ST PATRICK'S SCHOOL (INGLEWOOD)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	2241
Principal:	April Baylis
School Address:	53 Standish Street, Inglewood
School Postal Address:	P O Box 2, Inglewood, 4347
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Accountant / Service Provider:	Education Services. Dedicated to your school

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ST PATRICK'S SCHOOL (INGLEWOOD)

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	Independent Auditor's Report
	Other Information
	Members of the Board
	Kiwisport / Statement of Compliance with Employment Policy
	Statement of Variance
	Evaluation of the School's Student Progress and Achievement
	Report on how the School has given effect to Te Tiriti o Waitangi

SA SILKS AUDIT

St Patrick's School (Inglewood)

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

JUN MONFORTE
Full Name of Presiding Member

Signature of Presiding Member

30 May 2025
Date:

April Baylis
Full Name of Principal

Signature of Principal

30 May 2025
Date:

St Patrick's School (Inglewood)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue				
Government Grants	2	664,635	606,380	730,175
Locally Raised Funds	3	68,222	32,250	75,425
Use of Proprietor's Land and Buildings		71,500	45,000	71,500
Interest		14,062	7,000	11,732
Gain on Sale of Property, Plant and Equipment		209	-	-
Other Revenue		-	-	574
Total Revenue		818,628	690,630	889,406
Expense				
Locally Raised Funds	3	3,996	2,000	4,412
Learning Resources	4	592,673	588,710	657,901
Administration	5	73,669	69,115	68,036
Interest		1,384	1,384	1,745
Property	6	131,394	101,795	128,871
Loss on Disposal of Property, Plant and Equipment		-	-	2,489
Total Expense		803,116	763,004	863,454
Net Surplus / (Deficit) for the year		15,512	(72,374)	25,952
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		15,512	(72,374)	25,952

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 Patrick's School (Inglewood)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Equity at 1 January		268,747	198,898	228,529
Total comprehensive revenue and expense for the year		15,512	(72,374)	25,952
Contribution - Furniture and Equipment Grant		8,896	-	14,266
Equity at 31 December		293,155	126,524	268,747
Accumulated comprehensive revenue and expense		293,155	126,524	268,747
Equity at 31 December		293,155	126,524	268,747

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 Patrick's School (Inglewood)

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Assets				
Cash and Cash Equivalents	7	329,105	150,798	302,816
Accounts Receivable	8	49,525	72,186	45,280
GST Receivable		1,506	4,183	3,157
Prepayments		2,534	2,868	2,626
Inventories	9	3,087	4,075	2,779
		385,757	234,110	356,658
Current Liabilities				
Accounts Payable	11	57,663	73,613	46,082
Revenue Received in Advance	12	4,686	150	30,262
Provision for Cyclical Maintenance	13	7,096	-	6,336
Finance Lease Liability	14	3,758	802	3,622
		73,203	74,565	86,302
Working Capital Surplus/(Deficit)		312,554	159,545	270,356
Non-current Assets				
Property, Plant and Equipment	10	35,868	12,835	45,894
		35,868	12,835	45,894
Non-current Liabilities				
Provision for Cyclical Maintenance	13	50,252	45,320	38,729
Finance Lease Liability	14	5,015	536	8,774
		55,267	45,856	47,503
Net Assets		293,155	126,524	268,747
Equity		293,155	126,524	268,747

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

St Patrick's School (Inglewood)

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash flows from Operating Activities				
Government Grants		245,175	178,583	234,176
Locally Raised Funds		42,711	32,250	94,266
Goods and Services Tax (net)		1,651	-	1,026
Payments to Employees		(153,566)	(144,095)	(141,142)
Payments to Suppliers		(122,364)	(103,150)	(110,436)
Interest Paid		(1,384)	(1,384)	(1,745)
Interest Received		13,877	7,000	7,787
Net cash from/(to) Operating Activities		26,100	(30,796)	83,932
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		209	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(6,662)	-	(2,535)
Net cash from/(to) Investing Activities		(6,453)	-	(2,535)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,896	-	14,266
Finance Lease Payments		(2,254)	(27,484)	(1,925)
Net cash from/(to) Financing Activities		6,642	(27,484)	12,341
Net increase/(decrease) in cash and cash equivalents		26,289	(58,280)	93,738
Cash and cash equivalents at the beginning of the year	7	302,816	209,078	209,078
Cash and cash equivalents at the end of the year	7	329,105	150,798	302,816

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 Patrick's School (Inglewood)
Notes to the Financial Statements
For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity
St Patrick's School (Inglewood) (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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 $33 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

The School recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.

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 14. Future operating lease commitments are disclosed in note 19b.

