

AQUINAS COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 482
Principal: Matt Dalton
School Address: 183 Pyes Pa Rd, Pyes Pa 3179
School Postal Address:
School Phone: 07 543 2400
School Email: admin@aquinas.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Scott Kahle	Chair Person	Elected	Insurance Consultant	30/05/2022
Matt Dalton	Principal ex Officio			
Fr Philip Billing	ex Officio			
Claire Sokimi	Deputy Chair	Proprietors Rep	Office Manager	
Chris Phayer		Elected	Self Employed	30/05/2022
Cecilia Winters		Proprietors Rep	Self Employed	
Colleen Lowe		Elected	Business Manager	30/05/2022
Therese Ford-Cartwright		Proprietors Rep	Learning & Development Facilitator	
Amy Rogers		Proprietors Rep	Solicitor	
Rod Way		Elected	Business Consultant	30/05/2020
Steve McGregor		Elected	Business Manager	30/05/2020
Zak McKay	Student Rep	Elected	Student	30/05/2020
Paula Skelton	Staff Rep	Elected	Teacher	30/05/2020

Accountant / Service Provider:

AQUINAS COLLEGE

Annual Report - For the year ended 31 December 2019

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Aquinas College

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees 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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Scott Kahle

Full Name of Board Chairperson




Signature of Board Chairperson

29/5/20

Date:

Matt Dalton

Full Name of Principal



Signature of Principal

29/5/20

Date:

Aquinas College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	5,935,145	1,469,257	5,755,967
Locally Raised Funds	3	1,475,766	707,279	1,273,189
Use of Land and Buildings Integrated		2,924,000	-	2,920,000
Interest income		25,054	13,560	22,973
International Students	4	412,217	368,064	259,197
		<u>10,772,183</u>	<u>2,558,160</u>	<u>10,231,326</u>
Expenses				
Locally Raised Funds	3	769,320	67,340	573,796
International Students	4	243,367	250,674	138,113
Learning Resources	5	5,210,704	840,337	5,549,293
Administration	6	776,239	750,150	606,542
Finance		8,205	6,996	6,873
Property	7	3,406,543	490,538	3,368,340
Depreciation	8	330,590	333,360	321,106
Loss on Disposal of Property, Plant and Equipment		5,410	-	2,522
		<u>10,750,377</u>	<u>2,739,395</u>	<u>10,566,584</u>
Net Surplus / (Deficit) for the year		21,805	(181,235)	(335,257)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>21,805</u></u>	<u><u>(181,235)</u></u>	<u><u>(335,257)</u></u>

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

Aquinas College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>872,158</u>	<u>1,027,959</u>	<u>1,207,337</u>
Total comprehensive revenue and expense for the year		21,805	(181,235)	(335,258)
Capital Contributions from the Ministry of Education				79
Contribution - Furniture and Equipment Grant		23,441	-	-
Equity at 31 December	24	<u>917,403</u>	<u>846,724</u>	<u>872,158</u>
Retained Earnings		902,839	832,724	858,639
Reserves		14,564	14,000	13,519
Equity at 31 December		<u>917,403</u>	<u>846,724</u>	<u>872,158</u>

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.

Board of Trustees Reserve

Opening balance	13,519	14,000	13,440
Board Fees Donated	1,045	-	1,430
Less gifts & scholarships provided	-	-	(1,351)
Closing balance	<u>14,564</u>	<u>14,000</u>	<u>13,519</u>

Aquinas College

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	640,233	545,690	324,119
Accounts Receivable	10	467,916	404,000	358,408
GST Receivable		(1,200)	-	16,958
Prepayments		18,003	15,065	15,920
Inventories	11	-	-	192
Investments	12	619,559	610,000	613,475
		<u>1,744,510</u>	<u>1,574,755</u>	<u>1,329,072</u>
Current Liabilities				
Accounts Payable	14	595,769	545,500	564,080
Revenue Received in Advance	0	633,929	556,000	368,784
Provision for Cyclical Maintenance	0	56,790	69,446	57,775
Finance Lease Liability - Current Portion	0	40,224	33,000	36,162
Funds held in Trust	0	196,453	263,235	245,209
		<u>1,523,165</u>	<u>1,467,181</u>	<u>1,272,010</u>
Working Capital Surplus/(Deficit)		221,345	107,574	57,062
Non-current Assets				
Property, Plant and Equipment	13	779,098	847,000	932,068
		<u>779,098</u>	<u>847,000</u>	<u>932,068</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	0	55,485	67,850	73,373
Finance Lease Liability	0	27,555	40,000	43,600
		<u>83,040</u>	<u>107,850</u>	<u>116,973</u>
Net Assets		<u>917,403</u>	<u>846,724</u>	<u>872,158</u>
Equity	24	<u>917,403</u>	<u>846,724</u>	<u>872,158</u>

