

ST DOMINIC'S CATHOLIC COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	47
Principal:	Anna Swann
School Address:	29 Rathgar Road, Henderson. Auckland.
School Postal Address:	P.O. Box 21 123 Henderson, Auckland.
School Phone:	09 839 0380
School Email:	office@stdoms.ac.nz

Accountant / Service Provider:	N/A
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ST DOMINIC'S CATHOLIC COLLEGE

Annual Report - For the year ended 31 December 2023

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St Dominic's Catholic College

Statement of Responsibility

For the year ended 31 December 2023

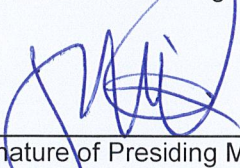
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

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

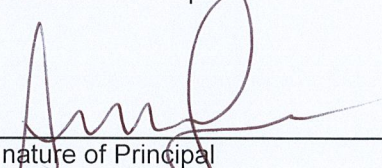
The School's 2023 financial statements are authorised for issue by the Board.

JARED BRENT MILHAM
Full Name of Presiding Member


Signature of Presiding Member

31/5/24
Date:

Anna Maria Swann
Full Name of Principal


Signature of Principal

31/5/24
Date:

St Dominic's Catholic College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	8,072,384	7,779,523	7,919,485
Locally Raised Funds	3	1,240,458	925,006	961,462
Use of Proprietor's Land and Buildings		1,648,250	1,648,250	1,648,250
Interest		91,825	22,250	30,834
Total Revenue		11,052,917	10,375,029	10,560,031
Expense				
Locally Raised Funds	3	602,731	472,380	433,899
Learning Resources	4	7,064,280	7,022,342	6,676,726
Administration	5	873,037	770,298	911,594
Property	6	2,262,265	2,170,750	2,152,212
Other Expense	7	15,653	31,023	15,542
Total Expense		10,817,966	10,466,793	10,189,973
Net Surplus / (Deficit) for the year		234,951	(91,764)	370,058
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		234,951	(91,764)	370,058

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 Dominic's Catholic College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,600,282	1,565,882	1,230,224
Total comprehensive revenue and expense for the year		234,951	(91,764)	370,058
Contribution - Furniture and Equipment Grant		350,881	-	-
Equity at 31 December		2,186,114	1,474,118	1,600,282
Accumulated comprehensive revenue and expense		2,186,114	1,474,118	1,600,282
Equity at 31 December		2,186,114	1,474,118	1,600,282

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 Dominic's Catholic College

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	412,305	517,124	432,789
Accounts Receivable	9	506,228	550,000	529,344
GST Receivable		127,787	35,000	35,787
Prepayments		108,207	60,000	61,345
Investments	10	2,435,831	800,000	1,820,993
		3,590,358	1,962,124	2,880,258
Current Liabilities				
Accounts Payable	13	1,226,062	829,000	943,635
Revenue Received in Advance	14	690,158	150,000	444,769
Painting Contract Liability	15	34,400	35,000	34,400
Finance Lease Liability	16	10,722	30,000	15,124
Funds held in Trust	18	126,350	120,000	137,357
		2,087,692	1,164,000	1,575,285
Working Capital Surplus		1,502,666	798,124	1,304,973
Non-current Assets				
Property, Plant and Equipment	11	705,074	799,994	346,196
Equitable Leasehold Interest	12	261,000	261,000	272,500
		966,074	1,060,994	618,696
Non-current Liabilities				
Provision for Cyclical Maintenance	15	147,293	150,000	147,293
Painting Contract Liability	16	103,200	170,000	137,600
Finance Lease Liability	17	32,133	65,000	38,494
		282,626	385,000	323,387
Net Assets		2,186,114	1,474,118	1,600,282
Equity		2,186,114	1,474,118	1,600,282

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

St Dominic's Catholic College

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		2,182,529	1,912,576	2,278,576
Locally Raised Funds		735,865	661,451	695,516
International Students		746,504	(28,667)	597,602
Goods and Services Tax (net)		(92,000)	787	7,837
Payments to Employees		(1,456,777)	(1,427,587)	(1,299,872)
Payments to Suppliers		(1,389,834)	(1,454,915)	(1,417,744)
Interest Received		86,065	17,250	21,940
Net cash from/(to) Operating Activities		812,352	(319,105)	883,855
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(496,595)	(674,578)	(41,288)
Purchase of Investments		(614,838)	1,020,993	(704,765)
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		(1,111,433)	346,415	(746,053)
Cash flows from Financing Activities				
Furniture and Equipment Grant		350,881	-	-
Finance Lease Payments		(26,877)	41,382	(33,034)
Painting Contract Payments		(34,400)	33,000	(34,400)
Funds Administered on Behalf of Other Parties		(11,007)	(17,357)	(101,647)
Net cash from/(to) Financing Activities		278,597	57,025	(169,081)
Net increase/(decrease) in cash and cash equivalents		(20,484)	84,335	(31,279)
Cash and cash equivalents at the beginning of the year	8	432,789	432,789	464,068
Cash and cash equivalents at the end of the year	8	412,305	517,124	432,789

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 Dominic's Catholic College

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

St Dominic's 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.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards

incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17.

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 schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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.

n) Revenue Received in Advance

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

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

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) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

The School's financial liabilities comprise accounts payable, 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.

r) 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.

s) 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.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,973,089	1,775,944	1,959,830
Teachers' Salaries Grants	5,893,333	5,830,000	5,652,110
Other Government Grants	205,962	173,579	307,545
	8,072,384	7,779,523	7,919,485

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

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	321,293	291,578	323,550
Curriculum related Activities - Purchase of goods and services	30,875	39,156	39,990
Fees for Extra Curricular Activities	220,940	221,370	225,797
Trading	22,727	29,800	26,220
Fundraising & Community Grants	79,114	10,000	41,840
Other Revenue	62,224	72,280	86,522
International Student Fees	503,285	260,822	217,543
	1,240,458	925,006	961,462
Expense			
Extra Curricular Activities Costs	197,014	189,250	204,318
Trading	16,373	20,000	20,272
Fundraising and Community Grant Costs	16,370	3,000	35,000
Other Locally Raised Funds Expenditure	65,829	72,990	85,317
International Student - Student Recruitment	99,485	38,010	44,262
International Student - Employee Benefits - Salaries	102,551	99,000	11,540
International Student - Other Expenses	105,109	50,130	33,190
	602,731	472,380	433,899
Surplus for the year Locally Raised Funds	637,727	452,626	527,563

During the year, the School hosted 22 International students (2022:14)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	207,862	197,517	164,861
Equipment Repairs	11,795	8,300	13,065
Information and Communication Technology	242,635	233,036	239,575
Library Resources	1,976	4,065	2,588
Employee Benefits - Salaries	6,424,967	6,296,644	6,089,269
Staff Development	21,214	62,000	15,966
Depreciation	153,831	220,780	151,402
	7,064,280	7,022,342	6,676,726

