

CARDINAL MCKEEFRY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



Principal:	Peter Hijazeen
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Ministry Number:	2819
Accountant/Service Provider:	Accounting for Schools Limited

CARDINAL MCKEEFRY SCHOOL

Annual Report - For the year ended 31 December 2022

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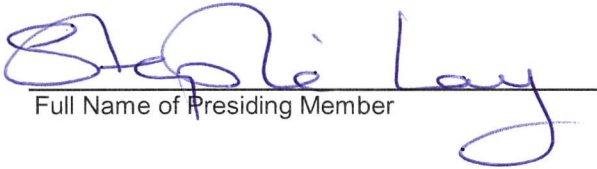
Cardinal McKeefry School
Statement of Responsibility
For the year ended 31 December 2022

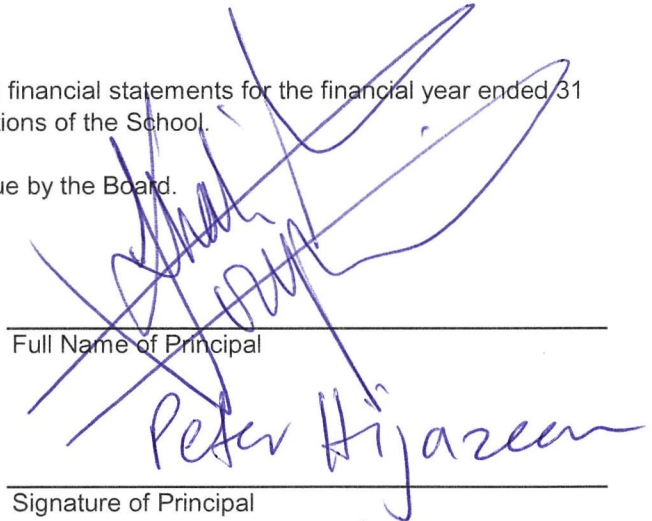
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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 2022 fairly reflects the financial position and operations of the School.

The School's 2022 financial statements are authorised for issue by the Board.


Full Name of Presiding Member


Full Name of Principal

STEPHANIE LAY
Signature of Presiding Member

Peter Hijazeem
Signature of Principal

29 MAY 2023
Date:

29/5/2023
Date:

Cardinal McKeefry School

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	627,376	759,161	694,051
Locally Raised Funds	3	190,146	24,435	46,301
Use of Land and Buildings Integrated		369,296	350,000	369,296
Interest Earned		1,085	200	1,228
		1,187,903	1,133,796	1,110,876
Expenses				
Locally Raised Funds	3	8,918	7,300	28,246
Learning Resources	4	542,394	503,616	620,357
Administration	5	97,943	93,901	81,653
Property	6	437,478	406,280	430,404
Finance Costs		144	-	129
		1,086,877	1,011,097	1,160,789
Net Surplus / (Deficit)		101,026	122,699	(49,913)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		101,026	122,699	(49,913)

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

Cardinal McKeefry School

Statement of Changes in Net Assets/Equity For the year ended 31 December 2022

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Balance at 1 January	92,653	92,653	139,754
Total comprehensive revenue and expense for the year	101,026	122,699	(49,913)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	3,057	-	2,812
Contribution - Te Mana Tuhono	9,781	-	-
Equity at 31 December	206,517	215,352	92,653
Accumulated comprehensive revenue and expense	206,517	215,352	92,653
Equity at 31 December	206,517	215,352	92,653

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.

Cardinal McKeefry School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	52,190	120,144	134,954
Accounts Receivable	8	62,903	42,000	35,280
Investments	9	-	-	80,353
Prepayments		8,163	6,000	6,395
		123,256	168,144	256,982
Current Liabilities				
Accounts Payable	11	50,370	51,000	52,709
Finance Lease Liability	15	2,796	3,000	1,860
GST Payable		926	-	436
Borrowings	12	4,558	4,000	-
Revenue Received in Advance	13	-	-	116,283
Provision for Cyclical Maintenance	14	47,272	47,272	13,615
		105,922	105,272	184,903
Working Capital Surplus		17,334	62,872	72,079
Non-current Assets				
Property, Plant and Equipment	10	213,657	180,000	49,035
		213,657	180,000	49,035
Non-current Liabilities				
Borrowings	12	15,953	16,000	-
Provision for Cyclical Maintenance	14	6,446	9,020	26,176
Finance Lease Liability	15	2,075	2,500	476
Funds held in Trust	16	-	-	1,809
		24,474	27,520	28,461
Net Assets		206,517	215,352	92,653
Equity		206,517	215,352	92,653

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

Cardinal McKeefry School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		186,286	353,161	224,011
Locally Raised Funds		75,045	(90,502)	160,840
Goods and Services Tax (net)		489	(435)	(11,175)
Payments to Employees		(134,365)	(59,899)	(145,909)
Payments to Suppliers		(144,692)	(169,106)	(179,579)
Interest Paid		(144)	-	(129)
Interest Received		1,368	483	945
Net cash from / (to) the Operating Activities		(16,013)	33,702	49,004
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(181,179)	(150,219)	(23,853)
Purchase of Investments		(90,754)	80,353	(80,353)
Proceeds from Sale of Investments		171,107	-	171,107
Net cash from / (to) the Investing Activities		(100,826)	(69,866)	66,901
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,838	-	2,812
Finance Lease Payments		2,535	3,164	(3,445)
Loans Received		22,790	20,000	-
Repayment of Loans		(2,279)	-	-
Funds Administered on Behalf of Third Parties		(1,809)	(1,809)	-
Net cash from Financing Activities		34,075	21,355	(633)
Net increase/(decrease) in cash and cash equivalents		(82,764)	(14,809)	115,272
Cash and cash equivalents at the beginning of the year	7	134,954	134,954	19,682
Cash and cash equivalents at the end of the year	7	52,190	120,144	134,954

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

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

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Cardinal McKeefry 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 reports have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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.

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 21b.

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 however 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.

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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 schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Investments

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

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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 (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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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:

Buildings	5 - 30 years
Furniture & Equipment	5 - 10 years
Assistive Technology	3 - 5 years
Leased Assets	3 - 5 years Diminishing value & straight-line
Library resources	12.5% Diminishing value & straight-line

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

The reversal of an impairment loss is recognised in the surplus or deficit. 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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

m) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees, 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 Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on 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 schools 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.

