

ST JOSEPH'S CATHEDRAL SCHOOL



St. Joseph's
Cathedral School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 3827
Principal: Jo Stanley
School Address: 43 Elm Row, Dunedin 9016
School Postal Address: 43 Elm Row, Dunedin 9016
School Phone: 03 477 3416
School Email: jo@stjoescath.school.nz

Accountant / Service Provider:

The
SchoolOffice
advising financial schools

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Jo Stanley	Principal ex Officio		
Fr Vaughan Leslie	Proprietors Rep	Appointed	Sept-25
Angela Vaeau	Proprietors Rep	Appointed	Sept-25
Janice Chung	Proprietors Rep	Appointed	Sept-25
Matthew Haggart (Chair)	Proprietors Rep	Appointed	Sept-25
Amanda McKewen	Staff Representative	Elected	May-25
Amol Prakash	Parent Representative	Elected	May-25
Rob Lodge	Parent Representative	Elected	May-25
Hoani Samuel	Parent Representative	Selected	May-25
Donald Mitchell	Parent Representative	Selected	May-25
Christina Lima	Parent Representative	Selected	Sept-25
Vai Mahutariki	Parent Representative	Elected	Mar-24

Auditor: Deloitte Dunedin

ST JOSEPH'S CATHEDRAL SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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St Joseph's Cathedral School

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.

Rob Lodge
Full Name of Presiding Member

R. Lodge
Signature of Presiding Member

61 May 2025
Date:

Jo Stanley
Full Name of Principal

[Signature]
Signature of Principal

61 May 2025
Date:

St Joseph's Cathedral School

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	1,306,761	1,079,315	1,264,512
Locally Raised Funds	3	63,205	51,050	65,430
Use of Proprietor's Land and Buildings		381,500	281,500	281,500
Interest		10,903	7,600	10,411
Total Revenue		1,762,369	1,419,465	1,621,853
Expense				
Locally Raised Funds	3	39,180	46,850	51,959
Learning Resources	4	1,123,432	906,637	1,115,271
Administration	5	97,504	103,730	88,381
Interest		2,230	250	2,499
Property	6	457,922	361,976	349,196
Loss on Disposal of Property, Plant and Equipment		124	-	387
Total Expense		1,720,392	1,419,443	1,607,693
Net Surplus / (Deficit) for the year		41,977	22	14,160
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		41,977	22	14,160

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 Joseph's Cathedral School

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		436,027	436,027	394,690
Total comprehensive revenue and expense for the year		41,977	22	14,160
Contribution - Furniture and Equipment Grant		23,348	-	27,177
Equity at 31 December		501,352	436,049	436,027
Accumulated comprehensive revenue and expense		501,352	436,049	436,027
Equity at 31 December		501,352	436,049	436,027

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 Joseph's Cathedral School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	262,592	293,558	280,686
Accounts Receivable	8	91,666	81,163	81,163
Prepayments		15,259	10,510	10,510
Inventories	9	7,160	6,878	6,878
		<u>376,677</u>	<u>392,109</u>	<u>379,237</u>
Current Liabilities				
GST Payable		2,859	4,420	4,420
Accounts Payable	11	108,448	106,124	106,124
Borrowings	12	6,876	-	6,876
Revenue Received in Advance	13	10,195	16,238	16,238
Finance Lease Liability	15	9,215	10,626	10,626
		<u>137,593</u>	<u>137,408</u>	<u>144,284</u>
Working Capital Surplus/(Deficit)		<u>239,084</u>	<u>254,701</u>	<u>234,953</u>
Non-current Assets				
Property, Plant and Equipment	10	<u>300,904</u>	<u>215,176</u>	<u>234,902</u>
		<u>300,904</u>	<u>215,176</u>	<u>234,902</u>
Non-current Liabilities				
Borrowings	12	14,987	19,982	19,982
Provision for Cyclical Maintenance	14	17,433	8,000	8,000
Finance Lease Liability	15	6,216	5,846	5,846
		<u>38,636</u>	<u>33,828</u>	<u>33,828</u>
Net Assets		<u>501,352</u>	<u>436,049</u>	<u>436,027</u>
Equity		<u>501,352</u>	<u>436,049</u>	<u>436,027</u>