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	18,893	17,000	21,698
Board Fees	5,125	5,935	5,560
Board Expenses	15,152	7,500	9,371
Communication	27,843	23,500	27,825
Consumables	31,169	19,300	20,856
Operating Leases	20,940	31,810	31,810
Legal Fees	-	650	650
Other	53,931	45,803	53,996
Employee Benefits - Salaries	678,847	595,000	720,595
Insurance	16,198	15,300	15,304
Service Providers, Contractors and Consultancy	4,939	8,500	3,929
	<u>873,037</u>	<u>770,298</u>	<u>911,594</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	44,640	33,000	48,859
Consultancy and Contract Services	125,376	130,000	137,975
Cyclical Maintenance	35,919	40,000	2,566
Grounds	44,828	43,000	26,930
Heat, Light and Water	71,593	88,000	84,558
Repairs and Maintenance	145,281	56,500	60,289
Use of Land and Buildings	1,648,250	1,648,250	1,648,250
Security	24,762	13,000	20,970
Employee Benefits - Salaries	121,616	119,000	121,815
	<u>2,262,265</u>	<u>2,170,750</u>	<u>2,152,212</u>

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

7. Other Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Intangible Assets	11,500	11,500	11,500
Transport	4,153	19,523	4,042
	<u>15,653</u>	<u>31,023</u>	<u>15,542</u>

8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	412,305	517,124	432,789
Cash and cash equivalents for Statement of Cash Flows	<u>412,305</u>	<u>517,124</u>	<u>432,789</u>

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

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Interest Receivable	15,760	15,000	10,000
Teacher Salaries Grant Receivable	490,468	535,000	519,344
	<u>506,228</u>	<u>550,000</u>	<u>529,344</u>
Receivables from Exchange Transactions	15,760	15,000	10,000
Receivables from Non-Exchange Transactions	490,468	535,000	519,344
	<u>506,228</u>	<u>550,000</u>	<u>529,344</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	2,435,831	800,000	1,820,993
	<u>2,435,831</u>	<u>800,000</u>	<u>1,820,993</u>
Total Investments			

11. Property Plant & Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Furniture and Equipment	208,549	215,044	-	-	(74,383)	349,210
Information and Communication Technology	14,843	268,408	-	-	(22,737)	260,514
Motor Vehicles	28,118	-	-	-	(11,497)	16,621
Textbooks	16,868	13,037	-	-	(11,453)	18,452
Leased Assets	48,695	16,114	-	-	(30,273)	34,536
Library Resources	29,123	106	-	-	(3,488)	25,741
Balance at 31 December 2023	<u>346,196</u>	<u>512,709</u>	<u>-</u>	<u>-</u>	<u>(153,831)</u>	<u>705,074</u>

The net carrying value of Computer equipment held under a finance lease is \$25,798 (2022: \$31,225)

The net carrying value of motor vehicles held under a finance lease is \$8.738 (2022: \$17,472)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	1,045,933	(696,724)	349,209	830,889	(622,340)	208,549
Information and Communication Technology	425,354	(164,839)	260,515	156,946	(142,103)	14,843
Motor Vehicles	57,523	(40,902)	16,621	57,523	(29,405)	28,118
Textbooks	131,335	(112,883)	18,452	118,298	(101,430)	16,868
Leased Assets	143,240	(108,704)	34,536	127,126	(78,431)	48,695
Library Resources	153,198	(127,457)	25,741	153,092	(123,969)	29,123
Balance at 31 December 2023	1,956,583	(1,251,509)	705,074	1,443,874	(1,097,678)	346,196

12. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board of Trustees, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 25 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor of the closure of the school.

The major capital works assets included in the equitable leasehold interest is the Sports Centre.

	2023 Actual \$	2023 Budget \$	2022 Actual \$
Equitable Leasehold Interest - Cost	460,000	460,000	460,000
Equitable Leasehold Interest - Accumulated Amortisation	(199,000)	(199,000)	(187,500)
Total	261,000	261,000	272,500

13. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	364,462	50,000	70,260
Accruals	180,318	179,000	141,088
Employee Entitlements - Salaries	599,018	520,000	652,287
Employee Entitlements - Leave Accrual	82,264	80,000	80,000
	1,226,062	829,000	943,635
 Payables for Exchange Transactions	 1,226,062	 829,000	 943,635
	1,226,062	829,000	943,635

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	26,025	20,000	22,547
International Student Fees in Advance	632,708	100,000	389,489
Other revenue in Advance	31,425	30,000	32,733
	<u>690,158</u>	<u>150,000</u>	<u>444,769</u>

15. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	147,293	147,293	147,293
Increase to the Provision During the Year	70,319	2,707	2,566
Use of the Provision During the Year	(70,319)	-	(2,566)
Provision at the End of the Year	<u>147,293</u>	<u>150,000</u>	<u>147,293</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	147,293	150,000	147,293
	<u>147,293</u>	<u>150,000</u>	<u>147,293</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year.

16. Painting Contract Liability

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Due within one year	34,400	35,000	34,400
Due after one year	103,200	170,000	137,600
	<u>137,600</u>	<u>205,000</u>	<u>172,000</u>

In 2018, the Board signed an agreement with J.R Webb Ltd (the contractor) for an agreed programme of work covering a ten year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2020, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. 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, ICT equipment and a school van. Minimum lease payments payable:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	13,049	30,000	28,436
Later than One Year and no Later than Five Years	33,961	65,000	29,681
Later than Five Years	-	-	-
Future Finance Charges	(4,155)	-	(4,499)
	<u>42,855</u>	<u>95,000</u>	<u>53,618</u>

Represented by

Finance lease liability - Current
 Finance lease liability - Non current

10,722	30,000	15,124
32,133	65,000	38,494
42,855	95,000	53,618

18. Funds Held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	126,350	120,000	137,357
	126,350	120,000	137,357

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

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 Bishop of Auckland) 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'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$784,536 (2022: \$785,443). These do not represent revenue in the financial statements of the School. Any balance not transferred at the year end is treated as a liability. The total funds held by the School on behalf of the Proprietor are \$18,508 (2022: \$21,551).

