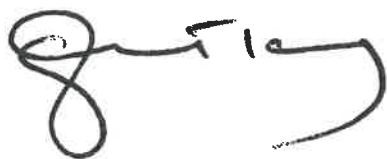
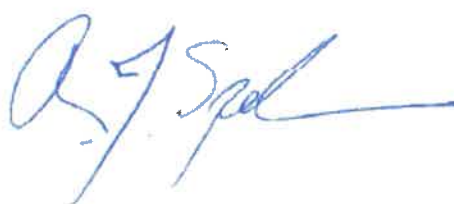


ST JOHNS COLLEGE HILLCREST

ANNUAL REPORT





FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 136

Principal: Shane Tong

School Address: 85 Hillcrest Road Hamilton

School Postal Address: P O Box 11086 Hillcrest Hamilton

School Phone: 07-856-7091

School Email: reception@stjohns-hamilton.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
R Spelman	Presiding Member	Elected	Sep-25
S Tong	Principal ex Officio		
K Duff	Parent Representative	Elected	Sep-25
B Virtue	Parent Representative	Elected	Sep-25
A Webby	Parent Representative	Elected	Sep-25
D Mills	Parent Representative	Elected	Sep-25
R Cartmill	Proprietors Representative	Elected	Sep-25
T Fraser-Jones	Proprietors Representative	Elected	Sep-25
M May	Proprietors Representative	Elected	Sep-25
R Doohan	Proprietors Representative	Elected	Sep-25
A Dela Rue	Staff Representative	Elected	Sep-23
J Bavastro	Student Representative	Elected	Dec-23

Resignations

B Bayne	Parent Representative	Dec-21	
A McWilliam	Proprietors Representative	May-22	J Bartram Staff Representative Aug-22
N Ilustrisimo	Student Representative		Sep-22

Accountant / Service Provider: SRN Partners Chartered Accountants Limited

ST JOHNS COLLEGE HILLCREST

Annual Report - For the year ended 31 December 2022

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Financial Statements

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3	Statement of Changes in Net Assets/Equity
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Other Information

Analysis of Variance

Kiwisport

Statement of Compliance with Employment Policy

St Johns College Hillcrest 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.

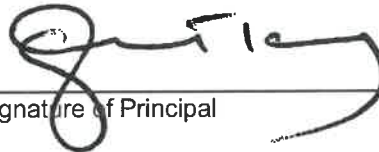
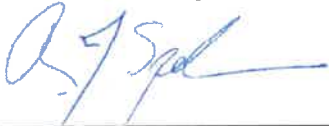
The School's 2022 financial statements are authorised for issue by the Board.

Richard John Spelman

Shane Harold Tong

Full Name of Presiding Member

Full Name of Principal



Signature of Presiding Member

Signature of Principal

Date: 15/6/2023

Date: 15/6/2023

St Johns College Hillcrest
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	8,013,494	7,849,475	7,707,052
Locally Raised Funds	3	1,174,631	542,500	998,452
Use of Proprietor's Land and Buildings		1,541,000	1,541,000	979,500
Interest Income		29,002	10,000	13,366
Gain on Sale of Property, Plant and Equipment		-	-	3,212
Total Revenue		10,758,127	9,942,975	9,701,582
Expenses				
Locally Raised Funds	3	673,468	102,975	468,090
Learning Resources	4	7,322,411	7,107,450	6,747,525
Administration	5	752,184	640,885	776,068
Finance		5,021	27,300	6,088
Property	6	2,213,779	2,117,030	1,524,069
Loss on Disposal of Property, Plant and Equipment	11	4,131	-	2,843
		10,970,994	9,995,640	9,524,683
Net Surplus / (Deficit) for the year		(212,867)	(52,665)	176,899
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(212,867)	(52,665)	176,899

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



St Johns College Hillcrest

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,373,966	2,373,966	2,164,798
Total comprehensive revenue and expense for the year		(212,867)	(52,665)	176,899
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		40,011	35,000	32,269
Equity at 31 December		2,201,110	2,356,301	2,373,966
Accumulated comprehensive revenue and expense		2,201,110	2,356,301	2,373,966
Reserves		-	-	-
Equity at 31 December		2,201,110	2,356,301	2,373,966

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



St Johns College Hillcrest Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	404,431	473,886	400,500
Accounts Receivable	8	540,045	546,900	534,599
GST Receivable		42,793	43,450	45,058
Prepayments		58,517	60,000	96,231
Inventories	9	-	-	2,828
Investments	10	1,050,000	1,050,000	1,050,000
		2,095,786	2,174,236	2,129,216
Current Liabilities				
Accounts Payable	12	716,840	703,055	745,026
Borrowings	13	27,299	28,000	27,299
Revenue Received in Advance	14	156,047	125,500	122,916
Provision for Cyclical Maintenance	15	76,500	76,000	190,440
Finance Lease Liability	16	25,192	25,200	38,152
Funds held in Trust	17	20,490	20,500	42,451
		1,022,368	978,255	1,166,284
Working Capital Surplus/(Deficit)		1,073,418	1,195,981	962,932
Non-current Assets				
Equitable Lease Liability	18	74,810	78,000	88,682
Property, Plant and Equipment	11	1,318,651	1,347,350	1,424,275
		1,393,461	1,425,350	1,512,957
Non-current Liabilities				
Borrowings	13	47,772	47,080	75,071
Provision for Cyclical Maintenance	15	188,050	188,000	14,440
Finance Lease Liability	16	29,947	29,950	12,412
		265,769	265,030	101,923
Net Assets		2,201,110	2,356,301	2,373,966
Equity		2,201,110	2,356,301	2,373,966

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



St Johns College Hillcrest

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		2,286,371	2,128,242	2,060,642
Locally Raised Funds		1,149,857	504,402	862,455
International Students		42,926	44,084	46,103
Goods and Services Tax (net)		2,265	1,608	9,002
Payments to Employees		(1,349,846)	(1,002,488)	(1,044,582)
Payments to Suppliers		(1,868,630)	(1,358,247)	(1,443,741)
Interest Paid		(5,021)	(27,300)	(6,088)
Interest Received		24,062	5,133	12,034
Net cash from/(to) Operating Activities		281,984	295,434	495,825
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(4,131)	64,000	369
Purchase of Property Plant & Equipment (and Intangibles)		(230,926)	(107,075)	(347,650)
Purchase of Investments		-	-	(250,000)
Proceeds from Sale of Investments		-	10,682	
Net cash from/(to) Investing Activities		(235,057)	(32,393)	(597,281)
Cash flows from Financing Activities				
Furniture and Equipment Grant		40,011	35,000	32,269
Finance Lease Payments		(33,747)	(175,414)	(23,052)
Repayment of Loans		(75,071)	(74,370)	(27,298)
Funds Administered on Behalf of Third Parties		(21,961)	(21,951)	(43,434)
Net cash from/(to) Financing Activities		(42,996)	(189,655)	(61,515)
Net increase/(decrease) in cash and cash equivalents		3,931	73,386	(162,971)
Cash and cash equivalents at the beginning of the year	7	400,500	400,500	563,471
Cash and cash equivalents at the end of the year	7	404,431	473,886	400,500

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

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



St Johns College Hillcrest

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

St Johns College Hillcrest (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 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 expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 11



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 16.

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 also 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.

