INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SAINT ANTHONY'S CATHOLIC SCHOOL (HUNTLY)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Saint Anthony's Catholic School (Huntly) (the School). The Auditor-General has appointed me, Liyan Yao, using the staff and resources of Owen McLeod & Co Limited, 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 20, 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:

- 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
- 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 29 April 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.

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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on Statement of Responsibility, Members of the Board schedule, Kiwisport note, statement of Compliance with Employment Policy, Statement of variance, Evaluation of the school's students' progress and achievement, Report on how the school has given effect to Te Tiriti o Waitangi, 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 (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.

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

Education Services.
Dedicated to your school

ST ANTHONY'S CATHOLIC SCHOOL (HUNTLY)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	1943
Principal:	Louise Kay Graafhuis
School Address:	102 Bailey Street
School Postal Address:	, Huntly, 3700
School Phone:	07 828 8516
School Email:	office@stanthonys.school.nz

Accountant / Service Provider: Education Services. Dedicated to your school

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ST ANTHONY'S CATHOLIC SCHOOL (HUNTLY)

Annual Financial Statements - For the year ended 31 December 2024

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St Anthony's Catholic School (Huntly)

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.

MARVIN CASIMIRO
Full Name of Presiding Member

Signature of Presiding Member

29/04/25
Date:

LOUISE GRAAFHUIS
Full Name of Principal

Signature of Principal

29/4/25
Date:

St Anthony's Catholic School (Huntly)

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	890,219	642,699	659,525
Locally Raised Funds	3	80,721	8,250	25,111
Use of Proprietor's Land and Buildings		100,725	72,250	72,250
Interest		8,182	2,500	9,785
Total Revenue		1,079,847	725,699	766,671
Expense				
Locally Raised Funds	3	23,364	6,350	13,343
Learning Resources	4	639,493	494,961	501,850
Administration	5	237,176	131,347	118,958
Interest		1,906	1,611	2,747
Property	6	148,816	111,199	69,003
Total Expense		1,050,755	745,468	705,901
Net Surplus / (Deficit) for the year		29,092	(19,769)	60,770
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		29,092	(19,769)	60,770

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

AUDITED BY OWEN MCLEOD & CO

St Anthony's Catholic School (Huntly)

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		281,710	295,000	211,368
Total comprehensive revenue and expense for the year		29,092	(19,769)	60,770
Contributions from the Ministry of Education - Furniture and Equipment Grant		6,990	-	9,572
Equity at 31 December		317,792	275,231	281,710
Accumulated comprehensive revenue and expense		317,792	275,231	281,710
Equity at 31 December		317,792	275,231	281,710

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.

AUDITED BY OWEN MCLEOD & CO

St Anthony's Catholic School (Huntly)

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Assets				
Cash and Cash Equivalents	7	158,018	46,560	158,391
Accounts Receivable	8	61,606	71,106	40,883
GST Receivable		852	-	6,838
Prepayments		9,274	3,659	3,140
Investments	9	64,621	-	60,465
		294,371	121,325	269,717
Current Liabilities				
GST Payable		-	18,951	-
Accounts Payable	11	65,516	80,715	58,503
Revenue Received in Advance	12	12,871	14,208	10,655
Provision for Cyclical Maintenance	13	-	24,802	-
Finance Lease Liability	14	7,600	3,006	10,330
Funds held in Trust	15	4,798	-	-
		90,785	141,682	79,488
Working Capital Surplus/(Deficit)		203,586	(20,357)	190,229
Non-current Assets				
Property, Plant and Equipment	10	145,701	323,682	116,047
		145,701	323,682	116,047
Non-current Liabilities				
Provision for Cyclical Maintenance	13	20,990	24,884	9,995
Finance Lease Liability	14	10,505	3,210	14,571
		31,495	28,094	24,566
Net Assets		317,792	275,231	281,710
Equity		317,792	275,231	281,710

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

AUDITED BY OWEN MCLEOD & CO

St Anthony's Catholic School (Huntly)

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		303,114	258,552	198,383
Locally Raised Funds		73,122	8,250	34,690
Goods and Services Tax (net)		5,986	-	(4,136)
Payments to Employees		(208,096)	(151,909)	(98,856)
Payments to Suppliers		(130,791)	(600,125)	(78,522)
Interest Paid		(1,906)	(1,611)	(2,747)
Interest Received		9,649	2,500	9,104
Net cash from/(to) Operating Activities		51,078	(484,343)	57,916
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(48,768)	(47,500)	(66,557)
Purchase of Investments		(4,157)	-	(2,296)
Net cash from/(to) Investing Activities		(52,925)	(47,500)	(68,853)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,990	-	9,572
Finance Lease Payments		(10,314)	(12,357)	(10,952)
Funds Administered on Behalf of Other Parties		4,798	-	-
Net cash from/(to) Financing Activities		1,474	(12,357)	(1,380)
Net increase/(decrease) in cash and cash equivalents		(373)	(544,200)	(12,317)
Cash and cash equivalents at the beginning of the year	7	158,391	590,760	170,708
Cash and cash equivalents at the end of the year	7	158,018	46,560	158,391

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.