20. Remuneration*Key management personnel compensation*

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	5,125	5,560
<i>Leadership Team</i>		
Remuneration	2,676,338	2,289,922
Full-time equivalent members	23	20
Total key management personnel remuneration	2,681,463	2,295,482

There are 12 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance (x 4 members) committee that met in December. 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	170-180
Benefits and Other Emoluments	5-10	5-10

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	7	14
110-120	13	2
120-130	2	4
130-140	2	2
140-150	1	-
	25	22

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

23. Commitments

(a) Capital Commitments

At 31 December 2023, the Board has entered into no contract agreements for capital works

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) Painting contract for School Exterior Painting Programme

	2023 Actual \$	2022 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	34,400	-
Later than Five Years	34,400	68,800
	<u>68,800</u>	<u>68,800</u>

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	412,305	517,124	432,789
Receivables	506,228	550,000	529,344
Investments - Term Deposits	2,435,831	800,000	1,820,993
Total financial assets measured at amortised cost	<u>3,354,364</u>	<u>1,867,124</u>	<u>2,783,126</u>

Financial liabilities measured at amortised cost

Payables	1,226,062	829,000	943,635
Finance Leases	42,855	95,000	53,618
Painting Contract Liability	137,600	205,000	172,000
Total financial liabilities measured at amortised cost	<u>1,406,517</u>	<u>1,129,000</u>	<u>1,169,253</u>

25. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST DOMINIC'S COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of St Dominic's College (the School). The Auditor-General has appointed me, Matthew Coulter, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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



Matthew Coulter
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand

St Dominic's Catholic College

Kiwisport

For the year ended 31 December 2023

Kiwisport is a government funding initiative to promote sport for school-aged children. It provides funding to schools for Year 1-8 students and Year 9-13 students through the Ministry of Education and Sport New Zealand who funds regional sports trusts. It aims to:

- Increase the number of school-aged children participating in organised sport.
- Increase the availability and accessibility of sport opportunities for all school-aged children.
- Support children to develop skills that enable them to participate confidently in sport.

In 2023 the college received \$17,886 KiwiSport funding from the Ministry of Education.

Kiwisport funding is essential to our sports programme. It has enabled our sports coordinators to offer a variety of sports activities for our students and to promote active participation. The funds also enable us to create pathways to developing sports leaders within the College.

Our year began with most sport pre-covid being played at college level competitions. It became a very busy but exciting part of our school year. It was the aim of the Saint Dominic's Catholic College to encourage participation through sport as we organised lunchtime sessions with outside organisations. Sport Waitakere offered our 3 neighbouring colleges (Waitakere, Liston and SDCC) the opportunity to have a lunchtime activator offer different forms of recreation, active play and sport to our students that ranged from Lawn bowls to badminton and AFL. Our students enjoyed the variety and the comradery that each code brought to their group.

We were lucky enough to apply and be accepted for Tu Manawa funding through the support of Sport Waitakere, and received funding which allowed us to introduce squash to our students. It was a huge success with us being able to provide a new sport and approach it in a different, more holistic way. It allowed the sport to be shown as one that welcomed different levels of knowledge and the coaches presented it in a way that beginners felt welcome too. The end of our programme saw 4 teams entered into college sport Auckland's round robin competition which was a welcoming result for our goal of participation. We are fortunate to have used our funding for providing free coaching with squash and have managed to build on networking with our wider sporting clubs and communities in this way. We have greatly benefitted from this funding and hope to be able to receive support in this way in the future.

Youthtown approached our college and offered a health and wellbeing program in term 3. A select group of young students participated in lunchtime sessions at least twice a week. It was run by their own facilitators and benefitted our students to the point where they gained confidence and made friends within their group. The sports coordinator worked in partnership with Youthtown to be able to provide for whatever activities were on offer. They are looking at coming back to us with another program.

The college has had the opportunity to work collaboratively within our wider community through Sport Waitakere and have succeeded in providing leadership workshops for our students within our local venues. This funding has provided our coordinator the time to focus on our outcomes as a college. If this continues a suggestion would be to look into improved opportunities through professional development.

St Dominic's Catholic College
Members of the Board
For the year ended 31 December 2023

Name	Position	How Position on Board gained	Occupation	Term Expires
A Swann	Principal	Appointed January 2019	Principal	
E Auva'a	Parent Rep	Elected September 2022	Teacher	September 2025
E Andrews	Parent Rep	Elected December 2020	Shift Manager	November 2026
J Greenwood	Deputy Presiding Member Parent Rep	Elected September 2022	Residential Construction Business Owner	September 2025
J Milham	Presiding Member Proprietors Rep	Appointed June 2019	IT Consultant	September 2025
M Tuala	Proprietors Rep	Appointed March 2019	Advisor	Resigned
A R Fuluifaga	Proprietors Rep	Appointed June 2021	Manager - Learning and Achievement	Resigned
R Andrews	Staff Rep	Elected June 2016	Teacher	September 2025
A Brayne	Proprietors Rep	Appointed June 2013	Teacher	September 2025
K Kullar	Parent Rep	Elected December 2020	Police Officer	November 2023
S Kaushal	Parent Rep	Elected October 2023	Registered Financial Advisor	November 2026
P Pua	Proprietors Rep	Appointed March 2023	Operations Supervisor	September 2025
A Fuiava	Parent Rep	Elected September 2022	Events, Facilities and Operations Lead	September 2025
J Bunquin	Student Rep	Elected September 2023	Student	September 2024
S Blomfield	Student Rep	Elected September 2022	Student	September 2023

Analysis of Variance Reporting



School Name:	St Dominic's Catholic College	School Number:	47
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Strategic Aim:	<p>Teaching and learning-to promote a culture of excellence.</p> <p>A focus on achievement which challenges each student to reach her potential and succeed as a lifelong learner.</p> <p>At St Dominic's we strive towards academic excellence. We are one of the top achieving schools in West Auckland across a variety of measures and our students continue to perform very well in the National Certificate of Educational Achievement, NCEA.</p>
Annual Aim:	<p>All achievement levels are sustained or raised.</p> <p>Māori and Pasifika achievement is at or above National results at all levels of the school.</p>
Target:	<p><u>2023 Year 11-13 NCEA External Targets:</u></p> <ul style="list-style-type: none"> • Level 1, 2 & 3: 80% NCEA pass rate in each year level • Level 1 & 2: 70% Merit/Excellence Endorsement • Level 3: 60% Merit/Excellence Endorsement <p>These targets were aspirational and formed knowing that the past difficult year due to the ongoing and continued impact of COVID, including ongoing sickness and absence of staff and students due to isolation requirements etc.</p> <p>Aim: To inform NCEA analysis of variance which states how our targets were met or not and includes comparison to national rates.</p>

Tātaritanga raraunga



Notes:

- NZQA data is for all students including internationals. Our international students tend to slightly lower overall achievement.
- We are aware that attendance rates in 2023 were noticeably lower than is typical for all year levels, but particularly for Year 12 and Year 13.

