



*SANCTA MARIA
COLLEGE*

*FINANCIAL
STATEMENTS*

&

ANNUAL REPORTS

2024

SANCTA MARIA COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

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
Accountant / Service Provider:	Edtech Financial Services Ltd

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 Heffeman	Parent Representative	Elected Sep-22	Sep-25
Natasha Martis	Parent Representative	Elected Sep-22	Resigned Nov-24
Dominic Carlos	Proprietor's Representative	Appointed Aug-22	Aug-25
Juliet Martis	Proprietor's Representative	Appointed Aug-22	Aug-25
Natasha Martis	Proprietor's Representative	Appointed Nov-24	Aug-25
Thomas Pereira	Proprietor's Representative	Appointed Aug-22	Aug-25
Kane Raukura	Proprietor's Representative	Appointed Aug-22	Resigned May-24
Mya Tubu	Student Representative	Elected Sep-24	Sep-25
Joshua DeGuzman	Student Representative	Elected Sep-23	Sep-24
Ray Green	Staff Representative	Elected Sep-23	Sep-24

SANCTA MARIA COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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Sancta Maria College

Statement of Responsibility

For the year ended 31 December 2024

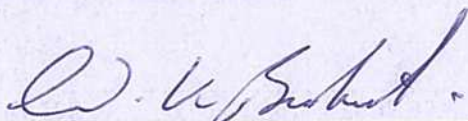
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

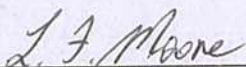
The School's 2024 financial statements are authorised for issue by the Board.

Warren Kerth Brabant
Full Name of Presiding Member


Signature of Presiding Member

30 May 2025
Date:

Louise Frances Moore
Full Name of Principal


Signature of Principal

30 May 2025
Date:

Sancta Maria College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	9,240,945	8,646,265	9,340,204
Locally Raised Funds	3	2,770,549	2,342,890	2,280,580
Use of Proprietor's Land and Buildings		4,035,984	4,035,984	4,035,984
Interest		195,294	200,000	166,967
Gain on Sale of Property, Plant and Equipment		-	-	50
Total Revenue		16,242,772	15,225,139	15,823,785
Expense				
Locally Raised Funds	3	1,216,090	935,130	1,062,180
Learning Resources	4	9,346,248	8,827,800	9,474,093
Administration	5	1,014,398	1,006,965	878,477
Interest		7,289	-	9,489
Property	6	4,880,459	4,795,152	4,798,022
Other Expense	7	1,500	-	1,500
Loss on Disposal of Property, Plant and Equipment		2,971	-	3,979
Total Expense		16,468,955	15,565,047	16,227,740
Net Surplus / (Deficit) for the year		(226,183)	(339,908)	(403,955)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(226,183)	(339,908)	(403,955)

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		3,137,539	3,164,226	3,313,644
Total comprehensive revenue and expense for the year		(226,183)	(339,908)	(403,955)
Contribution - Furniture and Equipment Grant		184,715	-	227,850
Equity at 31 December		3,096,071	2,824,318	3,137,539
Accumulated comprehensive revenue and expense		3,096,071	2,824,318	3,137,539
Equity at 31 December		3,096,071	2,824,318	3,137,539

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	251,067	143,863	191,152
Accounts Receivable	9	724,223	645,340	645,340
GST Receivable		53,952	51,258	51,259
Prepayments		73,311	66,441	66,441
Inventories	10	115,162	74,666	74,666
Investments	11	3,087,567	2,500,000	2,928,529
		4,305,282	3,481,568	3,957,387
Current Liabilities				
Accounts Payable	14	888,006	832,757	841,525
Revenue Received in Advance	15	977,288	840,190	912,889
Provision for Cyclical Maintenance	16	249,000	219,474	219,474
Finance Lease Liability	17	45,387	49,249	49,249
Funds held in Trust	18	460,047	30,401	30,401
		2,619,728	1,972,071	2,053,538
Working Capital Surplus/(Deficit)		1,685,554	1,509,497	1,903,849
Non-current Assets				
Property, Plant and Equipment	12	1,633,302	1,644,267	1,561,636
Equitable Leasehold Interest	13	32,184	32,184	33,684
		1,665,486	1,676,451	1,595,320
Non-current Liabilities				
Provision for Cyclical Maintenance	16	234,679	312,311	312,311
Finance Lease Liability	17	20,290	49,319	49,319
		254,969	361,630	361,630
Net Assets		3,096,071	2,824,318	3,137,539
Equity		3,096,071	2,824,318	3,137,539

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		2,537,376	2,226,107	2,516,364
Locally Raised Funds		2,102,574	1,807,014	1,868,946
International Students		801,292	533,917	619,142
Goods and Services Tax (net)		(2,696)	-	(1,695)
Payments to Employees		(2,492,732)	(2,391,205)	(2,279,431)
Payments to Suppliers		(2,984,907)	(1,914,427)	(2,602,894)
Interest Paid		(7,289)	-	(9,489)
Interest Received		192,055	200,000	128,987
Net cash from/(to) Operating Activities		145,673	461,406	239,930
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(2,971)	(159,093)	-
Purchase of Property Plant & Equipment (and Intangibles)		(502,701)	(737,026)	(464,827)
Purchase of Investments		(157,538)	-	-
Proceeds from Sale of Investments		-	430,029	208,742
Net cash from/(to) Investing Activities		(663,210)	(466,090)	(256,085)
Cash flows from Financing Activities				
Furniture and Equipment Grant		184,715	-	227,850
Finance Lease Payments		(36,909)	(42,605)	(43,219)
Funds Administered on Behalf of Other Parties		429,646	-	(25,014)
Net cash from/(to) Financing Activities		577,452	(42,605)	159,617
Net increase/(decrease) in cash and cash equivalents		59,915	(47,289)	143,462
Cash and cash equivalents at the beginning of the year	8	191,152	191,152	47,690
Cash and cash equivalents at the end of the year	8	251,067	143,863	191,152

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 2024

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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

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

The 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 22.

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 2024

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

f) Accounts Receivable

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

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 2024

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

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

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

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in 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 2024

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 2024

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 statement 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 2024

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,521,469	2,436,265	2,409,571
Teachers' Salaries Grants	6,615,500	6,200,000	6,894,580
Other Government Grants	103,976	10,000	36,053
	<u>9,240,945</u>	<u>8,646,265</u>	<u>9,340,204</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Revenue			
Donations and Bequests	937,689	957,159	785,854
Fees for Extra Curricular Activities	732,973	568,814	861,335
Trading	229,930	185,000	157,965
Fundraising and Community Grants	60,769	98,000	83,168
International Student Fees	809,188	533,917	392,258
	<u>2,770,549</u>	<u>2,342,890</u>	<u>2,280,580</u>
Expense			
Extra Curricular Activities Costs	423,519	378,035	525,613
Trading	166,991	107,468	138,358
Fundraising and Community Grant Costs	44,530	46,000	69,064
International Student - Employee Benefits - Salaries	202,650	189,758	173,142
International Student - Other Expenses	378,400	213,869	156,003
	<u>1,216,090</u>	<u>935,130</u>	<u>1,062,180</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>1,554,459</u>	<u>1,407,760</u>	<u>1,218,400</u>

During the year ended December 2024, the Director of International Students undertook two marketing trips for the purpose of recruiting new students for the school. Trip expenses were funded from the net surplus from international student fees revenue. First trip in October was to Japan and Korea costing \$18,100. The second international trip was to China in December: total cost: \$12,470.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	620,017	532,028	612,212
Information and Communication Technology	258,794	305,152	250,733
Employee Benefits - Salaries	7,946,461	7,464,620	8,141,759
Staff Development	73,168	48,500	27,886
Depreciation	433,553	457,000	425,830
Other Learning Resources	14,255	20,500	15,673
	<u>9,346,248</u>	<u>8,827,800</u>	<u>9,474,093</u>

5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	19,470	14,500	10,373
Board Fees and Expenses	16,960	16,700	27,634
Other Administration Expenses	141,236	135,506	134,840
Employee Benefits - Salaries	799,720	811,059	676,054
Insurance	26,776	20,000	19,879
Service Providers, Contractors and Consultancy	10,236	9,200	9,697
	<u>1,014,398</u>	<u>1,006,965</u>	<u>878,477</u>

6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	113,119	118,000	117,262
Cyclical Maintenance	112,470	100,000	105,278
Heat, Light and Water	131,651	134,500	132,569
Repairs and Maintenance	184,354	142,300	114,574
Use of Land and Buildings	4,035,984	4,035,984	4,035,984
Employee Benefits - Salaries	136,202	125,768	148,003
Other Property Expenses	166,679	138,600	144,352
	<u>4,880,459</u>	<u>4,795,152</u>	<u>4,798,022</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.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

7. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Amortisation of Equitable Lease	1,500	-	1,500
	<u>1,500</u>	<u>-</u>	<u>1,500</u>

8. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Bank Accounts	\$ 251,067	\$ 143,863	\$ 191,152
Cash and cash equivalents for Statement of Cash Flows	<u>251,067</u>	<u>143,863</u>	<u>191,152</u>

Of the \$251,067 Cash and Cash Equivalents plus \$3,087,567 Investments, \$1,342,942 of Revenue Received in Advance is held by the School, as disclosed in note 16.

9. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Receivables	\$ 15,088	\$ 13,266	\$ 13,266
Receivables from the Ministry of Education	17,329	-	-
Interest Receivable	77,964	74,725	74,725
Teacher Salaries Grant Receivable	613,842	557,349	557,349
	<u>724,223</u>	<u>645,340</u>	<u>645,340</u>
Receivables from Exchange Transactions	93,052	87,991	87,991
Receivables from Non-Exchange Transactions	631,171	557,349	557,349
	<u>724,223</u>	<u>645,340</u>	<u>645,340</u>

10. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
School Uniforms	\$ 115,162	\$ 74,666	\$ 74,666
	<u>115,162</u>	<u>74,666</u>	<u>74,666</u>

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	3,087,567	2,500,000	2,928,529
Total Investments	<u>3,087,567</u>	<u>2,500,000</u>	<u>2,928,529</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	20,336	-	-	-	(622)	19,714
Furniture and Equipment	923,083	80,933	-	-	(142,519)	861,497
Information and Communication Technology	478,952	272,792	-	-	(218,801)	532,943
Motor Vehicles	-	128,194	-	-	(12,819)	115,375
Leased Assets	89,334	20,708	-	-	(52,227)	57,815
Library Resources	49,931	5,563	(2,971)	-	(6,565)	45,958
	<u>1,561,636</u>	<u>508,190</u>	<u>(2,971)</u>	<u>-</u>	<u>(433,553)</u>	<u>1,633,302</u>

The net carrying value of furniture and equipment held under a finance lease is \$56,971 (2023: \$89,334).

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	269,486	(249,772)	19,714	269,486	(249,150)	20,336
Furniture and Equipment	2,927,288	(2,065,791)	861,497	2,846,355	(1,923,272)	923,083
Information and Communication Technology	1,938,148	(1,405,205)	532,943	1,665,356	(1,186,404)	478,952
Motor Vehicles	287,287	(171,912)	115,375	159,093	(159,093)	-
Leased Assets	201,413	(143,598)	57,815	197,395	(108,061)	89,334
Library Resources	222,829	(176,871)	45,958	231,012	(181,081)	49,931
	<u>5,846,451</u>	<u>(4,213,149)</u>	<u>1,633,302</u>	<u>5,368,697</u>	<u>(3,807,061)</u>	<u>1,561,636</u>

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

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.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
The major capital works assets included in the equitable leasehold interest are:	\$	\$	\$
Storage Shed	32,184	32,184	33,684
Total	32,184	32,184	33,684

The amortisation charge in relation to the equitable leasehold interest during the year was \$1,500 (2023: \$1,500).

14. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Creditors	\$ 207,001	\$ 194,143	\$ 194,143
Accruals	16,012	6,915	6,915
Banking Staffing Overuse	-	-	8,768
Employee Entitlements - Salaries	620,924	588,878	588,878
Employee Entitlements - Leave Accrual	44,069	42,821	42,821
	888,006	832,757	841,525
Payables for Exchange Transactions	888,006	832,757	841,525
	888,006	832,757	841,525

The carrying value of payables approximates their fair value.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

15. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	70,740
International Student Fees in Advance	642,506	650,402	650,402
Other revenue in Advance	334,782	189,788	191,747
	<u>977,288</u>	<u>840,190</u>	<u>912,889</u>

16. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	531,785	531,785	502,732
Increase to the Provision During the Year	112,470	100,000	104,889
Use of the Provision During the Year	(173,050)	(100,000)	(75,836)
Provision at the End of the Year	<u>483,679</u>	<u>531,785</u>	<u>532,174</u>
Cyclical Maintenance - Current	249,000	219,474	219,474
Cyclical Maintenance - Non current	234,679	312,311	312,311
	<u>483,679</u>	<u>531,785</u>	<u>531,785</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	48,953	49,249	55,383
Later than One Year and no Later than Five Years	21,175	49,319	51,866
Future Finance Charges	(4,451)	-	(8,681)
	<u>65,677</u>	<u>98,568</u>	<u>98,568</u>
Represented by			
Finance lease liability - Current	45,387	49,249	49,249
Finance lease liability - Non current	20,290	49,319	49,319
	<u>65,677</u>	<u>98,568</u>	<u>98,568</u>

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

18. Funds Held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	460,047	30,401	30,401
	<u>460,047</u>	<u>30,401</u>	<u>30,401</u>

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

19. Related Party Transactions

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

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$1,254,750 (2023: \$1,231,215). 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 \$87,730 (2023: \$25,517).

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,220	2,715
<i>Leadership Team</i>		
Remuneration	956,516	872,627
Full-time equivalent members	8	6
Total key management personnel remuneration	958,736	875,342

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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	190 - 200
Benefits and Other Emoluments	5 - 10	1 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
150 - 160	1	0
140 - 150	0	1
130 - 140	2	3
120 - 130	1	1
110 - 120	15	15
100 - 110	17	22
	36	42

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 2024

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$0 (2023: \$0).

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any operating contracts.

Sancta Maria College

Notes to the Financial Statements

For the year ended 31 December 2024

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	251,067	143,863	191,152
Receivables	724,223	645,340	645,340
Investments - Term Deposits	3,087,567	2,500,000	2,928,529
Total financial assets measured at amortised cost	<u>4,062,857</u>	<u>3,289,203</u>	<u>3,765,021</u>

Financial liabilities measured at amortised cost

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Payables	888,006	832,757	841,525
Finance Leases	65,677	98,568	98,568
Total financial liabilities measured at amortised cost	<u>953,683</u>	<u>931,325</u>	<u>940,093</u>

24. 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 2024**

The Auditor-General is the auditor of Sancta Maria College (the School). The Auditor-General has appointed me, Paul Walker, 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 22, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- b) 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 03 June 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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 arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of variance: progress against targets, Evaluation and analysis of school's student's progress and achievement, How we have given effect to Te Tiriti o Waitangi, Statement of Compliance with Good Employer Assurance, and KiwiSport Funding, 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.

A handwritten signature in blue ink, appearing to read "Paul Walker".

Paul Walker
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Hastings, New Zealand



2024

Sancta Maria College (491) PRINCIPAL'S ANNUAL REPORT

ACADEMIC PERFORMANCE AND CURRICULUM

2024 was the first uninterrupted year of teaching and learning in recent times. It heralded the first full year of the refreshed Level 1 NCEA and the continued roll out of the CAA (Numeracy and Literacy) requirements.

This stability was reflected in superb overall results for NCEA at Levels Two and Three. 2024 NCEA attainment saw a pass rate of 90% for NCEA Level 1 students, and pleasingly, increases at all other levels, to 98.5% for Level 2 students, and 95.2% for Level 3. UE saw an 88% success rate. These results significantly exceed national averages. The Level 1 result saw a drop of almost 8% which is a result of the demands of the CAA, which requires the Literacy and Numeracy co-requisite for students to be eligible to achieve an NCEA qualification at any level. The refreshed NCEA Level 1 standards, proved more challenging than the previous version and this is reflected in the overall result of 90%. This is significantly higher than the national average and equity group average.

Excellence endorsements increased, which is pleasing given that this was a key focus for departments in 2024 and remains so for 2025. Level 1 Excellence endorsement rates were impacted by the refreshed NCEA. This was in line with very low Excellence results nationally in key subjects such as Science. There was, once again, limited indication of examination content and trajectory for top students prior to the exams, and this made preparation challenging. We hope to see more information and exemplar material available to schools in 2025.

There was an encouraging 20% increase in NCEA Scholarship results, with a total of 15 achieved. However, of particular note, English and Mathematics with Calculus each gained three Scholarships. It was pleasing for Technology to achieve a Scholarship result after several years.

2024 saw the start of consolidating the new Able and Ambitious programme. A calendar for extension and enrichment events was created by the HODs and the Academic Prefects assisted in developing new opportunities. This was only the second time we entered a team in the Ethics Olympiad and our team gained a top ten finish. In 2025, the seniors will be developing these critical thinking skills in the junior school's programme.

A priority in 2024 was addressing the data gap related to Pacific learners. We sought to create more equitable outcomes, especially in literacy. We had a Talanoa Evening to help parents to support their children's reading in the home. This was well attended and Pacific literacy rates remain a work in progress in the junior school. For senior Pacific learners, it was wonderful to achieve 100% pass rates for Level 2 and 3 NCEA, and UE pass rate of 93.3%. These results significantly exceed both

national and equity index comparisons. Additionally, 7% of Level 3 Pacific students gained Excellence subject endorsement which is very pleasing and reflected the mentoring programme and the trialing of Navigation Time.

LITERACY AND NUMERACY

Current NCEA literacy and numeracy achievement has continued to be high with 99.3% gaining literacy and 98.5% attaining numeracy at Level 1 – an incredible achievement with most students gaining this qualification through the CAA examination pathway. The new CAA literacy and numeracy co-requisites are more rigorous, and it is these changes that have been informing our approach so far. Most Year 10 students sit the co-requisite in Year 10 and those who are not yet ready do so in Year 11. The decision of when to assess is based on OTJ results (teacher judgements), which currently align closely with achievement levels in the co-requisite, and shows that OTJs are reliable and robust.

Writing continues to be an area of strategic importance across the school. In 2024, the writing of all students 7-10 continued to be assessed using the PaCT Framework across the curriculum, this informed OTJs. The explicit assessment of both the mechanics and process of writing helped our students significantly, when meeting the demands of the new co-requisite. Structured Literacy has continued to be implemented to improve reading in Years 7 and 8.

Language support classes and ESOL language classes for Years 7-10 showed success in shifting several students who had been below their curriculum level. This is a long-term intervention that is showing great promise.

In 2024, we saw a need for ongoing support for students who did not gain the Numeracy co-requisite. A Numeracy class has been added to the option choices for 2025, instead of Year 11 Mathematics, to address this need. It will cater to any senior student and will initially be a single semester course.

NCEA CURRICULUM REFRESH

During 2024, the Senior Leadership Team and Heads of Department continued to review and develop curriculum in line with the Ministry of Education direction by working with the documents and resources that support the refresh of the NZC, the NCEA change programme, the Literacy & Communications and Maths strategy and action plans while also being considerate of the National Education Learning Priorities (NELPs), Tapasa, Ka Hikitia and the Learning Support Action Plan.

In 2024, we used data from our staff, HODs, and community to make interim changes to the timetable to trial a 'lite' version of **Navigation Time in 2024** and prepare staff for future curriculum developments in 2025. Changes of significance saw prayer and Navigation Time occur and the introduction of longer periods for most senior subjects. Academic mentoring and financial literacy for Year 13 were also trialed in some classes.

As part of this local refresh, Year 11 and vocational senior courses have been redeveloped into single semester courses with a contextual foundation. Year 11 students and teachers were excited about the new opportunities to choose from a range of engaging courses. The success of this in improving student engagement and achievement will be gauged in 2025.

TRIAL OF NAVIGATION TIME

Navigation Time was trialed in a 'lite' version to reinforce our localised Purpose Curriculum, and will focus on supporting our students' spiritual, educational and personal growth in a holistic and purposeful way. Ours is a culture that cares deeply about each and every ākonga and puts them and their wellbeing at the heart of all we do.

Navigation Time supports our students to thrive and succeed, with a strong sense of belonging and connection (whānaungatanga). It should enable students to recognise that as a learner on a learning journey, they are better placed to succeed.

Navigation Time is an opportunity to enhance the sense of whānaungatanga for all ākonga, and is an opportunity to provide an orientation through learning and growth from a broader "overview" perspective. Due to timetable restrictions, in 2024 it will be three times per week for 25 minutes and this will increase in 2025.

All teaching staff will be known as Kaiurungi - a significant adult who acts as a co-navigator for students along their personalised learning and growth journey. They will support and assist in improving students' understanding of themselves as a learner, whilst fostering a nurturing relationship. This will enhance the social, emotional and cognitive growth, build Catholic spirit, cultural competencies as well as an increased understanding of our eight SMC Learning Attitudes (Adaptable, Confident, Curious, Determined, Empathetic, Independent, Resilient and Responsible) that prepare students to be responsible, both as a global and a local citizen.

The Kaiurungi uses a collaborative approach with each student, to take personal responsibility for their own growth, and become self-monitoring, self-regulating, and self-determined learners.

CULTURAL RESPONSIVENESS

The college's cultural responsiveness journey continued to make pleasing progress under the watchful eye of the Te Pou Arataki. Practical steps have been taken to continue with the progress in the development of Tikanga and te reo Māori. Staff are being supported to weave Mātauranga Māori throughout their curriculum delivery. A highlight of the year for our Māori students and whānau was the Mātariki Celebration event. This was a dinner and performance that aimed to raise funds for Kapa Haka uniforms. This group has flourished this year and look toward developing in confidence and skills. A hui for all Māori ākonga and their whānau occurred in Term 3. This was well attended.

Mahi is underway by the Te Pou Arataki to introduce a Level 1 te reo Māori course in 2025.

The college has also held a Talanoa Evening around improving Literacy for our Pacific learners in Years 7-10. It was our first junior focused Pacific event as we seek to build relationships with this community as early as possible in their journey at Sancta Maria College. The evening was well attended, with whānau invited by HODs in order to reach as many of our target students as possible. The community and student voice from this event was useful to help us develop further opportunities for our Pacific learners. Feedback was positive and our speaker, author David Riley, was superb.

PROFESSIONAL LEARNING - Me Ako Tonu

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

'We are co-workers in God's service; What makes the work worth doing is the God we are serving.' (1 Corinthians 3 v 9)

Sancta Maria College is a strong investor in professional growth for our kaiako.

As well as supporting Kaiako to undertake curriculum-specific and/or role-specific professional learning externally, we also design our own internal robust professional learning programmes.