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

Aquinas College
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,468,374	2,508,216	1,475,346
Locally Raised Funds		1,593,479	838,279	1,226,370
International Students		491,257	678,064	404,549
Goods and Services Tax (net)		18,158	-	(2,854)
Payments to Employees		(1,161,558)	(1,093,974)	(1,269,947)
Payments to Suppliers		(1,809,702)	(1,052,482)	(1,654,537)
Cyclical Maintenance Payments in the year		(74,332)	101,148	-
Interest Paid		(8,205)	(6,996)	(6,873)
Interest Received		25,054	13,560	22,971
Net cash from Operating Activities		542,527	1,985,815	195,026
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)			65,980	-
Purchase of PPE (and Intangibles)		(151,900)	(1,151,537)	(254,753)
Purchase of Investments		(6,084)	(610,000)	(405,915)
Proceeds from Sale of Investments		-	-	-
Net cash from Investing Activities		(157,984)	(1,695,557)	(660,668)
Cash flows from Financing Activities				
Furniture and Equipment Grant		23,441	-	-
Finance Lease Payments		(43,114)	(21,803)	(16,117)
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		(48,757)	263,235	112,547
Funds Held for Capital Works Projects		-	-	-
Net cash from Financing Activities		(68,430)	241,432	96,430
Net increase/(decrease) in cash and cash equivalents		316,113	531,690	(369,212)
Cash and cash equivalents at the beginning of the year	9	324,120	14,000	693,332
Cash and cash equivalents at the end of the year	9	640,233	545,690	324,120

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

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

Aquinas College

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Aquinas College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (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 reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

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 Act 1989 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”.

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

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 13**.

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. 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.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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 Grants

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.

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

j) Property, Plant and Equipment

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

Improvements to buildings owned by the Proprietor 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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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	4 years
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

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

The reversal of an impairment loss is recognised in the surplus or deficit.

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

o) 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

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 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

r) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

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 statements 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 at the start of the year.

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	1,331,396	1,360,216	1,329,476
Teachers' Salaries Grants	4,453,022	-	4,294,370
Resource Teachers Learning and Behaviour Grants	6,031	5,280	3,022
Other MoE Grants	144,696	103,761	129,099
	<u>5,935,145</u>	<u>1,469,257</u>	<u>5,755,967</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	579,643	629,879	524,300
Activities	743,917	27,000	508,216
Trading	23,798	20,400	23,198
Other Revenue	128,409	30,000	217,475
	<u>1,475,766</u>	<u>707,279</u>	<u>1,273,189</u>
Expenses			
Activities	754,803	50,000	487,890
Trading	14,517	17,340	19,049
Other Locally Raised Funds Expenditure	-	-	66,857
	<u>769,320</u>	<u>67,340</u>	<u>573,796</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>706,446</u>	<u>639,939</u>	<u>699,393</u>

Activities Income and Expense includes the following:

International travel income: \$235,868

International travel expenses: \$214,954

Each year overseas trips are held for sports and cultural teams and the school does a service trip to Fiji.

The trips are funded by student payments and fundraising.

The 2019 income for the Fiji trip was \$82,659 and expenses were \$76,172

In addition, a Rugby trip to Australia was held and the Kapa Haka group had a cultural experience in Rarotonga

The 2019 income for the Rugby trip was \$58,251 and expenses were \$52,542

The 2019 income for the Rarotonga trip was \$83,118 and expenses were \$73,030

The educational outcome of the Rugby trip is that students get to experience an international tournament and learn new skills. The educational outcome of the Rarotonga trip is that the students experience a difference culture.

The educational outcome of the Fiji service trip ties into the special character of the school as giving service is one of the touchstones of the school.

The balance include a portion to be refunded to families

4. International Student Revenue and Expenses

	2019	2019	2018
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	22	24	16
	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	412,217	368,064	259,197
Expenses			
Advertising	31,447	29,004	16,063
Commissions	55,458	96,000	14,359
Recruitment	-	-	-
International Student Levy	-	-	-
Employee Benefit - Salaries	124,366	110,670	59,109
Other Expenses	32,096	15,000	48,582
	243,367	250,674	138,113
<i>Surplus/ (Deficit) for the year International Students'</i>	168,850	117,390	121,085

During the year ended December 2019 the director of International Students travelled to Korea and Japan at a cost of \$17,000 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	233,426	207,520	186,384
Information and Communication Technology	64,621	81,476	183,390
Extra-Curricular Activities	47,667	65,001	56,616
Library Resources	7,391	7,500	7,324
Employee Benefits - Salaries	4,817,328	418,840	5,074,569
Staff Development	40,270	60,000	41,010
	5,210,704	840,337	5,549,293

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,800	7,800	7,760
Board of Trustees Fees	3,510	4,800	4,890
Board of Trustees Expenses	7,756	7,400	1,251
Communication	18,692	9,804	18,910
Consumables	13,107	9,980	9,140
Operating Lease	23,199	14,900	25,283
Legal Fees	3,635	3,000	62,453
Other	103,101	95,807	137,345
Employee Benefits - Salaries	572,499	562,219	320,561
Insurance	14,037	12,000	11,958
Service Providers, Contractors and Consultancy	8,902	22,440	6,992
	<u>776,239</u>	<u>750,150</u>	<u>606,542</u>

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	24,180	20,520	27,027
Consultancy and Contract Services	92,356	95,893	88,704
Cyclical Maintenance Provision	55,459	36,148	25,347
Grounds	17,804	24,180	21,687
Heat, Light and Water	117,204	107,950	102,757
Rates	9,806	8,890	8,034
Repairs and Maintenance	38,797	61,572	54,439
Use of Land and Buildings	2,924,000	-	2,920,000
Security	13,504	17,140	17,412
Employee Benefits - Salaries	113,433	118,245	102,933
	<u>3,406,543</u>	<u>490,538</u>	<u>3,368,340</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	110,949	110,760	109,116
Information and Communication Technology	157,755	165,600	147,416
Motor Vehicles	11,149	7,020	15,755
Leased Assets	26,348	22,980	22,353
Library Resources	24,389	27,000	26,466
	<u>330,590</u>	<u>333,360</u>	<u>321,106</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	367	190	190
Bank Current Account	639,866	545,500	123,929
Short-term Bank Deposits	-	-	200,000
Cash and cash equivalents for Cash Flow Statement	<u>640,233</u>	<u>545,690</u>	<u>324,119</u>