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

c) Revenue Recognition

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

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

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

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

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

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

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

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

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

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

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

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

g) Accounts Receivable
Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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 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 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 (funded by the Board) to buildings owned by the Proprietor or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

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

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

The estimated useful lives of the assets are:

Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

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

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

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

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

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

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

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

o) 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.

p) 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. The School holds sufficient funds to enable the funds to be used for their intended purpose.

q) Provision for Cyclical Maintenance
The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites 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, the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

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

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

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

s) 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.

t) 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.

u) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

v) 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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Government Grants - Ministry of Education	244,348	178,470	223,085
Teachers' Salaries Grants	417,450	426,110	497,513
Other Government Grants	2,837	1,800	9,577
	664,635	606,380	730,175

3. Locally Raised Funds

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue			
Donations and Bequests	15,149	7,500	37,743
Fees for Extra Curricular Activities	11,727	5,000	12,975
Trading	1,477	1,000	1,090
Fundraising and Community Grants	39,869	18,750	23,617
	68,222	32,250	75,425
Expense			
Extra Curricular Activities Costs	2,148	1,000	1,938
Trading	1,172	1,000	1,296
Fundraising and Community Grant Costs	676	-	1,178
	3,996	2,000	4,412
Surplus for the year Locally Raised Funds	64,226	30,250	71,013

4. Learning Resources

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Curricular	27,790	19,510	23,283
Employee Benefits - Salaries	537,146	542,130	607,098
Staff Development	11,048	10,500	5,471
Depreciation	16,689	16,470	22,049
Other Learning Resources	-	100	-
	592,673	588,710	657,901

5. Administration

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Audit Fees	7,235	4,500	4,037
Board Fees and Expenses	3,042	3,590	6,711
Other Administration Expenses	18,338	21,310	17,044
Employee Benefits - Salaries	35,160	28,075	30,845
Insurance	2,754	4,500	2,619
Service Providers, Contractors and Consultancy	7,140	7,140	6,780
	73,669	69,115	68,036

6. Property

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cyclical Maintenance	12,283	10,645	13,035
Heat, Light and Water	6,551	6,400	6,423
Rates	1,172	1,500	1,407
Repairs and Maintenance	11,883	10,050	9,648
Use of Land and Buildings	71,500	45,000	71,500
Other Property Expenses	28,005	28,200	26,858
	131,394	101,795	128,871

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Bank Accounts	329,105	150,798	302,816
Cash and cash equivalents for Statement of Cash Flows	329,105	150,798	302,816

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

Of the $329,105 Cash and Cash Equivalents, $4,686 of Revenue Received in Advance is held by the school, as disclosed in note 12.

8. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables from the Ministry of Education	3,097	-	-
Interest Receivable	5,785	1,655	5,600
Banking Staffing Underuse	-	3,606	2,839
Teacher Salaries Grant Receivable	40,643	66,925	36,841
	49,525	72,186	45,280
Receivables from Exchange Transactions	5,785	1,655	5,600
Receivables from Non-Exchange Transactions	43,740	70,531	39,680
	49,525	72,186	45,280

9. Inventories

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Stationery	-	145	-
School Uniforms	3,087	3,930	2,779
	3,087	4,075	2,779

10. Property, Plant and Equipment

2024	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Furniture and Equipment	32,840	6,663	-	-	(11,001)	**28,502**
Information and Communication Technology	1,870	-	-	-	(1,195)	**675**
Leased Assets	11,033	-	-	-	(4,390)	**6,643**
Library Resources	151	-	-	-	(103)	**48**
	45,894	6,663	-	-	(16,689)	**35,868**

The net carrying value of equipment held under a finance lease is $6,643 (2023: $11,033)

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.

	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $
Furniture and Equipment	130,304	(101,802)	**28,502**	124,437	(91,597)	**32,840**
Information and Communication Technology	30,582	(29,907)	**675**	30,582	(28,712)	**1,870**
Leased Assets	15,444	(8,801)	**6,643**	15,444	(4,411)	**11,033**
Library Resources	24,291	(24,243)	**48**	24,291	(24,140)	**151**
	200,621	(164,753)	**35,868**	194,754	(148,860)	**45,894**

11. Accounts Payable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Creditors	8,214	4,035	6,268
Accruals	7,235	2,614	2,692
Banking Staffing Overuse	1,418	-	-
Employee Entitlements - Salaries	40,643	66,925	36,841
Employee Entitlements - Leave Accrual	153	39	281
	57,663	73,613	46,082
Payables for Exchange Transactions	57,663	73,613	46,082
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	57,663	73,613	46,082

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Grants in Advance - Ministry of Education	1,400	-	1,465
Other Revenue In Advance	3,286	150	28,797
	4,686	150	30,262

13. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	45,065	34,675	32,030
Increase to the Provision During the Year	11,360	10,645	10,645
Use of the Provision During the Year	-	-	-
Other Adjustments	923	-	2,390
Provision at the End of the Year	57,348	45,320	45,065
Cyclical Maintenance - Current	7,096	-	6,336
Cyclical Maintenance - Non current	50,252	45,320	38,729
	57,348	45,320	45,065

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

14. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	$	$	$
No Later than One Year	4,664	802	5,006
Later than One Year and no Later than Five Years	5,652	536	10,316
Future Finance Charges	(1,543)	-	(2,926)
	8,773	1,338	12,396
Represented by			
Finance lease liability - Current	3,758	802	3,622
Finance lease liability - Non current	5,015	536	8,774
	8,773	1,338	12,396