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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

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.

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	212,572	359,161	223,416
Other government grants	706	-	595
Teachers' salaries grants	414,098	400,000	470,040
	627,376	759,161	694,051

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Fees for Extra Curricular Activities	7,749	8,735	23,454
Donations	14,279	10,500	5,150
Fundraising & Community Grants	138,092	-	5,500
Other revenue	28,495	4,400	8,158
Trading	1,531	800	4,039
	190,146	24,435	46,301
Expenses			
Extra Curricular Activities Costs	7,317	6,500	18,331
Trading	1,601	800	9,915
	8,918	7,300	28,246
<i>Surplus for the year Locally raised funds</i>	181,228	17,135	18,055

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	11,945	7,596	9,978
Depreciation	17,268	19,254	14,925
Employee benefits - salaries	439,190	426,247	494,814
Information and communication technology	3,754	10,900	6,231
Library resources	173	1,719	1,346
Resource/attached teacher costs	66,175	34,000	86,738
Staff development	3,889	3,900	6,325
	542,394	503,616	620,357

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,486	9,500	8,239
Board of Trustees Expenses	1,521	3,000	6,479
Board of Trustees Fees	-	-	880
Communication	4,866	2,910	2,559
Consumables	5,147	6,050	5,337
Employee Benefits - Salaries	43,781	33,633	34,356
Insurance	6,387	6,534	7,007
Operating Lease	1,677	2,700	1,085
Other	26,078	29,574	15,711
	<u>97,943</u>	<u>93,901</u>	<u>81,653</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	2,423	2,800	4,811
Consultancy and Contract Services	22,396	19,000	20,843
Cyclical Maintenance Provision	18,275	6,580	1,279
Grounds	1,787	3,600	1,416
Heat, Light and Water	13,026	11,500	12,096
Rates	754	1,000	877
Repairs and Maintenance	7,208	8,800	16,066
Security	2,313	3,000	3,720
Use of Land and Buildings	369,296	350,000	369,296
	<u>437,478</u>	<u>406,280</u>	<u>430,404</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.

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Current Account	51,523	120,144	134,290
Bank Call Account	667	-	664
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	52,190	120,144	134,954

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	21,164	1,000	2,346
Receivables from the Ministry of Education	6,992	6,000	-
Interest Receivable	-	-	283
Teacher Salaries Grant Receivable	34,747	35,000	32,651
	62,903	42,000	35,280
Receivables from Exchange Transactions	28,156	1,000	2,629
Receivables from Non-Exchange Transactions	34,747	41,000	32,651
	62,903	42,000	35,280

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Short-term Bank Deposits	-	-	80,353

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings & Grounds	-	107,903	-	-	(1,978)	105,925
Furniture & Fittings	40,678	57,665	-	-	(9,632)	88,711
Leased Assets	1,439	6,366	-	-	(3,112)	4,693
Library Resources	5,790	174	-	-	(1,562)	4,402
Office Equipment	221	-	-	-	(76)	145
Assistive Technology	907	9,782	-	-	(908)	9,781
Balance at 31 December 2022	49,035	181,890	-	-	(17,268)	213,657

The net carrying value of equipment held under a finance lease is \$4,693 (2021: \$1,439).

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings & Grounds	107,903	(1,978)	105,925	-	-	-
Furniture & Fittings	247,518	(158,807)	88,711	189,853	(149,176)	40,678
Leased Assets	19,809	(15,116)	4,693	13,443	(12,004)	1,439
Library Resources	89,678	(85,276)	4,402	89,505	(83,715)	5,790
Office Equipment	55,312	(55,167)	145	55,767	(55,546)	221
Assistive Technology	21,552	(11,771)	9,781	11,771	(10,863)	907
Balance at 31 December	541,772	(328,115)	213,657	360,339	(311,304)	49,035

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	4,936	3,500	10,300
Accruals	8,486	11,000	8,239
Employee Entitlements - salaries	35,149	35,000	32,651
Employee Entitlements - leave accrual	1,799	1,500	1,519
	50,370	51,000	52,709
Payables for Exchange Transactions	36,948	49,500	51,190
Payables for Non-exchange Transactions - Other	13,422	1,500	1,519
	50,370	51,000	52,709

The carrying value of payables approximates their fair value.

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

12. Borrowings

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Due in One Year	4,558	4,000	-
Due Beyond One Year	15,953	16,000	-
	<u>20,511</u>	<u>20,000</u>	<u>-</u>

The school has borrowings at 31 December 2022 of \$20,511 (31 December 2021: Nil). This loan is from the Crown for the purpose of installing energy efficient lights. The loan is unsecured.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance	-	-	116,283
	<u>-</u>	<u>-</u>	<u>116,283</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	39,791	39,791	52,925
Increase to the Provision During the Year	12,303	6,580	1,279
Other Adjustments	1,624	-	-
Use of the Provision During the Year	-	(46,505)	(14,413)
Provision at the End of the Year	<u>53,718</u>	<u>(134)</u>	<u>39,791</u>
Cyclical Maintenance - Current	47,272	47,272	13,615
Cyclical Maintenance - Non Current	6,446	9,020	26,176
	<u>53,718</u>	<u>56,292</u>	<u>39,791</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,097	3,000	1,865
Later than One Year and no Later than Five Years	2,181	2,500	476
Future Finance Lease Charges	(407)	-	(5)
	<u>4,871</u>	<u>5,500</u>	<u>2,336</u>
Represented By			
Finance Lease Liability - Current	2,796	3,000	1,860
Finance Lease Liability - Non Current	2,075	2,500	476
	<u>4,871</u>	<u>5,500</u>	<u>2,336</u>

16. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	-	55
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	1,754
	<u>-</u>	<u>-</u>	<u>1,809</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of comprehensive Revenue and Expense.

17. 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.

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

17. Related Party Transactions (Cont.)

The Proprietor of the School, the Roman Catholic Archdiocese, is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred have been disclosed appropriately.

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	-	880
<i>Leadership Team</i>		
Remuneration	183,833	207,997
Full-time equivalent members	1.67	2.00
Total key management personnel remuneration	183,833	208,877

There are 8 members of the Board excluding the Principal. The Board had 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(s)

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	70 - 80	110 - 120
Benefits and Other Emoluments	1 - 2	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	1	-
	1	-

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

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be committee member, 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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

In 2022 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly installments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is confirmed, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works. (Capital commitments at 31 December 2021: \$nil).

