



*SANCTA MARIA
COLLEGE*

FINANCIAL STATEMENTS

&

ANNUAL REPORTS

2023



TABLE OF CONTENTS

- *FINANCIAL STATEMENTS*
- *MEMBERS OF BOARD OF TRUSTEES*
- *AUDITORS REPORT*
- *PRINCIPAL'S ANNUAL REPORT*



SANCTA MARIA COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	491
Principal:	Louise Moore
School Address:	319 Te Irirangi Drive, Botany 2163
School Postal Address:	PO Box 64437, Botany 2163
School Phone:	09 274 4081
School Email:	admin@sanctamaria.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Warren Brabant	Presiding Member	Elected Sep-22	Sep-25
Louise Moore	Principal ex Officio		
Ilona Bokuniewicz	Parent Representative	Elected Sep-22	Sep-25
Bradley Botting	Parent Representative	Elected Sep-22	Sep-25
Adrian Heffernan	Parent Representative	Elected Sep-22	Sep-25
Natasha Martis	Parent Representative	Elected Sep-22	Sep-25
Dominic Carlos	Proprietor's Representative	Appointed Aug-22	Aug-25
Juliet Martis	Proprietor's Representative	Appointed Aug-22	Aug-25
Thomas Pereira	Proprietor's Representative	Appointed Aug-22	Aug-25
Kane Raukura	Proprietor's Representative	Appointed Aug-22	Aug-25
Ray Green	Staff Representative	Elected Sep-23	Sep-24
Joshua DeGuzman	Student Representative	Elected Sep-23	Sep-24
Omar Tamayo	Staff Representative	Elected Sep-22	Sep-23
Marina Jones	Student Representative	Elected Sep-22	Sep-23

Accountant / Service Provider:

Edtech Financial Services Ltd



SANCTA MARIA COLLEGE

Annual Financial Statements For the year ended 31 December 2023

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 25	Notes to the Financial Statements
26	Independent Auditor's Report

Other Information

Analysis of Variance

Statement of Kiwisport Funding

Evaluation of Students' Progress and Achievement

Statement of Compliance with Employment Policy

Te Tiriti o Waitangi Report

Sancta Maria College

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

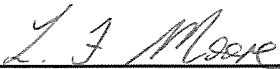
The School's 2023 financial statements are authorised for issue by the Board.

Warren Keith Brabant
Full Name of Presiding Member


Signature of Presiding Member

29 May 2024
Date:

LOUISE FRANCES MOORE
Full Name of Principal


Signature of Principal

29 May 2024
Date:

Sancta Maria College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	9,340,204	8,476,417	8,801,212
Locally Raised Funds	3	2,280,580	2,111,906	1,881,802
Use of Proprietor's Land and Buildings		4,035,984	3,119,405	3,811,859
Interest		166,967	36,000	68,484
Gain on Sale of Property, Plant and Equipment		50	-	917
Total Revenue		15,823,785	13,743,728	14,564,274
Expense				
Locally Raised Funds	3	1,062,180	879,305	780,480
Learning Resources	4	9,474,093	8,810,207	8,675,115
Administration	5	878,477	940,073	865,910
Interest		9,489	-	9,639
Property	6	4,798,022	3,808,041	4,556,919
Other Expense	7	1,500	-	1,500
Loss on Disposal of Property, Plant and Equipment		3,979	-	2,326
Total Expense		16,227,740	14,437,626	14,891,889
Net Surplus / (Deficit) for the year		(403,955)	(693,898)	(327,615)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(403,955)	(693,898)	(327,615)

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		3,313,644	3,313,644	3,593,226
Total comprehensive revenue and expense for the year		(403,955)	(693,898)	(327,615)
Contribution Grant		227,850	-	48,033
Equity at 31 December		3,137,539	2,619,746	3,313,644
Accumulated comprehensive revenue and expense		3,137,539	2,619,746	3,313,644
Equity at 31 December		3,137,539	2,619,746	3,313,644

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	191,152	79,736	47,690
Accounts Receivable	9	645,340	548,329	554,902
GST Receivable		51,259	49,561	49,561
Prepayments		66,441	72,965	72,965
Inventories	10	74,666	108,277	108,277
Investments	11	2,928,529	2,500,000	3,137,271
		3,957,387	3,358,868	3,970,666
Current Liabilities				
Accounts Payable	14	841,525	884,813	884,813
Revenue Received in Advance	15	912,889	634,027	634,027
Provision for Cyclical Maintenance	16	219,474	128,353	128,353
Finance Lease Liability	17	49,249	46,722	46,722
Funds held in Trust	18	30,401	55,415	55,415
		2,053,538	1,749,330	1,749,330
Working Capital Surplus/(Deficit)		1,903,849	1,609,538	2,221,336
Non-current Assets				
Property, Plant and Equipment	12	1,561,636	1,436,050	1,516,650
Equitable Leasehold Interest	13	33,684	33,684	35,184
		1,595,320	1,469,734	1,551,834
Non-current Liabilities				
Provision for Cyclical Maintenance	16	312,311	374,379	374,379
Finance Lease Liability	17	49,319	85,147	85,147
		361,630	459,526	459,526
Net Assets		3,137,539	2,619,746	3,313,644
Equity		3,137,539	2,619,746	3,313,644

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		2,516,364	2,706,525	2,473,625
Locally Raised Funds		1,868,946	1,785,067	1,618,592
International Students		619,142	883,407	283,514
Goods and Services Tax (net)		(1,695)	(37,447)	(37,447)
Payments to Employees		(2,279,431)	(2,173,668)	(2,087,328)
Payments to Suppliers		(2,602,894)	(2,729,917)	(1,976,383)
Interest Paid		(9,489)	-	(9,639)
Interest Received		128,987	(745)	43,831
Net cash from/(to) Operating Activities		239,930	433,222	308,765
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(464,827)	(492,820)	(417,356)
Purchase of Investments		-	-	(340,417)
Proceeds from Sale of Investments		208,742	-	-
Net cash from/(to) Investing Activities		(256,085)	(492,820)	(757,773)
Cash flows from Financing Activities				
Furniture and Equipment Grant		227,850	-	48,033
Finance Lease Payments		(43,219)	3,410	(10,712)
Funds Administered on Behalf of Other Parties		(25,014)	(2,169)	(2,169)
Net cash from/(to) Financing Activities		159,617	1,241	35,152
Net increase/(decrease) in cash and cash equivalents		143,462	(58,357)	(413,856)
Cash and cash equivalents at the beginning of the year	8	47,690	138,093	461,546
Cash and cash equivalents at the end of the year	8	191,152	79,736	47,690

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

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

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 23.

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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

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.

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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, and deposits held at call with banks. The carrying amount of cash and cash equivalents represent fair value.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

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 are comprised of 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 material.

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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

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) Impairment of Property, Plant, and Equipment

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

Non cash generating assets

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

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

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

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 surplus or deficit.

The reversal of an impairment loss is recognised in 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.

k) 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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

l) Employee Entitlements

Short-term employee entitlements

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

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.

m) Revenue Received in Advance

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

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

n) Funds Held in Trust

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

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

o) Provision for Cyclical Maintenance

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

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

The 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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

p) 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.

q) 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.

r) Budget Figures

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

s) 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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

2. Government Grants

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,409,571	2,276,417	2,510,740
Teachers' Salaries Grants	6,894,580	6,200,000	6,275,570
Other Government Grants	36,053	-	14,902
	<u>9,340,204</u>	<u>8,476,417</u>	<u>8,801,212</u>

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

3. Locally Raised Funds

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Revenue	\$	\$	\$
Donations & Bequests	785,854	843,724	798,626
Curriculum related Activities - Purchase of goods and services	861,335	654,793	683,176
Trading	157,965	110,000	120,015
Fundraising & Community Grants	83,168	43,500	30,161
International Student Fees	392,258	459,889	249,824
	2,280,580	2,111,906	1,881,802
Expense			
Extra Curricular Activities Costs	525,613	444,485	439,765
Trading	138,358	80,148	65,472
Fundraising and Community Grant Costs	69,064	10,000	12,750
Other Locally Raised Funds Expenditure	-	-	2,987
International Student - Student Recruitment	36,148	30,435	31,323
International Student - Employee Benefits - Salaries	173,142	169,574	182,767
International Student - Other Expenses	119,855	144,663	45,416
	1,062,180	879,305	780,480
Surplus/ (Deficit) for the year Locally Raised Funds	1,218,400	1,232,601	1,101,322

During the year, the School hosted 19 International students (2022: 20).

During the year ended December 2023, 24 students and 2 staff members undertook a drama tour to Australia at a cost of \$100,000. During their stay, they experienced drama workshops, film academy workshops and visits to the theatre and local attractions in both Sydney and Brisbane. The tour was funded through locally raised funds.

During the year ended December 2023, the Director of International Students travelled to China & Vietnam, at a cost of \$23,000, for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	612,212	563,786	559,352
Equipment Repairs	10,239	14,000	18,171
Information and Communication Technology	250,733	289,898	212,234
Library Resources	5,434	4,200	5,430
Employee Benefits - Salaries	8,141,759	7,416,323	7,394,246
Staff Development	27,886	65,000	55,057
Depreciation	425,830	457,000	430,625
	<u>9,474,093</u>	<u>8,810,207</u>	<u>8,675,115</u>

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	10,373	12,000	10,315
Board Fees	2,715	3,500	3,960
Board Expenses	24,919	23,000	19,633
Communication	11,575	12,200	13,623
Consumables	34,506	41,500	40,774
Other	88,759	73,127	78,160
Employee Benefits - Salaries	676,054	745,646	673,053
Insurance	19,879	20,200	17,165
Service Providers, Contractors and Consultancy	9,697	8,900	9,227
	<u>878,477</u>	<u>940,073</u>	<u>865,910</u>

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	56,665	39,200	43,767
Consultancy and Contract Services	117,262	112,000	112,622
Cyclical Maintenance	105,278	80,000	112,901
Grounds	61,065	56,800	41,489
Heat, Light and Water	132,569	116,640	139,120
Repairs and Maintenance	114,574	104,700	129,901
Use of Land and Buildings	4,035,984	3,119,405	3,811,859
Security	26,622	19,000	-
Employee Benefits - Salaries	148,003	160,296	165,260
	<u>4,798,022</u>	<u>3,808,041</u>	<u>4,556,919</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 Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Equitable Lease	1,500	-	1,500
	<u>1,500</u>	<u>-</u>	<u>1,500</u>

8. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	191,152	79,736	47,690
Cash and cash equivalents for Statement of Cash Flows	<u>191,152</u>	<u>79,736</u>	<u>47,690</u>

Of the \$191,152 Cash and Cash Equivalents, \$46,012 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	13,266	12,652	12,652
Interest Receivable	74,725	36,745	36,745
Banking Staffing Underuse	-	-	6,573
Teacher Salaries Grant Receivable	557,349	498,932	498,932
	<u>645,340</u>	<u>548,329</u>	<u>554,902</u>
Receivables from Exchange Transactions	87,991	49,397	49,397
Receivables from Non-Exchange Transactions	557,349	498,932	505,505
	<u>645,340</u>	<u>548,329</u>	<u>554,902</u>

10. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
School Uniforms	74,666	108,277	108,277
	<u>74,666</u>	<u>108,277</u>	<u>108,277</u>

11. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,928,529	2,500,000	3,137,271
	<u>2,928,529</u>	<u>2,500,000</u>	<u>3,137,271</u>
Total Investments			

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	20,958	-	-	-	(622)	20,336
Furniture and Equipment	872,680	207,457	-	-	(157,054)	923,083
Information and Communication Technology	437,792	243,143	-	-	(201,983)	478,952
Motor Vehicles	7,933	-	-	-	(7,933)	-
Leased Assets	123,355	17,084	-	-	(51,105)	89,334
Library Resources	53,932	7,111	(3,979)	-	(7,133)	49,931
Balance at 31 December 2023	1,516,650	474,795	(3,979)	-	(425,830)	1,561,636

The net carrying value of furniture and equipment held under a finance lease is \$89,334 (2022: \$123,355).