2024 was the first time the college has moved from a bi-weekly to a weekly Professional Learning Programme.

The main vehicle for evidencing the effectiveness of the 2024 Professional Learning Programme was Collaborative Inquiry (*we are co-workers in God's service (1 Corinthians 3 v 9)*).

Adopting Collaborative Inquiry frameworks connects to and builds upon the earlier work of "*Embedding and sustaining a culture of Inquiry*" (the key vision driving our Professional Development journey 2016 - 2020).

A more intentional approach to Collaborative Inquiry brings increased benefits for every teacher at Sancta Maria College towards strengthening and enriching our *learning* culture, while at the same time further developing a more *collegial* culture that allows one's own reflective practice to occur. Adopting reflective practice is one of the key and constant messages of our collective professional learning journey.

The dual focuses of our Professional Learning in 2024 were Pacific Education, building on the work undertaken on the *Tapasā* framework during 2023, and the formalised introduction of *Universal Design for Learning* principles into every classroom across the kura.

Culturally Responsive Pedagogy (Turu 3, Effective pedagogies for Pacific learners, *Tapasā*)

This PD focus connected with the work we had undertaken in 2023. Turu 3 refers to the journey undertaken and the outcomes desired by Pacific learners and their families / 'aiga to achieve success at school.

It brings Pacific strengths and understanding to existing teaching standards and competencies, as well as code of ethics and effective pedagogy in the classroom so that teaching practice is relevant and personalised to the learner. It means teachers understand that Pacific learners inhabit different realities, learn and engage in multiple ways and come into classrooms with unique skills, talents and knowledge.

During 2023, we worked with Tui Tuia, <https://youtu.be/UX4BcTX80V8> to unpack *Tapasā* and implement the three Turu (competencies).

This was extended during 2024 as we focused on utilising principles of talanoa / dialogic pedagogies in our classrooms. This was both an adoption of culturally responsive pedagogies and implementation of best-practice, agentic learning strategies.

Universal Design for Learning principles

The second key focus of our Professional Learning in 2024 was also connected to the professional learning programme of 2023, as we built on the work we completed during the 2023 Accord Days unpacking *Te Mātaiaho*.

Universal Design for Learning forms a key part of *Te Mātaiaho*, and much of 2024 professional learning programme was dedicated to adopting best practice UDL across the classrooms of our kura.

“UDL is a way to connect every student to the learning experience, and a way at looking at learning that is fully inclusive and promotes success for all learners, regardless of ability.” Mike Marotta (American educationalist)

Therefore, *ngā pātai ārahi* key guiding questions for our Kaiako were:

- How am I engaging my students?
- Do I have multiple ways of representing the context of what we're learning?
- Am I presenting it in one way or am I offering a variety of ways?
- Am I encouraging my students to share their understanding in multiple ways?

Our whāinga ako was to introduce UDL principles and our paearu angitu for this work was that:

- Everybody understands the main principles of UDL.
- Everybody utilises UDL practices in their teaching approaches and curriculum design.
- Everybody records their learning journey for PL/Inquiry purposes.
- Everybody gets to spend time in valued conversations with colleagues, focused on professional practice and reflection, and spend time preparing to apply UDL principles in their classrooms.

Guidance for each PLG and Teacher Inquiry

- All teachers were required to complete a Collaborative Inquiry (or, at least, but less preferably, an individual inquiry).
- The ideal is that all teachers will work with others who have similar issues /common students / same desired outcomes.
- There is flexibility. Some teachers will do more than one iteration of an Inquiry. Some may even do more than one inquiry with a different focus.
- Some teachers will want to work on a particular focus, and where possible, flexibility will allow for this.
- At the end of the year, all teachers presented their Inquiry to a different group of teachers.
- We must be courageous and flexible.

SOUTH EASTERN CHRISTIAN KĀHUI AKO

Sancta Maria College has continued to actively work with the South-Eastern Christian Kāhui Ako at the wider leadership level and in 2024 had three staff in 'Within School Teacher' roles completing inquiries in the Literacy (two of our kaiako) and Numeracy (one kaiako) workstreams, as well as exploring overall links to ākonga wellbeing.

WST projects reflected the key focus areas for the Kāhui Ako but were also reflective of the strategic focus of Sancta Maria College.

Within School Teacher Inquiries

Throughout 2024, our WSTs engaged in insightful inquiries aimed at promoting best teaching practices and fortifying the use of an inquiry-based approach to teaching and learning.

Literacy Inquiry 1

Investigate and implement effective strategies to assist students in improving their reading comprehension

Strategies and pedagogies identified for improving reading comprehension across the curriculum included:

1. Curriculum Design:
 - A coherent and extended curriculum is the most effective tool for building vocabulary and enhancing reading comprehension.
2. Classroom Strategies:
 - Dedicate extended time to reading, listening to, and discussing texts on the same topic to benefit both reading comprehension and vocabulary development.

- The number of classes devoted to a topic should be sufficient for students to understand and become familiar with it, tailored to their grade level.
 - High-quality nonfiction texts are essential. These texts should be compelling and deep enough to engage both the teacher and students, encouraging repeated discussions and revisiting the topic.
3. Engaging Texts:
- Choose the most engaging form of text and offer differentiated learning modes.
 - Repeat exercises where students match up text types, structures, and language features.
4. Pre-Reading Preparation:
- Pre-read the text to create a list of key vocabulary for comprehension.
5. Collaborative Learning:
- Have students collaborate to discuss key vocabulary and demonstrate their understanding in a given context prior to reading.
6. Modelling and Analysis:
- Model making connections with the text.
 - Have students identify text types, give examples, explain the structure and language features, and explain how the text type affects their understanding and appreciation.

Literacy Inquiry 2

How can I contribute to strengthening equity and inclusion and build personal resilience using the Universal Design for Learning model to enhance student achievement in Literacy?

Strategies and pedagogies identified for improving reading comprehension across the curriculum included:

1. Define flexible, clear SMART goals.
2. Consider learner variability.
3. Determine appropriate assessments.
4. Select methods, materials, and media.
5. Teach and assess learning.
6. Refine educator learning through self-reflection.

Numeracy Inquiry

How does using targeted teaching resources (Walker Maths) impact Numeracy Co-Requisite outcomes for Yr 9 and 10 students?

Strategies and pedagogies identified for improving reading comprehension across the curriculum included:

1. The Walker Maths Program:

Walker Maths reflects the content and style of the new standards. These high-quality workbooks allow teachers total flexibility in course design for students at all levels. These well-designed, write-on workbooks contain teaching material, including relevant formulae, and ample practice exercises along with sample tasks and questions. They also reflect the content and style of the new standards, and allow teachers total flexibility in course design for students at all levels. It provides a systematic and cumulative scope and sequence for teaching.

2. Science of Learning:

The Science of Learning is a comprehensive body of research that highlights three key evidence-based principles essential for effective teaching across all subjects:

- a) **Explicit Instruction:** Teaching must be clear, direct, and unambiguous.
- b) **Systematic and Cumulative Approach:** Instruction should follow a structured scope and sequence, allowing students to build on their existing knowledge (schema).
- c) **Diagnostic Teaching:** Teachers must assess and identify student needs to tailor instruction accordingly.

3. ALiM

ALiM – [Tahurangi/Accelerated Learning](#)

ALiM is a collection of resources developed to support students not on track to meet the expected level.

ALiM's third theme, *Building on Students' Thinking*, assures that effective teachers provide maths learning experiences that enable students to build on their existing proficiencies, interests and experiences, rather than identifying and filling gaps. Strategies include:

- a) Identify what students know and can do (prior knowledge) to build on.
- b) Make their thinking and reasoning visible.
- c) Misconceptions and errors must be revealed and used as building blocks for teaching.
- d) Relevant and meaningful tasks provide an appropriate challenge to the student.

The inquiries focused on *Literacy* and *Numeracy* to support the strategic goals of our Kāhui Ako and serve as a testament to the Kāhui Ako's commitment to moving forward in faith together.

SPECIAL CATHOLIC CHARACTER

The Special Character of Sancta Maria College is at the heart of the holistic formation of the College. The College continues to provide opportunities for staff and students to grow in their faith journey - knowing more Jesus through the examples of Mary and the saints.

The College is committed to ensuring that Catholic values are embedded in the instruction of all subject areas. These values are trickled down to the different Special Character Groups for students, with the guidance of the staff, to put into practice what they have been learning in class. The Special Character Groups in school has developed into different sectors: Spiritual, Service and Environment. Students were highly encouraged to be part of these groups that would develop their responsibility towards others and their personal well-being.

The College is not limited to providing opportunities to the students but has extended these to its stakeholders – the parents, by inviting them to several liturgical services and spiritual development activities such as prayer groups that aim to listen and support the families in many ways.

The Special Character of the College has pushed for an awareness of the situation of the people within and outside the community. The College has supported different families through feeding programs and food collections that have been provided to the needy in our local south Auckland community. The College has also been involved in different environmental projects to support the local community.

Pastoral Care and Wellbeing

In the second half of 2024, a new senior leadership appointment was made to oversee the Pastoral Care and Wellbeing portfolio. This transition marked both a continuation and a refinement of the work already underway, with a renewed focus on student engagement, wellbeing, and responsive pastoral systems.

Key Areas of Focus

1. House Spirit and Student Engagement

Efforts were made to strengthen house identity and student participation in school-wide events.

Notable highlights included:

- Increased student involvement in the annual Cross Country event.
- A successful Wellbeing Week, featuring a range of inclusive and student-led activities.
- Growth in student leadership opportunities, particularly through the Peer Support programme and house-based initiatives.

These activities have contributed positively to school culture and student connectedness.

2. Pastoral Responsiveness and Emerging Trends

The pastoral team remained responsive to student needs, addressing a range of issues as they arose. Key concerns included:

- A noticeable increase in vaping incidents among students.
- A rise in reported mental health challenges, particularly anxiety and low mood.
- Ongoing concerns around student attendance, with a growing number of students falling below the 80% attendance threshold.

These trends prompted a review of existing pastoral processes to ensure timely and effective responses. The pastoral team have undertaken an exercise to begin streamlining workflows and improving internal communication. This work is ongoing and will continue into 2025.

3. Guidance and Early Intervention

The Guidance team conducted a comprehensive screening of the Year 9 cohort using the Travellers Survey. This tool proved invaluable in identifying students requiring early intervention and support. The data gathered has informed targeted wellbeing plans for some of our most vulnerable learners.

4. Stymie Reporting Platform

Stymie continues to be a vital tool for students to confidentially report concerns. In 2024, approximately 140 reports were submitted. The most significant increases were in the areas of:

- Mental health disclosures.
- Cyberbullying incidents.

The platform has enabled timely follow-up and has empowered students to seek help for themselves and others.

5. Attendance Strategy

In alignment with Ministry of Education priorities, the pastoral team began a focused inquiry into attendance patterns. Particular attention was given to understanding the underlying causes for students with attendance below 80%. This work included:

- Data analysis to identify trends.
- Initial engagement with whānau to explore barriers to attendance.
- Planning for a more proactive and relational approach in 2025.

Looking Ahead

As we move into 2025, the pastoral team remains committed to:

- Embedding a culture of care and belonging across the school.
- Strengthening systems for early identification and intervention.
- Supporting staff with professional development in student wellbeing.
- Collaborating with whānau and external agencies to provide holistic support.