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

10. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	131,264	90,000	49,038
Teacher Salaries Grant Receivable	336,652	314,000	309,370
	<u>467,916</u>	<u>404,000</u>	<u>358,408</u>
Receivables from Exchange Transactions	131,264	90,000	49,038
Receivables from Non-Exchange Transactions	336,652	314,000	309,370
	<u>467,916</u>	<u>404,000</u>	<u>358,408</u>

11. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	-	-	192
	<u>-</u>	<u>-</u>	<u>192</u>

12. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	619,559	610,000	613,475
Total Investments	<u>619,559</u>	<u>610,000</u>	<u>613,475</u>

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	511,585	51,963	-	-	(110,949)	452,599
Information and Communication	162,308	91,457	-	-	(157,755)	96,011
Motor Vehicles	54,934	-	-	-	(11,149)	43,785
Leased Assets	50,214	33,776	(2,646)	-	(26,348)	54,997
Library Resources	153,027	8,439	(5,370)	-	(24,389)	131,707
Balance at 31 December 2019	932,069	185,636	(8,016)	-	(330,590)	779,098

The net carrying value of equipment held under a finance lease is **\$54,997 (2018: \$50,214)**

The net carrying value of motor vehicles held under a finance lease is **\$43,785 (2018: \$54,934)**

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	2,341,528	(1,888,929)	452,599
Information and Communication	1,530,556	(1,434,545)	96,011
Motor Vehicles	119,694	(75,909)	43,785
Leased Assets	123,298	(68,302)	54,997
Library Resources	491,118	(359,411)	131,707
Balance at 31 December 2019	4,606,195	(3,827,096)	779,098

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Furniture and Equipment	519,561	101,140	-	-	(109,116)	511,585
Information and Communication						
Technology	196,517	113,207	-	-	(147,416)	162,308
Motor Vehicles	32,003	38,686	-	-	(15,755)	54,934
Leased Assets	25,993	46,574	-	-	(22,353)	50,214
Library Resources	171,686	11,466	(3,659)	-	(26,466)	153,027
Balance at 31 December 2018	945,760	311,073	(3,659)	-	(321,106)	932,068

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Furniture and Equipment	2,289,565	(1,777,980)	511,585
Information and Communication Technology	1,439,098	(1,276,790)	162,308
Motor Vehicles	119,694	(64,760)	54,934
Leased Assets	92,168	(41,954)	50,214
Library Resources	504,211	(351,184)	153,027
Balance at 31 December 2018	4,444,738	(3,512,669)	932,068

14. Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	68,281	55,000	81,712
Accruals	79,826	60,500	75,034
Capital Accruals for PPE items	-	-	-
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	395,006	400,000	377,209
Employee Entitlements - Leave Accrual	52,657	30,000	30,125
	<u>595,769</u>	<u>545,500</u>	<u>564,080</u>
Payables for Exchange Transactions	595,769	545,500	564,080
	<u>595,769</u>	<u>545,500</u>	<u>564,080</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	0	25,000	13,750
International Student Fees	405,963	310,000	326,923
Other	227,966	221,000	28,111
	<u>633,929</u>	<u>556,000</u>	<u>368,784</u>

16. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	131,148	131,148	138,501
Increase/ (decrease) to the Provision During the Year	49,888	36,148	25,347
Use of the Provision During the Year	(68,761)	(30,000)	(32,700)
Provision at the End of the Year	<u>112,275</u>	<u>137,296</u>	<u>131,148</u>
Cyclical Maintenance - Current	56,790	69,446	57,775
Cyclical Maintenance - Term	55,485	67,850	73,373
	<u>112,275</u>	<u>137,296</u>	<u>131,148</u>

17. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	43,115	33,000	28,813
Later than One Year and no Later than Five Years	13,409	40,000	29,515
	<u>56,525</u>	<u>73,000</u>	<u>58,327</u>

18. Funds held in Trust

	2019	2019	2018
	Actual	Budget	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	196,453	263,235	245,209
	<u>196,453</u>	<u>263,235</u>	<u>245,209</u>

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

19. Related Party Transactions

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

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

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

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(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".

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,510	4,890
Full-time equivalent members	0.43	0.45
<i>Leadership Team</i>		
Remuneration	673,396	615,835
Full-time equivalent members	6	6
Total key management personnel remuneration	<u>676,906</u>	<u>620,725</u>
Total full-time equivalent personnel	<u>6.43</u>	<u>6.45</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	150-160
Benefits and Other Emoluments	4-5	4-5

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
110-120	1.00	0.00
100-110	3.00	1.00
	<u>4.00</u>	<u>1.00</u>

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

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2019 Actual	2018 Actual
Total	-	\$ 63,032.00
Number of People	-	2

22. Contingencies

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into no contract agreements for capital works

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of a photocopier; phone system;

	2019 Actual	2018 Actual
	\$	\$
No later than One Year	22,891	42,199
Later than One Year and No Later than Five Years	-	29,090
	<u>22,891</u>	<u>71,290</u>

24. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

25. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	640,233	545,690	324,119
Receivables	467,916	404,000	358,408
Investments - Term Deposits	619,559	610,000	613,475
Total Financial assets measured at amortised cost	<u>1,727,708</u>	<u>1,559,690</u>	<u>1,296,003</u>

Financial liabilities measured at amortised cost

Payables	595,769	545,500	564,080
Finance Leases	67,779	73,000	79,763
Total Financial Liabilities Measured at Amortised Cost	<u>663,548</u>	<u>618,500</u>	<u>643,843</u>

26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on March 26, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on May 18, 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education even while closed.