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectible receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectible material. However, short-term receivables are written off when there is no reasonable expectation of reco



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j) 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.

k) Employee Entitlements*Short-term employee entitlements*

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

l) Revenue Received in Advance

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

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

m) Funds Held in Trust

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

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

n) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Yr Property Plan(10YPP) or another appropriate source of evidence.

o) Financial Instruments

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

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

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.

s) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	2,215,372	2,066,645	2,004,700
Teachers' Salaries Grants	5,745,261	5,725,000	5,638,843
Other Government Grants	52,861	57,830	63,509
	8,013,494	7,849,475	7,707,052

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	347,328	365,000	333,181
Fees for Extra Curricular Activities	247,798	87,500	108,409
Trading	17,493	-	21,014
Fundraising & Community Grants	101,835	-	101,022
Other Revenue	411,888	40,000	333,187
International Student Fees	48,289	50,000	101,639
	1,174,631	542,500	998,452
Expenses			
Extra Curricular Activities Costs	194,739	52,000	87,608
Trading	28,644	-	40,444
Other Locally Raised Funds Expenditure	433,853	12,500	262,082
International Student - Employee Benefit - Salaries	-	16,000	47,066
International Student - Other Expenses	16,232	22,475	30,890
	673,468	102,975	468,090
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	501,163	439,525	530,362

During the year the School hosted 5 International students (2021:9)



4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	462,153	491,635	273,322
Information and Communication Technology	38,033	27,100	27,351
Employee Benefits - Salaries	6,410,085	6,279,715	6,084,921
Staff Development	15,603	9,000	16,646
Depreciation	382,665	300,000	331,413
Depreciation Equitable Lease	13,872	-	13,872
	<u>7,322,411</u>	<u>7,107,450</u>	<u>6,747,525</u>

5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	6,320	6,200	6,136
Board Fees	4,965	7,000	6,345
Board Expenses	38,124	25,000	13,753
Communication	15,630	15,000	16,254
Consumables	50,757	43,000	40,749
Operating Lease	10,480	43,000	10,313
Other	152,684	112,000	129,059
Employee Benefits - Salaries	446,032	362,885	527,553
Insurance	18,242	19,000	17,306
Service Providers, Contractors and Consultancy	8,950	7,800	8,600
	<u>752,184</u>	<u>640,885</u>	<u>776,068</u>

6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	9,124	10,000	9,005
Consultancy and Contract Services	198,467	175,000	185,159
Cyclical Maintenance Provision	59,670	35,000	17,700
Grounds	49,205	33,000	41,579
Heat, Light and Water	105,923	117,500	109,750
Rates	29,486	20,000	19,855
Repairs and Maintenance	110,118	87,500	73,630
Use of Land and Buildings	1,541,000	1,541,000	979,500
Security	10,032	5,000	4,080
Employee Benefits - Salaries	100,754	93,030	83,811
	<u>2,213,779</u>	<u>2,117,030</u>	<u>1,524,069</u>

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



7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	149,890	213,886	96,865
Short-term Bank Deposits	254,541	260,000	303,635
Cash and cash equivalents for Statement of Cash Flows	<u>404,431</u>	<u>473,886</u>	<u>400,500</u>

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

Of the \$404,431 Cash and Cash Equivalents, \$30,000 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	21,381	25,000	6,402
Receivables from the Ministry of Education	3,862	3,800	22,000
Interest Receivable	8,173	8,100	3,233
Banking Staffing Underuse	-	-	7,567
Teacher Salaries Grant Receivable	506,629	510,000	495,397
	<u>540,045</u>	<u>546,900</u>	<u>534,599</u>
Receivables from Exchange Transactions	29,554	33,100	9,635
Receivables from Non-Exchange Transactions	510,491	513,800	524,964
	<u>540,045</u>	<u>546,900</u>	<u>534,599</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
School Uniforms	-	-	2,828
	<u>-</u>	<u>-</u>	<u>2,828</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	1,050		1,050,000
Total Investments	<u>1,050</u>		<u>1,050,000</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	200,853	26,211	-	-	(20,112)	206,952
Furniture and Equipment	683,895	85,057	-	-	(113,968)	654,983
Information and Communication Technology	307,135	108,142	-	-	(180,724)	234,553
Motor Vehicles	109,737	-	-	-	(15,805)	93,932
Textbooks	39,801	4,638	-	-	(5,312)	39,127
Leased Assets	44,396	50,246	-	-	(41,593)	53,049
Library Resources	38,458	6,878	(4,131)	-	(5,151)	36,055
Balance at 31 December 2022	1,424,275	281,172	(4,131)	-	(382,665)	1,318,651

The net carrying value of furniture and equipment held under a finance lease is **\$53,049 (2021: \$44,396)**

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	276,483	(69,531)	206,952	250,272	(49,419)	200,853
Furniture and Equipment	1,280,257	(625,274)	654,983	1,242,473	(558,578)	683,895
Information and Communication T	635,745	(401,192)	234,553	686,054	(378,919)	307,135
Motor Vehicles	158,050	(64,118)	93,932	158,050	(48,313)	109,737
Textbooks	80,932	(41,805)	39,127	76,294	(36,493)	39,801
Leased Assets	177,180	(124,131)	53,049	138,858	(94,462)	44,396
Library Resources	105,931	(69,876)	36,055	110,973	(72,515)	38,458
Balance at 31 December	2,714,578	(1,395,927)	1,318,651	2,662,974	(1,238,699)	1,424,275

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	111,969	99,205	180,251
Accruals	11,247	11,250	10,920
Employee Entitlements - Salaries	573,017	572,000	532,712
Employee Entitlements - Leave Accrual	20,607	20,600	21,143
	<u>716,840</u>	<u>703,055</u>	<u>745,026</u>
Payables for Exchange Transactions	71€		745,026
	<u>71€</u>		<u>745,026</u>

The carrying value of payables approximates their fair value.



13. Borrowings

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Loans due in one year	27,299	28,000	27,299
Loans due after one year	47,772	47,080	75,071
	<u>75,071</u>	<u>75,080</u>	<u>102,370</u>

The school has borrowings at 31 December 2022 of \$75,071 (31 December 2021 \$102,370). This loan is from EECA for the purpose of installing LED lighting. The loan is interest free with 20 repayment instalments of \$6,825.

14. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
International Student Fees in Advance	61,428	56,000	40,279
Other revenue in Advance	64,619	69,500	82,637
Grants in Advance	30,000	-	-
	<u>156,047</u>	<u>125,500</u>	<u>122,916</u>

15. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	204,880	204,000	195,220
Increase to the Provision During the Year	59,670	60,000	17,700
Use of the Provision During the Year	-	-	(8,040)
Provision at the End of the Year	<u>264,550</u>	<u>264,000</u>	<u>204,880</u>
Cyclical Maintenance - Current	76,500	76,000	190,440
Cyclical Maintenance - Non current	188,050	188,000	14,440
	<u>264,550</u>	<u>264,000</u>	<u>204,880</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.



16. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	29,024	29,000	39,234
Later than One Year and no Later than Five Years	32,112	32,000	15,139
Future Finance Charges	(5,997)	(5,850)	(3,809)
	<u>55,139</u>	<u>55,150</u>	<u>50,564</u>
Represented by			
Finance lease liability - Current	25,192	25,000	38,152
Finance lease liability - Non current	29,947	30,150	12,412
	<u>55,139</u>	<u>55,150</u>	<u>50,564</u>

17. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	20,490	20,500	42,451
	<u>20,490</u>	<u>20,500</u>	<u>42,451</u>

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

18. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or part by the board of trustees, either from government funding or community raised funds.

A lease prepared between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. These equitable leasehold interests are amortised over a period of 19 and 21 years, based on the economic life of the capital works assets involved.

