

St Thomas's School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

Ministry Number:	1510
Principal:	Michael Maher
School Address:	113 Allum Street, Auckland 1071
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School Phone:	09 528 3938
School Email:	office@stthomas.school.nz
Accountant / Service Provider:	School Finance Hub

St Thomas's School

Members of the Board of Trustees

For the year ended 31 December 2023

Name	Position	How position Gained	Term Expired/Expires
Michael Maher	Principal		
Claire Fromow	Deputy Principal/Staff Rep	Re-elected	September 2025
Georgia Houlker	Member	Elected	May 2023
Nick Chapman	Member	Elected	September 2025
Nick Chapman	Chair	Elected	May 2023
Alister Monk	Member	Elected	September 2025
Megan Wheeler	Member	Elected	September 2025
Annika Lim	Member	Elected	September 2025

St Thomas's School

Annual Financial Statements - For the year ended 31 December 2023

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	Kiwisport
	Statement of Compliance with Employment Policy

St Thomas's School

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Nick Chapman

Full Name of Presiding Member

Signed by:



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Signature of Presiding Member

26 June 2024

Date:

Michael Maher

Full Name of Principal

DocuSigned by:



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Signature of Principal

23 June 2024

Date:

St Thomas's School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	7,189,790	6,736,665	6,601,946
Locally Raised Funds	3	678,905	631,300	508,239
Interest		81,945	35,000	25,734
Total Revenue		7,950,640	7,402,965	7,135,919
Expense				
Locally Raised Funds	3	203,212	154,600	85,616
Learning Resources	4	4,904,674	4,514,968	4,171,534
Administration	5	448,457	417,554	429,953
Interest		3,810	2,500	2,973
Property	6	2,390,279	2,304,470	2,350,760
Loss on Disposal of Property, Plant and Equipment		4,631	-	36,578
Total Expense		7,955,063	7,394,092	7,077,414
Net Surplus/(Deficit) for the year		(4,423)	8,873	58,505
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(4,423)	8,873	58,505

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 Thomas's School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January	3,223,227	3,223,227	3,164,722
Total comprehensive revenue and expense for the year	(4,423)	8,873	58,505
Equity at 31 December	3,218,804	3,232,100	3,223,227
Accumulated comprehensive revenue and expense	3,218,804	3,232,100	3,223,227
Equity at 31 December	3,218,804	3,232,100	3,223,227

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 Thomas's School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	385,176	72,918	126,950
Accounts Receivable	8	378,918	290,000	284,600
GST Receivable		36,365	8,000	10,729
Prepayments		33,284	30,000	33,724
Inventories	9	646	1,000	941
Investments	10	1,265,000	1,200,000	1,212,000
Funds Receivable for Capital Works Projects	16	14,116	-	-
		<u>2,113,505</u>	<u>1,601,918</u>	<u>1,668,944</u>
Current Liabilities				
Accounts Payable	12	487,560	354,500	343,569
Revenue Received in Advance	13	330,609	45,000	56,615
Provision for Cyclical Maintenance	14	65,020	-	-
Finance Lease Liability	15	21,943	28,000	16,914
		<u>905,132</u>	<u>427,500</u>	<u>417,098</u>
Working Capital Surplus/(Deficit)		1,208,373	1,174,418	1,251,846
Non-current Assets				
Property, Plant and Equipment	11	2,049,189	2,206,682	2,098,682
Work In Progress		37,333	-	1,057
		<u>2,086,522</u>	<u>2,206,682</u>	<u>2,099,739</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	57,816	123,000	110,855
Finance Lease Liability	15	18,275	26,000	17,503
		<u>76,091</u>	<u>149,000</u>	<u>128,358</u>
Net Assets		<u>3,218,804</u>	<u>3,232,100</u>	<u>3,223,227</u>
Equity		<u>3,218,804</u>	<u>3,232,100</u>	<u>3,223,227</u>

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

St Thomas's School

Statement of Cash Flows

For the year ended 31 December 2023

	2023	2023	2022
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	1,413,439	1,236,796	1,241,801
Locally Raised Funds	613,489	543,256	498,446
International Students	310,331	75,353	8,733
Goods and Services Tax (net)	(25,636)	2,729	4,489
Payments to Employees	(1,104,924)	(985,341)	(948,778)
Payments to Suppliers	(746,436)	(643,388)	(517,944)
Interest Paid	(3,810)	(2,500)	(2,973)
Interest Received	71,909	34,423	19,687
Net cash from/(to) Operating Activities	528,362	261,328	303,461
Cash flows from Investing Activities			
Purchase of Property Plant & Equipment (and Intangibles)	(192,853)	(346,943)	(249,465)
Purchase of Investments	(53,000)	12,000	(62,000)
Net cash from/(to) Investing Activities	(245,853)	(334,943)	(311,465)
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	(15,639)
Finance Lease Payments	(10,167)	19,583	(14,118)
Funds Administered on Behalf of Other Parties	(14,116)	-	(9,913)
Net cash from/(to) Financing Activities	(24,283)	19,583	(39,670)
Net increase/(decrease) in cash and cash equivalents	258,226	(54,032)	(47,674)
Cash and cash equivalents at the beginning of the year	7 126,950	126,950	174,624
Cash and cash equivalents at the end of the year	7 385,176	72,918	126,950

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

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

St Thomas's School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

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 Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of 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.

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and 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 material.

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown 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:

Board Owned Buildings	40-50 years
Furniture and equipment	3-20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-4 years
Library resources	12.5% Diminishing value

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

k) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment 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 the valuer's approach to determining market value.

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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School's five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, 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.

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

The School carries out painting maintenance of the whole school over a 7-10 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.

q) Financial Instruments

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

The School's financial liabilities comprise accounts payable and finance lease 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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services Received In-Kind

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

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,426,196	1,236,796	1,321,778
Teachers' Salaries Grants	3,784,920	3,500,000	3,236,776
Use of Land and Buildings Grants	1,978,674	1,999,869	2,043,392
	<u>7,189,790</u>	<u>6,736,665</u>	<u>6,601,946</u>

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

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	285,241	295,000	303,943
Fees for Extra Curricular Activities	259,697	218,300	160,078
Trading	15,466	11,000	7,048
Other Revenue	13,262	37,000	6,301
International Student Fees	105,239	70,000	30,869
	<u>678,905</u>	<u>631,300</u>	<u>508,239</u>
Expense			
Extra Curricular Activities Costs	195,772	146,100	80,028
Trading	3,270	3,500	3,608
International Student - Other Expenses	4,170	5,000	1,980
	<u>203,212</u>	<u>154,600</u>	<u>85,616</u>
	<u>475,693</u>	<u>476,700</u>	<u>422,623</u>