15. Related Party Transactions

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

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

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

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

16. Remuneration

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

	2024 Actual $	2023 Actual $
Board Members		
Remuneration	2,725	2,965
Leadership Team		
Remuneration	120,636	391,977
Full-time equivalent members	1.00	5.00
Total key management personnel remuneration	123,361	394,942

There are 6 members of the Board excluding the Principal. The Board has held 7 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (3 members) committees that met 2 and 6 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1
The total value of remuneration paid or payable to the Principal was in the following bands:

	2024 Actual $000	2023 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	
Benefits and Other Emoluments	3 - 4	
Termination Benefits	-	-

Principal 2
The total value of remuneration paid or payable to the Principal was in the following bands:

	2024 Actual $000	2023 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	30 - 40
Benefits and Other Emoluments	-	0 - 1
Termination Benefits	-	-

Principal 3
The total value of remuneration paid or payable to the Principal was in the following bands:

	2024 Actual $000	2023 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	50 - 60
Benefits and Other Emoluments	-	0 - 1
Termination Benefits	-	-

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

Remuneration $000	2024 FTE Number	2023 FTE Number
100 - 110	1.00	1.00
	1.00	1.00

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

17. 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:

	2024 Actual	2023 Actual
Total	$0	$0
Number of People	0	0

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

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

Pay Equity and Collective Agreement Funding Wash-up
In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.

19. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: $0).

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

20. 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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash and Cash Equivalents	329,105	150,798	302,816
Receivables	49,525	72,186	45,280
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	378,630	222,984	348,096

Financial liabilities measured at amortised cost

Payables	57,663	73,613	46,082
Finance Leases	8,773	1,338	12,396
Total financial liabilities measured at amortised cost	66,436	74,951	58,478

21. Events After Balance Date

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

22. Comparatives

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

SILKS AUDIT Chartered Accountants

CHARTERED ACCOUNTANTS AUSTRALIA + NEW ZEALAND

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SAINT PATRICK'S SCHOOL (INGLEWOOD) FINANCIAL STATEMENTS FOR THE YEAR ENDED *31 DECEMBER 2024*

The Auditor-General is the auditor of Saint Patrick's School (Inglewood). The Auditor-General has appointed me, Mark Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, 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 20, that comprise the *statement of financial position* as at *31 December 2024*, 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 2024*; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Whanganui | Ngāmotu | Taupō | Te Papaioea | Rotorua | Tāmaki Makaurau | Kirikiriroa

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Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 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.

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- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 25 to 43, 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 (including International Independence Standards) (New Zealand) (PES 1)*issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.

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SILKS AUDIT
Chartered Accountants

CHARTERED ACCOUNTANTS
AUSTRALIA + NEW ZEALAND



Mark Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Whanganui | Ngāmotu | Taupō | Te Papaioea | Rotorua | Tāmaki Makaurau | Kirikiriroa

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St Patrick's School (Inglewood)

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jun Monforte	Presiding Member	Appointed	Sep 2025
April Baylis	Principal	ex Officio	
Katherine Roberts	Parent Representative	Elected	Sep 2025
Chantel Bell	Parent Representative	Elected	Sep 2025
Michele D'Ath-Woodd	Parent Representative	Elected	Sep 2025
Julie-Anne Hall	Staff Representative	Elected	Sep 2025
Mark Drinkwater	Proprietors Representative	Appointed	Sep 2025

St Patrick's School (Inglewood)

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of $819 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the St Patrick's School (Inglewood) Board:

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

Statement of Variance 2024

Strategic goal: GROWING FAITH - WHAKAPONO Safeguard and strengthen our Catholic Character **Rationale:** Our unique identity is focused on living the values and beliefs consistent with the Catholic Faith. It is important, above all else, to nurture this and to lift our commitment to this.	**Annual Target:** - Implement and use Tō Tātou Whakapono - Our Faith for years 1-4 by the end of 2024 - Grow our student roll by 15% by the end of 2024 **Success Statement:** St Patrick's will provide students with a genuine encounter with Jesus Christ, help grow their knowledge of Christ, His teachings, and his Church, bringing Catholic faith, culture and life into harmony.

Outcomes *(What were the outcomes of our actions):*

- **Increased Teacher Confidence & Competency** – Teachers now demonstrate a clearer understanding of the new RE curriculum (Tō Tātou Whakapono - Our Faith) from years 0-4 and confidently integrate it into their planning and teaching.
- **Professional Growth & Collaboration** – Teachers and leadership actively participated in professional learning opportunities and applied insights to improve curriculum delivery. New teachers completed TNRE, and all staff worked toward completing one of the seven required Catholic papers, ensuring ongoing formation.
- **Student Engagement & Learning** – Students engaged meaningfully with RE themes, showing improved understanding and connection to faith-based learning.
- **Enhanced Understanding of Catholic Character** – All teachers deepened their knowledge and understanding of Catholic teachings, values, and traditions through structured professional development. The school's special character is visibly lived out in daily practices, curriculum delivery, and interactions among staff, students, and the wider community.
- **Stronger Parish-School Relationships** – Increased engagement with the parish and parishioners fostering a deeper sense of community and shared mission.
- **Safeguarding our school roll** - Increased student role by 16.33 % from the start of 2024 to the end of 2024.