The interest may be realised on the sale of the capital works assets by the proprietor or the closure of the school. The major capital works assets included in the equitable leasehold interest are:

Asset	NBV at 31 December	
	2022	2021
	\$	\$
Gymnasium Upgrade	16,835	21,045
Tennis & Hockey Centre, Function Centre	57,975	67,637
	<u>74,810</u>	<u>88,682</u>



19. Related Party Transactions

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

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

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

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

The following transactions occur:

1. The Proprietor provides land and buildings free of charge for use by the Board as noted in the Statement of Accounting Policies. The estimated value of this use during 2022 is \$1,541,000 which is included in the Revenue Statement as "Use of Land & Buildings."
2. The Proprietor provides religious instruction to pupils of the School. This service is provided free of charge in accordance with the Education and Training Act 2020.
3. Under an agency agreement, the Board collects attendance dues for international students and voluntary financial contributions on behalf of the Proprietor. This service was provided free of charge. During the year the Board collected \$138,938 on behalf of the proprietor (2021: \$185,258). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$11,164, (2021: \$17,320).
4. Saint John's College (Hillcrest) Foundation Trust is a related party. Shane Tong, Principal, is an officer of the Trust. During 2022 the school received \$18,366 for sponsorships. The 2021 equivalent was \$10,177.
5. During 2022 the Hamilton Catholic Development Fund held funds on behalf of the Board. At 31 December 2022 the amount held by the Proprietor was \$200,000 with an interest rate of 1.40%. Interest earned during the year was \$2,800 (2021: \$200,000; interest earned \$2,800). The Hamilton Catholic Development Fund is a Ministry of Education approved investment.
6. The Proprietor charges a levy on international students. In 2022 the Board paid \$4,803 to the Proprietor for International student levies.
7. The Board had no reimbursement by the Proprietor for capital works done on behalf of the Proprietor. (2021: \$Nil)



20. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	4,965	6,345
<i>Leadership Team</i> Remuneration Full-time equivalent members	567,559 4	543,007 4
Total key management personnel remuneration	572,524	549,352

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

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	0-5	0-5
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	13.00	11.00
110 - 120	5.00	5.00
120 - 130	2.00	3.00
130 - 140	1.00	1.00
	21.00	20.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total Number of People	-	-



22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

23. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has no capital commitments(2021:Nil)

(b) Operating Commitments

As at 31 December 2022 the Board has no operating commitments(2021:Nil):

24. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Cash and Cash Equivalents	\$ 404,431	\$ 473,886	\$ 400,500
Receivables	540,045	546,900	534,599
Investments - Term Deposits	1,050,000	1,050,000	1,050,000
Total Financial assets measured at amortised cost	<u>1,994,476</u>	<u>2,070,786</u>	<u>1,985,099</u>

Financial liabilities measured at amortised cost

Payables	716,840	703,055	745,026
Borrowings - Loans	75,071	75,080	102,370
Finance Leases	55,139	55,150	50,564
Total Financial Liabilities Measured at Amortised Cost	<u>847,050</u>	<u>833,285</u>	<u>897,960</u>



25. Events After Balance Date

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

26. Comparatives

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

27 Breach of Law - Failure to meet statutory reporting deadline

The Board of Trustees did not comply with section 135 of the Education and Training Act in that it did not submit its annual financial statements for audit by 31 March 2023.



ST JOHNS COLLEGE HILLCREST

Kiwisport Statement

For the Year Ended 31 December 2022

In 2022 the school received Kiwisport funding of \$21,741(2021:\$20,686)

The funding was applied towards the wages of a Sports manager who works to promote sport to the students,to lead the delivery of a comprehensive sports programme offering a wide variety of opportunities for students.



St John's College

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Hamilton 3216

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New Zealand

Tel 07 856 7091
Fax 07 856 3880

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the ST Johns College Hillcrest Board:

- Has adhered to its personnel policies on School Docs within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against these policies as per the School Docs review schedule, 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 contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all equal employment opportunities requirements.

.....
Signed by Richard Spelman, Board Chair

2/6/23

Statement of Variance Reporting



School Name:	St John's College	School Number: 0136
Strategic Aim:	Catholic Character - To embrace the spirit of the Catholic faith in action and everyday life	
Annual Aim:	To encourage students to experience Catholicism as a universal faith, by making St John's College a place students feel they can belong, embracing inclusivity and diversity.	
Target:	A unified school with a clear vision of what it is to be a Catholic in an inclusive Marist school. All students, no matter their background, feel a sense of belonging to SJC.	
Baseline Data:	Difficult to have baseline data but we are looking for comments from our community feedback and at enrolment numbers of catholic boys which will indicate if our community feels we are doing this well. 1 student out of 210 Y9's enrolling in SJC in 2022 was non-preference.	

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> + We have made weekly confession available to students every Friday P.2 with Fr. Isaac Fransen. We have advertised this in the notices and on the Atrium TV. + We have had compulsory mass every fortnight for 2 Houses at a time with Mons. Frank Eggleton in the Old Gym. + We send out a liturgy to the Form classes not at mass each fortnight which they participate in within their classroom. + We have had 3 full school masses at the Cathedral of the Blessed Virgin Mary on Grey St, Hamilton East. + We have compulsory RE classes as part of our curriculum. + We have invited students who require the sacraments of Baptism, Reconciliation, Eucharist and Confirmation to participate in our Sacramental Group run here at school. + We have invited students to put their names forward if they would like to become Extraordinary Minister of the Eucharist (if they fulfill the criteria). + We have invited students to assist at the Cathedral Sacramental Programme. 	<p>The RE classes have definitive results that indicate the religious knowledge, writing ability and critical thoughtfulness of our students.</p> <p>All other aspects mentioned will have an influence on the spirit and soul of the students but measuring that in a definitive and accurate way is not something we attempt to do.</p> <p>Having mass compulsory means that over the course of the month the entire body of students and the majority of teachers will have attended mass.</p> <p>While only anecdotal, having the Y9's and Y10's focus on the Catholic Church and the Marist Man material during Term 1 enables a quicker integration of the Juniors into who and what we are as St John's College prior to how it was previously.</p> <p>Students are far more aware of expectations at our masses which is clearly observed and commented upon by visitors who attend our full school masses at the Cathedral. We have developed a culture of reverence that close to 98% of students exhibit and understand.</p>	<p>The success we have been having is due to a concerted and conscious effort by SLT and most staff to imbue in our students what it is to be a Marist Man, a Johnnies Boy, a Catholic student of St John's College.</p> <p>We have about 70-75% of students attend our full school masses at the Cathedral. It seems that some of those who don't buy into our Catholic Character choose not to come to mass which could also be a reason for how reverent and participatory our students are during the Eucharistic Celebration.</p>	<p>We will continue to do what we currently do as it is giving results that we believe to be good.</p> <p>Eucharistic Adoration has been postponed while the renovations of C-block are taking place. Once construction is finished we will restart adoration.</p> <p>We desperately need a designated sacred space, i.e. a proper church. The college has committed to having plans drawn up this year.</p>

- + We have had students assist at the Good Friday Stations of the Cross.
- + We have taken a group of students to Chanel Shield to represent the school and meet students from the other 4 Diocesan High Schools.
- + We have sent the Head Students to Kaiapoi for the Marist Student Forum.
- + We have sent the Special Character Leaders to the LOGOS Salt and Light student leadership camp in Auckland.
- + We have invited 8 students to assist the 2 Special Character Leaders through membership in our Special Character Team.
- + We had a Holy Thursday liturgy for all staff and students.
- + All Year groups had class retreats.
- + Breakfast (weetbix) was available for students who were hungry.
- + Lunches (bread, peanut butter and jam), were available for students without lunch.
- + Mufti Days were held to raise money for Caritas; Cancer Society; San Michel Catholic School, Vanuatu; St Vincent de Paul Society; and food/hygiene products for our SJC food bank supporting our College families in need.
- + The Special Character Team attended the Rangiaowhia Commemorations.
- + Junior RE classes spent Term 1 teaching the Marist Man programme, the basics of Catholicism and the History of St John's College.
- + Eucharistic Adoration was held in the college chapel with the classes of Mr Bormans.