Surplus / (Deficit) for the year Locally Raised Funds

During the year, the School hosted 14 International students (2022: 2.5)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	66,102	66,227	51,110
Equipment Repairs	798	2,000	275
Information and Communication Technology	1,518	6,500	5,855
Library Resources	3,954	3,800	3,868
Employee Benefits - Salaries	4,565,064	4,159,441	3,843,943
Staff Development	37,074	37,000	29,725
Depreciation	230,164	240,000	236,758
	<u>4,904,674</u>	<u>4,514,968</u>	<u>4,171,534</u>

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,600	8,600	8,340
Board Fees	2,670	3,000	2,683
Board Expenses	568	2,600	10,992
Communication	10,321	8,100	7,520
Consumables	47,491	43,800	44,366
Operating Leases	-	5,543	137
Other	70,920	57,150	62,115
Employee Benefits - Salaries	276,193	258,841	277,301
Insurance	23,759	22,000	7,844
Service Providers, Contractors and Consultancy	7,935	7,920	8,655
	<u>448,457</u>	<u>417,554</u>	<u>429,953</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	18,917	16,450	14,508
Consultancy and Contract Services	85,800	85,800	85,800
Cyclical Maintenance	51,981	16,310	30,055
Grounds	33,995	15,000	14,555
Heat, Light and Water	57,731	45,000	49,827
Repairs and Maintenance	63,952	40,023	28,468
Use of Land and Buildings	1,978,674	1,999,869	2,043,392
Security	18,843	15,000	17,140
Employee Benefits - Salaries	80,386	71,018	67,015
	<u>2,390,279</u>	<u>2,304,470</u>	<u>2,350,760</u>

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	385,176	72,918	126,950
Cash and cash equivalents for Statement of Cash Flows	<u>385,176</u>	<u>72,918</u>	<u>126,950</u>

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	33,003	5,000	3,924
Interest Receivable	19,459	10,000	9,423
Teacher Salaries Grant Receivable	326,456	275,000	271,253
	<u>378,918</u>	<u>290,000</u>	<u>284,600</u>
Receivables from Exchange Transactions	52,462	15,000	13,347
Receivables from Non-Exchange Transactions	326,456	275,000	271,253
	<u>378,918</u>	<u>290,000</u>	<u>284,600</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	646	1,000	941
	<u>646</u>	<u>1,000</u>	<u>941</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,265,000	1,200,000	1,212,000
Total Investments	<u>1,265,000</u>	<u>1,200,000</u>	<u>1,212,000</u>

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings - School	787,698	-	-	-	(23,198)	764,500
Furniture and Equipment	1,182,482	143,306	-	-	(158,745)	1,167,043
Information and Communication Technology	66,597	4,175	-	-	(20,531)	50,241
Leased Assets	32,725	28,725	-	-	(23,484)	37,966
Library Resources	29,180	4,790	(325)	-	(4,206)	29,439
Balance at 31 December 2023	2,098,682	180,996	(325)	-	(230,164)	2,049,189

The net carrying value of furniture and equipment held under a finance lease is \$37,966 (2022: \$32,725)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	1,020,121	(255,621)	764,500	1,020,121	(232,423)	787,698
Furniture and Equipment	2,167,199	(1,000,156)	1,167,043	2,029,649	(847,167)	1,182,482
Information and Communication Technology	190,577	(140,336)	50,241	186,402	(119,805)	66,597
Leased Assets	76,146	(38,180)	37,966	60,750	(28,025)	32,725
Library Resources	100,740	(71,301)	29,439	97,032	(67,852)	29,180
Balance at 31 December 2023	3,554,783	(1,505,594)	2,049,189	3,393,954	(1,295,272)	2,098,682

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	104,664	50,000	47,935
Accruals	8,600	9,500	8,340
Banking Staffing Overuse	28,390	-	-
Employee Entitlements - Salaries	332,896	283,000	278,098
Employee Entitlements - Leave Accrual	13,010	12,000	9,196
	487,560	354,500	343,569
Payables for Exchange Transactions	487,560	354,500	343,569
	487,560	354,500	343,569

The carrying value of payables approximates their fair value.

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
International Student Fees in Advance	219,739	20,000	14,647
Other Revenue in Advance	110,870	25,000	41,968
	<u>330,609</u>	<u>45,000</u>	<u>56,615</u>

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	110,855	110,855	80,800
Increase to the Provision During the Year	51,981	16,310	30,055
Use of the Provision During the Year	(40,000)	(4,165)	-
Provision at the End of the Year	<u>122,836</u>	<u>123,000</u>	<u>110,855</u>
Cyclical Maintenance - Current	65,020	-	-
Cyclical Maintenance - Non current	57,816	123,000	110,855
	<u>122,836</u>	<u>123,000</u>	<u>110,855</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works as noted in the School's 10 Year Property plan.

15. Finance Lease Liability

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

Minimum lease payments payable:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	21,943	29,500	19,246
Later than One Year and no Later than Five Years	18,275	27,000	18,296
Future Finance Charges	(3,804)	(2,500)	(3,125)
	<u>36,414</u>	<u>54,000</u>	<u>34,417</u>
Represented by			
Finance Lease Liability - Current	21,943	28,000	16,914
Finance Lease Liability - Non current	18,275	26,000	17,503
	<u>40,218</u>	<u>54,000</u>	<u>34,417</u>

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2023	Opening Balances \$	Receipts / Receivable from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
5YA Targeted Cladding Replacement		-	43,281	(57,397)	-	(14,116)
5YA Bike and Fitness Track		-	51,919	(73,938)	22,019	-
5YA Lighting Replacement		-	52,016	(57,372)	5,356	-
Totals		-	147,216	(188,707)	27,375	(14,116)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

(14,116)

(14,116)

	2022	Opening Balances \$	Receipts / Receivable from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Enabling		9,453	-	(9,453)	-	-
MOE Autex		460	-	(460)	-	-
Totals		9,913	-	(9,913)	-	-

17. Related Party Transactions

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

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

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,670	2,683
<i>Leadership Team</i>		
Remuneration	496,253	447,311
Full-time equivalent members	3	3
Total key management personnel remuneration	498,923	449,994

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has 1 Finance member and 1 Property member committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-210	180-190
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

Other Employees

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

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
150-160	1.00	-
130-140	1.00	1.00
120-130	-	1.00
110-120	2.00	-
100-110	7.00	4.00
	11.00	6.00

19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	\$5,000
Number of People	-	1

St Thomas's School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$449 as a result of entering the following contracts:

Contract Name	Contract Amount \$	Spend To Date \$	Remaining Capital Commitment \$
Targeted Cladding Replacement 242856	57,847	57,398	449
Bike and Fitness Track 242860	246,460	73,938	172,522
Total	304,307	131,336	172,971

