

# ST JOHNS COLLEGE HILLCREST



## ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

### 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](mailto:reception@stjohns-hamilton.school.nz)

**Accountant / Service Provider:** SRN Partners Chartered Accountants Limited

### Members of the Board:

			Term Expired/ Expires
Name	Position	How Position Gained	
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	Dec-23
J Bavastro	Student Representative	Elected	Dec-23
D Tester	Staff Representative	Elected	Dec-23
A Morunga	Student Representative	Elected	Dec-23

# ST JOHNS COLLEGE HILLCREST

Annual Financial Statements - For the year ended 31 December 2023

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# St Johns College Hillcrest

## Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Richard John Spelman

Full Name of Presiding Member




Signature of Presiding Member

5/9/24

Date:

Shane Harold Tong

Full Name of Principal



Signature of Principal

5/9/24

Date:

# St Johns College Hillcrest

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	9,103,683	8,852,160	8,013,494
Locally Raised Funds	3	1,455,645	664,530	1,174,631
Use of Proprietor's Land and Buildings		1,541,000	1,541,000	1,541,000
Interest		81,552	25,000	29,002
<b>Total Revenue</b>		12,181,880	11,082,690	10,758,127
<b>Expense</b>				
Locally Raised Funds	3	819,379	172,740	673,468
Learning Resources	4	8,262,866	8,156,550	7,322,411
Administration	5	729,952	624,700	752,184
Interest		7,433	27,300	5,021
Property	6	2,343,076	2,177,500	2,213,779
Loss on Disposal of Property, Plant and Equipment	11	3,364	-	4,131
<b>Total Expense</b>		12,166,070	11,158,790	10,970,994
<b>Net Surplus / (Deficit) for the year</b>		15,810	(76,100)	(212,867)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		15,810	(76,100)	(212,867)

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		2,201,110	2,201,110	2,373,966
Total comprehensive revenue and expense for the year		15,810	(76,100)	(212,867)
Contribution - Furniture and Equipment Grant		194,243	40,000	40,011
<b>Equity at 31 December</b>		2,411,163	2,165,010	2,201,110
Accumulated comprehensive revenue and expense		2,411,163	2,165,010	2,201,110
Reserves		-	-	-
<b>Equity at 31 December</b>		2,411,163	2,165,010	2,201,110

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	701,054	632,260	404,431
Accounts Receivable	8	735,130	693,500	540,045
GST Receivable		53,386	51,500	42,793
Prepayments		33,446	30,000	58,517
Inventories	9	2,392	2,000	-
Investments	10	1,150,000	1,000,000	1,050,000
		<u>2,675,408</u>	<u>2,409,260</u>	<u>2,095,786</u>
<b>Current Liabilities</b>				
Accounts Payable	12	953,414	902,650	716,840
Borrowings	13	27,299	48,000	27,299
Revenue Received in Advance	14	372,641	353,000	156,047
Provision for Cyclical Maintenance	15	175,937	180,000	76,500
Finance Lease Liability	16	37,709	38,000	25,192
Funds held in Trust	17	148,915	150,100	20,490
		<u>1,715,915</u>	<u>1,671,750</u>	<u>1,022,368</u>
<b>Working Capital Surplus/(Deficit)</b>		959,493	737,510	1,073,418
<b>Non-current Assets</b>				
Equitable Lease Liability	10	60,938	60,000	74,810
Property, Plant and Equipment	11	1,543,031	1,499,500	1,318,651
		<u>1,603,969</u>	<u>1,559,500</u>	<u>1,393,461</u>
<b>Non-current Liabilities</b>				
Borrowings	13	20,474	-	47,772
Provision for Cyclical Maintenance	15	77,173	75,000	188,050
Finance Lease Liability	16	54,652	57,000	29,947
		<u>152,299</u>	<u>132,000</u>	<u>265,769</u>
<b>Net Assets</b>		<u>2,411,163</u>	<u>2,165,010</u>	<u>2,201,110</u>
<b>Equity</b>		<u>2,411,163</u>	<u>2,165,010</u>	<u>2,201,110</u>

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,522,369	2,284,060	2,286,371
Locally Raised Funds		1,218,431	555,243	1,149,857
International Students		316,610	195,483	42,926
Goods and Services Tax (net)		(10,594)	(8,707)	2,265
Payments to Employees		(1,403,774)	(1,213,295)	(1,349,846)
Payments to Suppliers		(2,077,582)	(1,322,950)	(1,868,630)
Interest Paid		(7,433)	(27,300)	(5,021)
Interest Received		76,233	19,673	24,062
Net cash from/(to) Operating Activities		634,260	482,207	281,984
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		3,364	80,000	(4,131)
Purchase of Property Plant & Equipment (and Intangibles)		(518,708)	(383,849)	(230,926)
Purchase of Investments		(86,128)	50,000	-
Net cash from/(to) Investing Activities		(601,472)	(253,849)	(235,057)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		194,243	40,000	40,011
Finance Lease Payments		(31,535)	(170,139)	(33,747)
Repayment of Loans		(27,298)	-	(27,299)
Funds Administered on Behalf of Other Parties		128,425	129,610	(21,961)
Net cash from/(to) Financing Activities		263,835	(529)	(42,996)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>296,623</b>	<b>227,829</b>	<b>3,931</b>
Cash and cash equivalents at the beginning of the year	7	404,431	404,431	400,500
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>701,054</b>	<b>632,260</b>	<b>404,431</b>

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

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

**St Johns College Hillcrest**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2023**

**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 2023 to 31 December 2023 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. Future operating lease commitments are disclosed in note 22.

