

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF ST PETER'S COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of St Peter's College (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of Cotton Kelly Smit Limited (CKS Audit), to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 26 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the Analysis of Variance, the Kiwisport report and Statement of Compliance with Employment Policy, the Board Member list, and the Statement of Responsibility, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

In addition to the audit, we are responsible for the audit of the Proprietor, the Roman Catholic Diocese of Palmerston North. This audit is compatible with independence requirements. Other than this audit and the audit of the Proprietor, we have no relationship with, or interests in the School.



Vivien Cotton
CKS Audit
On behalf of the Auditor-General
Palmerston North, New Zealand

ST PETER'S COLLEGE (PALMERSTON NORTH)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 204

Principal: Margaret Leamy

School Address: Holdsworth Avenue, Milson

School Postal Address: 3 Holdsworth Avenue, Milson, Palmerston North, 4414

School Phone: 06 354 4198

School Email: archibaldk@stpeterspn.school.nz

Accountant / Service Provider:

Education  Services.
Dedicated to your school

ST PETER'S COLLEGE (PALMERSTON NORTH)

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
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Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Analysis of Variance

St Peter's College (Palmerston North)

Statement of Responsibility

For the year ended 31 December 2022


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

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

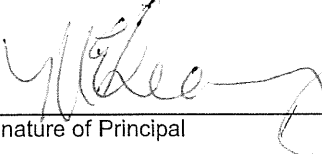
The School's 2022 financial statements are authorised for issue by the Board.

WAYNE ALEC GORDON
Full Name of Presiding Member


Signature of Presiding Member

23 MAY 2023
Date:

MARGARET ELLEN LEAHY
Full Name of Principal


Signature of Principal

25/5/2023
Date:

St Peter's College (Palmerston North) Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	6,666,607	5,817,487	6,475,160
Locally Raised Funds	3	584,477	372,004	692,280
Use of Proprietor's Land and Buildings		1,088,907	1,322,431	1,088,907
Interest Income		23,510	3,777	8,663
		<u>8,363,501</u>	<u>7,515,699</u>	<u>8,265,010</u>
Expenses				
Locally Raised Funds	3	296,998	92,012	396,990
Learning Resources	4	5,656,102	5,159,791	5,634,037
Administration	5	698,857	566,420	591,974
Finance		5,544	4,725	5,139
Property	6	1,318,380	1,684,097	1,405,242
Other Expenses	7	8,473	8,473	8,473
Loss on Disposal of Property, Plant and Equipment	12	817	-	7,631
		<u>7,985,171</u>	<u>7,515,518</u>	<u>8,049,486</u>
Net Surplus / (Deficit) for the year		378,330	181	215,524
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>378,330</u>	<u>181</u>	<u>215,524</u>

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 Peter's College (Palmerston North)
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,477,438	1,265,040	1,235,910
Total comprehensive revenue and expense for the year		378,330	181	215,524
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		33,046	-	26,004
Equity at 31 December		1,888,814	1,265,221	1,477,438
Accumulated comprehensive revenue and expense		1,794,211	1,179,486	1,384,134
Reserves	28	94,603	85,735	93,304
Equity at 31 December		1,888,814	1,265,221	1,477,438

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 Peter's College (Palmerston North) Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	842,562	106,772	404,823
Accounts Receivable	9	423,982	355,216	426,072
GST Receivable		19,608	22,951	35,319
Prepayments		42,725	28,615	28,280
Inventories	10	771	1,451	1,219
Investments	11	893,935	1,115,860	876,575
		<u>2,223,583</u>	<u>1,630,865</u>	<u>1,772,288</u>
Current Liabilities				
Accounts Payable	14	537,413	510,081	516,763
Revenue Received in Advance	15	144,391	181,341	119,476
Provision for Cyclical Maintenance	16	2,500	95,378	209,806
Finance Lease Liability	17	19,164	36,502	37,048
Funds held in Trust	18	71,408	92,310	17,732
Funds held on behalf of COL Cluster	19	27,013	23,567	34,301
		<u>801,889</u>	<u>939,179</u>	<u>935,126</u>
Working Capital Surplus/(Deficit)		1,421,694	691,686	837,162
Non-current Assets				
Property, Plant and Equipment	12	522,445	446,482	570,750
Equitable Leasehold Interest	13	139,091	156,036	147,565
		<u>661,536</u>	<u>602,518</u>	<u>718,315</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	180,624	-	59,473
Finance Lease Liability	17	13,792	28,983	18,566
		<u>194,416</u>	<u>28,983</u>	<u>78,039</u>
Net Assets		<u><u>1,888,814</u></u>	<u><u>1,265,221</u></u>	<u><u>1,477,438</u></u>
Equity		<u><u>1,888,814</u></u>	<u><u>1,265,221</u></u>	<u><u>1,477,438</u></u>

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



St Peter's College (Palmerston North)
Statement of Cash Flows
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,966,854	1,720,196	1,712,158
Locally Raised Funds		591,541	355,589	614,576
International Students		85,826	16,415	(14,428)
Goods and Services Tax (net)		15,711	-	(12,368)
Payments to Employees		(1,192,304)	(1,109,435)	(1,096,530)
Payments to Suppliers		(1,070,998)	(885,932)	(902,774)
Interest Paid		(5,544)	(4,725)	(5,139)
Interest Received		21,413	3,777	11,626
Net cash from/(to) Operating Activities		412,499	95,885	307,121
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(60,490)	(92,500)	(214,954)
Purchase of Investments		(17,360)	-	(476,773)
Proceeds from Sale of Investments		-	-	716,058
Net cash from/(to) Investing Activities		(77,850)	(92,500)	24,331
Cash flows from Financing Activities				
Furniture and Equipment Grant		33,046	-	26,004
Finance Lease Payments		(31,195)	(39,541)	(31,716)
Funds Administered on Behalf of Third Parties		101,239	-	(63,845)
Net cash from/(to) Financing Activities		103,090	(39,541)	(69,557)
Net increase/(decrease) in cash and cash equivalents		437,739	(36,156)	261,895
Cash and cash equivalents at the beginning of the year	8	404,823	142,928	142,928
Cash and cash equivalents at the end of the year	8	842,562	106,772	404,823

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

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



St Peter's College (Palmerston North) Notes to the Financial Statements For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.



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 12.

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 17. Future operating lease commitments are disclosed in note 24b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10 Years
Furniture and Equipment	4-15 years
Information and Communication Technology	5 Years
Motor Vehicles	10 Years
Textbooks	5 Years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

m) 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.



n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) 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.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is 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.



r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

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

t) 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.

u) 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.

v) Budget Figures

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

w) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,942,413	1,698,889	1,733,379
Teachers' Salaries Grants	4,694,148	4,118,598	4,724,642
Other Government Grants	30,046	-	17,139
	6,666,607	5,817,487	6,475,160

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	218,688	216,991	215,311
Fees for Extra Curricular Activities	278,379	112,420	327,111
Trading	2,829	2,800	3,052
Fundraising & Community Grants	43,762	5,500	35,960
Other Revenue	25,448	17,878	23,117
International Students	15,371	16,415	87,729
	584,477	372,004	692,280
Expenses			
Extra Curricular Activities Costs	274,033	74,730	293,255
Trading	2,656	1,400	1,623
Fundraising & Community Grant Costs	5,808	2,500	5,609
International Students - Student Recruitment	-	400	9,607
International Students - Employee Benefit - Salaries	12,176	11,318	71,921
International Students - Other Expenses	2,325	1,664	14,975
	296,998	92,012	396,990
	287,479	279,992	295,290

Surplus for the year Locally raised funds

During the year the School hosted 1 International students (2021:6)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	234,154	254,482	213,002
Library Resources	4,125	5,220	3,904
Employee Benefits - Salaries	5,188,359	4,673,078	5,194,420
Staff Development	23,102	36,000	24,020
Depreciation	161,624	138,811	150,522
Equipment Repairs	3,528	7,700	3,566
Information Communication Technology	38,045	39,500	41,387
Small Asset & Furnishings Purchases	3,165	5,000	3,216
	5,656,102	5,159,791	5,634,037



5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	9,055	9,055	8,792
Board Fees	4,760	6,800	5,295
Board Expenses	33,795	23,714	51,328
Communication	10,029	6,960	17,204
Consumables	13,739	11,000	11,501
Operating Lease	13,837	19,800	18,240
Legal Fees	-	4,000	-
Other	56,076	40,960	47,250
Employee Benefits - Salaries	512,626	400,231	391,433
Insurance	15,640	15,800	15,731
Service Providers, Contractors and Consultancy	29,300	28,100	25,200
	<u>698,857</u>	<u>566,420</u>	<u>591,974</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	27,250	30,500	23,486
Cyclical Maintenance Provision	(85,516)	34,351	18,697
Grounds	6,218	6,000	4,251
Heat, Light and Water	69,845	76,100	70,922
Rates	9,194	8,950	7,534
Repairs and Maintenance	46,059	45,200	40,785
Use of Land and Buildings	1,088,907	1,322,431	1,088,907
Security	8,354	6,000	4,282
Employee Benefits - Salaries	140,279	149,065	139,998
Contractors And Consultancy	7,790	5,500	6,380
	<u>1,318,380</u>	<u>1,684,097</u>	<u>1,405,242</u>

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

7. Other Expenses

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Amortisation of Equitable Lease	8,473	8,473	8,473
	<u>8,473</u>	<u>8,473</u>	<u>8,473</u>

8. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Bank Accounts	842,562	106,772	404,823
Cash and cash equivalents for Statement of Cash Flows	<u>842,562</u>	<u>106,772</u>	<u>404,823</u>

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



9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	7,329	20,559	46,646
Interest Receivable	3,248	4,114	1,151
Teacher Salaries Grant Receivable	413,405	330,543	378,275
	<u>423,982</u>	<u>355,216</u>	<u>426,072</u>
Receivables from Exchange Transactions	10,577	24,673	47,797
Receivables from Non-Exchange Transactions	413,405	330,543	378,275
	<u>423,982</u>	<u>355,216</u>	<u>426,072</u>

10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Hats	771	1,451	1,219
	<u>771</u>	<u>1,451</u>	<u>1,219</u>

11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	893,935	1,115,860	876,575
Total Investments	<u>893,935</u>	<u>1,115,860</u>	<u>876,575</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	11,966	-	-	-	(1,677)	10,289
Furniture and Equipment	307,687	52,330	-	-	(62,195)	297,822
Information and Communication Technology	121,370	33,854	(817)	-	(45,700)	108,707
Motor Vehicles	41,215	-	-	-	(6,670)	34,545
Textbooks	3,743	7,384	-	-	(2,085)	9,042
Leased Assets	49,866	17,516	-	-	(38,747)	28,635
Library Resources	34,903	3,052	-	-	(4,550)	33,405
Balance at 31 December 2022	570,750	114,136	(817)	-	(161,624)	522,445

The net carrying value of equipment held under a finance lease is \$28,635 (2021: \$49,866)

Restrictions

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.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	34,450	(24,161)	10,289	34,450	(22,484)	11,966
Furniture and Equipment	761,186	(463,364)	297,822	708,854	(401,167)	307,687
Information and Communication Technology	306,907	(198,200)	108,707	327,218	(205,848)	121,370
Motor Vehicles	78,246	(43,701)	34,545	78,246	(37,031)	41,215
Textbooks	79,165	(70,123)	9,042	71,782	(68,039)	3,743
Leased Assets	121,822	(93,187)	28,635	164,766	(114,900)	49,866
Library Resources	129,591	(96,186)	33,405	126,539	(91,636)	34,903
Balance at 31 December	1,511,367	(988,922)	522,445	1,511,855	(941,105)	570,750

13. 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 in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 10-40 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor or the closure of the school.