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St Anthony's Catholic School (Huntly)
Notes to the Financial Statements
For the year ended 31 December 2024

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 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.

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

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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 13.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

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

c) Revenue Recognition

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are 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.

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

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

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

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

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

g) Accounts Receivable
Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

h) Inventories
Inventories are consumable items held for sale. 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 material.

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Proprietor or directly by the Board 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	4-10 years
Information and Communication Technology	3-5 years
Library Resources	12.5% Diminishing value
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease

k) 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. The valuation is based on a comparison to recent market transactions.

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.

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

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

AUDITED BY OWEN MCLEOD & CO

n) 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 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 students, should the School be unable to provide the services to which they relate.

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

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

p) Shared Funds
Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

q) Provision for Cyclical Maintenance
The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites 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, the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

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

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

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s) 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.

t) 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.

u) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

v) 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.

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2. Government Grants

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Government Grants - Ministry of Education	313,321	255,574	199,338
Teachers' Salaries Grants	476,335	383,125	413,500
Ka Ora, Ka Ako - Healthy School Lunches Programme	93,809	-	46,687
Transport Grant	5,254	4,000	-
Other Government Grants	1,500	-	-
	890,219	642,699	659,525

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	16,168	2,250	16,039
Fees for Extra Curricular Activities	2,405	-	1,200
Fundraising and Community Grants	44,395	6,000	7,872
After School Care	17,753	-	-
	80,721	8,250	25,111
Expense			
Extra Curricular Activities Costs	4,731	6,350	3,388
Fundraising and Community Grant Costs	9,611	-	4,367
After School Care	9,022	-	5,588
	23,364	6,350	13,343
Surplus for the year Locally Raised Funds	57,357	1,900	11,768

4. Learning Resources

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Curricular	24,909	28,420	10,290
Employee Benefits - Salaries	568,607	438,691	467,378
Staff Development	10,716	9,000	2,450
Depreciation	34,522	18,000	21,043
Other Learning Resources	739	850	689
	639,493	494,961	501,850

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5. Administration

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Audit Fees	5,834	5,000	4,523
Board Fees and Expenses	5,766	6,224	4,262
Operating Leases	-	1,300	1,532
Other Administration Expenses	13,238	12,940	7,942
Employee Benefits - Salaries	109,066	96,343	46,400
Insurance	2,743	3,000	1,072
Service Providers, Contractors and Consultancy	6,720	6,540	6,540
Ka Ora, Ka Ako - Healthy School Lunch Programme	93,809	-	46,687
	237,176	131,347	118,958

6. Property

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Consultancy and Contract Services	-	-	6,666
Cyclical Maintenance	11,271	7,471	(39,348)
Heat, Light and Water	7,629	5,400	6,143
Rates	2,740	2,600	2,802
Repairs and Maintenance	22,047	19,514	17,242
Use of Land and Buildings	100,725	72,250	72,250
Other Property Expenses	4,404	3,964	3,248
	148,816	111,199	69,003

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

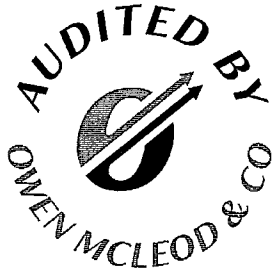
7. Cash and Cash Equivalents

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Bank Accounts	133,493	46,560	134,367
Short-term Bank Deposits	24,525	-	24,024
Cash and cash equivalents for Statement of Cash Flows	158,018	46,560	158,391

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

Of the $158,018 Cash and Cash Equivalents, $12,871 of Revenue Received in Advance is held by the school, as disclosed in note 12.

Of the $158,018 Cash and Cash Equivalents, $4,798 is funds held in trust, as disclosed in note 15.



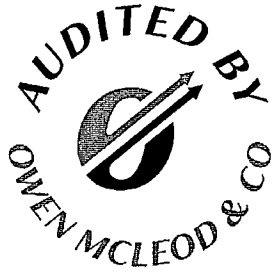
8. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables	569	15,783	51
Receivables from the Ministry of Education	11,769	-	2,460
Interest Receivable	-	417	1,467
Teacher Salaries Grant Receivable	49,268	54,906	36,905
	61,606	71,106	40,883
Receivables from Exchange Transactions	569	16,200	1,518
Receivables from Non-Exchange Transactions	61,037	54,906	39,365
	61,606	71,106	40,883

9. Investments

The School's investment activities are classified as follows:

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Asset			
Short-term Bank Deposits	64,621	-	60,465
Total Investments	64,621	-	60,465