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	269,486	(249,150)	20,336	269,486	(248,528)	20,958
Furniture and Equipment	2,846,355	(1,923,272)	923,083	2,638,898	(1,766,218)	872,680
Information and Communication Technology	1,665,356	(1,186,404)	478,952	1,422,213	(984,421)	437,792
Motor Vehicles	159,093	(159,093)	-	159,093	(151,160)	7,933
Leased Assets	197,395	(108,061)	89,334	187,477	(64,122)	123,355
Library Resources	231,012	(181,081)	49,931	241,735	(187,803)	53,932
Balance at 31 December	5,368,697	(3,807,061)	1,561,636	4,918,902	(3,402,252)	1,516,650

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

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 on the closure of the school.

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
The major capital works assets included in the equitable leasehold interest are:	\$	\$	\$
Storage Shed	33,684	33,684	35,184
Total	33,684	33,684	35,184

The amortisation charge in relation to the equitable leasehold interest during the year was \$1,500 (2022: \$1,500).

14. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	194,143	259,739	259,739
Accruals	6,915	7,971	7,971
Banking Staffing Overuse	8,768	-	-
Employee Entitlements - Salaries	588,878	582,095	582,095
Employee Entitlements - Leave Accrual	42,821	35,008	35,008
	841,525	884,813	884,813
Payables for Exchange Transactions	841,525	884,813	884,813
	841,525	884,813	884,813

The carrying value of payables approximates their fair value.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

15. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	70,740	-	-
International Student Fees in Advance	650,402	423,518	423,518
Other revenue in Advance	191,747	210,509	210,509
	<u>912,889</u>	<u>634,027</u>	<u>634,027</u>

16. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	502,732	502,732	406,781
Increase to the Provision During the Year	104,889	80,000	112,901
Use of the Provision During the Year	(75,836)	(80,000)	(16,950)
Other Adjustments	389	-	-
Provision at the End of the Year	<u>532,174</u>	<u>502,732</u>	<u>502,732</u>
Cyclical Maintenance - Current	219,474	128,353	128,353
Cyclical Maintenance - Non current	312,311	374,379	374,379
	<u>531,785</u>	<u>502,732</u>	<u>502,732</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. 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 with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property plan.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

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:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	55,383	46,722	55,670
Later than One Year and no Later than Five Years	51,866	85,147	92,333
Future Finance Charges	(8,681)	-	(16,134)
	<u>98,568</u>	<u>131,869</u>	<u>131,869</u>
Represented by			
Finance lease liability - Current	49,249	46,722	46,722
Finance lease liability - Non current	49,319	85,147	85,147
	<u>98,568</u>	<u>131,869</u>	<u>131,869</u>

18. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	30,401	55,415	55,415
	<u>30,401</u>	<u>55,415</u>	<u>55,415</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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

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 funds 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 \$1,231,215 (2022: \$1,193,480). 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 \$25,517 (2022: \$50,861).

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,715	3,960
<i>Leadership Team</i>		
Remuneration	3,257,255	2,630,630
Full-time equivalent members	29	22
Total key management personnel remuneration	3,259,970	2,634,590

There are 11 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) committees 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	180 - 190
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	2023 FTE Number	2022 FTE Number
140 - 150	1	0
130 - 140	3	1
120 - 130	1	3
110 - 120	15	4
100 - 110	22	15
	42	23

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash-up Amounts

The Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed.

The Ministry is in the process of determining wash-up payments or receipts. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2023

23. Commitments

(a) Capital Commitments

At 31 December 2023, the Board has not entered into any contract agreements for capital works. (Capital commitments as at 31 December 2022: nil.)

(b) Operating Commitments

As at 31 December 2023, the Board has not entered into any contracts.

24. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	191,152	79,736	47,690
Receivables	645,340	548,329	554,902
Investments - Term Deposits	2,928,529	2,500,000	3,137,271
Total financial assets measured at amortised cost	<u>3,765,021</u>	<u>3,128,065</u>	<u>3,739,863</u>

Financial liabilities measured at amortised cost

Payables	841,525	884,813	884,813
Finance Leases	98,568	131,869	131,869
Total financial liabilities measured at amortised cost	<u>940,093</u>	<u>1,016,682</u>	<u>1,016,682</u>

25. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF SANCTA MARIA COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

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

In our opinion the financial statements of the School:

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

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

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

Basis for our opinion

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

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

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

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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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 Annual Report, Report of Kiwisport Funding, Statement of Variance, Evaluation of Students' Progress and Achievement, Te Tiriti o Waitangi Report and 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



2023 ANNUAL REPORT

PRESIDING MEMBER REPORT

1. Our Ethos

Learning excellence, centred on our Catholic faith, personal growth, service to others and strong academic success.

2. Student Achievement

We continue to be a high performing college, and are proud of our outstanding academic success, and excellence in all areas of school life. Student progress and achievement has been evaluated and is reported in the Principal's Report.

3 Upgrades to facilities or technology

The cola canopy installed over the existing turf court was a major project, the College and the Dioceses achieved in 2023. This project was funded by parent donations to our capital works fund that has accumulated over several years.

The addition of the canopy has provided additional teaching and learning space all year round along with the facility being able to use at night and is a major asset to the college.



4. Community outreach and engagement efforts

The college focus with parent engagement continues with the cultural festival along with meeting with Pacifica and Māori parents and students to get feedback about their needs.

A parent and student online survey was also held giving feedback to the Board, the Principal and SLT regarding opportunities for improvement and positive feedback about the college operations. In general we had very positive feedback.

5 Special Character Review 2023

This Diocese carried out the Special Character review this year and engaged with the principal, teachers, parents and students as part of their review.

The Dioceses report said in the summary, that “ The Sancta Maria College Board, Principal and staff are to be commended for the outstanding holistic education, excellence in education outcomes, engagement in Christian witness formation and evangelisation, together with the lived traditions of faith, that are hallmarks of authentic Catholic education

The Board was very pleased with the outcome of the report, that confirms our Special Character is strong and is meeting our values and expectation.

6 Staff development and training opportunities

Weekly PLD sessions on Thursdays for staff continue to enhance teacher skills and development. In addition to this Board members have also attended board training put on by NZSTA

7. Challenges

The Board is aware of the increasing operating costs for the college

While the increase in fees for 2024 has helped meet some of these costs, the Board has decided to increase the attendance due from \$1,000 pa to \$1,300 pa for 2025. While this percentage is higher than inflation, we require this increase to support the college's increase in costs to deliver the high standard of education for our students.

The impact of reduced international students due to Covid has had a major impact on the income for the college. International numbers are starting to increase with 33 FTE in March 2024 compare to 13 FTE in March 2023.

We continue to explore ways of generating funds including Car Boot Sales and the hiring out of the Gym and turf court.

8. Plans for the Future

Outline of the school board's goals and plans for the upcoming year are to work with the Principal on finalising the strategic and annual plan.

Review all operating costs to ensure we are maximising our purchasing power.

Review our facilities for technology

Warren Brabant
Chairperson
Sancta Maria College

PRINCIPAL'S REPORT

STATEMENT OF VARIANCE

TARGET 1

QUALIFICATION: **NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT LEVEL 2 and 3**

STRATEGIC GOAL: To continue to pursue excellence and raise the overall level of academic performance across the College.

SUB GOAL: To ensure the national priorities for identified groups (Maori, Pasifika and special needs) are met as part of supporting and encouraging all students to strive for excellence and their very best academic performance including external assessment.

BASE DATA: 2022: Our endorsement rate for examinable subjects at Excellence level was 20% for Level 2 and 17% for Level 3. This was markedly lower (5-10%) than the overall endorsement rate. 16 Scholarships were attained by 13 students; 3 of these were from Year 12 students. Maori and Pacific learners were not represented in the Scholarship statistics.

TARGET SET: In 2023, there will be a 5% increase in Merit and Excellence subject endorsements in externally assessed subjects (on average) specifically including Maori and Pasifika learners at Years 12 and 13. Scholarship results will increase by a minimum of 20% (at least 4 additional).

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> Top students Years 11-13 identified, including students who are Pacific Peoples or Maori. 	HODs Classroom teachers DP Senior Curriculum	Term 1 - 2	<ul style="list-style-type: none"> Students identified and shared with staff HODs engage in learning conversations around how to differentiate in order to extend top students. Teachers with Pacific top learners to re-re-engage with the Action Plan for Pacific Education and/or Tapasa.
<ul style="list-style-type: none"> Development of staff capacity to extend top students within the classroom. 	HODs Classroom teachers DP Senior Curriculum DP Professional Learning	Terms 1-3	<ul style="list-style-type: none"> UDL approach adopted Increased Merit and Excellence results
<ul style="list-style-type: none"> Gifted and talented research shared, reviewed, and key findings transferred into implementation plan. 	DPs Senior and Junior Curriculum	Terms 1 - 3	<ul style="list-style-type: none"> More staff engaging with research and key findings shared and implemented.
<ul style="list-style-type: none"> Working group formed of teachers interested in supporting the Able and Ambitious programme. 	DPs Senior and Junior Curriculum	Term 1	<ul style="list-style-type: none"> Group formed and meeting schedule developed. Short term plan implemented.
<ul style="list-style-type: none"> Able and Ambitious section to be developed on the school website. 	DP Senior Curriculum	Term 1 and 2	<ul style="list-style-type: none"> Parents and students able to access a calendar of events and information about our GATE provision at SMC.
<ul style="list-style-type: none"> Parents to be informed of Able and Ambitious programme. 	DP Senior Curriculum	Term 1	<ul style="list-style-type: none"> Information shared via newsletters. Whanau of top students will receive personal invitations to key events.