The major capital works assets included in the equitable leasehold interest are:

	2022 Actual	2022 Budget	2021 Actual
	\$	\$	\$
Gym Improvement	32,381	37,172	34,777
Chapel	29,170	33,658	31,414
Technology Suite	19,773	22,195	20,984
Canteen (Tuck Shop)	22,607	24,434	23,521
Junior Library	6,460	7,074	6,767
Carpet & Preparation (G Block)	14	522	268
Lights Netball Courts	28,686	30,981	29,834
	139,091	156,036	147,565

14. Accounts Payable

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	89,179	149,745	107,591
Accruals	9,055	8,536	8,792
Banking Staffing Overuse	3,758	-	-
Employee Entitlements - Salaries	413,405	330,543	378,275
Employee Entitlements - Leave Accrual	22,016	21,257	22,105
	<u>537,413</u>	<u>510,081</u>	<u>516,763</u>
Payables for Exchange Transactions	537,413	510,081	516,763
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>537,413</u>	<u>510,081</u>	<u>516,763</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Foreign Fee Paying Students in Advance	85,826	181,341	15,371
Gateway	-	-	8,069
Revenue Received In Advance	58,565	-	96,036
	<u>144,391</u>	<u>181,341</u>	<u>119,476</u>

16. Provision for Cyclical Maintenance

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	269,279	61,027	261,095
Increase to the Provision During the Year	34,927	34,351	33,144
Use of the Provision During the Year	-	-	(10,371)
Other Adjustments	(121,082)	-	(14,589)
Provision at the End of the Year	<u>183,124</u>	<u>95,378</u>	<u>269,279</u>
Cyclical Maintenance - Current	2,500	95,378	209,806
Cyclical Maintenance - Non current	180,624	-	59,473
	<u>183,124</u>	<u>95,378</u>	<u>269,279</u>

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



17. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	21,279	36,502	41,773
Later than One Year and no Later than Five Years	14,612	28,983	19,807
Future Finance Charges	(2,935)	-	(5,966)
	32,956	65,485	55,614
Represented by			
Finance lease liability - Current	19,164	36,502	37,048
Finance lease liability - Non current	13,792	28,983	18,566
	32,956	65,485	55,614

18. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	71,408	92,310	17,732
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	71,408	92,310	17,732

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

19. Funds held on behalf of COL Cluster

St Peter's College is the lead school and holds funds on behalf of the COL cluster, a group of schools funded by the Ministry of Education to share ICT professional development.

	2022 Actual	2022 Budget	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	34,301	23,567	34,301
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	10,701	-	-
Total funds received	45,002	23,567	34,301
Funds Spent on Behalf of the Cluster	17,989	-	-
Funds remaining	27,013	23,567	34,301
Funds Held at Year End	27,013	23,567	34,301



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

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

21. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,760	5,295
<i>Leadership Team</i>		
Remuneration	754,732	581,453
Full-time equivalent members	6.00	4.70
Total key management personnel remuneration	759,492	586,748

There are 10 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) that met 9 and 9 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	5 - 6	4 - 5
Termination Benefits	-	-

Other Employees

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

	2022 FTE Number	2021 FTE Number
Remuneration \$000		
100 - 110	8.00	10.00
110 - 120	5.00	4.00
120 - 130	3.00	1.00
	16.00	15.00

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



22. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	\$12,000	\$29,500
Number of People	1	3

23. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

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

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

24. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2022 (Capital commitments at 31 December 2021: nil).

(b) Operating Commitments

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

(a) operating lease of photocopiers;

	2022 Actual \$	2021 Actual \$
No later than One Year	-	16,244
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>16,244</u>

The total lease payments incurred during the period were \$13,837 (2021: \$18,240).



25. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	842,562	106,772	404,823
Receivables	423,982	355,216	426,072
Investments - Term Deposits	893,935	1,115,860	876,575
Total Financial assets measured at amortised cost	<u>2,160,479</u>	<u>1,577,848</u>	<u>1,707,470</u>

Financial liabilities measured at amortised cost

Payables	537,413	510,081	516,763
Finance Leases	32,956	65,485	55,614
Total Financial Liabilities Measured at Amortised Cost	<u>570,369</u>	<u>575,566</u>	<u>572,377</u>

26. Events After Balance Date

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

27. Comparatives

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



28. Reserved Equity

Reserved Equity comprises funds that have been received by the School for a specific purpose. The School guarantees to hold sufficient monies to enable the funds to be used for the intend purpose at any time.

The School is not required to repay these funds, however.

Bartlett Funds

These funds arose from a bequest from the Beryl Bartlett Trust. These funds are held for use solely for performing arts, music and languages as required by the terms of the bequest.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Opening Balance	88,871	80,807	87,959
Interest earned	1,772	-	912
Funds allocated during the year	-	-	-
Closing Balance	90,643	80,807	88,871

O'Brien Scholarship Fund

These funds arose from a bequest from the O'Brien family. These funds are held for use as a scholarship "For a student who by his or her integrity and loyalty, exemplifies the Special Character of St Peter's College and intends to proceed to university or other educational institution."

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Opening Balance	2,890	3,386	3,388
Interest earned	17	-	2
Funds allocated during the year	(500)	-	(500)
Closing Balance	2,407	3,386	2,890

Sister Mary Joan Funds

These funds arose from a bequest from the Sister Mary Joan Trust. These funds are held for use solely for the purposes as required by the terms of the bequest.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Opening Balance	1,543	1,542	1,542
Interest earned	10	-	1
Funds allocated during the year	-	-	-
Closing Balance	1,553	1,542	1,543

29. Breach of Law - recognition of Unlawful Expenditure as a Fixed Asset

The Board has recognised as an asset, expenditure incurred in 2008 for capital works on land owned by the School's Proprietor. The value of the funding is \$63,574. This is partly disclosed as leasehold improvements in note 13 and the balance associated with the Floodlighting Netball Courts is now recognised in note 14. The use of funding for this purpose is not permitted by law unless the Board's financial interest in the capital works have been agreed by the Proprietor and the approval of the Ministry of Education has been obtained.

The Board and Proprietor have entered into an agreement whereby the Proprietor acknowledges the Board's financial interest in the Floodlighting Netball Court. The Ministry of Education has not granted the approval referred to above.



St Peter's College (Palmerston North)

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Wayne Gordon	Presiding Member	Elected	Sep 2025
Margaret Leamy	Principal	ex Officio	
Steve Guy	Parent Representative	Elected	Sep 2025
Jacinta Robertson	Parent Representative	Elected	Sep 2022
Claire Dillon	Parent Representative	Elected	Sep 2022
Paul van Deventer	Parent Representative	Elected	Sep 2025
Wayne Molloy	Parent Representative	Elected	Sep 2025
Greg Watson	Parent Representative	Elected	Sep 2025
Rachel Griggs	Parent Representative	Elected	Sep 2025
Morag Devlaminckx	Staff Representative	Elected	Sep 2025
Denis Beckett	Proprietors Representative	Appointed	Jun 2022
Jill Holdgate	Proprietors Representative	Appointed	Jun 2022
Tausilia McClutchie	Proprietors Representative	Appointed	Sep 2025
Morgan Lawrence	Student Representative	Elected	Sep 2022
Lamarah Lackey	Student Representative	Elected	Sep 2023

St Peter's College (Palmerston North)

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$14,735 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the St Peter's College (Palmerston North) Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



ST PETER'S COLLEGE
PALMERSTON NORTH, NEW ZEALAND



Mission Statement

St Peter's College is dedicated to providing the spiritual development and academic education of their students within the framework of the tradition of the Catholic Church

St Peter's College Vision

'St Peter's College celebrates being a Catholic Faith Community where students, teachers and families work in partnership to develop empowered, self-managing, life long learners, who live the Gospel values in a changing world'.

St Peter's College

Variance Report 2022

Overview of the College & Special Character

St Peter's College is an Integrated Secondary School, which is profoundly Catholic. The College exists to provide the best possible education for Catholic and other students from the wider Manawatu community.

The spiritual values that we live by are based on the life and teachings of Jesus Christ and are within the framework of the practices and traditions of the Catholic Church. Every student must participate in a comprehensive Religious Studies programme. Subjects are taught within the structure of Catholic values and teachings. The Board, Staff and community are committed to upholding the Special Character of the College.

The Bishop of the Palmerston North Diocese owns the College. It has an Integration Agreement with the Ministry of Education and this agreement is central to the support of the school's operations. Any decisions made by the school must be in the context of this Integration Agreement.

St Peter's College was opened on 29 July 1974. The merging of St Patrick's Intermediate School, St Joseph's Girls' School (Mercy Sisters) and Marist Boys' School (Marist Brothers) formed St Peter's College. These two Religious orders have ensured that the values of Christ are fundamental to the philosophy of St Peter's College.

Our School Prayer reflects what we are striving to achieve with our students so far as their life education and spiritual education is concerned.

"Dear God

You call us to live lives that matter, lives that change our world for the better.

Give us eyes that see the needs of others, and hearts that reach out to fill those needs.

Help us Lord, to recognise and appreciate the strengths and weaknesses of those we live and work with.

May Your Spirit move through each of us to strengthen and enrich our St Peter's College faith community.

Amen"

This reflects the values that we have made the cornerstone of our St Peter's College curriculum.

Today St Peter's College is a Year 7 - 13 school of approximately 740 students. It attracts students from all over Palmerston North and the Manawatu. Since mid-2014 the college has been undergoing modernisation of the classroom facilities to meet the needs of the staff and students as we adapt our curriculum and pedagogical practices to ensure student success post their time in our community. This modernisation process continues as we complete the school hall and one more teaching block.

As an Integrated Catholic College:

1. We will develop policies and practices that clearly reflect and uphold our Catholic Special Character.
2. We will develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture and
3. We will ensure that all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for full time students whose parents/whānau ask for it.

