

**TO THE READERS OF SAINT ANTHONY'S CATHOLIC SCHOOL (HUNTLY)'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Saint Anthony's Catholic School (Huntly) (the School). The Auditor-General has appointed me, L Yao, using the staff and resources of Owen McLeod & Co, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 14 April 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 Statement of Responsibility, Kiwisport note, Analysis of Variance report on pages 1 to 18, cover page and index page, but does not include the financial statements, and our auditor's report thereon.

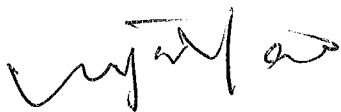
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



L Yao
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand

ST ANTHONY'S CATHOLIC SCHOOL (HUNTLY)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1943

Principal: Kevin Kannan

School Address: 102 Bailey Street

School Postal Address: P O Box 226, Huntly, 3740

School Phone: 07 828 8516

School Email: office@stanthonys.school.nz

Accountant / Service Provider:

Education  Services.
Dedicated to your school

ST ANTHONY'S CATHOLIC SCHOOL (HUNTLY)

Annual Report - For the year ended 31 December 2021

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St Anthony's Catholic School (Huntly)

Statement of Responsibility

For the year ended 31 December 2021

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

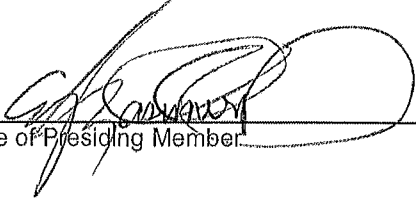
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

MARVIN CASIMIRO

Full Name of Presiding Member



Signature of Presiding Member

00/04/22

Date:

DR KEVIN V.C. KANNAN

Full Name of Principal



Signature of Principal

6/4/22

Date:

St Anthony's Catholic School (Huntly)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	615,386	697,538	776,929
Locally Raised Funds	3	4,677	6,465	4,999
Use of Land and Buildings Integrated		72,250	107,440	107,440
Interest Income		1,334	3,000	3,130
		<u>693,647</u>	<u>814,443</u>	<u>892,498</u>
Expenses				
Locally Raised Funds	3	5,633	12,980	3,974
Learning Resources	4	494,824	588,006	572,151
Administration	5	68,268	71,830	81,186
Finance		5,117	4,529	5,274
Property	6	117,492	154,979	148,320
Depreciation	10	27,265	25,582	24,898
Loss on Disposal of Property, Plant and Equipment		1,402	-	160
		<u>720,001</u>	<u>857,906</u>	<u>835,963</u>
Net Surplus / (Deficit) for the year		(26,354)	(43,463)	56,535
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(26,354)</u>	<u>(43,463)</u>	<u>56,535</u>

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



St Anthony's Catholic School (Huntly)
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	2021	2021	2020
Notes	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Equity at 1 January	228,010	169,012	168,829
Total comprehensive revenue and expense for the year	(26,354)	(43,463)	56,535
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	2,541	-	2,646
Equity at 31 December	204,197	125,549	228,010
Retained Earnings	204,197	125,549	228,010
Equity at 31 December	204,197	125,549	228,010

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



St Anthony's Catholic School (Huntly)
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	165,061	72,229	189,741
Accounts Receivable	8	35,266	36,235	41,137
GST Receivable		2,301	3,381	3,463
Prepayments		3,282	7,041	2,268
Investments	9	57,671	77,648	57,029
		<u>263,581</u>	<u>196,534</u>	<u>293,638</u>
Current Liabilities				
Accounts Payable	11	47,393	48,420	59,194
Provision for Cyclical Maintenance	12	27,499	19,936	27,273
Finance Lease Liability	13	8,855	14,664	17,696
		<u>83,747</u>	<u>83,020</u>	<u>104,163</u>
Working Capital Surplus/(Deficit)		<u>179,834</u>	<u>113,514</u>	<u>189,475</u>
Non-current Assets				
Property, Plant and Equipment	10	51,857	39,538	67,596
		<u>51,857</u>	<u>39,538</u>	<u>67,596</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	16,489	-	11,325
Finance Lease Liability	13	11,005	27,503	17,736
		<u>27,494</u>	<u>27,503</u>	<u>29,061</u>
Net Assets		<u>204,197</u>	<u>125,549</u>	<u>228,010</u>
Equity		<u>204,197</u>	<u>125,549</u>	<u>228,010</u>

