



Respect - Service  
**KAVANAGH**  
**COLLEGE**  
Justice - Truth

340 Rattray Street, Dunedin 9016, New Zealand  
[www.kavanagh.school.nz](http://www.kavanagh.school.nz)  
[Kavanagh@kavanagh.school.nz](mailto:Kavanagh@kavanagh.school.nz)  
+64 3 4773408

# Annual Report 2022



*Kavanagh College exists to promote excellence in learning and teaching in a climate of faith and pastoral care for the Catholic Community of Dunedin*

TRINITY  
CATHOLIC COLLEGE



Hei ākonga mā te Karaiti  
**ANNUAL REPORT**

**FOR THE YEAR ENDED 31 DECEMBER 2022**  
**(formerly known as Kavanagh College)**

**School Directory**

<b>Ministry Number:</b>	536
<b>Principal:</b>	Kate Nicholson
<b>School Address:</b>	340 Rattray Street, City Rise, Dunedin
<b>School Postal Address:</b>	PO Box 737, Dunedin 9054
<b>School Phone:</b>	03 477 3408
<b>School Email:</b>	<a href="mailto:admin@trinity.school.nz">admin@trinity.school.nz</a>

# TRINITY CATHOLIC COLLEGE

Annual Report - For the year ended 31 December 2022

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# Trinity Catholic College

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Bethera Anne Long  
Full Name of Presiding Member

BA  
Signature of Presiding Member

17.10.2023  
Date:

Kathryn Mary Nicholson  
Full Name of Principal

KM Nicholson  
Signature of Principal

17.10.2023  
Date:

# Trinity Catholic College

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Barb Long	Presiding Member	Elected	Sep 2025
Kate Nicholson	Principal	ex Officio	
Rebecca Meikle	Parent Representative	Elected	Sep 2022
Michelle Branford	Parent Representative	Elected	Sep 2025
Liz McKenzie	Parent Representative	Elected	Sep 2025
Christian Schonwald	Parent Representative	Elected	Sep 2025
Chriss Hamilton	Parent Representative	Elected	Sep 2022
Sefo Kelekolio	Parent Representative	Elected	Sep 2022
Rachel Mortimer	Staff Representative	Elected	Sep 2025
Gerard Hanning	Proprietors Representative	Appointed	
Laurel Lanner	Proprietors Representative	Appointed	
Chris Burke	Proprietors Representative	Appointed	
Brent Manangan	Student Representative	Elected	Sep 2022
Jeremy Meikle	Student Representative	Elected	Sep 2023

# Trinity Catholic College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	6,806,290	6,514,087	6,686,002
Locally Raised Funds	3	610,097	369,233	667,056
Use of Proprietor's Land and Buildings		1,927,750	1,927,750	1,927,750
Interest Income		5,027	1,500	2,450
Gain on Sale of Property, Plant and Equipment		-	-	696
		<u>9,349,164</u>	<u>8,812,570</u>	<u>9,283,954</u>
<b>Expenses</b>				
Locally Raised Funds	3	333,303	193,500	306,761
Learning Resources	4	6,066,693	5,801,229	6,108,893
Administration	5	430,586	419,585	378,995
Finance		9,633	-	10,196
Property	6	2,474,579	2,424,750	2,495,352
Loss on Disposal of Property, Plant and Equipment		3,181	-	1,999
		<u>9,317,975</u>	<u>8,839,064</u>	<u>9,302,196</u>
<b>Net (Deficit) for the year</b>		31,189	(26,494)	(18,242)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>31,189</u>	<u>(26,494)</u>	<u>(18,242)</u>

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

# Trinity Catholic College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		220,385	220,385	212,584
Total comprehensive revenue and expense for the year		31,189	(26,494)	(18,242)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		79,982	-	26,043
<b>Equity at 31 December</b>		331,556	193,891	220,385
Accumulated comprehensive revenue and expense		331,556	193,891	220,385
<b>Equity at 31 December</b>		331,556	193,891	220,385

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.