The St Peter's College Annual Report provides an overview of the achievements of the College during the 2022 school year. This includes a review of student achievement, the financial position of the College, property considerations and an overview of the College's staffing situation. This report, while comprehensive, is not supposed to cover all activities at the College. To gain a comprehensive overview readers will need to consider our Special Character Review (2017), most recent ERO review (2016) and the College magazine 'Petrus'.

St Peter's College has continued its journey in building a tradition of excellence in terms of the academic, sporting and cultural life of its staff and students. The College is part of the Palmerston North Catholic Kāhui Ako. The appointments of the across school teachers and within school teachers is now completed. The focus of our annual plan and the achievement challenges across our Kāhui Ako are clearly aligned.

The key areas of focus for our College and Kahui Ako is the acceleration of literacy and numeracy outcomes across years 7-10 (involving programmes of support such as ALL & PaCT), increased participation in vocational education transition and programmes in the senior school, the development of cultural pedagogies and a stronger focus, understanding of and proficiency in the use of a Kātorika Tikanga within our school community.

Special Character

The College vision statement 'St Peter's College celebrates being a Catholic Community where students, teachers and families work in partnership to develop empowered, self-managing, lifelong learners, who live the Gospel values in a changing world' provides a very clear statement of the purpose of our organisation and what is important. This vision statement challenges those in this community to open their minds and hearts to the active presence of God in their lives.

The College has developed a strong servant leadership model that underpins leadership at both the student and staff level. Service to others, acting with compassion and love and using our gifts to benefit others reflect our desire to be a Catholic and Christian College where young men and women are 'Christ like'. We are grateful to the parish and local priests in the Manawatu area who generously give of their time to support the College, the students and our DRS in organising masses, liturgies and retreats. We are also grateful to the Diocese of Palmerston North for their financial support in allowing us the services of a Youth Chaplain to support the students and staff in their faith journey.

2022 Y7-10 Maths, Writing, Reading Data Summary

MATHS		BOY	MOY	EOY
Year 7	At or Above Curriculum Level		33%	48%
Year 8	At or Above Curriculum Level		76%	82%
Year 9	At or Above Curriculum Level	81%	27%	56%
Year 10	At or Above Curriculum Level	56%	69%	69%
WRITING		BOY	MOY	EOY
Year 7	At or Above Curriculum Level		31%	43%
Year 8	At or Above Curriculum Level		68%	74%
Year 9	At or Above Curriculum Level	82%	39%	48%
Year 10	At or Above Curriculum Level	44%	45%	60%
READING		BOY	MOY	EOY
Year 7	At or Above Curriculum Level		42%	68%
Year 8	At or Above Curriculum Level	64%	68%	80%
Year 9	At or Above Curriculum Level	88%	64%	58%
Year 10	At or Above Curriculum Level	71%	68%	71%

**Year 7
Writing
2022 Gender & Ethnicity**

GENDER			
Year 7	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male		19%	34%
Female		39%	49%
Total		31%	43%

ETHNICITY			
Year 7	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian		36%	50%
European		33%	45%
Māori		11%	22%
MELAA		50%	50%
Other		33%	33%
Pasifika		14%	14%

Target: 80% of Year 7 students by the end of 2022 will be at or above the expected curriculum level for Writing

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We continue to use the Writer's Ribbon as a strategy to affect classroom practice and authentic outcomes for students.</p> <p>Regular writing practice within class.</p> <p>Use and explore different examples of authors. Break choices/structure and language features within it</p> <p>Introduce P.E.D.A.L. and explore a 'Writing Process' to introduce to the classes. How do these align with the ideas shared within our assessment tools?</p> <p>Pasifika literacy Program</p> <p>Students low/High interest subjects</p> <p>Students read other classes' stories. Helps students recognise strong writing choices and the importance of always writing for an audience</p> <p>Grow awareness of skills coming into the school. What strategies do they already have?</p>	<p>Most of the classes completed each of the rounds in each term but there was a class who only entered one term's writing.</p> <p>Outside of this there were at least 750 stories written by our students.</p> <p>Students writing regularly. Writing consistently has led to discussions about the need to write using more styles/genres</p> <p>Students are reading the work of other classes more regularly. This is improving their critique of work and opening up conversations within classrooms of errors in writing and how to address them</p> <p>Looking at different motivations for writing. We have begun to ask students to share ideas that they think the 7 & 8's would enjoy writing about.</p>	<p>Adjustment due to lower level literacy rates than expected. Greater interventions required and collection of effective early assessment.</p> <p>Increased rigour and accuracy in assessment. More examples are needed to determine change</p> <p>Continuation of professional practice and development around assessment tools.</p>	<p>Look at different cultural examples, authors etc to introduce.</p> <p>Allow for time to Explore previous school writing strategies. Include more specific info in our enrolment process</p> <p>Promote the language and examples of our students within our classrooms, within our classroom practice and around our classroom spaces.</p> <p>The need to ensure students understand where and when to apply paragraphs. Get these on display</p> <p>Agree on a writing process...e.g P.E.D.A.L that we want to all be using.</p> <p>Identify trends and address these.</p> <p>Review of Literacy awards/motivators...inclusion of writing</p> <p>Review of cultural examples used. Greater display of work</p> <p>Enrolment reviews/data collection</p>

**Year 8
Writing
2022 Gender & Ethnicity**

GENDER			
Year 8	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male	48%	57%	64%
Female	85%	77%	82%
All Gender	57%	68%	74%

ETHNICITY			
Year 8	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian	62%	60%	88%
European	60%	74%	77%
Māori	41%	50%	50%
MELAA	50%	0%	0%
Other	0%	0%	0%
Pasifika	57%	67%	67%

Target: 80% of Year 8 students by the end of 2022 will be at or above the expected curriculum level for Writing

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Continue with a Pasifika literacy Program</p> <p>Introduce P.E.D.A.L</p> <p>Use and explore different examples of authors. Break choices/structure and language features within it</p> <p>Explore a 'Writing Process' to introduce to the classes. How do these align with the ideas shared within our assessment tools?</p> <p>Find more motivators for the students to continue to develop written skills. Writing scripts for hosting events. Find more opportunities where an audience challenges the skill</p> <p>Share writing examples in the purposeful learning spaces. Ask other classes etc to contribute to these. More of a question, research and answer process</p> <p>Writer's Ribbon. What extra incentives might motivate the Year 8's. Attached to Poutama?</p> <p>Greater understanding of PaCT and the teaching/assessment points within it.</p>	<p>Students identify Writer's Ribbon amongst goals for the year</p> <p>More varied examples and discussion around topic categories in the ribbon category to engage a wider variety of writer's and levels</p> <p>Writing process is still in development. Lots of variation and class choice around what is the best method or most applicable tool. Eg. P.E.D.A.L</p> <p>Introduction and purchase of podcast equipment to help motivate and strengthen awareness of writing for an audience</p> <p>Classes read the work of other classes each term</p> <p>PaCT examples used and key indicators used in class so students are more familiar</p>	<p>We started with students we had throughout Year 7. This meant we were more aware of the strengths and gaps we needed to address.</p> <p>Significant gains made with the boys over the year and as a continuation of data/position from Year 7.</p> <p>What impact did the change in writing subject for the ribbon impact levels of interest from females in last part of year</p>	<p>What information is important to share with Year 9. What are the parts of the English curriculum they need to have crossed off.</p> <p>Review of Poutama award. What can we add that pushes the students towards improving their written skills?</p> <p>Meet with Year 9 departments to share OTJ's and anecdotal evidence and student understanding. More of an overall picture and awareness of students' learning skill sets.</p> <p>Explore choices of ribbon as we continue through the year</p> <p>Is a matrix related to PaCT necessary? Have this on display</p> <p>Look at different ethnicity influences and engagement</p>

Target: 80% of Year 7 students by the end of 2022 will be at or above the expected Curriculum level for Reading

READING DATA - YEAR 7

GENDER			
Year 7	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male		32%	57%
Female		48%	76%
Total		42%	68%

ETHNICITY			
Year 7	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian		55%	69%
European		43%	73%
Māori		22%	78%
MELAA		50%	100%
Other		33%	33%
Pasifika		14%	14%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Design and promote a shared comprehension program and language. If each of the teachers is using and sharing ideas/tasks/good practice we should see students' understanding improve.</p> <p>Pasifika literacy Program.</p> <p>Monitor use of online tools and teaching practice within it.</p> <p>PaCT PD and build up of examples.</p> <p>Greater awareness of dependent and independent learning choices. Ensure that the teaching practice supports the students moving from scaffolded learning transitioning into students making choice around what strategies develop and improve individual understanding</p> <p>Opportunities to present thinking and discuss understanding/interpretations in groups...reciprocal reading/jigsaw</p> <p>Display and use thinking routines consistent with other curriculum areas (social studies)</p> <p>Collection of student data to determine planning steps and changes.</p>	<p>Some classes introduced shared comprehension strategies and language</p> <p>More examples of work go into student assessment and next steps.</p> <p>Review of Education Perfect. Read Theory as reading mileage more evident. Google classroom a key element of work</p> <p>More deliberate teaching around text structures, language features.</p> <p>Greater awareness of those students whose practice and comprehension strategies are independent. Regular monitoring and maintenance ensures growing confidence and mastery</p> <p>More familiar with PaCT so more examples and lessons relate to effective ongoing and relevant assessment</p>	<p>Significant gains made in reading and outcomes.</p> <p>Imbedding comprehension strategies and regular exposure, use and mastery of these including explanations</p>	<p>Get a subscription to Top teaching tasks. Each teacher has access to the same online tools to explore content/and share effective resources</p> <p>Exploration of other online tools. Ideal literacy program. Reading eggs for lower level literacy too</p> <p>Purchase of TOP TEACHING tasks subscription to support teachers and task development</p> <p>Improvement in referrals and work within Learning Support</p> <p>Review of Literacy awards/motivators...to include more than just books read</p> <p>Explore difference in gains made in reading over writing</p> <p>Promotion of writing process/Shared practice and outcomes/examples</p>

Target: 80% of Year 8 students by the end of 2022 will be at or above the expected Curriculum level for Reading

READING DATA - YEAR 8

GENDER			
Year 8	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male	57%	59%	76%
Female	70%	75%	83%
Total	64%	68%	80%