<ul style="list-style-type: none"> Schools who have effective gifted and talented programmes are identified and visited. 	Head of Senior School	Terms 1 - 2	<ul style="list-style-type: none"> Meaningful dialogue with high performing gifted and talented co-ordinators. Ideas synthesised and actioned where relevant.
<ul style="list-style-type: none"> Continued development of plan to support academic excellence for Pacific learners (from Year 11 onward), with the Pacific community. 	DP Senior Curriculum HOD Careers HODs Science and Mathematics	Term 1	<ul style="list-style-type: none"> Meetings with Pacific staff and contacts created within education community.
<ul style="list-style-type: none"> Explicit focus on STEM subjects for Pacific learners 			<ul style="list-style-type: none"> STEM pathways nurtured. An increase in higher level results in STEM for Pasifika. Start to increase participation in Science and Math courses for Pasifika in Years 12 and 13.
<ul style="list-style-type: none"> Professional Learning to take place around culturally responsive pedagogy. 	DP Professional Learning DP Senior Curriculum	Terms 1-2	<ul style="list-style-type: none"> Teaching staff to have completed PL and integrated learning into teaching units.
<ul style="list-style-type: none"> Increase opportunities for Pacific learners to engage with tertiary providers, mentoring and extension opportunities outside of the school. 	DP Senior Curriculum DP Pastoral Care HOD Careers	Terms 2-3	<ul style="list-style-type: none"> Prioritise Pacific-specific opportunities Pasifika mentoring programme developed in conjunction with either AUT or AU.
<ul style="list-style-type: none"> Parent and student information and consultation around extension opportunities for targeted students. 	DPs Senior and Junior Curriculum	Term 2	<ul style="list-style-type: none"> Parent voice gathered Student voice gathered Information provided to parents
<ul style="list-style-type: none"> Academic Prefects and Head of Senior School work together to develop academic enrichment opportunities. 	DP Senior Curriculum Academic Prefects	Terms 1 - 3	<ul style="list-style-type: none"> Academic enrichment opportunities offered to senior students.

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> On-going review of progress of scholarship students and priority learners is monitored. 	DP Senior Curriculum HODs	Terms 1 - 4	<ul style="list-style-type: none"> Regular mentoring of target students. Milestone assessment targets met and/or reviewed.
<ul style="list-style-type: none"> Build expectation of all subjects offering the opportunity for Scholarship. 	DP Senior Curriculum HODs	Term 1-2	<ul style="list-style-type: none"> Connecting with HODs about their Scholarship timelines. Develop Scholarship tutorial schedule. Mentoring of HODs around upskilling teachers and schemes of work to meet the needs of top students.
<ul style="list-style-type: none"> Early identification of students for 2024 programme. Based on Year 10 and 11 EOY results. 	HODs Deputy Principal Yr7-10 DP Senior Curriculum	Term 4	<ul style="list-style-type: none"> Identification of students from Year 10 and 11 made for pathways toward scholarship.

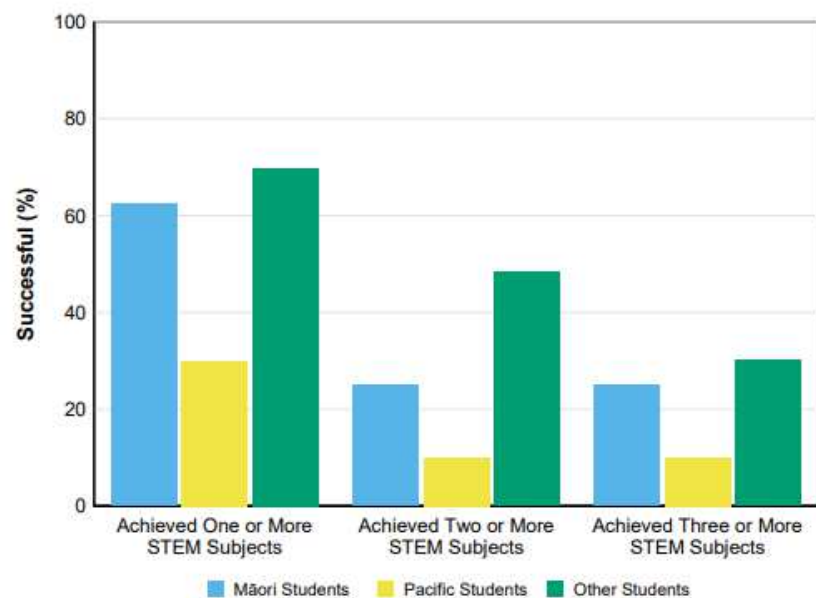
END OF 2023 ANALYSIS OF VARIANCE

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<p>Developing Pacific Excellence</p> <ul style="list-style-type: none"> Teachers were asked to engage with Tapasa to develop more culturally responsive pedagogy. This happened fortnightly throughout the year during staff professional learning time. This was led by Caroline Taripo-Keith from Tui Tuia at the University of Auckland. An increase in NCEA Scholarship occurred for our Pacific learners. We had five Scholarship entries from Pacific learners and THREE NCEA Scholarships were awarded, with a fourth narrowly missing out. HODs and teachers were asked to ensure that all courses of work had culturally responsive pedagogy woven throughout. This was done unpacked and shared during NCEA and Te Mataiaho (Curriculum Refresh) Teacher Only Days in 2023. Pacific Learners in STEM subjects dropped significantly over the COVID-19 years in comparison to other ethnicities. This has improved but is of concern. Two Pacific learners gained University of Otago scholarships to study Medicine which is excellent. SMC Pacific Learners continue to achieve well in excess of National results, and above School Equity Index results at all levels. Maori learners continue to achieve at or above the level of other learners and well in excess of all comparative national data. 	<ul style="list-style-type: none"> Significant professional learning was undertaken for staff in 2023 around Tapasa and the Kakala framework. Teachers were asked to root their work in authentic contexts and provide opportunities that our learners would be invested in. This can be clearly seen in the Scholarship awards – two of the three were deeply rooted in the students' cultures. Celebration of Pacific cultures continued to be a focus for this identified priority group. We trialed Le Va, for peer mentoring in a culturally located space; held a fono to follow up on 2022's Talanoa Evening; an NCEA evening specifically for Pacific parents was held. Leadership of events came from students who worked in conjunction with a small team of staff and Caroline Taripo-Keith. Students' names were recorded on KAMAR so all staff could pronounce them correctly. 	<p>In 2022 it was made clear to us from external providers and our community that building excellence required building cultural competencies and responsiveness first. This achievement may be attributable to that approach.</p> <ul style="list-style-type: none"> Professional Learning around Tapasa and the Kakala framework to continue in 2024 as it is beginning to gain traction. Homework Club/Pacific Pride space to be staffed one afternoon per week to support literacy and numeracy. 2024's Talanoa should be around literacy and how whanau can support this in the home. Teachers need to ensure cultural relevance of teaching materials and structure opportunities for authentic engagement with a learner's own culture. STEM subjects will need to focus on achieving equitable outcomes for all learners.

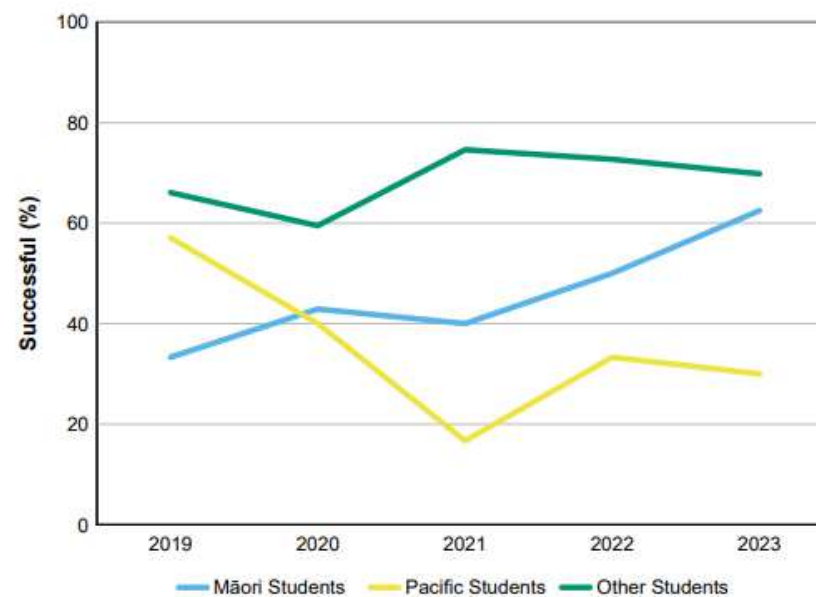
<p>NCEA Scholarship</p> <ul style="list-style-type: none"> • 12 Scholarships gained. This represented a drop back to 2021 levels. • An excellent outcome (as discussed above) for Pacific learners gaining 3 of the 12 scholarships. • All Scholarship candidates were tracked in terms of progress through the year. 	<ul style="list-style-type: none"> • Scholarship dropped back to 2021 levels which was disappointing. • In line with poor Excellence level results in examinable subjects (and low Ex endorsements in the same). • No Academic Excellence evening held in 2023 as we had decided to make it a biannual event. • We did not have the HOD Scholarship Leadership group running during PLD time in 2023. 	<ul style="list-style-type: none"> • Academic Excellence Evening 2024 start of Term 2 • Scholarship specific meetings for those teaching NCEA Scholarship subjects – these provide clarity around achievement across all candidates. • Incorporation of Scholarship into classes – not always stand alone. • BIO additional standard to be completed independently through Te Kura to shift tutorial focus to scholarship. • Conversations about doing Scholarship differently need to occur with HODs. Preferably as part of in-class extension where possible. • Teacher mentoring/professional learning around course design to facilitate this. • Earlier exam skills and readiness development. • Discuss possible mentoring programme with previous successful candidates supporting most outstanding candidates.
<p>Subject Endorsements for Examined Subjects</p> <ul style="list-style-type: none"> • The target for a 5% improvement was not achieved. There is a continuing pattern of examinable subjects not gaining Excellence results. 54% of our Level 3 subjects gain fewer than 7% of Excellence Endorsements. Of these, 42% gain zero. This worsens from Level 1-3. • It is interesting to note the reduction in Ex endorsements in 11RED due to being part of the pilot with 50% internals and externals. • Technology continues to be consistently very low in terms of achievement across 	<ul style="list-style-type: none"> • SMC's overall endorsement rate is being kept high through high Excellence levels in internal work. As new NCEA works through the year levels this advantage will wane due to current poor examination completion. • Many subjects achieved results lower than their Derived Grade Exam results. • The Arts and other internally assessed subjects (excepting Technology) have continued to achieve high endorsement rates. 	<ul style="list-style-type: none"> • Work with HODs around exam preparedness is essential and 2023's start will need to be built on. • Moderation of work should be done between schools occasionally rather than always remaining in-house. • Tracking of top students within subject areas across the years. • Subject links with Able and Ambitious and Scholarship programmes are reviewed. • Universal Design for Learning (UDL) principles are monitored for high ceiling activities.

the subjects and year levels.	These can be seen linking to strong Scholarship results.	
<ul style="list-style-type: none"> • Able and Ambitious DevelopmentAble and Ambitious programme underway with initial cornerstone enrichment activity of the Ethics Olympiad. Academic Prefects are taking the lead on this. Calendar of events across the school was created by HODs and is ready for publishing on the website. • Information about Able and Ambitious has gone out in newsletters. 	<ul style="list-style-type: none"> • Although there has been some traction in the senior programme, the junior programme was not well supported. Science Fair did not run in 2023 and the Junior Ethics Olympiad also did not. • An overall register of students for Able and Ambitious has not yet been put together. Once this happens it will be easier to connect. • Extension not happening in all subject areas consistently. 	<ul style="list-style-type: none"> • HODs requested to create a database of learners needing extension or enrichment in their subject areas. • Teachers to report at department meetings about extension and enrichment in their classes. • Survey for teachers and learners around extension and enrichment opportunities within the classroom. • UDL approach undertaken for staff PLD in 2024 should inform planning and provision for Able and Ambitious.