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



St Anthony's Catholic School (Huntly)
Statement of Cash Flows
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		218,626	221,185	307,385
Locally Raised Funds		4,677	-	4,399
Goods and Services Tax (net)		1,162	-	(82)
Payments to Employees		(123,514)	(137,482)	(126,368)
Payments to Suppliers		(96,657)	(71,852)	(83,637)
Interest Paid		(5,117)	(4,529)	(5,274)
Interest Received		1,334	3,000	4,225
Net cash from/(to) Operating Activities		511	10,322	100,648
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(10,038)	(5,250)	(8,293)
Purchase of Investments		(642)	-	(1,872)
Proceeds from Sale of Investments		-	-	22,491
Net cash from/(to) Investing Activities		(10,680)	(5,250)	12,326
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,541	-	2,646
Finance Lease Payments		(17,052)	(26,870)	(19,906)
Net cash from/(to) Financing Activities		(14,511)	(26,870)	(17,260)
Net increase/(decrease) in cash and cash equivalents		(24,680)	(21,798)	95,714
Cash and cash equivalents at the beginning of the year	7	189,741	94,027	94,027
Cash and cash equivalents at the end of the year	7	165,061	72,229	189,741

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

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



St Anthony's Catholic School (Huntly)

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

St Anthony's Catholic School (Huntly) (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 reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

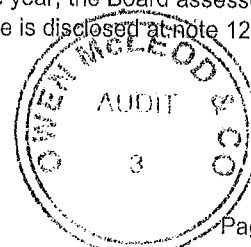
Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 12.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

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. 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.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of 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

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

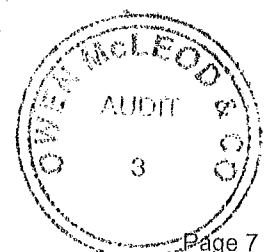
Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Operating Lease Payments

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



e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

Land and buildings owned by the Crown 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 Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	5-15 years
Information and Communication Technology	3-5 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease



k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

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

The reversal of an impairment loss is recognised in the surplus or deficit.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve 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.

o) Revenue Received in Advance

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

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



p) Funds Held in Trust

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

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

t) Borrowings

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) Goods and Services Tax (GST)

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

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

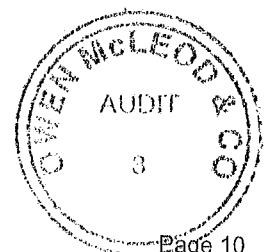
Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	173,154	195,539	226,734
Teachers' Salaries Grants	397,613	476,353	466,594
Other MoE Grants	44,619	25,646	56,907
Other Government Grants	-	-	26,694
	<u>615,386</u>	<u>697,538</u>	<u>776,929</u>

The school has opted in to the donations scheme for this year. Total amount received was \$11,250.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	200	-	2,710
Fees for Extra Curricular Activities	2,330	6,465	-
Trading	9	-	24
Fundraising & Community Grants	2,138	-	2,265
	<u>4,677</u>	<u>6,465</u>	<u>4,999</u>
Expenses			
Extra Curricular Activities Costs	3,877	12,930	3,315
Trading	6	50	45
Fundraising & Community Grant Costs	1,750	-	614
	<u>5,633</u>	<u>12,980</u>	<u>3,974</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>(956)</u>	<u>(6,515)</u>	<u>1,025</u>



4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	11,099	11,831	20,589
Library Resources	794	860	280
Employee Benefits - Salaries	481,793	574,215	549,214
Staff Development	1,138	1,100	2,068
	494,824	588,006	572,151

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	4,100	4,100	4,100
Board Fees	4,107	4,560	3,935
Board Expenses	-	-	342
Communication	2,010	1,850	1,583
Consumables	3,971	5,300	6,664
Other	5,936	6,800	9,455
Employee Benefits - Salaries	39,177	38,620	43,784
Insurance	819	1,000	1,952
Service Providers, Contractors and Consultancy	8,148	9,600	9,371
	68,268	71,830	81,186

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	2,605	2,080	2,025
Cyclical Maintenance Provision	5,390	8,386	5,434
Grounds	7,431	6,060	6,198
Heat, Light and Water	4,669	8,500	9,587
Rates	1,943	2,500	1,853
Repairs and Maintenance	9,590	8,300	7,222
Use of Land and Buildings	72,250	107,440	107,440
Security	1,302	1,584	2,940
Consultancy And Contract	12,312	10,129	5,621
	117,492	154,979	148,320