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ETHNICITY			
Year 8	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian	63%	67%	88%
European	63%	70%	83%
Māori	50%	60%	75%
MELAA	0%	100%	0%
Other	0%	0%	0%
Pasifika	50%	67%	67%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Establish a reading program and a set of skills we can ensure is used when students move through the school.</p> <p>Make books in class more available/visit Library regularly.</p> <p>Check in more regularly with the students' work. Use their work/answers as models to follow or include in the development of new planning</p> <p>Continue with a Pasifika literacy Program</p> <p>Strengthen oral language skills.</p> <p>Look at our assessment tools/OTJ's and support systems. Develop vocabulary and improve the use of feedback and feedforward.</p> <p>Introduce more rigour to our assessment tools.</p> <p>More opportunities to present thinking and discuss understanding...reciprocal reading/jigsaw</p> <p>Display and use thinking routines consistent with other curriculum areas.</p> <p>Provide moments to lead discussion and collate/summarise understanding</p> <p>Set literacy goals in conferences</p> <p>Improve connections with home.</p> <p>Gather info during interviews/conferences</p>	<p>Comprehension strategies are on display</p> <p>Students host most school events/ or give instructions and this is strengthening the link between the written word and the skills related to executing it. Gives writing more validity and purpose</p> <p>Students work is used to lesson plan or model next steps/lessons/peer reviews</p> <p>Regular review of students' work. Address gaps and identify any consistency of feedback/forward suggested.</p> <p>Thinking routines are used more regularly.</p> <p>Regular visits to Library</p> <p>Film skills taught and videos shared across classes to widen exposure to different examples and teaching methods</p> <p>Students read prompts and support of their learning and conference with the teacher more regularly</p>	<p>Gains were made later in the year as skills/techniques became more embedded and students more familiar and confident using</p> <p>Regular meetings and planning together has led to more common language and review/engagement in team strategies to change teaching and learning</p> <p>Consistent message from other departments and leadership supports change</p> <p>What is our monitoring of our digital lessons</p>	<p>More sharing of class learning and examples. Should have more events where classes visit and engage in projects and presentations</p> <p>Exploration of other online tools. Ideal literacy program. Reading eggs for lower level literacy too</p> <p>Purchase of TOP TEACHING tasks subscription to support teachers and task development</p> <p>Improvement in referrals/information shared with Learning Support</p> <p>Review of Poutama award categories. Do these mesh well with our curriculum demands and valid examples</p> <p>Promotion of writing process/Shared practice and outcomes/examples. Can Year 8's contribute to this. What models and strategies are more effective</p> <p>Set Comprehension strategies as department goal and include in planning</p> <p>Still a large tail in our statistics to address. Include in team planning and sharing of resources/teaching strategies</p>

Target: 80% of Year 9 students by the end of 2022 will be at or above expected curriculum level 5 for Writing
 Beginning of year data is based on the end of year 8 data. The expected curriculum level is Level 4.

WRITING DATA - YEAR 9

GENDER			
Year 9	BOY (EOY 2021 Y8 = L4+)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male	79%	37%	41%
Female	85%	41%	52%
Total	82%	39%	48%

ETHNICITY			
Year 9	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian	62%	25%	61%
European	60%	40%	45%
Māori	85%	37%	42%
MELAA	100%	100%	100%
Other	-	100%	100%
Pasifika	100%	45%	54%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Support from HOD - Scope and sequence document to lie alongside the year unit plan.</p> <p>Raka mi te ke (Writing award)</p> <p>Used PaCT to inform planning and teaching programmes. This continues to develop and inform the teaching and learning process.</p>	<p>48% of students were at or above the expected curriculum writing level (7% more than last year)</p> <p>42% of Maori are writing at or above the expected curriculum level (12% more than last year)</p> <p>54% of Pasifika are writing at or above the expected curriculum level (30% up on last year)</p> <p>41% of males are writing at or above the expected curriculum level (down 4% from last year)</p> <p>52% of females are at or above the expected curriculum level (down 20% from last year)</p>	<p>Followed the programme as outlined in the document, with expectations that the material covered would lead to student achievement. While there was improvement from the previous year, student achievement was not at the level needed to meet expectations.</p> <p>Student work was selected to go towards this award and moderation occurred when selecting the winners. While there were some students meeting a high standard not all students were meeting or above the standard</p> <p>There may well be a discrepancy between the marking of student work using PaCT between teachers and between year levels.</p>	<p>Spend more time on writing using different genres.</p> <p>PaCT aspects and level were used to moderate the awards. The yr 9 team, continue to refine their use of PaCT, at times struggling to see how some students were at a high level when they are not necessarily seeing a high standard in the student's current work.</p> <p>With 9 FNS being disbanded it may well be that specialist English teachers are able to raise the standard of student achievement.</p>

Target: 80% of Year 9 students by the end of 2022 will be at or above expected Curriculum level 5 for Reading
 Beginning of year data is based on the end of year 8 data. The expected curriculum level is Level 4.

READING DATA - YEAR 9

GENDER			
	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Year 9			
Male	88%	45%	61%
Female	88%	59%	56%
Total	88%	64%	58%

ETHNICITY			
	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Year 9			
Asian	78%	79%	53%
European	88%	44%	63%
Māori	83%	32%	37%
MELAA	100%	100%	100%
Other	-	100%	100%
Pasifika	100%	45%	54%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Classes had reading programmes in place.</p> <p>The Scope and Sequence of the English unit plan was used.</p> <p>Variety of material and techniques used. Novel, short texts, group and individual work.</p> <p>Used PaCT to see where students were in their reading.</p> <p>Some teachers used e-asttle to check where students were.</p>	<p>58% of the students were at or above the expected curriculum level</p> <p>37% of Maori were at or above (below last year)</p> <p>54% Pasifika students were at or above</p> <p>61% of male students were at or above (an improvement on last year)</p> <p>56% of female students were at or above (below last years)</p>	<p>Not a high level of support for low literacy students</p> <p>Students not identified early enough to get support. (Possibly high marks at the end of yr 8 cause identification to be delayed.)</p> <p>Using PaCT is time consuming for teachers and therefore.</p> <p>Observed by teachers there is a reluctance of students to read and some students having a negative attitude towards reading.</p>	<p>Ensure there is support for low literacy students, and teachers are aware of where to get the support for students.</p> <p>Possibly use other tools to diagnose students with low ability, early in the year. (not to be reliant on one tool, while CAM has been used it comes late in term 1 and needs careful consideration to understand the results.)</p> <p>Become more familiar with PaCT and its use in supporting student achievement.</p>

TARGET: 80% of Year 10 students by the end of 2022 will be at or above expected curriculum level for Writing.

WRITING DATA - YEAR 10

GENDER			
Year 10	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male	37%	45%	59%
Female	50%	46%	60%
Total	44%	45%	60%

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ETHNICITY			
Year 10	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian	50%	46%	73%
European	47%	52%	61%
Māori	37%	31%	47%
MELAA	50%	33%	100%
Other	-	-	-
Pasifika	20%	20%	20%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>School-wide PLD unpacking the LPFs and PaCT tool; supporting teachers from all curriculum areas to be teachers of literacy.</p> <p>Professional learning development with Ruth Price, specifically around learning tasks that could support varying aspects of the LPFs.</p> <p>The English Department continued with moderation of aspects; understanding the progressions of terminology, expectations, and examples of evidence.</p> <p>Yr 10 English teachers have been collaborating on learning tasks that ensure the LPFs are considered; what that could look like, how they could be adapted to suit teachers/classes, and the resources needed. Also need to be realistic in a 2 lesson per fortnight timeframe.</p> <p>To support Yr 10 English teachers, Yr 10 Social Studies, Religious Studies, and Science teachers took 'ownership' of one writing aspect each. They developed their knowledge of the aspect, made judgements for their respective Yr 10 class, and passed their judgements on to English teachers for entry.</p>	<p>WRITING Year 10</p> <p>EOY WRITING: 60% At or above NZC Level 5 (improvement of 15% from MOY, up 16% from BOY)</p> <p>47% Maori at or above NZC Level 5 (improvement of 16% MOY, and up 10% from BOY)</p> <p>20% Pasifika at or above NZC Level 5 (no change throughout the year)</p> <p>Literacy Co-Requisite Pilot: Year 10 - 35% Achieved WRITING</p>	<p>Some lack of consistency in teacher judgements (EOY 2021 - MOY 2022) – could be due to the varying levels of experience/understanding of the framework, and possible disparity in quality of evidence. However, teachers have a growing understanding of the framework and where we need to create further opportunities for certain aspects.</p> <p>Specialist English teachers in Y10 may have a greater understanding of what writing at Level 5 'looks like', especially around reading and writing for literary experience.</p> <p>Co-requisite Pilot Results: Writing - continues to be an area of focus in the junior school – particularly around the mechanics of writing for purpose. Lack of consistency with teacher judgements using the PaCT tool could relate to the fact that many teachers are new to the tool and/or are still in the learning stages of the framework. Also, teachers have a much wider pool of evidence to make their judgements with, as opposed to a 'one off' online test.</p>	<p>Allow planning time in departments, specifically allocated to embedding the LPFs aspects into our programmes (preferably at the start of the year)</p> <p>Collaborate on crafting some common learning tasks/resources that all teachers can access to give greater confidence that the required evidence is being gathered. As our knowledge and confidence builds, we will start to recognise more naturally occurring evidence in our learning tasks.</p> <p>Continue to seek support in streamlining the moderation and judgement process further.</p> <p>Continue seeking support from SLT to allow time for moderating aspects and making judgements.</p> <p>Writing focus in junior programmes: punctuation, syntax, parts of speech, language features, structure/organisation, vocabulary, depth and detail.</p> <p>Encourage our Y10 students to create and craft a range of writing pieces over the year in a PORTFOLIO.</p>

TARGET: 80% of Year 10 students by the end of 2022 will be at or above expected curriculum level for Reading.