(a) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease for a photocopier and teacher laptops. These have now been treated as finance leases, however there is a portion of an old photocopier lease to pay.

	2022 Actual \$	2021 Actual \$
No later than One Year	-	793
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	793

Cardinal McKeefry School

Notes to the Financial Statements

For the year ended 31 December 2022

22. Financial Instruments

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	52,190	120,144	134,954
Receivables	62,903	42,000	35,280
Investments - Term Deposits	-	-	80,353
Total Financial assets measured at amortised cost	115,093	162,144	250,587
Financial liabilities measured at amortised cost			
Payables	50,370	51,000	52,709
Borrowings - Loans	20,511	20,000	-
Finance Leases	4,871	5,500	2,336
Total Financial Liabilities Measured at Amortised Cost	75,752	76,500	55,045

23. Events After Balance Date

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

24. Comparatives

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

Cardinal McKeefry School

Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Stephanie Lay	Presiding Member	Elected	August 2025
Peter Hijazeen	Principal	Appointed	
Fr Ron Bennett	Proprietor's Representative	Proprietor's Appointee	August 2025
Mike Hartley	Parent Representative	Elected	August 2025
Martin Fukac	Parent Representative	Elected	August 2025
Isadora Ekawati	Parent Representative	Elected	August 2025
Shola Olaniyan	Parent Representative	Elected	August 2025
Natasha Telles	Parent Representative	Elected	August 2025
Satvinder Bains	Staff Representative	Elected	August 2025
Brigitta Kijono	Parent Representative	Proprietor's Appointee	August 2022
Antonio Ybarra	Presiding Member	Proprietor's Appointee	August 2022
Duncan Scott	Parent Representative	Elected	August 2022
Bridget Wylie	Staff Representative	Elected	August 2022
Lucy Hall	Parent Representative	Elected	August 2022
Steve Honiss	Parent Representative	Elected	August 2022

Cardinal McKeefry School

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2022

Kiwisport is a Government funding initiative to support student participation in organised sport.

In 2022 the School received funding of \$770 (2021: \$1,193).

The School used the funding for various sporting activities.

Statement of Compliance with Employment Policy

For the year ended 31 December 2022 Cardinal McKeefry School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contract 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.

Independent auditor's report

To the readers of the financial statements of Cardinal McKeefry School for the year ended 31 December 2022

The Auditor-General is the auditor of Cardinal McKeefry School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, 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, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 2022, and
 - its financial performance and its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 29 May 2023. 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 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 21 to 22, and pages 26 to 45, but does not include the financial statements, and our auditor's report thereon.

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

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

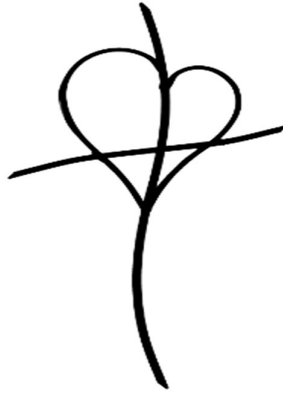
Independence

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

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



Andrew Steel | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand



Cardinal McKeeffry School
Charter
Strategic Plan
2023
Annual Plan Variance 2022

Vision:

Empowering every child to learn to contribute and to grow with God and each other

Values:

Family Spirit
In the Way of Mary
Simplicity
Presence
Love of Work

Rules:

Respect Resilience Responsibility

Cardinal McKeefry Background Information

<p>Māori dimensions and Cultural Diversity</p>	<p style="text-align: center;">The Treaty of Waitangi - Te Tiriti o Waitangi</p> <p>Te Tiriti o Waitangi with its embedded concepts of protection, participation and partnership, is becoming more formally acknowledged in a number of ways within the school. Our kawa, our practices around karakia and gathering link to Tikangi Māori.</p> <p>Partnership requires that we work together with families to ensure our Māori students' rights are respected and protected and that all our students develop inclusive, collaborative practices and have a sense of self-worth.</p> <p>Participation requires that we give our students opportunities to develop an awareness of and an understanding of Te Mana o Te Aotearoa, New Zealand's heritage.</p> <p>Staff and students are encouraged to develop and use knowledge and understanding of Tikanga Māori and Te Reo Māori thus fostering awareness and understanding of expectations of the Treaty.</p> <p>Our students have some opportunity to use Te Reo Māori and to hear it spoken. We are developing confidence to introduce more into our school day and programmes, and investigating, in consultation with our Māori families, the introduction of more specific language and tikanga programmes for the future. We would respond positively and take reasonable steps to support any families who requested their child/ren be able to access Te Reo me ona Tikanga Māori at school.</p> <p>Protection requires us to ensure inclusive practices with all our students and to ensure that our Māori and Pasifika students, as well as those from other ethnic group aspire and achieve.</p> <p>We commit to encourage and develop environmental awareness and sustainable practices in everyday living.</p>
<p>Student Engagement</p>	<p>Being an active, contributing member of the school community is important for our students. They are well engaged in school life and generally caring and supportive of each other, showing particular empathy for those who may have special needs or particular difficulties. We receive consistent positive comment and feedback from visitors, outside providers, relievers and others regarding the positive attitude, behaviour, engagement and involvement of our students at the various events and activities that we are involved in or attend. For the most part our students are regular attenders at school and associated activities. Parents and caregivers are very supportive.</p>
<p>Student Achievement</p>	<p>In the core curriculum areas of Numeracy and Literacy the majority of our students achieve at or above the expected curriculum level for their age. Those not yet achieving at the expected curriculum level or at risk, are supported within class programmes or through special interventions to help advance progress and achievement. All other NZ Curriculum areas are covered throughout the year Community venues and facilities are well utilised to make our learning opportunities interesting and real.</p>
<p>School Organisation and Structures</p>	<p>The school day is from 8.55 – 2.55. Expectations around behaviours are clear and help make for a safe and pleasant environment. Students are involved in responsibilities around the school and take these seriously. The teachers work collaborative to plan and co-operative practice is evident.</p>
<p>Special Character</p>	<p>We are a Catholic Yr. 1- 8 primary school integrated into the state system. We are part of the Catholic Parish of Otari within the Western Pastoral Area. Our Board and staff work together, with parents and caregivers to maintain a strong sense of community within a Christian context, whereby our students are encouraged to be the best they can, develop an awareness of God's presence in themselves, others and in the world; be accepting of others, celebrate difference and be thoughtful in work and at play.</p>
<p>Review of Charter and Consultation</p>	<p>The main form of communication and consultation is via newsletter, the school website, parent-caregivers meetings and conversations. Surveys and questionnaires have also been a feature. In 2017-2018 we reviewed and revised our school values to align with the school Marist Charism. These were launched at the end of year liturgy in 2018. We are currently consulting the community to redesign a mission statement that is more aligned with the school communities' aspirations for their children. Throughout 2018 we will be revising and refining our strategic plan as it currently is more of a task list than a strategic plan document. Our annual plan has also been reduced and refined to help our Principal focus on the key aims for each area.</p>