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	141,633	10,715	126,915
Short-term Bank Deposits	23,428	61,514	62,826
Cash and cash equivalents for Statement of Cash Flows	165,061	72,229	189,741

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

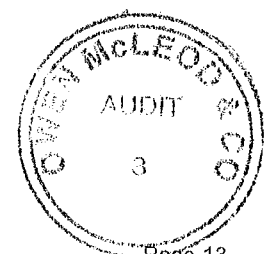
8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	1,856	776	1,856
Interest Receivable	-	1,095	-
Teacher Salaries Grant Receivable	33,410	34,364	39,281
	35,266	36,235	41,137
Receivables from Exchange Transactions	1,856	1,871	1,856
Receivables from Non-Exchange Transactions	33,410	34,364	39,281
	35,266	36,235	41,137

9. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	57,671	77,648	57,029
Total Investments	57,671	77,648	57,029



10. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	-	10,038	-	-	(726)	9,312
Furniture and Equipment	19,614	-	(1,401)	-	(3,478)	14,735
Information and Communication Technology	4,100	-	-	-	(1,922)	2,179
Leased Assets	37,229	2,890	(1)	-	(20,307)	19,810
Library Resources	6,653	-	-	-	(832)	5,821
Balance at 31 December 2021	67,596	12,928	(1,402)	-	(27,265)	51,857

The net carrying value of equipment held under a finance lease is \$19,810 (2020: \$37,229)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Building Improvements	10,038	(726)	9,312	-	-	-
Furniture and Equipment	106,401	(91,666)	14,735	119,529	(99,915)	19,614
Information and Communication Technology	20,892	(18,713)	2,179	23,411	(19,311)	4,100
Leased Assets	64,990	(45,180)	19,810	64,363	(27,134)	37,229
Library Resources	37,885	(32,064)	5,821	37,885	(31,232)	6,653
Balance at 31 December	240,206	(188,349)	51,857	245,188	(177,592)	67,596



11. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	8,842	5,347	10,963
Accruals	4,100	3,900	4,100
Banking Staffing Overuse	-	3,653	3,653
Employee Entitlements - Salaries	33,410	34,364	39,281
Employee Entitlements - Leave Accrual	1,041	1,156	1,197
	<u>47,393</u>	<u>48,420</u>	<u>59,194</u>
Payables for Exchange Transactions	47,393	48,420	59,194
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>47,393</u>	<u>48,420</u>	<u>59,194</u>

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	38,598	11,550	33,164
Increase to the Provision During the Year	7,665	8,386	7,891
Adjustment to the Provision	(2,275)	-	(2,457)
Provision at the End of the Year	<u>43,988</u>	<u>19,936</u>	<u>38,598</u>
Cyclical Maintenance - Current	27,499	19,936	27,273
Cyclical Maintenance - Term	16,489	-	11,325
	<u>43,988</u>	<u>19,936</u>	<u>38,598</u>



13. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
No Later than One Year	\$ 10,637	\$ 14,664	\$ 22,620
Later than One Year and no Later than Five Years	12,087	27,503	20,379
Future finance charges	(2,864)	-	(7,567)
	<u>19,860</u>	<u>42,167</u>	<u>35,432</u>
Represented by			
Finance lease liability - Current	8,855	14,664	17,696
Finance lease liability - Term	11,005	27,503	17,736
	<u>19,860</u>	<u>42,167</u>	<u>35,432</u>

14. Related Party Transactions

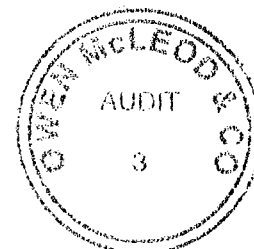
The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these 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 (Catholic Diocese of Hamilton) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the 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 Board as noted in Note 1(c). The estimated value of this use during 2021 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

During 2021 the Catholic Development Fund held on behalf of the Board. At 31 December 2021 the amount held by the proprietor was \$23,428 with an interest of 1% payable on the investment and \$603 received during the year. The investment is included in Note 7.



15. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	4,107	3,935
<i>Leadership Team</i> Remuneration Full-time equivalent members	386,699 4.00	371,581 4.00
Total key management personnel remuneration	390,806	375,516

There are 4 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (3 members) that met correspondence only owing to Covid and 1 zoom meeting times respectively. As well as these regular meetings, including preparation time, the Chair 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 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

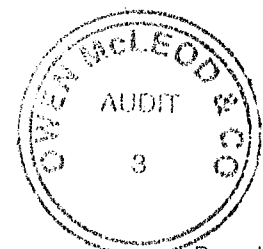
Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	-	-
	0.00	0.00

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

16. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total Number of People	-	-



17. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

18. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2021 (Capital commitments at 31 December 2020: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

19. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	165,061	72,229	189,741
Receivables	35,266	36,235	41,137
Investments - Term Deposits	57,671	77,648	57,029
Total Financial assets measured at amortised cost	257,998	186,112	287,907

Financial liabilities measured at amortised cost

Payables	47,393	48,420	59,194
Finance Leases	19,860	42,167	35,432
Total Financial Liabilities Measured at Amortised Cost	67,253	90,587	94,626

20. Events After Balance Date

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



21. Comparatives

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

22. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.



St Anthony's Catholic School (Huntly)

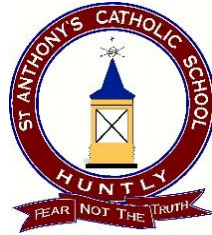
Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Marvin Casimiro	Presiding Member	Elected	Sep 2022
Kevin Kannan	Principal		N/A
Lucido Venancio	Parent Representative	Elected	Sep 2022
Jessica Steiner	Parent Representative	Elected	Sep 2022
Sonam Chand	Parent Representative	Co-opted	Sep 2022
Senen Antazo	Parent Representative	Elected	
Alan James	Staff Representative	Elected	Sep 2022
Maria Curray	Proprietors Representative	Appointed	Aug 2022
Lynda McPoland	Proprietors Representative	Appointed	Aug 2022
Jenny Clemente	Proprietors Representative	Appointed	Aug 2022

St Anthony's Catholic School (Huntly)

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$800 (excluding GST). The funding was spent on sporting endeavours.



ANALYSIS OF VARIANCE REPORT – 2021

Strategic Goal 2: To Raise Levels of English Literacy

NAG 1, 2, 2A - Curriculum - Improving Student Learning and Achievement

Strategic Goal 3: To Raise Levels of Mathematics Numeracy – Strands

NAG 1, 2, 2A - Curriculum - Improving Student Learning and Achievement

STRATEGIC GOAL 2: TO RAISE LEVELS OF ENGLISH LITERACY - READING AND WRITING

NAG 1, 2, 2A - Curriculum - Improving Student Learning and Achievement

WHOLE SCHOOL – ENGLISH READING - ACHIEVEMENT OVER, 2021

	Well Below	Below	At	Above	Total
Total pupils	0	21	18	11	50
%	0%	42%	36%	22%	100%

SUMMARY

- i. ALL Students: WELL BELOW - **0 students (0%)**; BELOW - **21 students (42%)** ; AT - **18 students (36%)** AND ABOVE- **11 students (22%)**

WHOLE SCHOOL – ENGLISH READING - PROGRESS OVER, 2021

4018 Reading Age/Level T4

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	
14 (50%)	9 (45%)	4 (44%)	6 (50%)	5 (56%)	8 (44%)	5 (18%)	2 (10%)	1 (11%)	2 (17%)	1 (11%)	3 (17%)	9 (32%)	9 (45%)	4 (44%)	4 (33%)	3 (33%)	7 (39%)	
23 (48%)	4 (8%)	6 (13%)	5 (10%)	8 (17%)	7 (15%)	1 (2%)	2 (4%)	1 (2%)	3 (6%)	18 (38%)	4 (8%)	4 (8%)	3 (6%)	7 (15%)	48			

TARGET STUDENT – ENGLISH READING - ACHIEVEMENT OVER, 2021

	Well Below	Below	At	Above	Total
Total pupils	0	14	3	2	19
%	0%	74%	16%	11%	100%

SUMMARY

- i. ALL Students: WELL BELOW - 0 students (0%); BELOW - 14 students (74%); AT - 3 students (16%) AND ABOVE- 2 students (11%)

TARGET GROUP - ENGLISH READING – PROGRESS OVER 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	
0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	12 (100%)	7 (100%)	4 (100%)	6 (100%)	3 (100%)	6 (100%)	
0 (0%)	-	-	-	-	-	0 (0%)	-	-	-	-	-	19 (100%)	4 (21%)	6 (32%)	3 (16%)	6 (32%)	19	

EXPLANATION

There has been a positive shift in the overall number of students raising their Level of English Reading and making Accelerated Progress in English Reading and this is due to the following:

- i. We implemented English Reading Progression in our Unit Planning, Weekly Planning, Daily Plans to cater for Individualised pedagogy and Tracking for all students, over 2021.**
- ii. Next Steps provided in Mid-Year and End of Year Reports were English Reading Progression based.**
- iii. All targeted students were tracked and were part of the Teachers English Reading Focus Groups.**
- iv. We had a dedicated Teacher Aide to assist with Reading targeting Maori, Pacific and all Boys.**
- v. We developed a Curriculum Achievement Plan 2021 that has supported teachers making more dependable OTJs against Curriculum Levels**
- vi. COVID Level 4 restrictions caused Teachers to resort to on line digital Reading exercises for all students.**

ENGLISH READING INTERVENTIONS OVER – 2021

Tier 1 - Quality English Reading Progression based Teaching and Learning Programmes based on creating clear learning pathways that are co constructed by Learner and Classroom Teachers

Tier 2 - Short Term Supplementary Learning Support Intervention Programmes eg Rainbow Reading with on Line Digital Reading when on Distance Digital Education during COVOD Level 4 restrictions

Tier 3 - RT Lit, ICS, ORS, RTLB, Speech Therapy, and ESOL

WHOLE SCHOOL – ENGLISH WRITING - ACHIEVEMENT, OVER, 2021

	Well Below	Below	At	Above	Total
Total pupils	0	11	16	24	51
%	0%	22%	31%	47%	100%

SUMMARY

- i. ALL Students: WELL BELOW - 0 students (0%); BELOW - 1 students (22%); AT - 16 students (31%) and ABOVE - 24 students (47%)

WHOLE SCHOOL - COMPARATIVE PROGRESS IN ENGLISH WRITING, OVER TERM 1 TO TERM 4, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	
6 (21%)	3 (14%)	1 (10%)	1 (8%)	2 (22%)	5 (28%)	16 (57%)	10 (48%)	5 (50%)	8 (67%)	3 (33%)	10 (56%)	6 (21%)	8 (38%)	4 (40%)	3 (25%)	4 (44%)	3 (17%)	
9 (18%)	1 (2%)	1 (2%)	2 (4%)	5 (10%)	26 (53%)	5 (10%)	8 (16%)	3 (6%)	10 (20%)	14 (29%)	4 (8%)	3 (6%)	4 (8%)	3 (6%)	49			

TARGET GROUP – ACHIEVEMENT IN ENGLISH WRITING OVER, 2021

	Well Below	Below	At	Above	Total
Total pupils	0	7	8	5	20
%	0%	35%	40%	25%	100%

SUMMARY

- i. ALL Students: WELL BELOW - 0 students (0%); BELOW - 7 students (35%); AT - 8 students (40%) AND ABOVE- 5students (25%)

TARGET GROUP – ENGLISH WRITING – PROGRESS OVER, 2021

4045 Written Language T1, 2021 and 4048 Written Language T4, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	
0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	12 (100%)	7 (100%)	4 (100%)	6 (100%)	3 (100%)	6 (100%)	
0 (0%)	-	-	-	-	0 (0%)	-	-	-	-	-	-	19 (100%)	4 (21%)	6 (32%)	3 (16%)	6 (32%)	19	

EXPLANATION

1. There has been a positive shift in the overall number of students making Accelerated Learning and Progress and this is due to the following:

- i. We implemented English Writing Progression in our Unit Planning, Weekly Planning, Daily Plans to cater for Individualised pedagogy and Tracking for all students over 2020.**
- ii. Next Steps provided in Mid-Year and End of Year Reports were English Writing Progression based.**
- iii. All targeted students were tracked and were part of the Teachers English Writing Focus Groups.**
- iv. We had a dedicated Teacher Aide to assist with English Writing of ORS Student.**
- v. We developed a Curriculum Achievement Plan 2020 that has supported teachers making more dependable OTJs against Curriculum Levels**
- vi. Lead Teachers from Catholic Kahui Ako continued to support our Teachers with Teaching and Learning strategies for English Writing and Moderation across COL for English Writing at all Levels 1 – 4.**
- vii. COVID Level 4 restrictions caused Teachers to resort to on line digital Writing exercises for all students.**

CURRICULUM INTERVENTIONS FOR ENGLISH WRITING -2020

Tier 1 - Quality English Reading Progression based Teaching and Learning Programmes based on creating clear learning pathways that are co constructed by Learner and Classroom Teachers.