READING DATA - YEAR 10

GENDER			
	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male	58%	72%	69%
Female	83%	63%	71%
Total	71%	68%	71%

ETHNICITY			
	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian	79%	78%	80%
European	72%	71%	71%
Māori	65%	50%	59%
MELAA	100%	100%	100%
Other	-	-	-
Pasifika	60%	60%	60%

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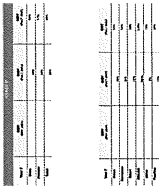
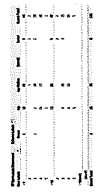
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>School-wide PLD unpacking the LPFs and PaCT tool; supporting teachers from all curriculum areas to be teachers of literacy.</p> <p>Professional learning development with Ruth Price, specifically around learning tasks that could support varying aspects of the LPFs. In particular, around gathering evidence for READING.</p> <p>The English Department continued with moderation of aspects; understanding the progressions of terminology, expectations, and examples of evidence.</p> <p>Yr 10 English teachers have been collaborating on learning tasks that ensure the LPFs are considered; what that could look like, how they could be adapted to suit teachers/classes, and the resources needed. Also need to be realistic in a 2 lesson per fortnight timeframe.</p>	<p>READING Year 10</p> <p>EOY READING: 71% At or above NZC Level 5 (improvement of 3% from MOY, no change from BOY)</p> <p>59% Maori at or above NZC Level 5 (improvement of 9% MOY, 6% lower than BOY)</p> <p>60% Pasifika at or above NZC Level 5 (no change from MOY or BOY)</p> <p>Literacy Co-Requisite Pilot: Year 10 - 67% Achieved READING</p>	<p>Reading – co-requisite results fairly consistent with teacher judgements. Junior students get wide ranging and varied opportunities for reading across most subject areas, but reading programmes need to be more intentional and more closely linked with the LPFs. Timetable allocation to Yr 10 English could be an issue.</p> <p>Reading judgements, in general, are made with less confidence. Can be more challenging to gauge where students are at with their reading, in Yr 10 we don't do running records or PATs etc.</p> <p>A focus on using Aotearoa/Māori texts throughout our programme may have helped our Maori akōnga to connect with texts.</p>	<p>Request budget for new texts; specifically Pasifika and Maori voices.</p> <p>Encourage frequent and consistent reading; both in class, and for pleasure. Encourage a Year 10 READING CHALLENGE (read a range of texts and craft personal responses – could be marked against the Level 1 standard 90854: Form personal responses to independently read text, supported by evidence)</p> <p>Allow planning time in departments, specifically allocated to embedding the LPFs aspects into our programmes (preferably at the start of the year)</p> <p>Collaborate on crafting some common learning tasks/resources that all teachers can access to give greater confidence that the required evidence is being gathered. As our knowledge and confidence builds, we will start to recognise more naturally occurring evidence in our learning tasks.</p> <p>Continue to seek support in streamlining the moderation and judgement process further.</p> <p>Continue seeking support from SLT to allow time for moderating aspects and making judgements.</p>

TARGET: 80% of Year 7 students by the end of 2022 will be at or above expected Curriculum level for numeracy

MATHEMATICS DATA - YEAR 7

GENDER			
Year 7	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male		34%	43%
Female		32%	57%
Total		33%	48%

ETHNICITY			
Year 7	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian		45%	54%
European		36%	52%
Māori		11%	33%
MELAA		100%	100%
Other		0%	33%
Pasifika		14%	14%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Full year of PaCT implemented into Y7 Maths program. • teaching of Number through all strands • Strands taught in 2 week blocks and repetition of Strands revisited every term • Progression of specific strand skills built on repeated topics every term eg Measurement taught each term <p>Class make up changes:</p> <ul style="list-style-type: none"> • Mathematics classes were separated into Year levels (only Y7 students compared to composite classes in the past) • Specific class lines were taught together eg 2 FNS classes per 1 maths class) • Aligned with Science classes <p>Education Perfect used in Mathematics to supplement HW and/or learning in classes</p> <p>Assessments - real time Assessments used as main evidence at this level. AsTTles for BOY & EOY to support PaCT judgements</p> <p>2 x New teachers to Year 7 (non Maths teaching specialists)</p>	 <p>Summary:</p> <ul style="list-style-type: none"> - An increase of 15% of all Y7 students at the beginning or beyond L4 of the NZ Curriculum - An increase of 9% for Y7 males at the beginning or beyond L4 of the NZ Curriculum for Mathematics - An increase of 25% for Y7 females at the beginning or beyond L4 of the NZ Curriculum for Mathematics  <p>Significant movement within Curriculum levels indicate improvement of Mathematics at Year 7.</p> <ul style="list-style-type: none"> - 92% of all Y7 students either moved up a curriculum level or within their curriculum level (60/64 females and 42/47 males) <p>As per PaCT data tables above: At the Middle of the Year 33% of students were at the beginning or</p>	<p>Explicit teaching & learning of the different aspects of Mathematics Frameworks & ongoing PD by Maths Advisors with Junior Maths Dept staff /HOD on the Curriculum Progress Tools has had a significant impact on teaching & learning.</p> <p>This includes:</p> <ul style="list-style-type: none"> Increased awareness of the aspects of mathematical components and the necessary skills that students need to have as they enter into NCEA. Increased understanding of the importance of teaching numeracy through multiple strands in context. Multiple strategies introduced to accommodate differentiated levels e.g. open ended tasks; project based learning; teaching Number and Algebra across multiple strands in context. Revisiting strands four times a year versus once a year to create “sticky” learning. <p>Focused on relational pedagogy within the Junior Department to enhance and further develop a positive learning environment for ākonga.</p> <ul style="list-style-type: none"> - Continued time/support for Māori and Pasifika students. 	<p>Request for ongoing PD for:</p> <ul style="list-style-type: none"> - new provisional teachers to the Department - PaCT refresh for new teachers for 2023 <p>A focus to implement and continue supplementation of resources that will assist teachers to create engaging and meaningful learning experiences for our ākonga.</p> <p>To collaborate with HoD's to initiate numeracy taught across multiple subjects and to see this implemented in their own subject areas in light of preparation for new NCEA numeracy requirements and NCEA refresh beyond 2023.</p> <p>To continue collaborative networks with Maths teachers (Kahui Ako feeder schools).</p> <p>To continue to implement mathematical contexts through a Maori/Pasifika lens Eg. initiation of local curriculum landmarks within the school.</p>

<p>Teachers' judgements of requirement at each set in each aspect supported by HoD and PD through KA</p> <p>Moderation key part of Maths Dept meetings throughout the year.</p> <ul style="list-style-type: none"> - Increased collaboration within and between schools. - Uptake of the Curriculum progress tools in the entire Junior school there has been increased connection and collaboration around effective teaching and learning. <p>This has been further enhanced by the focus of the Kāhui Ako - which is supporting the use of a common and consistent tool throughout the Palmerston North Catholic Schools. Colleagues from a range of primary schools have worked alongside St Peter's College staff to develop a shared understanding of the aspects and signposts within the frameworks. Departmental visits to schools that exhibit best practise in Maths this year. Collaboration with Maths practitioners within the Kahui Ako in relation to moderation; sharing of ideas; class visits.</p>	<p>beyond Level 4 of the New Zealand Curriculum for Mathematics .</p> <p>At the End of the Year 48% of students were at the beginning or beyond Level 4 of the New Zealand Curriculum for Mathematics .</p> <p>By Gender: Percentage of students, by gender, who are within or beyond Level 4 of the Curriculum by the end of the year Male: 43% Female: 57%</p> <p>By Ethnicity: Percentage of students, by ethnicity, who are within or beyond Level 4 of the Curriculum at the middle of the year:</p> <table border="0"> <tr> <td>Asian:</td> <td>45%</td> </tr> <tr> <td>European:</td> <td>36%</td> </tr> <tr> <td>Māori:</td> <td>11%</td> </tr> <tr> <td>MELAA:</td> <td>100%</td> </tr> <tr> <td>Pasifika:</td> <td>14%</td> </tr> </table> <p>Percentage of students, by ethnicity, who are within or beyond Level 4 of the Curriculum at the end of the year:</p> <table border="0"> <tr> <td>Asian:</td> <td>54%</td> </tr> <tr> <td>European:</td> <td>52%</td> </tr> <tr> <td>Māori:</td> <td>33%</td> </tr> <tr> <td>MELAA:</td> <td>100%</td> </tr> <tr> <td>Pasifika:</td> <td>14%</td> </tr> </table>	Asian:	45%	European:	36%	Māori:	11%	MELAA:	100%	Pasifika:	14%	Asian:	54%	European:	52%	Māori:	33%	MELAA:	100%	Pasifika:	14%	<ul style="list-style-type: none"> - 1:1 conversations, timely feedback & feed forward. - Time given for students to develop and master core skills, which were then transferable to other areas. <p>Collaborative conversations - sharing ideas/resources; ongoing conversations with students across the subjects within the school and confidence with NZC knowledge and how PaCT can be used to place students' level of ability.</p> <p>The LPF has been used as a tool for students/teachers to use to co-construct their next steps. Using the report as a baseline, students identified the areas which they wanted to work on with their teachers, inquired into what mathematical concepts looked like at the next level, identified the skills required to progress, analysed their current skills through open ended tasks, real time assessments hence able to determine their next steps. As teachers become more familiar with the frameworks we would expect to see a greater use of the results to inform next steps.</p>
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Target: 80% of Year 8 students by the end of 2022 will be at or above expected Curriculum level for numeracy

MATHEMATICS DATA - YEAR 8

GENDER			
Year 8	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male	53%	72%	84%
Female	62%	79%	80%
Total	58%	76%	82%

ETHNICITY			
Year 8	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian	46%	67%	87%
European	66%	81%	86%
Māori	45%	70%	64%
MELAA	0%	100%	0%
Other	0%	0%	100%
Pasifika	40%	50%	67%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																																																																													
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Target: 80% of Year 9 students by the end of 2022 will be at or above expected Curriculum level for numeracy

MATHEMATICS DATA - YEAR 9

GENDER			
Year 9	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male	80%	29%	58%
Female	82%	26%	54%
Total	81%	27%	56%

ETHNICITY			
Year 9	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian	86%	33%	77%
European	78%	30%	60%
Māori	84%	21%	32%
MELAA	100%	100%	100%
Other	-	0%	100%
Pasifika	88%	27%	36%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																																																																																																																																																																																																																																																																																																																																						
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An increase of 29% (mid to end of year) for Year 9 males within L5 of the NZ Curriculum or beyond. An increase of 28% (mid to end of year) for Y9 females within or beyond L5 of the NZ Curriculum for Mathematics <p>Significant movement within Curriculum levels indicate improvement of Mathematics at Year 9.</p> <ul style="list-style-type: none"> 80% of all Y9 students either moved up a full curriculum level; moved up within their curriculum level or remained the same within L5 or beyond the NZ Curriculum. (54/67 females and 44/52 males) <table border="1" data-bbox="774 1142 917 1556"> <caption># Curriculum Movement - Current Levels</caption> <thead> <tr> <th>Level</th> <th>Down</th> <th>Same</th> <th>Up</th> <th>Up 2+ Levels</th> <th>Same</th> <th>Down</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>1</td> <td>4</td> <td>5</td> <td>11</td> <td>2</td> <td>4</td> </tr> <tr> <td>3</td> <td>2</td> <td>21</td> <td>24</td> <td>5</td> <td>8</td> <td>34</td> </tr> <tr> <td>4</td> <td>2</td> <td>3</td> <td>24</td> <td>13</td> <td>30</td> <td>32</td> </tr> <tr> <td>5</td> <td>2</td> <td>1</td> <td>17</td> <td>5</td> <td>2</td> <td>26</td> </tr> <tr> <td>6</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> <td>7</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> <td>8</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> 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(n=67/202)	Year 9	100%	100%	Male	60%	20%	Female	40%	20%	TOTAL	80%	20%	<p>BOY data for Y9 cohort not comparable to MOY/EOY</p> <ul style="list-style-type: none"> 83% of this cohort were within or beyond L4 of the NZC not L5. <p>Explicit teaching and learning of the different aspects of Mathematics Frameworks & ongoing PD by Maths Advisors with Junior Maths Dept staff /HOD on the CPTs has had a significant impact on teaching and learning. This includes:</p> <ul style="list-style-type: none"> Increased awareness of the multiple aspects of mathematical components and the skills that students need to have as they enter NCEA. Increased importance of teaching numeracy through multiple stands in context. Multiple strategies introduced to accommodate differentiated levels e.g. open ended tasks; project based learning; teaching Number and Algebra across multiple strands in context. Revisiting strands four times a year. <p>Focused relational pedagogy within the Junior Department to enhance and further develop a positive learning environment for ākonga.</p>	<p>Request for ongoing PD for:</p> <ul style="list-style-type: none"> new provisional teachers to the Department PaCT refresh for new teachers for 2023 <p>A focus to implement and continue supplementation of resources that will assist teachers to create engaging and meaningful learning experiences for our ākonga.</p> <p>To collaborate with HoD's to initiate numeracy taught across multiple subjects and to see this implemented in their own subject areas in light of preparation for new NCEA numeracy requirements and NCEA refresh beyond 2023.</p> <p>To continue collaborative networks with Maths teachers (Kahui Ako feeder schools).</p> <p>To continue to implement mathematical contexts through a Maori/Pasifika lens</p> <p>Eg. initiation of local curriculum landmarks within the school.</p> <p>As teachers become more familiar with the frameworks we would expect to see a greater use of the results to inform next steps.</p>
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aspect supported by HoD and PD through Kahui Ako

Moderation key part of Maths Dept meetings throughout the year.