**Trinity Catholic College**  
**Statement of Financial Position**  
As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	221,324	173,434	81,928
Accounts Receivable	8	531,860	460,003	460,003
GST Receivable		12,708	10,116	10,116
Prepayments		34,939	10,099	10,099
Inventories	9	21,450	24,928	24,928
Investments	10	150,000	150,000	150,000
		<u>972,281</u>	<u>828,580</u>	<u>737,074</u>
<b>Current Liabilities</b>				
Accounts Payable	12	502,659	552,676	552,676
Borrowings	13	7,000	7,000	7,000
Revenue Received in Advance	14	137,053	75,885	75,885
Provision for Cyclical Maintenance	15	21,456	21,242	21,242
Painting Contract Liability	16	31,775	31,775	31,775
Finance Lease Liability	17	38,884	36,279	36,279
Funds held in Trust	18	118,913	53,922	53,922
		<u>857,740</u>	<u>778,779</u>	<u>778,779</u>
<b>Working Capital Surplus/(Deficit)</b>		114,541	49,801	(41,705)
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	541,034	486,217	572,217
		<u>541,034</u>	<u>486,217</u>	<u>572,217</u>
<b>Non-current Liabilities</b>				
Borrowings	13	11,083	18,083	18,083
Provision for Cyclical Maintenance	15	235,985	227,981	195,981
Painting Contract Liability	16	37,215	37,215	37,215
Finance Lease Liability	17	39,736	58,848	58,848
		<u>324,019</u>	<u>342,127</u>	<u>310,127</u>
<b>Net Assets</b>		<u>331,556</u>	<u>193,891</u>	<u>220,385</u>
<b>Equity</b>		<u>331,556</u>	<u>193,891</u>	<u>220,385</u>

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



# Trinity Catholic College

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,766,955	1,610,022	1,559,247
Locally Raised Funds		509,955	311,233	628,370
International Students		162,996	58,000	33,488
Goods and Services Tax (net)		(2,592)	-	8,346
Payments to Employees		(1,329,946)	(1,022,864)	(1,060,424)
Payments to Suppliers		(1,006,983)	(831,385)	(1,036,380)
Interest Received		5,699	1,500	4,924
Net cash from/(to) Operating Activities		106,084	126,506	137,571
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	696
Purchase of Property Plant & Equipment (and Intangibles)		(86,061)	(35,000)	(108,894)
Proceeds from Sale of Investments		-	-	41,288
Net cash (to)/from Investing Activities		(86,061)	(35,000)	(66,910)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		79,982	-	26,043
Finance Lease Payments		(17,284)	-	(32,431)
Painting Contract Payments		-	-	(37,800)
Repayment of Loans		(8,316)	-	(8,316)
Funds Administered on Behalf of Third Parties		64,991	-	(43,441)
Net cash from/(to) Financing Activities		119,373	-	(95,945)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>139,396</b>	<b>91,506</b>	<b>(25,284)</b>
Cash and cash equivalents at the beginning of the year	7	81,928	81,928	107,212
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>221,324</b>	<b>173,434</b>	<b>81,928</b>

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

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

# Trinity Catholic College

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Trinity Catholic College (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.

##### 1.2. Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

These financial statements are presented in New Zealand dollars, rounded to the nearest whole 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 15.

###### *Useful lives of property, plant and equipment*

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

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 23b.

#### ***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.

### **1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

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

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

### **1.4. 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.

### **1.5. 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.

### 1.6. 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.

### 1.7. 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.

### 1.8. 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.

### 1.9. Investments

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

### 1.10. Property, Plant and Equipment

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	18-40 years
Furniture and equipment	10-15 years
Information and communication technology	4-5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	5 years
Textbooks	3 years
Library resources	12.5% Diminishing value

### **1.11. Impairment of property, plant and equipment and intangible assets**

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

#### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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.

### **1.12. 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.

### **1.13. Employee Entitlements**

#### *Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

### **1.14. Revenue Received in Advance**

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

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

### **1.15. Funds Held in Trust**

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

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

### **1.16. Shared Funds**

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

### **1.17. Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

### **1.18. 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

### **1.19. Borrowings**

Borrowings, on normal commercial terms, are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

### **1.20. Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **1.21. Budget Figures**

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

### **1.22. Services received in-kind**

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

## 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,830,503	1,562,522	1,563,221
Teachers' Salaries Grants	4,904,065	4,904,065	5,065,447
Other Government Grants	71,722	47,500	57,334
	<u>6,806,290</u>	<u>6,514,087</u>	<u>6,686,002</u>