#### ***Recognition of grants***

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are not received in cash by the school as they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### ***Other Grants where conditions exist***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

### **d) 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 (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.

#### **g) Inventories**

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

#### **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 material.

#### **i) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–40 years
Furniture and equipment	5–20 years
Information and communication technology	at 30% CP
Motor vehicles	at 10% CP
Textbooks	12.5% Diminishing value
Leased assets held under a Finance Lease	Term of Lease from 3 yrs
Library resources	12.5% Diminishing value

#### **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.

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

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

#### **k) Accounts Payable**

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

#### **l) Employee Entitlements**

##### *Short-term employee entitlements*

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

#### **m) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

#### **n) Funds Held in Trust**

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

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

#### **o) 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 10Yr Property Plan (10YPP) or another appropriate source of evidence.

**p) 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.

**q) 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.

**r) 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.

**s) Budget Figures**

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

**t) Services received in-kind**

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

## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	2,457,650	2,223,960	2,215,371
Teachers' Salaries Grants	6,585,177	6,568,100	5,745,261
Other Government Grants	60,856	60,100	52,861
	<u>9,103,683</u>	<u>8,852,160</u>	<u>8,013,493</u>

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	423,693	370,000	347,321
Fees for Extra Curricular Activities	287,199	138,000	247,791
Trading	20,087	20,000	17,491
Fundraising & Community Grants	174,633	-	101,831
Other Revenue	400,260	60,000	411,881
International Student Fees	149,773	76,530	48,281
	<u>1,455,645</u>	<u>664,530</u>	<u>1,174,635</u>
<b>Expense</b>			
Extra Curricular Activities Costs	287,879	54,000	194,731
Trading	22,494	20,000	28,641
Other Locally Raised Funds Expenditure	440,568	10,000	433,851
International Student - Employee Benefits - Salaries	28,598	50,800	-
International Student - Other Expenses	39,840	37,940	16,231
	<u>819,379</u>	<u>172,740</u>	<u>673,461</u>
	<u>636,266</u>	<u>491,790</u>	<u>501,161</u>

*Surplus/ (Deficit) for the year Locally Raised Funds*

During the year, the School hosted 21 part time International students (2022:5)

During the year the school students went on a Dive Trip to Vanuatu, The Trip was totally self funded. In addition Edward Park went to Korea on behalf of the international department. The total expenditure for the trip was approximately \$5,500.00

#### 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	363,257	394,950	330,097
Information and Communication Technology	111,153	133,500	38,037
Employee Benefits - Salaries	7,404,224	7,292,600	6,542,147
Staff Development	4,646	2,500	15,607
Depreciation	365,714	320,000	382,667
Depreciation Equitable Lease	13,872	13,000	13,872
	<u>8,262,866</u>	<u>8,156,550</u>	<u>7,322,417</u>

#### 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	6,510	6,200	6,320
Board Fees	4,485	7,000	4,967
Board Expenses	42,034	25,500	38,127
Communication	18,855	13,000	15,637
Consumables	42,904	36,000	50,757
Operating Leases	10,267	37,000	10,487
Other	147,006	144,000	152,687
Employee Benefits - Salaries	430,173	326,000	446,037
Insurance	18,002	22,000	18,247
Service Providers, Contractors and Consultancy	9,716	8,000	8,957
	<u>729,952</u>	<u>624,700</u>	<u>752,187</u>

#### 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	10,270	10,000	9,127
Consultancy and Contract Services	207,318	194,000	198,467
Cyclical Maintenance	65,060	35,000	59,677
Grounds	58,294	51,500	49,207
Heat, Light and Water	140,278	107,000	105,927
Rates	24,801	40,000	29,487
Repairs and Maintenance	167,602	86,000	110,117
Use of Land and Buildings	1,541,000	1,541,000	1,541,007
Security	13,659	8,000	10,037
Employee Benefits - Salaries	114,794	105,000	100,757
	<u>2,343,076</u>	<u>2,177,500</u>	<u>2,213,777</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	495,677	427,260	149,890
Short-term Bank Deposits	205,377	205,000	254,540
Cash and cash equivalents for Statement of Cash Flows	701,054	632,260	404,430

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

## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	77,732	71,000	21,380
Receivables from the Ministry of Education	80,846	45,000	3,860
Interest Receivable	13,492	13,500	8,170
Banking Staffing Underuse	4,491	4,000	-
Teacher Salaries Grant Receivable	558,569	560,000	506,620
	735,130	693,500	540,040
Receivables from Exchange Transactions	91,224	84,500	29,550
Receivables from Non-Exchange Transactions	643,906	609,000	510,490
	735,130	693,500	540,040

## 9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
School Uniforms	2,392	2,000	-
	2,392	2,000	-

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,150,000	1,000,000	1,050,000
Total Investments	1,150,000	1,000,000	1,050,000