- Increased collaboration within and between schools.
- Uptake of the CPTs in the Junior school has increased connection and collaboration around effective teaching and learning.

This has been further enhanced by the focus of the Kahui Ako - which is supporting the use of a common and consistent tool throughout the PN Catholic Schools. Colleagues from a range of primary schools have worked alongside St Peter's College staff to develop a shared understanding of the aspects and signposts within the frameworks. Departmental visits to schools that exhibit best practice in Maths this year.

Collaboration with Maths practitioners within the Kahui Ako in relation to moderation; sharing of ideas; class visits.

Year 9	ETHNICITY	
	BOY (PACT 2021)	BOY (PACT 2022)
Asian	85%	33%
European	7%	39%
Māori	8%	21%
RELAA	100%	100%
Paāhā	8%	27%
		3%

As per PaCT (red) data tables above:

At the Middle of the Year 27% of students were within or beyond Level 5 of the New Zealand Curriculum for Mathematics .

At the End of the Year 56% of students were within or beyond Level 5 of the New Zealand Curriculum for Mathematics .

By Gender:

Percentage of students, by gender, who are within or beyond Level 5 of the Curriculum by the end of the year

- Male: 58%
- Female: 54%

By Ethnicity:

Percentage of students, by ethnicity, who are within or beyond Level 5 of the Curriculum at the beginning of the year:

- Asian: 77%
- European: 60%
- Māori: 32%
- Pasifika: 36%

- Continued time/support for Māori and Pasifika students.
- 1:1 conversations, timely feedback & feed forward.
- Time for students to develop and master core skills, which were transferable to other areas.

Collaborative conversations; sharing ideas/resources; ongoing conversations with students across subjects and confidence with NZC knowledge and how PaCT can be used to place students' level of ability.

The LPF has been used as a tool for students/teachers to co-construct their next steps.

Using the report as a baseline, students identified the areas which they wanted to work on with their teachers, inquired into what mathematical concepts looked like at the next level, identified the skills required to progress, analysed their current skills through open ended tasks, real time assessments hence able to determine their next steps.

Target: 80% of Year 10 students by the end of 2022 will be at or above expected Curriculum level for numeracy

MATHEMATICS DATA - YEAR 10

GENDER			
Year 10	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Male	57%	67%	70%
Female	55%	70%	68%
Total	56%	69%	69%

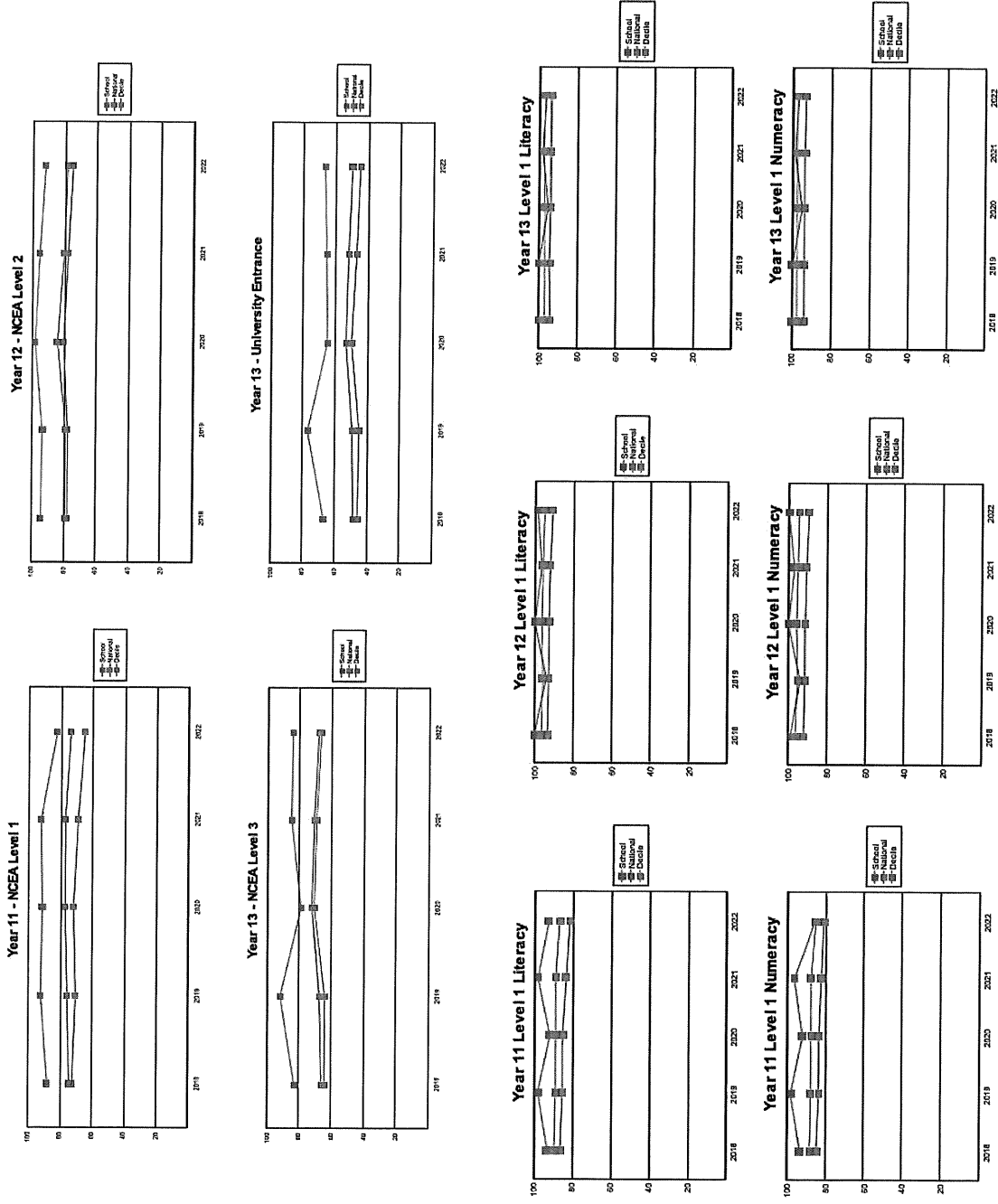
ETHNICITY			
Year 10	BOY (EOY 2021)	MOY (PaCT 2022)	EOY (PaCT 2022)
Asian	57%	77%	80%
European	58%	66%	68%
Māori	37%	71%	67%
MELAA	50%	0%	100%
Other	100%	100%	100%
Pasifika	60%	60%	40%