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

St Joseph's Cathedral School

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		334,177	350,989	300,553
Locally Raised Funds		57,162	78,777	93,157
Goods and Services Tax (net)		(1,561)	(7,686)	(7,686)
Payments to Employees		(138,217)	(116,104)	(127,802)
Payments to Suppliers		(200,101)	(288,304)	(185,302)
Interest Paid		(2,230)	(250)	(2,499)
Interest Received		10,903	7,600	10,411
Net cash from/(to) Operating Activities		60,133	25,022	80,832
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(83,331)	(16,472)	(39,208)
Net cash from/(to) Investing Activities		(83,331)	(16,472)	(39,208)
Cash flows from Financing Activities				
Furniture and Equipment Grant		23,348	-	27,177
Finance Lease Payments		(13,249)	11,198	(11,155)
Repayment of Loans		(4,995)	(6,876)	(6,876)
Net cash from/(to) Financing Activities		5,104	4,322	9,146
Net increase/(decrease) in cash and cash equivalents		(18,094)	12,872	50,770
Cash and cash equivalents at the beginning of the year	7	280,686	280,686	229,916
Cash and cash equivalents at the end of the year	7	262,592	293,558	280,686

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.

St Joseph's Cathedral School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

St Joseph's Cathedral School (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

The 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 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 14.

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 15. Future operating lease commitments are disclosed in note 20.

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.

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 and are 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) Property, Plant and Equipment

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

Improvements to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

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

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

n) Provision for Cyclical Maintenance

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

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

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

o) 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.

p) 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.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	336,108	313,615	305,176
Teachers' Salaries Grants	969,340	765,700	959,336
Other Government Grants	1,313	-	-
	<u>1,306,761</u>	<u>1,079,315</u>	<u>1,264,512</u>

3. Locally Raised Funds

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

	2024 \$	2024 \$	2023 \$
Revenue			
Donations and Bequests	30,520	25,100	21,563
Fees for Extra Curricular Activities	28,074	22,050	39,333
Trading	2,780	2,500	3,408
Other Revenue	1,831	1,400	1,126
	<u>63,205</u>	<u>51,050</u>	<u>65,430</u>
Expense			
Extra Curricular Activities Costs	35,607	44,450	48,510
Trading	3,163	1,000	2,859
Other Locally Raised Funds Expenditure	410	1,400	590
	<u>39,180</u>	<u>46,850</u>	<u>51,959</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>24,025</u>	<u>4,200</u>	<u>13,471</u>

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	32,552	30,137	32,085
Information and Communication Technology	-	500	661
Employee Benefits - Salaries	1,047,026	832,900	1,040,795
Staff Development	14,073	17,700	13,572
Depreciation	29,539	25,000	28,085
Other Learning Resources	242	400	73
	<u>1,123,432</u>	<u>906,637</u>	<u>1,115,271</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,746	5,300	3,706
Board Fees and Expenses	6,323	8,350	7,681
Operating Leases	893	13,800	(432)
Other Administration Expenses	13,628	13,050	10,486
Employee Benefits - Salaries	57,908	52,000	57,272
Insurance	4,354	4,730	4,058
Service Providers, Contractors and Consultancy	5,652	6,500	5,610
	<u>97,504</u>	<u>103,730</u>	<u>88,381</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	2,456	-	33,734
Cyclical Maintenance	9,433	6,876	(27,050)
Heat, Light and Water	10,546	9,600	9,882
Rates	13,015	14,500	10,630
Repairs and Maintenance	3,926	4,800	5,931
Use of Land and Buildings	381,500	281,500	281,500
Other Property Expenses	37,046	44,700	34,569
	<u>457,922</u>	<u>361,976</u>	<u>349,196</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	262,592	293,558	280,686
Cash and cash equivalents for Statement of Cash Flows	<u>262,592</u>	<u>293,558</u>	<u>280,686</u>

Of the \$262,592 Cash and Cash Equivalents, \$10,195 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables from the Ministry of Education	4,080	2,634	2,634
Teacher Salaries Grant Receivable	87,586	78,529	78,529
	<u>91,666</u>	<u>81,163</u>	<u>81,163</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	91,666	81,163	81,163
	<u>91,666</u>	<u>81,163</u>	<u>81,163</u>