10. Property, Plant and Equipment

2024	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	7,304	-	-	-	(1,004)	**6,300**
Furniture and Equipment	38,232	39,204	-	-	(8,768)	**68,668**
Information and Communication Technology	3,619	10,242	-	-	(3,545)	**10,316**
Motor Vehicles	37,956	10,000	-	-	(9,090)	**38,866**
Leased Assets	24,480	4,730	-	-	(11,558)	**17,652**
Library Resources	4,456	-	-	-	(557)	**3,899**
	116,047	64,176	-	-	(34,522)	**145,701**

The net carrying value of equipment held under a finance lease is $17,652 (2023: $24,480)

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	10,038	(3,738)	**6,300**	10,038	(2,734)	**7,304**
Furniture and Equipment	164,801	(96,133)	**68,668**	126,541	(88,309)	**38,232**
Information and Communication Technology	35,344	(25,028)	**10,316**	25,102	(21,483)	**3,619**
Motor Vehicles	49,696	(10,830)	**38,866**	39,696	(1,740)	**37,956**
Leased Assets	46,425	(28,773)	**17,652**	41,696	(17,216)	**24,480**
Library Resources	37,885	(33,986)	**3,899**	37,885	(33,429)	**4,456**
	344,189	(198,488)	**145,701**	280,958	(164,911)	**116,047**

11. Accounts Payable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Creditors	7,089	18,928	10,651
Accruals	5,652	1,055	4,524
Banking Staffing Overuse	-	-	5,010
Employee Entitlements - Salaries	49,268	54,906	36,905
Employee Entitlements - Leave Accrual	3,507	5,826	1,413
	65,516	80,715	58,503
Payables for Exchange Transactions	65,516	80,715	58,503
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	65,516	80,715	58,503

The carrying value of payables approximates their fair value.

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12. Revenue Received in Advance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue in Advance	12,871	-	9,630
MOE Income in Advance	-	14,208	1,025
	12,871	14,208	10,655

13. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	9,995	42,215	49,343
Increase to the Provision During the Year	10,495	7,471	9,995
Use of the Provision During the Year	-	-	-
Other Adjustments	500	-	(49,343)
Provision at the End of the Year	20,990	49,686	9,995
Cyclical Maintenance - Current	-	24,802	-
Cyclical Maintenance - Non current	20,990	24,884	9,995
	20,990	49,686	9,995

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

14. Finance Lease Liability

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
No Later than One Year	8,724	3,006	11,932
Later than One Year and no Later than Five Years	11,235	3,210	16,052
Future Finance Charges	(1,854)	-	(3,083)
	18,105	6,216	24,901
Represented by			
Finance lease liability - Current	7,600	3,006	10,330
Finance lease liability - Non current	10,505	3,210	14,571
	18,105	6,216	24,901

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15. Funds held in Trust

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	4,798	-	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	4,798	-	-

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.

16. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions 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 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 $0 (2023: $0). 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 $0 (2023: $0).

During 2024, the Hamilton Catholic Development Fund (CDF) held funds on behalf of the Board. At 31 December 2024, the amount held by the Proprietor was $29,323 (2023 $24,024). An interest rate of 2.1% is payable on the investment, with $501.47 interest paid during the year. The investments are included under note 7. The remaining funds held on behalf of the Board are disclosed under Bank Accounts in note 7. The Hamilton CDF was approved by the Ministry of Education.

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17. 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 $
Board Members		
Remuneration	2,965	2,230
Leadership Team		
Remuneration	454,889	317,073
Full-time equivalent members	4.96	3.00
Total key management personnel remuneration	457,854	319,303

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1
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	120 - 130	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	2024 FTE Number	2023 FTE Number
100 - 110	2.00	1.00
	2.00	1.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	$0	$0
Number of People	0	0

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19. 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 liability regarding this funding wash-up, which is expected to be settled in July 2025.

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: $0).

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

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21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash and Cash Equivalents	158,018	46,560	158,391
Receivables	61,606	71,106	40,883
Investments - Term Deposits	64,621	-	60,465
Total financial assets measured at amortised cost	284,245	117,666	259,739
Financial liabilities measured at amortised cost			
Payables	65,516	80,715	58,503
Finance Leases	18,105	6,216	24,901
Total financial liabilities measured at amortised cost	83,621	86,931	83,404

22. Events After Balance Date

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

23. Comparatives

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

St Anthony's Catholic School (Huntly)

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Marvin Casimiro	Presiding Member	Elected	Sep 2025
Louise Kay Graafhuis	Principal	ex Officio	
Maria Curray	Parent Representative	Elected	Sep 2025
Pohutukawa Waaka	Parent Representative	Co-opted	Sep 2025
Stephen Thwaite	Parent Representative	Elected	Sep 2025
Lana Neho	Staff Representative	Elected	Jan 2025
Jenny Clemente	Proprietors Representative	Appointed	
Taefa Lopeti	Proprietors Representative	Appointed	
Stuart young	Proprietors Representative	Appointed	

St. Anthony's Catholic School
Te Kura ō Hato Anthoni
102 Bailey Street Huntly 3700

Principal: Mrs. Louise Graafhuis
Phone: 07 828 8516

Web: www.stanthonys.school.nz
Email: principal@stanthonys.school.nz

20th February 2025

KIWISPORT FUNDING

Kiwisport is a Government funding initiative to support students' participation in organized sport. In 2023, the school received total Kiwisport funding of $1,319.80 excluding G.S.T.