Tier 2 - Short Term Supplementary Learning Support Intervention Programmes Accelerated Learning – Focus Group Inquiry based

Tier 3 - RT Lit, ICS, ORS, RTLB, Speech Therapy, ESOL

STRATEGIC GOAL 3: TO RAISE LEVELS OF MATHEMATICS STRAND NUMERACY

NAG 1, 2, 2A - Curriculum - Improving Student Learning and Achievement

5 MATHEMATICS STRANDS – ACHIEVEMENT AND PROGRESS, OVER, 2021,

WHOLE SCHOOL – NUMBER - ACHIEVEMENT OVER, 2021

	Well Below	Below	At	Above	Total
Total Students	1	22	15	18	56
%	2%	39%	27%	32%	100%

SUMMARY

- i. ALL Students: WELL BELOW - **1 students (2%)**; BELOW -**22 students (39%)**; AT - **15 students (27%)** AND ABOVE- **18 students (32%)**

WHOLE SCHOOL - NUMBER PROGRESS OVER, 2020,2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZEuro	Other	Boy	Girl	Maori	Pasifika	NZEuro	Other	Boy	Girl	Maori	Pasifika	NZEuro	Other	
3 (10%)	1 (3%)	3 (21%)	1 (8%)	0 (0%)	0 (0%)	13 (43%)	9 (30%)	5 (36%)	3 (25%)	5 (71%)	9 (47%)	14 (47%)	12 (40%)	6 (43%)	8 (67%)	2 (29%)	10 (53%)	
4 (8%)		3 (6%)	1 (2%)	-	-	22 (42%)		5 (10%)	3 (6%)	5 (10%)	9 (17%)	26 (50%)		6 (12%)	8 (15%)	2 (4%)	10 (19%)	52

TARGET GROUP – NUMBER ACHIEVEMENT - TERM 1, 2021

	Well Below	Below	At	Above	Total
Total Students	0	9	4	7	20
%	0%	45%	20%	35%	100%

SUMMARY

- i. ALL Students: WELL BELOW - 0 students (0%); BELOW - 9 students (45%); AT - 4 students (20%) AND ABOVE- 7 students (35%)

TARGET GROUP - NUMBER - PROGRESS OVER, 2020, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	
2 (18%)	1 (11%)	2 (33%)	0 (0%)	1 (33%)	0 (0%)	3 (27%)	4 (44%)	2 (33%)	1 (20%)	2 (67%)	2 (33%)	6 (55%)	4 (44%)	2 (33%)	4 (80%)	0 (0%)	4 (67%)	
3 (15%)	2 (10%)	-	1 (5%)	-	-	7 (35%)	2 (10%)	1 (5%)	2 (10%)	2 (10%)	2 (10%)	10 (50%)	2 (10%)	4 (20%)	-	4 (20%)	20	

WHOLE SCHOOL - ALGEBRA - ACHIEVEMENT – OVER, 2021

	Well Below	Below	At	Above	Total
Total Students	0	16	19	18	53
%	0%	30%	36%	34%	100%

SUMMARY

- i. ALL Students: WELL BELOW - 0 students (0%); BELOW - 16 students (30%); AT – 19 students (36%) and ABOVE - 18 students (34%)

WHOLE SCHOOL - ALGEBRA - PROGRESS – OVER, 2020, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZ Europ ean	Other	Boy	Girl	Maori	Pasifika	NZ Europ ean	Other	Boy	Girl	Maori	Pasifika	NZ Europ ean	Other	
7 (25%)	7 (32%)	2 (17%)	4 (33%)	3 (38%)	5 (28%)	10 (36%)	8 (36%)	4 (33%)	2 (17%)	2 (25%)	10 (56%)	11 (39%)	7 (32%)	6 (50%)	6 (50%)	3 (38%)	3 (17%)	
14 (28%)		2 (4%)	4 (8%)	3 (6%)	5 (10%)	18 (36%)		4 (8%)	2 (4%)	2 (4%)	10 (20%)	18 (36%)		6 (12%)	6 (12%)	3 (6%)	3 (6%)	50 (100%)

TARGET GROUP – ALGEBRA ACHIEVEMENT - OVER, 2021

	Well Below	Below	At	Above	Total
Total Students	0	7	6	7	20
%	0%	35%	30%	35%	100%

SUMMARY

- i. **ALL Students: WELL BELOW - 0 students (0%); BELOW - 7 students (35%); AT – 6 students (30%) and ABOVE - 7 students (35%)**