9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	395	476	476
School Uniforms	6,765	6,402	6,402
	<u>7,160</u>	<u>6,878</u>	<u>6,878</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	123,779	53,788	-	-	(3,360)	174,207
Furniture and Equipment	75,053	11,735	-	-	(9,423)	77,365
Information and Communication Technology	16,064	12,723	-	-	(6,388)	22,399
Leased Assets	14,792	12,208	-	-	(9,080)	17,920
Library Resources	5,214	5,087	-	-	(1,288)	9,013
	<u>234,902</u>	<u>95,541</u>	<u>-</u>	<u>-</u>	<u>(29,539)</u>	<u>300,904</u>

The net carrying value of furniture and equipment held under a finance lease is \$17,920 (2023: \$14,792)

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 \$
Buildings	184,106	(9,899)	174,207	130,318	(6,539)	123,779
Furniture and Equipment	152,262	(74,898)	77,365	140,527	(65,474)	75,053
Information and Communication Technology	48,331	(25,933)	22,399	35,609	(19,545)	16,064
Leased Assets	38,345	(20,425)	17,920	42,389	(27,597)	14,792
Library Resources	25,194	(16,181)	9,013	20,470	(15,256)	5,214
	448,238	(147,336)	300,904	369,313	(134,411)	234,902

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	8,252	14,757	14,757
Accruals	8,746	4,553	4,553
Banking Staffing Overuse	-	1,798	1,798
Employee Entitlements - Salaries	89,740	83,426	83,426
Employee Entitlements - Leave Accrual	1,710	1,590	1,590
	108,448	106,124	106,124
Payables for Exchange Transactions	108,448	106,124	106,124
	108,448	106,124	106,124

The carrying value of payables approximates their fair value.

12. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due within one year	6,876	-	6,876
Loans due in one year	-	-	-
	6,876	-	6,876
Painting Contract due after one year	14,987	19,982	19,982
Loans due after one year	-	-	-
	14,987	19,982	19,982

In 2022, the Board signed an agreement with Programmed Maintenance Services (N.Z.) Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2024, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Other revenue in Advance	10,195	16,238	16,238
	<u>10,195</u>	<u>16,238</u>	<u>16,238</u>

14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	8,000	6,400	35,050
Increase to the Provision During the Year	9,433	6,876	(27,050)
Use of the Provision During the Year	-	(5,276)	-
Provision at the End of the Year	<u>17,433</u>	<u>8,000</u>	<u>8,000</u>
Cyclical Maintenance - Non current	17,433	8,000	8,000
	<u>17,433</u>	<u>8,000</u>	<u>8,000</u>

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

15. 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	10,485	10,626	11,695
Later than One Year and no Later than Five Years	6,716	5,846	6,175
Future Finance Charges	(1,770)	-	(1,398)
	<u>15,431</u>	<u>16,472</u>	<u>16,472</u>
Represented by			
Finance lease liability - Current	9,215	10,626	10,626
Finance lease liability - Non current	6,216	5,846	5,846
	<u>15,431</u>	<u>16,472</u>	<u>16,472</u>

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 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 Dunedin) 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'.

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 \$
<i>Board Members</i> Remuneration	2,830	2,555
<i>Leadership Team</i> Remuneration Full-time equivalent members	317,775 3	328,264 3
Total key management personnel remuneration	320,605	330,819

There are 10 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (3 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 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	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	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	2
	2.00	2.00

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	nil	nil

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

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board has no capital commitments (2023:Nil)

(b) Operating Commitments

As at 31 December 2024, the Board has no operating commitments (2023: Nil)

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	262,592	293,558	280,686
Receivables	91,666	81,163	81,163
Total financial assets measured at amortised cost	<u>354,258</u>	<u>374,721</u>	<u>361,849</u>

Financial liabilities measured at amortised cost

Payables	108,448	106,124	106,124
Borrowings - Loans	21,863	19,982	26,858
Finance Leases	15,431	16,472	16,472
Total financial liabilities measured at amortised cost	<u>145,742</u>	<u>142,578</u>	<u>149,454</u>

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.