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	215,496	157,200	273,874
Fees for Extra Curricular Activities	134,344	16,000	110,316
Trading	106,423	107,300	73,603
Fundraising & Community Grants	5,221	-	8,740
Other Revenue	52,924	30,733	127,834
International Student Fees	95,689	58,000	72,689
	<u>610,097</u>	<u>369,233</u>	<u>667,056</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	165,188	46,300	155,488
Trading	117,802	113,700	108,605
Other Locally Raised Funds Expenditure	10,878	6,500	7,465
International Student - Student Recruitment	9,550	8,000	12,376
International Student - Employee Benefit - Salaries	16,495	10,000	11,581
International Student - Other Expenses	13,390	9,000	11,246
	<u>333,303</u>	<u>193,500</u>	<u>306,761</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>276,794</u>	<u>175,733</u>	<u>360,295</u>

During the year the School hosted 9 International students (2021:8)

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	257,251	204,900	262,116
Library Resources	989	1,300	1,366
Employee Benefits - Salaries	5,652,437	5,437,529	5,683,370
Staff Development	25,752	36,500	30,526
Depreciation	130,264	121,000	131,515
	<u>6,066,693</u>	<u>5,801,229</u>	<u>6,108,893</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	8,161	7,000	7,924
Board Fees	3,330	5,000	4,395
Board Expenses	8,123	7,000	10,389
Communication	10,049	15,235	11,834
Consumables	58,619	73,950	47,100
Other	35,554	40,500	43,216
Employee Benefits - Salaries	291,505	255,900	240,733
Insurance	10,025	10,000	8,484
Service Providers, Contractors and Consultancy	5,220	5,000	4,920
	<u>430,586</u>	<u>419,585</u>	<u>378,995</u>

## 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	29,672	29,000	32,691
Cyclical Maintenance Provision	40,218	32,000	65,705
Grounds	2,799	1,000	233
Heat, Light and Water	101,131	99,000	105,339
Rates	53,370	53,000	50,685
Repairs and Maintenance	41,292	55,000	84,155
Use of Land and Buildings	1,927,750	1,927,750	1,927,750
Security	6,376	4,500	3,076
Employee Benefits - Salaries	271,971	223,500	225,718
	<u>2,474,579</u>	<u>2,424,750</u>	<u>2,495,352</u>

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

## 7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	221,324	173,434	81,928
Cash and Cash Equivalents for Statement of Cash Flows	<u>221,324</u>	<u>173,434</u>	<u>81,928</u>

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

## 8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,945	5,631	5,631
Receivables from the Ministry of Education	110,213	-	-
Interest Receivable	311	983	983
Teacher Salaries Grant Receivable	417,391	453,389	453,389
	<u>531,860</u>	<u>460,003</u>	<u>460,003</u>
Receivables from Exchange Transactions	4,256	6,614	6,614
Receivables from Non-Exchange Transactions	527,604	453,389	453,389
	<u>531,860</u>	<u>460,003</u>	<u>460,003</u>

## 9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,934	5,901	5,901
School Uniforms	17,516	17,686	17,686
Canteen	-	1,341	1,341
	<u>21,450</u>	<u>24,928</u>	<u>24,928</u>

## 10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	150,000	150,000	150,000
Total Investments	<u>150,000</u>	<u>150,000</u>	<u>150,000</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	115,930	3,794	-	-	(7,101)	112,623
Furniture and Equipment	177,801	52,087	-	-	(38,854)	191,034
Information and Communication Technology	72,429	22,961	-	-	(28,754)	66,636
Motor Vehicles	76,316	-	-	-	(9,656)	66,660
Textbooks	889	-	-	-	(710)	179
Leased Assets	93,141	16,201	-	-	(40,220)	69,122
Library Resources	35,711	7,218	(3,180)	-	(4,969)	34,780
<b>Balance at 31 December 2022</b>	<b>572,217</b>	<b>102,261</b>	<b>(3,180)</b>	<b>-</b>	<b>(130,264)</b>	<b>541,034</b>

The net carrying value of equipment held under a finance lease is \$69,122 (2021: \$93,141)

The net carrying value of ICT equipment held under a finance lease is \$18,617 (2021: \$nil)

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	206,910	(94,287)	112,623	203,116	(87,186)	115,930
Furniture and Equipment	942,049	(751,015)	191,034	889,963	(712,162)	177,801
Information and Communication Technology	467,118	(400,482)	66,636	444,157	(371,728)	72,429
Motor Vehicles	124,816	(58,156)	66,660	124,816	(48,500)	76,316
Textbooks	2,131	(1,952)	179	2,131	(1,242)	889
Leased Assets	152,544	(83,422)	69,122	150,907	(57,766)	93,141
Library Resources	153,197	(118,417)	34,780	160,251	(124,540)	35,711
<b>Balance at 31 December</b>	<b>2,048,765</b>	<b>(1,507,731)</b>	<b>541,034</b>	<b>1,975,341</b>	<b>(1,403,124)</b>	<b>572,217</b>