(b) Operating Commitments

As at 31 December 2023, the Board has no operating commitments (2022: Nil)

22. Financial Instruments

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	385,176	72,918	126,950
Receivables	378,918	290,000	284,600
Investments - Term Deposits	1,265,000	1,200,000	1,212,000
Total financial assets measured at amortised cost	2,029,094	1,562,918	1,623,550
Financial liabilities measured at amortised cost			
Payables	487,560	354,500	343,569
Finance Leases	40,218	54,000	34,417
Total financial liabilities measured at amortised cost	527,778	408,500	377,986

23. Events After Balance Date

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

Independent Auditor's Report

To the readers of St Thomas School (Auckland)'s Financial statements For the year ended 31 December 2023

The Auditor-General is the auditor of St Thomas School (Auckland) (the School). The Auditor-General has appointed me, Colin Henderson using the staff and resources of RSM Hayes 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 18, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 27 June 2024. 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 of 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 of Trustees 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.

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 arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, compliance with good employer requirements, Treaty of Waitangi Statement and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

Other than the audit, we have no relationship with or interests in St Thomas School (Auckland).

A handwritten signature in blue ink that reads 'Colin Henderson'.

Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Analysis of Variance Reporting



School Name:	St Thomas's School	School Number:	1510
Strategic Aim:	All St Thomas's School students experience success in their learning.		
Annual Aim:	Achieve literacy and numeracy levels that exceed the national norms: <ul style="list-style-type: none"> • Raise achievement of Māori learners in Reading, Writing and Maths. • Raise achievement of Pasifika learners in Reading, Writing and Maths. • Raise achievement of Male learners in Writing. • Raise achievement of Year 7&8 learners in Maths. • Review, monitor and improve punctuality and attendance. 		
Target:	<p>Reading:</p> <ul style="list-style-type: none"> • Monitor and maintain Māori learners in reading achieving 'At', 'Above' or 'Well Above' expectation over 80%. • Monitor and maintain Pasifika learners in reading achieving 'At', 'Above' or 'Well Above' expectation over 60%. <p>Writing:</p> <ul style="list-style-type: none"> • Monitor and maintain Māori learners in writing achieving 'At', 'Above' or 'Well Above' expectation over 80%. • Monitor and maintain Pasifika learners in writing achieving 'At', 'Above' or 'Well Above' expectation over 60%. • Monitor and maintain Male learners in writing achieving 'At', 'Above' or 'Well Above' expectation over 80%. <p>Maths:</p> <ul style="list-style-type: none"> • Monitor and maintain Māori learners in maths achieving 'At', 'Above' or 'Well Above' expectation over 80%. • Monitor and maintain Pasifika learners in maths achieving 'At', 'Above' or 'Well Above' expectation over 60%. • Monitor and maintain Year 7&8 learners in maths achieving 'At', 'Above' or 'Well Above' expectation over 80%. <p>Other:</p> <ul style="list-style-type: none"> • Review, monitor and improve punctuality and attendance. 		

Baseline Data:

The Curriculum Expectations data for the end of 2022 indicated the following:

Reading:

- 2.3% of Māori learners were achieving “Above” or “Well Above” Curriculum Expectation
- 83.7% of Māori learners were achieving “At” Curriculum Expectation 86.0% total
- 3.6% of Pasifika learners were achieving “Above” or “Well Above” Curriculum Expectation
- 89.3% of Pasifika learners were achieving “At” Curriculum Expectation 92.9% total

Writing:

- 2.3% of Māori learners were achieving “Above” or “Well Above” Curriculum Expectation
- 86.4% of Māori learners were achieving “At” Curriculum Expectation 88.6% total
- 0% of Pasifika learners were achieving “Above” or “Well Above” Curriculum Expectation
- 82.1% of Pasifika learners were achieving “At” Curriculum Expectation 82.1% total
- 2.7% of Male learners were achieving “Above” or “Well Above” Curriculum Expectation
- 86.3% of Male learners were achieving “At” Curriculum Expectation 89.0% total

Maths:

- 0.0% of Māori learners were achieving “Above” or “Well Above” Curriculum Expectation for Number and Algebra
- 84.1% of Māori learners were achieving “At” Curriculum Expectation for Number and Algebra 82.5% total
- 0.0% of Pasifika learners were achieving “Above” or “Well Above” Curriculum Expectation for Number and Algebra
- 63.0% of Pasifika learners were achieving “At” Curriculum Expectation for Number and Algebra 63.0% total
- 18.0% of Year 7&8 learners were achieving “Above” or “Well Above” Curriculum Expectation for Number and Algebra
- 59.4% of Year 7&8 learners were achieving “At” Curriculum Expectation for Number and Algebra 77.3% total

Actions

What did we do?

At the beginning of 2023 we identified and tracked cohorts in the target groups for reading, writing and maths. The following actions were taken.

General:

Staff reviewed data and determined the specific learning needs of target students. Plans were put in place to raise achievement of these students and Year Level Leaders reported to the Board of Trustees about targets for the year.

We continued with our school-wide professional learning on St Thomas's School Learning Progressions. Classroom teachers were observed by and engaged in coaching conversations with their Year Level Leaders and members of our Kāhui Ako team about progressions use.

Progressions were modified to improve and streamline some subject areas for some year levels.

Year level teaching teams regularly monitored, reviewed and discussed student progress and interventions. Targets were reviewed mid-way through Term 3 and adjusted approaches to improving teaching and learning were implemented. End of year reporting to Board of Trustees about achievement of set targets was completed in Term 1 of 2024.

Reading:

- Continued with BSLA programme in Year 1 and introduced the BSLA programme in Year 2. All Year 1&2 staff were trained in BSLA and became qualified through the University of Canterbury.
- Early Intervention Programme (EIP) continued: 12 students from Years 1 & 2 participated.
- Continued with STEPS Literacy Programme: 20 students from Years 3 to 5.
- Continued Literacy Learning Intervention (LLI) with Teacher Aides: 4 students participated.
- ESOL support – intensive group instruction with ESOL teachers, in-class support with ESOL teacher-aides, individual support sessions with ESOL teachers and teacher aides.
- Continued to implement and report against local curriculum reading progressions school-wide.

Writing:

- Moderation of writing samples within year level teams took place.
- Continued to implement and report against writing progressions school-wide.

Maths:

- Year level teams used a range of groupings and collaborative teaching to cater for the needs of the students for number and strand maths.
- Intensive small group teaching for “Well Below” and “Below” senior students took place.
- Continued with mixed ability maths rich tasks in Years 7&8 on top of ability grouped maths pathway sessions.
- Continued with individualised learning pathways for “Well Below”, “Below” and “At” Year 7&8 students.
- Continued to implement and report against maths progressions school-wide.