Analysis of Variance Reporting 2024

School Name:	St Joseph's Cathedral School	School Number:	3827
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Strategic Aim:	To maximise student engagement and success in Literacy and Mathematics.		
	The school's strategic goals are linked to the National Education Priorities, which states our commitment to improving pupil levels of achievement in all aspects of literacy and Mathematics and Statistics school-wide.		
Annual Aim:	To improve the achievement levels in the national Standards for Reading, Writing and Mathematics. To raise achievement for identified target groups of learners not meeting standard.		
Area	Baseline Data (Dec 2023)	Target	End of 2024 Data
Reading	84% of all students achieved at or above the National Standard in Reading	That overall 85% of our students will achieve at or above their New Zealand Curriculum Level in Reading.	86% of all students achieved at or above their New Zealand Curriculum Level in Reading
Reading Specific Targets		That the 6 year 2 students will achieve at or above	4 at standard 2 below the standard
		That the 5 year 3 students will achieve at or above	1 at standard 4 below standard
		That the 3 year 4 students will achieve at or above	1 at standard 2 below the standard
		That the 2 year 5 student will achieve at or above	1 at the standard 1 below the standard
		That the 7 year 6 students will achieve at or above	4 at the standard 3 below the standard
			Achieved?
			Achieved
			66% Achieved
			20% Achieved
			33.3% Achieved
			50% Achieved
			57% Achieved

		Of the above target students the 3 Māori and 1 Pasifika students, 5 Indian will achieve at or above	2 out of 3 Māori at 3 out of 5 Indian at 1 Pasifika below	
	11 target students out of 23 shifted to at the expected curriculum level			
Writing	83% of all students achieved at or above the National Standard in Writing	That overall 85% of our students will achieve at or above their New Zealand Curriculum Level in Writing	84% of all students achieved at or above their New Zealand Curriculum Level in Writing	Not Achieved
Writing Specific Targets		That the 4 year 3 students will achieve at or above	1 at the standard 3 below standard	25% Achieved
		That the 3 year 4 students will achieve at or above	1 at the standard 3 below standard	33.3% Achieved
		That the 4 year 5 students will achieve at or above	1 at the standard 3 below standard	33.3% Achieved
		That the 8 year 6 student will achieve at or above	2 at the standard 6 below standard	33.3% Achieved
		Of the above target students the 2 Māori and 2 Pasifika students, 4 Indian students will achieve at or above	2 Māori at 2 Pasifika below 2 out 4 Indian at	
	5 target students out of 19 shifted to at the expected curriculum level			
Mathematics	87% of all our students achieved at or above the National Standard in Mathematics	That overall 85% of our students will achieve at or above their New Zealand Curriculum Level in Mathematics	87% of all students achieved at or above at their Curriculum Level for Mathematics.	Achieved
		That the 5 year 3 students will achieve at or above	2 at the standard 3 below standard	40% Achieved

Mathematics Specific Targets		That the 4 year 4 students will achieve at or above	2 at standard 2 below standard	50% Achieved
		That the 3 year 5 students will achieve at or above	3 below standard	Not Achieved
		That the 5 year 6 students will achieve at or above	5 at the standard	Not Achieved
		Of the above target students the 2 Māori and 2 Pasifika students, 5 Indian students will achieve at or above	2 Māori below 2 Pasifika below 2 out of 5 Indian at	
	4 target students out of 17 shifted to at the expected curriculum level			

	READING	WRITING	MATHEMATICS
All students	86%	84%	87%
Gender			
Female	84%	88%	84%
Male	89%	80%	90%
Ethnicity			
Asian	77%	64%	82%
Indian	86%	86%	82%
Māori	100%	100%	91%
MELAA	91%	100%	91%
NZEuro/Other Euro	85%	85%	90%
Pasifika	89%	83%	83%

Actions <i>What did we do?</i>	Strategic Focus: To improve levels of achievement for Reading, Writing and Mathematics. To raise achievement for identified target groups of learners not meeting their expected level. • Continuation of Structured Literacy across the school • Introduction of Structured Reading in the Junior classrooms, support for teachers to implement and partnerships/education of families. • Interventions and Learning support for target and high needs children including (Speech, RTLB, LSC, ESOL, and in class teacher aide support) • Teachers all monitoring and implementing strategies for target students- regular meetings in syndicates to support this work • Lead teachers of Mathematics and English provided PD, resources and in class support for teachers • Launch collaborative writing planning with teachers and engagement of students • Introduction of use of success criteria in writing
Outcomes <i>What happened?</i>	School wide data: Overall levels of students achieving At or Above expected level are 86% in Reading, 84% in Writing and 87% in Mathematics. In 2023 overall levels of achieving At or Above expected level were 84% in Reading, 83% in Writing and 87% in Mathematics. Both Reading and Writing have had a positive increase. Our Māori students have achieved amazing results; 100% for Reading, 100% for Writing and 91% for Mathematics Our Pasifika students have achieved 89% for Reading, 83% for Writing and 89% for Mathematics Data to look more carefully and what we would like to improve: • Asian data- 77% Reading, 64% Writing, and 77% Mathematics (majority ESOL students) • Boys 80% in Writing

Reasons for the variance
Why did it happen?