CAREERS EDUCATION

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

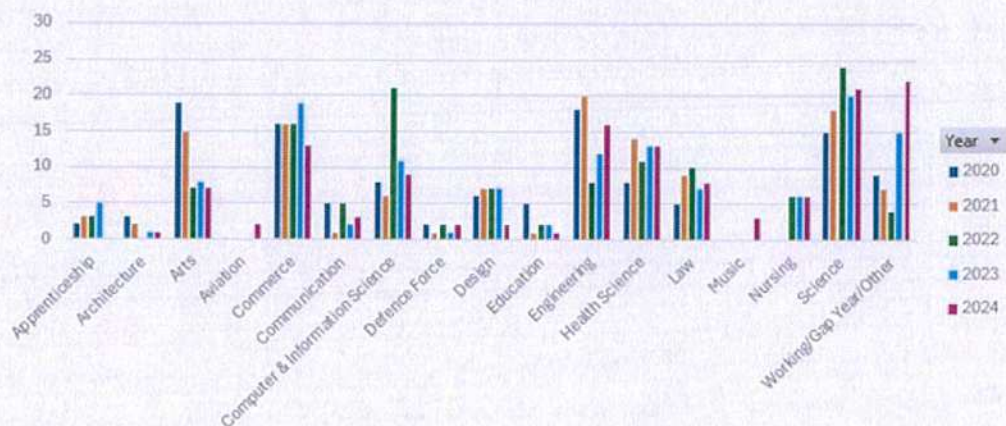
The Careers Department provided the following opportunities to students throughout the year:

- Individual career planning interviews for all of year 13 and most of year 12 (and other levels on request)
- Tertiary liaison talks by Auckland University, Otago University, AUT, Massey University and Victoria University and the Defence Force – general course and degree planning sessions
- Careers Expo for year 11 & 12 and students combined with east Auckland schools, Howick Leisure Centre, June 2024. Over 35 different exhibitors in attendance
- Careers Week (Same week as expo). Visiting speakers including a panel of 5 ex-students to talk about their career pathway and experiences since leaving Sancta Maria College
- Year 10 Careers Day including career and tertiary workshops (term 4)
- Subject selection workshops for Year 11 during curriculum classes
- Work experience placements throughout the year under the Gateway programme – 47 students across a range of occupational areas – Aviation, Early Childhood Teaching, Building/Cabinetetry, Health and Wellbeing, Hospitality, Baking, Retail opportunities including supermarkets and fast-food outlets
- STAR placements throughout the year at tertiary course providers – in areas including Design and Animation, Hospitality/Barista, Travel & Tourism, Computing, Workplace Health & Safety, Beauty, and Radio Broadcasting.
- 2 Students participated in the Trades Academy programme at Manukau Institute of Technology. 4 students participated in the Trades Academy at Techtorium
- Year 13 applications and tertiary scholarship workshops
- Other identified off-site careers events
- Careers Education – this was incorporated into Navigator time through Careers Central for years 11-13.

Destination Data 2024

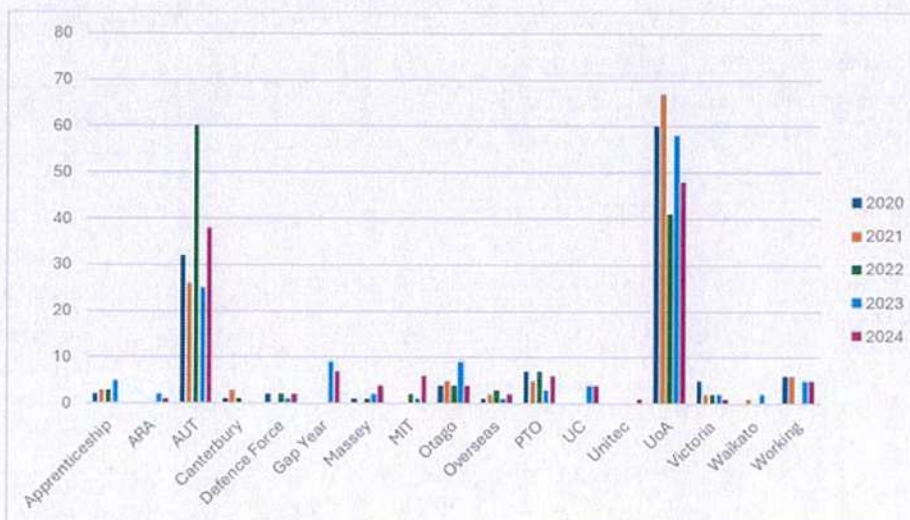
Year 13 Leavers

Course of study - Year 13 leavers of the past 5 years:



Our most popular course of study in 2024 is again science.

Destination – Year 13 leavers the past 5 years:



The University of Auckland (UoA) is our most popular destination.

Destination Data

Māori and Pasifika

Destination	Overall	Māori	Pasifika
Apprenticeship	0	0	0
ARA Canterbury	1		
AUT	38	2	4
Canterbury	4	1	

Defence Force	2	1	1
Massey	4		
MIT	6		
Otago	4		3
Overseas	2		
Private Training Organisation (PTO)	6		1
UoA	48	3	3
Unitec	1		1
Victoria	1		
Waikato	0		
Working/Gap Year/Unsure	12	2	
TOTAL	129	9	13

- In 2024, the Māori/Pasifika cohort totalled 22 students. Out of these 6 will study at AUT and 6 will study at the University of Auckland.
- Notably, we also have three Pasifika students studying at Otago.

The Arts - Visual Arts

The aim of the Art Department/Whare Toi at Sancta Maria College is to create a creative culture which actively engages ākonga and emphasises and supports the special character of the Kura. The department wishes to encourage a partnership between ākonga and staff which is transparent and supportive. By being actively involved in the established practice of contemporary art everyone in the department brings a wealth of experience and expertise which can be shared and developed. We encourage the idea that we are all teachers and learners, and we wish to promote the concept of lifelong learning as the key to the growth and success of both staff and ākonga. The department is invested in the exploration of the learning process, encouraging and assisting students to develop all aspects of themselves.

The following represent successful scholarship sculpture submissions:





Excellence Level 3 submission:



East Auckland Visual Arts Showcase 2024

The East Auckland Visual Arts Showcase is an opportunity for young people living in the local East Auckland area to have their artwork shown in an actual gallery. Each year during June, artwork is on show at the Malcolm Smith Gallery at the Uxbridge Arts & Culture Centre in Howick. The artwork can be any visual form including painting, sculpture, photography, or mixed media. Congratulations to the 11 SMC students whose work was selected for display on display at the Malcom Smith Gallery, Uxbridge.



Art in the Dark

This year the Art in the Dark event was collaborated with Music and Drama. We had the jazz band playing in one of the classrooms and senior students dressed in Shakespearean outfits practicing their costume design. This was all brought together with the beautiful and engaging art in D block. As the natural lighting faded and darkness arrived beautiful, illuminated sculptures, projections, neon interactive spaces and performances came to life. Year 7 to 13 Art students and teachers at Sancta Maria College worked tirelessly to showcase ART in the DARK. The Music Department kindly joined Art and presented a wonderful play list of outstanding music bringing vitality to the whole event. Performance artists, wearing light suits, danced and moved giving an illusionary experience.

Audience members creatively activated dark spaces using neon paint, stickers and highlighters. Other sculptures filled the shadowy areas in the courtyard and student work was projected to engage the viewer. It was a hugely successful, exciting and vibrant event that was well attended and enjoyed by parents and the SMC school community.



Pou and Panel Installations

The panels completed by year 9 students have been successfully installed as Pou at the front of the school and panels on the side of the uniform shop. These panels were in response to the Year 9 unit titled KĀINGA, WHENUA & MOANA /HOME LAND and SEA.

Two pou have been installed at the front of the school



Panels installed as a grid on the side of the uniform shop

Art About - New Panels and Beads 2024 installed 2025

Eleven new panels and beads were created from students work and installed in A Block. These are part of an ongoing project from the Art Department to fill as many of the outside walls of the building with permanent artwork by students. The work is by a range of students from Year 7 to Year 13.



To implement Mātauranga Māori (a Māori way of being and engaging in the world) using kawa (cultural practices) and tikanga (cultural principles) to critique, examine, analyse, and understand the world.

Year 9 unit titled KAINGA, WHENUA & MOANA /HOME LAND and SEA

Students Work:



Performing Arts - Drama

The 2024 Year 11 Internals were the new NCEA standards and was the first year being attempted. The Merit level achievement went from 32.1% in 2023 to 52.3% in 2024. There were four new external standards for Level 1 and the changes were significant. Understanding Te Reo Māori terms regarding performance and analysis meant upskilling for the teacher and students. To weave both the cultural and bi-cultural stories of our land meant accepting the bicultural landscape first. Year 12 internals achieved above the National Achievement overall in the Merit and Excellence categories, 34.6% compared to the National statistics which was 28.6%. At Year 13, our excellence level achievement was 60.0% compared to the national statistics which was 34.1%. Externals remain a challenge and continue to be a work in progress for the students who struggle with literacy.

Senior Drama Productions:

The senior productions form part of the Drama program for senior students and are assessed. These are performed in the school auditorium, as it has now become costly to hire a theatre. These productions have become a great way of bringing whanau, caregivers and the school community together to celebrate our students and the work they do in this subject.

Year 11 – The Single Man

Year 12 – Dawn Raids

Year 13 – The Big OE

Senior Drama



Junior Drama:

Our junior Drama program starts with an Improvisation unit and ends with a show that the Year 9s perform for an audience of the new entrants into Sancta Maria Catholic Primary School. The little ones really love coming across to the College for their show. One show happens at the end of the semester and the second one is a Christmas Show at the end of the school year.



The Year 10 students begin with a Mime and Movement piece and end the semester with a storytelling unit. In this unit students interview their families, who make up a diverse cultural community, about traditional stories that have been handed down from generation to generation. These are cultural stories that they share with their groups. They then choose a story to revamp and perform. These have been great in teaching and learning about manaakitanga and whanaungatanga in the Drama space. Here we show respect and celebrate who we are and share our heritage and stories in a safe and fun environment.

Music

It was another busy year for all our musicians. The year started with some Jazz! The Big Band and three jazz combos made the trip to Tauranga for the 46th National Youth Jazz Competition. Our students played brilliantly, earning Gold, Silver and Bronze medals. At the Rock Quest, Chopstix and the Jazz Ducks performed their hearts out, making it through to the Manukau finals. In June, we welcomed the visiting concert band from Wynnum State High School to share their love of music and instrumental pieces.

The Senior Choir performed at the Big Sing and were awarded a commendation award, something they did not expect and something that hadn't been achieved since 2019. Their love of music and performance does not come out of a desire to win medals but out of a desire for performance which they and the audience enjoyed. The jazz players shined when they performed at the Auckland Schools' Jazz Competition and were among the groups to perform in the final and performed spectacularly and brought home Platinum and Gold Awards. These were incredible results and reflected the hard work all students and mentors put into the competitions.

Stand Up and Stand Out is a yearly competition that encourages students across Tāmaki Makaurau to share their interests and talents through music. Sancta Maria College has been welcomed for years to participate in such events. Six of our students competed in the solo vocal heats and it was one of our biggest highlights of the year.

The junior Festival Choir performed in The Kids Sing at Parnell's Holy Trinity Cathedral, bringing home a bronze award for their efforts. To end what was an incredibly busy but rewarding term, students hosted and organised a Jazz evening held in the Whare Maanaki and their music made everyone revel in incredible talents.

Our Festival Orchestra were lucky to attend a musical mentoring session with three players from the Auckland Philharmonic Orchestra. This mentoring event is a major step forward for our younger players as they work towards earning a place in our senior orchestra, as well as giving the more experienced of our students, work as mentors.