Data

The achievement of each cohort group was collated to show the following shifts over time and more specifically between 2022 and 2023. Our transition to the new school-wide milestone expectations and reporting based on local curriculum and St Thomas's School Learning Progressions began in 2021 and teaching staff are still adjusting to making OTJs about their students under this system. In 2021 and 2022 we saw a contraction of the spread of student achievement OTJs with the vast majority of students being assessed in the "At" band. Staff reported that the 'checking off' of progressions weighed heavily on them when making OTJ's and many felt they didn't have the confidence to place students in other bands because they lacked the 'hard evidence' to do so.

This year we have seen a slight relaxing of data spread back into other bands, but we don't believe the data is a fully accurate picture of where our student achievement lies yet, which should be closer to a normalised distribution. We will continue to work with staff and provide Professional Development around OTJ making to support this in 2024 and beyond.

Outcomes

What happened?

Reading – All Learners

Reading All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
All Students	2019	27	3.7%	104	14.1%	361	49.1%	243	33.1%			735
All Students	2020	21	3.1%	100	14.6%	372	54.4%	191	27.9%			684
All Students	2021	4	0.6%	54	7.6%	554	78.1%	93	13.1%	4	0.6%	709
All Students	2022	4	0.5%	44	6.0%	639	87.7%	42	5.8%	0	0.0%	729
All Students	2023	30	3.7%	68	8.3%	620	75.7%	98	12.0%	3	0.4%	819

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Reading	
	%	Number	%	Number
2019	82.2%	604 / 735	82.2%	604 / 735
2020	82.3%	563 / 684	82.3%	563 / 684
2021	91.8%	651 / 709	91.8%	651 / 709
2022	93.4%	681 / 729	93.4%	681 / 729
2023	88.0%	721 / 819	88.0%	721 / 819

Commentary on Performance

For the whole 2023 cohort we saw a slight reduction in reading achievement levels (down 5.4%). We attribute this reduction to our significantly increased roll over the last year with nearly 100 extra students “new” to our school. Larger numbers of international students and non-English speaking immigrants with the opening of international borders post-Covid have also added to the statistics of those achieving ‘Below’ or ‘Well Below’ expectation. Our overall achievement data appears to be slowly returning to our usually very stable and consistent pre-Covid statistics (see 2018-2020 data).

Additionally, our teaching staff are still adjusting to making OTJs about their students under our new local curriculum Learning Progressions system. In 2021 and 2022, when this was first implemented, we saw a contraction of the spread of student achievement OTJs with the vast majority of students being assessed in the “At” band. Staff reported that the ‘checking off’ of progressions weighed heavily on them when making OTJ’s and many felt they didn’t have the confidence to place students in other bands because they lacked the ‘hard evidence’ to do so. This year we have seen a slight relaxing of data spread back into other bands, but we don’t believe the data is a fully accurate picture of where our student achievement lies yet, which should be closer to a normalised distribution. We will continue to work with staff and provide Professional Development around OTJ making to support this in 2024 and beyond.

Reading – Māori Learners

Reading All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Maori	2019	2	5.4%	3	8.1%	23	62.2%	9	24.3%			37
Maori	2020	2	5.6%	6	16.7%	22	61.1%	6	16.7%			36
Maori	2021	1	2.5%	6	15.0%	28	70.0%	5	12.5%	0	0.0%	40
Maori	2022	2	4.7%	4	9.3%	36	83.7%	1	2.3%	0	0.0%	43
Maori	2023	2	4.1%	8	16.3%	36	73.5%	3	6.1%	0	0.0%	49

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Reading	
	%	Number	%	Number
2019	86.5%	32 / 37	82.2%	604 / 735
2020	77.8%	28 / 36	82.3%	563 / 684
2021	82.5%	33 / 40	91.8%	651 / 709
2022	86.0%	37 / 43	93.4%	681 / 729
2023	79.6%	39 / 49	88.0%	721 / 819

- 79.6% of Māori learners achieving 'At', 'Above' or 'Well Above' expectation (86.0% in 2022).
- The entire cohort also saw a downwards shift in achievement.

Performance Related to Target – Māori Learners (Reading)

- Target of maintaining number of Māori Learners achieving 'At', 'Above' or 'Well Above' expectation over 80% **not achieved**.

Well Below

For the 2 'Well Below' students in 2023:

- 1 was new to St Thomas's School and has since left the school.
- 1 student is already well supported by our SEN team and had an 8.8% absence rate.

Below

Of the 8 'Below' students in 2023:

- 1 has left St Thomas's School.
- 4 were SEN students who were well supported by our SEN team. 2 of these students had absence rates of concern.
 - 3 had in-class Teacher Aide support. 1 of these 3 had a 37% absence rate.

Reading – Pasifika Learners

Reading All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Pasifika	2019	5	15.2%	14	42.4%	9	27.3%	5	15.2%			33
Pasifika	2020	6	18.8%	12	37.5%	9	28.1%	5	15.6%			32
Pasifika	2021	0	0.0%	7	26.9%	16	61.5%	3	11.5%	0	0.0%	26
Pasifika	2022	0	0.0%	2	7.1%	25	89.3%	1	3.6%	0	0.0%	28
Pasifika	2023	2	7.1%	3	10.7%	22	78.6%	1	3.6%	0	0.0%	28

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Reading	
	%	Number	%	Number
2019	42.4%	14 / 33	82.2%	604 / 735
2020	43.8%	14 / 32	82.3%	563 / 684
2021	73.1%	19 / 26	91.8%	651 / 709
2022	92.9%	26 / 28	93.4%	681 / 729
2023	82.1%	23 / 28	88.0%	721 / 819

- 82.1% of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation (92.9% in 2022).
- The number Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation is slightly less than whole 2022 cohort.

Performance Related to Target – Pasifika Learners (Reading)

- Target of maintaining number of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation over 60% **achieved**.

Well Below

Of the 2 'Well Below' students in 2023:

- 1 was new to the school in August 2023 and is a SEN student who was well supported by our SEN team.
- The other received in-class support from Teacher Aides.

Below

Of the 3 'Well Below' students in 2023:

- 2 were SEN students and one of these had an 18% absence rate.
- The other student had pastoral care concerns and also had an 18% absence rate.