Reasons for increase in achievement:

Clear school wide assessment and teaching practices. School progressions embedded in teaching programmes. Children are aware of learning goals and next steps. Staff all doing Assessment For Learning Professional Development.

Improved identification, monitoring and implementation of strategies for target students- tracking and support for teachers through syndicates.

Introduction of Structured Literacy school wide and Structured Reading for our Junior school

Increased coordination and refining of the Learning Support Systems within our school. The Learning Support Coordinator works with our SENCO to oversee and support children with identified learning needs. Board funding of Learning Support interventions

Analysis of Writing Eastle data- re looking at benchmarking.

Introduction of teachers writing launches and success criteria use during writing.

Reasons for students not achieving At or Above:

Large increase in the number of students arriving from overseas and ESOL students.

Also some children that were "At" at the end of 2023 are now below due to a jump in curriculum level and expectations.

Some target students find it difficult to engage or find teaching strategies that increase their progress. Not all target student families work in partnership with teachers and regular reading and reinforcing of skills is not always done at home.

Evaluation
Where to next?

Look at different ways to move some of our target students who are making progress but not making it to "at" by the end of the year. Continue to embed school wide progressions and benchmarks.

Support for teachers with new curriculum implementation and content knowledge

Continuation of structured literacy Reading practices in the Junior school- building strong foundations for Reading/Writing. Introduction and support for senior teachers with Tier two students

Introduction of Oxford Mathematics resources to support class programmes and helping with remedial/extension activities.

Introduction of new assessment such as the junior phonics test and support staff with eastle developments.

Continue to meet in syndicates to monitor and look at possible strategies for target students. Introduce whole staff Target student meetings- Term 2 and Term 3. Staff PD sessions to support staff when making assessments/OTJs.

Observations of class teaching by Curriculum Lead /DP and support for class programmes.

Implementing strategies from the school wide Maori students achieving "success as Maori" Inquiry. Implementing our school Culturally Responsive practices.

Continuation of implementation of Assessment for Learning practices

Further development of our ELL programmes for 2024 and how we can best match the needs of these students, looking to how we support students with no english

Planning for next year

The following points will be built into the planning for next year;

- Continue to support staff with embedding Structured Literacy Practices
- Continue to embed Assessment for Learning practices across the school - success criteria and clarity of learning.
- More release time for teachers to complete testing and assessment. (extra crt days)
- Time in syndicates/phases to support the implementation and learning around the new curriculum and new maths resources
- Continuation and development of Learning Support interventions. A big focus on the ELL programme for 2024 and how we can best match needs.
- Monitor and put interventions in place for Target students- regular syndicate meetings
- Review and discuss and build consistencies around best practice in Mathematics and English- supported by the lead teacher.



St. Joseph's
Cathedral School

Annual School Improvement Plan - End of Year Review 2024

Strategic Initiative 2024	Review Indicators/Improvement Actions
	Goal 1- Nurture Equity and Excellence
• Catering For Diverse Learners	Improvement Actions: • Professional Growth Cycles (Teachers and Management) • Teacher Target sites and implemented strategies in Reading, Writing and Maths for their target students • Parent Literacy meetings • Ongoing assessment of students, monitoring of target students and programmes set up catering to student needs (support and enrichment). • Intervention programmes (Review systems to look at effectiveness and in catering for our increased learning needs across the school). • Learning support structures/ group and individual support and Learning Assistants in classrooms • RTLB, MOE applications and support • Covering all curriculum areas including arts and science/technology • Differentiated learning and planning within classrooms • Pastoral support and counselling service • ELL professional development for teachers and Learning Assistants • Adjustments of ELL programmes and work on use of ELL progressions • Mathematics booster teaching in term 1 • Culturally responsive pedagogies professional development • Bilingual workers employed for the year to support students in class and make connections with parents • Attendance plan to increase attendance and lateness issues