The funding was spent on maintaining water quality for swimming in School Pool.

The number of students that participated in organized sport was 89.

Louise Graafhuis,
Principal.

St. Anthony's Catholic School
Te Kura ō Hato Anthoni
102 Bailey Street Huntly 3700

Principal: Mrs. Louise Graafhuis
Phone: 07 828 8516

Web: www.stanthonys.school.nz
Email: principal@stanthonys.school.nz

20th February 2025

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

For the Year Ended 31st December 2024, the St. Anthony's Catholic School Board:

- Developed, implemented and reviewed, personnel policies within our policy and procedural frameworks, to ensure the fair and proper treatment of employees in all aspects of their employment while at St. Anthony's Catholic School.

- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identifies best practice.

- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.

- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.

- Meets all Equal Employment Opportunities requirements.

Louise Graafhuis,
Principal.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Statement of Variance Reporting

St Anthony's
Catholic School

St Anthony's Catholic School Huntly	1943

St Anthony's Catholic School
School Number: 1943

1. By the end of the Year 2023, 64% of Students, English Reading Achievement, at the at or above appropriate NZC English Curriculum Levels. Our 2024 Annual Aim is to increase to 90%
2. By the end of the Year 2023, 57% of all Students, English Writing Achievement, at the appropriate NZC English Curriculum Levels. Our 2024 Annual Aim is to increase to 90%
3. Targeted students identified as at Significant Risk in English Reading and Writing, will make more than 1 years Progress in their individual Goal Setting, and develop in their English Reading Age and Writing Level.

Strategic Goal 2: To Raise Levels of English Reading and English Writing, Achievement and Progress

Target/s:

By the end of the Year 2024 our aim was to have 90% of all Students, English Reading Achievement, at the appropriate NZC English Curriculum Levels, 1, 2, 3 and 4. We achieved 70% students who have been with us long term 86%

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING : PĀNUI (ALL STUDENTS)

Counts	Mid 2023	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
Well above	0	0	1	0	0	0
Above	0	2	3	7	0	0
At	0	27	42	54	0	0
Towards	0	11	27	21	0	0
(with support) towards	0	5	6	5	0	0
Total At or above	0 out of 0	29 out of 45	46 out of 79	61 out of 87	0 out of 0	0 out of 0
Percentage At or above		64%	58%	70%		

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING : PĀNUI (STUDENTS WHO STARTED AT THIS SCHOOL)

Counts	Mid 2023	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
Well above	0	0	0	0	0	0
Above	0	1	1	2	0	0
At	0	14	19	23	0	0
Towards	0	2	4	4	0	0
(with support) towards	0	0	0	0	0	0
Total At or above	0 out of 0	15 out of 17	20 out of 24	25 out of 29	0 out of 0	0 out of 0
Percentage At or above		88%	83%	86%		

Tātaritanga raraunga

By the end of the Year 2024 our aim was to have, 90% of all Students, English Writing Achievement, at the appropriate NZC English Curriculum Levels, 1, 2, 3 and 4. We achieved 69% students who have been with us long term 97%

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING : TUHITUHI (ALL STUDENTS)

Counts	Mid 2023	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
Well above	0	0	0	0	0	0
Above	0	0	0	6	0	0
At	0	26	35	65	0	0
Towards	0	14	30	20	0	0
(with support) towards	0	6	12	7	0	0
Total At or above	0 out of 0	26 out of 46	35 out of 77	61 out of 88	0 out of 0	0 out of 0
Percentage At or above		57%	45%	69%		

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING : TUHITUHI (STUDENTS WHO STARTED AT THIS SCHOOL)

Counts	Mid 2023	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
Well above	0	0	0	0	0	0
Above	0	0	0	2	0	0
At	0	15	18	27	0	0
Towards	0	2	6	1	0	0
(with support) towards	0	0	0	0	0	0
Total At or above	0 out of 0	15 out of 17	18 out of 24	29 out of 30	0 out of 0	0 out of 0
Percentage At or above		88%	75%	97%		

By the end of the Year 2024, all Students, English Reading and English Writing & mathematics Achievement, at the appropriate NZC English Curriculum Levels, 1, 2, 3 and 4 This became non monitored due to change in systems 2025 goal to implement a unit and monitor

Tātaritanga raraunga

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING : PĀNUI (END 2024)

All students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			2 (18.18%)		3 (27.27%)				1 (16.67%)								1 (9.09%)	7 (8.05%)
At	7 (100.00%)		7 (63.64%)		7 (63.64%)		4 (66.67%)				7 (70.00%)		7 (63.64%)		7 (50.00%)		8 (72.73%)	54 (62.07%)
Towards			2 (18.18%)		1 (9.09%)		2 (33.33%)		5 (83.33%)		2 (20.00%)		3 (27.27%)		4 (28.57%)		2 (18.18%)	21 (24.14%)
(with support) towards											1 (10.00%)		1 (9.09%)		3 (21.43%)			5 (5.75%)
Totals	7		11		11		6		6		10		11		14		11	87