## 12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	16,845	29,498	29,498
Accruals	8,161	7,924	7,924
Employee Entitlements - Salaries	428,285	465,837	465,837
Employee Entitlements - Leave Accrual	49,368	49,417	49,417
	<b>502,659</b>	<b>552,676</b>	<b>552,676</b>
Payables for Exchange Transactions	502,659	552,676	552,676
	<b>502,659</b>	<b>552,676</b>	<b>552,676</b>

The carrying value of payables approximates their fair value.

## 13. Borrowings

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Loans due in one year	7,000	7,000	7,000
Loans due after one year	11,083	18,083	18,083
	<b>18,083</b>	<b>25,083</b>	<b>25,083</b>

The College has borrowings at 31 December 2022 of \$18,083 (2021: \$25,083). This financing is from the College's Copier provider for the purpose of repaying the previous providers settlement costs. The financing is unsecured, with interest of \$1,316 per annum and is repayable (including interest) in equal monthly instalments of \$693 in addition to other Copier finance lease repayments included at note 17.

#### 14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
International Student Fees in Advance	111,959	44,652	44,652
Other Revenue in Advance	25,094	31,233	31,233
	<u>137,053</u>	<u>75,885</u>	<u>75,885</u>

#### 15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	217,223	217,223	164,018
Increase to the Provision During the Year	40,218	32,000	44,872
Other Adjustments	-	-	20,833
Use of the Provision During the Year	-	-	(12,500)
Provision at the End of the Year	<u>257,441</u>	<u>249,223</u>	<u>217,223</u>
Cyclical Maintenance - Current	21,456	21,242	21,242
Cyclical Maintenance - Non current	235,985	227,981	195,981
	<u>257,441</u>	<u>249,223</u>	<u>217,223</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

#### 16. Painting Contract Liability

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Due within one year	31,775	31,775	31,775
Due after one year	37,215	37,215	37,215
	<u>68,990</u>	<u>68,990</u>	<u>68,990</u>

In 2014 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a ten year period. The programme provides for a exterior repaint of the Proprietor owned buildings in 2014, with regular maintenance in subsequent years. In December 2021 the Board has signed an updated agreement for the four years to 2025. This updated agreement has an annual commitment of \$31,775 and includes the liability owing under the previous contract. The liability at balance date of \$68,990 represents the amount carried forward into the updated contract. The liability has not been adjusted for inflation and the effect of the time value of money.

#### 17. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	43,862	42,762	42,762
Later than One Year and no Later than Five Years	41,987	63,951	63,951
Future Finance Charges	(7,229)	(11,586)	(11,586)
	<u>78,620</u>	<u>95,127</u>	<u>95,127</u>
<b>Represented by:</b>			
Finance lease liability - Current	38,884	36,279	36,279
Finance lease liability - Non current	39,736	58,848	58,848
	<u>78,620</u>	<u>95,127</u>	<u>95,127</u>

#### 18. Funds Held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	118,913	53,922	53,922
	<u>118,913</u>	<u>53,922</u>	<u>53,922</u>

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

## 19. Related Party Transactions

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

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

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

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1.3. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

## 20. Remuneration

### *Key management personnel compensation*

Key management personnel of the School include all trustees of the Board, Principal, Deputy & Assistant Principals and the Business Manager.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,330	4,395
<i>Leadership Team</i>		
Remuneration	651,296	618,403
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	654,626	622,798

There are nine members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has five Finance members and five Property members 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	170-180
Benefits and Other Emoluments	5 - 10	5-10
Termination Benefits	0 - 0	0 - 0

### *Other Employees*

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	17.00	11.00
110 -120	3.00	4.00
120 - 130	1.00	1.00
	21.00	16.00

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	\$ -	\$ 15,000
Number of People	-	2

## 22. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2021: nil)

### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

## 24. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	221,324	173,434	81,928
Receivables	531,860	460,003	460,003
Investments - Term Deposits	150,000	150,000	150,000
Total Financial assets measured at amortised cost	<u>903,184</u>	<u>783,437</u>	<u>691,931</u>

### Financial liabilities measured at amortised cost

Payables	502,659	552,676	552,676
Borrowings - Loans	18,083	25,083	25,083
Finance Leases	78,620	95,127	95,127
Painting Contract Liability	68,990	68,990	68,990
Total Financial liabilities measured at amortised Cost	<u>668,352</u>	<u>741,876</u>	<u>741,876</u>

## 25. Events After Balance Date

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

On the 1st of January 2023 Kavanagh College changed their school name and they are now to be known as Trinty Catholic College.