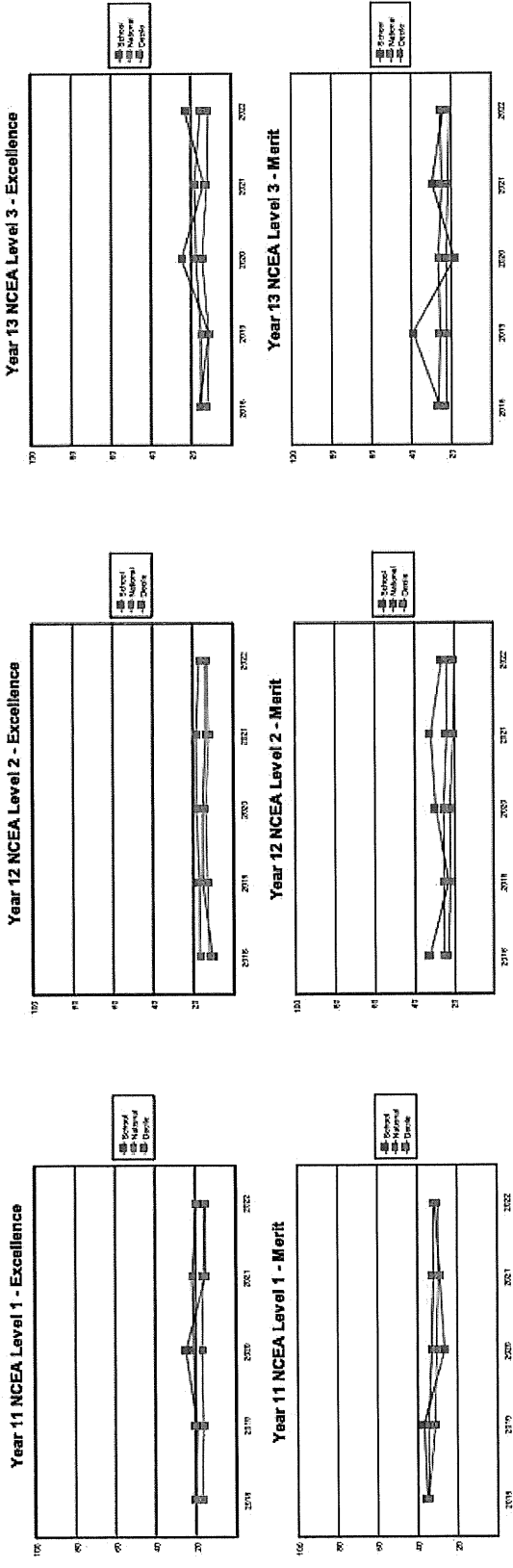
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
<ul style="list-style-type: none"> First full year of PaCT implemented into Y10 Maths program. Specific scheme changes: <ul style="list-style-type: none"> teaching of Number through all strands Strands taught in 2 week blocks and repetition of Strands revisited every term Progression of specific strand skills built on repeated topics every term eg Measurement taught each term Class make up changes: <ul style="list-style-type: none"> Mathematics classes were separated into FNS classes compared to 2 FNS classes per 1 Maths class last year. Aligned with Science classes Education Perfect used in Mathematics to supplement HW and/or learning in classes Assessments: <ul style="list-style-type: none"> Formal NAME Assessments re-introduced at Year 10 level for key topics - Number through Algebra, Trigonometry & Measurement Real time assessments used for judgement evidence for Statistics, Geometry and Probability 	<p>Overall Summary:</p> <ul style="list-style-type: none"> An increase of 13% of all Year 10 students overall, male and female students within L5 of the NZC or beyond. <table border="1" data-bbox="446 1142 582 1556"> <caption>Y10 Curriculum Movement</caption> <thead> <tr> <th>Year Levels</th> <th>Down</th> <th>Down Within</th> <th>Up</th> <th>Up Within</th> <th>None</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>10</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>10</td></tr> 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(36/52 females and 27/45 males) <table border="1" data-bbox="965 1142 1085 1556"> <caption>GENUINES</caption> <thead> <tr> <th>Year 10</th> <th>BOY (EOY 2021)</th> <th>BOY (PaCT 2022)</th> <th>BOY (PaCT 2023)</th> </tr> </thead> <tbody> <tr><td>Male</td><td>57%</td><td>71%</td><td>70%</td></tr> <tr><td>Female</td><td>55%</td><td>67%</td><td>61%</td></tr> <tr><td>TOTAL</td><td>56%</td><td>70%</td><td>65%</td></tr> </tbody> </table> <table border="1" data-bbox="1125 1142 1300 1556"> <caption>ETHNICITY</caption> <thead> <tr> <th>Year 10</th> <th>BOY (EOY 2021)</th> <th>BOY (PaCT 2022)</th> <th>BOY (PaCT 2023)</th> </tr> </thead> <tbody> <tr><td>Asian</td><td>6%</td><td>7%</td><td>6%</td></tr> <tr><td>European</td><td>5%</td><td>6%</td><td>6%</td></tr> <tr><td>Māori</td><td>3%</td><td>3%</td><td>6%</td></tr> <tr><td>MELAA</td><td>5%</td><td>5%</td><td>100%</td></tr> <tr><td>Other</td><td>100%</td><td>100%</td><td>100%</td></tr> <tr><td>Whānau</td><td>...</td><td>...</td><td>6%</td></tr> </tbody> </table> <p>As per PaCT (red) data tables above: At the Beginning of the Year 56% of students were within or beyond</p>	Year Levels	Down	Down Within	Up	Up Within	None	Grand Total	1	2	2	2	2	2	10	2	2	2	2	2	2	10	3	2	2	2	2	2	10	4	2	2	2	2	2	10	5	2	2	2	2	2	10	6	2	2	2	2	2	10	7	2	2	2	2	2	10	8	2	2	2	2	2	10	9	2	2	2	2	2	10	10	2	2	2	2	2	10	11	2	2	2	2	2	10	12	2	2	2	2	2	10	13	2	2	2	2	2	10	14	2	2	2	2	2	10	15	2	2	2	2	2	10	16	2	2	2	2	2	10	17	2	2	2	2	2	10	18	2	2	2	2	2	10	19	2	2	2	2	2	10	20	2	2	2	2	2	10	21	2	2	2	2	2	10	22	2	2	2	2	2	10	23	2	2	2	2	2	10	24	2	2	2	2	2	10	25	2	2	2	2	2	10	26	2	2	2	2	2	10	27	2	2	2	2	2	10	28	2	2	2	2	2	10	29	2	2	2	2	2	10	30	2	2	2	2	2	10	31	2	2	2	2	2	10	32	2	2	2	2	2	10	33	2	2	2	2	2	10	34	2	2	2	2	2	10	35	2	2	2	2	2	10	36	2	2	2	2	2	10	37	2	2	2	2	2	10	38	2	2	2	2	2	10	39	2	2	2	2	2	10	40	2	2	2	2	2	10	41	2	2	2	2	2	10	42	2	2	2	2	2	10	43	2	2	2	2	2	10	44	2	2	2	2	2	10	45	2	2	2	2	2	10	46	2	2	2	2	2	10	47	2	2	2	2	2	10	48	2	2	2	2	2	10	49	2	2	2	2	2	10	50	2	2	2	2	2	10	51	2	2	2	2	2	10	52	2	2	2	2	2	10	53	2	2	2	2	2	10	54	2	2	2	2	2	10	55	2	2	2	2	2	10	56	2	2	2	2	2	10	57	2	2	2	2	2	10	58	2	2	2	2	2	10	59	2	2	2	2	2	10	60	2	2	2	2	2	10	61	2	2	2	2	2	10	62	2	2	2	2	2	10	63	2	2	2	2	2	10	64	2	2	2	2	2	10	65	2	2	2	2	2	10	66	2	2	2	2	2	10	67	2	2	2	2	2	10	68	2	2	2	2	2	10	69	2	2	2	2	2	10	70	2	2	2	2	2	10	71	2	2	2	2	2	10	72	2	2	2	2	2	10	73	2	2	2	2	2	10	74	2	2	2	2	2	10	75	2	2	2	2	2	10	76	2	2	2	2	2	10	77	2	2	2	2	2	10	78	2	2	2	2	2	10	79	2	2	2	2	2	10	80	2	2	2	2	2	10	81	2	2	2	2	2	10	82	2	2	2	2	2	10	83	2	2	2	2	2	10	84	2	2	2	2	2	10	85	2	2	2	2	2	10	86	2	2	2	2	2	10	87	2	2	2	2	2	10	88	2	2	2	2	2	10	89	2	2	2	2	2	10	90	2	2	2	2	2	10	91	2	2	2	2	2	10	92	2	2	2	2	2	10	93	2	2	2	2	2	10	94	2	2	2	2	2	10	95	2	2	2	2	2	10	96	2	2	2	2	2	10	97	2	2	2	2	2	10	98	2	2	2	2	2	10	99	2	2	2	2	2	10	100	2	2	2	2	2	10	Year 10	BOY (EOY 2021)	BOY (PaCT 2022)	BOY (PaCT 2023)	Male	57%	71%	70%	Female	55%	67%	61%	TOTAL	56%	70%	65%	Year 10	BOY (EOY 2021)	BOY (PaCT 2022)	BOY (PaCT 2023)	Asian	6%	7%	6%	European	5%	6%	6%	Māori	3%	3%	6%	MELAA	5%	5%	100%	Other	100%	100%	100%	Whānau	6%	<p>Explicit teaching and learning of the different aspects of Mathematics Frameworks & ongoing PD by Maths Advisors with Junior Maths Dept staff /HOD on the CPTs has had a significant impact on teaching and learning.</p> <p>This includes: Increased awareness of the multiple aspects of mathematical components and the necessary skills that students need to have as they enter into NCEA.</p> <p>Increased understanding of the importance of teaching numeracy through multiple stands in context. Multiple strategies introduced to accommodate differentiated levels e.g. open ended tasks; project based learning; teaching Number and Algebra across multiple strands in context.</p> <p>Revisiting strands four times a year versus once a year to create "sticky" learning.</p> <p>Focused relational pedagogy within Junior Department to enhance and further develop a positive learning environment for ākonga.</p> <ul style="list-style-type: none"> Continued time/support for Māori and Pasifika students. 	<p>Request for ongoing PD for:</p> <ul style="list-style-type: none"> new provisional teachers to the Department PaCT refresh for new teachers for 2023 <p>A focus to implement and continue supplementation of resources that will assist teachers to create engaging and meaningful learning experiences for our ākonga.</p> <p>To collaborate with HoD's to initiate numeracy taught across multiple subjects and to see this implemented in their own subject areas in light of preparation for new NCEA numeracy requirements and NCEA refresh beyond 2023.</p> <p>To continue collaborative networks with Maths teachers (Kahui Ako feeder schools).</p> <p>To continue to implement mathematical contexts through a Maori/Pasifika lens Eg. initiation of local curriculum landmarks within the school.</p> <p>NCEA pre requisite for Numeracy to be implemented in Y10 pending availability for 2023.</p>
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<p>AsTTles for BOY & EOY to support PaCT judgements</p> <p>1 x New teachers to Year 10 NZ Maths curriculum</p> <p>Teachers' judgements of requirement at each set in each aspect supported by HoD and PD through Kahui Ako</p> <p>Moderation key part of Maths Dept meetings throughout the year.</p> <ul style="list-style-type: none"> - Increased collaboration within and between schools. - Uptake of the Curriculum progress tools in the entire Junior school there has been increased connection and collaboration around effective teaching and learning. <p>This has been further enhanced by the focus of the Kāhui Ako - which is supporting the use of a common and consistent tool throughout the PN Catholic Schools. Colleagues from a range of primary schools have worked alongside St Peter's College staff to develop a shared understanding of the aspects and signposts within the frameworks. Departmental visits to schools that exhibit best practice in Maths this year.</p> <p>Collaboration with Maths practitioners within the Kahui Ako in relation to moderation; sharing of ideas; class visits.</p>	<p>Level 5 of the New Zealand Curriculum for Mathematics .</p> <p>At the End of the Year 69% of students were within or beyond Level 5 of the New Zealand Curriculum for Mathematics .</p> <p>By Gender:</p> <p>Percentage of students, by gender, who are within or beyond Level 5 of the Curriculum by the end of the year</p> <p>Male: 70%</p> <p>Female: 68%</p> <p>By Ethnicity:</p> <p>Percentage of students, by ethnicity, who are within or beyond Level 5 of the Curriculum at the beginning of the year:</p> <p>Asian: 57%</p> <p>European: 58%</p> <p>Māori: 37%</p> <p>Pasifika: 60%</p> <p>Percentage of students, by ethnicity, who are within or beyond Level 5 of the Curriculum at the end of the year:</p> <p>Asian: 80%</p> <p>European: 68%</p> <p>Māori: 57%</p> <p>Pasifika: 40%</p>	<ul style="list-style-type: none"> - 1:1 conversations, timely feedback & feed forward. - Time for students to develop and master core skills, which were transferable to other areas. <p>Collaborative conversations; sharing ideas/resources; ongoing conversations with students across subjects and confidence with NZC knowledge and how PaCT can be used to place students' level of ability.</p> <p>The LPF has been used as a tool for students/teachers to use to co-construct their next steps. Using the report as a baseline, students identified the areas which they wanted to work on with their teachers, inquired into what mathematical concepts looked like at the next level, identified the skills required to progress, analysed their current skills through open ended tasks, real time assessments hence able to determine their next steps. As teachers become more familiar with the frameworks we would expect to see a greater use of the results to inform next steps.</p>
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Senior School Achievement

The results in 2022 have continued the strong pattern that has been apparent since 2017. At NCEA Level 1 -3, UE and Literacy and Numeracy, the school results were above national averages. Merit and Excellence endorsements generally were slightly above national average.