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	206,952	25,692	-	-	(15,891)	216,753
Furniture and Equipment	654,983	372,392	-	-	(137,202)	890,173
Information and Communication Technology	234,553	111,642	-	-	(148,471)	197,724
Motor Vehicles	93,932	-	-	-	(15,805)	78,127
Textbooks	39,127	448	-	-	(4,925)	34,650
Leased Assets	53,049	74,950	-	-	(38,292)	89,707
Library Resources	36,055	8,334	(3,364)	-	(5,128)	35,897
<b>Balance at 31 December 2023</b>	<b>1,318,651</b>	<b>593,458</b>	<b>(3,364)</b>	<b>-</b>	<b>(365,714)</b>	<b>1,543,031</b>

The net carrying value of furniture and equipment held under a finance lease is \$89,707 (2022: \$53,049)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	249,435	(73,306)	176,129	276,483	(69,531)	206,952
Furniture and Equipment	1,622,236	(691,438)	930,798	1,280,257	(625,274)	654,983
Information and Communication Technology	667,084	(469,360)	197,724	635,745	(401,192)	234,553
Motor Vehicles	158,050	(79,923)	78,127	158,050	(64,118)	93,932
Textbooks	81,380	(46,730)	34,650	80,932	(41,805)	39,127
Leased Assets	212,373	(122,667)	89,706	177,180	(124,131)	53,049
Library Resources	104,382	(68,485)	35,897	105,931	(69,876)	36,055
<b>Balance at 31 December 2023</b>	<b>3,094,940</b>	<b>(1,551,909)</b>	<b>1,543,031</b>	<b>2,714,578</b>	<b>(1,395,927)</b>	<b>1,318,651</b>

## 12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	272,094	250,650	111,961
Accruals	46,916	12,000	11,241
Employee Entitlements - Salaries	616,487	600,000	573,011
Employee Entitlements - Leave Accrual	17,917	40,000	20,601
	<b>953,414</b>	<b>902,650</b>	<b>716,814</b>
Payables for Exchange Transactions	953,414	902,650	716,814
	<b>953,414</b>	<b>902,650</b>	<b>716,814</b>

The carrying value of payables approximates their fair value.

### 13. Borrowings

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Loans due in one year	27,299	48,000	27,299
Loans due after one year	20,474	-	47,773
	<u>47,773</u>	<u>48,000</u>	<u>75,072</u>

The school has borrowings at 31 December 2023 of \$47,773 (31 December 2022 \$75,071). This loan is from the 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
International Student Fees in Advance	194,116	200,000	61,421
Other revenue in Advance	148,580	153,000	64,611
Grants in Advance	29,945	-	30,000
	<u>372,641</u>	<u>353,000</u>	<u>156,032</u>

### 15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	264,550	265,000	204,881
Increase to the Provision During the Year	65,060	65,000	59,671
Use of the Provision During the Year	(76,500)	(75,000)	-
Provision at the End of the Year	<u>253,110</u>	<u>255,000</u>	<u>264,552</u>
Cyclical Maintenance - Current	175,937	180,000	76,500
Cyclical Maintenance - Non current	77,173	75,000	188,052
	<u>253,110</u>	<u>255,000</u>	<u>264,552</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending 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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	43,100	45,000	29,024
Later than One Year and no Later than Five Years	58,715	59,000	32,111
Later than Five Years	(9,454)	(9,000)	(5,997)
Future Finance Charges			
	<u>92,361</u>	<u>95,000</u>	<u>55,138</u>
<b>Represented by</b>			
Finance lease liability - Current	37,709	38,000	25,192
Finance lease liability - Non current	54,652	57,000	29,946
	<u>92,361</u>	<u>95,000</u>	<u>55,138</u>

## 17. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	148,915	150,100	20,490
	<u>148,915</u>	<u>150,100</u>	<u>20,490</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
	2023 \$		\$
Gymnasium Upgrade	12,625	\$12,000	16,834
Tennis & Hockey Centre, Function Centre	48,313	\$48,000	57,974
	<u>60,938</u>	<u>60,000</u>	<u>74,810</u>

## 18. Related Party Transactions

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

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

The Proprietor of the School (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 funds 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 2023 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 \$272,397.50 on behalf of the proprietor (2022 \$138,938). 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 \$10,400, (2022: \$11,164).
4. Saint John's College (Hillcrest) Foundation Trust is a related party. Shane Tong, Principal, is an officer of the Trust. During 2023 the school received \$87,360.58 for sponsorships. The 2022 equivalent was \$18,366.
5. During 2023 the Hamilton Catholic Development Fund held funds on behalf of the Board. At 31 December 2023 the amount held by the Proprietor was \$200,000 with an interest rate of 2.10%. Interest earned during the year was \$1,035.61 (2022: \$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 2023 the Board paid \$3,898 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. (2022: \$Nil)

## 19. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,485	4,965
<i>Leadership Team</i>		
Remuneration	782,968	567,559
Full-time equivalent members	7	4
Total key management personnel remuneration	787,453	572,524

There are thirteen members of the Board excluding the Principal. The Board had held eight 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-210	180-190
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	2023 FTE Number	2022 FTE Number
100-110	16.00	13.00
110-120	13.00	5.00
120-130	5.00	2.00
130-140	3.00	1.00
	37.00	21.00