27. Comparatives

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

28. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 12 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

29. Failure to meet statutory reporting deadline

The Board of Trustees did not comply with sections 87A(1) of the Education Act 1989, which required the Board to provide its unaudited financial statements to the Auditor-General by 31 March 2020. The Board of Trustees was unable to meet its statutory deadline because of delays caused by the school being in lockdown as a result of the COVID-19 pandemic.

Independent Auditor's Report

To the Readers of Aquinas College's Financial Statements

For the Year Ended 31 December 2019

The Auditor-General is the auditor of Aquinas College (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) 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 22, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 29 May 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 22 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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.

ACCOUNTANTS & ADVISORS

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Tauranga 3110, New Zealand
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Tauranga 3144, New Zealand
Telephone: +64 7 927 1234
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William Buck Audit (NZ) Limited

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 Novopay 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on page 1 and on pages 26 to 41, 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 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink that reads 'Richard Dey'.

Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand



Analysis of Variance For the 2019 Academic Year

Dated: 14 March 2020

**Mr. M R Dalton
PRINCIPAL**

Goal: Catholic Character

Objective

1. To further embed the Special Character within Aquinas College.

	Actions	Target/Outcome	Result
1.1	Encounter with Christ Develop opportunities to grow the faith of students, families and staff	Report compiled outlining initiatives and programmes that promoted an encounter with Christ.	Report compiled on the initiatives and programmes focusing on evangelisation. These have been identified and explicitly promoted within the College and Parish communities.
1.2	Strategic Growth in Knowledge To further embed the Catholic Character of our College by engaging in on-going Catholic Character PD	An on-going cycle of Catholic Character that enables staff to increase their certificated hours	Catholic Character PD has been undertaken each term and all teaching staff have increased their certificated hours towards either RE or Special Character hours.
1.3	Christian Witness To develop clear College systems and practices around Catholic Character to include an induction programme for new families, restorative practices and relationships across the College community.	A Catholic Character programme focusing on College systems and practices is compiled to induct new families in preparation for 2020.	Community and staff consultation has been undertaken to gather evidence to support a Catholic Character Programme for new families. The Special Character Team are formulating an induction programme to be rolled out in conjunction with the 2020 new student enrolment process. <i>Carried through to the 2020 Annual Plan.</i>
1.4	Safeguarding and Strengthening Catholic Character Establish opportunities for BOT to participate in on-going faith development	BOT members participate in Special Character focused PLD	Board of Trustees have participated in Special Character PD run by Father John Joliffe.
1.5	Special Character team continue working on Action Plan in 2019	2019 timeframes outlined in the Special Character Action Plan are met	2019 Special Character Action Plan timeframes have been met.