Writing – All Learners

Writing All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
All Students	2019	25	3.4%	133	18.1%	430	58.5%	147	20.0%			735
All Students	2020	20	2.9%	149	21.6%	381	55.2%	140	20.3%			690
All Students	2021	11	1.6%	64	9.1%	582	82.6%	44	6.2%	4	0.6%	705
All Students	2022	4	0.6%	52	7.2%	636	88.1%	30	4.2%	0	0.0%	722
All Students	2023	30	3.7%	71	8.7%	636	77.9%	73	8.9%	6	0.7%	816

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Writing	
	%	Number	%	Number
2019	78.5%	577 / 735	78.5%	577 / 735
2020	75.5%	521 / 690	75.5%	521 / 690
2021	89.4%	630 / 705	89.4%	630 / 705
2022	92.2%	666 / 722	92.2%	666 / 722
2023	87.6%	715 / 816	87.6%	715 / 816

Commentary on Performance

For the whole 2023 cohort we saw a slight reduction in reading achievement levels (down 4.6%). We attribute this reduction to our significantly increased roll over the last year with nearly 100 extra students “new” to our school. Larger numbers of international students and non-English speaking immigrants with the opening of international borders post-Covid have also added to the statistics of those achieving ‘Below’ or ‘Well Below’ expectation. Our overall achievement data appears to be slowly returning to our usually very stable and consistent pre-Covid statistics (see 2018-2020 data).

Additionally, our teaching staff are still adjusting to making OTJs about their students under our new local curriculum Learning Progressions system. In 2021 and 2022, when this was first implemented, we saw a contraction of the spread of student achievement OTJs with the vast majority of students being assessed in the “At” band. Staff reported that the ‘checking off’ of progressions weighed heavily on them when making OTJ’s and many felt they didn’t have the confidence to place students in other bands because they lacked the ‘hard evidence’ to do so. This year we have seen a slight relaxing of data spread back into other bands, but we don’t believe the data is a fully accurate picture of where our student achievement lies yet, which should be closer to a normalised distribution. We will continue to work with staff and provide Professional Development around OTJ making to support this in 2024 and beyond.

Writing – Māori Learners

Writing All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Maori	2019	2	5.4%	6	16.2%	23	62.2%	6	16.2%			37
Maori	2020	3	8.6%	7	20.0%	21	60.0%	4	11.4%			35
Maori	2021	3	7.5%	6	15.0%	29	72.5%	2	5.0%	0	0.0%	40
Maori	2022	1	2.3%	4	9.1%	38	86.4%	1	2.3%	0	0.0%	44
Maori	2023	3	6.1%	8	16.3%	35	71.4%	3	6.1%	0	0.0%	49

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Writing	
	%	Number	%	Number
2019	78.4%	29 / 37	78.5%	577 / 735
2020	71.4%	25 / 35	75.5%	521 / 690
2021	77.5%	31 / 40	89.4%	630 / 705
2022	88.6%	39 / 44	92.2%	666 / 722
2023	77.6%	38 / 49	87.6%	715 / 816

- 77.6% of Māori learners achieving 'At', 'Above' or 'Well Above' expectation for writing (88.6% in 2022).
- The entire cohort also saw a downwards shift in achievement.

Performance Related to Target – Māori Learners (Writing)

- Target of maintaining number of Māori learners achieving 'At', 'Above' or 'Well Above' expectation to over 80% **not achieved**.

Well Below

Of the 3 'Well Below' students in 2023:

- 2 were new to St Thomas's School and have since left the school.
- 1 student was already well supported by our SEN team and had an 8.8% absence rate.

Below

Of the 8 'Below' students in 2023:

- 1 has left St Thomas's School after starting in May 2023. This student had a 49% absence rate.
- 3 are SEN students who were well supported by our SEN team. 1 of these students had an absence rate of concern.
- 4 received in-class Teacher Aide support and one of these had a 37% absence rate.

Writing – Pasifika Learners

Writing All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Pasifika	2019	4	12.1%	16	48.5%	10	30.3%	3	9.1%			33
Pasifika	2020	4	12.5%	15	46.9%	11	34.4%	2	6.3%			32
Pasifika	2021	0	0.0%	7	29.2%	16	66.7%	1	4.2%	0	0.0%	24
Pasifika	2022	1	3.6%	4	14.3%	23	82.1%	0	0.0%	0	0.0%	28
Pasifika	2023	1	3.6%	5	17.9%	21	75.0%	1	3.6%	0	0.0%	28

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Writing	
	%	Number	%	Number
2019	39.4%	13 / 33	78.5%	577 / 735
2020	40.6%	13 / 32	75.5%	521 / 690
2021	70.8%	17 / 24	89.4%	630 / 705
2022	82.1%	23 / 28	92.2%	666 / 722
2023	78.6%	22 / 28	87.6%	715 / 816

- 78.6% of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation for writing (82.1% in 2022).
- The entire cohort also saw a downwards shift in achievement.

Performance Related to Target – Pasifika Learners (Writing)

- Target of maintaining number of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation over 60% **achieved**.

Well Below

Of the 1 'Well Below' student in 2023:

- This student was new to the school in August 2023 and is a SEN student who was well supported by our SEN team.

Below

Of the 5 'Below' students in 2023:

- 2 were SEN students and one of these had an 18% absence rate.
- 1 has pastoral care concerns and also had an 18% absence rate.
- The other 2 received in-class Teacher Aide support.

Writing – Male Learners

Writing All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Male	2019	20	5.2%	94	24.7%	211	55.4%	56	14.7%			381
Male	2020	12	3.3%	104	28.7%	191	52.6%	56	15.4%			363
Male	2021	9	2.3%	37	9.7%	316	82.5%	20	5.2%	1	0.3%	383
Male	2022	4	1.0%	40	10.0%	346	86.3%	11	2.7%	0	0.0%	401
Male	2023	21	4.5%	53	11.4%	360	77.3%	30	6.4%	2	0.4%	466

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Writing	
	%	Number	%	Number
2019	70.1%	267 / 381	78.5%	577 / 735
2020	68.0%	247 / 363	75.5%	521 / 690
2021	88.0%	337 / 383	89.4%	630 / 705
2022	89.0%	357 / 401	92.2%	666 / 722
2023	84.1%	392 / 466	87.6%	715 / 816

- 84.1% of Male learners achieving 'At', 'Above' or 'Well Above' expectation (89% in 2022).
- Male learners have a lower percentage achieving 'At' 'Above' or 'Well Above' expectation compared with whole 2023 cohort (84.1%, compared with 88.3%).

Performance Related to Target – Male Learners (Writing)

- Target of maintaining number of Male learners achieving 'At', 'Above' or 'Well Above' expectation over 80% **achieved**.

Well Below

Of the 21 'Well Below' students in 2023:

- 11 were new to the school, 10 of those arriving in Term 3 or later.
- 13 were ESOL students who were well supported by our ESOL team.
- 4 were SEN students who were well supported by our SEN team.
- 8 have now left St Thomas's School.
- 3 had attendance rates of concern.