## 26. Comparatives

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

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# ANALYSIS OF VARIANCE 2022



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## 2022 Covid-19 Implications

Kavanagh College Staff intended to be faithful to the 2022 Annual Plan which continued to follow the strategic goals set for 2021-2025. However, the result of high rates of absenteeism due to illness in both staff and students for terms 1 & 2 meant that the college priority needed to be on the wellbeing of staff and students, and the continuation of learning, where possible, using hybrid learning and online platforms. Therefore, this annual plan was reviewed regularly throughout the year and adjusted accordingly, to ensure both student and staff wellbeing was the most important priority. As a result of the impact of Covid on the 2022 year, some of the strategic goals set for the period of 2021-2025 have not progressed as planned.

## Baseline Data

Student Achievement          NCEA and UE	<i>Above decile 8-10 national data for the same period</i>					
		2018	2019	2020	2021	2022 Provisional
	<b>Level 1</b>					
	All	90.3	83.6	93.6	83.9	83.5
	Māori	85.7	66.7	83.3	63.6	60.0
	Pasifika	92.9	64.3	80.0	83.3	80.0
	Male	88.5	75	93.0	81.3	80.4
	Female	91.7	90.6	94.1	87.2	86.3
	<b>Level 2</b>					
	All	87.9	88.1	91.1	91.4	85.9
Māori	76.9	94.1	84.2	80.0	81.8	



Pasifika	70.0	71.4	85.7	80.0	83.3
Male	86.7	91.7	88.0	95.0	85.7
Female	89.1	85.7	93.5	88.7	86.0
<b>Level 3</b>					
All	75.2	74.5	86.1	91.0	88.6
Māori	76.9	41.7	75.0	85.7	57.1
Pasifika	58.3	50.0	83.3	90.0	66.7
Male	75.9	60.9	81.1	81.6	88.6
Female	74.5	87.5	89.1	98.0	88.6
<b>UE</b>					
All	64.8	66.0	82.2	74.2	83.5
Māori	53.8	41.7	66.7	57.1	57.1
Pasifika	33.3	33.3	75.0	60.0	66.7
Male	61.1	50.0	81.1	73.7	82.9
Female	68.6	81.3	79.7	74.5	84.1



## Student Achievement

### NCEA Endorsements

	2018	2019	2020	2021	2022 Provisional
<b>Level 1</b>					
Excellence	34.8	30.9	25.0	27.4	40.7
Merit	33.0	35.1	38.6	32.9	32.1
Combined M&E	67.8	66.0	63.6	60.3	72.8
<b>Level 2</b>					
Excellence	29.4	34.6	38.2	21.2	30.4
Merit	25.5	26.0	13.7	27.1	17.7
Combined M&E	54.9	60.6	51.9	55.6	48.1
<b>Level 3</b>					
Excellence	25.3	28.6	31.0	38.3	27.1
Merit	29.1	18.6	26.4	12.3	27.1
Combined M&E	54.4	47.2	57.4	50.6	54.2

### Scholarships

Scholarships	2017	2018	2019	2020	2021	2022
	1	2	2	8 (23 students) (2 Outst.)	5 (14 students) (3 Outst.)	4 (24 students)





## NCEA Achievement Commentary

### **NCEA Level One**

Pleasing results with Trinity Catholic College improving relative results from 2021  
2021 Trinity was 15.9 % above the National Average and 11.5% above the Decile 8 -10 average  
2022 Trinity was 19.5 % above the National Average and 13.8% above the Decile 8 -10 average

Best Excellence result in the last 5 years at 40.7 % Vs D8-10 (28.2%)  
Combined Excellence and Merit above Decile band 8 - 10 Trinity 72.8% Vs 66.4%

Overall results above both the National average and the Decile 8 - 10 average.