Reasons for the variance *(Why did it happen?)*

- Teachers demonstrated strong engagement and passion for Tō Tātou Whakapono - Our Faith which increased the engagement of students.
- Some teachers felt more equipped to integrate RE effectively, while others required more structured guidance.
- Some teachers had a stronger foundation in RE, making it easier for them to integrate the curriculum, while others required more time and support.
- Shoolwdie planning, Faith formation goals, and specific actions helped support teachers to unpack, learn and use Tō Tātou Whakapono - Our Faith.
- Some classrooms implemented Catholic character elements more visibly than others.
- Positive word-of-mouth, marketing efforts, or improved community engagement may have attracted more families.
- Efforts to improve student experience and satisfaction may have reduced student attrition and contributed to roll growth.

Evaluation *(Where to next)*

- Continue targeted professional development to deepen teachers' understanding and application of the RE curriculum.
- Provide ongoing mentoring and coaching opportunities for teachers to refine their integration of RE into planning and teaching.
- Strengthen curriculum mapping to ensure consistent coverage of the achievement objectives.
- Strengthen shared planning templates and exemplars to support teachers in making meaningful connections.
- Incorporate more experiential and inquiry-based learning activities to deepen students' understanding and connection to RE themes.
- Develop school-wide initiatives that encourage students to apply their learning to real-life faith experiences.
- Embed Catholic character formation into all aspects of professional learning and daily school life.
- Foster stronger communication between the school and parish through regular updates, joint initiatives, and shared resources.

Strategic goal: GROWING LEARNING - AKO
As a Catholic School in New Zealand students will experience a school environment and curriculum that is inclusive, student centred, localised, culturally connected and future focused.

Rationale:
We uphold the bi cultural heritage of Aotearoa New Zealand, facilitating opportunities to participate in lifelong learning that enables equal access to quality education and training opportunities.

Annual Target:
- Engage with the whakapapa of Te Mātaiaho, and the content of social sciences, English and math.
-Maintain whole school attendance of 90% or higher.

Success Statement: Our school curriculum, planning, learning and teaching will authentically reflect a Catholic school in Aotearoa New Zealand.

Outcomes *(What were the outcomes of our actions):*

- **Development in implementation of the Refreshed New Zealand Curriculum (Te Mātaiaho):**
  - Leadership has a clearer roadmap and approach to embedding the new curriculum in certain curriculum areas.
  - Teachers and leaders are engaging and using a curriculum that reflects local context and is grounded in how students learn most effectively (the science of learning).

- **Increased Teacher Confidence & Competency**
  - Staff can identify and refer to key components of Te Mātaiaho and how it informs/guides their teaching practice.
  - Teachers are engaging with and using the new math's refreshed curriculum, ensuring their teaching and learning reflect the progressions and outcomes of the new refreshed curriculum.
- **Strengthened Cultural Competency**
  -Curriculum and assessment practices reflect and respond to the diverse needs and aspirations of all learners.
  - Ongoing reflection and review of curriculum and assessment practices to ensure continuous improvement and alignment with Te Mātaiaho and community needs.
- **Development and professional growth of assessment for learning**
  - Teachers and leaders have collaboratively reviewed and adapted assessment and reporting practices to align with the progression-based approach of Te Mātaiaho.
  - Improved teacher engagement in moderation and inquiry to ensure consistency and accuracy of assessment judgments.
  - Teachers and leaders are using assessment tools across the school to inform teaching and learning, increasing confidence and consistency in assessment, leading to accurate understanding of learner progress.

Reasons for the variance *(Why did it happen?)*

- Professional development and the Teacher Only days provided allowed staff to unpack parts of the refreshed curriculum and science of learning collaboratively. However, differences in individual teacher readiness and prior knowledge of Te Mātaiaho and refreshed learning progressions are evident.
- The change in Government Education priorities meant that we had to adapt to new changes quickly. Time constraints and competing demands make it hard to be fully confident and embed practices consistently.
- Leaders and teachers committed to and engaged in extra learning and professional development regarding new curriculum changes and learning priorities to keep up to date and as informed as possible. However, time is still needed to learn, understand, and teach the new curriculum consistently.
- Competing demands and expectations meant that we were unable to fully engage with local iwi, hapū, impacting the ability to reflect local aspirations in the curriculum.

Evaluation *(Where to next)*

- Refine and share a whole-school roadmap for Te Mātaiaho implementation, including timelines, focus areas (structured math and structured literacy).
- Identify and develop curriculum leaders/champions within each learning area to lead and support colleagues in embedding Te Mātaiaho progressions.
- Plan for ongoing PLD focused on unpacking and applying progressions and approaches from Te Mātaiaho in day-to-day teaching.
- Continue collaborative team planning sessions to co-construct units of learning that integrate local context, mātauranga Māori, and the science of learning.
- Strengthen partnerships with whānau, iwi, and community to ensure local curriculum connections are authentic and ongoing.
- Refine and update current assessment tools, practices and policies to align with new Ministry requirements.

- Develop a school attendance plan that aligns with the Ministry of Education's (STAR) Stepped attendance Response.