TARGET GROUP - ALGEBRA - PROGRESS OVER, 2020, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	
4 (36%)	3 (33%)	1 (17%)	3 (60%)	2 (67%)	1 (17%)	4 (36%)	5 (56%)	3 (50%)	0 (0%)	1 (33%)	5 (83%)	3 (27%)	1 (11%)	2 (33%)	2 (40%)	0 (0%)	0 (0%)	
7 (35%)	1 (5%)	3 (15%)	2 (10%)	1 (5%)		9 (45%)	3 (15%)	-	1 (5%)	5 (25%)		4 (20%)	2 (10%)	2 (10%)	-	-		20

WHOLE SCHOOL – MEASUREMENT - ACHIEVEMENT OVER, 2021

	Well Below	Below	At	Above	Total
Total Students	1	24	11	14	50
%	2%	48%	22%	28%	100%

SUMMARY

- i. ALL Students: WELL BELOW – 1 student (2%); BELOW - 24 students (48%); AT - 11 students (22%) and ABOVE- 14 students (28%)

WHOLE SCHOOL – MEASUREMENT - PROGRESS OVER, 2020, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Tot
Boy	Girl	Mao	Pas	NZ Eur	Other	Boy	Girl	Mao	Pas	NZ Eur	Other	Boy	Girl	Mao	Pas	NZ Eur	Other	
5 (18%)	1 (5%)	0 (0%)	0 (0%)	2 (29%)	4 (22%)	9 (32%)	10 (53%)	6 (60%)	3 (25%)	2 (29%)	8 (44%)	14 (50%)	8 (42%)	4 (40%)	9 (75%)	3 (43%)	6 (33%)	
6 (13%)		-	-	2 (4%)	4 (9%)	19 (40%)		6 (13%)	3 (6%)	2 (4%)	8 (17%)	22 (47%)		4 (9%)	9 (19%)	3 (6%)	6 (13%)	47

TARGET GROUP – MEASUREMENT ACHIEVEMENT - TERM 3, 2021

11100 - Measurement T3

	Well Below	Below	At	Above	Total
Total Students	1	13	1	5	20
%	5%	65%	5%	25%	100%

SUMMARY

- i. ALL Students: WELL BELOW – 1 student (5%); BELOW - 13 students (65%); AT - 1 student (5%) and ABOVE- 5 students (25%)

TARGET GROUP - MEASUREMENT - PROGRESS OVER, 2020, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Mao	Pas	NZ Eur	Other	Boy	Girl	Mao	Pas	NZ Eur	Other	Boy	Girl	Mao	Pas	NZ Eur	Other	
1 (8%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	3 (25%)	4 (50%)	3 (75%)	0 (0%)	0 (0%)	4 (50%)	8 (67%)	4 (50%)	1 (25%)	5 (100%)	2 (67%)	4 (50%)	
1 (5%)	-	-	-	1 (5%)	-	7 (35%)	-	3 (15%)	-	-	4 (20%)	12 (60%)	-	1 (5%)	5 (25%)	2 (10%)	4 (20%)	20

WHOLE SCHOOL – GEOMETRY - ACHIEVEMENT OVER, 2021

	Well Below	Below	At	Above	Total
Total pupils	2	15	16	17	50
%	4%	30%	32%	34%	100%

SUMMARY

- i. ALL Students: WELL BELOW - **2 students (4%)**; BELOW - **15 students (30%)**; AT - **16 students (32%)** and ABOVE- **17 students (34%)**

WHOLE SCHOOL - GEOMETRY - PROGRESS OVER TERM 3, 2020, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Tot
Boy	Girl	Mao	Pas	NZ Eur	Other	Boy	Girl	Mao	Pas	NZ Eur	Other	Boy	Girl	Mao	Pas	NZ Eur	Other	
2 (7%)	3 (16%)	1 (10%)	0 (0%)	1 (14%)	3 (17%)	8 (29%)	3 (16%)	2 (20%)	2 (17%)	1 (14%)	6 (33%)	18 (64%)	13 (68%)	7 (70%)	10 (83%)	5 (71%)	9 (50%)	
5 (11%)		1 (2%)	-	1 (2%)	3 (6%)	11 (23%)		2 (4%)	2 (4%)	1 (2%)	6 (13%)	31 (66%)		7 (15%)	10 (21%)	5 (11%)	9 (19%)	47