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

## 20. 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

### Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

### Pay equity settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

## 22. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had no capital commitments (2022:\$0.00)

### (b) Operating Commitments

As at 31 December 2023, the Board has no operating commitments:

## 23. 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	701,054	632,260	404,43
Receivables	735,130	693,500	540,04
Investments - Term Deposits	1,150,000	1,000,000	1,050,00
Total financial assets measured at amortised cost	2,586,184	2,325,760	1,994,47

### Financial liabilities measured at amortised cost

	2023	2023	2022
	953,414	902,650	716,84
Payables	47,773	48,000	75,07
Borrowings - Loans	92,361	95,000	55,13
Finance Leases	1,093,548	1,045,650	847,05
Total financial liabilities measured at amortised cost			

#### **24. Events After Balance Date**

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

#### **25. Breach of Law Failure to comply with section 135 of the Education and Training Act 2020**

While the school provided all financial information to the accountant in sufficient time for the annual financial statements to be submitted for audit by the 31st March 2024, the accountant was unable to meet the reporting deadline due to a combination of understaffing and staff illness. Accordingly the accountant accepts the responsibility for this legislative breach.

#### **26. Breach of law - Failure to meet statutory reporting deadline**

The Board of Trustees did not comply with section 137 of the Education and Training Act in that it did not submit its audited annual financial statements for audit by 31 May 2024.

# **ST JOHNS COLLEGE HILLCREST**

## **Kiwisport Statement**

### **For the Year Ended 31 December 2023**

In 2023 the school received Kiwisport funding of \$23,946.40(2022:\$21,741)

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.

# Statement of Variance Reporting



<b>School Name:</b>	St John's College	<b>School Number:</b>	0136
<b>Strategic Aim:</b>	Catholic Character - To embrace the spirit of the Catholic faith in action and everyday life		
<b>Annual Aim:</b>	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.		
<b>Target:</b>	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.		
<b>Baseline Data:</b>	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



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>+ 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.</li> <li>+ We have had compulsory mass every fortnight for 2 Houses at a time with Mons. Frank Eggleton in the Old Gym.</li> <li>+ We send out a liturgy to the Form classes not at mass each fortnight which they participate in within their classroom.</li> <li>+ We have had 3 full school masses at the Cathedral of the Blessed Virgin Mary on Grey St, Hamilton East.</li> <li>+ We have compulsory RE classes as part of our curriculum.</li> <li>+ We have invited students who require the sacraments of Baptism, Reconciliation, Eucharist and Confirmation to participate in our Sacramental Group run here at school.</li> <li>+ 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).</li> <li>+ We have invited students to assist at the Cathedral Sacramental Programme.</li> </ul>	<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>

<ul style="list-style-type: none"> <li>+ We have had students assist at the Good Friday Stations of the Cross.</li> <li>+ We have taken a group of students to Chanel Shield to represent the school and meet students from the other 4 Diocesan High Schools.</li> <li>+ We have sent the Head Students to Kaiapoi for the Marist Student Forum.</li> <li>+ We have sent the Special Character Leaders to the LOGOS Salt and Light student leadership camp in Auckland.</li> <li>+ We have invited 8 students to assist the 2 Special Character Leaders through membership in our Special Character Team.</li> <li>+ We had a Holy Thursday liturgy for all staff and students.</li> <li>+ All Year groups had class retreats.</li> <li>+ Breakfast (weetbix) was available for students who were hungry.</li> <li>+ Lunches (bread, peanut butter and jam), were available for students without lunch.</li> <li>+ 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.</li> <li>+ The Special Character Team attended the Rangiaowhia Commemorations.</li> <li>+ Junior RE classes spent Term 1 teaching the Marist Man programme, the basics of Catholicism and the History of St John's College.</li> <li>+ Eucharistic Adoration was held in the college chapel with the classes of Mr Bormans.</li> </ul>			
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+ The Special Character team and Head students represented the College at a number of funerals.			
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<b>School Name:</b>	St John's College	<b>School Number:</b>	0136
<b>Strategic Aim:</b>	Catholic Character - To embrace the spirit of the Catholic faith in action and everyday life		
<b>Annual Aim:</b>	To encourage students to be active participants in a living faith, embracing opportunities for community engagement and mission.		
<b>Target:</b>	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



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>+ The Special Character team and Head students represented the College at a number of funerals.</li> <li>+ 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.</li> <li>+ The Special Character Team attended the Rangiaowhia Commemorations.</li> <li>+ We have invited students to assist at the Cathedral Sacramental Programme.</li> <li>+ We have had students assist at the Good Friday Stations of the Cross.</li> <li>+ We have had 3 full school masses at the Cathedral of the Blessed Virgin Mary on Grey St, Hamilton East.</li> <li>+ We have invited students who require the sacraments of Baptism, Reconciliation, Eucharist and Confirmation to participate in our Sacramental Group run here at school.</li> <li>+</li> </ul>	<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>