Baseline Data:

2022 Achievement Results

End of 2021 and 2022 Achievement Results

OVERALL	Year 11 Level 1		Year 12 Level 2		Year 13 Level 3	
	2021	2022	2021	2022	2021	2022
NATIONAL		60%		72.2%		66.2%
Achieved (%)	84.3%	83.3%	92.4%	85.1%	81.3%	78.5%
Target 80% (+/-)	+4.3%	+3.3%	+12.4%	+5.1%	+1.3%	-1.5%
Merit (%)	30.8%	40%	35.7%	28.9%	44.5%	22.6%
Excellence (%)	34.6%	24.4%	31.3%	24.7%	17.3%	32.1%
Merit + Exc (%)	65.4%	64.4%	67%	53.6%	61.8%	54.7%
Target 70% L1&2 60%L3 (+/-)	-4.6%	-5.6%	-3%	-26.4%	+1.8%	-5.3%
University Entrance					72.3%	

Tātaritanga raraunga

2023 Achievement Results

End of 2022 v 2023 Achievement Results

	Level 1/Year 11			Level 2/Year 12			Level 3/Year 13			University Entrance		
OVERALL	2022	2023	Natl	2022	2023	Natl	2022	2023	Natl	2022	2023	Natl
Achieved (%)	83.3%	81.9%	60%	85.1%	89.9%	72.2%	78.5%	79.6%	66.2%	61.7%	56.3%	47.2%
Target (+/-)	+1.9%			+9.9%			-0.4%					
Merit (%)	40%	33.3%	32.2%	28.9%	34.4%	24.5%	22.6%	20%	26.6%			
Excellence (%)	24.4%	28.1%	16.9%	24.7%	12.2%	14.8%	32.1%	23.5%	13.7%			
Merit + Exc (%)	64.4%	61.4%	49.1%	53.6%	46.6%	39.3%	54.7%	43.5%	40.3%			
Target (+/-)		-8.6%			-23.4%			-16.5%				

Tātaritanga raraunga

2023 Results for Priority Learners

Māori students - Achievement

	Level 1	Level 2	Level 3	UE
2022	93.3% 14 students	81.8% 12 students	75% 8 students	62.5%
2023	92.3% 16 students	92.3% 14 students	88.9% 10 students	77.8%
National Girls 2023	61.9%	73.8%	68.9%	52.4%

	Level 1 (16 students)			Level 2 (14 students)			Level 3 (10 students)		
Māori	2022	2023	Natl	2022	2023	Natl	2022	2023	Natl
Merit (%)	35.7%	25%	32.2%	11.1%	28.5%	24.5%	0	0	26.6%
Excellence (%)	21.4%	12.5%	16.9%	33.3%	7%	14.8%	50%	40%	13.7%
Merit + Exc (%)	57.1%	37.5%	49.1%	44.4%	35.5%	39.3%	50%	40%	40.3%

National figure = all ethnicities

- Consistently high levels of achievement for Māori students across cohorts however
- M/E rate declined across the board to below the national average.

Tātaritanga raraunga

Pasifika students - Achievement

	Level 1	Level 2	Level 3	UE
2022	71% 22 students	74.4% 32 students	60.6% 31 students	48.5%
2023	63.6% 30 students	75% 27 students	55.9% 31 students	29.4%
National Girls	61.9%	73.8%	68.9%	52.4%

	Level 1/Year 11			Level 2/Year 12			Level 3/Year 13		
Pasifika	2022	2023	Natl	2022	2023	Natl	2022	2023	Natl
Merit (%)	40.9%	20%	32.2%	17.9%	33%	24.5%	10.5%	6.5%	26.6%
Excellence (%)	18.2%	3.3%	16.9%	10.7%	3.7%	14.8%	21.1%	0	13.7%
Merit + Exc (%)	59.1%	23.3%	49.1%	28.6%	36.7%	39.3%	31.6%	6.5%	40.3%

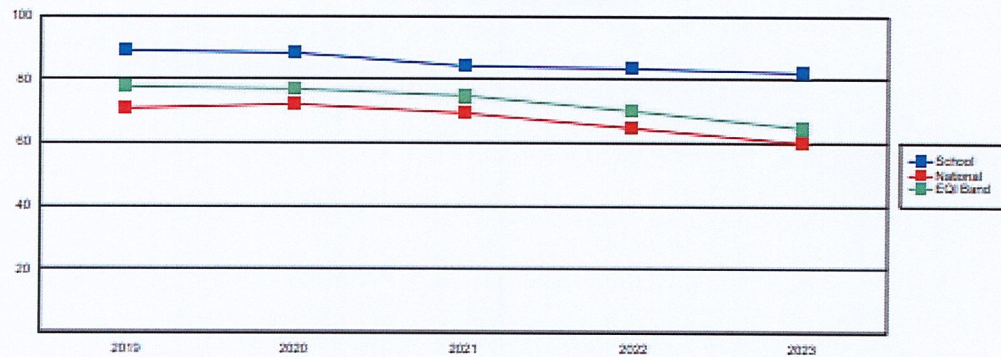
National figure = all ethnicities

- Year 11 achievement was the lowest in 5 years and M/E rate is very low and of concern.
- Drop off in achievement in Year 13 was consistent with the overall cohort. The UE rate of 29.4% is unacceptable and is by far the lowest in 5 years (previous low was 47.5%). To what extent did a Year 13's death affect this group? What do we need to do to lift this in 2024?