+ The Special Character team and Head students represented the College at a number of funerals.

School Name:	St John's College	School Number: 0136
Strategic Aim:	Catholic Character - To embrace the spirit of the Catholic faith in action and everyday life	
Annual Aim:	To encourage students to be active participants in a living faith, embracing opportunities for community engagement and mission.	
Target:	Students and staff are made aware of the opportunities for mission work. Students take up those opportunities willingly. Students tracked and encouraged to complete 20 hours service per year.	

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> + The Special Character team and Head students represented the College at a number of funerals. + Mufti Days were held to raise money for Caritas; Cancer Society; San Michel Catholic School, Vanuatu; St Vincent de Paul Society; and food/hygiene products for our SJC food bank supporting our College families in need. + The Special Character Team attended the Rangiaowhia Commemorations. + We have invited students to assist at the Cathedral Sacramental Programme. + We have had students assist at the Good Friday Stations of the Cross. + We have had 3 full school masses at the Cathedral of the Blessed Virgin Mary on Grey St, Hamilton East. + We have invited students who require the sacraments of Baptism, Reconciliation, Eucharist and Confirmation to participate in our Sacramental Group run here at school. 	<p>Both the Diocese and members of different parishes have seen us at events and have commented on how smart our boys look; how well mannered they are; and how appreciative people are of having the presence of our students at the event.</p>	<p>The school puts a lot of effort, at the daily disciplinary level, to make sure our students understand the importance of wearing their uniforms correctly. A lot of effort is also put into teaching them expectations when at formal events such as a mass, funeral etc, so the students understand expectations and it becomes second nature to them. In addition, we don't choose those students who haven't bought into what the college is about.</p>	<p>We need to restart our interactions with our feeder parishes of the college. Prior to Covid we would go to a Parish on a Sunday and offer to provide the music, readings etc using the students of that parish. We haven't yet restarted this. It is a time consuming thing to plan and the DCC would need to have more than 4 hours per week to fulfill his obligations.</p>

School Name:	St John's College	School Number: 0136
Strategic Aim:	Catholic Character - To embrace the spirit of the Catholic faith in action and everyday life	
Annual Aim:	To encourage students to engage in their own joyful faith journey as a personal experience.	
Target:	Students not only learn more about the Catholic faith but continue to develop in their faith journey. To keep our boys minds and hearts open to the presence of Christ.	

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> + We have had compulsory mass every fortnight for 2 Houses at a time with Mons. Frank Eggleton in the Old Gym. + We send out a liturgy to the Form classes not at mass each fortnight which they participate in within their classroom. + We have invited students who require the sacraments of Baptism, Reconciliation, Eucharist and Confirmation to participate in our Sacramental Group run here at school. + We have invited students to put their names forward if they would like to become Extraordinary Minister of the Eucharist (if they fulfill the criteria). + We have invited students to assist at the Cathedral Sacramental Programme. + We have had students assist at the Good Friday Stations of the Cross. + We have taken a group of students to Chanel Shield to represent the school and meet students from the other 4 Diocesan High Schools. + We have invited 8 students to assist the 2 Special Character Leaders through membership in our Special Character Team. + All Year groups had class retreats. 	<p>15 students participated in the Sacramental Programme. 12 students became extraordinary ministers of the Eucharist. Retreats enabled students to reflect on their relationship with Jesus. What transformations take place interiorly for the students we generally aren't privy to. Y10 Retreats are only half a day for a class - not enough time. Y9, 11 and 12 retreats are full day but 2 classes at once. This can work for the Y11 and 12 classes but the Y9's should be full-day and one class at a time.</p>	<p>We were disappointed with the uptake of students for the sacramental programme. We advertised it both at school and via school links so can only assume our school members decided it was not necessary.</p> <p>We are trying to save money by not having too many teachers needing to be out and hireage of a venue for twice the amount of days as currently. This is despite the fact that the parents pay for retreats specifically in their school fees and there is a good portion of the money collected for retreats that remains unused.</p>	<p>We need to try again next year with the advertising of our Sacramental Group. We should look at numbers and see how we can have Y9 and Y10 classes all have full day retreats and one class at a time.</p>

School Name:	St John's College	School Number: 0136
Strategic Aim:	Catholic Character - To embrace the spirit of the Catholic faith in action and everyday life	
Annual Aim:	To ensure St John's College remains faithful to its Catholic Marist traditions, centring on the five pillars to create students grounded in faith.	
Target:	SJC is seen as a truly Marist school by the wider Marist community. The Pillars and their meaning are known and respected by all.	

Statement of Variance Reporting

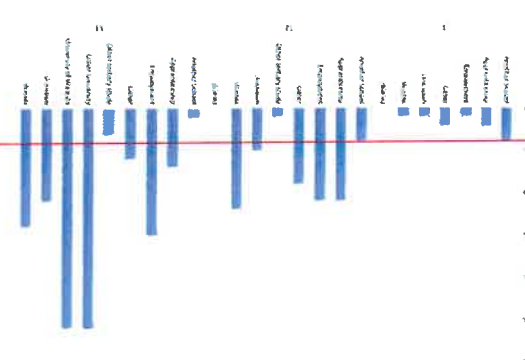


Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> + Breakfast (weetbix) was available for students who were hungry. + Lunches (bread, peanut butter and jam), were available for students without lunch. + Mufti Days were held to raise money for Caritas; Cancer Society; San Michel Catholic School, Vanuatu; St Vincent de Paul Society; and food/hygiene products for our SJC food bank supporting our College families in need. + Junior RE classes spent Term 1 teaching the Marist Man programme, the basics of Catholicism and the History of St John's College. 	<p>Students made use of the breakfasts and lunches. They are seeing in action and receiving for themselves our charisma aspect of Presence and Family Spirit. Students gave generously with food/hygiene products and money at mufti days (although some of what was collected was minimal for the number of students we have). Juniors had a much stronger understanding of and integration into our Marist charisma and spirituality through the classes. We could see this anecdotally. Boys take advantage of the breakfasts and lunches which is good because then it means that they aren't going to be disruptive in classes due to hunger. However, a number of students seem to have their own lunch and then come for more.</p>	<p>Deliberate focus by the school on our charisma leads to the students understanding the importance and that this is simply the way we do things.</p> <p>As for the sometimes poor outcome of mufti money and food/hygiene products - more communication with home would seem to make the difference. Form classes with teachers who promoted the upcoming mufti day, the cause and the requirements, had a far more generous class than those who didn't.</p>	<p>Communicate home better around mufti days. Continue to encourage Form Teachers to motivate students to participate generously. Perhaps have a competition - the Form Class with the most mufti money / product gets rewarded with pizzas (as used to happen). Breakfasts and lunches - reiterate with our students that they are always welcome to come however it is meant for those students genuinely hungry.</p>

School Name:	St John's College	School Number: 0136
Strategic Aim:	Raising Student Achievement - To ensure a system of self-review and teaching development is implemented to raise student achievement across all areas of the curriculum.	
Annual Aim:	To enable students to actively engage in identifying a clear pathway beyond St John's College through exposure to and engagement with a variety of opportunities and experiences – academic, trade-based, vocational or extra-curricular	
Target:	Students leave SJC having had access to a range vocational experiences and have a clear idea of their next pathway.	
Baseline Data:		