Male students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			2 (33.33%)		2 (25.00%)				1 (25.00%)									5 (11.11%)
At	1 (100.00%)		4 (66.67%)		5 (62.50%)		1 (33.33%)				4 (80.00%)		3 (42.86%)		4 (66.67%)		3 (60.00%)	25 (55.56%)
Towards					1 (12.50%)		2 (66.67%)		3 (75.00%)		1 (20.00%)		3 (42.86%)		1 (16.67%)		2 (40.00%)	13 (28.89%)
(with support) towards													1 (14.29%)		1 (16.67%)			2 (4.44%)
Totals	1		6		8		3		4		5		7		6		5	45

Tātaritanga raraunga

Female students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					1 (33.33%)												1 (16.67%)	2 (4.76%)
At	6 (100.00%)		3 (60.00%)		2 (66.67%)		3 (100.00%)				3 (60.00%)		4 (100.00%)		3 (37.50%)		5 (83.33%)	29 (69.05%)
Towards			2 (40.00%)						2 (100.00%)		1 (20.00%)				3 (37.50%)			8 (19.05%)
(with support) towards											1 (20.00%)				2 (25.00%)			3 (7.14%)
Totals	6		5		3		3		2		5		4		8		6	42

Māori students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above																		0 (0.00%)
At	1 (100.00%)										1 (33.33%)				1 (25.00%)		3 (100.00%)	6 (40.00%)
Towards							2 (100.00%)		2 (100.00%)		1 (33.33%)				1 (25.00%)			6 (40.00%)
(with support) towards											1 (33.33%)				2 (50.00%)			3 (20.00%)
Totals	1						2		2		3				4		3	15

Pasifika students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			1 (33.33%)														1 (50.00%)	2 (8.33%)
At	1 (100.00%)				1 (50.00%)		2 (100.00%)				1 (50.00%)		1 (25.00%)		3 (50.00%)		1 (50.00%)	10 (41.67%)
Towards			2 (66.67%)		1 (50.00%)				2 (100.00%)		1 (50.00%)		3 (75.00%)		3 (50.00%)			12 (50.00%)
(with support) towards																		0 (0.00%)
Totals	1		3		2		2		2		2		4		6		2	24

Asian students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			1 (16.67%)		3 (42.86%)				1 (50.00%)									5 (11.90%)
At	5 (100.00%)		5 (83.33%)		4 (57.14%)		2 (100.00%)				3 (100.00%)		6 (85.71%)		3 (75.00%)		4 (66.67%)	32 (76.19%)
Towards									1 (50.00%)								2 (33.33%)	3 (7.14%)
(with support) towards													1 (14.29%)		1 (25.00%)			2 (4.76%)
Totals	5		6		7		2		2		3		7		4		6	42

Tātaritanga raraunga

European / Pākehā students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above																		0 (0.00%)
At			2 (100.00%)		2 (100.00%)						2 (100.00%)							6 (100.00%)
Towards																		0 (0.00%)
(with support) towards																		0 (0.00%)
Totals			2		2						2							6

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - WRITING : TUHITUHI (END 2024)

All students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			1 (9.09%)		3 (27.27%)												2 (18.18%)	6 (6.82%)
At	7 (100.00%)		10 (90.91%)		7 (63.64%)		3 (50.00%)		2 (33.33%)		5 (50.00%)		8 (72.73%)		8 (53.33%)		5 (45.45%)	55 (62.50%)
Towards					1 (9.09%)		3 (50.00%)		3 (50.00%)		4 (40.00%)		3 (27.27%)		3 (20.00%)		3 (27.27%)	20 (22.73%)
(with support) towards									1 (16.67%)		1 (10.00%)				4 (26.67%)		1 (9.09%)	7 (7.95%)
Totals	7		11		11		6		6		10		11		15		11	88

Male students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			1 (16.67%)		2 (25.00%)													3 (6.52%)
At	1 (100.00%)		5 (83.33%)		5 (62.50%)		1 (33.33%)		1 (25.00%)		2 (40.00%)		4 (57.14%)		5 (71.43%)		2 (40.00%)	26 (56.52%)
Towards					1 (12.50%)		2 (66.67%)		2 (50.00%)		3 (60.00%)		3 (42.86%)		1 (14.29%)		2 (40.00%)	14 (30.43%)
(with support) towards									1 (25.00%)						1 (14.29%)		1 (20.00%)	3 (6.52%)
Totals	1		6		8		3		4		5		7		7		5	46