Our musicians achieved great success at this year's annual KBB festival. The countless hours of practice and rehearsals have been attested through the impressive results across all our bands. Our Big Band, Symphonia, Concert Band and Stage Band, all winning silver or bronze awards.

Throughout the year, music was weaved into the fabric of every school event, and we thank and acknowledge all our itinerate teachers, Mr Humphries and Mr Gibbs for their tutelage and commitment to music success for our students.

Sports

2024 saw increased involvement in sport, in both competitive and participation-focused events. Notable trends included a huge uptake in orienteering, with over fifty students participating in the various sprint series events, as well as junior volleyball, which saw seven teams playing on a weekly basis.

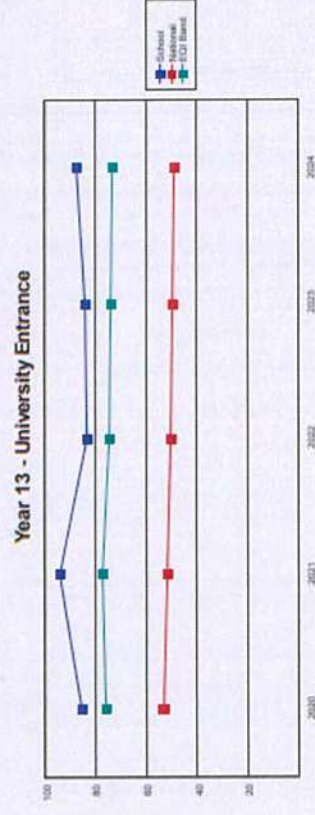
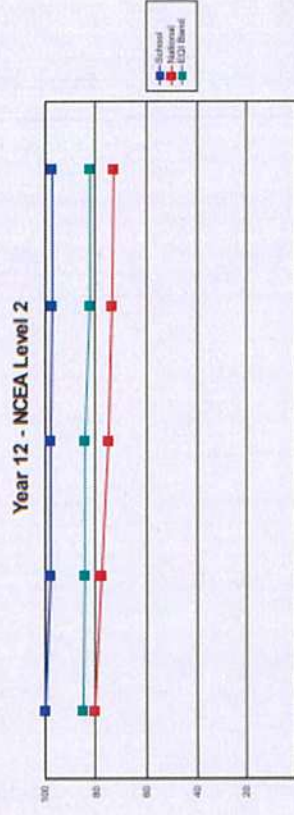
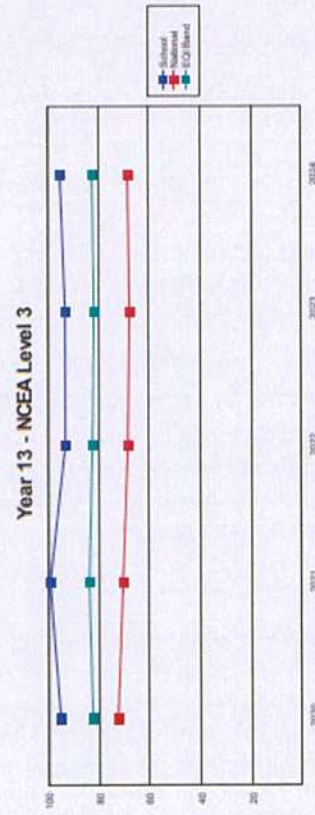
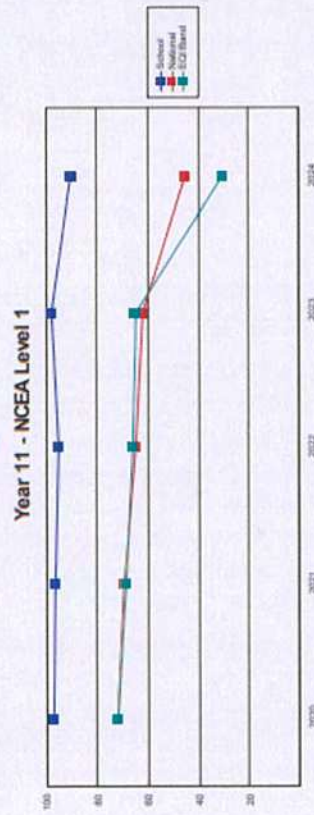
Winter was once again our busiest season, with many of our teams performing well in their respective competitions throughout Terms Two and Three. Four of our netball teams won their grade at Auckland Netball Centre. Two of our basketball teams won the Counties Manukau A Grade, and a third team qualified as runners up for the Greater Auckland Championship Playoffs. We also had seasonal teams win their grades in badminton and football.

There was a significant increase of events on our Year 7 and 8 sporting calendar, with teams attending more South Eastern Zone tournaments than last year. A big highlight was six teams and six individual athletes attending the AIMS Games in Tauranga, making this the biggest cohort we have ever taken. Alongside increasing our participation in this international event, our basketball team also achieved 15th overall, one of the best performances by a Sancta Maria College team at the tournament.

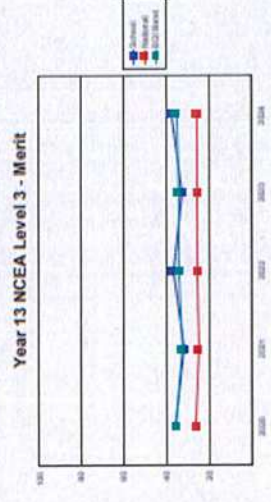
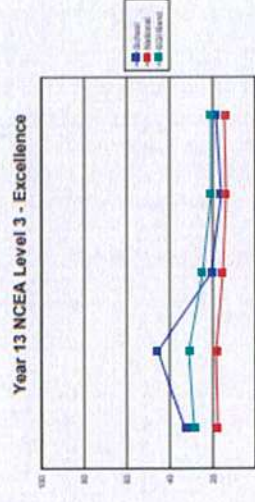
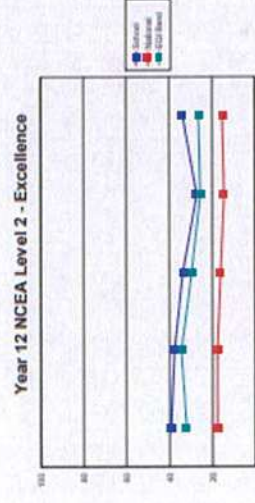
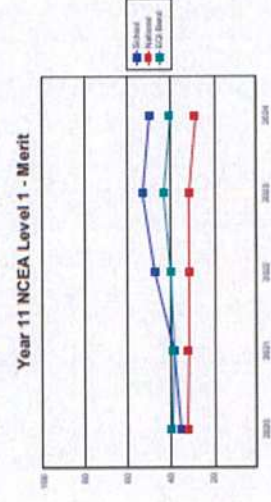
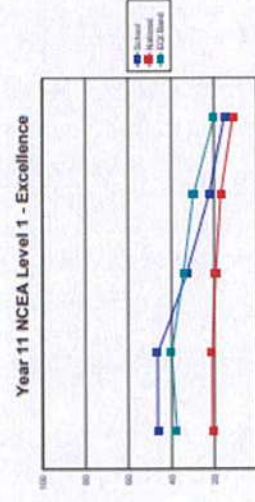


Louise Moore
Principal/Tumuaki
30 May 2025

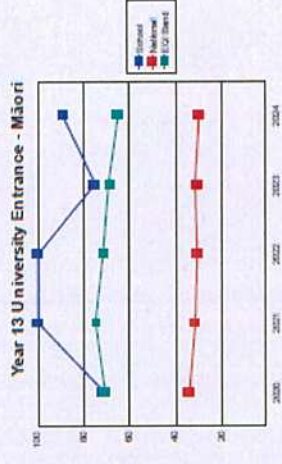
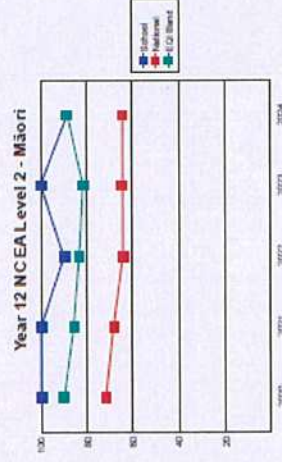
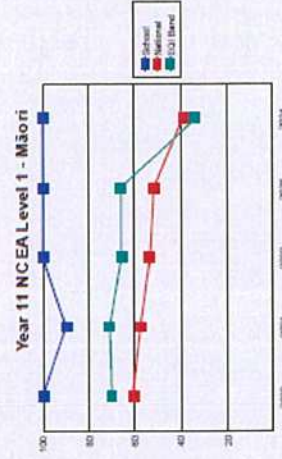
Sancta Maria College					National				Fewest Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11 NCEAL1	Year 12 NCEAL2	Year 13 NCEAL3	Year 13 UE	Year 11 NCEAL1	Year 12 NCEAL2	Year 13 NCEAL3	Year 13 UE	Year 11 NCEAL1	Year 12 NCEAL2	Year 13 NCEAL3	Year 13 UE
2020	97.2	100.0	95.2	85.7	71.8	80.1	72.1	53.4	72.1	85.2	82.7	75.7
2021	96.2	97.9	99.2	94.3	69.2	77.9	70.5	51.9	68.4	84.6	83.7	77.1
2022	95.1	98.0	93.2	83.3	64.9	74.9	68.2	50.3	65.9	84.4	82.3	74.6
2023	97.8	97.1	93.5	84.2	61.7	73.2	67.7	49.7	64.9	82.0	81.8	74.2
2024	89.9	97.1	95.2	87.2	45.3	73.0	68.7	49.0	30.0	82.4	82.5	73.5



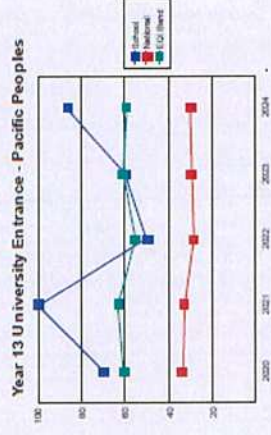
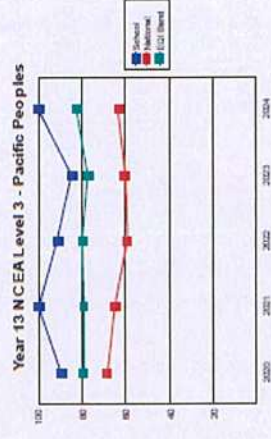
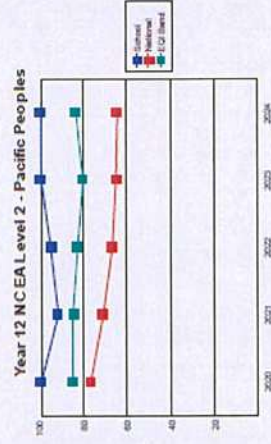
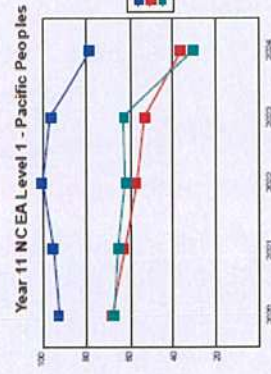
Sancta Maria College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13		Year 11	Year 12	Year 13	
	NCEA Level 1	NCEA Level 2	NCEA Level 3	NCEA Level 1	NCEA Level 2	NCEA Level 3		NCEA Level 1	NCEA Level 2	NCEA Level 3	
Achieved with Excellence											
2020	46.4	39.4	32.5	20.7	17.9	17.5		37.8	32.4	28.4	
2021	46.7	37.9	45.5	21.1	17.9	17.9		40.3	34.3	30.9	
2022	32.8	33.6	20.3	19.4	16.5	15.3		34.5	29.7	24.9	
2023	22.4	27.6	16.2	16.7	15.0	13.6		29.8	25.7	20.9	
2024	15.2	34.1	18.5	11.1	15.2	14.2		20.5	26.4	20.8	
Achieved with Merit											
2020	35.5	39.4	35.8	32.3	24.9	26.3		39.8	35.0	35.9	
2021	38.7	38.6	32.2	31.9	23.8	25.3		39.1	33.1	33.2	
2022	47.4	34.9	37.4	31.4	24.0	25.5		40.1	34.0	34.5	
2023	53.0	34.3	33.1	31.4	23.5	25.6		43.2	34.4	34.8	
2024	49.6	31.1	37.8	28.6	24.9	25.9		40.4	36.4	35.7	



Maori Ākonga



Pacific Ākonga



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 te ao 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.