Strategic goal: GROWING PEOPLE - TANGATA All ākonga will progress and achieve their highest potential through future focused teaching that responds to and meets students' needs enabling them to be the best possible version God created them to be. **Rationale:** We believe foundational knowledge and skills underpinned by our Gospel FAITH values are the building blocks for future success.	**Annual Target:** -To foster a kura that upholds and supports the social, emotional and physical wellbeing and learning for all tamariki and kaiako. -100% of our math priority learners will show accelerated learning. **Success Statement:** Our learners will reach their full potential enabling them to be the best possible version God created them to be.

Outcomes *(What were the outcomes of our actions):*

- Teachers demonstrated improved confidence in teaching mathematics.
- Student learning data (formal and informal) reflects improved progress and achievement in mathematics.
- Teachers engaged in regular professional learning conversations and inquiry focused on improving math teaching and learning.
- Leadership identified gaps in teacher knowledge in mathematics requiring extra support and consideration for math teaching and planning for 2025.
- A clearly articulated growth cycle was co-constructed and shared, outlining expectations, processes, and supports for teacher development.
- Teachers can identify how the growth cycle works and how it supports professional learning and growth.
- Teachers' professional goals align with school-wide priorities and demonstrate a focus on improving learner outcomes.
- Teachers were not active participants in setting goals, reflecting on practice, and seeking feedback to improve and this will need to be a focus in 2025.
- Staff engaged in ongoing PLD to strengthen behaviour management practices however extra support and guidance is required for our students with complex learning and behaviour needs.
- Students and whānau report feeling heard and supported in behaviour conversations.

Reasons for the variance *(Why did it happen?)*

- Most staff embraced PLD opportunities and attempted to apply new learning into their practice.
- Regular team reflection and sharing sessions helped embrace and engage with new learning.
- High-quality, relevant PLD (especially in mathematics and Te Mātaiaho) was well-facilitated and connected to classroom practice, accelerating. teacher growth. However competing priorities and high workload limited teachers' ability to fully implement changes consistently.
- High levels of complex student behaviour or learning needs required significant time and attention, impacting the pace of curriculum and assessment work.

Evaluation *(Where to next)*

- Continue targeted professional development to deepen teachers' understanding and application of the refreshed curriculum areas in particular math and literacy.
- Implement and engage with new structured math and literacy programmes to support and grow students learning aligning with the refreshed progressions of the curriculum.
- Continue to grow staff knowledge, understanding and challenge assumptions around student behaviour for learning.
- Review and adapt current school wide behaviour management systems.
- Complete more ongoing observations with clear feedback and opportunities for coaching so teachers can actively reflect and action next steps aligned with their professional goals.

St Patrick's School Inglewood

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Evaluation of the school's students' progress and achievement

StPatsInglewood
skill id used: 10311 **Reading (1)Beg**
-
Percentage of Pupils - for 2024 Printed: 18 Mar 2025

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y1		100% (4)															0%	0%	**100%** (4)	0%	9% (4)
Y2		33% (3)	67% (6)														0%	33% (3)	**67%** (6)	0%	20% (9)
Y3			22% (2)	44% (4)	33% (3)												0%	22% (2)	**78%** (7)	0%	20% (9)
Y4					67% (2)		33% (1)										0%	0%	**100%** (3)	0%	7% (3)
Y5					25% (1)		25% (1)		50% (2)								0%	25% (1)	**75%** (3)	0%	9% (4)
Y6							67% (4)	17% (1)	17% (1)								0%	67% (4)	**33%** (2)	0%	14% (6)
Y7				11% (1)		11% (1)			33% (3)		22% (2)	11% (1)	11% (1)				22% (2)	33% (3)	**33%** (3)	11% (1)	20% (9)
Total pupils		16 % (7)	18 % (8)	11 % (5)	14 % (6)	2 % (1)	14 % (6)	2 % (1)	14 % (6)		5 % (2)	2 % (1)	2 % (1)				5% (2)	30% (13)	64% (28)	2% (1)	(44)

StPatsInglewood
skill id used: 10292 **Reading (3)End**
-
Percentage of Pupils - for 2024 Printed: 18 Mar 2025

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0		100% (2)															0%	0%	**100%** (2)	0%	4% (2)
Y1		25% (1)	50% (2)	25% (1)													0%	25% (1)	**75%** (3)	0%	8% (4)
Y2		11% (1)	11% (1)	22% (2)	33% (3)	11% (1)	11% (1)										0%	22% (2)	**56%** (5)	22% (2)	18% (9)
Y3			10% (1)	10% (1)		10% (1)	60% (6)		10% (1)								0%	20% (2)	**10%** (1)	70% (7)	20% (10)
Y4						33% (1)			67% (2)								0%	0%	**33%** (1)	67% (2)	6% (3)
Y5									40% (2)	40% (2)	20% (1)						0%	0%	**40%** (2)	60% (3)	10% (5)
Y6								14% (1)	43% (3)	29% (2)	14% (1)						0%	14% (1)	**71%** (5)	14% (1)	14% (7)
Y7					11% (1)				11% (1)		33% (3)	33% (3)		11% (1)			11% (1)	11% (1)	**67%** (6)	11% (1)	18% (9)
Total pupils		8 % (4)	8 % (4)	8 % (4)	8 % (4)	6 % (3)	14 % (7)	2 % (1)	18 % (9)	8 % (4)	10 % (5)	6 % (3)		2 % (1)			2% (1)	14% (7)	51% (25)	33% (16)	(49)