<b>School Name:</b>	St John's College	<b>School Number:</b>	0136
<b>Strategic Aim:</b>	Catholic Character - To embrace the spirit of the Catholic faith in action and everyday life		
<b>Annual Aim:</b>	To encourage students to engage in their own joyful faith journey as a personal experience.		
<b>Target:</b>	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



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>+ We have had compulsory mass every fortnight for 2 Houses at a time with Mons. Frank Eggleton in the Old Gym.</li> <li>+ We send out a liturgy to the Form classes not at mass each fortnight which they participate in within their classroom.</li> <li>+ We have invited students who require the sacraments of Baptism, Reconciliation, Eucharist and Confirmation to participate in our Sacramental Group run here at school.</li> <li>+ 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).</li> <li>+ We have invited students to assist at the Cathedral Sacramental Programme.</li> <li>+ We have had students assist at the Good Friday Stations of the Cross.</li> <li>+ We have taken a group of students to Chanel Shield to represent the school and meet students from the other 4 Diocesan High Schools.</li> <li>+ We have invited 8 students to assist the 2 Special Character Leaders through membership in our Special Character Team.</li> <li>+ All Year groups had class retreats.</li> </ul>	<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>

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<b>School Name:</b>	St John's College	<b>School Number:</b>	0136
<b>Strategic Aim:</b>	Catholic Character - To embrace the spirit of the Catholic faith in action and everyday life		
<b>Annual Aim:</b>	To ensure St John's College remains faithful to its Catholic Marist traditions, centring on the five pillars to create students grounded in faith.		
<b>Target:</b>	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

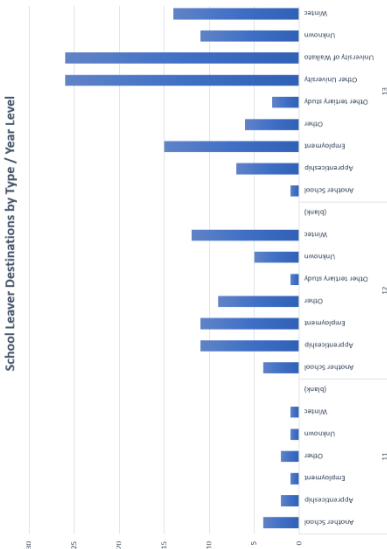


<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>+ Breakfast (weetbix) was available for students who were hungry.</li> <li>+ Lunches (bread, peanut butter and jam), were available for students without lunch.</li> <li>+ 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.</li> <li>+ Junior RE classes spent Term 1 teaching the Marist Man programme, the basics of Catholicism and the History of St John's College.</li> </ul>	<p>Students made use of the breakfasts and lunches. They are seeing in action and receiving for themselves our charism 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 charism 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 charism 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>

<b>School Name:</b>	St John's College	<b>School Number:</b>	0136
<b>Strategic Aim:</b>	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.		
<b>Annual Aim:</b>	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		
<b>Target:</b>	Students leave SJC having had access to a range vocational experiences and have a clear idea of their next pathway.		
<b>Baseline Data:</b>			

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Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																
<p><b>TEC work placements</b> – funded for 42 students. Placed 79 students (37 students above funding).</p> <p><b>12GATE</b> 69 students in total over 2022 (40% of cohort)</p> <p><b>13PDE</b> – 21 students in total over 2022 (20% of cohort)</p> <p><b>STAR/Gateway courses</b></p> <p>First aide – 58 students</p> <p>Health &amp; Safety – 67 students</p> <p>Working at heights – 21 students</p> <p>Waikato Trades academy – 30 students (Yr 12/13s)</p> <p><b>STAR “Taster” Courses for 2022:</b> Courses booked and completed through Wintec and Vision College</p> <p><b>29 courses booked for 2022</b></p> <p><b>154 Students took part</b></p> <p><b>Wintec Trades Academy</b></p> <p><b>Students for 2022</b></p> <p>Construction &amp; Infrastructure L2 Programme = 18 Students</p> <p>Electrical Engineering L2 Programme = 4 Students</p> <p>Manufacturing &amp; Technology L2 Programme = 11 Students</p> <p>Building L3 Programme = 2</p> <p><b>Total = 35 Students</b></p>	<p>Leaver data</p>  <table border="1"><caption>School Leaver Destinations by Type / Year Level</caption><thead><tr><th>Year Level</th><th>Another School</th><th>Apprenticeship</th><th>Employment</th><th>Other</th><th>Other tertiary study</th><th>University of Waikato</th><th>Wintec</th></tr></thead><tbody><tr><td>13</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>12</td><td>13</td></tr><tr><td>12</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>10</td></tr><tr><td>11</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>10</td></tr></tbody></table>	Year Level	Another School	Apprenticeship	Employment	Other	Other tertiary study	University of Waikato	Wintec	13	1	1	1	1	1	12	13	12	1	1	1	1	1	1	10	11	1	1	1	1	1	1	10	<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>
Year Level	Another School	Apprenticeship	Employment	Other	Other tertiary study	University of Waikato	Wintec																												
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<b>Strategic Aim:</b>	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.
<b>Annual Aim:</b>	To engage fully in the Waikato Catholic Schools Kāhui Ako, to improve teacher efficacy and raise quality of student transition and learning outcomes
<b>Target:</b>	There is a united vision and purpose for the Kahui Ako. Schools share information and expertise and there is collective growth.
<b>Baseline Data:</b>	

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

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<b>Strategic Aim:</b>	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.		
<b>Annual Aim:</b>	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.		
<b>Target:</b>	Learning is accessed in a relevant, consistent, and organised manner.		
<b>Baseline Data:</b>	100% of students in Year 9 (2022) having access to a BYOD device.		