In terms of the quality of results, course endorsements are either just above or just under national benchmarks. We do believe that COVID-19 did impact our learners - although still in NCEA, many did not get the intended endorsements. Our students can improve and this will remain an area of focus within our achievement targets for 2023.

The results in the senior school for Pasifika are somewhat difficult to interpret given the small cohort in each year group. It is difficult to evaluate performance when the numbers in each year group can be as little as three or four students and over the years the results can fluctuate quite significantly. That is not the same case for Māori as the data captures a bigger data set.

Overall, in terms of NCEA achievement Māori have performed strongly above the national averages for ALL students. Māori have performed strongly regarding endorsements particularly at NCEA L3.

Pasifika students have performed well but the cohort numbers are small. Endorsement levels at NCEA Level 1, 2, 3 are comparable to similar schools but their pass rate is outstanding in all 3 levels, UE and Literacy and Numeracy. Our students can improve and this will remain an area of focus within our achievement targets for 2023.

Gender

In terms of gender performance, SPC males have performed above the National % especially significantly at NCEA Level 1. SPC females across NCEA Level 1, 2, 3 & UE were all significantly above the National %, especially in UE.

Annual Plan 2022 - Analysis of Variance

		Strategic Intent	Specific (SMART) Goals	Outcome
Whakapono Catholic Character	We will promote a Catholic WorldView which reflects the life and values of Jesus, the importance of partnership, and the development of positive relationships throughout the College.	Ensure that RE teachers feel confident and supported in implementing the new RE curriculum.	Criteria for effective teaching and learning in RE is co-constructed, using the special character evaluation for development, ensuring NCRS requirements are met. 1.1	Significant work in enhancing the RE curriculum, working alongside the Diocesan RE advisors and Chaplain. There has been a real focus on Katorika Māori at masses/liturgies with them being more culturally responsive. The Chapel Band has played a significant role in bringing alive our faith within the college. We have included Miha masses which have been embraced by our school community.
		Embed a shared understanding within the school community around the Catholic worldview that underpins relationships and sexuality education.	Streamline the sexuality programme, and connect and communicate this with staff and whānau. 1.2	Regular communication home is clear and concise with options given to discuss concerns with staff.
		Ensure that Catholic Social Teachings permeate the daily life of the college and throughout the St Peter's College faith community	Build capacity and confidence in the Senior leadership team about Catholic Social Teaching. Build shared language across the community through communication - newsletters, facebook posts etc. 1.3	Newsletters, staff meetings, PLD and Board meetings have been enhanced with the incorporation of Catholic Social Teaching. These have been linked in well with the school theme of 'Community'. These teachings have been developed further within the RE programmes. They have started to be integrated into other curriculum areas. This development of integration will continue into 2023.
		Incorporate tikanga and te reo Māori and Māori expression of Katorikatanga into all aspects of Catholic special character, including induction processes, miha Māori and masses, prayer, liturgies and assemblies.	Strengthen knowledge and understanding of Tikanga Māori protocol including powhiri, whakatau, poroporoaki, miha and himene. 1.4	Working with Te Hōkaiatanga ki te Atua, Rangitāne and whānau has improved understanding and key knowledge to support our journey as a kura. Protocols are now normalised.
		Reduce any barriers to a Catholic education, including financial and accessibility to learning	Work with whānau to ensure financial pressures are not a burden to receiving a Catholic education. 1.5	Engagement with whānau has been key to success - open discussions and a welfare fund to support those in need.

Bicultural citizenship & cultural identity	<p>We will recognise Māori as Tangata Whenua supporting our Māori ākonga to succeed as Māori while developing a community that is connected and respectful of the diversity in our multi-cultural community.</p>	<p>Encourage the use of te reo, me ngā tikanga Māori in the daily life of the college and in the curriculum using placed based contexts.</p>	2.1	<p>Continue to work with Te Hōkaiatanga ki te Atua project to ensure development of kaiako knowledge and understanding, using the self-reflection tool to measure one self. Build relationships with Rangitāne. Place based contexts will start to be seen in department schemes by end 2022.</p>	<p>Key connections have been made with Rangitāne iwi and more intense PLD provided by outside facilitators and visits to local marae. Teachers have developed programmes of learning with place based contexts, alongside Aotearoa Histories curriculum - in particular Y7/8 and Y9 programmes. A 'poutama' has been developed for staff to use as a self-evaluation tool in terms of using culturally responsive pedagogies. A goal is required from this in the 2023 Professional Growth Cycle.</p>
<p>Continue to grow kaiako and ākonga cultural capabilities; and build positive relationships with Māori whānau and Pasifika aiga to ensure successful educational outcomes.</p>	2.2	<p>Build relationships between kaiako and whānau at hui and fono. Establish a Kaiāwhina role to support kaiako and ākonga. Developing confidence around cultural practices, including the strengthening of pōwhiri and Miha Māori.</p>	<p>An action plan has been developed to continue working, moving forward with Te Hōkaiatanga ki te Atua, and including our catholic Kahui Ako schools. This includes working more with local Rangitāne iwi. As part of the action plan, developing and enhancing Te Reo amongst staff with weekly workshops.</p>		
<p>Ensure equity of outcomes for all ethnic groups and those with specific learning needs</p>	2.3	<p>Identify inequities, and explore barriers to learning with next steps explored and implemented.</p>	<p>As part of gathering student and teacher voice, inequities have been identified within qualifications and formative assessments, as well as voice. These have enabled our staff to explore barriers for some of our students which is part of working with the Te Hōkaiatanga ki te Atua project. Pasifika fono has been a huge success led by 2 staff members where at times 100% of Pasifika families attended. A Pasifika camp was established which brought the community together and the students gained a true sense of identity. This is now an annual event.</p>		

<p>We will prioritise and recognise the importance of ākonga and kaiako well-being and promote ways to support ākonga and kaiako to be active partners to change in our community</p>	<p>Ensure there is orderly and supportive pastoral care for all ākonga which is culturally appropriate and aligned with our Catholic values and our ROCK expectations.</p>	3.1	<p>Implement Te Pakiaka Tangata - Strengthening Student Wellbeing for Success - pastoral care plan that has ākonga at the centre, working alongside their respective Dean.</p>	<p>Timetable changes have supported C2S coaches to support students more effectively by seeing them first up in the mornings. Data adhering for C2S classes has meant that coaches can track more closely and develop a stronger connection between student and whānau. Attendance tracking is also part of this communication which is having a positive impact on attendance across the school. A clearer transitioning programme has worked well to support students returning from stand down, and getting support they need.</p>
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		Ensure learners with diverse learning needs feel safe, included, and supported to ensure that barriers to learning are removed.	3.2	Create clear, efficient systems in the Learning Centre for referrals and tracking student progress and pathways.	Clear systems and processes are in place. A new HOD Learning Support and a new Learning Support teacher were appointed beginning 2022. Further systems and processes will be put in place from 2023 as the new Y7/8 intake requires further resourcing and support.
		Ensure the hauora of our kaiako and ākonga is at the heart of decision-making to achieve their potential in all aspects of their life.	3.3	Create a staff wellbeing model involving all staff that encapsulates the St Peter's College vision, mission and values and embed throughout the school.	The new deaning structure has worked superbly well which now sees stronger and more focused support for teachers and students. Restorative Practice has worked strongly and promoted as part of our practice which aligns with our school values. Te Whare Tapa Wha is the model we've adopted and that we use when making any decisions that may impact staff.
		By using culturally responsive relational practice, in line with our Catholic school values, ensure there is a high trust, safe and inclusive environment where diversity is valued for all.	3.4	Continue to build on a hauora programme to develop character strengths and enhance wellbeing throughout the college.	One of our WSTs was appointed as the Wellbeing coordinator. This has involved PLD with staff and studying the purpose and need for Character Strengths. A well-being group has been set up where they analysed the wellbeing tool and have developed an action plan for our next steps in regard to staff and student wellbeing which will be strengthened in 2023. One 'hauora' non-contact is given to staff over a 10 day timetable. This time is for the staff member to use as they wish without being interrupted. It has been very well received.

Whakaako Teaching and Learning	We will prioritise and support kaiako in implementing quality teaching and learning strategies into the classroom that are connected to the ākonga world and the world of work which prepare the ākonga to thrive in the 21st century.	Ensure our local curriculum is responsive to the needs, identity, language, culture, interests, strengths and aspirations of our ākonga and whānau	4.1	Continue to work with the Te Hōkaianga ki te Atua project, Rangitāne and whānau to enhance our local curriculum that engages and inspires our ākonga. Develop and implement retreat wananga at local marae targeting the ROCK expectations, and cultural capacity.	Key to enhancing local curriculum has been connecting with Rangitāne iwi and more intense PLD provided by outside facilitators and visits to local marae. Teachers have developed programmes of learning with place based contexts, alongside Aotearoa Histories curriculum - in particular Y7/8 and Y9 programmes. Retreats have been held for staff, and Y9 students to embed ROCK expectations and align our school values.
		Support kaiako to build understanding of ākonga contexts, including language, histories and cultural values, to provide culturally responsive teaching.	4.2	Support the development of authentic and meaningful Aotearoa Histories into FNS and Social Science curriculums.	A huge amount of work has been applied in Y7/8 FNS and in Y9 Social Studies to ensure Aotearoa Histories is authentic learning for all our students. This will continue in 2023.

		<p>Ensure that teaching and learning programmes are designed to develop rich opportunities and coherent pathways for all learners</p>	4.3	<p>Support the development of Projects integrating curricula Y7-9 and establish a vocational programme of study to complement our USkills and Gateway students at Years 12-13. Update and develop our Senior Pathways Handbook and identification process to include clear opportunities for our gifted and talented ākongā.</p>	<p>A strong team has ensured that Projects have been integrated well especially with Y7/8 FNS staff. USkills and Gateway programmes are very strong and students have engaged positively in this vocational pathway. The handbook is now updated with more requirements still to be communicated regarding our gifted and talented ākongā.</p>
	<p>Ensure the use of LPPs and PaCT is used Y7-10 to build a consistent approach to Literacy and Numeracy that will also support transitioning of students from local primary schools.</p>	4.4	<p>Ensure consistent moderation and grading of the Literacy and Numeracy data at each checkpoint across Y7-10 termly during 2022. Ensure that common language is used Y7-10 when reporting. 80% Y7-10 At or Above expected curriculum level in Literacy and Numeracy; 95% NCEA L1 & L2; 90% NCEA L3; 70% UE.</p>	<p>Literacy and Numeracy is assessed through using the PaCT tool from Y7-10 - in reading, writing and mathematics. This has allowed for clearer consistency and identified gaps that need to be filled with focused teaching. Further moderation systems need to be implemented to ensure consistent grading. Although most targets were not met, students still did very well compared to national statistics. Covid-19 really did have an impact on student learning and progress.</p>	