equips our students with the foundation skills and knowledge necessary to be successful in attaining this part of their qualifications.

With curriculum review, the decision was made to discontinue French at the college at the end of 2022. A decline in numbers made the viability of the subject near impossible. Student, parent and staff voice together with the future vision supported by the Ministry of Education, informed us that there was the need

for Te Reo Māori to be introduced. The successful appointment of a teacher into the role of Te Pou Arataki, Te Reo Māori would be introduced in 2023.

## **SPORTS HIGHLIGHTS**

The Sports Department continues to provide multiple opportunities for students and is participating in a broad range of codes. The school sent two teams to the Aims Games and had two teams compete successfully at winter tournament week in Hockey and Netball. The Premiere Netball Team won their division in Auckland. The Restricted Boys Rugby team lost their final game against a much larger school than SMC.

The school continues to support individual athletes who compete successfully on a regional, national and international level. These have outstanding performances in athletics, weightlifting, swimming, ice skating and mountain biking. These students remain supported in their development through the Pullman Sports Academy.

The Department has seen the appointment of a new Director of Sport, a new Sports Co-ordinator that will complement the work of a second Sports Co-ordinator.



**Louise Moore**  
**Principal/Tumuaki**

**30 May 2023**

Sancta Maria College  
Personnel Provisions Statement  
in relation to being a good employer

The Education & Training Act 2020 sets out the roles, responsibilities and obligations relating to employment that contain provisions for the fair and proper treatment of employees, including provisions requiring:

- Good and safe working conditions
- An equal employment opportunities programme
- The impartial selection of suitably qualified persons for appointment
- Recognition of the aims and aspirations of Māori and their employment requirements; and recognition of the need for greater involvement of Māori in the education service
- Opportunities for the enhancement of the abilities of individual employees
- Recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups
- Recognition of the employment of women
- Recognition of the employment requirements of persons with disabilities.

Sancta Maria College operates policies, procedures and processes that comply with the principle of being a good employer, makes these available to its employees and ensures its compliance with the identified policy/ies and reports in its annual report (if any) on the extent of its compliance.

In addition to these requirements, all employees will maintain proper standards of integrity, conduct, and concern for the public interest and the wellbeing of students attending Sancta Maria College.

*L. J. Moore*

Principal

18 April 2023