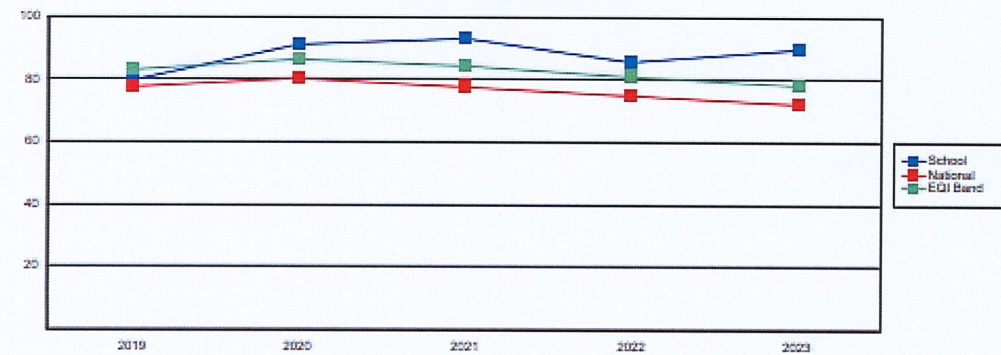
Tātaritanga raraunga

Results over the past 5 years

Year 11 - NCEA Level 1



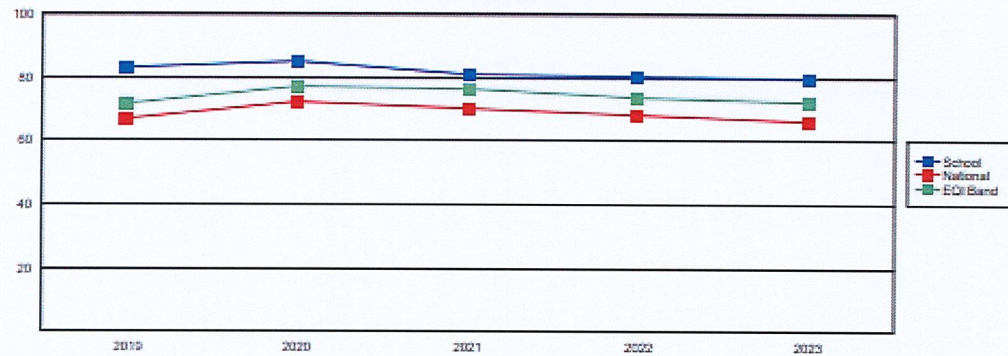
Year 12 - NCEA Level 2





Tātaritanga raraunga

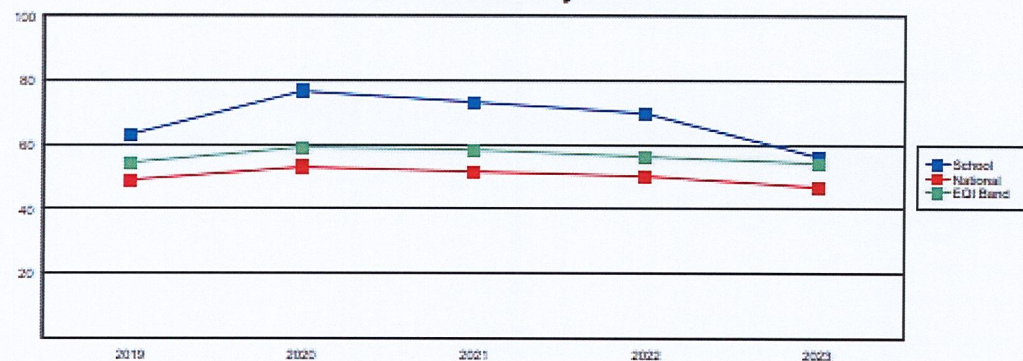
Year 13 - NCEA Level 3



Tātaritanga raraunga



Year 13 - University Entrance



Additional insights

Year 12 Leavers - Qualifications

Of 11 Year 12 leavers

- All left with Level 1 - 3 left between 30 June and 9 October with only Level 1
- 6 left with Level 2
- 2 left with Level 2 with Merit

Year 13 Students who did not gain Level 2

Tātaritanga raraunga

Four Year 13's finished without Level 2

- Two had Level 1 but were under the auspices of RS2 in 2023
- One started with us in 2023 gaining 62 Level 3 credits but does not have 80 credits in total
- One is an international who has returned for Year 14

NCEA Targets

- **Level 1, 2 & 3:** 80% NCEA pass rate in each year level
- **Level 1 & 2:** 70% Merit/Excellence Endorsement
- **Level 3:** 60% Merit/Excellence Endorsement

Actions

What did we do?

All students continued to have the option to do only 5 subjects at Level 3. This is actively encouraged, and gives students an option line of a study class.

Targeted support for priority students. Māori and Pasifika students identified by all subject areas at the beginning of the year.

Monitoring of all senior students to identify those students most at risk of not achieving relevant qualification.

We also offered practical assessment opportunities for practical subjects such as Chemistry, Technology and the Arts.

Positive behaviour management plan further embedded school wide through PB4L and Veritas in Action.

Continued use of the revised departmental review process. This will continue to help streamline departmental practices.

Continued to distribute devices from the beginning of the year. (More devices purchased and repaired).



Planning for 2024	
For Students	For Staff
<ul style="list-style-type: none"> • Focused monitoring of student attendance/punctuality • Focussed monitoring of credits (50 required before granted study leave) • Implement Year 11 Diploma to replace NCEA Level 1 • Ensure equitable access to devices and wifi for all learners again from the beginning of the year. • Continue to nurture the relationships with Māori and Pasifika families to provide further support (whānau hui and fono) • Increased hours for Guidance department with additional counsellors onsite each day • Employment of more Teacher Aids where possible to support students with neuro diverse needs • Further develop mentoring programme where possible 	<p>Allow for:</p> <ul style="list-style-type: none"> • Focused departmental time to work on NCEA and curriculum changes <p>Continue with PLD:</p> <ul style="list-style-type: none"> • Positive Behaviour 4 Learning (PB4L) • Relationship Based Learning (RBL) • Digital Technologies • Curriculum Changes • NCEA changes • Innovative Learning Environments



Student Progress and Achievement @ St Dominic's Catholic College 2023 Academic School Year

This report is based on the goals and specific actions stated in our 2023-2025 Strategic Plan.

The relevant Strategic Goals/Actions have been included pertaining directly to our commitment to student academic progress and achievement

In the Catholic Dominican tradition create confident, resilient and connected young women who contribute positively to society.

2023 Annual Plan Strategic Goal 3 ACHIEVEMENT - Teaching & Learning	
Action	What Happened?
3.1 To protect the principles; partnership, protection and participation, of Te Tiriti o Waitangi through ensuring equitable opportunity and outcomes for Māori students	
Identification of and targeted action for Māori students, using Tracking systems for students to self track and staff via Traffic Lights	All Year 11-13 students use our Strategic planner and Careers Central to track their achievement, working with the Careers advisor. Data is monitored by Deans and Lifeboats were put in place throughout the year. Māori students are tracked additionally to this by the deans.
Professional learning opportunities to support teachers and support staff in Te Reo Māori and Tikanga Māori.	One of our Within school leaders is our teacher of Te Reo Māori school wide and she carries Tikanga me Te Reo Māori as one of her portfolios on the Kāhui Ako In school team. Sessions were run for staff to upskill in Te Reo, although due to the passing of the teacher's spouse, this was not completed as was planned. This will be planned again for in 2024.
3.2 To provide a teaching and learning environment that is focused on creating confident, resilient and connected young women who contribute positively to society.	
Further embed Relationship Based Learning (RBL) teacher profile	PD for all new staff on RBL profile. Observations & coaching conversations have commenced for 2023. Whole staff PD on CRP and use in Classroom on Wed am PD slots - 4 this year. RBL team observing teaching staff against profile using coaching conversation model.
Trial and investigate teaching effectiveness in shared teaching spaces	Library was converted into a shared, modern learning space. Social Science and Science classes were timetabled to trial teaching methods in conjunction with PD provided by Mark Osborne.
Continue PLD for Innovative Learning in preparation for new build	PLD provided throughout the year to Science, Social Science and RE depts in particular. WHole staff PLD also occurred
3.3 To strengthen the development of culturally responsive practice of all staff to ensure equitable and excellent outcomes for all learners	
Continue to work with Kāhui Ako on developing Localised Curriculum including Aotearoa Histories.	Term 1 - ASL's for Localised Curriculum have been working to develop the programme for year, however Hui planned for Tues 16th May with all SLT to share their plan. Hui was attended by WSL Literacy EB and LF. We are keen to pursue connection with local isi, but no further contact from the ASL team working on Localised curriculum.
Further embed Relationship Based Learning teacher profile	As above (3.2)