Overall Teacher Judgement Summary

Reading	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Asian			1	9%	5	45%	5	45%	11
MELAA					2	100%			2
Maori			2	20%	6	60%	2	20%	10
NZ/European	1	4%	4	15%	12	46%	9	35%	26
Total	1	2%	7	14%	25	51%	16	33%	49

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Female	1	3%	1	3%	17	59%	10	34%	29
Male			6	30%	8	40%	6	30%	20
Total	1	2%	7	14%	25	51%	16	33%	49

StPatsInglewood
skill id used: 10312 **Writing (1)Beg**
-
Percentage of Pupils - for 2024 Printed: 18 Mar 2025

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y1	100% (4)																0%	100% (4)	**0%**	0%	9% (4)
Y2		33% (3)	67% (6)														0%	33% (3)	**67%** (6)	0%	20% (9)
Y3			11% (1)	67% (6)	22% (2)												0%	11% (1)	**89%** (8)	0%	20% (9)
Y4					100% (3)												0%	0%	**100%** (3)	0%	7% (3)
Y5					25% (1)			50% (2)		25% (1)							0%	25% (1)	**50%** (2)	25% (1)	9% (4)
Y6				33% (2)	17% (1)	17% (1)	17% (1)			17% (1)							50% (3)	33% (2)	**17%** (1)	0%	14% (6)
Y7			11% (1)	11% (1)			11% (1)	33% (3)	11% (1)	11% (1)	11% (1)						33% (3)	44% (4)	**22%** (2)	0%	20% (9)
Total pupils	9 % (4)	7 % (3)	18 % (8)	20 % (9)	16 % (7)	2 % (1)	5 % (2)	11 % (5)	2 % (1)	7 % (3)	2 % (1)						14% (6)	34% (15)	50% (22)	2% (1)	(44)

StPatsInglewood
skill id used: 10293 **Writing (3)End**
-
Percentage of Pupils - for 2024 Printed: 18 Mar 2025

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0		100% (2)															0%	0%	**100%** (2)	0%	4% (2)
Y1		25% (1)	75% (3)														0%	25% (1)	**75%** (3)	0%	8% (4)
Y2		11% (1)	22% (2)	22% (2)	22% (2)	22% (2)											0%	33% (3)	**44%** (4)	22% (2)	18% (9)
Y3			10% (1)	20% (2)	50% (5)	10% (1)	10% (1)										0%	30% (3)	**60%** (6)	10% (1)	20% (10)
Y4							67% (2)		33% (1)								0%	0%	**67%** (2)	33% (1)	6% (3)
Y5							40% (2)			20% (1)	40% (2)						0%	40% (2)	**0%**	60% (3)	10% (5)
Y6						14% (1)	14% (1)		29% (2)	29% (2)		14% (1)					14% (1)	14% (1)	**57%** (4)	14% (1)	14% (7)
Y7				11% (1)				11% (1)	11% (1)	11% (1)	11% (1)	11% (1)	22% (2)			11% (1)	22% (2)	22% (2)	**22%** (2)	33% (3)	18% (9)
Total pupils		8 % (4)	12 % (6)	10 % (5)	14 % (7)	8 % (4)	12 % (6)	2 % (1)	8 % (4)	8 % (4)	6 % (3)	4 % (2)	4 % (2)			2 % (1)	6% (3)	24% (12)	47% (23)	22% (11)	(49)

Overall Teacher Judgement Summary

Writing	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Asian	1	9%	1	9%	5	45%	4	36%	11
MELAA					2	100%			2
Maori			3	30%	7	70%			10
NZ/European	2	8%	8	31%	9	35%	7	27%	26
Total	3	6%	12	24%	23	47%	11	22%	49

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Female	1	3%	4	14%	15	52%	9	31%	29
Male	2	10%	8	40%	8	40%	2	10%	20
Total	3	6%	12	24%	23	47%	11	22%	49

StPatsInglewood
skill id used: 10313 **Maths (1)Beg**
-
Percentage of Pupils - for 2024 Printed: 18 Mar 2025

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y1	75% (3)	25% (1)															0%	75% (3)	**25%** (1)	0%	9% (4)
Y2		33% (3)	33% (3)	33% (3)													0%	33% (3)	**67%** (6)	0%	20% (9)
Y3			11% (1)	67% (6)	22% (2)												0%	11% (1)	**89%** (8)	0%	20% (9)
Y4				33% (1)	33% (1)	33% (1)											0%	33% (1)	**67%** (2)	0%	7% (3)
Y5							75% (3)	25% (1)									0%	0%	**100%** (4)	0%	9% (4)
Y6				33% (2)		50% (3)			17% (1)								33% (2)	50% (3)	**17%** (1)	0%	14% (6)
Y7				11% (1)	11% (1)			44% (4)		11% (1)	11% (1)		11% (1)				22% (2)	44% (4)	**22%** (2)	11% (1)	20% (9)
Total pupils	7 % (3)	9 % (4)	9 % (4)	30 % (13)	9 % (4)	9 % (4)	7 % (3)	11 % (5)	2 % (1)	2 % (1)	2 % (1)		2 % (1)				9% (4)	34% (15)	55% (24)	2% (1)	(44)