**Year 13 Equity in STEM Level 3 Subject Achievement for
Sancta Maria College
(2023)**



**Year 13 Equity in STEM Level 3 Subject Achievement for
Sancta Maria College
(Achieved One or More STEM Subjects)**



SMC Subject Excellence Endorsements 2023

Level 1	#	%	Level 2	#	%	Level 3	#	%
Art	5	17	APH	3	14	ACC	0	0
Commerce	8	18	ARD	4	36	APH	11	35
Drama	4	31	ART	0	0	ARD	0	0
DTG	13	24	BIO	8	17	ARP	1	10
DVC	0	0	CHE	4	10	ASC	4	50
English	17	12	COM	3	11	BIO	0	0
Geography	2	13	DRA	1	13	BUS	0	0
History	0	0	DTG	1	3	CHE	5	19
Japanese	0*	0	DVC	1	25	CLA	1	5
MAS	0	0	ENG	8	6	DRA	2	22
MAT	7*	6	FAD	0	0	DTG	6	18
MUS	3	3	FAH	1	7	DVC	0	0
PES	12	28				ECO	4	20
RED	7*	5	GEO	1	10	ENG	5	29
SCI	13	9	HIS	1	6	FAD	0	0
TET	0	0	MAS	0	0	FAH	0	0
TFM	0	0	MAT	3	5	GEO / HIS / JPN	0	0
THM	0	0	MED	0	0	MAC	0+2*	6
			MUS	2	20	MAS	4+1*	10
Zero			PES	12	25	MED	0	0
6% or less			PHY	9	21	MUS	0	0
Between 7-10%			RED	31	24	PHY	2	6
			THM	0	0	RED	10	9
			FAH	0	0	THM	0	0

*Pilot NCEA subject

*13MAC in Year 12 2 / *13MAS in Y12 1

Per Subject	#	2023	2022	2021	2020	2019	2018	2017
Five-year subject total		12	16	12	6	16	6	11
English	11	RED-Outstanding	APH-Outstanding	Design-Outstanding	Design	Statistics-Outstanding	Biology	English-Outstanding
Biology	8	RED	Sculpture	Physics-Outstanding	English	Accounting	Biology	Biology
Chemistry	3	RED	English	Statistics-Outstanding	Health and PE	Accounting	English	Biology
Physics	4	APH	English	Classics	Health and PE	Biology	English	Calculus
Classics	4	APH	English	English*	Painting	Biology	History	Chemistry
History	3	APH	History	History*	Photography	Chemistry	Photography	Economics
Geography	1	ARS	Classics	Music		Chemistry		English
Economics	1	CLA	Geography*	Painting		Classics		Health and PE
Accounting	2	ENG	Digital Technology	Statistics*		English		Photography
Media Studies	0	DTG	Digital Technology	Statistics		English		Physics
Music	1	MAC*	Health and PE*	Statistics		French		Sculpture
Technology	5	MAS	Health and PE	Technology		Health and PE		
Statistics	7		Biology			Physics		
Calculus	2		Biology			Physics		
Photography	6		Religious Education*			Technology		
Painting	2		Statistics					
Sculpture	3							
Health and PE	6							
Religious Education	4							
Design	2							
French	1							
Japanese	0							

STATEMENT OF VARIANCE

TARGET 2

LITERACY – WRITING ACHIEVEMENT TARGET 2 2023

2023 TARGET 2 – Year 7-10 WRITING

QUALIFICATION: NEW ZEALAND CURRICULUM

STRATEGIC GOAL: To strive for personal excellence throughout our life-long, future focussed learning journey.

SUB GOAL: Using a planned approach, establish and embed common practices, tools and strategies for ensuring that students at all levels and in all curriculum levels, increase writing success.

BASE DATA: Measuring year on year OTJ progress for all Y7-10 learners.

TARGET SET: In 2023 there will be a minimum of 80% Year 7-10 learners ‘at’ or ‘above’ curriculum level by the end of the year. Within this target there will be focus on lifting the achievement of boys, particularly Pacific and NZ European boys. We will be looking for a 5% shift in writing for boys from mid year to end of year judgements.

These shifts will be measured by OTJ. Judgements will be made using writing samples and reliable testing measures e.g. PaCT, ELLP, e-asTTle, PAT testing. This goal is in alignment with Kahui Ako Development area foci and data goals.

• QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> All students who are well below or below curriculum standard in 2023 that attended Sancta Maria College in 2022 are identified. 	HOD ESOL HOD English HOD Y7/8 Kahui ASL	Term One	<ul style="list-style-type: none"> Students identified Information shared with staff
<ul style="list-style-type: none"> All students in Year 7 who have joined Sancta Maria College in 2023 will be PAT tested and given a piece of writing to complete by their English teachers to identify any students that are below Level 3 and 4 of the New Zealand Curriculum. 	HOD Y7/8 Y7 teachers HOD ESOL Kahui ASL	Term One	<ul style="list-style-type: none"> Current achievement identified
<ul style="list-style-type: none"> Newly enrolled 2023 students who are below curriculum level will be identified and placed on the at-risk targeted list. 	HOD English Relevant English Teachers Year level Dean HOD ESOL Kahui ASL	Term One	<ul style="list-style-type: none"> Students identified
<ul style="list-style-type: none"> All students who have been formally identified as below curriculum level will be placed in language support. 	HOD ESOL HOD Learning Support Deputy Principal – Yr7-10 HOD English	Term One	<ul style="list-style-type: none"> Student timetables include language support

<ul style="list-style-type: none"> QUALITY ACTION REQUIRED 	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> Timetable measures will remain in place to ensure language support classes and ESOL language classes are offered from Year 7-10. Including placing Year 7 and 8 English all on at the same time to allow students to attend Language Support lessons during specified timetabled hours. Trial of Y10 LAN on an English line to allow students the ability to engage with option subjects and lift their self-efficacy levels. 	HOD ESOL HOD Learning Support Deputy Principal Timetable team	Term One	<ul style="list-style-type: none"> Yr 7-10 Language support and Yr7-10 ESOL classes offered to students identified. Timetable reflects these further opportunities
<ul style="list-style-type: none"> Further literacy PL will need to be delivered to support writing, this could be in 'Gems' sessions or whole staff PL. PL for raising the student of Pacific learners will take place in Term 1 as whole staff PL. Strategies will be adopted and implemented to raise student achievement. 	TIC Literacy Initiative HOD ESOL PLG Literacy Kahui ASL Kahui WSL	Term One-Four	<ul style="list-style-type: none"> Professional learning of teachers will take place across the school to increase literacy learning strategies focused on Writing.
<ul style="list-style-type: none"> All data collated through testing (including EOY 2022 OTJ Data) will be shared and unpacked with staff to inform teaching and learning strategies. HOD Teacher Kahui Ako level 	DP Junior Curriculum TIC Literacy Initiative HOD ESOL Teachers Kahui ASL Kahui WSL	Term One	<ul style="list-style-type: none"> Teaching and learning strategies will be implemented to meet individual needs of students who are at risk.

<ul style="list-style-type: none"> QUALITY ACTION REQUIRED 	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> PaCT tool that enables tracking across and through years 7-10 is fully implemented for 2023 across the curriculum to support the OTJ decision making process. 	Deputy Principal – Y7-10 Curriculum TIC Literacy Initiative HODs: ENG/SOS/RE/SCI/7-8 Staff Kahui ASL Kahui WSL	Term One - Four	<ul style="list-style-type: none"> PACT system is fully implemented for utilisation across the curriculum
<ul style="list-style-type: none"> Continued PaCT training of teachers in: Years 7/8; ENG; SOS; RED; SCI. 	TIC Literacy Initiative HODs: ENG/SOS/RE/SCI/7-8 Kahui ASL & WSL HOD Learning Support	Term Two	<ul style="list-style-type: none"> ENG/SOS/RE/SCI/Year 7-8 teachers will have knowledge of PACT and will be able to make judgements using the PACT framework.

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> Completion of standardised testing: PAT of Year 7-10 will take place in March 2023. 	HOD Year 7 & 8 Year 7 & 8 Teachers HODs: ENG/SOS/SCI/MAT	Term One	<ul style="list-style-type: none"> Ongoing data collection of student achievement is collected so teachers and SLT can be informed and make decisions that meet the needs of the students Year on year progress can be monitored
<ul style="list-style-type: none"> Writing OTJs will be made by Y7-10 English Teachers in Terms 2 and 4. 	HOD Year 7 & 8 Year 7 & 8 Teachers HOD English English Teachers Kahui ASL	Term One - Four	<ul style="list-style-type: none"> Ongoing data collection of student achievement is collected so teachers and SLT can be informed and make decisions that meet the needs of the students Year on year progress can be monitored Interventions can be made during the course of the 2023 academic year

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<ul style="list-style-type: none"> • Writing OTJs will be made by Y7-10 English Teachers in Terms 2 and 4. • e-asTTle reading will be trialled as a way of supporting mid and end of year judgements. 	HOD English DP – Year 7-10 Curriculum	Term One - Four	<ul style="list-style-type: none"> • Ongoing data collection of student achievement is collected so teachers and SLT can be informed and make decisions that meet the needs of the students • Year on year progress can be monitored • Interventions can be made during the course of the 2023 academic year
<ul style="list-style-type: none"> • Smart Words structured literacy will be used in Year 7 & 8. • We will investigate a structured literacy approach for LAN students in Year 9 and 10. 	HOD English English Teachers Deputy Principal – Junior Curriculum	Term One-Four	<ul style="list-style-type: none"> • Students have a personalised literacy programme to support their needs and assist in progressing against the standard
<ul style="list-style-type: none"> • Analyse and reflect in the year-end data to inform progress and planning for the following year. 	Kahui ASL HOD English, HOD ESOL HOD Learning Support SLT	Term Four	<ul style="list-style-type: none"> • Data is analysed and recommendations are made for 2024.
<ul style="list-style-type: none"> • Preparation for Literacy NCEA co-requisite through NCEA change framework PL including completing a second trial year for Year 10 students. 	DP Teaching and Learning DP Junior Curriculum HOD ENG Teachers	Terms One-Four	<ul style="list-style-type: none"> • PL completed around this change framework. • Analysis of student achievement of the co-requisite to inform 2024 literacy learning.