Goal: Teaching and Learning

Objective

2. To develop a school-wide approach to improving student achievement with a specific focus on priority learners.

- a. Maori
- b. Pacific Peoples
- c. Students with additional needs
- d. Boys

	Actions	Target/Outcome	Result																																																																								
2.1	<p>Maintain school wide academic excellence by attaining or exceeding the following targets:</p> <p><u>School wide summative measures</u></p> <ul style="list-style-type: none"> - University Entrance: 80% - NCEA Level 3: 90% (70% with endorsement) - NCEA Level 2: 100% (80% with endorsement) - NCEA Level 1: 90% (70% with endorsement) - REACH Year 10: 95% (85% with endorsement) - REACH Year 9: 95% (85% with endorsement) <p><u>Year 7-10 Curriculum Level Related Targets</u></p> <p><i>By the end of the year we will have:</i></p> <ul style="list-style-type: none"> - Year 10 Literacy (reading): 90% achieving at or above 5B/5P - Year 10 Numeracy: 80% achieving at or above 5B/5P - Year 9 Literacy (reading): 90% achieving at or above 4A/5B - Year 9 Numeracy: 90% achieving at or above 4A/5B - Year 8 Literacy (reading): 90% achieving at or above 4P - Year 8 Literacy (writing): 90% achieving at or above 4P 	<p>Targets met</p> <p>Comment:</p> <p>NCEA achievement targets were met in two of the three levels (at level 2 we had 99% rather than 100% achievement). The UE rate was also below target with only 72% of the cohort gaining UE. This was highly affected by a low UE rate for males. However, all of the male students not gaining UE were involved in meaningful pathways beyond school – trades etc.</p> <p>The Year 9 cohort is progressing at or ahead of national expected levels in Mathematics but are behind expected levels in Reading. The Year 10 cohort is slightly behind in both areas – Reading and Mathematics. Discussion with the Mathematics and English faculties indicates that the lower than expected figures may be an artefact of the timing of the diagnostic assessments during the examination period. This is going to be modified in 2020. The proportion of the cohort within the “Above Expected Level” category is much lower than we would anticipate. This may also be more reflective of the administrative issues noted above (ie timing of the assessments) rather than indicative of student progress. Adjustments to the diagnostic assessment timeframes have</p>	<p>Note: met target/within 5%/below target <5%</p> <table border="1"> <thead> <tr> <th colspan="2">Level 1</th> <th colspan="2">Aquinas College</th> </tr> </thead> <tbody> <tr> <td>Certificate Gained</td> <td></td> <td></td> <td>97%</td> </tr> <tr> <td>Excellence Endorsement</td> <td></td> <td>41%</td> <td>(39%)</td> </tr> <tr> <td>Merit Endorsement</td> <td></td> <td>39%</td> <td>(37%)</td> </tr> <tr> <td>Total Endorsements</td> <td></td> <td>80%</td> <td>(76%)</td> </tr> <tr> <th colspan="2">Level 2</th> <th colspan="2">Aquinas College</th> </tr> <tr> <td>Certificate Gained</td> <td></td> <td></td> <td>99%</td> </tr> <tr> <td>Excellence Endorsement</td> <td></td> <td>52%</td> <td>(51%)</td> </tr> <tr> <td>Merit Endorsement</td> <td></td> <td>24%</td> <td>(24%)</td> </tr> <tr> <td>Total Endorsements</td> <td></td> <td>76%</td> <td>(75%)</td> </tr> <tr> <th colspan="2">Level 3</th> <th colspan="2">Aquinas College</th> </tr> <tr> <td>Certificate Gained</td> <td></td> <td></td> <td>92%</td> </tr> <tr> <td>Excellence Endorsement</td> <td></td> <td>31%</td> <td>(28%)</td> </tr> <tr> <td>Merit Endorsement</td> <td></td> <td>25%</td> <td>(23%)</td> </tr> <tr> <td>Total Endorsements</td> <td></td> <td>56%</td> <td>(51%)</td> </tr> </tbody> </table> <p>Year 10 <i>REACH</i>: 97% Achievement (82% endorsement) Year 9 <i>REACH</i>: 96% Achievement (84% endorsement)</p> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> </tr> </thead> <tbody> <tr> <td>Year 9 At/Above</td> <td>70%</td> </tr> <tr> <td>Year 10 At/Above</td> <td>70%</td> </tr> <tr> <th colspan="2">Mathematics</th> </tr> <tr> <td>Year 9 At/Above</td> <td>77%</td> </tr> <tr> <td>Year 10 At/Above</td> <td>70%</td> </tr> </tbody> </table>	Level 1		Aquinas College		Certificate Gained			97%	Excellence Endorsement		41%	(39%)	Merit Endorsement		39%	(37%)	Total Endorsements		80%	(76%)	Level 2		Aquinas College		Certificate Gained			99%	Excellence Endorsement		52%	(51%)	Merit Endorsement		24%	(24%)	Total Endorsements		76%	(75%)	Level 3		Aquinas College		Certificate Gained			92%	Excellence Endorsement		31%	(28%)	Merit Endorsement		25%	(23%)	Total Endorsements		56%	(51%)	Reading		Year 9 At/Above	70%	Year 10 At/Above	70%	Mathematics		Year 9 At/Above	77%	Year 10 At/Above	70%
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2.4	Ensure all academic reporting explicitly reflects the achievement of our priority learners, identifying disparities.	All stakeholders are well informed on student achievement for priority learners.	All reports have modified to show full disaggregation of data by gender and ethnicity (Māori/Pacific Peoples/Asian/European). Working on generation of data in accessible form for LoLs to analyse for BoT and Evidence Based Faculty Reviews.																		
2.5	Develop robust school-wide tracking systems for Years 7 – 10 that regularly report progress of learners.	More effectively target students at risk by strengthening the use of student achievement information.	Years 7/8 (curriculum levels) and 9/10 (REACH) tracking sheets were administered centrally by the AP (T&L). Years 7/8 tracking also closely monitored by 7/8 Faculty.																		
2.6	Improve teacher knowledge of the learning progressions.	Staff are able to link planning and assessment to the individual learning needs of students and identify clear next steps in learning.	Learning progressions being effectively used in Year 7/8 area for Literacy and Numeracy. English faculty have worked on a modified version of the e-AsTTLe rubric to align assessments with curriculum levels/progressions. More work is required across the Year 7-10 curriculum.																		
2.7	Differentiated learning is planned, implemented and reviewed to meet the learning of individual students and provides success in learning.	Student learning needs are identified and planned for, resulting in acceleration of progress and achievement.	Through professional development carried out in 2019 with LoLs and teaching staff, differentiation has been identified as an area requiring further development. Brought forward as a central PLD focus in 2020.																		