StPatsInglewood
skill id used: 10294 **Maths (3)End**
-
Percentage of Pupils - for 2024 Printed: 18 Mar 2025

	Pre L1	1B	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y0		50% (1)	50% (1)														0%	0%	**50%** (1)	50% (1)	4% (2)
Y1		25% (1)	75% (3)														0%	25% (1)	**75%** (3)	0%	8% (4)
Y2		11% (1)	11% (1)	22% (2)	44% (4)	11% (1)											0%	22% (2)	**67%** (6)	11% (1)	18% (9)
Y3			20% (2)		70% (7)	10% (1)											0%	20% (2)	**80%** (8)	0%	20% (10)
Y4				33% (1)	33% (1)				33% (1)								0%	67% (2)	**0%**	33% (1)	6% (3)
Y5							20% (1)			80% (4)							0%	20% (1)	**0%**	80% (4)	10% (5)
Y6						14% (1)	14% (1)	29% (2)	29% (2)		14% (1)						14% (1)	43% (3)	**29%** (2)	14% (1)	14% (7)
Y7				11% (1)			11% (1)			44% (4)		22% (2)		11% (1)			22% (2)	44% (4)	**22%** (2)	11% (1)	18% (9)
Total pupils		6 % (3)	14 % (7)	8 % (4)	24 % (12)	6 % (3)	6 % (3)	4 % (2)	6 % (3)	16 % (8)	2 % (1)	4 % (2)		2 % (1)			6% (3)	31% (15)	45% (22)	18% (9)	(49)

Overall Teacher Judgement Summary

Maths	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Asian	1	9%	1	9%	8	73%	1	9%	11
MELAA			1	50%			1	50%	2
Maori			6	60%	4	40%			10
NZ/European	2	8%	7	27%	10	38%	7	27%	26
Total	3	6%	15	31%	22	45%	9	18%	49

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
Female	1	3%	8	28%	16	55%	4	14%	29
Male	2	10%	7	35%	6	30%	5	25%	20
Total	3	6%	15	31%	22	45%	9	18%	49

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
• We set a clear vision for learning – Leadership defining and communicating high expectations for student achievement. • Identified target learners schoolwide, interventions were visible in planning and teaching, and acceleration programmes were trailed and implemented. • Professional development was provided for all staff– ongoing learning, discussion, reflection, training and coaching for teachers. • Fostered a culture of continuous Improvement – Encouraged, recognised and sharing of innovation and best practices in teaching across the school. • Improved collaborative planning and teaching – Facilitated professional learning sessions for teacher collaboration. • Ensured data Informed decision making was evident - Use of assessment data to drive schoolwide instructional strategies and classroom teacher pedagogy and practice. • Provide Targeted Interventions – Allocated resources to support struggling students effectively. • Monitored and evaluated teaching practices – Conducted regular classroom observations	*Yellow highligh = improvement **Reading:** **Start of year data** Well Below - 5% Below - 30% At - 64% Above - 2% End of year data Well Below - 2% - Decrease of 3% Below - 14% - Decrease of 16% At - 51% - Decrease of 13% Above - 33% - increase of 31% **Writing:** **Start of year data** Well Below - 14% Below - 34% At - 50% Above - 2% **End of year data** Well below - 6% - Decrease of 8% Below - 24% - Decrease 10% At - 47% - Decrease of 3% Above - 22% - Increase of 20% **Math** **Start of year data**	• Teachers received ongoing professional development, and opportunities to learn, improve and reflect. • Schoolwide focus on using data to inform teaching practice and next steps. • Schoolwide focus on supporting students with high learning and behaviour needs to be successful. Resources were allocated to support students and staff who required extra support. • High expectations of teachers and students were upheld. • Planning and teaching expectations were regularly reviewed and feedback was given to help improve consistency. • Limited time, competing constraints e.g behaviour needs, new changes to the curriculum, etc meant that in some areas consistency and deep understanding were not able to occur.	• Change in schoolwide break times and learning blocks to help support our learners grounded in the sciencce of learning. • Commit to ensuring an hour of reading, writing and numeracy is occurring every day. • Schoolwide planning, teaching and assessment practices are consistent and evident. • Schoolwide training in new structured math PLD (Maths No Problem). • Systematic staff training in structured literacy (IDEAL). • Continuation of improvement and update of current assessment practice and using data to make informed decisions to improve teacher capabilities and akonga achievement. • New student management system to help support teachers' understanding of the new learning progressions and build consistency of

and provided constructive feedback to help improve akonga outcomes.	Well Below - 9% Below - 34% At - 55% Above - 2% **End of year data** Well Below - 6% - Decrease of 3% Below - 31% - Decrease 3% At - 45% - Decrease of 10% Above - 18% - Increase 16%		knowledge - ideally transferring into students' teaching and learning.