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>TEC work placements – funded for 42 students. Placed 79 students (37 students above funding).</p> <p>12GATE 69 students in total over 2022 (40% of cohort)</p> <p>13PDE – 21 students in total over 2022 (20% of cohort)</p> <p>STAR/Gateway courses First aide – 58 students Health & Safety – 67 students Working at heights – 21 students Waikato Trades academy – 30 students (Yr 12/13s)</p> <p>STAR “Taster” Courses for 2022: Courses booked and completed through Wintec and Vision College</p> <p>29 courses booked for 2022</p> <p>154 Students took part</p> <p>Wintec Trades Academy Students for 2022 Construction & Infrastructure L2 Programme = 18 Students Electrical Engineering L2 Programme = 4 Students Manufacturing & Technology L2 Programme = 11 Students Building L3 Programme = 2 Total = 35 Students</p>	<p>Leaver data</p>  <p style="text-align: center;">School Leaver Destinations by Type / Year Level</p>	<p>TEC – placements – greater numbers allocated due to efficient work of Gateway coordinator ability to find more business opportunities for our boys. Greater interest from students looking at career pathways and utilising this opportunity to gain actual experience</p> <p>Number in Gateway and PDE dependent on number of boys in classes/student choice. All boys in these classes are entered in these standards (including makeup First Aide for those who hadn't done it in Yr 12).</p>	<p>TEC – looking at applying for increased funding for workplace numbers.</p>

School Name:	St John's College	School Number: 0136
Strategic Aim:	Raising Student Achievement - To ensure a system of self-review and teaching development is implemented to raise student achievement across all areas of the curriculum.	
Annual Aim:	To engage fully in the Waikato Catholic Schools Kāhui Ako, to improve teacher efficacy and raise quality of student transition and learning outcomes	
Target:	There is a united vision and purpose for the Kahui Ako. Schools share information and expertise and there is collective growth.	
Baseline Data:		

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Attended KA Principals meetings • WSL attended KA wide PLD • Training towards impact coaching for WSL (plus 3 other staff) to support TTNE goal of KA. 	<ul style="list-style-type: none"> • One WSL fully qualified as an impact coach. 3 others half way through - will be completed T1, 2023. • Beginning of shift towards another DP attending Principals KA meetings in order to bring information back to WSL team. 	<ul style="list-style-type: none"> • COVID meant it was much harder for trainee coaches to get into classes and for coaches from outside SJC to come into SJC to moderate/assess the process. 	<ul style="list-style-type: none"> • Remainder of WSL to be trained impact coaches. These (plus DP) become accredited to accredit. • HOFs go through the process of becoming accredited impact coaches. • Open impact coaching opportunities to wider staff to raise student achievement. • Strategic plan developed and shared with wider staff of what and how KA achievement objectives fit with school annual goals.

School Name:	St John's College	School Number: 0136
Strategic Aim:	Raising Student Achievement - To ensure a system of self-review and teaching development is implemented to raise student achievement across all areas of the curriculum.	
Annual Aim:	To develop and implement a programme of e-learning which demonstrates strategic responsiveness to the rapidly changing world of technology, to have a positive impact on teaching and learning.	
Target:	Learning is accessed in a relevant, consistent, and organised manner.	
Baseline Data:	100% of students in Year 9 (2022) having access to a BYOD device.	

Statement of Variance Reporting

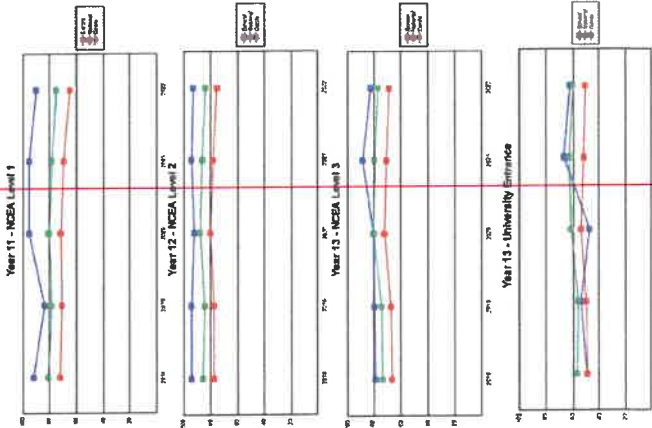


Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Rolled out BYOD to all Y9 students in 2022 • Rolled out BYOD to all Y10 curriculum areas in 2023 • Made available equity bank of devices to ensure that all students have access • Submitted PLD application to support teacher development with digital tools • Ongoing Faculty PLD to support development of digital tools and learning in the curriculum • Ongoing PLD with ITS Learning (LMS Provider) • Languages Faculty developed Y10 course on ITS Learning during 2022 • BYOD developments formed part of annual faculty review • Review of wireless infrastructure 	<ul style="list-style-type: none"> • 100 % of Y9 students have BYOD device in 2022 • 100% of Y9/10 students have a BYOD device in 2023 • Y10 English course being delivered via ITS Learning in 2023 • Y9 Digital Technologies Course delivered in ITS Learning • All subject areas have embedded digital tools and learning to support the Year 9 curriculum • Development of digital tools and learning opportunities spiralling up into Year 10 • Centralised PLD – Use of Digital tools to support Learning being delivered in 2023 by TTS • N4L assessing our wireless infrastructure, migration of our wireless controller to the cloud – allowing us to site more AP's to support BYOD in all learning spaces 	<ul style="list-style-type: none"> • Progress and adoption not at the rate expected due to faculties prioritising what is a limited amount of time into development – having to contend with the raft of NCEA change planning. • Differing level of staff competence has shown need for more structured PLD – need to consider our approach to PLD – whole staff Vs faculty • Number of staff taking up PLD opportunities has been more limited in 2023 due PPTA industrial action. 	<ul style="list-style-type: none"> • Big focus on upskilling teachers in ITS Learning – planned and scheduled programme of PLD required • All staff engaged with and using ITS Learning • Movement away from Google Classroom • Planning for ITS Learning mass adoption in all faculties. Doing this through the planning of new NCEA courses straight into a digital environment for NCEA Level 1 • Budget for equity pool of devices as BYOD spirals up through the school • Need to ensure that wireless infrastructure is robust to support BYOD and NZQA Digital first approach.

School Name:	St John's College	School Number: 0136
Strategic Aim:	Raising Student Achievement - To ensure a system of self-review and teaching development is implemented to raise student achievement across all areas of the curriculum.	
Annual Aim:	To create equity of opportunity for every student to achieve to their level of individual excellence in every classroom	
Target:	<p>Students at SJC all feel valued and that they can achieve at an appropriate rate for them.</p> <p>NCEA Level 1 Pass Rate: 95%</p> <p>NCEA Level 2 Pass Rate: 94%</p> <p>NCEA Level 3 Pass Rate: 84%</p> <p>NCEA UE: 66%</p>	
Baseline Data:	<p>NCEA Level 3 Cohort gained a 92.7% pass rate in Level 2 in 2021</p> <p>NCEA Level 2 Cohort gained a 95.3% pass rate in Level 1 in 2021</p>	