Objective

3. ***With a focus on developing a school-wide approach to improving student achievement with a specific focus on priority learners, continue engagement in, and commitment to professional learning and development in relation to our three strategic priorities:***
- a. ***Culturally responsive and relational pedagogy***
 - b. ***Learning with digital technology***
 - c. ***Literacy - Writing***

	Actions	Target/Outcome	Result
3.1	Continue engagement in, and commitment to professional learning and development in relation to culturally responsive and relational pedagogy.	Learning areas to develop a Faculty specific PLD action plan alongside Poutama Pounamu to enable a curriculum and teaching response that effectively responds to students' language, culture and identity.	Learning areas completed a review of what currently being done in this area and worked with Poutama Pounamu to implement next steps. CRRP Continuum further developed for teaching and learning key indicators. PLD funding for this finished in 2019 but new hours allocated in 2020 to complete this.
3.2	Complete Rongohia te Hau observations for all teaching staff. Additionally, undertake another survey of students and whanau.	Obtain a measurement of the embeddedness of culturally responsive and relational pedagogy.	Rongohia te Hau Walk Through observations completed for classes and survey completed for caregivers/staff and students.
3.3	Undertake a comprehensive survey of LwDT implementation in the senior school across staff, students and community.	Survey results are analysed and next steps generated to promote engagement and achievement in a device enriched learning environment.	Community survey completed and results of this analysed. Unfortunately, the rate of return of the survey was lower than hoped for despite multiple prompts across several communication streams. Implementation of BYOD in 2020 for Years 9-13 with the support of PLD with Cyclone Computers
3.4	Embed the SAMR model as an evaluative tool for the implementation and ongoing reflection of integrating LwDT in pedagogical practice.	Lesson observations, individual reflections and collaborative review support effective integration of digital technologies, aligned to the SAMR model.	SAMR reflection is embedded as part of lesson observation tool and ongoing discussion with line manager as part of observations and appraisal.
3.5	Engage in College-wide and learning area specific "Write that essay" professional development plan as a means of addressing gender disparity in writing.	College-wide expectations for sentence styles and paragraph structures in the junior school and senior school are established and implemented across the curriculum.	Write that Essay PLD offered across learning areas ongoing throughout the year. Further support of structures offered to scholarship students through two "Go For Gold" writing workshops. Junior school following sentence styles and paragraphs structures with literacy rich subjects (Social Science, RE, English) completing this in the Senior School. Ongoing support in this continuing in 2020 with a

			focus on the Junior School and Y9 Integrated studies classes across core teachers.
3.6	Analyse a stratified sample of writing for Years 7-10 using Write That Essay's diagnostic test.	Develop a baseline set of data to enable measurement of progress.	Completed. A selection of students in Y7-10 completed WTE diagnostic school which has set a baseline for future measures.

Objective

- 4. To ensure our junior curriculum is coherent, connected and future focused. It strengthens student achievement, supports learner well-being, is culturally responsive and reflects the Special Character of the College.**

	Actions`	Target/Outcome	Result
4.1	Undertake a trial collaborative integrated curriculum class at Year 9 (9K) and Year 7/8 collaborative planning and integrated studies across the two year levels	Review is undertaken and a comprehensive report documented with clear recommendations for implementation in 2019	Trial class was run in 2019. The outcomes (pastoral and academic) were favourable enough for the teachers of the programme to recommend expanding the programme for 2020. This has been aligned with the timetable review and is taking place in 2020.

Objective

- 5. Establish Aquinas College Graduate Profile**

	Actions	Target/Outcome	Result
5.1	Following community consultation, confirm the College's aspirational graduate profile.	Characteristics and qualities are identified and reflected in the Graduate Profile which embody our College's vision and mission.	An aspirational Graduate Profile, which embodies our College's vision, mission and reflects our community has been developed based on the aspects of Belong, Believe, Become.

Objective

- 6. Self-Review**

	Actions	Target/Outcome	Result
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6.1	Undertake a full review of the learning support provision for 3 rd and 4 th wave learners at the College	Review is undertaken, including student and community voice, and a comprehensive report documented with clear recommendations for implementation in 2020.	Due to the unexpected resignation of the Head of Learning Support this was postponed while the new Head of Learning Support has the chance to undertake an internal review of services and systems.
6.2	Undertake a full review of the College's approach to learning mathematics and numeracy in the junior school.	Review is undertaken, including student voice, and a report documented with clear recommendations for implementation.	Review undertaken by COL Within School Numeracy coordinator with clear recommendations moving forward. The decision has been made to continue with this role to support implementation through 2020
6.3	Align senior leadership team and middle leadership team roles and responsibilities to enable empowered leadership of learning and improved operational efficiency.	Leadership structure is equitable, distributed and clearly defined in new position descriptions.	All SLT Position Descriptions were reviewed and redefined. Generic LoL and ALoL Position Descriptions were created. WST Positions Descriptions updated. Head of Future Pathways position created and Position Descriptions created. There is clear alignment to operational and strategic goals and a focus on <u>leadership</u> in new Position Descriptions. Dean Position Descriptions yet to be confirmed in concert with the Pastoral Care Review. Operational flow chart created and shared with staff.
6.4	Review, with a view to developing new student reporting structures.	Student reporting is informative and responsive for students and their families.	Staff focus group recommendation for change in 2020. <i>New reporting structure carried through into 2020 Action Plan.</i>
6.5	Undertake a full review of the College timetable structure and functionality.	Review is undertaken, including student and community voice with clear recommendations for implementation in 2020.	Timetable reviewed and new 3-block/6-period day structure introduced for 2020. Structure allows for flexible learning blocks (50mins/100mins) which best suits our vision for learning at this time. Additionally, the creation of a mentoring programme for all Year levels as well as for Self-Directed Learning opportunities for Year 13 are new additions and a result of consultation and research into improving outcomes for learners.