3.4 To support on-going curriculum development of modern, innovative and personalised teaching and learning programmes	
High Expectations are held by all staff for the success of all students	Student expectations -" the St Doms Way" published to staff, students and community. Living document which will be reviewed in 2024.
Tracking and guidance through Careers Department, Deans and academic coaches	Tracking continued to be ongoing. Immediate notice to parents and caregivers for students missing submissions or failing standards was reinstituted. Deans carefully follow up student progress at NCEA level through the Traffic Light system under the RbL team.
Provide on-going PLD on teaching and learning	PLD on differentiation and co-teaching provided. PB4L/ <i>Veritas in Action</i> PLD completed to support re behaviour management.
Continue professional development and planning for NCEA changes	Term 2 - NCEA TOD 5th May - Depts working on potential L1 programme 'Level 1 Diploma' Term 3 & 4 ToDs provided additional time to plan and develop Year 11 programme for 2024
3.5 To ensure sustained or accelerated progress for all students in Years 7-10.	
Consolidate implementation of junior tracking system	Ongoing
Further streamline process and responsibilities for monitoring and supporting at risk students	Ongoing work via the Nurture Centre; a key team including guidance, school nurse, pastoral dean and associate principal met fortnightly. SLT advise learning support, and at times pastoral dean, of new enrolments who may need learning support.
Continue to share and utilise data, and practice between teachers and support staff (quantitative and qualitative)	Continued throughout the year. Sharing of effective teaching practice has been ongoing through the RBL team and the Specialist Classroom teacher. The SCT has supported Beginning Teachers through observations, and organising peer observations of effective practice.
Develop and implement a plan for new NCEA Numeracy requirements	Through the Maths dept, prepared Year 10 students for Numeracy testing in Term 4 Introduced Year 9 Numeracy classes Coordinated with Principals Nominee/HoD Maths to ensure staff and students were prepared for testing PD provided to staff by Numeracy Lead Resources provided to staff/departments Term 3 - 10ACN sat Numeracy Co-Requisite. Term 4 - all remaining Year 10 students sat Numeracy Co-Requisites
Develop and implement a plan for new NCEA Literacy requirements	Term 4 - all Year 10 sat Reading and Writing Co-Requisites for the first time. Support and training put in place for both staff and students to be able to successfully roll out this digital assessment.

3.6 To engage all family/whanau in supporting students to achieve to their highest possible potential, whether in academic, cultural, spiritual, or sporting achievement.	
Continue evolution of electronic student achievement reporting	Reviewed on an ongoing basis
Further develop the college website	Resource room staff member allocating more time per week within their existing hours to improve the college website.
To extend the use of social media platforms	Student leadership team has a leaders Instagram page. This is followed by students and families. Past students continue to follow the page too.
Develop database of parent and whānau connections for additional resources and support	Still on agenda however preparation for the opening of the new classroom block took priority.
Continue to provide formal and informal consultation opportunities for community groups	Board consultation hui was successful.
3.7 To ensure targetted allocation of resources to support students with additional learning needs	
Identification and individual targeted action for students	Learning support register in place. Individual learning plans set up with families for key students. Assistive technologies contracts completed and affected staff trained. Special Assistance Students assessed and support put in place if approved by MOE. Enrollees for 2024: meetings with feeder school staff, parents and caregivers, and incoming identified learners; transition visit/s arranged and being completed. Regular reports to pastoral network meeting.
3.8 To ensure all of our students achieve at least NCEA Level 2 by the time they leave the College	
Academic coaching ensures this is a minimum set goal for students.	Academic coaching programme continued in 2023. Academic Coaching PD for new staff in Term 1. Documentation for Goal setting shared with students and staff. Academic Coaching Day in Term 1 well attending, and Subject Teacher AC Evening well attended. Junior Academic Coaching Day for Term 4 being reviewed and tweaked for 2024.
Develop a plan for and implement PLD to support cross-curricular literacy to support NCEA Literacy	Delay in implementation of PLD whilst an in school team leader is appointed. Appointment in Term 2. Literacy lead has provided PLD to all staff around NCEA Literacy requirements and student needs/how they can help over Term 3 & 4.
Continued development of tracking and monitoring through Academic Coaching	Term 1 - PD completed for new teachers to college. Successful first Academic Coaching day in Term 1. Students have completed goal sheets etc. Anna D supporting new senior form teachers with Careers central etc See 3.8 Tracking and Traffic light identification completed in Term 3 and 4, used by Senior Deans and teachers to identify students at risk and those needing lifeboats.
3.9 To ensure that all students leave the College on a pathway to ongoing learning or employment.	

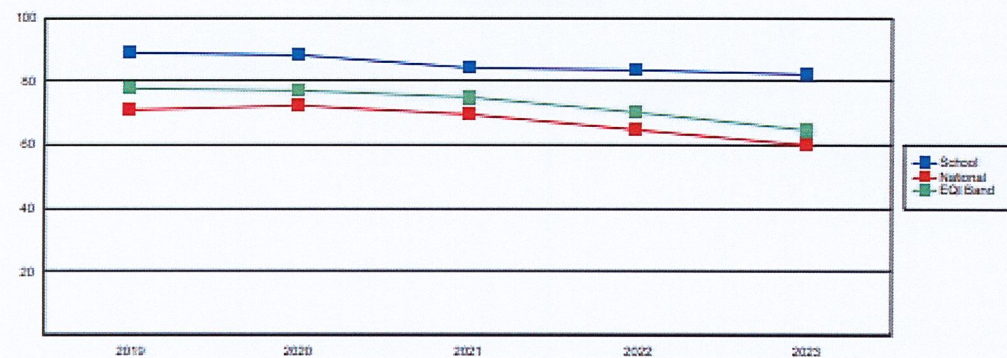
High Expectations are held by all staff for the success of all students	Principal's high expectations table shared with all staff.
Continued development of tracking and monitoring through Academic Coaching	see 3.8
Develop improved tracking of planned student pathways for students leaving the College	Owing to change of staff in Careers Dept. This is to be reviewed and implemented for 2024 and beyond.