Principles of the New Zealand Curriculum

High Expectations – Learning to Learn

Reflect needs – involve stakeholders – incorporate new methods & technologies – success for all

Treaty of Waitangi – Cultural Diversity – Inclusion

All students are valued and succeed – Tikanga and Te Reo are evident – cultural diversity is valued

Community Engagement – Coherence – Future Focus

Relationship between home and school is strong – ongoing learning relates to life

resilience and adaptability are key – new methods and technologies are explored and applied

The principles of the NZC are key to our school's success. They underpin and include factors contributing to the overall success of engagement, understanding, teaching and learning in our school.

The Principles	Indicators and Inclusions
PARTICIPATION	
High Expectations Students learn and achieve personal excellence regardless of personal circumstances	<ul style="list-style-type: none"> Programmes reflect the needs of the 21st century and use a range of methods and resources Students know what they are to learn and why Teachers, students and parents/caregivers talk about student learning and achievement and set goals related to this Teachers will account for ability and provide extension and support as required according to data and observations
Learning to Learn The curriculum encourages all students to reflect on their own learning processes and to learn how to learn	<ul style="list-style-type: none"> Teaching, learning and assessment practices support the development of students' metacognitive and interpersonal competencies (key competencies) (NZC p. 12) New ways of learning and communication are encouraged – in particular e-learning and social networking within safe parameters
PROTECTION	
Treaty of Waitangi School protocols and curriculum acknowledge principles of the Treaty of Waitangi and the bi-cultural foundation of NZ. Students have opportunity to acquire knowledge of te reo Maori me ona tikanga	<ul style="list-style-type: none"> Tikanga and Te Reo are evident in life of the school. Te Reo is used regularly in karakia and classroom interactions Maori students are succeeding All students have ongoing opportunity to improve their knowledge of Te Reo and Tikanga Maori
Cultural Diversity The curriculum reflects NZ's cultural diversity and values the histories and traditions of all its people.	<ul style="list-style-type: none"> Diverse cultures within our school are identified and valued. Artefacts, displays, library books, both fiction and non-fiction reflect our diversity NZ's cultural diversity is reflected in learning contexts Our EOTC activities (including Arts, Social occasions include exposure to, application of and valuing of cultural diversity
Inclusion The curriculum is non-sexist, non-racist and non-discriminatory, it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.	<ul style="list-style-type: none"> Gender, ethnicity or disability do not detract from or impact on involvement in class or school-wide programmes Students have opportunities over time to interact with and learn about a diverse range of student groups
PARTNERSHIP	

<p>Community Engagement</p> <p>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau and communities</p>	<ul style="list-style-type: none"> • Parents and Caregivers are involved in providing input regarding curriculum coverage and context content • Parents and Caregivers have the opportunity to contribute to the life of the school in ways that are appropriate • Parents and Caregivers have the opportunity to give feedback regarding learning, and other issues relating to school life • The school and classroom programmes contain elements designed to connect to the wider lives of students
<p>Coherence</p> <p>The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways for further learning</p>	<ul style="list-style-type: none"> • Learning programmes take into account the reality and prior knowledge of students. • There is some integration across curriculum learning areas
<p>Future Focus</p> <p>The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalisation.</p>	<ul style="list-style-type: none"> • Students are encouraged to understand that learning is lifelong and changes as they and the world continue to develop • Programmes relate to understanding, learning about and adapting to the ever increasing rate of change in key areas • Students will be provided with opportunities in problem solving, inquiry and investigative opportunities across curriculum learning areas



Our Initiatives

Respect
Resilience
Responsibility

Success



Create a school environment that enables curiosity, creativity, independence, inclusion and belonging.

Pharmaceuticals

Deliver a Localised Curriculum which draws on our unique character and community to enable tamariki to take ownership of their learning and be agents of change.

Free

Empower our tamariki with a strong sense of self, sense of our school community and connection to their cultural identity.

Background

Strengthen our faith journey by developing partnerships between our tamariki, whānau and parish.

Play

to Classroom environment that support curiosity, creativity and independence using the principles of universal design.

1b Playground environment that support real world experiences of the NZC Key Competencies

to Redefine the ownership of playground space to encourage curiosity, creativity, independence, inclusion and belonging.

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

2a Localised curriculum development and graduate profile

The Stewart company

2c Staff professional development in areas of isolated curriculum, culturally sustaining practices, and digital technologies.

1a. Development of trunk: personal history background of pain for life

2b Enhance cultural identity of our amānki through visual representations and community events.

16. From which nation did the first African American astronaut, Lt. Col. William B. Perry, come?



4a Build window connection to Olan Parish

4th Staff professional development in the area of Religious Education

4c: Religious Education curriculum at center of isolated curriculum

to Russian and Israeli) use school environmental spaces to support learning through allocation of spaces, physical accommodations, and universal design.

to Tanzi's use of school environments: challenges themselves, interact with peers and build meaningful social connections.

- To Establish processes to promote shared ownership of school environment for play and learning

Tangata katoa ana i te hōonga e hōngia ai e
 moretou arii. - A person nurtured in the
 community contributed strongly to society.

2a Tamariki can identify their achievements on CMaK's learning pathway and make choices that support their learning.

20. Whānau can discuss CMOC's curriculum and know where their tamariki is achieving on CMOC's learning pathway.

It knows can articulate and deliver CMAA's curriculum, promoting achievement for all, using appropriate professional and cultural knowledge.