Progress of the Year 11 cohort was closely monitored. 24 students were identified in July 2022 as at risk of "Not Achieving" NCEA Level 1. 8 of the 24 students identified ended up gaining their NCEA Level 1.

Sixteen students did not achieve Level One NCEA. (7 Female & 9 Male)  
There were only 2 students who were expected to gain and missed out, however one of these students gained Level Two. But they did not meet the Literacy requirement for Level 1.  
Three students are neurodiverse and this impacts their ability to achieve academically with their peers. These three students are on an alternative pathway - SPEC, this will get them some credit equivalents over a two-year programme. One of these students also left school early.  
One student is on a two-year plan to achieve NCEA Level 1  
Six students left school before the end of the year (May, July, August, Sept, Sept, Oct)  
Six of the remaining seven students had poor attendance. (% Present, 20%, 43%, 32%, 53%, 50%, 75%)  
Four of the six poor attenders had mental health issues. These students were supported by outside agencies and the school.

Ten Māori Students - 6 passing (E, E, M, M, M, A) 60% cf decile band 63%; 60% cf cohort 83.5%. Four Not Achieved (Attendance 20%, 32%, 50% - all working with outside agencies; and one SPEC student who left in August.

Five Pasifika Students - 5 passing (E, E, E, A) 80% cf 60.5 % Decile band; 80% cf cohort 83.5%. One Not Achieved (Attendance at 53%)



## NCEA Level Two

Achieved above the National Average and the Decile 8 - 10 average - that said, a little below what we expected. Pleasing excellence results given the cohort performance in 2021, which also explains some of the drop in Merit achievement. 14 students did not achieve Level Two NCEA - 7 Male & 7 Female

One student passed but credits from previous school are not showing at the time of writing  
Two students arrived late from overseas (T3 and T4), made great progress and will gain Level 2 during this year.  
Three students are neurodiverse and this impacts their ability to achieve academically alongside their peers. These three students are on an alternative pathway - SPEC, this will get them some credit equivalents over a two-year programme.

Five students had health issues and are working with outside agencies. These students also had a low attendance rate (44%, 44%, 44%, 52%, 58%) Two students low attendance rate despite working with the families (63%, 66%)  
One student had already been accepted to a polytechnic course so was not aiming for Level Two

Eleven Māori students 9 passing (E, E, M, A, A, A, A, A, A) 81.8% cf Decile band 77.6%; 81.8% cf cohort 85.9%. Two Not Achieved (1 Health & Attendance issues and 1 to Polytech)

Six Pasifika students 5 passing (E, A, A, A, A) 83.3% cf Decile band 77.2%; 83.3% cf cohort 85.9%. One Not Achieved (Health, working with outside agency)

## NCEA Level Three

Overall results above both the National average and the Decile 8 - 10 average.

Nine students did not achieve Level Three NCEA. (5 Female & 4 Male):

- 1 student on a special program and L3 was not the goal.
- 2 students left partway through the year
- 2 students had health issues and poor attendance (54% & 65%)
- 1 student accepted an engineering apprenticeship and decided not to pursue further L3 credits
- 1 student who initially had it as a goal was always going to struggle to achieve this academic goal.
- 2 students were chronic attenders despite the best efforts of the school (27% & 36%)



Seven Māori students: 4 passing (E, M, A, A) 57.1% cf Decile band 71.7%; 57.1% cf cohort 88.6% 3 Not Achieved (1 Health & Attendance issue and 1 to Polytech)

Three Pasifika students 2 passing (A, A) 66.7% cf Decile band 66.5%; 66.7% cf cohort 88.6% 1 Not Achieved poor attendance 27%)

### **University Entrance**

UE result is the best in the last 5 years

Overall results above both the National average and the Decile 8 - 10 average.

14 students didn't earn university entrance (6 Male & 8 Female)

Nine students did not gain NCEA Level 3 and are commented on above

Five students gained Level 3 and did not gain UE. Of these 5, 1 student returned overseas and UE was not a goal. For 2 students UE was not a goal.

2 students struggled to engage and attendance was an issue (29% & 62%)

Seven Māori students 4 passing 57.1% cf Decile band 52.8%; 57.1% cf cohort 83.5%. Three Not Achieved (1 Health & Attendance issues and 1 to Polytech)

Three Pasifika students 2 passing (A, A) 66.7% cf Decile band 44.4%; 66.7% cf cohort 83.5%. One Not Achieved poor attendance of 27%

### **Scholarship**

At the time of writing total scholarships awarded is 4. One student gained 2 scholarships.