Planning for next year:

Goal:

To improve academic outcomes for all akonga through future focused teaching and assessment for learning.

The school expects to see:

- Develop a curriculum that reflects the new progressions of Te Mātaiaho: The Refreshed New Zealand Curriculum grounded in the science of learning.
- Planning and teaching that is informed by robust assessment information.
- Deepen understanding of each curriculum level and how to progress learners to each level.
- Accelerated learner progress across the school.
- Moderation and consistency in Overall Teacher judgements through informed assessment practices, assessment tools and understanding of the refreshed curriculum.

Key Actions:

- Engage in specific, purposeful and ongoing professional development.
- Ongoing and consistent observations and reflections for feedback are provided.
- Create robust professional growth cycles and teachers as an inquiry for teachers.
- Develop and maintain high teaching and planning expectations.
- Create opportunities to use data to help inform teacher practice and make schoolwide decisions.
- Create opportunities for reflection, mentoring and support for teachers to achieve their goals and next steps.
- Create opportunities for assessment moderation, sharing of good teaching practice and unpack the impact of teacher actions and teaching and learning programmes.

Giving effect to Te Tiriti o Waitangi

St Patrick's Inglewood recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi. Under the Education and Training Act 2020, a primary objective of the board of St Patrick's Inglewood is giving effect to te Tiriti o Waitangi.

In 2024:

- Worked to ensure our plans, policies and local curriculum reflect tikanga Māori, mātauranga Māori, and te ao Māori.
- Exercise Governance in a way that fulfils the intent of Te Tiriti o Waitangi
- Explore and gain an appreciation of the significance of the Treaty in today's thinking and decision making
- Continue to consult with our Māori community about the school's vision, values and curriculum in order that it reflects our commitment to the bicultural principle of the Treaty of Waitangi including Engagement with local marae… including Rumatiki Timu (Kaumātua) and other significant Māori
- Empower and equip whānau with the skills and knowledge needed to support their child in learning
- Katorika Maori development by BOT and teaching staff
- A member of school docs and made sure our policies reflected tikanga Māori, mātauranga Māori, and te ao Māori.
- Worked and collaborated with MAC (Maori Achievement Collaborative)
- Provided opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.
- Funded a Kapa Haka Tutor for a one hour lesson for the whole school all year.
- Attended Kapa Haka performances through Kahui Ako and entered our first Kapa Haka Competition as a school ropu.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	St Patrick's Inglewood has developed and implemented personnel policies, with policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment and working conditions.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	St Patrick's Inglewood equal employment opportunities programme implements personnel and industrial policies, within policy and procedural frameworks set by the Government, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students The board has been fulfilling this programme by: -takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees -considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements -ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest -promotes high levels of staff performance through: -performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees) -acknowledgement of staff achievements

	-salary units and classroom release time. -deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures. -Recruitment and appointments The board delegates the recruitment and appointment process to the principal and senior management but may be represented in appointment committees. The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.
How do you practise impartial selection of suitably qualified persons for appointment?	St Patrick's Inglewood appoints appropriately trained and qualified staff to all teaching and non-teaching positions, and strives to find the best person for each position. As a school we uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori. We maintain transparency and fairness as important principles for any appointment.
How are you recognising, − The aims and aspirations of Maori, − The employment requirements of Maori, and − Greater involvement of Maori in the Education service?	St Patrick's Inglewood works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti. <u>Partnership</u> St Patrick's Inglewood aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori. We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2). <u>Protection</u> St Patrick's Inglewood ctively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia Website link icon. We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

	We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6). <u>Participation</u> Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2).
How have you enhanced the abilities of individual employees?	St Patrick's Inglewood promotes high levels of staff performance and enhances the abilities of individual employees by: -performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees) -acknowledgement of staff achievements -salary units and classroom release time.
How are you recognising the employment requirements of women?	St Patrick's Inglewood leads by example, by ensuring women are represented in leadership positions and that we employ all gender identities. Our policies ensure we are safeguarding, gender equality and inclusion and that we have flexible working arrangements available if the need is required.
How are you recognising the employment requirements of persons with disabilities?	St Patrick's Inglewood recognises the employment requirements of persons with disabilities by ensuring a physically and emotionally safe environment for all students and staff (NELP Priority 1)

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?	✔	
Has this policy or programme been made available to staff?	✔	

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? **As part of our Strategic and Annual Goals (1 & 2)* *(Through Professional Growth Cycle and Special Character Professional development such as 'Having Life to the Full.'*	✔	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✔	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? **Special Character Strategic Goal 1* **Hauora and Wellbeing Strategic Goal 2* *(Through Professional Growth Cycle)*	✔	
Does your EEO programme/policy set priorities and objectives? **Special Character Strategic Goal 1* **Hauora and Wellbeing Strategic Goal 2* *(Through Professional Growth Cycle)*	✔	



Kiwi Sport Funding

We received $933 in Kiwi Sport Funding in 2024.

The funding was spent on external coaches from Sport Taranaki, sporting exchanges and initiatives to enhance pupils' core skills. It was used to support teachers' capability of supporting students to be healthy and active by creating a thorough and purposeful health and PE curriculum using outside expertise and resources.