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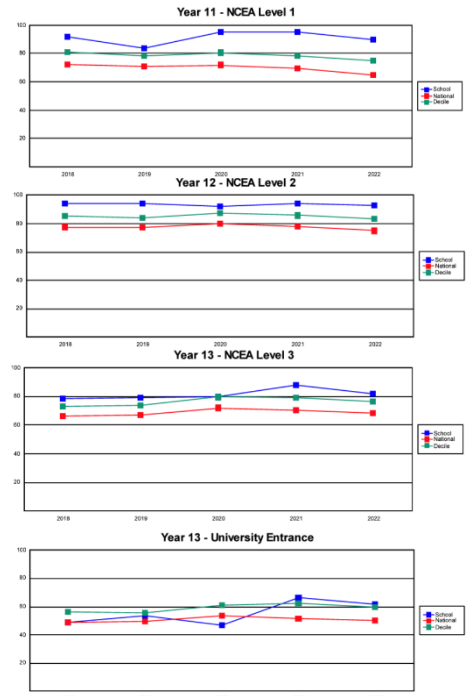
<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• Rolled out BYOD to all Y9 students in 2022</li> <li>• Rolled out BYOD to all Y10 curriculum areas in 2023</li> <li>• Made available equity bank of devices to ensure that all students have access</li> <li>• Submitted PLD application to support teacher development with digital tools</li> <li>• Ongoing Faculty PLD to support development of digital tools and learning in the curriculum</li> <li>• Ongoing PLD with ITS Learning (LMS Provider)</li> <li>• Languages Faculty developed Y10 course on ITS Learning during 2022</li> <li>• BYOD developments formed part of annual faculty review</li> <li>• Review of wireless infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• 100 % of Y9 students have BYOD device in 2022</li> <li>• 100% of Y9/10 students have a BYOD device in 2023</li> <li>• Y10 English course being delivered via ITS Learning in 2023</li> <li>• Y9 Digital Technologies Course delivered in ITS Learning</li> <li>• All subject areas have embedded digital tools and learning to support the Year 9 curriculum</li> <li>• Development of digital tools and learning opportunities spiralling up into Year 10</li> <li>• Centralised PLD – Use of Digital tools to support Learning being delivered in 2023 by TTS</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Differing level of staff competence has shown need for more structured PLD – need to consider our approach to PLD – whole staff Vs faculty</li> <li>• Number of staff taking up PLD opportunities has been more limited in 2023 due PPTA industrial action.</li> </ul>	<ul style="list-style-type: none"> <li>• Big focus on upskilling teachers in ITS Learning – planned and scheduled programme of PLD required</li> <li>• All staff engaged with and using ITS Learning</li> <li>• Movement away from Google Classroom</li> <li>• 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</li> <li>• Budget for equity pool of devices as BYOD spirals up through the school</li> <li>• Need to ensure that wireless infrastructure is robust to support BYOD and NZQA Digital first approach.</li> </ul>

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<b>Strategic Aim:</b>	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.
<b>Annual Aim:</b>	To create equity of opportunity for every student to achieve to their level of individual excellence in every classroom
<b>Target:</b>	<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>
<b>Baseline Data:</b>	<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>

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

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<b>Strategic Aim:</b>	Priority Learners - To provide school leadership and effective governance for priority groups: Māori, Pasifika and special educational needs		
<b>Annual Aim:</b>	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.		
<b>Target:</b>	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.		

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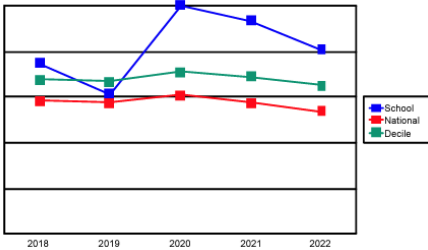
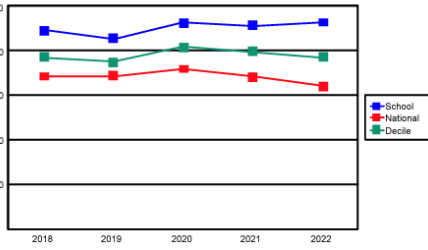
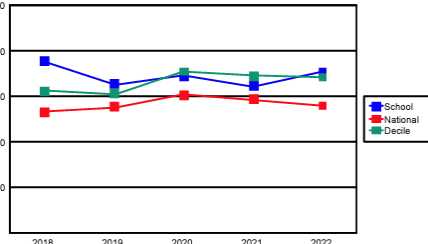