END OF 2023 ANALYSIS OF VARIANCE

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
<ul style="list-style-type: none"> All students who are well below or below curriculum standard in 2023 that attended Sancta Maria College in 2022 are identified. 	<ul style="list-style-type: none"> Happened through scanning of existing data, Y7-10, namely OTJs and PaCT judgements + PAT testing and through teacher referrals 	<ul style="list-style-type: none"> Students identified and target students shared with all staff at the beginning of the year. OTJs are remain accurate – this can be seen in the comparison between the Y10 OTJs and the externally marked Literacy Co-requisite pilot results. However, overall Kahui Ako data shows a dip between Year 6 and Year 7, we need to look at moderation of Year 6 and 7 judgements Written literacy must remain a priority for all staff with support from the PL programme – boys (particularly Pacific and NZ European) need additional support. Smart Words (structured literacy approach) has been implemented in Years 7 and 8, a more personal approach to levels has been identified as needed for 2024. PAT Testing has and will continue to occur school wide with Year 7/8/9/10 at an agreed interval – this is currently yearly as it allows us to assess the same factors every year to monitor student progress, investigate EOY testing so

		teachers can measure effect size, particularly with target students.
<ul style="list-style-type: none"> All students in Year 7 who have joined Sancta Maria College in 2023 will be PAT tested and given a piece of writing to complete by their English teachers to identify any students that are below Level 3 and 4 of the New Zealand Curriculum. 	<ul style="list-style-type: none"> This testing occurred for students and was very useful in providing some baseline data of student ability in these specific areas. Instruction was given to HODs around how to access this information and view a spreadsheet of PAT information, this was then shared in Learning Area meetings to ensure all staff could access the relevant data. 	<ul style="list-style-type: none"> Teachers will be continually supported to better understand the data that is produced by testing, correlations to the NZC and identifying personalised next steps for learning for students Additional ENL class was added for 2023 to cater for an increase in students who needed higher levels of literacy support, as indicated by beginning of the year testing
<ul style="list-style-type: none"> Newly enrolled 2023 students who are below curriculum level will be identified and placed on the at-risk targeted list. 	<ul style="list-style-type: none"> As in previous years HoD ESOL took writing samples and vocab scores from every new enrolment from Y7-13. Y9 and 10 LAN classes ran. ELLs were identified and put into support groups where needed. Where concern was noted about a domestic student, information was passed to HOD Learning Support. All staff received a summary document which also flagged students who were borderline and who were needing to be monitored as they may require support. 	<ul style="list-style-type: none"> 10LAN continued to run to support students needing higher levels of Literacy support – particularly focused on working towards the co-req. Programme was evaluated and we identified even higher levels of need in the 2024 Y10s, we have designed a 10LIT programme for these students that will replace 10LAN and run during the English line.
<ul style="list-style-type: none"> All students who have been formally identified as below curriculum level will be placed in language support. 	<ul style="list-style-type: none"> All students at Y7-9 had their end of year data analysed as well as beginning of the year samples and testing and those who qualified were offered places in Y8-10 literacy 	<ul style="list-style-type: none"> HOD 7 and 8, HOD ESOL and HOD Learning Support met multiple times over the year to ensure all students were moving in and out of the programmes efficiently.

	<p>support classes for 2023. At the beginning of 2023 all new students had baseline data collected through PAT and writing samples reviewed and in some cases further testing undertaken to ensure appropriate interventions were put in place. Students were either placed in Learning Support Literacy classes with HOD Learning Support in Y7 and 8 which were held during mainstream English lessons. At Y9 and 10 students were entered into 9 or 10LAN classes which run during option lines in place of a second language. Alternatively if the student qualified they may have been placed in ELL/ENL classes.</p>	<ul style="list-style-type: none"> • LAN teachers and English teachers improved lines of communication to ensure that if students were ready to move out of this course that they had the appropriate supports wrapped around them to continue to progress without the additional support.
<ul style="list-style-type: none"> • Timetable measures will remain in place to ensure language support classes and ESOL language classes are offered from Year 7-10. Including placing Year 7 and 8 English all on at the same time to allow students to attend Language Support lessons during specified timetabled hours. Trial of Y10 LAN on an English line to allow students the ability to engage with option subjects and lift their self-efficacy levels. 	<ul style="list-style-type: none"> • Did occur 	<ul style="list-style-type: none"> • This will be continuing for 2024 with some changes at Y10 • Continue working on more fluent sharing of information and progress between Language Support and English teacher – including how reports are split • Review of 10LAN completed and for 2024 it will sit in the English line for acceleration and self efficacy reasons, re-named 10LIT

<ul style="list-style-type: none"> • Further literacy PL will need to be delivered to support writing, this could be in 'Gems' sessions or whole staff PL. • PL for raising the student of Pacific learners will take place in Term 1 as whole staff PL. Strategies will be adopted and implemented to raise student achievement. 	<ul style="list-style-type: none"> • Began but was interrupted by PPTA action • PL around supporting Pacific Learners was a year long full school PL focus that resulted in inquiries to specifically supporting Pacific learners 	<ul style="list-style-type: none"> • Teachers will need continued support for supporting 'below' students to achieve foundational literacy. PL to target boys, in particular Pacific and NZ European boys needs to be delivered and then actioned in revised schemes/lesson plans.
<ul style="list-style-type: none"> • All data collated through testing (including EOY 2022 OTJ Data) will be shared and unpacked with staff to inform teaching and learning strategies. • HOD • Teacher • Kahui Ako level 	<ul style="list-style-type: none"> • DP Y7-10 shared overall OTJ data with staff during the start-up period. Colour coded data sorted spread sheets – divided by year level, gender and ethnicity were made available to all staff. • Reporting to Kahui continues. 	<ul style="list-style-type: none"> • Literacy will remain area of focus. Creating an accessible and transparent ways of accessing data is still under investigation – some data like PATs is available on EdPotential but how to import OTJs has been referred to their tech team.
<ul style="list-style-type: none"> • PaCT tool that enables tracking across and through years 7-10 is fully implemented for 2023 across the curriculum to support the OTJ decision making process. 	<ul style="list-style-type: none"> • PaCT entries were made by all Y7/8 teachers, Eng/Sci/Social Sci/RE teachers • English teachers referred to these to inform OTJ decisions 	<ul style="list-style-type: none"> • LPFs and PaCT will continue into 2024 but will be under review when new information about the Common Practice Tools are confirmed by MoE
<ul style="list-style-type: none"> • Writing OTJs will be made by Y7- 10 English Teachers in Terms 2 and 4. • e-asTTle reading will be trialled as a way of supporting mid and end of year judgements. 	<ul style="list-style-type: none"> • Completed • e-asTTle reading was trialled in 2023 mid-year and used again end of year to support reading judgements being made 	<ul style="list-style-type: none"> • Mid year review of data completed by individual teachers. Dedicated Department meeting time was put aside to discuss common strategies and individual plans for moving 'below' learners to 'at' by end of year. • Reading judgements need to be more than e-asTTle so a triangulation of data needs to be confirmed so that these judgements

		are robust and reliable.
<ul style="list-style-type: none"> Smart Words structured literacy will be used in Year 7 & 8. We will investigate a structured literacy approach for LAN students in Year 9 and 10. 	<ul style="list-style-type: none"> Completed in Year 7 & 8. Some work trialed in Year 9 and 10. More of a focus on continued use of strategies rather than the use of a text or tool. Word Q investigated for learners who would benefit from it. 	<ul style="list-style-type: none"> Continue in 2024 Word Q to be used with students who require Lit support in 2024, HOD Learning Support to work with her team to get this software on to the computers of relevant learners.
<ul style="list-style-type: none"> Analyse and reflect in the year- end data to inform progress and planning for the following year. 	<ul style="list-style-type: none"> Data analysis was completed late November 2023 by KPK and information was shared with the Kahui Ako and HoDs. This information was also presented to all staff during 2024 start up with live links given to staff so that they can refer to the data. Data reflects the ongoing gaps created by the Covid interruptions and the ongoing interruptions caused by the stop start nature of Terms 1-2 with PPTA industrial action. This shows that our target goal while aspirational is still a way off. The data shows that teacher judgements are reliable and robust given that the Year 10 OTJs reflect the foundational literacy co-requisite for writing that SMC piloted in 2023 	<ul style="list-style-type: none"> Writing will remain a focus and Pacific literacy progress needs to be explicitly addressed
<ul style="list-style-type: none"> Preparation for Literacy NCEA co-requisite through NCEA change framework PL including completing a second trial year for Year 10 students. 	<ul style="list-style-type: none"> SMC entered all 'above' students from the Y9 end of 2022 OTJs in the mid year assessment opportunity with all other students in Y10 assessed in the second opportunity. OTJs and the externally assessed 	<ul style="list-style-type: none"> Writing opportunities for students and feedback based on these need to be varied. This needs to be taken into account when designing curriculum – this will need to be expanded on in 2024, with specific reference to Pacific learners and more

	writing co-req results are within 2% of each other which shows the consistency of our OTJs	equitable progress results.
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Kahui Ako EOY Data 2023:

2023	SMC	7	NZ European	Male	1 Developing	0
2023	SMC	7	NZ European	Male	2 Approaching	3
2023	SMC	7	NZ European	Male	3 Meeting	6
2023	SMC	7	NZ European	Male	4 Exceeding	0
2023	SMC	7	NZ European	Female	1 Developing	0
2023	SMC	7	NZ European	Female	2 Approaching	0
2023	SMC	7	NZ European	Female	3 Meeting	6
2023	SMC	7	NZ European	Female	4 Exceeding	0
2023	SMC	8	NZ European	Male	1 Developing	2
2023	SMC	8	NZ European	Male	2 Approaching	1
2023	SMC	8	NZ European	Male	3 Meeting	5
2023	SMC	8	NZ European	Male	4 Exceeding	1
2023	SMC	8	NZ European	Female	1 Developing	0
2023	SMC	8	NZ European	Female	2 Approaching	2
2023	SMC	8	NZ European	Female	3 Meeting	7
2023	SMC	8	NZ European	Female	4 Exceeding	2
2023	SMC	9	NZ European	Male	1 Developing	0
2023	SMC	9	NZ European	Male	2 Approaching	4