He rangi ki mātōwhiri, he rangi ki
mātōwhiri – A person with narrow vision
has a restricted horizon; a person with wide
vision has plentiful opportunities.

1a Tamariki have a sense of self, sense of their own achievements and a role of goals to use to promote their own facets.

Th Visual cultural representations and School Cultural Calendar being used with school curriculum

It's strong school identity within the wider community.

Indi hai to chhoti, koi ko hai to, I aage
mai hai I hai, hai to chhoti hai. Koi to
aage hai ki hai - If you know who you are
and where you come from, then you will
know where you are going.

4a. Will you identify as members of the
Class Project.

4b Hasko can confidently deliver the
Religious Education and promote our
Special Character

At Windsor understand how the Religious Education understands CMC's curriculum.

No, he is wahi e witaakimiro, a he hunga
 toiora, toiora nani, he witaakiro ki
 toia ngā, he toia oia he witaakiro
 a toia - For where two or three are
 gathered together in my name, there am I
 in the midst of them.

Love of Work In the Way of Mary Simplicity Presence Family Spirit

Analysis of Variance 2022
Strategic Plan 2023



Place Initiatives Annual Plan Variance Report

Tangata ako ana i te kāenga te tūranga kit e mare tau ana –
A person nurtured in the community contributes strongly to society.

Goal: Create a school environment that enables curiosity, creativeness, independence, inclusion and belonging.

Outcome: **1a** Kaiako and tamariki use school environmental spaces to support learning through allocation of spaces, physical accommodations and universal design.
1b Tamariki use school environment to challenge themselves, interact with peers and build meaningful social connections.
1c Established processes to promote shared ownership of school environment for play and learning.

KEY

- Work in progress, on target
- Work in progress, minor issues
- Work in progress, major issues
- √ Work Completed
- Work yet to commence

Initiatives	Status	Overall Status	
1a Classroom Environment that support curiosity, creativeness and independence using the principles of universal design.	–	This area was affected by the impact of lower numbers on the school operations grant. Televisions were purchased to allow digital interaction and creation of another platform for learning. Storage for devices is still to be purchased (Through Grants). Charging stations were created in classrooms. 15 ipads and 15 laptops were purchased through grants. Migration to MS365 has begun and will be finalised in 2023. Airconditioning units were installed in each classroom and hall	
1b Playground environment that support real world experiences of the NZC Key Competencies	–	Resurfacing of the school courts is done. WZ netball competition is held at CMcK. Painting of external walls and painting of covered area is done. Garden to table area has been renovated through help from parents	
1c Redefine the ownership of playground space to encourage curiosity, creativeness, independence, inclusion and belonging..	–	The development of the playground group to focus on further areas of development from the tamarik suggestions is yet to be set up.	
Key actions undertaken 2022		Key actions planned for 2023	Unplanned key actions
<ul style="list-style-type: none">Quotes were gained from furniture suppliers, ICT providers, storage suppliers.ICT purchased to support classroom environment and teaching.Garden to Table Area has been developed with help from parents.Grants were acquired to purchase ICT devices and migration to CloudPainting of covered playing area has been done.		Playground plan in 2023 to focus on: Ramps/rails for scooters and skateboards, repaint four squares, flying fox, slide, swings, picnic tables, good football goals, Chess table.	<ul style="list-style-type: none">Airconditioning units
			Key actions planned but not completed <ul style="list-style-type: none">Device storagePlayground design group

Practice Initiatives Annual Plan Variance Report

He ranga tā matawhātai, he rangi tā matawhānui –

A person with narrow vision has a restricted horizon; a person with wide vision has plentiful opportunities

Goal: Deliver a Localised Curriculum which uses our unique character and community to enable tamariki to take ownership of their learning and be agents of change

Outcome:

- 2a** Tamariki can identify their achievements on CMcK's learning pathway and make choices that support their learning.
- 2b** Whānau can articulate CMcK's curriculum and know where their tamariki is achieving on CMcK's learning pathway.
- 2c** Kaiako can articulate and deliver CMcK's curriculum, promoting achievement for all, using appropriate professional and cultural knowledge.

KEY

- Work in progress, on target
- Work in progress, minor issues
- Work in progress, major issues
- ✓ Work Completed
- Work yet to commence

Initiative	Status	Overall Status
2a Student Agency	–	Through the application of PAT assessment, every student is setting progresses in their learning as far as possible and in the most appropriate way according to individual context Students tracking their own progress
2b Localised curriculum development and graduate profile (connected to 3a)	-	Draft Curriculum for the Future developed. Application Postponed due to departure of teachers and hiring of new teachers Delay of the Religious Education Curriculum will mean this will remain in draft until the end of 2023 when it is expected it will have been launched.
2c Staff professional development in areas of localised curriculum, culturally sustaining practices and digital technologies	✓	Staff working with Julie Beatie (Accelerated Literacy Learning) Staff will be working with Conrad Waitoa (Māori PLD Facilitator) in 2023 Kim Nikora (Maori Achievement Collaborative)
Key actions undertaken 2022		Key actions planned for 2023
<ul style="list-style-type: none"> Whole school practice analysis conversations (Literacy) with the guidance of Julie Beatie PACT with reading as well as writing Reviewed WALT's within Spotlight/ e-Tap SMS and removed WALT's that were surplus to requirements. PAT (Progressive Assessment Testing) is actively used to measure progress and added value Data presented to Board in new format that identifies the shift of tamariki. 		<ul style="list-style-type: none"> Maintain Literacy Practice Analysis Conversations (Accelerated Literacy Project) Review Religious Education Curriculum Finalise the Draft Curriculum for the Future Maori PLD (Te Reo and Te Ao Maori) Aligning PACT tool with Spotlight using the Literacy Learning Framework (NZC key document) New teachers need time to adapt to how CMcK teaching is conducted
		<ul style="list-style-type: none"> Review of RE curriculum delayed by release of curriculum.

People Initiatives Annual Plan Variance Report

Inā kei te mohio koe ko wai koe, i anga mai koe I hea, kei te mohio koe. Kei te anga atu ki hea –
If you know who you are and where you come from, then you will know where you are going.

Goal:

Empower our tamariki with a strong sense of self, sense of our school community and connection to their cultural identity.