Senior Achievement NCEA Years 11-13

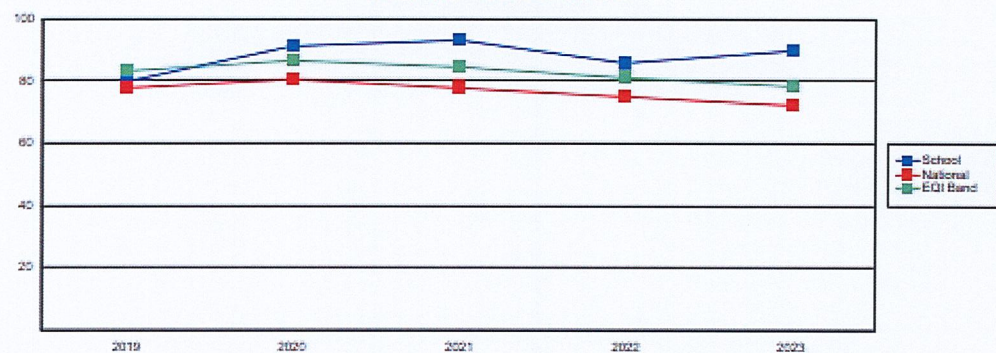
OVERALL	Level 1/Year 11			Level 2/Year 12			Level 3/Year 13			University Entrance		
	2022	2023	Natl	2022	2023	Natl	2022	2023	Natl	2022	2023	Natl
Achieved (%)	83.3%	81.9%	60%	85.1%	89.9%	72.2%	78.5%	79.6%	66.2%	61.7%	56.3%	47.2%
Merit (%)	40%	33.3%	32.2%	28.9%	34.4%	24.5%	22.6%	20%	26.6%			
Excellence (%)	24.4%	28.1%	16.9%	24.7%	12.2%	14.8%	32.1%	23.5%	13.7%			
Merit + Exc (%)	64.4%	61.4%	49.1%	53.6%	46.6%	39.3%	54.7%	43.5%	40.3%			

Results over the past 5 years

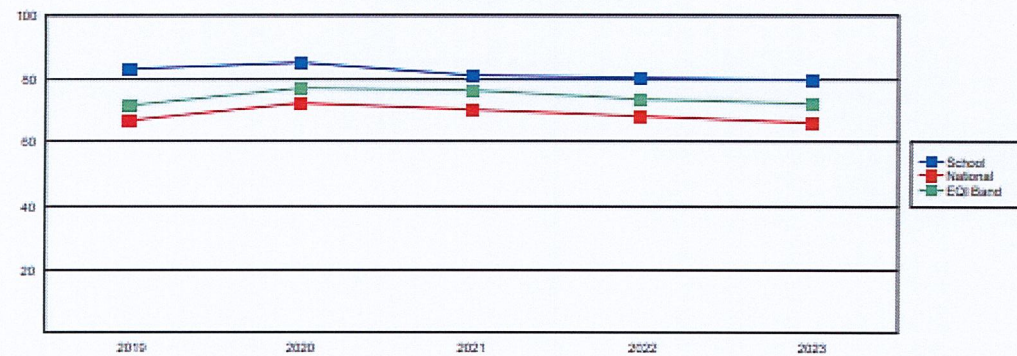
Year 11 - NCEA Level 1



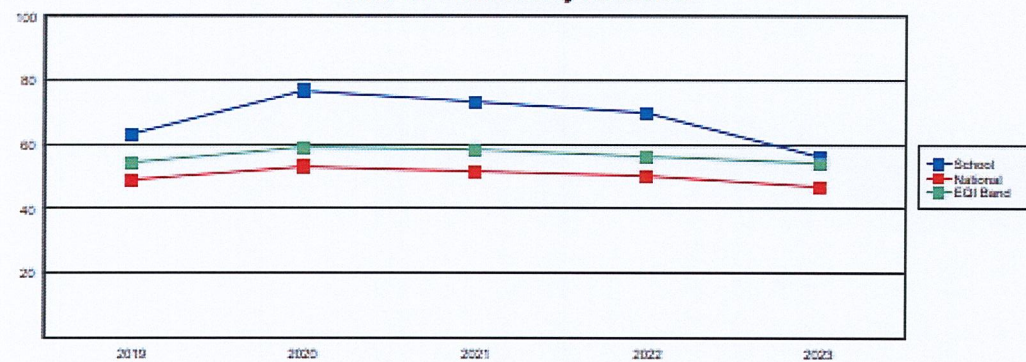
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance





**Giving effect to Te Tiriti o Waitangi
@ St Dominic's Catholic College
2023**

This report is based on the goals and specific actions stated in our 2023-2025 Strategic Plan.

The relevant Strategic Goals/Actions have been included pertaining directly to the commitment:

To protect the principles; partnership, protection and participation, of Te Tiriti o Waitangi

2023 Annual Plan Strategic Goal 1: <i>SPECIAL CATHOLIC CHARACTER</i>	
<i>Action</i>	<i>What Happened?</i>
1.1 To protect the principles; partnership, protection and participation, of Te Tiriti o Waitangi through ensuring that Tikanga (protocols) and Te Ao Māori, (Māori World View) specifically Wairuatanga Māori (Māori Spirituality) underpin and are integrated within all aspects of the College.	
All College special character events have bi-cultural focus, including Te Ao Māori, Te Reo Māori and Tikanga	<p>All Special Character events at the College include and prioritise integration of Te Ao Māori throughout. Māori staff are consulted, and Māori students are included.</p> <p>This includes:</p> <ul style="list-style-type: none"> Masses Liturgies Bereavements of two students Tangi and funeral services for past staff members <p>We have also been blessed with our new College Chaplain who is Māori, and fluent in Te Reo Māori. This has added a whole new dimension to our Masses and liturgies at school.</p>

2023 Annual Plan Strategic Goal 2: <i>CULTURE</i>	
<i>Action</i>	<i>What Happened?</i>
2.1 To protect the principles; partnership, protection and participation, of Te Tiriti o Waitangi through the integration of Te Ao Māori in school tikanga.	
All College events have a bi-cultural focus, including Te Ao Māori, Te Reo Māori and Tikanga Māori	<p>Our theme each year is translated into Te Reo Māori and is displayed all around the college grounds; in classrooms, passage ways, offices, front entrance gate, etc. All staff and students are encouraged to use both Te Reo Māori and English when discussing the theme.</p> <p>Our start of the year Pōwhiri is now common practice, as are our start of the term Mihi Whakatau. These are led by Māori staff and students.</p>
All College communications have bi-cultural focus, including Te Ao Māori, Te Reo Māori and Tikanga	<p>The regular Whānau Pānui is emailed to parents/guardians and students.</p> <p>Starting emails and other messages with 'Kia ora' Tena Koutou and/or Nau mai haere mai' is common practice.</p> <p>Most staff end emails and other forms of communication in Te Reo Māori ' Ngā mihi, Ngā manaakitanga' etc. - this is now common practice.</p> <p>Greetings at assemblies, meetings and briefings are usually in Te Reo Māori.</p>