2023	SMC	9	NZ European	Male	3 Meeting	7
2023	SMC	9	NZ European	Male	4 Exceeding	1
2023	SMC	9	NZ European	Female	1 Developing	0
2023	SMC	9	NZ European	Female	2 Approaching	3
2023	SMC	9	NZ European	Female	3 Meeting	8
2023	SMC	9	NZ European	Female	4 Exceeding	4
2023	SMC	10	NZ European	Male	1 Developing	1
2023	SMC	10	NZ European	Male	2 Approaching	2
2023	SMC	10	NZ European	Male	3 Meeting	7
2023	SMC	10	NZ European	Male	4 Exceeding	1
2023	SMC	10	NZ European	Female	1 Developing	0
2023	SMC	10	NZ European	Female	2 Approaching	3
2023	SMC	10	NZ European	Female	3 Meeting	5
2023	SMC	10	NZ European	Female	4 Exceeding	2
2023	SMC	7	Maori	Male	1 Developing	0
2023	SMC	7	Maori	Male	2 Approaching	2
2023	SMC	7	Maori	Male	3 Meeting	0
2023	SMC	7	Maori	Male	4 Exceeding	0
2023	SMC	7	Maori	Female	1 Developing	0
2023	SMC	7	Maori	Female	2 Approaching	4
2023	SMC	7	Maori	Female	3 Meeting	3
2023	SMC	7	Maori	Female	4 Exceeding	1
2023	SMC	8	Maori	Male	1 Developing	1

2023	SMC	8	Maori	Male	2 Approaching	1
2023	SMC	8	Maori	Male	3 Meeting	3
2023	SMC	8	Maori	Male	4 Exceeding	0
2023	SMC	8	Maori	Female	1 Developing	0
2023	SMC	8	Maori	Female	2 Approaching	3
2023	SMC	8	Maori	Female	3 Meeting	2
2023	SMC	8	Maori	Female	4 Exceeding	0
2023	SMC	9	Maori	Male	1 Developing	0
2023	SMC	9	Maori	Male	2 Approaching	3
2023	SMC	9	Maori	Male	3 Meeting	0
2023	SMC	9	Maori	Male	4 Exceeding	0
2023	SMC	9	Maori	Female	1 Developing	0
2023	SMC	9	Maori	Female	2 Approaching	2
2023	SMC	9	Maori	Female	3 Meeting	3
2023	SMC	9	Maori	Female	4 Exceeding	1
2023	SMC	10	Maori	Male	1 Developing	0
2023	SMC	10	Maori	Male	2 Approaching	0
2023	SMC	10	Maori	Male	3 Meeting	2
2023	SMC	10	Maori	Male	4 Exceeding	1
2023	SMC	10	Maori	Female	1 Developing	0
2023	SMC	10	Maori	Female	2 Approaching	0
2023	SMC	10	Maori	Female	3 Meeting	2
2023	SMC	10	Maori	Female	4 Exceeding	3

2023	SMC	7	Pacific	Male	1 Developing	0
2023	SMC	7	Pacific	Male	2 Approaching	4
2023	SMC	7	Pacific	Male	3 Meeting	5
2023	SMC	7	Pacific	Male	4 Exceeding	0
2023	SMC	7	Pacific	Female	1 Developing	3
2023	SMC	7	Pacific	Female	2 Approaching	4
2023	SMC	7	Pacific	Female	3 Meeting	3
2023	SMC	7	Pacific	Female	4 Exceeding	1
2023	SMC	8	Pacific	Male	1 Developing	0
2023	SMC	8	Pacific	Male	2 Approaching	3
2023	SMC	8	Pacific	Male	3 Meeting	5
2023	SMC	8	Pacific	Male	4 Exceeding	0
2023	SMC	8	Pacific	Female	1 Developing	0
2023	SMC	8	Pacific	Female	2 Approaching	3
2023	SMC	8	Pacific	Female	3 Meeting	9
2023	SMC	8	Pacific	Female	4 Exceeding	3
2023	SMC	9	Pacific	Male	1 Developing	2
2023	SMC	9	Pacific	Male	2 Approaching	7
2023	SMC	9	Pacific	Male	3 Meeting	6
2023	SMC	9	Pacific	Male	4 Exceeding	0
2023	SMC	9	Pacific	Female	1 Developing	1
2023	SMC	9	Pacific	Female	2 Approaching	4
2023	SMC	9	Pacific	Female	3 Meeting	6

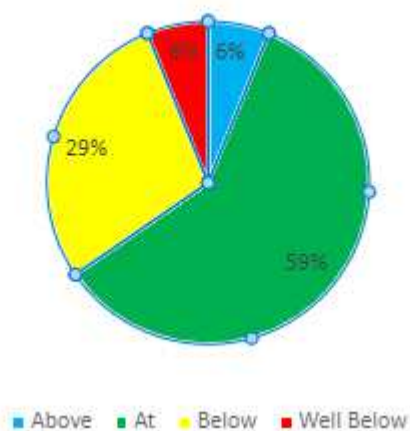
2023	SMC	9	Pacific	Female	4 Exceeding	2
2023	SMC	10	Pacific	Male	1 Developing	3
2023	SMC	10	Pacific	Male	2 Approaching	8
2023	SMC	10	Pacific	Male	3 Meeting	3
2023	SMC	10	Pacific	Male	4 Exceeding	2
2023	SMC	10	Pacific	Female	1 Developing	0
2023	SMC	10	Pacific	Female	2 Approaching	0
2023	SMC	10	Pacific	Female	3 Meeting	8
2023	SMC	10	Pacific	Female	4 Exceeding	11
2023	SMC	7	Asian	Male	1 Developing	5
2023	SMC	7	Asian	Male	2 Approaching	15
2023	SMC	7	Asian	Male	3 Meeting	27
2023	SMC	7	Asian	Male	4 Exceeding	2
2023	SMC	7	Asian	Female	1 Developing	0
2023	SMC	7	Asian	Female	2 Approaching	6
2023	SMC	7	Asian	Female	3 Meeting	27
2023	SMC	7	Asian	Female	4 Exceeding	4
2023	SMC	8	Asian	Male	1 Developing	2
2023	SMC	8	Asian	Male	2 Approaching	5
2023	SMC	8	Asian	Male	3 Meeting	21
2023	SMC	8	Asian	Male	4 Exceeding	3
2023	SMC	8	Asian	Female	1 Developing	2
2023	SMC	8	Asian	Female	2 Approaching	1

2023	SMC	8	Asian	Female	3 Meeting	25
2023	SMC	8	Asian	Female	4 Exceeding	18
2023	SMC	9	Asian	Male	1 Developing	0
2023	SMC	9	Asian	Male	2 Approaching	3
2023	SMC	9	Asian	Male	3 Meeting	38
2023	SMC	9	Asian	Male	4 Exceeding	3
2023	SMC	9	Asian	Female	1 Developing	3
2023	SMC	9	Asian	Female	2 Approaching	3
2023	SMC	9	Asian	Female	3 Meeting	24
2023	SMC	9	Asian	Female	4 Exceeding	12
2023	SMC	10	Asian	Male	1 Developing	1
2023	SMC	10	Asian	Male	2 Approaching	11
2023	SMC	10	Asian	Male	3 Meeting	21
2023	SMC	10	Asian	Male	4 Exceeding	2
2023	SMC	10	Asian	Female	1 Developing	0
2023	SMC	10	Asian	Female	2 Approaching	0
2023	SMC	10	Asian	Female	3 Meeting	16
2023	SMC	10	Asian	Female	4 Exceeding	21
2023	SMC	7	MELAA	Male	1 Developing	0
2023	SMC	7	MELAA	Male	2 Approaching	4
2023	SMC	7	MELAA	Male	3 Meeting	2
2023	SMC	7	MELAA	Male	4 Exceeding	0
2023	SMC	7	MELAA	Female	1 Developing	1

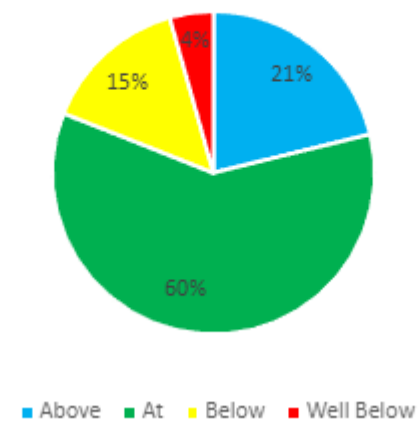
2023	SMC	7	MELAA	Female	2 Approaching	0
2023	SMC	7	MELAA	Female	3 Meeting	3
2023	SMC	7	MELAA	Female	4 Exceeding	0
2023	SMC	8	MELAA	Male	1 Developing	1
2023	SMC	8	MELAA	Male	2 Approaching	3
2023	SMC	8	MELAA	Male	3 Meeting	7
2023	SMC	8	MELAA	Male	4 Exceeding	1
2023	SMC	8	MELAA	Female	1 Developing	0
2023	SMC	8	MELAA	Female	2 Approaching	1
2023	SMC	8	MELAA	Female	3 Meeting	1
2023	SMC	8	MELAA	Female	4 Exceeding	2
2023	SMC	9	MELAA	Male	1 Developing	2
2023	SMC	9	MELAA	Male	2 Approaching	2
2023	SMC	9	MELAA	Male	3 Meeting	3
2023	SMC	9	MELAA	Male	4 Exceeding	0
2023	SMC	9	MELAA	Female	1 Developing	0
2023	SMC	9	MELAA	Female	2 Approaching	0
2023	SMC	9	MELAA	Female	3 Meeting	4
2023	SMC	9	MELAA	Female	4 Exceeding	0
2023	SMC	10	MELAA	Male	1 Developing	1
2023	SMC	10	MELAA	Male	2 Approaching	2
2023	SMC	10	MELAA	Male	3 Meeting	6
2023	SMC	10	MELAA	Male	4 Exceeding	0

2023	SMC	10	MELAA	Female	1 Developing	0
2023	SMC	10	MELAA	Female	2 Approaching	2
2023	SMC	10	MELAA	Female	3 Meeting	2
2023	SMC	10	MELAA	Female	4 Exceeding	1