	Shift in Practice: - Teachers using ELL progressions in class programmes - Syndicate meetings each term to discuss target students and look for new strategies to help them make progress Outcome for Learners: - Positive movement in progress for target students and also an increase of children achieving at the standard. <u>End of year Target Student Report</u> - Learning Support <u>End of Year Report</u>
Valuing and accepting all cultures and identities	Improvement Actions: - Our first Inquiry unit is based on our identities and cultures, valuing and celebrating who we are. World cafe and cultural dance performances from all ten groups. - Local curriculum learning on Māori history and tikanga - Cultural displays - Pepeha learning in Term 1 - Language weeks - Te reo specialist and integration by teachers - Pasifika and Kapa Haka groups - Bicultural/te reo signs and art that displays- poles, flags - Fono held by our families to make connections with new families and share food and games - Kāhui Ako Pasifika Project- role model day for students, community gathering and research for management into best practice for Pasifika learners - Matariki breakfast and sharing of learning Shift in Practice: - Culturally responsive practices continued to be developed Outcome for Learners: - Valuing culture, respect for all. Children did not necessarily just learn about own culture but could choose to learn another culture - Community support for their children
Goal 2- Provide a responsive and engaging Curriculum	
Local Curriculum Design	Improvement Actions: - Inquiry topics/coverage - Our school Progressions used across classrooms - Work ons from parent consultation last year - one was to increase communication of curriculum/topics - Management hōi been working to help in the further development of local curriculum and identify the needs

	• Interchanges across the school for Inquiry -student led learning • Development of school wide expectations for English and Mathematics programmes. • Staff meetings and syndicate meetings focused on curriculum areas and improving practice and knowledge Shift in Practice: • Continuous evaluation and review of current school practices and curriculum • Professional development of new Mathematics and English Curriculum (Kahui meetings, webinars and staff PD) Outcome for Learners: • A curriculum that caters for all children. • Increased student agency and engagement
• Enhancing English and Mathematics learning programmes	Improvement Actions: • Kāhui Ako Professional Development in the new Mathematics and English Curriculum • Explicit teaching of Mathematics and English- readjustment of expectations at St Joseph's for these curriculum areas. • The collaborative Writing planning is underway and has been reviewed by Management. Staff have already seen an increase in engagement and output for some children • Parent workshops for junior reading • Our Within teacher has led staff meetings on Easttle Writing alongside some Trinity staff- this was to look at this writing assessment and to see better ways we can have more consistency in understanding for all staff. A new assessment rubric was formed • Research into the best fit Mathematic resources for our school was completed by management and the new Oxford resources order to help enhance teaching programmes. Planning is underway for implementation. Shift in Practice: • Consistencies and systems set up for teaching Mathematics and English across the school • Professional learning on the new English and Mathematics Curriculums Outcome for Learners: • Increased achievement for students and more students reaching above. <u>End of Year Achievement Data</u>
• Building teacher capabilities in effective pedagogies	Improvement Actions: • Ongoing Assessment for Learning PLD with the Education Group and an action plan for our staff for 2024 • All staff are focusing on increasing their assessment capability this year, using more formative assessments in their teaching programmes. This is the focus for their Teacher's Professional Growth Cycles Structured Literacy learning and improvements. Addition of Reading Structure Literacy programmes in the junior area. • Junior staff PD day to learn structure reading techniques.

	• Kāhui Ako Professional Development in ELL teaching ideas and strategies • All teachers are implementing success criteria in their writing lessons this term and we will be observing classes and gathering more student voice • Coaching zooms for all staff to help with professional growth cycles and their Assessment for Learning inquiries. This was taken by the Education Group • Continuation of implementing and using success criteria for writing in all classrooms Shift in Practice: • Movement in school wide Assessment For Learning Rubric <u>Evaluation Rubric</u> Outcome for Learners: • <u>Junior Reading Implementation</u> • <u>Student Voice Results</u>
• Enhance our Special Character through implementing the new Catholic RE Curriculum	• RE- new curriculum development and implementation plans underway. Staff from Year 0- 4 teaching it. • Year 3 and 4 teachers had a PD day to help with planning for new curriculum • The Year 5 and 6 teachers will be using some resources from the new programme but these levels are not ready until next year. • Twilight whole staff professional development meetings on the new curriculum • Adjusting practice- discussions to support each other on implementation. • After consultation with staff- DRS adjusted school planning format and put in support to help staff with planning and teaching of RE. Staff wanted time to work together on planning • DRS has completed observations of RE lessons and prayers to support staff in their teaching and help with formation hou Shift in Practice: • Better understanding of the themes, cross themes and touchstones. Staff all familiar with resources and implementation • <u>Roadmap of Implementation</u>
Goal 3- Strengthen connections and enhance wellbeing of school community and beyond	
• Pastoral care/Outreach and Wellbeing	Improvement Actions: • Families new to school welcomes and afternoon tea • Meals for families and support for attendance fees, sports and more • Free bread and meals • Well being survey results • PTFA Te Aroha Karaiti fund