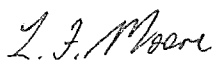
Sancta Maria College promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment including:

- 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 2024



KiwiSport Funding for 2024

SPORT

Sancta Maria College: 2024 Sports Report

We recorded our school's annual sports census in November 2024, 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 counts multi-code athletes as a single engagement.

2024 Participation & Performance Data

	2017	2018	2019	2020	2021	2022	2023	2024
Year 9-13 school roll	745	730	753	755	743	724	749	739
Year 9-13 school rep students	428	364	353	324	262	266	338	419
Year 9-13 % of school rep students	57%	50%	47%	44%	35%	37%	45%	57%
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	\$24,099
Additional Operational funding	\$ 8,526
Student fees	\$70,810
Sponsorship funding : Sports Uniforms	\$ 6,000
Total 2024 budget	\$109,435

2024 Sports Ledgers

Funding helps to supplement the total fees that students need to pay each season. This paid for team entries, equipment, officials, transport and uniform items. The funding for the 2024 Sports Programme was allocated as follows:

▪ Administration	\$15,000	▪ Netball	\$250
▪ Basketball	\$250	▪ Sports Awards	\$1,000
▪ Equipment	\$6,000	▪ Sport Uniforms	\$9,375
▪ Football	\$250	▪ Volleyball	\$250
▪ Hockey	\$250		

Sporting Opportunities

- | | |
|---|-------------------------------------|
| ▪ Inter-school competitions | ▪ One-day and overnight tournaments |
| ▪ Regional, North Island and National tournaments | ▪ Intra-school sport competitions |
| ▪ Student leadership groups | ▪ Sport-specific have-a-go days |
| | ▪ Inter-house 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 of 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

Counties Manukau Orienteering Club

Cycling New Zealand

School Sport New Zealand

Sport Auckland

Underdog Basketball Club



2024

Sancta Maria College (491) CHAIRPERSON'S ANNUAL 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.

Sancta Maria College					National Result NZ				
NCEA	Year 11	Year 12	Year 13	Year 13	NCEA	Year 11	Year 12	Year 13	Year 13
Year %	NCEA L1	NCEA L2	NCEA L3	UE	Year %	NCEA L1	NCEA L2	NCEA L3	UE
2018	95	94	92	85	2018	72	78	66	49
2019	98	99	97	82	2019	71	78	67	49
2020	97	100	95	86	2020	72	80	72	53
2021	96	98	99	94	2021	69	78	71	52
2022	95	98	93	83	2022	65	75	68	50
2023	98	97	94	84	2023	62	73	68	50
2024	90	99	95	88	2024	46	77	69	51

Looking at the last 7 year's results, this demonstrates the commitment, level of achievement and dedication of students and teachers.

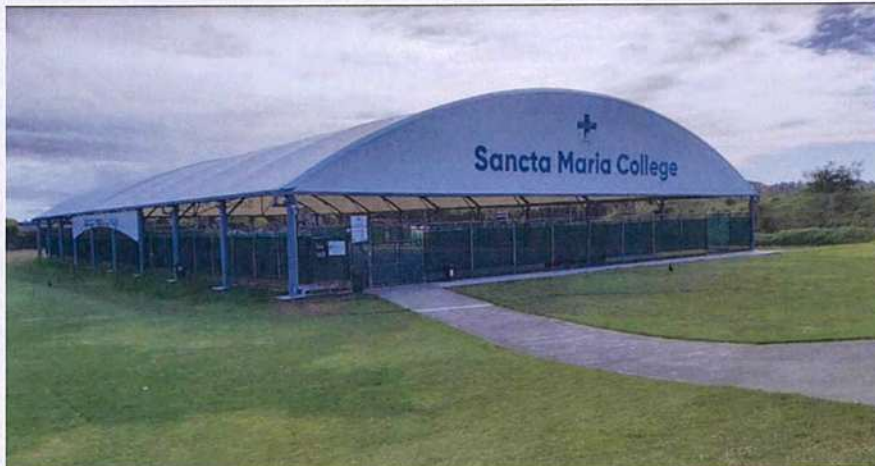
Our results compared to the National result is outstanding demonstrating the focus and commitment from teachers, the Principal and SLT.

3. Upgrades to facilities or technology

On the back of the completion of the cola canopy in 2023 we renewed the Turf Court surface in 2024 along with new line marking for the different sports codes.

The canopy continues to provide additional teaching and learning space all year round along with the facility being able to use at night.

This is a major asset to the college.



4. Community outreach and engagement efforts

The college continues to reach out to the parent community through our cultural festival along with other targeted activities.

5. 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.

6. International Students

International numbers are starting to increase with 39 FTE in March 2025 compare to 30 FTE in March 2024.

7. Plans

We plan to create a Parents and Friends of the college group to further enhance parent engagement and look at and coordinate fundraising activities for the college.

8. Finances

We finished 2024 with a draft deficit of -\$226,183 against a deficit budget of -\$339,908 compared to -\$403,955 in 2023.

Increasing the financial contribution along with an increase in international students has contributed to lowering the deficit against budget

Warren Brabant
Chairperson
Sancta Maria College



School Priority	✓
Govt Priority	✓

LITERACY – WRITING ACHIEVEMENT TARGET 1 2024

2024 TARGET 2 – Year 7-10 WRITING

QUALIFICATION: NEW ZEALAND CURRICULUM

STRATEGIC GOAL: We will build purposeful connections, partnerships and relationships that enable and support our ākonga to thrive.

SUB GOAL: To increase literacy achievement for Pacific learners to create more equitable outcomes.

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

TARGET SET: 80% of Years 7-10 will be at or above the standard for writing by the end of the year.
75% of Pacific learners at or above the standard for writing by the end of the year.
There will be a particular focus on the literacy (both reading and writing) of Pacific learners.

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
All students who are well below or below curriculum standard in 2024 that attended Sancta Maria College in 2023 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
All students in Year 7 who have joined Sancta Maria College in 2024 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
Newly enrolled 2024 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
All students who have been formally identified as well 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

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
<p>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.</p> <p>Trial of Y10 LAN/10 LIT with a focus on co-req attainment on an English line to allow students the ability to engage with option subjects and lift their self-efficacy levels.</p>	<p>HOD ESOL HOD Learning Support Deputy Principal Timetable team</p>	Term One	<p>Yr 7-10 Language support and Yr7-10 ESOL classes offered to students identified.</p> <p>Timetable reflects these further opportunities</p>
<p>All data collated through testing (including EOY 2023 OTJ Data) will be shared and unpacked with staff to inform teaching and learning strategies.</p> <ul style="list-style-type: none"> - HOD - Teacher - Kahui Ako level 	<p>DPJunior Curriculum HOD ESOL Teachers Kahui ASL KahuiWSL</p>	Term One	<p>Teaching and learning strategies will be implemented to meet individual needs of students who are at risk.</p>

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
PaCT tool that enables tracking across and through years 7-10 is used 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
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.
PL to teach specific strategies to support Pacific Learners in the classroom.	DP Teaching and Learning SLT HOD Teaching staff	Term One - Four	Teachers will adopt pedagogies and practices from PL in their classrooms to lift Pacific Achievement
Years 7-10 literacy focussed Talanoa evening to engage family in supporting a lift in junior literacy	SLT	Term Two/Three	Parents and Caregivers will feel supported and empowered to promote literacy in the home
Analyse and reflect in the year- end data to inform progress and planning for the following year.	DP Y7-10 HOD Y7 & 8 HOD English	Term Four	We will know what progress has been made and what has been successful/unsuccessful in order to make informed decisions for 2025

END OF 2024 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 2024 that attended Sancta Maria College in 2023 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 continues show a dip between Year 6 and Year 7, some moderation has taken place between Year 6 teachers and members of Y 7 & 8 team. Suggested WST project for 2025. Smart Words (structured literacy approach) in year two of implementation in Years 7 and 8. Teachers will need further PL to support in 2025 to meet MoE directives which will come in for Y7 & 8 teachers in 2026 with the new curriculum changes. 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. This should be reviewed when the new e-asTTle tests are available as these will be easier to measure progress with the new testing x2 a year government mandate.
<ul style="list-style-type: none"> All students in Year 7 who have joined Sancta Maria College in 2024 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 In 2024 all ENL and LIT classes in Y7 were created off this baseline testing. Year 8-10 classes were adjusted based on results, particularly for students new to SMC. These classes cater for students who needed higher levels of literacy support, as indicated by beginning of the year testing
<ul style="list-style-type: none"> Newly enrolled 2024 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"> 10LIT programme for students who need functional literacy support replaced 10LAN and ran during the English line. This saw good acceleration for students who struggle with their literacy and was run by PIE – she was able to accurately predict who would be able to cope with the co-req and who would not ensuring that no students efficacy was undermined by having them sit it without a chance of passing.
<ul style="list-style-type: none"> All students who have been formally identified as well 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 	<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

	<p>were offered places in Y8-10 literacy support classes for 2024. At the beginning of 2024 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 9LAN/10LIT classes which run during option lines at 9 (in place of a second language) and during English at 10. Alternatively, if the student qualified they may have been placed in ELL/ENL classes.</p>	<p>programmes efficiently.</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. • 10LIT was very successful for the identified group, the data for 2025 says that the incoming Y10s do not need this same level of support in terms of at risk numbers so it is likely 10LIT will not run for 2025.
<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, 10LIT trial successful • Increased communication between LIT and ENG teachers with report comments and OTJ entry 	<ul style="list-style-type: none"> • 10LIT class was successful, however may not be needed every year. We need to ensure flexibility with timetabling to ensure that we meet the needs of the students when classes like this may need to run. • There are still concerns for the 10LIT students going into mainstream English in Y11, teachers will need to employ UDL strategies and scaffolded supports to help these students achieve.
<ul style="list-style-type: none"> • All data collated through testing (including EOY 2023 OTJ Data) will be shared and unpacked with staff to inform teaching and learning strategies. 	<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 	<ul style="list-style-type: none"> • Literacy will remain area of focus. Creating an accessible and transparent ways of accessing data has been trialled in Navigation Time with junior students using academic tracking docs

<ul style="list-style-type: none"> • HOD • Teacher • Kahui Ako level 	<ul style="list-style-type: none"> • made available to all staff. • Reporting to Kahui continues. 	<ul style="list-style-type: none"> • and sharing information with Kaiurungi, this will extend to parents in 2025. • PATs is available on EdPotential but how to import OTJs has been referred to their tech team, it can be made live but we would need to 'publish' to parents. Sending them the CSV files for upload has been queried.
<ul style="list-style-type: none"> • PaCT tool that enables tracking across and through years 7-10 is used 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 need to be reviewed by new DP Y7-10, it is time consuming and many of the teachers we trained to use it have now moved on. More info is needed from MoE in relation to CPM in order to make this decision.
<ul style="list-style-type: none"> • Continued PaCT training of teachers in: Years 7/8; ENG; SOS; RED; SCI. 	<ul style="list-style-type: none"> • Completed 	<ul style="list-style-type: none"> • HODs and WST Literacy have provided support to teachers new to PaCT without formal training. • These teachers only have the basics and could do with further training/a refresher for all if PaCT is going to be used in the future at SMC.
<ul style="list-style-type: none"> • PL to teach specific strategies to support Pacific Learners in the classroom. 	<ul style="list-style-type: none"> • Completed through PL cycle. 	<ul style="list-style-type: none"> • This work must be going as all teachers are at different levels with their cultural competency. • Pacific students, boy in particular continue to underperform against their peers of other ethnicities. • We are seeing changes to how teachers are teaching and an increase in culturally responsive practice and pedagogy but it may take more time to see these shifts reflected in wider academic achievement results. • Recommend continued PL in the Pacific space in 2025.