2020 23 students 48 entries 8 scholarships awarded; 2021 14 students 28 entries 4 Scholarships awarded

2022 15 students 26 entries 4 Scholarships awarded



## Student Achievement

### Year 7-10 Literacy

At November 2021	Number	Percentage	At November 2022	Number	Percentage
<b>Year 7</b>			<b>Year 7</b>		
Working Towards	8	9	Working Towards	5	5
Working At	45	52	Working At	50	55
Working Above	34	39	Working Above	36	40
<b>Year 8</b>			<b>Year 8</b>		
Working Towards	7	9	Working Towards	15	16
Working At	47	57	Working At	46	47
Working Above	28	34	Working Above	36	37
<b>Year 9</b>			<b>Year 9</b>		
Working Towards	2	3	Working Towards	1	1
Working At	42	58	Working At	26	28
Working Above	29	39	Working Above	66	71
<b>Year 10</b>			<b>Year 10</b>		
Working Towards	12	17	Working Towards	11	15
Working At	33	49	Working At	53	74
Working Above	23	34	Working Above	8	11



## Commentary on Year 7-10 Literacy

It is clear from the data that progress is being made, however it needs to be noted that some end of year data for years 9&10 is missing due to the timing of the testing.

The Literacy targets for 2022 were based on 2021's end of year data. These targets were to have 90% of students in Years 7-9 working at or above their expected level while also aiming to have 85% of Year 10 working at or above their expected level. Year 7 students made great progress from 22% working towards the level reducing to 5%. Year 8 students also made improvement with 23% working towards the level reducing to 16% by the end of the year. Year 7 and 8 students also had at least 11% increase in students working above their expected level.

In Year 9, those working below the level dropped from 21% to just 1%. What is impressive in this cohort is the movement of those working above the level from 24% to 71%.

Year 10 data, as stated above, is not consistent with the beginning of the year. The drop in student achievement of students working above the level has been due to interruptions and an overloaded cohort torn between sitting examinations, PAT tests, NCEA achievement standards and preparing for camp. It will be important to review the timing and methodology of the data gathering to ensure a more rigorous comparison can be made against targets.

In years 7-9, the explicit teaching of literacy skills in the Literacy World component of Te Timatanga is of benefit to our students. The teaching of clearly outlined spelling rules, parts of speech, reading strategies and grammar/punctuation, is supporting our students to reach the expected level for Literacy. I firmly believe that continuing this structure is necessary as there is a clear outline of what students need to be able to do before they reach the senior school (especially with the new NCEA Literacy requirements coming in within the next year).

What is apparent however, is that more students need extended and pushed with the aim of meeting targets of students working above the expected level.

Overall, while it is a reality that some students will always be working towards the expected level, the growth of students in Literacy is positive. Our Year 10s are achieving but we need to implement more to maintain the number of students working above the level. The number of students working towards the level has also increased as some students have joined the cohort throughout the year with large gaps in their literacy skills.

### **Link to Annual Plan 2023**

E-asTTle to be implemented to monitor progress throughout years 7-10.

Using the data, booster groups for 'working towards' and extension opportunities for 'working above' will be put in place.



## Year 7-10 Numeracy

### Numeracy Effect Size summary (using PAT and Numeracy testing data)

Red indicates less than 0.4 effect size target. Note the different cohorts from 2021 to 2022.

November 2021	Year 7	Year 8	Year 9	Year 10	November 2022	Year 7	Year 8	Year 9	Year 10
Numeracy: Fractions	0.74	0.36	0.42	0.63	Numeracy: Fractions	0.53	0.46	0.20	0.60
Place Value	0.64	0.69	0.74	0.56	Place Value	0.39	0.56	0.27	0.41
Basic Facts	0.55	0.72	0.29	0.77	Basic Facts	0.60	0.44	0.41	0.48
Integrated strands: Geometry; Measurement; Probability & Statistics	0.35	0.31	0.46	0.40	Integrated strands: (Geometry; Measurement; Probability & Statistics)	0.79	0.29	0.36	0.58

### Commentary on Year 7-10 Numeracy

The Numeracy targets were to lift Year 7-10 student numeracy performance by an effect size of at least 0.40 (or the equivalent of one year's learning) as measured by pre and post test data (PAT and Numeracy framework).