Outcome:

3a Tamariki have a sense of self, sense of their own achievements and a suite of tools to use to promote their own hauora.
3b Enhance Cultural Identity of our tamariki through visual representations and community events.
3c Strong school identity within the wider community.

KEY

- Work in progress, on target
- Work in progress, minor issues
- Work in progress, major issues
- ✓ Work Completed
- Work yet to commence

Initiative	Status	Overall Status
3a Development of tamariki personal hauora backpack of tools for life	–	Postponed. Rebuilding phase with 2 new teachers
3b Enhance Cultural Identity of our tamariki through visual representations and community events.	✓	Cultural Day in 2022 – community event celebrating the 27 different countries represented in the school Mandarin teacher secured for 2023. School Wide Te Reo Maori with Inspire Education for 2023
3c Raise School profile	✓	School Website was completed and has had a great response from community. WZ netball competition at our school should also improve our profile in 2023. Facebook page – active The profile of the school continues to be a focus.
Key actions undertaken 2022		Key actions planned for 2023
<ul style="list-style-type: none"> Tom Montague continued his work with the board and community to redesign the school branding. This was adopted in 2021 and applied to school in 2022 in addition to Website and Facebook Page Outline of Cultural Calendar shared with BOT to be shared with community in 2022. Establishing community partnership with Mitre10 – Crofton downs Social media marketing in Facebook Matariki Celebration (Cultural Day) Families sharing their culture identity with the community through video newsletter and designated page on website. 		<ul style="list-style-type: none"> Continue to celebrate Matariki day Create a School Anthem and prayer in Te Reo Maori
		Unplanned key actions
		Key actions planned but not completed

Presence Initiatives Annual Plan Variance Report

Na, ko te wahi e whakaminea ai te hunga tokorua, tokotoru ranei, he whakaaro ki toku ingoa, kei reira ahau kei waenganui ia ratou –
For where two or three are gathered together in my name, there am I in the midst of them.

Goal: Strengthen our Faith journey by developing partnerships between our tamariki, whānau and parish

Outcome: **4a** Whānau identify as members of the Otari Parish.
4b Kaiako can confidently deliver the Religious Education and promote our Special Character.
4c Whānau understand how the Religious Education underpins CMcK's curriculum.

KEY

- Work in progress, on target
- Work in progress, minor issues
- Work in progress, major issues
- √ Work Completed
- Work yet to commence

Initiative	Status	Overall Status
4a Build whānau connection to Otari Parish		All planned actions completed successfully.
4b Staff professional development in the area of Religious		Not a priority for 2022 – Principal Change
4c Religious Education curriculum at center of localised curriculum	–	As the new Religious Education Curriculum has yet to be released this was not able to progress further. In addition, the school is rebuilding its processes with New Principal and 2 new teachers
Key actions undertaken 2022	Key actions planned for 2023	Unplanned key actions
<ul style="list-style-type: none"> Weekly visit by Parish Priest Hiring of Hall by Parish for courses Community Partnership with Mitre 10 	<ul style="list-style-type: none"> Preparation for the closing of St Thomas More Church. 	
		Key actions planned but not completed
		Present current RE curriculum framework to the community as part of localised curriculum.

Strategic Plan Rationale for 2023

A new Principal was recruited in term 2.

A new Board of Trustees was elected in September 2022.

With new and upcoming changes to Strategic plans, The Board has decided to present a working plan for 2023 and at the beginning of 2024, present a 3 year plan with the new format introduced by MOE.

The Board of Trustees has also recognised and acknowledged the difficulty of having many annual objective to achieve (32 objective for 2022) and decided to opt for more practicable number

Wellington Catholic Kahui Ako Achievement Challenges

1. Well-being and Catholic Character (Year 1-13)

Improving wellbeing (Y1-13)

We are mindful of some of the challenges 21st Century developments have placed on a growing number of our learners and their whanau. In our community we have identified a number of priorities concerning the wellbeing of our students.

- By the end of 2023, 65% of our learners will report:
 - a. their ability to express and manage their feelings
 - b. having positive (pro) social relationships
 - c. feeling that their teachers know them and care about their culture and family
 - d. feeling that they can ask for help from their teachers. feeling that they have a say in what happens in their school
- 6. By the end of 2023 we aim to increase regular attendance at school from 69.18% in 2020 to 75%

2. Writing across the Curriculum

Improve Writing Across the Curriculum (Y1-10)

- By the end of 2023, 100% (13/13) of our schools will evaluate learner progress using the Learning Progressions Framework in reading and/or writing. (Baseline: 4/13 using LPF (PaCT) for writing and 3/13 for reading).
- By the end of 2023, 60% of students at all year levels from 1-8 will be achieving at or above the expected level for writing. (Baseline: <25% of students at all year levels from 1 to 8 are achieving at or above the expected level) NB: Baseline measured using PaCT from 4 schools.

3. Reading across the Curriculum (Year 1-8)

Improve Reading Across the Curriculum (Y1-8)

- By the end of 2023, 100% (13/13) of our schools will evaluate learner progress using the Learning Progressions Framework in reading and/or writing. (Baseline: 4/13 using LPF (PaCT) for writing and 3/13 for reading).
- By the end of 2023, 60% of students at all year levels from 1-8 will be achieving at or above the expected level for reading. (Baseline: 50% of students at 2 year levels (Years 3 and 5) are achieving at or above the expected level). NB: Baseline measured using PaCT from 3 schools.