Below

Of the 53 'Below' students in 2023:

- 11 were SEN students who were well supported by our SEN team.
- 13 were ESOL students who were well supported by our ESOL team.
- 13 have now left St Thomas's School.

Maths – All Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
All Students	2019	15	2.0%	98	13.4%	419	57.1%	202	27.5%			734
All Students	2020	17	2.5%	103	15.1%	400	58.5%	164	24.0%			684
All Students	2021	9	1.3%	49	6.9%	573	80.8%	71	10.0%	7	1.0%	709
All Students	2022	6	0.8%	41	5.8%	632	89.0%	29	4.1%	2	0.3%	710
All Students	2023	14	1.7%	67	8.2%	628	76.5%	90	11.0%	22	2.7%	821

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Maths	
	%	Number	%	Number
2019	84.6%	621 / 734	84.6%	621 / 734
2020	82.5%	564 / 684	82.5%	564 / 684
2021	91.8%	651 / 709	91.8%	651 / 709
2022	93.4%	663 / 710	93.4%	663 / 710
2023	90.1%	740 / 821	90.1%	740 / 821

Commentary on Performance

For the whole 2023 cohort we saw a slight reduction in reading achievement levels (down 3.3%). We attribute this reduction to our significantly increased roll over the last year with nearly 100 extra students “new” to our school. Larger numbers of international students and non-English speaking immigrants with the opening of international borders post-Covid have also added to the statistics of those achieving ‘Below’ or ‘Well Below’ expectation. Our overall achievement data appears to be slowly returning to our usually very stable and consistent pre-Covid statistics (see 2018-2020 data).

Additionally, our teaching staff are still adjusting to making OTJs about their students under our new local curriculum Learning Progressions system. In 2021 and 2022, when this was first implemented, we saw a contraction of the spread of student achievement OTJs with the vast majority of students being assessed in the “At” band. Staff reported that the ‘checking off’ of progressions weighed heavily on them when making OTJ’s and many felt they didn’t have the confidence to place students in other bands because they lacked the ‘hard evidence’ to do so. This year we have seen a slight relaxing of data spread back into other bands, but we don’t believe the data is a fully accurate picture of where our student achievement lies yet, which should be closer to a normalised distribution. We will continue to work with staff and provide Professional Development around OTJ making to support this in 2024 and beyond.

Maths(Number and Algebra) – Māori Learners

Maths (2019 Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Maori	2019	1	2.7%	9	24.3%	22	59.5%	5	13.5%			37
Maori	2020	3	8.3%	8	22.2%	21	58.3%	4	11.1%			36
Maori	2021	2	5.0%	5	12.5%	32	80.0%	1	2.5%	0	0.0%	40
Maori	2022	2	4.5%	5	11.4%	37	84.1%	0	0.0%	0	0.0%	44
Maori	2023	3	6.3%	7	14.6%	37	77.1%	1	2.1%	0	0.0%	48

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Maths	
	%	Number	%	Number
2019	73.0%	27 / 37	84.6%	621 / 734
2020	69.4%	25 / 36	82.5%	564 / 684
2021	82.5%	33 / 40	91.8%	651 / 709
2022	84.1%	37 / 44	93.4%	663 / 710
2023	79.2%	38 / 48	90.1%	740 / 821

- 79.2% of Māori learners achieving 'At', 'Above' or 'Well Above' expectation (84.1% in 2022).

Performance Related to Target – Māori Learners (Maths)

- Target of maintaining numbers of Māori learners achieving 'At', 'Above' or 'Well Above' expectation in maths (number and algebra) over 80% **not achieved.**

Well Below

Of the 3 'Well Below' students in 2023:

- 2 were new to St Thomas's School and have since left the school.
- 1 student was already well supported by our SEN team and had an 8.8% absence rate.

Below

Of the 7 'Below' students in 2023:

- 2 have left St Thomas's School.
- 3 were on the SEN register and were well supported by the SEN team.
- The remaining 2 students received in-class Teacher Aide support. One of these had a 15% absence rate.

Maths(Number and Algebra) – Pasifika Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Pasifika	2019	8	24.2%	14	42.4%	7	21.2%	4	12.1%			33
Pasifika	2020	4	12.5%	17	53.1%	7	21.9%	4	12.5%			32
Pasifika	2021	1	3.8%	10	38.5%	13	50.0%	2	7.7%	0	0.0%	26
Pasifika	2022	0	0.0%	10	37.0%	17	63.0%	0	0.0%	0	0.0%	27
Pasifika	2023	0	0.0%	7	23.3%	22	73.3%	1	3.3%	0	0.0%	30

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Maths	
	%	Number	%	Number
2019	33.3%	11 / 33	84.6%	621 / 734
2020	34.4%	11 / 32	82.5%	564 / 684
2021	57.7%	15 / 26	91.8%	651 / 709
2022	63.0%	17 / 27	93.4%	663 / 710
2023	76.7%	23 / 30	90.1%	740 / 821

- 76.7% of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation (63.0% in 2022).
- Despite upward shift in achievement, Pasifika students are still achieving at a lower level than the entire cohort in maths.

Performance Related to Target – Pasifika Learners (Maths)

- Target of increasing numbers of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation in maths (number and algebra) to over 60% **achieved**.

Below

Of the 7 'Below' students in 2023:

- 3 have left St Thomas's School.
- 1 was on the SEN register and was well supported by the SEN team.
- 1 had pastoral care concerns and also had an 18% absence rate.

Maths(Number and Algebra) – Year 7&8 Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Year 7&8	2019	8	4.9%	24	14.6%	73	44.5%	59	36.0%			164
Year 7&8	2020	6	3.7%	33	20.5%	73	45.3%	49	30.4%			161
Year 7&8	2021	7	5.3%	22	16.5%	56	42.1%	41	30.8%	7	5.3%	133
Year 7&8	2022	3	2.3%	26	20.3%	76	59.4%	21	16.4%	2	1.6%	128
Year 7&8	2023	4	2.8%	13	9.1%	78	54.5%	38	26.6%	10	7.0%	143

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Maths	
	%	Number	%	Number
2019	80.5%	132 / 164	84.6%	621 / 734
2020	75.8%	122 / 161	82.5%	564 / 684
2021	78.2%	104 / 133	91.8%	651 / 709
2022	77.3%	99 / 128	93.4%	663 / 710
2023	88.1%	126 / 143	90.1%	740 / 821

- 88.1% of Year 7&8 learners achieving 'At', 'Above' or 'Well Above' expectation (77.3% in 2022).

Performance Related to Target – Y7&8 Learners (Maths)

- Target of maintaining numbers of Year 7&8 learners achieving 'At', 'Above' or 'Well Above' expectation in maths (number and algebra) over 80% **achieved**.