Tātaritanga raraunga

Female students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					1 (33.33%)												2 (33.33%)	3 (7.14%)
At	6 (100.00%)		5 (100.00%)		2 (66.67%)		2 (66.67%)		1 (50.00%)		3 (60.00%)		4 (100.00%)		3 (37.50%)		3 (50.00%)	29 (69.05%)
Towards							1 (33.33%)		1 (50.00%)		1 (20.00%)				2 (25.00%)		1 (16.67%)	6 (14.29%)
(with support) towards											1 (20.00%)				3 (37.50%)			4 (9.52%)
Totals	6		5		3		3		2		5		4		8		6	42

Māori students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above																	1 (33.33%)	1 (6.67%)
At	1 (100.00%)						1 (50.00%)		1 (50.00%)		1 (33.33%)				1 (25.00%)			5 (33.33%)
Towards							1 (50.00%)		1 (50.00%)		1 (33.33%)				1 (25.00%)		1 (33.33%)	4 (33.33%)
(with support) towards											1 (33.33%)				2 (50.00%)		1 (33.33%)	4 (26.67%)
Totals	1						2		2		3				4		3	15

Pasifika students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above																	1 (50.00%)	1 (4.00%)
At	1 (100.00%)		3 (100.00%)		1 (50.00%)		2 (100.00%)						2 (50.00%)		4 (57.14%)		1 (50.00%)	14 (56.00%)
Towards					1 (50.00%)				2 (100.00%)		2 (100.00%)		2 (50.00%)		2 (28.57%)			9 (36.00%)
(with support) towards															1 (14.29%)			1 (4.00%)
Totals	1		3		2		2		2		2		4		7		2	25

Asian students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			1 (16.67%)		3 (42.86%)													4 (9.52%)
At	5 (100.00%)		5 (83.33%)		4 (57.14%)				1 (50.00%)		2 (66.67%)		6 (85.71%)		3 (75.00%)		4 (66.67%)	30 (71.43%)
Towards							2 (100.00%)				1 (33.33%)		1 (14.29%)				2 (33.33%)	6 (14.29%)
(with support) towards									1 (50.00%)						1 (25.00%)			2 (4.76%)
Totals	5		6		7		2		2		3		7		4		6	42

Tātaritanga raraunga

European / Pākehā students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above																		0 (0.00%)
At			2 (100.00%)		2 (100.00%)						2 (100.00%)							6 (100.00%)
Towards																		0 (0.00%)
(with support) towards																		0 (0.00%)
Totals			2		2						2							6

READING & WRITING	Reading & Writing	Reading and Writing
Actions: 1. Analyses of Results for Years 1 to 8 for English Reading and English Writing for All Students, by Classroom Teachers Term 1, 2024. 2. Use Analyses of Results from Year End Reports 2024 for Years 1 to 8 to set Achievement and Progress Goals for English Reading and English Writing, Achievement and Progress for 2024. 3. Create separate Progression based, English Reading and English Writing Curriculum Plans for each Year Level based on NZC Levels 1, 2, 3 and 4 Achievement Objectives. 4. Teachers to appropriately resource all English Reading and English Writing modules to be covered over the year 2024. 5. Tracking of English Reading and English Writing, Achievement and Progress by Classroom Teachers, to inform teaching and learning practice in 2024. 6. Tracking based on English Reading and English Writing Progressions and Analyses of Results for All and Target Students for English Reading and English Writing by respective Classroom Teachers to inform teaching and learning practice in 2024. 7. Principal to provide ANOVA to BOT, for English Reading and English Writing mid year.	Targets of 90% not achieved 70% for reading and 69% for writing. Targets for a shift this high were very ambitious. All new students enrolling were testing below and needed significant assistance.	Continuation of Better Start - Implement 'The Code' for Years 3-6. Ensuring structured programmes are explicitly planned for. Writers Toolbox and the code - Professional learning for teachers in Years 5-8. Contextual and pedagogy engagement development through Teaching to the North East Programme and connected curriculum.

The 2025 Strategic Plan for English has ...

- Senior school all participating in Writers Toolbox, licenses for students Yr 7-8
- Continue to build resources for staff to use (learning resources site) , targeting and consolidating skills in phonics and better start literacyIncreasing professional knowledge.
- Establish an assessment system for reading which highlights progression in skills rather than solely using running records.
- Align CLP stages with St Anthony's reporting and next steps on progressions through connected curriculum

- Grow teacher knowledge and understanding of CLP approaches and the reasoning behind this through small workshops, possibly supported with RTLB.
- **Next year - working towards implementing stronger systems around the recording and comparing of data. We cannot reply currently on the 2024/2023 data as their are some inconsistencies in fields**

Reading
- To increase the number of students achieving at or above the National Standard for "Reading" to 90% across the school.
- The Reading Standard at the end of 2025 will make more than one year's progress to be at or above the reading standard. Based on 95 students. An increase of 20% 19 students

Writing
- To increase the number of students achieving at or above the National Standard for "Writing" to 69% across the school.
- At the end of 2025 will make more than one year's progress to be at or above the reading standard by the end of 2025. Based on 95 students. An increase of 21% 20 students