Goal: Motivation and Promotion of Well-Being of Learners and Staff

Objective

7. Provide a supportive mentoring programme for all students that engages students, their whānau and the College.

	Actions	Target/Outcome	Result
7.1	As part of the mentoring programme, students, with their whānau, will set learning goals and personal goals through the Kamar Web Portal	The meeting with the Dean is well informed and students are active participants	Deans met with all students in their year levels individually at least once for the year. They then caught up with priority students on a need basis. Deans found this very stressful because they did not have enough time. After reviewing this mentoring system and various discussions, the pastoral care team were keen to involve tutor teachers/mentor teachers and to change from vertical tutor time to horizontal tutor time. This gave each dean the opportunity to work with a total of four tutor teachers, rather than 28 tutor teachers.
7.2	Establish mechanisms to engage with whānau through this mentoring programme.	Whānau is well informed and engaged in partnership relative to the mentoring process.	Whanau were part of the goalsetting of their children. This was done through our Kamar Web Portal. Whanau were contacted via emails, phone or meetings on an as needed basis. 2020 Menotring programme will engage <u>all</u> whanau through the distributed model of mentoring. Extensive wrap around pastoral and academic support was put in place where required to promote improved outcomes.
7.3	Use of school-wide tracking systems to monitor individual student progress.	Students are supported in working toward and achieving their targets. They will be identified and supported as required.	The use of the school-wide tracking system, kept year level Deans up to date with the academic progress of individuals. Priority learners were well monitored and supported. Early interventions were made possible with tracking and monitoring of data. Overall increase in pass rate/ endorsements. By tracking students' academic progress, Deans had clear picture and they could check with students on a regular basis if they were not on track.

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Objective

8. Self-Review.

	Actions	Target/Outcome	Result
8.1	Undertake a full review of the Pastoral Care systems of the College.	Review is undertaken, including student and community voice. A comprehensive report is documented with clear recommendations for implementation in 2020	Pastoral Care Review has been completed. An Action Plan will be formulated based on the recommendations of the review to inform our Pastoral Care practices.

Objective

9. Staff Well-Being.

	Actions	Target/Outcome	Result
9.1	Establish a working group to develop an action plan to promote staff well-being based on 2018 review.	Action plan established	<p>The working group realised that one person cannot look after the wellbeing of all the staff.</p> <ul style="list-style-type: none"> • LOLs continue to look out for people in their faculties/departments and report to SLT as required. • Staff are encouraged to talk to people they feel most comfortable with. • SLT has always been supportive and most people feel comfortable to speak to AP – Pastoral Care. <p>The College is supportive in many ways through various initiatives to support staff well-being. These include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Family day- very well received by staff and has rolled over for 2020. 2. EAP Services. 3. Free flu vaccinations made available to all staff.

			<ol style="list-style-type: none"> 4. Biennial subsidised WOF for staff. 5. Free use of gym facilities. 6. Pilates classes once a week. 7. Weekly 'Staff Salute' 8. Birthday celebrations 9. Regular morning teas for various occasions. 10. Staff functions organised by social club and financially supported by the College. 11. Volunteer functions of thanks. 12. Periodic Friday post school social gatherings. 13. Use of discretionary/special/sick leave provisions as delegated and required to support staff well-being. 14. Recognition of achievements.
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Objective

10. Further develop student agency and College Culture.

	Actions	Target/Outcome	Result
10.1	Redefine the structure and purpose of student-led committees, including leadership opportunities.	Student-led committees meet regularly and achieve defined objectives, thus achieving greater advocacy for the student body.	New Student Leadership structure created in 2019. Student Executive was reduced, and Committee Leaders introduced to support Student Executive with important student committees. This has created a more distributed model of leadership. Student leaders supported by SLT through attendance at weekly meetings.
10.2	Restructure the College House Competition to promote College culture.	New competition format is clearly understood, well promoted and provide opportunities to participate in areas of Special Character, academia, sport, culture and the arts.	New competition structure created. Transparent process for allocation of points. House points regularly updated at assembly. More work to be achieved to enable a full year competition embracing all dimensions of the College.

Objective

11. Whanau engagement.

	Actions	Target/Outcome	Result
11.1	Facilitate termly whānau hui to enable connection and consultation with whanau.	Whānau hui are facilitated each term.	Termly hui were facilitated. Māori and Pasifika graduation introduced in 2019.
11.2	Establish aiga group and host at least two fono to enable connection and consultation with Pacific Peoples aiga.	Aiga group established and at least two fono are facilitated.	Aiga group established and two fono were hosted (Term 2 and 4).

Goal: Facilities and Resources

Objective

12. To continue the development of the physical environment and resources of the College that complement improved student outcomes.

	Actions	Target/Outcome	Result
12.1	Ensure facilities and resources as identified in the Health and Safety audit meet required standards.	All recommendations are acted upon.	Recommendations of the audit have been actioned. Staff procedural documentation is being developed to support aspects of this.
12.2	Undertake Chapel refurbishment in consultation with College Parishes.	Chapel refurbishment completed.	New carpet has been installed and chairs have been replaced. Awaiting an appointment to get a new altar, lectern, chair and credence table commissioned. Sacred items, such as communion bowls, are being sourced.
12.3	Commission work around the College to increase the prominence of Catholic identity.	Catholic signs and symbols are commissioned.	New text displays were commissioned in the foyer, library and staff room. Planning for Graduate Profile visual display discussed with a graphic designer. Scoping of St. Thomas Aquinas stained glass window undertaken.
12.4	Undertake an asset audit.	Asset audit has been completed	Asset audit completed December 2019.