<ul style="list-style-type: none"> Years 7-10 literacy focussed Talanoa evening to engage family in supporting a lift in junior literacy. 	<ul style="list-style-type: none"> Completed Term 3. 	<ul style="list-style-type: none"> Good numbers in attendance from junior families, however, not as many of our target families were in attendance as we'd have liked despite contact from SLT and HODs outlining why it would be good to attend. We need to continue to develop and invest in relationships with our Pacific community and provide opportunities for them to come into school, learn about the expectations for their children and how to support them. Very good feedback from those in attendance on the opportunity and the guest speaker, David Riley.
<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 2024 by KPK and information was shared with the Kahui Ako and SLT, HOD Year 7 & 8 and English. KPK made recommendation to HOD Year 7 & 8 and English that more monitoring of what staff are doing for target students is needed. Suggested that each team member identifies x5 'below' students at the beginning of the year and their progress and what supports the teacher is using is discussed in each 1:1 between the teacher and HOD for 2025, more accountability is needed from the teaching staff. HODs will receive this information during start up before it's presented to all staff during 2025 start up with live links given to staff so that they can refer to the data 	<ul style="list-style-type: none"> Literacy (reading and writing) must a focus. Pacific literacy progress needs to be continually monitored. Individual teachers must take greater responsibility for shifting their students from 'below' to 'at', HODs must monitor and track this.

	and identify target students for support.	
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SECKA WRITING DATA 2024

Year Level	Ethnicity	Gender	Grade	Number of Students
7	NZ European	Male	1 Developing	2
7	NZ European	Male	2 Approaching	2
7	NZ European	Male	3 Meeting	5
7	NZ European	Male	4 Exceeding	1
7	NZ European	Female	1 Developing	0
7	NZ European	Female	2 Approaching	2
7	NZ European	Female	3 Meeting	4
7	NZ European	Female	4 Exceeding	2
8	NZ European	Male	1 Developing	1
8	NZ European	Male	2 Approaching	3
8	NZ European	Male	3 Meeting	4
8	NZ European	Male	4 Exceeding	1
8	NZ European	Female	1 Developing	0
8	NZ European	Female	2 Approaching	3
8	NZ European	Female	3 Meeting	6
8	NZ European	Female	4 Exceeding	0
9	NZ European	Male	1 Developing	0
9	NZ European	Male	2 Approaching	2
9	NZ European	Male	3 Meeting	5
9	NZ European	Male	4 Exceeding	0
9	NZ European	Female	1 Developing	0
9	NZ European	Female	2 Approaching	4
9	NZ European	Female	3 Meeting	10
9	NZ European	Female	4 Exceeding	3
10	NZ European	Male	1 Developing	1
10	NZ European	Male	2 Approaching	4
10	NZ European	Male	3 Meeting	4
10	NZ European	Male	4 Exceeding	3
10	NZ European	Female	1 Developing	0
10	NZ European	Female	2 Approaching	2
10	NZ European	Female	3 Meeting	9
10	NZ European	Female	4 Exceeding	4

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

8	Pacific	Male	3 Meeting	4
8	Pacific	Male	4 Exceeding	0
8	Pacific	Female	1 Developing	0
8	Pacific	Female	2 Approaching	6
8	Pacific	Female	3 Meeting	5
8	Pacific	Female	4 Exceeding	0
9	Pacific	Male	1 Developing	1
9	Pacific	Male	2 Approaching	4
9	Pacific	Male	3 Meeting	4
9	Pacific	Male	4 Exceeding	0
9	Pacific	Female	1 Developing	0
9	Pacific	Female	2 Approaching	2
9	Pacific	Female	3 Meeting	10
9	Pacific	Female	4 Exceeding	3
10	Pacific	Male	1 Developing	0
10	Pacific	Male	2 Approaching	6
10	Pacific	Male	3 Meeting	8
10	Pacific	Male	4 Exceeding	0
10	Pacific	Female	1 Developing	0
10	Pacific	Female	2 Approaching	2
10	Pacific	Female	3 Meeting	5
10	Pacific	Female	4 Exceeding	5
7	Asian	Male	1 Developing	6
7	Asian	Male	2 Approaching	9
7	Asian	Male	3 Meeting	30
7	Asian	Male	4 Exceeding	8
7	Asian	Female	1 Developing	2
7	Asian	Female	2 Approaching	2
7	Asian	Female	3 Meeting	24
7	Asian	Female	4 Exceeding	9
8	Asian	Male	1 Developing	5
8	Asian	Male	2 Approaching	9
8	Asian	Male	3 Meeting	35
8	Asian	Male	4 Exceeding	4
8	Asian	Female	1 Developing	8
8	Asian	Female	2 Approaching	25
8	Asian	Female	3 Meeting	4
8	Asian	Female	4 Exceeding	0
9	Asian	Male	1 Developing	0
9	Asian	Male	2 Approaching	7
9	Asian	Male	3 Meeting	19
9	Asian	Male	4 Exceeding	1

9	Asian	Female	1 Developing	0
9	Asian	Female	2 Approaching	1
9	Asian	Female	3 Meeting	26
9	Asian	Female	4 Exceeding	18
10	Asian	Male	1 Developing	1
10	Asian	Male	2 Approaching	4
10	Asian	Male	3 Meeting	25
10	Asian	Male	4 Exceeding	9
10	Asian	Female	1 Developing	3
10	Asian	Female	2 Approaching	4
10	Asian	Female	3 Meeting	8
10	Asian	Female	4 Exceeding	15
7	MELAA	Male	1 Developing	0
7	MELAA	Male	2 Approaching	1
7	MELAA	Male	3 Meeting	4
7	MELAA	Male	4 Exceeding	2
7	MELAA	Female	1 Developing	0
7	MELAA	Female	2 Approaching	2
7	MELAA	Female	3 Meeting	1
7	MELAA	Female	4 Exceeding	0
8	MELAA	Male	1 Developing	0
8	MELAA	Male	2 Approaching	4
8	MELAA	Male	3 Meeting	3
8	MELAA	Male	4 Exceeding	0
8	MELAA	Female	1 Developing	0
8	MELAA	Female	2 Approaching	2
8	MELAA	Female	3 Meeting	4
8	MELAA	Female	4 Exceeding	0
9	MELAA	Male	1 Developing	1
9	MELAA	Male	2 Approaching	5
9	MELAA	Male	3 Meeting	5
9	MELAA	Male	4 Exceeding	1
9	MELAA	Female	1 Developing	0
9	MELAA	Female	2 Approaching	2
9	MELAA	Female	3 Meeting	4
9	MELAA	Female	4 Exceeding	2
10	MELAA	Male	1 Developing	0
10	MELAA	Male	2 Approaching	3
10	MELAA	Male	3 Meeting	5
10	MELAA	Male	4 Exceeding	0
10	MELAA	Female	1 Developing	1
10	MELAA	Female	2 Approaching	1

10	MELAA	Female	3 Meeting	1
10	MELAA	Female	4 Exceeding	1



School Priority	✓
Govt Priority	✓

EXTENSION AND EXCELLENCE ACHIEVEMENT TARGET 2 2024

QUALIFICATION: NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT LEVEL 2 and 3

STRATEGIC GOAL: We will create purposeful and personalised learning opportunities that grow and **empower ākonga**, enabling **them to reach their full potential and aspirations**, in order to enjoy successful and fulfilling lives.

SUB GOAL: Increase the achievement of Excellence in the Senior School with a particular focus on examination subjects. This reflects the shifting NCEA model of 50/50 internal and external. To ensure the national priorities for Pacific learners 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: Measuring year-on-year NCEA results and subject endorsements for all Y11-13 learners. In 2023, Level 1 showed 45% of subjects gaining an Excellence Endorsement of a minimum 8%. At Level 2, 52% of subjects gained above 8% Excellence Endorsement and at Level 3, 42% of subjects gained 8% Excellence Endorsement or above.

TARGET SET: Internal and external standards have no more than a 20% variance across examined subjects. Subject Excellence Endorsement increases to a minimum of between 5-10% of subject enrolments in Levels 1-3 for and should include Pacific learners. Increase in the number of NCEA Scholarships gained for examined subjects.

QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
Top students overall in Years 11-13 identified, including students who are Pacific and Maori.	DP Senior School HODs	Terms 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-engage with the Action Plan for Pacific Education and/or Tapasa
High achieving learners in each subject are identified and a register kept by the HOD.	DPs Junior and Senior Curriculum HODs	Term 1	<ul style="list-style-type: none"> The register is created used during department meetings to discuss efficacy of extension and enrichment opportunities. Teachers can target students effectively and differentiate Home school partnership can be established.
Departments to develop extension and enrichment opportunities for high achieving learners.	DPs Junior and Senior Curriculum HODs DP Professional Learning	Terms 1-4	<ul style="list-style-type: none"> HODs and teachers share enrichment and extension opportunities. Extension and enrichment opportunities clear in Schemes and units of work. Student and parent voice collected to show increased extension and/or enrichment opportunities. Parents and students able to access a calendar of events and information about our GATE provision at SMC.
All departments actively participate in the Able and Ambitious programme.	DPs Junior and Senior School HODs	Terms 1-4	<ul style="list-style-type: none"> A range of new Able and Ambitious opportunities are sourced and put into place across the curriculum.
Development of staff capacity to extend high achieving learners within the classroom through targeted professional learning (UDL).	HODs Classroom teachers DP Senior Curriculum DP Professional Learning	Terms 1-3	<ul style="list-style-type: none"> UDL PLD undertaken and utilised in planning, schemes, and units of work. Inquiries reflect a UDL approach

			<ul style="list-style-type: none"> Increased Merit and Excellence results
Continued development of implementation plan to support academic success for Pacific learners in conjunction with the Pacific Community.	DP Senior Curriculum Cultural Prefects HODs	Terms 1-3	<ul style="list-style-type: none"> Meetings with Pacific staff and contacts created within education community. Talanoa Evening to take place Term 2 Literacy and NCEA Pacific-specific information evenings Mentoring/homework club is established
Academic Excellence Implementation Plan to be shared with all staff.	DP Senior Curriculum HODs	Term 2	<ul style="list-style-type: none"> Plan shared with HODs and then all staff Staff contributions inform further development
Working with, and reporting on, Pacific success in STEM subjects.	DP Senior Curriculum HODs STEM subjects STEM Classroom teachers	Terms 1-4	<ul style="list-style-type: none"> Increased profile for Pacific learners in Science Start to increase participation in Science and Math courses for Pasifika in Years 12 and 13. Start to show an increase in higher level results in STEM for Pacific learners Incorporation of STEM reporting into relevant Departmental Reports Regular discussion at Department meetings about how Tapasa and the Kakala framework are being used to improve Pacific success in STEM Development of mentoring in STEM for Pacific learners
QUALITY ACTION REQUIRED	RESPONSIBILITY & MONITORING	TIMEFRAME	EXPECTED OUTCOME
Professional learning to take place around culturally responsive pedagogy.	DPS Junior and Senior Curriculum HODs DP Professional Learning	Terms 1-4	<ul style="list-style-type: none"> Teaching staff to have completed PL and integrated learning into teaching units.