Well Below

Of the 4 'Well Below' students in 2023:

- 4 have left St Thomas's School.
- 2 were ESOL students who were well supported by our ESOL team.
- 1 was on our SEN register and was well supported by the SEN team.
- 1 had an absence rate of 36%.

Below

Of the 13 'Below' students in 2023:

- 6 have left St Thomas's School.
- 4 were ESOL students who received support from our ESOL team.

Reasons for the variance

Why did it happen?

Reading:

Across the entire 2023 cohort, reading achievement reduced slightly. Female students continue to achieve at a higher level than males (92.4% compared to 84.8%). The small reduction in reading achievement could be attributed to our significantly increased roll over the last year with nearly 100 extra students "new" to our school. We have also seen a large influx of international students and non-English speaking immigrants with the opening of international borders post-Covid. Our overall achievement data appears to be slowly returning to our usually very stable and consistent pre-Covid statistics.

Our Māori and Pasifika student data showed a similar slight reduction. We had a 14% increase in the number of Maori students in 2023, and while our Pasifika numbers remained consistent, there was significant changeover of students making up this number.

Students with absence rates of concern, special education needs and limited English continue to make up the majority of our 'Well Below' and 'Below' students and we have great support in place for students through our ESOL and SEN teams and good support from local truancy support officials (ACES) working with families to improve low attendance rates.

Our BSLA programme is now in its second year of implementation and we hope to see some impact of this programme on our 2024 and 2025 achievement data at the junior end of the school.

Writing:

Across the entire 2023 cohort, writing achievement reduced slightly from 2022 levels. Again, female students continue to achieve at a higher level than males (92.3% compared to 84.1%). As with reading, we attribute this small reduction in achievement to our significantly increased roll over the last year with nearly 100 extra students "new" to our school. The large influx of international students and non-English speaking immigrants with the opening of international borders post-Covid has also impacted writing statistics and our overall achievement data appears to be slowly returning to our usually very stable and consistent pre-Covid statistics.

A number of strategies and initiatives to improve writing were implemented across all year levels. These were reported to the Board in Term 1, assessed for impact in Term 3, tweaked and re-implemented for the remainder of the year. Teaching staff felt that the strategies used were effective for improving writing among students who had completed a full year at the school.

Maths:

Across the entire 2023 cohort, maths achievement also reduced slightly from 2022 levels presumably for the same reasons as stated above. Teaching staff are now able to provide OTJ's for strand maths as well as number and we are starting to see trends in the strand maths data after three consecutive years of assessment. Maths learning progressions at various year levels were reviewed and streamlined during 2023 to make assessment simpler and more precise going forward.

Evaluation

Where to next?

General

Based on outcomes seen this year, Pasifika students should be a target group again in all learning areas. In 2024 we have a school-wide (through our Kāhui Ako) focus on culturally responsive practice. We hope to utilise initiatives and insights from this to support these learner groups going forward.

Māori learners will also continue to be a focus with statistics for these learners falling just slightly below our target of 80% achievement. As with other years, small numbers and therefore large fluctuations in achievement with student arrival and departure, means we need to maintain particular focus on this group of students year on year.

Males in writing (school-wide) should also continue to be a target as this group continues to lag behind in the achievement statistics. As this is a nationwide issue, we will work with other schools to ensure we are maintaining recommended 'best practice' to support this group of learners.

Maths achievement data for Year 7&8 students in 2023 showed significant improvement with Year 7&8 students achieving very close to the entire 2023 cohort (88.1% compared with 90.7%). Despite this significant improvement, we should continue to track this group of learners as it is a regularly changing student group due to transience and only being a 2-year age span.

School-wide we will continue using our local curriculum Learning Progressions for reading, writing and maths. These will continue to be streamlined as we see the need for it and we will work with staff to provide professional development about how to more accurately assess students with an OTJ that is less impacted by the granular data of the Learning Progressions. Culturally responsive practice will also continue to be part of our staff professional development for 2024.

Our Structured Literacy (BSLA Programme) will continue in our junior school, and we hope to see some positive year on year data coming through now that we have a second year of the programme to compare against.

Staff/Professional Learning

We will continue with our target setting by year level with Year Level Leaders reporting to Board about targets set (start of year) and achievement against those targets (mid and end of year). Data will be reviewed and discussed with staff in order to set relevant targets and identify target students for this. Professional learning will continue around the use of St Thomas's School Learning Progressions and cultural responsiveness. Observations and coaching conversations relating to learning progressions and personal development goals will continue for our teaching staff.

Attendance

Attendance data will continue to be monitored and contact will be made with parents/caregivers of students whose attendance is of concern. Our local truancy officer has been of great assistance in this area and we will continue to utilise her support in extreme cases of high absenteeism. In 2024 we will continue to communicate with our community about the importance of students being at school with a view to improving attendance ongoing.

Planning for next year:

- Monitor and maintain Māori learners in reading, writing and maths achieving 'At', 'Above' or 'Well Above' expectation over 80%.
- Monitor and maintain Pasifika learners in reading, writing and maths achieving 'At', 'Above' or 'Well Above' expectation over 60%.
- Monitor and maintain Male learners in writing achieving 'At', 'Above' or 'Well Above' expectation over 80%.
- Monitor and maintain Year 7&8 learners in maths achieving 'At', 'Above' or 'Well Above' expectation over 80%.
- Review, monitor and improve punctuality and attendance.

Giving Practical Effect to Te Tiriti o Waitangi

At St Thomas's School we recognise and value the cultural diversity of all students and endeavour to foster partnerships between our school and the local Māori community. This not only benefits our Māori students but contributes to a more inclusive and culturally responsive educational environment for our whole school community. Below is a summary of how we have given practical effect to Te Tiriti o Waitangi in our school setting. Specific examples of these initiatives can be found within the Annual Report.

Inclusive Curriculum

Māori perspectives, histories, and cultural knowledge are integrated into the curriculum across all subjects. Resources that reflect the cultural diversity of New Zealand, including Māori literature, art, and music are evident. Funding/budget for initiatives is provided by the Board.

Language Integration

Te Reo Māori is incorporated into everyday school life, including greetings, signage, and classroom activities. Students are provided opportunities to learn and use basic Te Reo Māori phrases.

Cultural Celebrations

Important Māori cultural events and holidays, such as Matariki and Te Wiki o te Reo Māori, are celebrated within the school and, where possible, local iwi are involved in these celebrations.

Community Engagement

Connections with local Māori communities (Ngati Whatua Orakei, Ruapotaka Marae, local Māori) have been established and continue to be developed. Where possible we provide opportunities for local Māori to be involved in our decision-making processes and seek guidance and support from local iwi when developing school initiatives.