TARGET GROUP - GEOMETRY - ACHIEVEMENT OVER, 2021

	Well Below	Below	At	Above	Total
Total Students	1	9	4	6	20
%	5%	45%	20%	30%	100%

TARGET GROUP – GEOMETRY - PROGRESS OVER, 2020,2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Mao	Pas	NZ Eur	Other	Boy	Girl	Mao	Pas	NZ Eurn	Other	Boy	Girl	Mao	Pas	NZ Eur	Other	
1 (8%)	0 (0%)	0 (0%)	0 (0%)	1 (33%)	0 (0%)	2 (17%)	2 (25%)	1 (25%)	0 (0%)	0 (0%)	3 (38%)	9 (75%)	6 (75%)	3 (75%)	5 (100%)	2 (67%)	5 (63%)	
1 (5%)	-	-	-	1 (5%)	-	4 (20%)	1 (5%)	-	-	3 (15%)	3 (15%)	15 (75%)	3 (15%)	5 (25%)	2 (10%)	5 (25%)	5 (25%)	20

WHOLE SCHOOL – STATISTICS - ACHIEVEMENT, 2021

	Well Below	Below	At	Above	Total
Total pupils	4	12	15	21	52
%	8%	23%	29%	40%	100%

SUMMARY

- i. ALL Students: WELL BELOW - 4 students (8%); BELOW - 12 students (23%); AT - 15 students (29%) and ABOVE- 21 students (40%)

WHOLE SCHOOL – STATISTICS - PROGRESS OVER, 2020, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	
5 (18%)	3 (16%)	0 (0%)	1 (8%)	3 (43%)	4 (22%)	7 (25%)	5 (26%)	5 (50%)	3 (25%)	1 (14%)	3 (17%)	16 (57%)	11 (58%)	5 (50%)	8 (67%)	3 (43%)	11 (61%)	
8 (17%)	-	1 (2%)	3 (6%)	4 (9%)	12 (26%)	5 (11%)	3 (6%)	1 (2%)	3 (6%)	27 (57%)	5 (11%)	8 (17%)	3 (6%)	11 (23%)	47			

TARGET GROUP – STATISTICS – ACHIEVEMENT, OVER, 2021

	Well Below	Below	At	Above	Total
Total pupils	0	9	5	7	21
%	0%	43%	24%	33%	100%

TARGET GROUP – STATISTICS - PROGRESS OVER, 2020, 2021

Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Yr Total
Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	Boy	Girl	Maori	Pasifika	NZ European	Other	
1 (8%)	1 (13%)	0 (0%)	1 (20%)	0 (0%)	1 (13%)	2 (17%)	2 (25%)	2 (50%)	0 (0%)	1 (33%)	1 (13%)	9 (75%)	5 (63%)	2 (50%)	4 (80%)	2 (67%)	6 (75%)	
2 (10%)	-	1 (5%)	-	1 (5%)	4 (20%)	2 (10%)	-	1 (5%)	1 (5%)	14 (70%)	2 (10%)	4 (20%)	2 (10%)	6 (30%)	20			

EXPLANATION

1. There has been a positive shift in the overall number of students making Accelerated Achievement and Progress in Mathematics Strands and this is due to the following:
 - i. We implemented Mathematics Strand Progressions in our Unit Planning, Weekly Planning, Daily Plans to cater for Individualised pedagogy and tracking for all students.
 - ii. We taught Mathematics as Strand Modules through the Year. Number Term 1, Algebra – Term 2, Measurement and Geometry – Term 3 and Statistics – Term 4.
 - iii. We used all the Digital resources and Assessments available for assessing students in Strand Assessment End Module Stand Assessments.
 - iv. Next Steps provided in Mid-Year and End of Year Reports were Mathematics Strand Progression based.
 - v. All Target Group students were in Teacher Mathematics Focus groups.

- vi. We developed a Curriculum and Achievement Plan in Term 3 that has supported teachers making more dependable OTJs against Curriculum Levels based on the 5 Strands of Mathematics.
- vii. COVID Level 4 restrictions caused Teachers to resort to on line digital Mathematics Strand exercises for all students.

CURRICULUM PLAN MATHEMATICS STRANDS – 2021

Tier 1 - Quality Teaching and Learning Programmes based on creating clear learning pathways that are co constructed by Learner and Classroom Teacher Room 1
Tier 2 - Short Term Supplementary Learning Support Intervention Programmes Accelerated Learning – Focus Group Inquiry Based
Tier 3 - ICS, ORS, Speech Therapy

Sd/- Kevin V.C. Kannan

Dr Kevin V.C. Kannan EdD

Principal

1st March 2022