Teachers are supported to incorporate Te Ao Māori in their teaching and learning programmes	On our within school Kāhui Ako team, one of the teachers carries the portfolio for development of Te Reo and Tikanga Māori. Our Māori teacher has given PLD to staff in Te Reo Māori, Tikanga and Te Ao Māori.
Strengthen College Kapa Haka	This is ongoing. Students in our Māori whānau class lead most events and have begun to teach the rest of the school the College Haka again (since COVID)
2.2 Enhance and further develop our pastoral and wellbeing model based on Te Whare Tapa Whā including targeted support for the emotional and mental health of students, with a particular focus on cultural identity and whanaungatanga.	
Further build up relationships with feeder schools (transition) and further improve student transitions into our college	Rebuilding relationships with our feeder schools is a priority for us. Our transition programme provides opportunity for key staff to visit schools and discuss students who are enrolled to come to us the following year. These meetings allow us a real insight to the individual needs and gifts of each student. All Māori students are discussed and the offer to be placed in the Māori student whānau form class is always encouraged, as the Tuakana-Teina relationship is really strong and valuable in this space.
Review of Student Well-Being Services	Our Guidance department has become vital in the day to day functioning of the College. The ongoing impact of COVID as well as escalating numbers of students with neuro-diverse needs. Our head of Guidance is Māori and this provides an invaluable option for students wishing to meet with a Māori counsellor. We also have a Tongan Counsellor, a Samoan Counsellor and a Pakeha Counsellor. Students can choose if they wish to, on who they see.
2.4 To strengthen College community connectedness with our whānau, parishes, neighbouring and contributing schools, past students, local iwi, community organisations and local business.	
Develop further consultation with whānau and community	School whānau hui occurred only once last year due to interruptions. three are planned for 2024. This provides a further opportunity for whānau to voice their thoughts and feedback in a safe space
Continued involvement in Kāhui Ako o Waitakere	Our ASL and one member of WSL team were involved in Voices collection and training at St Paul's and Ranui. Guiding Coalition Hui took place on 9th May. WSL continued to develop Impact Coaching skills. PLD was delivered by Dr Rae Sil'ata on culturally responsive pedagogy in the classroom. The voice collection will be invaluable for moving forward in our RBL practice.

2023 Annual Plan Strategic Goal 3 ACHIEVEMENT - Teaching & Learning	
Action	What Happened?
3.1 To protect the principles; partnership, protection and participation, of Te Tiriti o Waitangi through ensuring equitable opportunity and outcomes for Māori students	
Identification of and targeted action for Māori students, using Tracking systems for students to self track and staff via Traffic Lights	All Year 11-13 students use our Strategic planner and Careers Central to track their achievement, working with the Careers advisor. Data is monitored by Deans and Lifeboats were put in place throughout the year. Māori students are tracked additionally to this by the deans.

Professional learning opportunities to support teachers and support staff in Te Reo Māori and Tikanga Māori.	One of our Within school leaders is our teacher of Te Reo Māori school wide and she carries Tikanga me Te Reo Māori as one of her portfolios on the Kāhui Ako In school team. Sessions were run for staff to upskill in Te Reo, although due to the passing of the teacher's spouse, this was not completed as was planned. This will be planned again for in 2024.
3.2 To provide a teaching and learning environment that is focused on creating confident, resilient and connected young women who contribute positively to society.	
Further embed Relationship Based Learning (RBL) teacher profile	PLD for all new staff on the RBL profile and observations & coaching conversations took place throughout the year. Whole staff PD on CRP with the inschool RBL team observing teaching staff against profile using coaching conversation model.
3.3 To strengthen the development of culturally responsive practice of all staff to ensure equitable and excellent outcomes for all learners	
Continue to work with Kāhui Ako on developing Localised Curriculum including Aotearoa Histories.	ASL's for Localised Curriculum continued to develop the programme for year, with a range of PLD hui, to share their plan. A lot of effort was put in to connection with local iwi, but they are in high demand and we will continue to try in 2024.
Further embed Relationship Based Learning teacher profile	As above (3.2)
3.9 To ensure that all students leave the College on a pathway to ongoing learning or employment.	
High Expectations are held by all staff for the success of all students, including Māori and Pasifika students who have been over-represented in tails of underachievement in the past.	Principal's high expectations table shared with all staff. Expectation that ALL students leave the College with minimum Level 2, with security in work, further study. ALL students on Level 3 courses should be working towards UE as highest possible qualification regardless of plans for the following year.

2023 Annual Plan
Strategic Goal 4: ENVIRONMENT

Action	What Happened?
4.1 To protect the principles; partnership, protection and participation, of Te Tiriti o Waitangi through providing resources which reflect and support Te Ao Māori and the bicultural heritage of Aotearoa	
New and current buildings signage reflects Te Ao Māori and cultural heritage of the College as appropriate	Through consultation with staff, students, whānau and community, it was noted by most, that there had been no acknowledgement of Te Ao Māori in the physical presence of the College. The buildings reflected the Dominican charism and history, but not te Ao Māori. The new 19 classroom block has been named Te Whare Mātauranga. The designated "specialist Teaching Space" has been allocated as our Māori teaching space as well as our whānau space. The Māori Whānau form class has been named Te rito puawai.

Landscaping planning reflects Te Ao Māori and is inclusive of native plants	On-going planning for when the 2 stage building development is completed 2026.
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Reflection

Every effort continues to be made to ensure the principles of Te Tiriti o Waitangi are prioritised in the planning and implementation of curriculum across the College. The integration of Te Ao Māori in all areas of College life remains a priority. There are deliberate actions taken to ensure that all students are exposed to a range of activities, events and language opportunities. In many areas, this occurs organically and is considered a natural and authentic part of practice. Continued effort in this area will grow success in creating an authentically bicultural appreciation of our nation's history.

Planning and Development for 2024 and beyond

For students	For Staff	For Whānau	For Environment
Continued exposure to te Reo Maori in classes with all teachers using basic te reo Māori in -greetings -commands -affirmations	Continue to upskill in te Reo Māori through school wide PLD	Planned formal and informal whānau hui with -school staff -board consultation	Signage for new buildings and other areas of the school reflects Te Ao Māori
Opportunities for all students to speak Te Reo	Encouraged to access external PLD in te Reo Māori	Clear information provided for all whānau regarding -consultation opportunities -academic coaching system -goal setting -opportunities for meetings with subject teachers	Landscaping plan specifically plans for native planting.
Opportunities for ALL students to be exposed to activities from Te Ao Māori. eg. poi, weaving,	PLD in Māori issues (past and current) relating to inequity and Te Tiriti o Waitangi	Opportunities for whānau to be involved in parent groups such as PTFA	Community communications highlight and celebrate the richness and success of all ethnic groups particularly for Māori.
Further opportunities for Māori students to visibly lead students e.g Assemblies Liturgies Masses School wide events	expectation to use Te Reo Māori in classes through -greetings -commands -affirmations	Parent/whānau meetings, including ILPs, disciplinary matters etc. follow Tikanga as appropriate, including -invitation extended to support person/people -	Artwork displayed around the College reflects the bicultural heritage of Aotearoa as well as the rich diversity of the College community
Māori whānau class to attend Polyfest together to witness level of competitive kapa haka performance	School wide PLD in Aotearoa Histories Curriculum		

Māori student voice gathered in relation to 4 pillars of Strategic Plan	Integration of Te Ao Māori made explicit in planning and practice across the curriculum		
High expectations set for achievement of Māori students in NCEA qualifications			
Māori students supported in subject option choices and career pathways			
Opportunities for Māori students to meet with students from other colleges			
Equitable representation of Māori on student groups/consultation -student executive -school council -class leadership roles -special character groups and events			