By November, the proportion of students "below" the expected standard has reduced to a small percentage, namely, Year 7 (19 students to 8), Year 8 (17 students to 14), Year 9 (23 students to 11), Year 10 (34 students to 11). Thus, we can be reasonably confident that the vast majority of students are where they should be.

A shift in PATs distributions shows that the Y7-9 extension group lifted student performance significantly. Our other "response to intervention" initiative, called "booster groups" was a step in the right direction, but the gains seemed smaller. This means we need to act more nimbly when we have the diagnostic data to ensure we are being responsive to the student needs. The introduction of e-aSTtle



should make this organisation more efficient and more regular. Reviewing and refining the booster group process would also be of benefit.

## Student Engagement

### Stand-down, Suspension and Exclusion data

Year	Stand-down days	Suspensions	Exclusions
2017	29	8	1
2018	38	7	1
2019	15	2	1
2020	29	7	1
2021	48	5	1
2022	36	1	0

This data shows a reduced number of major discipline events; this is also reflected in the overall discipline data for the year across all year groups. The lower rates of attendance in the first half year could have influenced this, however it could be argued that, conversely, the disruptive year put pressure on students' learning challenges and relationships, but this did not convert into more discipline issues. Similarly, the lockdowns of 2020 and 2021 meant that the school year was effectively shorter, yet the rates were still higher in these two years. We hope to see a continued reduction of discipline incidents in 2023. Data suggests that the work done in restorative training and the pastoral structure and systems that were implemented is taking effect and having a positive outcome for learners.



### **Attendance**

For 2022, attendance targets were not set due to the predicted abnormal data produced because of the pandemic. Students of concern were individually tracked and supported. Funding from the Attendance and Engagement Strategy in terms 3&4 created the ability to focus on and create supports for ten students with attendance concerns in years 7-9. Attendance strategies for targeted students will continue in 2023.



# 2022 STAFF MEMBERS

AILOILO	Theresa	LOUW-YOUNG	Anna
ALLAN	Daniel	MACKENZIE	Michael
ALLIBONE	Jean	MACKINNON	Ross
ARMSTRONG-SAGVARI	Jill	MAHONEY	Colette
BARNES	Courtenay	McBRIDE	Trudy
BARSON-MCLEAN	Lorinda	McGARRY	Margaret
BONE	Jordan	McNAUGHT	Richard
BRESANELLO	Amelia	MENZIES	Maria
BROWN	Jacob	MERCER	Paula
BROWN	Michelle	MOCKETT	Deborah
BUGARSKI	Iris	MORTIMER	Rachel
CAIRNS	Danial	NAYLOR	Elizabeth
CAMERON	Elizabet	NICHOLSON	Kathryn
CAMPBELL	Michael	O'CALLAGHAN	Bede
CAPARN	Julie	O'CALLAGHAN	Nina
CLARK	Brenda	O'NEILL	John
COONEY	Laura	PICKLES	Christopher
CORKHILL	Elyse	PULHAM	Anne-Marie
CRAIG	Melissa	READ	Stephen
DAVIS	Iain	RIDDEN-ANGUES	Nicola
de GRAAF	Jane	ROBERTS-BLYTH	Susan
DEVEREUX	Victoria	ROBINSON	Susan
DODDS	Paula	RODGER	Michele
DRURY	Peter	SOLE	David
DRYDEN	Elizabeth	SORTEHAUG	Nathan
EARL	Vaughan	STEVENS	Emily
FORD	Brent	STEWART	Paula
GRANT	Michael	SUTHERLAND	Hamish
GRIFFIN	Ralph	TATE-MANNING	Maya
HAIG	Shaun	TAUKAMO	Kalas
HAIG	Skye	THOMSON	Kerron
HARRIS	Anthony	TILI	Michelle
HARRIS	Lynley	TILI	Pesamino
HARRIS	Marina	TONKS	Jacqueline
HELPS	Catherine	TSUKIGAWA	Sarah
HENDERSON	Sarah	TUPAI	Naomi
HOLA	William	TURNER	Linus
JAMES	Patricia	WALTERS	Donna
JARVIE	Brendan	WARD	Erica
JONES	Adam	WATTS	Georgina
JONES	Victoria	WHIBLEY	Sophie
KELLY	Daniel	WINDERS	Erin
KENDRICK	Emmeline	WINSLOE	Paul
KING	Lynda		