<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Each department to have annual plans which explain how they intend to increase the following aspects of Mātauranga Māori in their courses for that year;               <ul style="list-style-type: none"> <li>Māori content, Māori language &amp; Māori preferred ways of teaching and learning (pedagogy)</li> </ul> </li> <li>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.</li> <li>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.</li> <li>The Whānau Ope has developed a significant programme around Te Ao Māori;</li> <li>Karakia, Waiata, Wānanga at Kura every Monday, Kai, Kapa Haka, Mana Whenua Connection with Ngāti Wairere/Ngāti Haua, Tuakana-Teina, Haka Competition, Korowai &amp; NZQA; NCEA Sessions</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>We have had some sessions around Mātauranga Māori and made connections between Māori Values such as Manakitanga and our Marist Pillars</li> <li>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.</li> <li>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.</li> <li>4 of the last 7 Head Students have been Māori and 3 from the Whānau Ope</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>We have been supported by our BOT through a Tikanga Budget which has been hugely beneficial to us being able to run kaupapa.</li> <li>We have a very supportive Principal &amp; Senior Management Team who have let us run programmes.</li> <li>We have 4-5 Māori Staff who meet regularly to plan and implement those ideas/programmes we develop.</li> <li>We have a supportive whānau who offer to help where needed.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to develop our Te Ao Māori programme to include more students and staff from the school.</li> <li>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</li> <li>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.</li> <li>We need an increase in our Tikanga Budget so that we can run Whakairo &amp; Te Ao Haka in the future</li> </ul>

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

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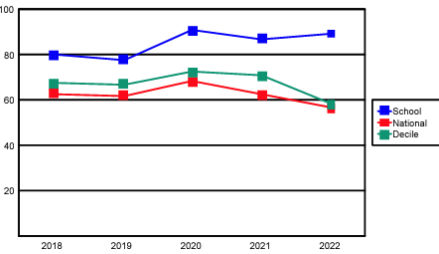


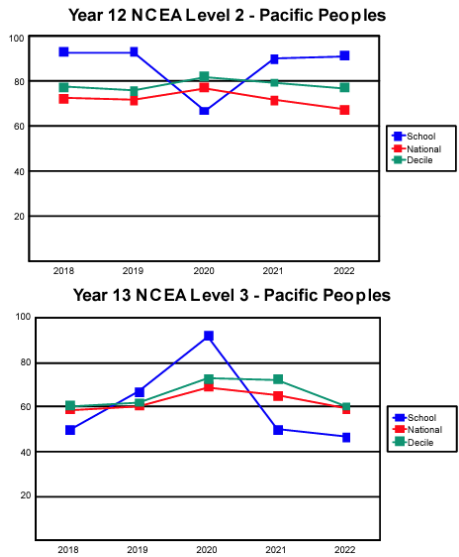
<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Each department to have aspirational targets for their Māori students. Aligned to setting subject &amp; overall NCEA targets for all students</li> <li>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.</li> <li>All Māori students at risk of not achieving will be tracked and monitored more closely</li> <li>Personalised intervention programmes adapted for students based on monitoring/tracking</li> <li>Support hui for Māori learners ran every Monday after school</li> </ul>	<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><b>Year 11 NCEA Level 1 - Māori</b></p>  <p><b>Year 12 NCEA Level 2 - Māori</b></p>  <p><b>Year 13 NCEA Level 3 - Māori</b></p> 	<ul style="list-style-type: none"> <li>Impact of COVID has been more significant 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</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of Māori learning pathways to look at STEM engagement across L2-3 courses.</li> <li>Build on our whānau support and provision</li> <li>Review fortnightly reporting changes in 2023</li> <li>See 2023 Strategic Plan</li> </ul>

<b>School Name:</b>	St John's College	<b>School Number:</b>	0136
<b>Strategic Aim:</b>	Priority Learners - To provide school leadership and effective governance for priority groups: Māori, Pasifika and special educational needs		
<b>Annual Aim:</b>	To deliver following Pasifika student attainment targets against NCEA qualification standards		
<b>Target:</b>	<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>		
<b>Baseline Data:</b>	<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>		

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<ul style="list-style-type: none"> <li>Students are entered into specific language standards.</li> <li>Tutorials are run for Pasifika students both after school and in the wider community.</li> <li>Identifying students who require additional language support.</li> <li>Identify students who are academically talented.</li> <li>Scholarships awarded to students for STEM based subjects.</li> <li>Scholarships for school leavers - further education.</li> <li>Expose students to STEM opportunities through workshops</li> <li>Identify and support students to engage with academic programmes</li> <li>Developing opportunities through the Pacific Teachers Association to encourage students into STEM subjects.</li> </ul>	<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><b>Year 11 NCEA Level 1 - Pacific Peoples</b></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>Decile (%)</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>80</td> <td>65</td> <td>68</td> </tr> <tr> <td>2019</td> <td>78</td> <td>62</td> <td>65</td> </tr> <tr> <td>2020</td> <td>90</td> <td>68</td> <td>72</td> </tr> <tr> <td>2021</td> <td>88</td> <td>65</td> <td>70</td> </tr> <tr> <td>2022</td> <td>90</td> <td>60</td> <td>62</td> </tr> </tbody> </table>	Year	School (%)	National (%)	Decile (%)	2018	80	65	68	2019	78	62	65	2020	90	68	72	2021	88	65	70	2022	90	60	62	<ul style="list-style-type: none"> <li>Language standards are successful as students gain recognition and achievement for their own culture and knowledge. Adds value.</li> <li>Tutoring gave students the opportunity to check their learning. Also mentoring within the group of older students helping younger students</li> <li>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</li> <li>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%).</li> </ul>	<ul style="list-style-type: none"> <li>More emphasis on subject choices and information for students and parents.</li> <li>Increase opportunities within curriculums to utilise Pasifika resources and learnings.</li> <li>Develop more Pacific studies to give Pasifika students more options and recognition for the knowledge they hold.</li> <li>Professional development for staff to engage Pasifika learners, and to recognise abilities and encourage success. Teaching pedagogy recognises Pasifika ways of learning.</li> <li>Review how our Pasifika students are choosing their pathways through NCEA to ensure that they are engaging with academically and STEM based subjects.</li> </ul>
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<b>Annual Aim:</b>	To engage Pasifika students and their families in school life as positive agents in their own learning		
<b>Target:</b>	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		
<b>Baseline Data:</b>			