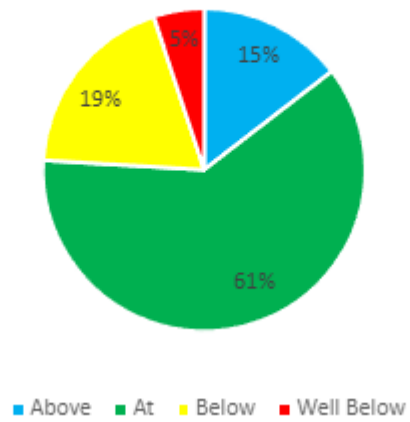
Year 7 EOY Writing OTJs 2023



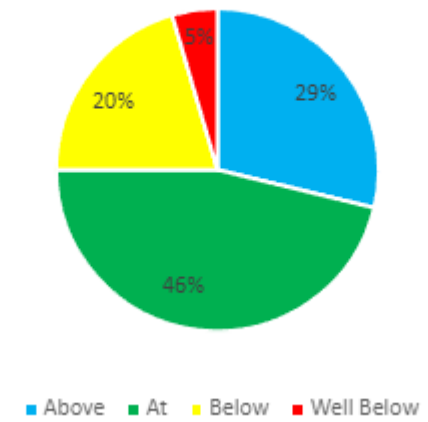
Year 8 EOY Writing OTJs 2023



Year 9 EOY Writing OTJs 2023



Year 10 EOY Writing OTJs 2023

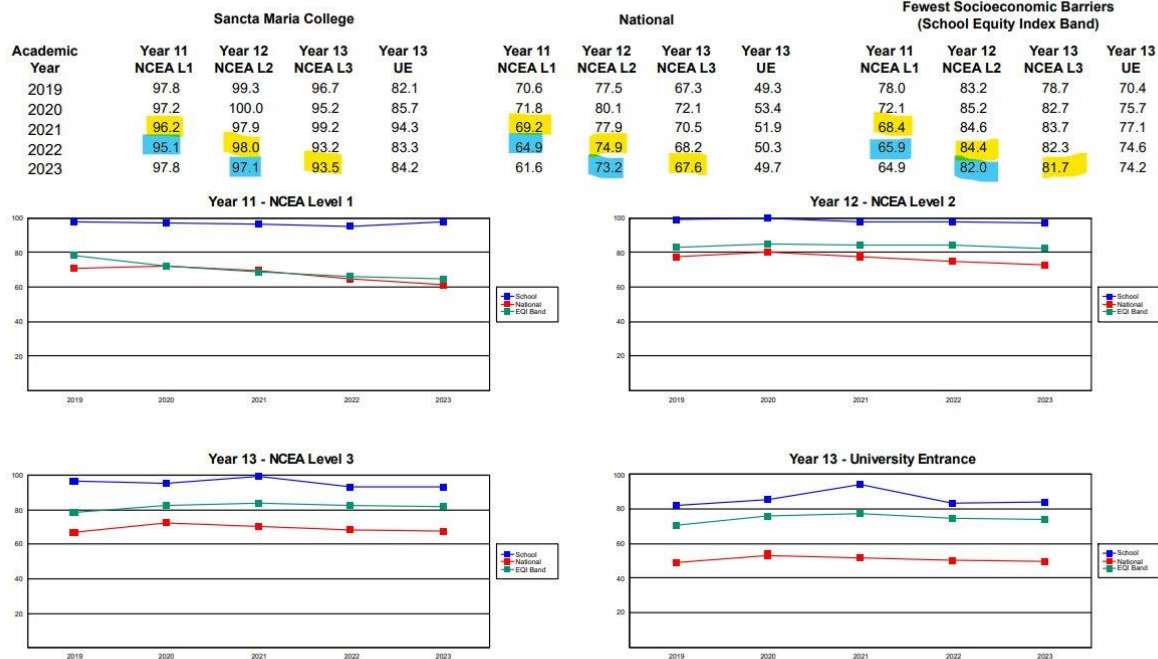


Evaluation of the school's students' progress and achievement

Achievement in NCEA and UE: Sancta Maria College

Generated 11-Mar-2024

PR2 - Enrolment Based Cumulative Overall Results



University Entrance

Statistically similar to previous years

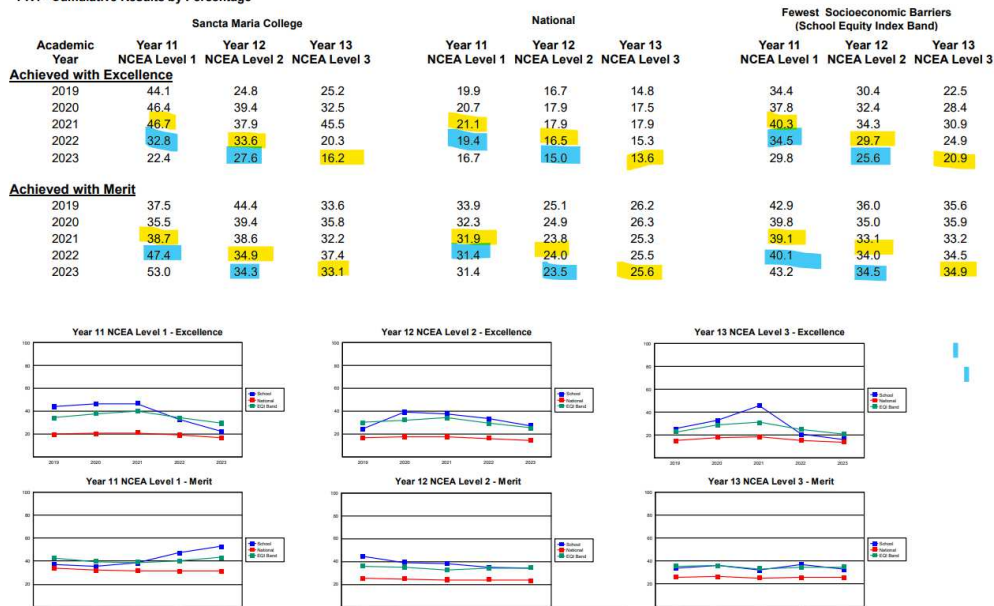
22 students left without UE. Of these:

- 8 left in Term 2 or early Term 3
- 3 had serious attendance issues
- 3 UE not applicable due to significant learning needs
- 3 on a vocational pathway
- 4 unexpected issues related to poor external results

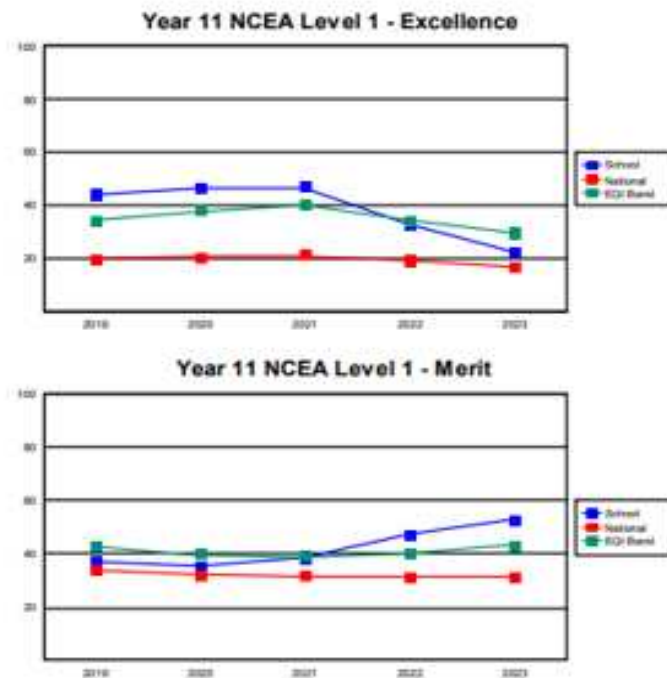
NCEA Certificate Endorsement: Sancta Maria College

Generated 11-Mar-2024

PR4 - Cumulative Results by Percentage



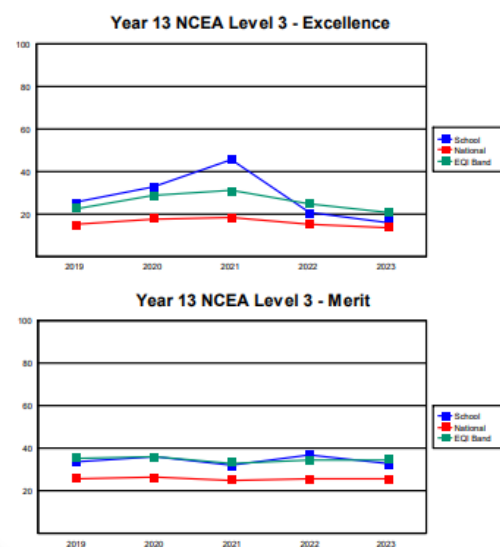
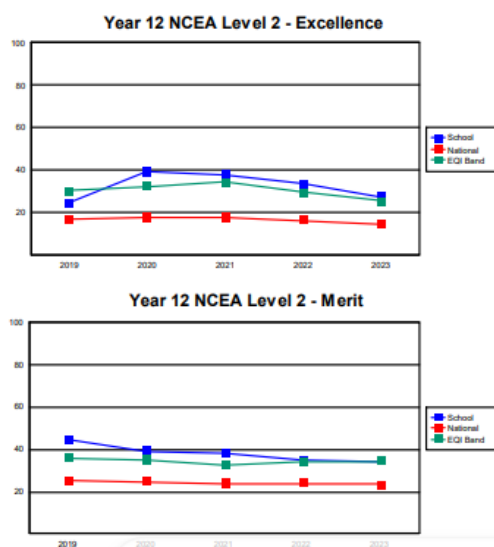
Overall Endorsement



Level 1 NCEA Pilots:

- Mathematics
- Religious Education
- Japanese
- Ex. Below Equity Index Band
- Merit well above

Overall Endorsement Levels 2 and 3



- Level 2 Ex similar to previous years and tracking just above EIB
- Level 3 NCEA dropped below EIB

Subject Excellence Endorsement

Level 1	#	%	Level 2	#	%	Level 3	#	%
Art	5	17	APH	3	14	ACC	0	0
Commerce	8	18	ARD	4	36	APH	11	35
Drama	4	31	ART	0	0	ARD	0	0
DTG	13	24	BIO	8	17	ARP	1	10
DVC	0	0	CHE	4	10	ASC	4	50
English	17	12	COM	3	11	BIO	0	0
Geography	2	13	DRA	1	13			
History	0	0	DTG	1	3	CHE	5	19
Japanese	0*	0	DVC	1	25	CLA	1	5
MAS	0	0	ENG	8	6	DRA	2	22
MAT	7*	6	FAD	0	0	DTG	6	18
MUS	3	3	FAH	1	7	DVC	0	0
PES	12	28				ECO	4	20
RED	7*	5	GEO	1	10	ENG	5	29
SCI	13	9	HIS	1	6	FAD	0	0
TET	0	0	MAS	0	0	FAH	0	0
TFM	0	0	MAT	3	5	GEO / HIS / JPN	0	0
THM	0	0	MED	0	0	MAC	0+2*	6
			MUS	2	20	MAS	4+1*	10
Zero			PES	12	25	MED	0	0
8% or less			PHY	9	21	MUS	0	0
Between 7-10%			RED	31	24	PHY	2	6
Over 10%			THM	0	0	RED	10	9
						THM	0	0