Cultural Competence

Professional development for teachers and staff is provided to enhance understanding of Māori culture and history. Ongoing learning about the Treaty of Waitangi and its implications for education is encouraged.

Representation

Māori students are represented in leadership roles within our school and dedicated 'Cultural Leaders' have been appointed to ensure inclusion and equality for all. Māori symbols, artwork and flags are displayed prominently in the school environment.

Consultation and Collaboration

When making decisions that affect Māori students, we consult with Māori parents, whānau (extended family), and the wider community, usually via open invites to whānau hui. During start of year goal setting for year level teams, we develop initiatives that support Māori student achievement and well-being. Māori student achievement is tracked and monitored with interventions put in place for any students who are not meeting expectation.

Equity and Inclusion

Strategies to address educational disparities and promote equity for Māori students are implemented. We review and assess the impact of our school policies on Māori student outcomes.

Cultural Awareness

Cultural awareness is fostered among all students to ensure understanding, respect, and appreciation for Māori culture. There are many opportunities for students to engage in a range of cultural activities and experiences.

Land Acknowledgments

For formal school events, for example the Principal's address at formal assemblies and prizegiving, a land acknowledgment that recognises the local iwi and their historical connection to the land is made.

St Thomas's School KIWISPORTS 2023

St Thomas's School Kiwisport Grant for 2023 was spent on a number of initiatives which increased participation in organised sport for our students. These included providing a range of sports equipment, bringing in external sport coaches and referees/umpires as well as appropriate sports uniform for our students.

Students enjoyed sport and the equipment and we notice that skill levels are starting to lift again post covid. New sports equipment to support all levels of each sport was purchased. All of this was made possible by the support of Kiwisport. The amount received from the Ministry was \$11427.00.

December 2023

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<ul style="list-style-type: none"> • <i>Health and Safety team meet regularly to discuss and rectify any identified health and safety issues</i> • <i>Acting in accordance with our Staff Wellbeing policy</i> • <i>Implementation of Community Conduct Expectations</i> • <i>Supportive school Board of Trustees</i> • <i>Appointment procedure supporting equal employment opportunities</i> • <i>Equal employment opportunity policy in place</i>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>St Thomas's School is an equal employment opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions and strive to find the best person for each position. We uphold our commitment to Te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.</i></p> <ul style="list-style-type: none"> • <i>Equal employment opportunities are considered in all appointments.</i> • <i>Detail of each appointment is provided to the Board of Trustees including; a breakdown of applicants (gender, ethnicity, experience, disabilities), reasons for employment decision, new staff profile.</i> • <i>A job description is prepared for each vacancy.</i> • <i>On appointment a contract is provided detailing remuneration, hours of work, start date and tenure is provided.</i> • <i>A robust induction process is provided for all new staff.</i> • <i>Staff appraisal process is positive and supportive and leads to the development of the abilities of individual staff members.</i> • <i>Professional development opportunities are provided to enable individual employees to enhance their abilities.</i> • <i>We recognise the aims and aspirations of Māori the employment requirements of Māori and the need for greater involvement of Māori in the education service. We consult with local Māori communities, hapū and iwi where possible.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<ul style="list-style-type: none"> • <i>All suitably qualified applicants are interviewed using a standardised interview format and questions.</i> • <i>Suitability for the advertised role is determined through robust discussion of each candidates merits (experience, fit with existing team, additional interests and/or expertise they could bring to our school).</i> • <i>Thorough reference checks are conducted for each candidate considered for employment prior to job offer being given.</i>
How are you recognising,	<ul style="list-style-type: none"> • <i>Cultural responsiveness and inclusivity are prioritised. This involves acknowledging the unique cultural</i>

<ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>identity, language, and traditions of Māori people, and integrating them into educational practices and curriculum.</i></p> <ul style="list-style-type: none"> • <i>We incorporate Te Reo Māori and tikanga Māori into Board meetings, our classroom programmes and school routines.</i> • <i>We actively recruiting Māori teachers, administrators, and staff, and providing support and professional development tailored to their needs.</i> • <i>Where possible we engage with iwi, hapu, and whanau to ensure their voices are heard and their input is valued in decision-making processes.</i> • <i>We endeavour to creating pathways for Māori representation on our school Board of Trustees.</i>
<p>How have you enhanced the abilities of individual employees?</p>	<ul style="list-style-type: none"> • <i>Regular and ongoing professional development opportunities, both whole staff and to individuals on an “as needed” or “as wanted” basis.</i> • <i>Robust ‘Professional Growth Cycle’ and Annual Appraisal process that is focused on strengths, positive outcomes and supporting staff to enhance their abilities.</i> • <i>Providing distributed leadership opportunities across a range of year levels, functions and curriculum areas.</i> • <i>Study Grant made available to staff each year.</i>
<p>How are you recognising the employment requirements of women?</p>	<p><i>We implement policies and practices that ensure gender equality and eliminate discrimination as follows:</i></p> <ul style="list-style-type: none"> • <i>Equal Pay for Equal Work: Ensuring that women receive the same pay as men for performing the same job roles. This is ensured for classroom teachers by the Primary Teachers Collective Agreement. For non-teaching staff this involves conducting regular pay audits to identify and rectify any gender pay gaps.</i> • <i>Equal Employment Opportunities: Implementing and enforcing policies that prohibit discrimination based on gender.</i> • <i>Flexible Work Arrangements: providing flexible options such as job-share, part time and flexible hours where possible to accommodate the needs of women, especially those with caregiving responsibilities.</i> • <i>Medical leave provided for staff members that includes the ability to look after unwell family members that allows women to balance their work and family responsibilities without sacrificing their careers.</i> • <i>Support for Career Advancement: mentorship and leadership development initiatives support the advancement of female staff and ensure that women have the skills and qualifications needed to succeed.</i> • <i>Policies protecting staff against sexual harassment and violence in the workplace and provision of avenues for reporting and addressing such incidents.</i> • <i>Representation in Leadership Roles: Gender diversity in leadership positions and decision-making roles to ensure that women's perspectives are represented at all levels.</i>

	<ul style="list-style-type: none"> <i>Regular monitoring and evaluation of employment practices and policies to identify areas for improvement and ensure ongoing compliance with gender equity standards.</i>
How are you recognising the employment requirements of persons with disabilities?	<p><i>We have inclusive practices and policies in place that include providing reasonable accommodations for persons with disabilities such as; accessible facilities, adaptive technologies, flexible work arrangements, and disability awareness training for staff. Individuals with disabilities have been employed and opportunities for advancement and professional development are provided to ensure equal employment opportunities.</i></p> <p><i>We foster an inclusive work environment and value diversity.</i></p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		NO
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	YES	