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Effective monitoring and tracking of NCEA progress throughout the year Appropriate intervention strategies developed to support students Additional opportunities for students through workshops and tutorials. Introduction of fortnightly reporting Some courses were reviewed to ensure their appropriateness for students – some saw the removal of a standard 	<p>NCEA Level 1 Pass Rate: 89.7% NCEA Level 2 Pass Rate: 92.7% NCEA Level 3 Pass Rate: 82% NCEA UE: 62% Excellence attendance to external examinations 11/22</p> 	<ul style="list-style-type: none"> Compounded impact of COVID impacting on foundation learning of students. Significant number of students found NCEA L3 more challenging based on their 'COVID tainted' learning experiences of Level 1 & 2. Results of all 3 levels are down, but reflect the national trend seen in results in 2022 NCEA Level 1 results were significantly down – this is accountable to the impact of COVID on their learning in Y9 and Y10. Culture of learning has been weakened by COVID 	<ul style="list-style-type: none"> Address shift in learning culture – aspiring to Excellence. COVID has led to students taking the line of least resistance. Change format of fortnightly reporting (Progress & Behaviour) in 2023 Greater use of student voice to feed into college self-evaluation cycles Big drive on planning for NCEA Level 1 changes in 2023 Opportunities for curriculum review Review of all junior programmes to align with new NCEA standards Development of digital learning Development of ITS Learning to deliver online learning

School Name:	St John's College	School Number: 0136
Strategic Aim:	Priority Learners - To provide school leadership and effective governance for priority groups: Māori, Pasifika and special educational needs	
Annual Aim:	To ensure Te Ao Māori permeates through all aspects of SJC daily school life. Te Ao Māori serves Māori families within the Catholic community and Māori can feel valued within our Kura.	
Target:	SJC is true to our obligations under the treaty of Waitangi. Māori students and Whanau feel their culture is affirmed and the students are achieving as Māori.	

Statement of Variance Reporting

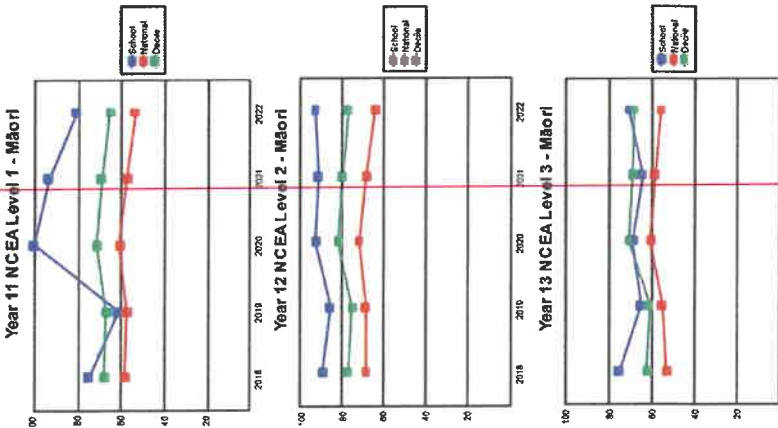


Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Each department to have annual plans which explain how they intend to increase the following aspects of Mātauranga Māori in their courses for that year; <ul style="list-style-type: none"> Māori content, Māori language & Māori preferred ways of teaching and learning (pedagogy) The plan will also detail the professional development required to upskill teachers to implement the changes along with all other associated resourcing and cost implications. Aspects of Māori performing arts such as kapa haka and whaikōrero will be differentially resourced to ensure that sustainable programmes of a high quality are developed and maintained. The Whānau Ope has developed a significant programme around Te Ao Māori; Karakia, Waiata, Wānanga at Kura every Monday, Kai, Kapa Haka, Mana Whenua Connection with Ngāti Wairere/Ngāti Haua, Tuakana-Teina, Haka Competition, Korowai & NZQA; NCEA Sessions 	<ul style="list-style-type: none"> We have record numbers of students in the Whānau Ope of 62 up from 50 the year before. We have a third of students who identify as Māori in the Whānau Ope. We have over 30 students who attend wananga each Monday after school where we have had a kai, run a leadership programme followed by Kapa Haka. We have had some sessions around Mātauranga Māori and made connections between Māori Values such as Manakitanga and our Marist Pillars We run a significant Haka Competition for the whole school with a major taonga for the winning house. We have Te Reo and sung Māori Waiata in our masses. We have significant landmarks of our Pou in the redevelopment of our buildings. We have a waharoa that stands in the centre of the school. 4 of the last 7 Head Students have been Māori and 3 from the Whānau Ope 	<ul style="list-style-type: none"> We have worked hard to develop our Te Ao Māori Programme over the past few years and that has had a flow on effect of engagement as whānau have talked to other whānau. We have been supported by our BOT through a Tikanga Budget which has been hugely beneficial to us being able to run kaupapa. We have a very supportive Principal & Senior Management Team who have let us run programmes. We have 4-5 Māori Staff who meet regularly to plan and implement those ideas/programmes we develop. We have a supportive whānau who offer to help where needed. 	<ul style="list-style-type: none"> We will continue to develop our Te Ao Māori programme to include more students and staff from the school. We need a significant increase in Mātauranga Māori PLD so we are prepared for the NCEA Change Package. Also to make our teachers feel comfortable in this space to try and implement Mātauranga Māori We need to develop a systems-based approach so that when teachers leave that their expertise doesn't leave with them. So we can continue to offer quality kaupapa for students and staff. We need an increase in our Tikanga Budget so that we can run Whakairo & Te Ao Haka in the future

School Name:	St John's College	School Number: 0136
Strategic Aim:	Priority Learners - To provide school leadership and effective governance for priority groups: Māori, Pasifika and special educational needs	
Annual Aim:	Raise Māori Student Achievement	
Target:	<p>NCEA Māori Level 1 Pass Rate: 93%</p> <p>NCEA Māori Level 2 Pass Rate: 92%</p> <p>NCEA Māori Level 3 Pass Rate: 70%</p> <p>NCEA Māori UE: 66%</p>	
Baseline Data:	<p>NCEA Level 3 Māori Cohort gained a 91.3% pass rate in Level 2 in 2021</p> <p>NCEA Level 2 Māori Cohort gained a 93.3% pass rate in Level 1 in 2021</p>	