Subject Endorsement

Level 1:

- 45% of subjects above 8% Excellence Endorsement

Level 2:

- 52% of subjects above 8% Excellence Endorsement

Level 3:

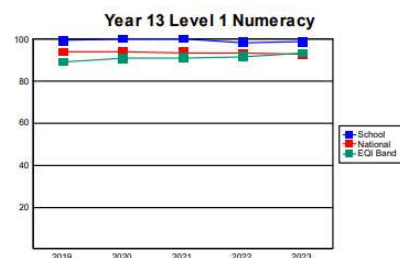
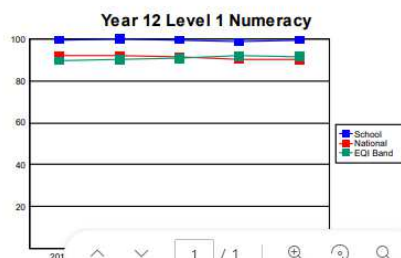
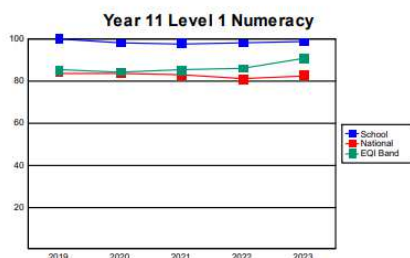
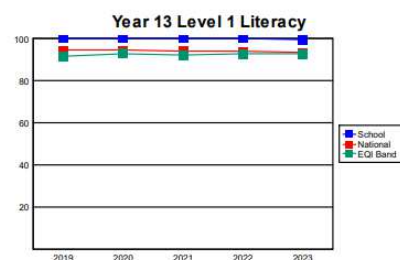
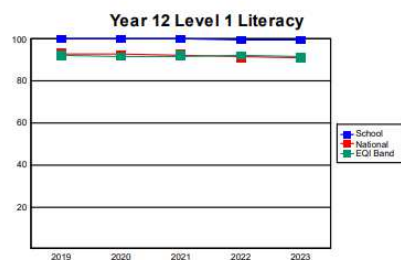
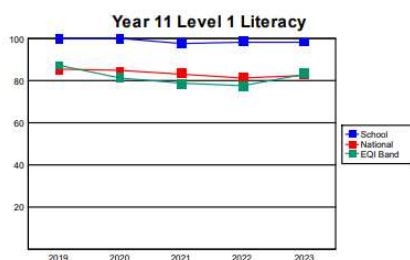
- 42% of subjects above 8% Excellence Endorsement

Level 1 Literacy and Numeracy: Sancta Maria College

Generated 11-Mar-2024

PR 3 - Cumulative Results by Percentage

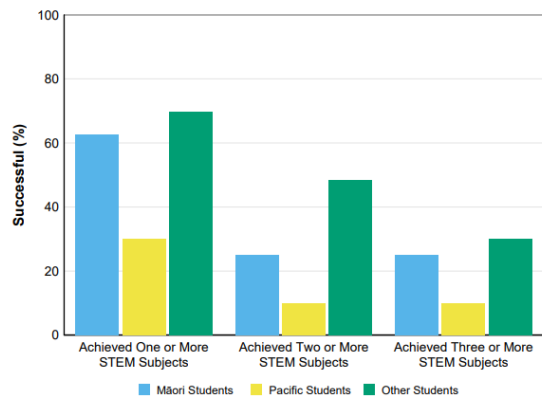
		Sancta Maria College			National			Fewest Socioeconomic Barriers (School Equity Index Band)		
Academic	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2019	Literacy	100.0	100.0	100.0	85.5	92.8	94.6	87.7	91.9	91.4
2020	Literacy	100.0	100.0	100.0	85.1	92.7	94.4	81.7	91.4	93.0
2021	Literacy	98.1	100.0	100.0	83.6	92.2	94.2	78.9	91.6	92.1
2022	Literacy	98.6	99.3	100.0	81.6	91.2	93.9	77.7	92.1	92.6
2023	Literacy	98.5	99.3	99.3	82.8	90.8	93.5	83.4	91.3	92.7
2019	Numeracy	100.0	99.3	99.2	83.4	91.8	94.0	85.0	89.4	89.0
2020	Numeracy	97.9	100.0	100.0	83.6	91.7	93.7	84.0	89.9	90.8
2021	Numeracy	97.4	99.3	100.0	82.5	91.3	93.6	85.0	90.4	91.0
2022	Numeracy	97.9	98.7	98.5	80.8	90.2	93.3	85.8	91.7	91.8
2023	Numeracy	98.5	99.3	98.6	82.3	90.0	93.0	90.4	91.5	93.3



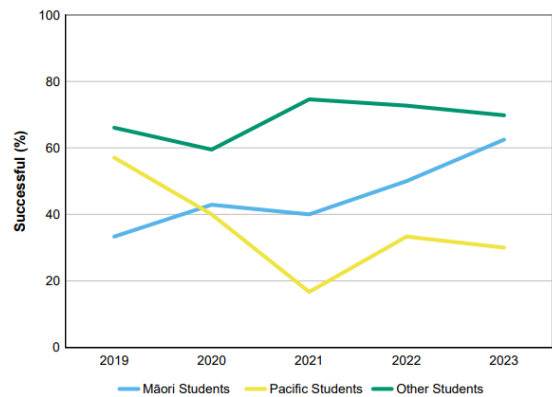
NCEA Scholarship

- Religious Education 3 (including one Outstanding)
- Art Photography 3
- Art Sculpture 1
- Classics 1
- English 1
- Digital Technology 1
- Mathematics with Calculus 1*
- Mathematics with Statistics 1

**Year 13 Equity in STEM Level 3 Subject Achievement for
 Sancta Maria College
 (2023)**



**Year 13 Equity in STEM Level 3 Subject Achievement for
 Sancta Maria College
 (Achieved One or More STEM Subjects)**



Giving effect to Te Tiriti o Waitangi

Sancta Maria College is committed in its responsibility for supporting Māori educational achievement, fulfilling the spirit, and giving effect to te Tiriti o Waitangi by:

- ensuring that every student is able to attain their highest possible standard in educational achievement
- giving effect to te Tiriti o Waitangi by:
working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and tea o Māori and te reo Māori, and achieving equitable outcomes for ākonga Māori.

Sancta Maria College is responsible under the National Education Learning Priorities (NELP) include:

- having high aspirations for every student
- reducing barriers to educational opportunities.

Sancta Maria College works to meet these responsibilities by partnering with whānau to design and deliver education that responds to the needs of students, and sustains their identities, languages, and cultures. There is engagement with parents and whānau to identify barriers that may prevent students from accessing, participating in, or remaining engaged in schooling, and we work to address any barriers.

We aim to build strong relationships with whānau, hapū, and iwi.

School plans (annual, strategic, department, targets) are guided by Ka Hikitia: The Māori Education Strategy to support ākonga Māori to achieve educational success as Māori in the context of te ao Māori, Aotearoa, and the wider world.

Teaching and leadership practices promote achievement, inclusion, and equity. We ensure that the school is physically and emotionally a safe place and we work to eliminate racism, discrimination, and stigma. Teaching and leadership supports equitable outcomes by:

- incorporating te reo Māori, and tikanga Māori into teaching and the day-to-day life of our school
- demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture
- affirming ākonga Māori as Māori, and building productive partnerships with ākonga Māori and their whānau, local hapū, and iwi
- Monitoring achievement to provide support (including learning support) or extension programmes as required
- Supporting staff to access appropriate professional development.

Sancta Maria College recognises the relationship between achievement and wellbeing, and support students in the wellbeing areas of taha tinana (physical), taha hinengaro (mental/emotional), taha whānau (social/family) and taha wairua (spiritual) as important outcomes of schooling alongside academic success.

Louise Moore
Tumuaki/Principal

Statement of compliance with employment policy

Sancta Maria College

Personnel Provisions Statement In relation to being a good employer

As required by the Education and Training Act 2020 (s 597), Sancta Maria College operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment.

This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Sancta Maria College promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment including:

- Recruitment and selection
- Training
- Professional Development
- Promotion

Sancta Maria College has a programme to identify processes that contribute to employment inequality and works to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all staff.

Sancta Maria College aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.

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



Louise Moore
Tumuaki/Principal

15 March 2023

Kiwisport Funding Statement

Sancta Maria College: 2023 Sports Report

We recorded our school's annual sports census in November 2023, 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 Athletics Day, cross-country or school well-being events. This data also counts multi code athletes as a single engagement.

2023 Participation & Performance Data

	2017	2018	2019	2020	2021	2022	2023
Year 9-13 school roll	745	730	753	755	743	724	749
Year 9-13 school rep students	428	364	353	324	262	266	338
Year 9-13 % of school rep students	57%	50%	47%	44%	35%	37%	45%
Year 7&8 school roll	295	299	279	299		296	290
Year 7&8 School rep students	232	215	183	177		185	201
Year 7&8 % of school rep students	79%	72%	66%	59%		62%	69%
Total school rep students	660	579	536	507		451	539
Overall % of student reps in school	63%	56%	52%	48%		44%	52%

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; recreational and social sport; development and support for volunteers; and expert training for individual athletes and teams.

School Funding & Fees Breakdown

KiwiSport Funding	\$22,678
Additional Operational funding	\$15,947
Student fees	\$70,810
Total 2023 budget	\$109,435

2023 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, officials, transport 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 funding for the 2023 Sports Programme was divided as follows:

▪ Administration	\$15,000	Netball	\$1,000
▪ Basketball	\$1000	Other Sport	\$2,000
▪ Equipment	\$10,000	Sports Awards	\$2,125
▪ Football	\$500	Sport Uniforms	\$6,000
▪ Hockey	\$500	Volleyball	\$500

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 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)
 College Sport Auckland
 Auckland Badminton Association
 Auckland Basketball Services
 Auckland Council
 Auckland Netball Centre
 Auckland Rugby Union
 Basketball New Zealand
 CLM Community Sport
 Counties Manukau Orienteering Club
 Cycling New Zealand
 Howick/Pakuranga Netball Centre
 Mountfort Park Water Polo Club
 Northern Region Football
 Pakuranga Rugby Club
 Paladins Basketball Association
 Pulman Park Sports Academy
 School Sport New Zealand
 Sport Auckland
 Underdog Basketball Club