# Statement of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>NZQA lead Pasifika workshops to support parents understanding of NCEA</li> <li>Community fono for parents talk to teachers about the workings of NCEA</li> <li>Fono for parents to keep them informed about the activities and progress of school</li> <li>Contacting home to celebrate success of Pasifika students</li> <li>Pasifika form class</li> <li>Evening tutoring with families at community centres.</li> <li>Relationships with Pasifika community organisations</li> <li>Students go to Polyfest</li> <li>Success with Kilikiti tournament</li> <li>Catholic cultural festival</li> <li>Māori &amp; Pasifika Awards evening - to celebrate the success of their children - including cultural, academic and Marist successes.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing parent participation in parent/teacher evenings.</li> <li>Encouraging more communication between school and home.</li> <li>Parents valued this contact - positive communication</li> <li>Utilise the services of Pasifika focused community organisations to support students and families. This included welfare support and mental health, transitions and pathways.</li> <li>Including youth based agencies who provide programmes tailored for Pasifika students</li> <li>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.</li> <li>Strengthening culture and connections through school and communities - supported by Pasifika focused community organisations and the University of Waikato.</li> <li>Families very supportive. Students seeing Pasifika succeed as Pasifika.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Communication with Pasifika families can improve, especially with subject teachers.</li> <li>Continue with this - school wide.</li> <li>Continue developing connections within the Pasifika community to support students and families. This includes mental health</li> <li>Strengthening cultural capital.</li> <li>Pasifika focused information evenings, especially for subject selection.</li> <li>Provision of an NCEA session using NZQA resources</li> </ul>

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

# Statement of Variance Reporting



Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																			
<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"><li>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.</li><li>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.</li><li>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.</li><li>ESL class at Junior level</li></ul> <p><b>JC NCEA RESULTS 2022</b></p> <table><tr><th></th><th># Students</th><th>Literacy</th><th>Numeracy</th><th>Level achieved</th></tr><tr><td>Level 1</td><td>17</td><td>76%</td><td>88%</td><td>70%</td></tr></table>		# Students	Literacy	Numeracy	Level achieved	Level 1	17	76%	88%	70%	<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><tr><td></td><td>Below 80%</td><td>Below 70%</td></tr><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></table>		Below 80%	Below 70%	11JC	16/17	10/17	12JC	10/16	6/16	<ul style="list-style-type: none"><li>Develop systems for greater tracking of Yr. 9/10 literacy students for original placement as well as improvement over time incl NCEA</li><li>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</li><li>Develop system for early identification of students who need SAC and ensure this support is widely publicised</li></ul>
	# Students	Literacy	Numeracy	Level achieved																		
Level 1	17	76%	88%	70%																		
	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

	# Stu den ts	Level achie ved	End orse men ts	UE Liter acy
Level 1	4	75%	0	NA
Level 2	4	100 %	75%	75%

<b>School Name:</b>	St John's College	<b>School Number:</b>	0136
<b>Strategic Aim:</b>	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		
<b>Annual Aim:</b>	To improve the physical environmental experience for students in terms of amenities, academic, sporting and cultural facilities.		
<b>Target:</b>	SJC has modern facilities and a campus that is not only aesthetically attractive but reflective of who and where we are.		
<b>Baseline Data:</b>	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



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

<b>School Name:</b>	St John's College	<b>School Number:</b>	0136
<b>Strategic Aim:</b>	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		
<b>Annual Aim:</b>	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		
<b>Target:</b>	Community is well informed and proud of our campus. There is minimal effect on teaching and learning.		
<b>Baseline Data:</b>	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



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <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>
<b>Planning for next year:</b>			
<p>We will continue to work closely with the Diocese and contractors to ensure minimal disruption.</p>			

<b>School Name:</b>	St John's College	<b>School Number:</b>	0136
<b>Strategic Aim:</b>	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		
<b>Annual Aim:</b>	To improve the financial support from the school and wider community in order to maintain and develop a sustainable financial foundation		
<b>Target:</b>	SJC has the financial capacity to enable us to action the shared vision we have for SJC.		
<b>Baseline Data:</b>	Improved uptake of the building donation to help reduce debt with the Diocese. Funds gained through other events and fundraisers.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <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>
<b>Planning for next year:</b>			
<p>There will be more foundation/old boy events held next year.</p>			