Academic Prefects and DP Senior Curriculum work together to develop and implement academic enrichment opportunities across the school.	DP Senior Curriculum CXD CHM WAN	Terms 1-3	<ul style="list-style-type: none"> • Implementation of Ethics Olympiad into Years 7-10 led by senior 'Ethletes' • Promotion of Science Fair in conjunction with CHM and WAN • Other new opportunities created and added to the calendar
Consultation around requirements for a more bespoke Academic Honours system.	SLT and HODs	Term 2	<ul style="list-style-type: none"> • Potential changes to Academic Honours for 2024/25 • Sharing changes with students and whānau
Ongoing review of progress of scholarship students and priority learners is monitored.	DP Senior Curriculum	Terms 1-4	<ul style="list-style-type: none"> • Increased completion of NCEA Scholarship • Increased participation of priority learner groups • Improved results
Mentoring and support programme for top learners in Years 12 and 13 undertaking Scholarship.	DP Senior Curriculum (and SLT) Kaiurungi	Terms 2-4	<ul style="list-style-type: none"> • Increased completion of NCEA Scholarship • Increased participation of priority learner groups • Improved study skills and better wellbeing • Improved results
Academic tracking through Careers Central and SchoolBridge for all senior students.	DP Senior Curriculum HOD Careers Students	Terms 1-4	<ul style="list-style-type: none"> • Learners to have more ownership of their pathway and academic tracking • Whānau to interact with academic tracking tools to support their children. • Improved external and subject endorsement results
Strengthen the Study Skills programme across and within subjects.	DP Senior Curriculum HODs	Terms 2-3	<ul style="list-style-type: none"> • Improved study skills and better wellbeing • Improved completion of external examinations • Improved external and subject endorsement results
New approaches to coaching Scholarship candidates investigated.	DP Senior Curriculum HOD select group	Terms 2-3	<ul style="list-style-type: none"> • Integration of Scholarship coaching within the timetable or as a differentiation within class • Scholarship-specific workshops that are about learning overall no subject specific.

HOD investigation into low Excellence external results in conjunction with line manager. Development and tracking of a plan to improve this.	DP line managers HODs	Terms 2-4	<ul style="list-style-type: none"> Active engagement by departments to nurture top achievers Increased external Excellence results Differentiation and tracking of high achievers within class
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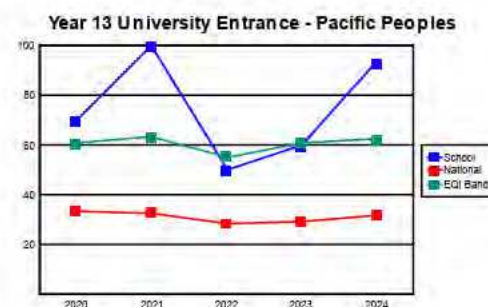
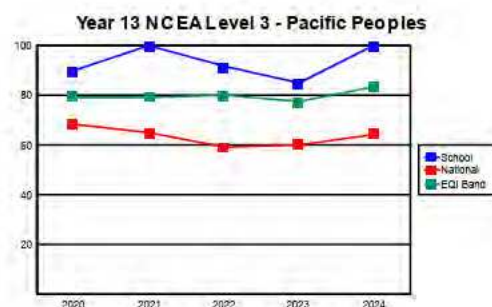
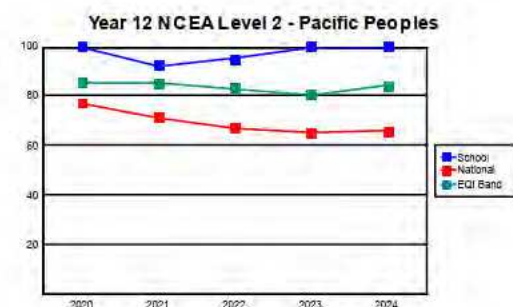
END OF 2024 ANALYSIS OF VARIANCE

Target:

Internal and external standards have no more than a 20% variance across examined subjects
 We have not managed to make significant progress in 2024 on improving external results to create no more than 20% variance. This is most pronounced in Level 1 where external performance was very weak. There is further work to be done in this area. Maths and Science, in particular, found the externals more challenging than pilot programmes had suggested in 2023.

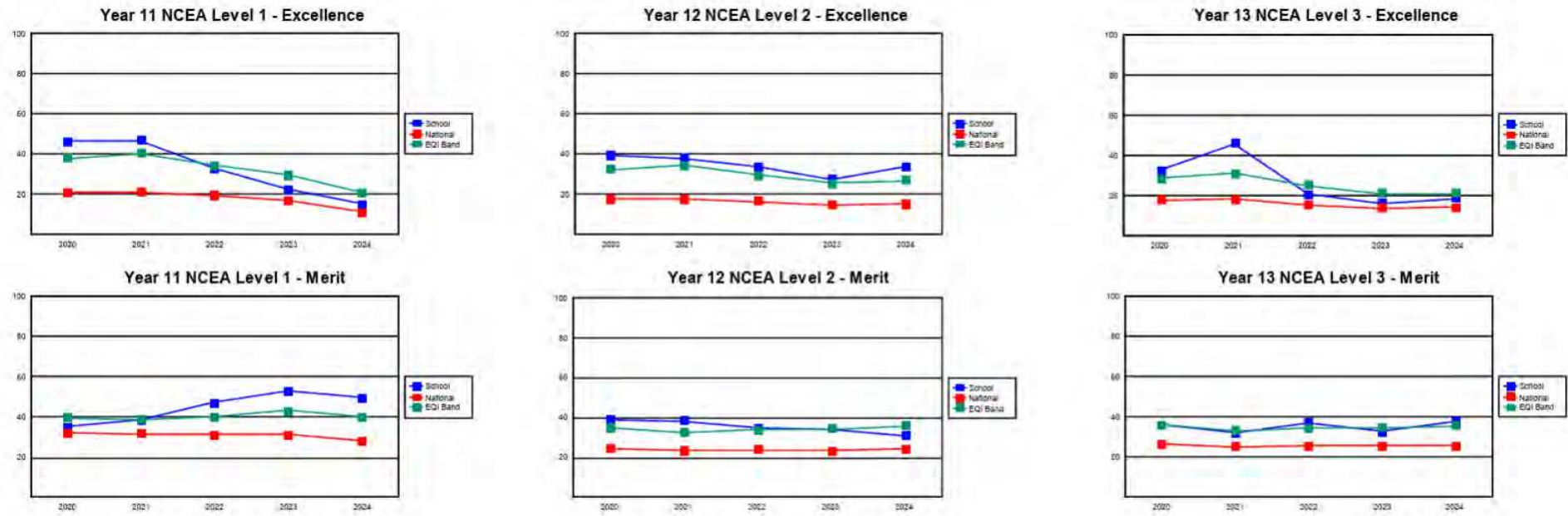
However, we have made progress in the Subject Excellence Endorsement target, which looked for an increase to a minimum of between 5-10% of subject enrolments in Levels 1-3 for and looked for inclusion of Pacific learners. 7% of Level 3 Pacific students gained Excellence subject endorsement which is very pleasing and reflected the mentoring programme and the trialing of Navigation Time. Most subjects reached this goal although it was still dominated by non-examined subjects such as Physical Education, Religious Education, and Visual Arts.

Overall pass rates improved, especially for Pacific learners.



However, the overall subject Excellence Endorsement did not. It was particularly low in Level 1 due to the new standards and a lack of knowledge around these – especially in externals. Overall, compared to national norms, our Level 1 pass

rate was superb but not at Excellence level, where it dipped below the Equity Index comparison.



Scholarship Target: Increase in the number of NCEA Scholarships gained for examined subjects

This target was met. NCEA Scholarships increased from 12 in 2023 (7/12 in examinable subjects) to 15 in 2025 (11/15 in examinable subjects). Of particular note was an improvement in STEM Scholarships (3x Calculus, 1 x Statistics, 2xChem, 1x Biology).

[illegible]

ACTUAL OUTCOMES	ANALYSIS – reason(s) for variance	EVALUATION – Next Steps / Further Development
Top students overall in Years 11-13 identified, including students who are Pacific and Maori.	Top candidates identified and one Pacific learner gained a Scholarship.	Continue with specific mentoring of top Pacific and Maori students
High achieving learners in each subject are identified and a register kept by the HOD.	Completed by all HODs	
Extension and enrichment opportunities created to inspire high achieving learners.	Two enrichment trips this year – Japan and a Classics/English trip to Greece and Italy.	Continued area of focus for 2025
The majority of departments offered Able and Ambitious programmes including NZ Scholarship.	PE Dept lacked the staffing expertise to offer a Scholarship programme in 2024.	Academic competitions to be a focus for 2025. PE Dept is expected to offer Schol again 2025
Teaching staff provided training to extend high achieving learners within the classroom through targeted professional learning (UDL).	UDL was a PL focus in 2024 completed by all staff looking at both low entry and high ceiling strategies.	Teacher focus remained overwhelmingly focused on learners needing support. In 2025 a Faces to the Data approach will include learners needing support and extension.
Continued development of implementation plan to support academic success for Pacific learners in conjunction with the Pacific Community.	In 2024, the Talanoa Evening was focused around literacy achievement and supporting this for juniors in the home. Kaihaūtu, as part of this plan tracked all senior Pacific learners in conjunction with DP Senior Curriculum.	This was a very successful approach in 2024. High expectations
HODs beginning to take responsibility for Pacific learners remaining in Science and Maths courses in the senior school. An increase to 26% of Pasifika students in Level 3 taking 2 STEM subjects.	STEM report requested in the 2024 BOT report. Maths Department created an action plan to address this.	Math Action Plan to begin in 2025. Science Dept to begin their own plan.
93% of Pasifika learners gained UE in Year 13, 100% gained Level 2 and level 3.	Culturally responsive pedagogy undertaken by all staff. Individual mentoring programme for all Year 13 Pasifika learners.	Pasifika mentoring to be continued and extended to Level 2.
Excellence endorsement rates are superb for level 2 and 3 but not all students gain external standards as part of this.	Consultation around requirements for a more bespoke Academic Honours system. 15 credits from externals required in 2025 for school badging.	A change to badge requirements for Gold Scholars to start in 2025 in order to increase examination success.

Mentoring and support programme for top learners in Years 12 and 13 undertaking Scholarship.	Did not occur in 2024 except for Pasifika learners.	
Navigation Time limited introduction successful in supporting some priority learners to pass. This can be seen in the increase pass rate of Pasifika learners.	Academic tracking through Careers Central and SchoolBridge for all senior students.	Navigation (full academic mentoring) underway in 2025.
HOD investigation into low Excellence external results in conjunction with line manager. Development and tracking of a plan to improve this.		