	• Provide pastoral care parcels and meals to our families with new babies and bereavements, grants for attendance fees and sports. • Pastoral Care and outreach to our school and wider communities continues, led by the DRS and the Young Vinnies • Indian and Filipino bilingual workers support families and transitions to our school • Junior Joes and transition support for new entrants • Social Justice outreach projects-children have been delivering and gifting their projects from our inquiry- these have been well received by the wider school community Outcome for Learners: • NZCER Welling Being survey Results 2024
• Partnerships with parent and local communities	• Curriculum section in the newsletter • Learning posts and class letters • World cafe, discos, Matariki breakfast, PTFA parents/family nights • Start of year interviews, conferences • Open afternoons to share Inquiry learning • Parent Education- Reading and Spelling open classrooms • Curriculum parent meetings (literacy/mathematics) • Indian and Filipino bilingual workers • Board and PTFA meetings and communication • Working bees • Sports teams • Parent involvement in learning and sports • Parish/School Masses/ Parish picnic and concert • Fono and Hui • Our mihi whakatau and welcome of our new families • Class connection books
Giving Effect to Tiriti o Waitangi	
	• Tikanga Maori (mihi whakatau, mihi, Masses, kai, karakia (inoi) is part of the everyday life of the school. • Te reo is used on a regular basis and integrated throughout class programmes. • Specialised Maori teacher employed to support the development of Te Reo for staff and students. • Opportunities for students to excel as Maori across the curriculum. • High expectations of achievement for Maori students. • Action Plan to Raise Maori Achievement in place. Data monitored, support or extensions put in place where necessary and shared regularly. • Staff have opportunities to upskill themselves in cultural practices and pedagogies. Recent EP Professional Development • Te Reo tikanga Maori and Maori Spirituality is integrated throughout the Special Character of our school. • Maori culture is reflected in our environment. Culture audits support this development. • Cultural Narrative created for Kahui Ako • BOT and staff sessions-giving effect to Te Tiriti o Watangi

- Giving effect to Te Tiriti with Jess Tuhega MOE
- School Camp- Sinclair wetlands with Ngāi Tahu guide
- Inquiry topics

Action Plan to Raise Maori Achievement in place

Review of Maori action Plan June 2024

Next steps for new Strategic Planning 2024-2025

- Supporting staff with professional development opportunities, purchasing of resources and release time to focus on the implementation of both the new Mathematics and English Curricula
- Learning of new Assessment tools provided by the Ministry
- RE promo of new curriculum to our parent community and open afternoon.
- Continue to refine our local curriculum design around the Mathematics and English Curriculums
- Assessment for Learning next steps in the clarity of learning across the school- align to new Curriculum implementation using Learning Intentions and Success Criteria
- Provide release time to work in writing pairs and PGC's (supporting this professional learning).
- Continued support into the implementation of structured reading

St Joseph's Cathedral School 2025- 2026 Action Plan to raise Māori Student Achievement

Action – what do we want to achieve?	What needs to be done?	By Whom?	What resources do we need?	Cost?
Governance focus and use of Achievement data	- Ensure that all Board members and staff know of their responsibilities under the Treaty of Waitangi to Māori students and lead Māori initiatives in the school. - The Principal, staff and Board of Trustees continue to undertake Professional Development to increase their cultural competence so that they can be culturally responsive as they focus on raising Māori achievement. - Ensure the school's Governance and Management documentation, including the Charter and Strategic Planning, includes a focus on Māori students. - Effectively analyse Māori student achievement data to identify students who are not reaching expected levels of achievement, and use this data to help raise Māori student achievement. - All teachers monitor and implement strategies (with target Māori students) in their classes to help build success as Māori and increase achievement. - The BOT and Principal agree to, resource and implement meaningful interventions to raise the achievement levels of Māori students.	BOT Principal/ Management Staff	- Principal and teacher released to attend workshop s and PD eg NZSTA and MOE - Resourcing for Hui each term - Learning Support Resourcing	Professional Development budget