Statement of Variance Reporting

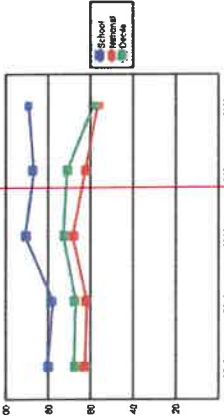


Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																								
<ul style="list-style-type: none"> Each department to have aspirational targets for their Māori students. Aligned to setting subject & overall NCEA targets for all students Each department will identify by name the Māori students who are at risk of not achieving or gaining endorsements and explain the plans they have in place to respond to their needs. All Māori students at risk of not achieving will be tracked and monitored more closely Personalised intervention programmes adapted for students based on monitoring/tracking Support hui for Māori learners ran every Monday after school 	<p>NCEA Māori Level 1 Pass Rate: 81% NCEA Māori Level 2 Pass Rate: 92.9% NCEA Māori Level 3 Pass Rate: 70.6% NCEA Māori UE: 29.4%</p>  <p>Year 11 NCEA Level 1 - Māori</p> <table border="1"> <thead> <tr> <th>Year</th> <th>School</th> <th>National</th> <th>Debut</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>~85</td> <td>~80</td> <td>~80</td> </tr> <tr> <td>2019</td> <td>~85</td> <td>~80</td> <td>~80</td> </tr> <tr> <td>2020</td> <td>~85</td> <td>~80</td> <td>~80</td> </tr> <tr> <td>2021</td> <td>~85</td> <td>~80</td> <td>~80</td> </tr> <tr> <td>2022</td> <td>~85</td> <td>~80</td> <td>~80</td> </tr> </tbody> </table> <p>Year 12 NCEA Level 2 - Māori</p> <table border="1"> <thead> <tr> <th>Year</th> <th>School</th> <th>National</th> <th>Debut</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>~90</td> <td>~85</td> <td>~85</td> </tr> <tr> <td>2019</td> <td>~90</td> <td>~85</td> <td>~85</td> </tr> <tr> <td>2020</td> <td>~90</td> <td>~85</td> <td>~85</td> </tr> <tr> <td>2021</td> <td>~90</td> <td>~85</td> <td>~85</td> </tr> <tr> <td>2022</td> <td>~90</td> <td>~85</td> <td>~85</td> </tr> </tbody> </table> <p>Year 13 NCEA Level 3 - Māori</p> <table border="1"> <thead> <tr> <th>Year</th> <th>School</th> <th>National</th> <th>Debut</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>~75</td> <td>~70</td> <td>~70</td> </tr> <tr> <td>2019</td> <td>~75</td> <td>~70</td> <td>~70</td> </tr> <tr> <td>2020</td> <td>~75</td> <td>~70</td> <td>~70</td> </tr> <tr> <td>2021</td> <td>~75</td> <td>~70</td> <td>~70</td> </tr> <tr> <td>2022</td> <td>~75</td> <td>~70</td> <td>~70</td> </tr> </tbody> </table>	Year	School	National	Debut	2018	~85	~80	~80	2019	~85	~80	~80	2020	~85	~80	~80	2021	~85	~80	~80	2022	~85	~80	~80	Year	School	National	Debut	2018	~90	~85	~85	2019	~90	~85	~85	2020	~90	~85	~85	2021	~90	~85	~85	2022	~90	~85	~85	Year	School	National	Debut	2018	~75	~70	~70	2019	~75	~70	~70	2020	~75	~70	~70	2021	~75	~70	~70	2022	~75	~70	~70	<ul style="list-style-type: none"> Impact of COVID has been more significantly with our Māori students – big impacts on attendance in Y9/10 for the Y11 cohort saw a significant drop in NCEA L1 pass rates for Māori students Significant drop in L3 UE% - coursing – many Māori students had taken learning pathways that did not necessarily provide them with access to 14credit in UE approved subjects. 	<ul style="list-style-type: none"> Analysis of Māori learning pathways to look at STEM engagement across L2-3 courses. Build on our whānau support and provision Review fortnightly reporting changes in 2023 See 2023 Strategic Plan
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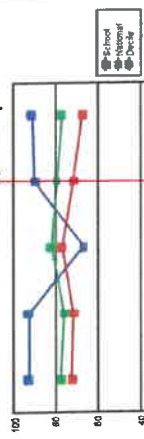
School Name:	St John's College	School Number: 0136
Strategic Aim:	Priority Learners - To provide school leadership and effective governance for priority groups: Māori, Pasifika and special educational needs	
Annual Aim:	To deliver following Pasifika student attainment targets against NCEA qualification standards	
Target:	<p>Pasifika students starting to experience success as Pasifika students. This includes access to language specific standards which recognise prior knowledge. Students are supported holistically to improve engagement. Pasifika students are encouraged to engage in STEM subjects. Students are given more information about possible pathways they can pursue.</p> <p>NCEA Level 1 Pass Rate: 88%</p> <p>NCEA Level 2 Pass Rate: 91%</p> <p>NCEA Level 3 Pass Rate: 50%</p> <p>University Entrance: 35%</p>	
Baseline Data:	<p>2022 Level 3 Pasifika Cohort had a Level 2 pass rate of 90%</p> <p>2022 Level 2 Pasifika Cohort had a Level 1 pass rate of 87%</p>	

Statement of Variance Reporting

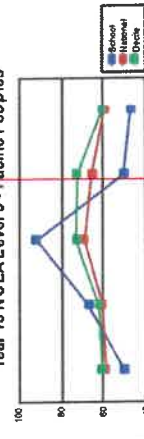


Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																								
<ul style="list-style-type: none"> Students are entered into specific language standards. Tutorials are run for Pasifika students both after school and in the wider community. Identifying students who require additional language support. Identify students who are academically talented. Scholarships awarded to students for STEM based subjects. Scholarships for school leavers - further education. Expose students to STEM opportunities through workshops Identify and support students to engage with academic programmes Developing opportunities through the Pacific Teachers Association to encourage students into STEM subjects. 	<p>Students moved into more academically rigorous subjects - worked better when there were other Pasifika students in the same class.</p> <p>Language standards - 100% pass rate.</p> <p>More engagement in subjects.</p> <p>Targeted support for students through English Language</p> <p>NCEA Level 1 Pass Rate: 89.3%</p> <p>NCEA Level 2 Pass Rate: 91.3%</p> <p>NCEA Level 3 Pass Rate: 46%</p> <p>University Entrance: 40%</p> <p>Year 11 NCEA Level 1 - Pacific Peoples</p>  <table border="1"> <caption>Year 11 NCEA Level 1 - Pacific Peoples (Estimated Data)</caption> <thead> <tr> <th>Year</th> <th>School (%)</th> <th>National (%)</th> <th>Overall (%)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>85</td> <td>75</td> <td>70</td> </tr> <tr> <td>2019</td> <td>88</td> <td>78</td> <td>72</td> </tr> <tr> <td>2020</td> <td>90</td> <td>80</td> <td>75</td> </tr> <tr> <td>2021</td> <td>92</td> <td>82</td> <td>78</td> </tr> <tr> <td>2022</td> <td>95</td> <td>85</td> <td>80</td> </tr> </tbody> </table>	Year	School (%)	National (%)	Overall (%)	2018	85	75	70	2019	88	78	72	2020	90	80	75	2021	92	82	78	2022	95	85	80	<ul style="list-style-type: none"> Language standards are successful as students gain recognition and achievement for their own culture and knowledge. Adds value. Tutoring gave students the opportunity to check their learning. Also mentoring within the group of older students helping younger students There are still students who chose softer subjects rather than STEM based subjects. Reasons vary from who else is doing this subject with them, who teaches certain subjects, what they are used to, the expectations they have, their parents' expectations and understandings of subject choices For a second year in a row Level 3 results have been below both national and decile 4-7 results, though this is based on having a small cohort of 12 Pasifika students in Year 13, only 2 students did not pass (both had an average attendance rate of 54%). 	<ul style="list-style-type: none"> More emphasis on subject choices and information for students and parents. Increase opportunities within curriculums to utilise Pasifika resources and learnings. Develop more Pacific studies to give Pasifika students more options and recognition for the knowledge they hold. Professional development for staff to engage Pasifika learners, and to recognise abilities and encourage success. Teaching pedagogy recognises Pasifika ways of learning. Review how our Pasifika students are choosing their pathways through NCEA to ensure that they are engaging with academically and STEM based subjects.
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Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



School Name:	St John's College	School Number: 0136
Strategic Aim:	Priority Learners - To provide school leadership and effective governance for priority groups: Māori, Pasifika and special educational needs	
Annual Aim:	To engage Pasifika students and their families in school life as positive agents in their own learning	
Target:	Pasifika peoples feel they belong at SJC and their cultures are valued. Families have access to information regarding NCEA and their son's learning. More engagement with families at parent/teacher evenings Parents involved with performance	
Baseline Data:		