Goal 2: Practice
 Deliver a Localised Curriculum which uses our unique character and community to enable tamariki to take ownership of their learning and be agents of change.
What will guide us as we deliver this goal:

- The principles of Te Tiriti o Waitangi Partnership, Protection and Participation
- The special character of our school and its connection to our community
- NZ Curriculum Areas
- NZ Curriculum Principles: High expectations Treaty of Waitangi Cultural diversity Inclusion Learning to learn Community engagement Coherence Future focus
- Reflective educational practice

He ranga tā matawhātai, he rangi tā matawhānui
 A person with narrow vision has a restricted horizon; a person with wide vision has plentiful opportunities

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- The principles of Te Tiriti o Waitangi Partnership, Protection and Participation
- The special character of our school and its connection to our community
- NZ Curriculum Areas
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- He ranga tā matawhātai, he rangi tā matawhānui
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A person with narrow vision has a restricted horizon; a person with wide vision has plentiful opportunities

	Initiative	2023				2024			
		T1	T2	T3	T4	T1	T2	T3	T4
<p>Outcome</p> <p>2a Tamariki can identify there achievements on CMcK's learning pathway and make choices that support their learning.</p> <p>2b Whānau can articulate CMcK 's curriculum and know where their tamariki is achieving on CMcK's learning pathway.</p> <p>2c Kaiako can articulate and deliver CMcK's curriculum, promoting achievement for all, using appropriate professional and cultural knowledge.</p>	2a Student Agency	<ul style="list-style-type: none"> Upskill new teachers in the use of Spotlight over terms 1-3 Ensure staff continue to weave Hauora backpack capabilities into everyday classroom activities 							
	2b Localised curriculum development and graduate profile	<ul style="list-style-type: none"> Support new teaching staff to adapt to how the curriculum is delivered at CMcK Determine which elements of the localized curriculum could be incorporated in 2023 learning plans 							
	2c Staff professional development in areas of localised curriculum, culturally sustaining practices and digital technologies	<ul style="list-style-type: none"> Support nominated staff participation in well-being training via Kāhui Ako and sharing of learnings with other staff Continue engagement with Conrad Waitoa and outline plan for staff Maori capability development 2023-24 Continue attendance at Maori Achievement Collaborative (MAC) to keep developing capability. 							

Empower our tamariki with a strong sense of self, sense of our school community and connection to their cultural identity.

- Development of their personal hauora kete of tools for life
- School Values Family Spirit, Love of Work, In the Way of Mary, Simplicity, Presence
- Positive Behaviour for Learning Resilience, Respect and Responsibility

Inā kei te mohio koe ko wai koe, i anga mai koe I hea, kei te mohio koe. Kei te anga atu ki hea.

If you know who you are and where you come from, then you will know where you are going.

	Initiative	2023				2024			
		T1	T2	T3	T4	T1	T2	T3	T4
<p>Outcome 3a Tamariki have a sense of self, sense of their own achievements and a suite of tools to use to promote their own hauora.</p> <p>3b Visual cultural representations and School Cultural Calendar being used within school curriculum.</p> <p>3c Strong school identity within the wider community.</p>	<p>3a Development of tamariki personal hauora backpack of life tools for life</p>	<ul style="list-style-type: none"> Conduct a well-being survey in Term 3 or 4 to assess tamariki development of the capabilities in the Hauora backpack Engage BOT to support staff well-being and recognition 							
	<p>3b Enhance Cultural Identity of our tamariki through visual representations and community events.</p>	<ul style="list-style-type: none"> Celebrate at least 3 cultural events (e.g., Matariki, Diwali, Maori language week) Roll out Mandarin lessons and monitor student engagement and progress Invite tamariki to bring a visual representation of their culture for display at school 							
	<p>3c Raise School profile.</p>	<ul style="list-style-type: none"> Communicate school successes (in particular, academic achievement) via social media Update website and promote to local communities; monitor analytics Engage Local ECE centres utilising BOT and/or parents to supplement Kaiako Seek 1 additional commercial partnership (eg Mitre10 secured in 2022) 							

Goal 4 Presence	
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Strengthen our Faith journey by developing partnerships between our tamariki , whānau and parish

What will guide us as we deliver this goal:

- School Values Family Spirit, Love of Work, In the Way of Mary, Simplicity, Presence
- Supporting our whānau to be part of their tamariki faith journey to develop relationship with Otari Parish
- Localised Curriculum and Religious education bridging document and new curriculum.

Na, ko te wahi e whakaminea ai te hunga tokorua, tokotoru ranei, he whakaaro ki toku ingoa, kei reira ahau kei waenganui ia ratou.

For where two or three are gathered together in my name, there am I in the midst of them.

Outcomes 4a Whānau identify as members of the Otari Parish. 4b Kaiako can confidently deliver the Religious Education and promote our Special Character. 4c Whānau understand how the Religious Education underpins CMcK's curriculum.	Initiative	2023				2024			
		T1	T2	T3	T4	T1	T2	T3	T4
	4a Build whānau connection to Otari Parish.	<ul style="list-style-type: none">• Celebrate liturgical events at school; communicate engagement with parents• Continue to deliver sacramental programme to ākonga							
	4b Staff professional development in the area of Religious Education	<ul style="list-style-type: none">• Support tagged teacher to continue attending relevant courses through the diocese							
4c Religious Education curriculum at center of localised curriculum .	<ul style="list-style-type: none">• Continue to implement RE curriculum• Ensure staff weave the values of Catholic character into all classroom activities• Review progress at end of term 3 or 4								

Appendix 1: Accelerated Literacy Learning Report

Introduction

What is it?

Accelerating Learning in Literacy is a short intervention for year 1-10 students who have had at least 40 weeks of schooling and are not meeting expectations in reading or writing. This intervention is a supplementary support to lift student achievement. It is in addition to, and connected to, students' classroom programmes.

How does it work?

- Accelerating Learning in Literacy (ALL) uses the classroom teacher (who has the experience and knowledge of the students) to carry out the intervention to accelerate the progress of students not meeting expectations in writing.
- Each teacher completes a cycle of inquiry that is focused on accelerating targeted students.
- All sessions are held in the classroom and timetabled within the normal programme.
- Each session is in response to the individual needs of students in the small group.

What support is provided?

- Funding for classroom release for Satvinder, Kerry and Melissa to have regular meetings with Julie from ALL to discuss and share professional practice.
- Classroom release to plan and organise interventions.

Expected Outcomes:

- Evidence shows that ALL is an effective model and is making a difference, with participants showing significant increases in student achievement. At Cardinal McKeefry this should be measured in a change to writing levels, skills and attitude.
- Teachers to develop leadership capabilities.
- Increased use of inquiry and reflection of teaching practices by staff involved in interventions.