Mathematics

1. By the end of 2023 we had 57% of students achieving at or above national standards our 2024 annual aime was to increase to 90% We achieved 70% - students who have been with us long term 97%

4. Strategic Goal 3: To Raise Levels of Mathematics Strands – Number Achievement and Progress

Mathematics:
1. By the end of the Year 2024, that 90% will be at or above the Mathematics Strands Achievement, at the appropriate NZC Mathematics Curriculum Levels, 1, 2, 3 and 4. Not achieved we achieved 70%
2. To ensure that the Mathematics Strands Achievement Objectives and Strand Progressions are the basis of Teacher Unit Planning and are understood by students across the School. We shifted goals due to new Government requirements to NZC refresh progressions, staff develop beginning stages

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS: PĀNGARAU (ALL STUDENTS)

Counts	Mid 2023	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
Well above	0	0	0	0	0	0
Above	0	5	5	11	0	0
At	0	36	40	51	0	0
Towards	0	13	25	20	1	0
(with support) towards	0	6	8	6	0	0
Total At or above	0 out of 0	41 out of 60	45 out of 78	62 out of 88	0 out of 1	0 out of 0
Percentage At or above		68%	58%	70%	0%	

Tātaritanga raraunga

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS: PĀNGARAU (STUDENTS WHO STARTED AT THIS SCHOOL)

Counts	Mid 2023	End 2023	Mid 2024	End 2024	Mid 2025	End 2025
Well above	0	0	0	0	0	0
Above	0	3	3	4	0	0
At	0	16	18	25	0	0
Towards	0	2	3	1	0	0
(with support) towards	0	0	0	0	0	0
Total At or above	0 out of 0	19 out of 21	21 out of 24	29 out of 30	0 out of 0	0 out of 0
Percentage At or above		90%	88%	97%		

The 2024 data shows:

STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS: PĀNGARAU (END 2024)

All students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			2 (18.18%)		7 (63.64%)										1 (6.67%)		1 (9.09%)	11 (12.50%)
At	7 (100.00%)		9 (81.82%)		3 (27.27%)		6 (100.00%)		1 (16.67%)		8 (80.00%)		7 (63.64%)		6 (40.00%)		6 (54.55%)	51 (57.95%)
Towards					1 (9.09%)				4 (66.67%)		2 (20.00%)		4 (36.36%)		6 (33.33%)		4 (36.36%)	20 (22.73%)
(with support) towards									1 (16.67%)		2 (20.00%)				3 (20.00%)			6 (6.82%)
Totals	7		11		11		6		6		10		11		15		11	88

Male students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			2 (33.33%)		5 (62.50%)										1 (14.29%)		1 (20.00%)	9 (19.57%)
At	1 (100.00%)		4 (66.67%)		2 (25.00%)		3 (100.00%)		1 (25.00%)		3 (60.00%)		3 (42.86%)		3 (42.86%)		2 (40.00%)	22 (47.83%)
Towards					1 (12.50%)				2 (50.00%)		2 (40.00%)		4 (57.14%)		2 (28.57%)		2 (40.00%)	13 (28.26%)
(with support) towards									1 (25.00%)						1 (14.29%)			2 (4.35%)
Totals	1		6		8		3		4		5		7		7		5	46

Tātaritanga raraunga

Female students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					2 (66.67%)													2 (4.76%)
At	6 (100.00%)		5 (100.00%)		1 (33.33%)		3 (100.00%)				3 (60.00%)		4 (100.00%)		3 (37.50%)		4 (66.67%)	29 (69.05%)
Towards									2 (100.00%)						3 (37.50%)		2 (33.33%)	7 (16.67%)
(with support) towards											2 (40.00%)				2 (25.00%)			4 (9.52%)
Totals	6		5		3		3		2		5		4		8		6	42

Māori students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above																	1 (33.33%)	1 (6.67%)
At	1 (100.00%)						2 (100.00%)				1 (33.33%)				1 (25.00%)		1 (33.33%)	6 (40.00%)
Towards									2 (100.00%)						1 (25.00%)		1 (33.33%)	4 (26.67%)
(with support) towards											2 (66.67%)				2 (50.00%)			4 (26.67%)
Totals	1						2		2		3				4		3	15

Tātaritanga raraunga

Pasifika students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			1 (33.33%)		1 (50.00%)										1 (14.29%)			3 (12.00%)
At	1 (100.00%)		2 (66.67%)				2 (100.00%)						1 (25.00%)		3 (42.86%)		2 (100.00%)	11 (44.00%)
Towards					1 (50.00%)				2 (100.00%)		2 (100.00%)		3 (75.00%)		3 (42.86%)			11 (44.00%)
(with support) towards																		0 (0.00%)
Totals	1		3		2		2		2		2		4		7		2	25