High Quality Teaching, and Performance Management	- Teacher's Professional Growth Cycles/ Target Students Slides to focus on using Assessment For Learning, Explicit teaching and Culturally Responsive Practices. - Ongoing Professional Development in Culturally Responsive Practices. - Teachers identify focus groups of Māori students to monitor their progress and the impact of their teaching/interventions to ensure they are successful in raising Māori student achievement. - Employment of Maori specialist Teacher to help staff with professional development, Māori values and ways of learning.	BOT Principal/ Management Staff	- Professional Growth Cycle - Tātaiako - Tū - Rangatira - Ka Hikitia -Accelerating Success - Te Reo Māori-Kura Auraki - ELL progressions	Professional Development budget
The New Zealand Curriculum and school curriculum design	- Through the continuation of consultation ensure that the school curriculum and class learning programmes reflect the needs and interests of the school's Māori students and our Māori families. Continue to develop our bicultural capabilities as a school. - Support of our Māori parent reps with Curriculum design/ correct terminology etc - Teachers include Māori values in their class programmes; and our St Joseph's Cathedral school values. - Employment of a Specialist Te Reo/Tikanga teacher to support all teachers and enhance our school wide Māori Language and culture programmes.	Principal/ Management Staff Māori Community reps and whānau	New Zealand Curriculum Tātaiako Tū Rangatira Ka Hikitia -Accelerating Success Resources in Community eg Art Gallery and Museum, Marae	Curriculum and professional development budget Employment of Te Reo/Tikanga specialist Inquiry Budget

	• Work towards more integration across all curriculum areas and especially in our Inquiry topics. • Making connections to the local community and history. Marae visits every second year. • Development and teaching of our school's Cultural Narrative/ building connections with Ngai Tahu	Ngai Tahu		Kāhui Ako Budget
Culturally responsive practices	• Build staff knowledge and confidence in Te Reo Māori by providing opportunities for professional development. • School leaders and teachers participate in professional development to increase their cultural competence and understanding of the Te Tiriti o Waitangi. • Teachers understand and implement culturally responsive practices based on Māori values. • School management builds knowledge of students, their families and communities. • Teachers encourage Māori students to use their first language in real learning situations, experiences and tasks. Teachers will provide rich opportunities in class for children to read, write, speak and listen in Māori. • Regular teaching of Te Reo across the school and used for greetings, commands and in school prayers and Liturgies.	Principal Lead Teacher Staff Support staff	Tātaiako Tū Rangatira Ka Hikitia -Accelerating Success ELL resources Making Language Work Community resources including parents	Professional Development budget

Parents, families and Community		BOT	Tātaiako	Provision for a community/pastoral care budget
● Our Māori communities are consulted about key developments including the strategic planning for Māori education. ● Continue to encourage, value and support Māori representation on the Board of Trustees. ● Involvement of Māori families and communities in school life and students' learning. ● Organise and hold school Māori community hui to celebrate students' successes, seek guidance, support and feedback. ● School leaders put in place systems of support for Māori students including pastoral care, mentoring systems, school-wide student management systems, and assessment systems for student achievement.		Management Lead teacher and school staff Parents Māori Community reps and whānau Māori Tutors	Tū Rangatira Ka Hikitia -Accelerating Success Media Gallery clips MOE resources Making Language work Resources in Community eg Art Gallery and Museum	



St. Joseph's
Cathedral School

Good Employer Statement

9th December 2024

To Whom it May Concern,

Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Equal Employment Opportunities Policy. We practice impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.


Jo Stanley
Principal

St Joseph's Cathedral School



Kiwisport

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024 the school received a total Kiwisport funding of \$2305.84(excluding GST). The funding was spent on a sport activator employed by St Joseph's Cathedral School. This sport activator comes into school 3 times each term to take classes for different sporting skills. This has improved both the skills of the students at pour school and has been valuable professional development for our staff.

Jo Stanley

A handwritten signature in black ink, appearing to be "Jo Stanley". The signature is written in a cursive style with a large, looped initial "J".

Principal