Structure of Intervention:

- Each cycle can take up to 15 weeks.
- In cycle 1, the teacher provides extra support for a small group of 4-8 students who are not meeting expectations in writing. Kerry and Melissa are supported by Julie to inquire into their practice, through analysis of data and teaching strategies used.
- In cycle 2, the teacher continues to use data to adapt teaching practice and develop strategies to accelerate achievement. The teacher may work with the same students, different students or a mix. Julie will especially support the teacher to share practice with other teachers and to work in partnership with parents, families and whānau.
- **The Process**
 - We are first given mentor support, our mentor is Julie Beattie. She helps us to discuss the needs in our classes and what specific support our students may need from the ALL intervention.
 - We select students who are not meeting expectations and benefit from extra support. We use observations of writing and assessment data. There are many factors to consider when thinking about selecting your intervention group. Tamariki will be working closely together everyday so character and willingness to learn and cooperate is a factor along with academic results. Students will be selected based on PAT results.
 - Our next step is to gather baseline data to inform our practice and intervention. We have used the PATs and PaCT Tool to assess our chosen tamariki and this data will help to guide our intervention. We will pinpoint the specific needs of the individuals and target those needs in our intervention. This will then lead us to a focus for our group. Needs were identified first individually and then as a group with Julie.
 - The intention is to deliver a sophisticated delivery of the curriculum with the intention of achieving progress for all students.

Once our data is gathered and analysed, we move on to creating an intervention plan and unit to follow. This includes weekly lessons and timeframes. Before a plan can be implemented, we discuss with Julie potential supports that should be in place and what things we should try out. This is based on what we know works, knowledge of the tamariki and research.

It is important to try different practices, not only to engage students but also to best support them and their diverse needs.

What we did in the classroom

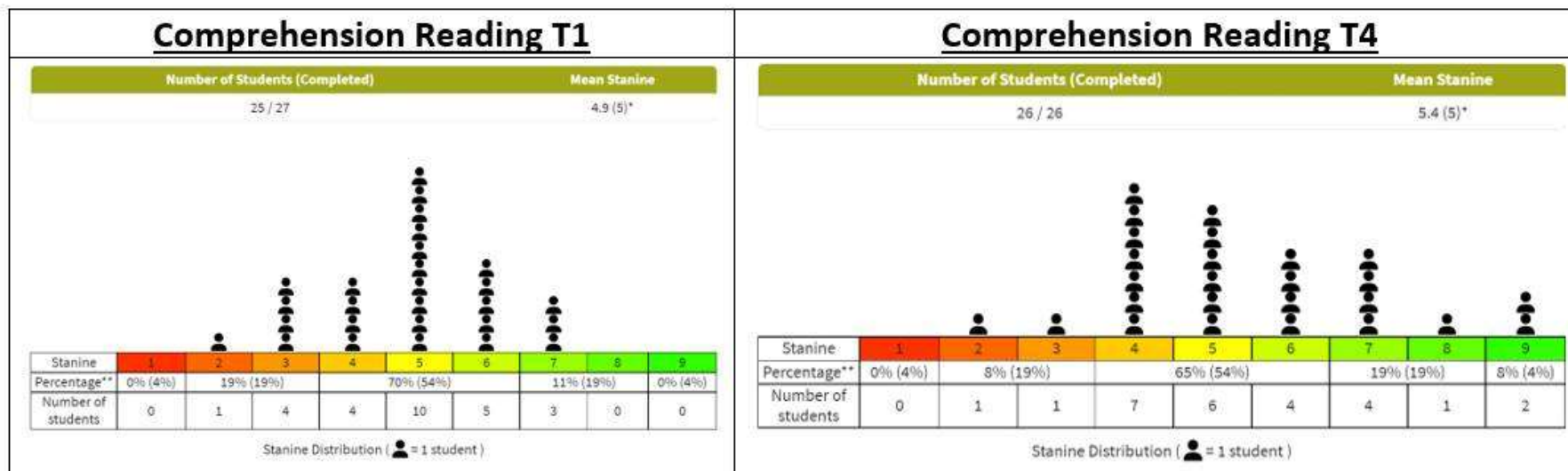
- Frontloading, introducing learning with whole class and then give intervention group another opportunity to learn and practice that new learning
- Generate ideas prior to working with teacher (Flipped Classroom)
- Using visuals and video clips
- Mixed ability grouping, using tuakana teina approach to learning - knowledgeable tamariki paired with less knowledgeable tamariki
- Set out time specifically for talking, planning and drafting writing
- Mini lessons from Sheena Cameron and Louise Dempsey 'The Writing Book' and 'The Oral Language Book'
- Focusing on the learning and being able to articulate it, most tamariki can explain the task but not the learning within the task
- Modelled writing and peer writing
- Use real life examples from tamariki writing to practice new learning
- Link literacy and topic, reading/writing across the curriculum
- Student voice and choice, letting the tamariki choose their writing task/learning focus

Reflection

PAT Results 2022

The Graph highlights a comparison using the PAT testing system to assess the Reading comprehension skills of our students between T1 (Beginning of Year) and T4 (End of Year). The comparison shows a positive increase in the overall stanine placement of the school from 4.9 to 5.4. We are very proud of our students and teachers.

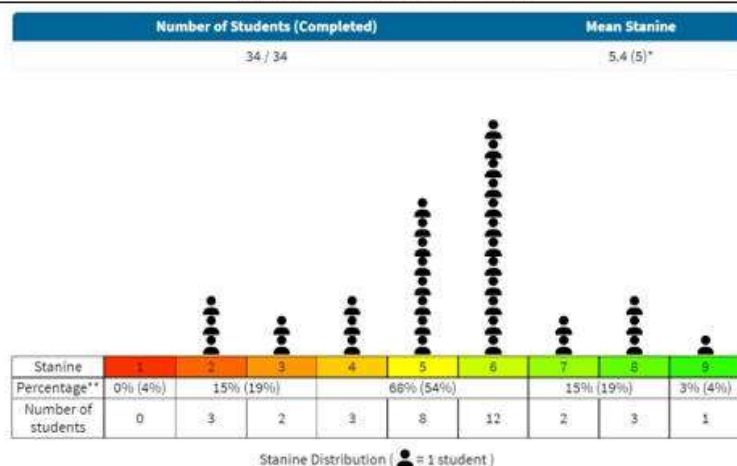
PATs Results comparison Between T4 and T1, 2022



The Graph highlights a comparison using the PAT testing system to assess the Numeracy skills of our students between T1 (Beginning of Year) and T4 (End of Year). The comparison shows a positive increase in the overall stanine placement of the school from 5.4 to 6.0. We are very proud of our students and teachers.

PATs Results comparison Between T4 and T1, 2022

Mathematics T1



Mathematics T4