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> NZQA lead Pasifika workshops to support parents understanding of NCEA Community fono for parents talk to teachers about the workings of NCEA Fono for parents to keep them informed about the activities and progress of school Contacting home to celebrate success of Pasifika students Pasifika form class Evening tutoring with families at community centres. Relationships with Pasifika community organisations Students go to Polyfest Success with Kilikiti tournament Catholic cultural festival Māori & Pasifika Awards evening - to celebrate the success of their children - including cultural, academic and Marist successes. 	<ul style="list-style-type: none"> Increasing parent participation in parent/teacher evenings. Encouraging more communication between school and home. Parents valued this contact - positive communication Utilise the services of Pasifika focused community organisations to support students and families. This included welfare support and mental health, transition and pathways. Including youth based agencies who provide programmes tailored for Pasifika students Taking students to Polyfest as a group Provides opportunities to connect with agencies like NZQA, Police, Defence services as both pathways and positive relationship building. Strengthening culture and connections through school and communities - supported by Pasifika focused community organisations and the University of Waikato. Families very supportive. Students seeing Pasifika succeed as Pasifika. 	<ul style="list-style-type: none"> Improving the narrative for parents. This also was an effective way for parents to feel more engaged with their son's learning and more inclined to contact the school. Students/families requiring support. Providing students with support from those they are more likely to identify with. Recognising these agencies can provide wrap-around services. Polyfest - pride and identity. Showcasing performance and the positive experience this brings. Feeds into own performances. Students have opportunities to talk to education and employment related stall holders without the confines of the school environment. 	<ul style="list-style-type: none"> Communication with Pasifika families can improve, especially with subject teachers. Continue with this - school wide. Continue developing connections within the Pasifika community to support students and families. This includes mental health Strengthening cultural capital. Pasifika focused information evenings, especially for subject selection. Provision of an NCEA session using NZQA resources

School Name:	St John's College	School Number: 0136
Strategic Aim:	Priority Learners - To provide school leadership and effective governance for priority groups: Māori, Pasifika and special educational needs	
Annual Aim:	To support students with special needs to be educated so they are active and included members of the wider school community.	
Target:	Students with special needs feel welcome and valued. They achieve to the level they are capable of	
Baseline Data:		

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																					
<p>Provided 6 learning assistants covering 9 core classes for core subjects at junior (y9/10) level – 134 students at Y9, 99 Students at Y10.</p> <p>Literacy class – 32 Y 9 and 26 Y10</p> <p>LA also cover some option subjects</p>	<ul style="list-style-type: none"> Years 11-13 ENRICH+ programme – we have 7 places on this programme offered through the school, to hone social skills and increase the confidence of students with ADHD, Anxiety. Year 9 and 10 have a programme supported by all staff in Student Services, led by Guidance, to help smooth and positive transition to SJC. Learning Assistants run voluntarily a 'Dungeons and Dragons' programme weekly; a support programme in the library for students who need a safe place to be, fostering positive relationships and social skills, helping with homework. ESL class at Junior level <p>JC NCEA RESULTS 2022</p> <table border="1" data-bbox="1182 1267 1423 1702"> <thead> <tr> <th># Students</th> <th>Literacy</th> <th>Numeracy</th> <th>Level achieved</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>76%</td> <td>88%</td> <td>70%</td> </tr> <tr> <td>Level 1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	# Students	Literacy	Numeracy	Level achieved	17	76%	88%	70%	Level 1				<p>JC results varied due to students leaving SJC prior to the end of the year. The aim of this programme is Job Creation, and it is expected that students leave at or during year 12.</p> <p>Attendance rates for these classes was extremely poor. Several strategies were put in place to support this but with little success.</p> <table border="1" data-bbox="927 792 1072 1196"> <thead> <tr> <th></th> <th>Below 80%</th> <th>Below 70%</th> </tr> </thead> <tbody> <tr> <td>11JC</td> <td>16/17</td> <td>10/17</td> </tr> <tr> <td>12JC</td> <td>10/16</td> <td>6/16</td> </tr> </tbody> </table>		Below 80%	Below 70%	11JC	16/17	10/17	12JC	10/16	6/16	<ul style="list-style-type: none"> Develop systems for greater tracking of Yr. 9/10 literacy students for original placement as well as improvement over time incl NCEA We want to develop a better system for measuring value add for learning assistants in the classes to ensure this resource is being used effectively Develop system for early identification of students who need SAC and ensure this support is widely publicised
# Students	Literacy	Numeracy	Level achieved																					
17	76%	88%	70%																					
Level 1																								
	Below 80%	Below 70%																						
11JC	16/17	10/17																						
12JC	10/16	6/16																						

Level 2	14		92%
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SAC STUDENT RESULTS

	# Students	Level achieved	Endorsements	UE Literacy
Level 1	4	75%	0	NA
Level 2	4	100%	75%	75%

School Name:	St John's College	School Number: 0136
Strategic Aim:	Financial Management & Property Development - To ensure St John's College maintains a secure financial position and has excellent facilities to meet the teaching and learning needs of a 21st century secondary school	
Annual Aim:	To improve the physical environmental experience for students in terms of amenities, academic, sporting and cultural facilities.	
Target:	SJC has modern facilities and a campus that is not only aesthetically attractive but reflective of who and where we are.	
Baseline Data:	How far we get through the projects that are 'on the books'. These include the redevelopment of C Block including Māori and religious artwork, the development of the terracing on the bank and the outdoor hard surface hop area and the individual cubicle new individual cubicle toilets.	

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Worked with architect and landscaper to firm up plans.</p>	<p>C block was behind in schedule but progress was made, Terracing taking place term 1 2023</p>	<p>Covid has had a negative impact on supply chain of building materials resulting in delays</p>	<p>Continue with the C block build to completion 2023</p>
<p>Planning for next year:</p>			
<p>We are happy with the progress made to date. We will continue to work with the Diocese around the next steps, in particular fund raising for a Chapel.</p>			

School Name:	St John's College	School Number: 0136
Strategic Aim:	Financial Management & Property Development - To ensure St John's College maintains a secure financial position and has excellent facilities to meet the teaching and learning needs of a 21st century secondary school	
Annual Aim:	To maintain high standards of teaching and learning, and ensure a safe, fit-for-purpose physical environment throughout the period of building development, which is well communicated to the wider school community	
Target:	Community is well informed and proud of our campus. There is minimal effect on teaching and learning.	
Baseline Data:	Termly production of our newsletter – 'The Eagle' Articles in our newsletter, little disruption to teaching and learning during the build process.	

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We regularly had updates with the community through Facebook, Instagram and our newsletter with both text and visuals of our new builds and upgrades.</p>	<p>Our staff, students and community were impressed with the progress. The Diocese has worked alongside us as we have made good progress.</p>	<p>There was no variance. We are happy with the level of communication and the feedback we receive from the community in this regard is positive.</p>	<p>Continue as we have.</p>
<p>Planning for next year:</p>			
<p>We will continue to work closely with the Diocese and contractors to ensure minimal disruption.</p>			

School Name:	St John's College	School Number: 0136
Strategic Aim:	Financial Management & Property Development - To ensure St John's College maintains a secure financial position and has excellent facilities to meet the teaching and learning needs of a 21st century secondary school	
Annual Aim:	To improve the financial support from the school and wider community in order to maintain and develop a sustainable financial foundation	
Target:	SJC has the financial capacity to enable us to action the shared vision we have for SJC.	
Baseline Data:	Improved uptake of the building donation to help reduce debt with the Diocese. Funds gained through other events and fundraisers.	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We sent out one further reminder about the donations to the school and the building donations. We held a Luncheon that was successful.</p>	<p>Building donations were slightly up and the money raised from the lunch will help to cover the outlay of the event,</p>	<p>Much of the community is still not used to donating as they are in other parts of the country.</p>	<p>We will consider raising the building fund donation going forward.</p>
<p>Planning for next year:</p>			
<p>There will be more foundation/old boy events held next year.</p>			