Asian students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above			1 (16.67%)		4 (57.14%)													5 (11.90%)
At	5 (100.00%)		5 (83.33%)		3 (42.86%)		2 (100.00%)		1 (50.00%)		3 (100.00%)		6 (85.71%)		2 (50.00%)		3 (50.00%)	30 (71.43%)
Towards													1 (14.29%)		1 (25.00%)		3 (50.00%)	5 (11.90%)
(with support) towards									1 (50.00%)						1 (25.00%)			2 (4.76%)
Totals	5		6		7		2		2		3		7		4		6	42

European / Pākehā students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					2 (100.00%)													2 (33.33%)
At			2 (100.00%)								2 (100.00%)							4 (66.67%)
Towards																		0 (0.00%)
(with support) towards																		0 (0.00%)
Totals			2		2						2							6

Tātaritanga raraunga

MATHS Number Whole school: Actions: 1. Analyses of Results for Years 1 to 8 for Number for All Students, by Classroom Teachers Term 1, 2024. 2. Use Analyses of Results from Year End Reports 2024 for Years 1 to 8 to set Achievement and Progress Goals for Number, Achievement and Progress for, 2024. 3. Review Progression based, Number Curriculum Plans based on NZC Levels 1, 2, 3 and 4 Achievement Objectives. 4. Teachers to lead in house PD on the teaching of Number for 2024 5. Tracking of Number by Classroom Teachers, to inform teaching and learning practice in 2024 6. Tracking based on Number Progressions and Analyses of Results for Teachers to inform teaching and learning practice in 2024.	Goal of 90% not achieved 70% achieved Maths End of the number assessment the Whole school number at term 2 2024 cohort has 58% at or above. This has largely contributed to only tracking numbers in the early sector of 2024. at the start of the year at and above • 40% Mid year has the at the end of the year at and above • 60% End of the year at and above • 78% Many new students this data cannot be compared	Professional development - Implement 'in term 3 - providing a focus s on number development of pedagogy and teacher knowledge in numeracy New progressions designed, Pd based on those progressions. This will be the focus for our maths teaching and across all of 2025

The 2025 Strategic Plan has goals/initiatives to address variances

- Intervention - school trained TA provided to target learners across the work within the classrooms
- Development of online tools for numeracy - staff wide meeting with Digital fluency
- Knowing & Identifying the gaps, growing cultural competence in mathematics
- Internal staff development - reviewing and engaging in progressions, moderation across the school.
- Establish an assessment system for maths which highlights moderating across the levels in skills rather than looking at in isolation.
- Align numeracy levels with new curriculum progressions

- **Next year - working towards implementing stronger systems around the recording and comparing of data. We cannot reply currently on the 2024/2023 data as their are some inconsistencies in fields**

Tātaritanga raraunga		
MATHS Number Whole school: Actions: 1. Analyses of Results for Years 1 to 8 for Number for All Students, by Classroom Teachers Term 1, 2024. 2. Use Analyses of Results from Year End Reports 2024 for Years 1 to 8 to set Achievement and Progress Goals for Number, Achievement and Progress for, 2024. 3. Review Progression based, Number Curriculum Plans based on NZC Levels 1, 2, 3 and 4 Achievement Objectives. 4. Teachers to lead in house PD on the teaching of Number for 2024 5. Tracking of Number by Classroom Teachers, to inform teaching and learning practice in 2024 6. Tracking based on Number Progressions and Analyses of Results for Teachers to inform teaching and learning practice in 2024.	Goal of 90% not achieved 70% achieved Maths End of the number assessment the Whole school number at term 2 2024 cohort has 58% at or above. This has largely contributed to only tracking numbers in the early sector of 2024. at the start of the year at and above • 40% Mid year has the at the end of the year at and above • 60% End of the year at and above • 78% Many new students this data cannot be compared	Professional development - Implement 'in term 3 - providing a focus s on number development of pedagogy and teacher knowledge in numeracy New progressions designed, Pd based on those progressions. This will be the focus for our maths teaching and across all of 2025

The 2025 Strategic Plan has goals/initiatives to address variances

- Intervention - school trained TA provided to target learners across the work within the classrooms
- Development of online tools for numeracy - staff wide meeting with Digital fluency
- Knowing & Identifying the gaps, growing cultural competence in mathematics
- Internal staff development - reviewing and engaging in progressions, moderation across the school.
- Establish an assessment system for maths which highlights moderating across the levels in skills rather than looking at in isolation.
- Align numeracy levels with new curriculum progressions

- **Next year - working towards implementing stronger systems around the recording and comparing of data. We cannot reply currently on the 2024/2023 data as their are some inconsistencies in fields**

St. Anthony's Catholic School
Te Kura ō Hato Anthoni
102 Bailey Street Huntly 3700

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20th February 2025

TREATY OF WAITANGI STATEMENT

Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. St Anthony's Catholic School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of St Anthony's Catholic School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

St Anthony's Catholic School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

St Anthony's Catholic School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

St. Anthony's Catholic School
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Protection

St Anthony's Catholic School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia** .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

St Anthony's Catholic School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

Louise Graafhuis,
Principal.