Aquinas College Student Achievement Targets 2019

As in previous years, our Annual Plan will continue to aim for high levels of achievement across the school, as reflected in objective 2.1 of this Annual Plan. However, we also recognise and acknowledge that there are groups of students who are at risk of not achieving their potential. Specific achievement targets have been established in response to our 2018 achievement data and wider academic trends.

Our Mission Statement includes the following - “recognising the uniqueness of the individual and challenging them to realise their potential”. For this to happen we as teachers must continue our own Professional Learning, with a focus on putting the student at the centre of the learning together with identifying and responding to the needs of individuals as they arise. Teaching as Inquiry and learning how we can “differentiate the learning” for our students in the classroom will continue to be key aspects of achieving this. The use of culturally responsive and relational pedagogy, ICT and its integration into our learning programmes are also important aspects of this.

	Target	Actions	Result												
1.	Improve the achievement of Numeracy for the Year 8 cohort. 32% of the Year 7 cohort were below the expected standard. The achievement deficit applies to boys (25%), girls (38%), Maori (57%), Pacific Peoples (100%) and European (29%).	<ol style="list-style-type: none"> 1. Review of mathematics and numeracy approach to learning. 2. Improved data tracking and support for identified students at risk of not achieving. 3. Investigate acceleration provision for priority learners 4. Faculty response to PLD action plan. 5. Appointment of a WST (Numeracy). 	<p>Progress noted with this cohort (79% At/Above expected levels). Note: progress/no change/regress</p> <table border="1"> <thead> <tr> <th colspan="2">Year 8 2020 Mathematics (At/Above)</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>84%</td> </tr> <tr> <td>Female</td> <td>80%</td> </tr> <tr> <td>Māori</td> <td>58%</td> </tr> <tr> <td>Pacific Peoples</td> <td>0%</td> </tr> <tr> <td>European</td> <td>87%</td> </tr> </tbody> </table> <p>These figures show that progress has been made by all groups in this cohort except for Pacific Peoples.</p>	Year 8 2020 Mathematics (At/Above)		Male	84%	Female	80%	Māori	58%	Pacific Peoples	0%	European	87%
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1.1	Remove disparity for Year 8 Māori and Pacific Peoples students' achievement in Numeracy. In 2019, 57% (Māori) and 100% (Pacific Peoples) of were below the standard compared to 27% for non- Māori.	<ol style="list-style-type: none"> 1. Improved data tracking and support for identified students at risk of not achieving. 2. Investigate acceleration provision for priority learners 3. CRRP professional development to support teaching practice for Māori students. 4. Development of culturally responsive and authentic learning tasks. 	<p>Figures as noted above:</p> <table border="1"> <thead> <tr> <th colspan="2">Year 8 2020 Mathematics (At/Above)</th> </tr> </thead> <tbody> <tr> <td>Māori</td> <td>58%</td> </tr> <tr> <td>Pacific Peoples</td> <td>0%</td> </tr> </tbody> </table>	Year 8 2020 Mathematics (At/Above)		Māori	58%	Pacific Peoples	0%						
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2.	<p>Improve the achievement of Numeracy for the Year 10 cohort. 45% of the Year 9 cohort were below the expected standard. The achievement deficit applies to boys (47%), girls (44%), Maori (43%), Pacific Peoples (100%) and European (64%).</p>	<ol style="list-style-type: none"> 1. Review of mathematics teaching and learning programmes. 2. Improved data tracking and support for identified students at risk of not achieving. 3. Investigate acceleration provision for priority learners. 4. Faculty response to PLD action plan. 5. Appointment of a WST (Numeracy). 	<p>Positive improvements in performance noted for this cohort with 70% now sitting At/Above the expected level (30% below – compared to 45% in the previous year)</p> <table border="1" data-bbox="1325 321 1875 558"> <thead> <tr> <th colspan="2">Year 10 2020 Mathematics (At/Above)</th> </tr> </thead> <tbody> <tr> <td>Whole cohort</td> <td>70%</td> </tr> <tr> <td>Male (45)</td> <td>73%</td> </tr> <tr> <td>Female (72)</td> <td>68%</td> </tr> <tr> <td>Māori (24)</td> <td>62%</td> </tr> <tr> <td>Pacific Peoples (2)</td> <td>50%</td> </tr> <tr> <td>European (84)</td> <td>72%</td> </tr> </tbody> </table> <p>Every indicator is an improvement on the prior year's achievement outcomes.</p>	Year 10 2020 Mathematics (At/Above)		Whole cohort	70%	Male (45)	73%	Female (72)	68%	Māori (24)	62%	Pacific Peoples (2)	50%	European (84)	72%
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3.	<p>Provide support and alternative pathways (as required) to ensure 100% literacy and numeracy achievement rates for Year 11 Students.</p> <ul style="list-style-type: none"> • 39% of the Year 10 cohort were below the expected standard in Numeracy. The achievement deficit applies to boys (33%), girls (44%), Maori (46%), Pacific Peoples (100%) and European (37%). • 57% of the Year 10 cohort were below the expected standard in Literacy (Reading). The achievement deficit applies to boys (57%), girls (57%), Maori (54%), Pacific Peoples (100%), European (58%) and Asian (50%). 	<ol style="list-style-type: none"> 1. Ongoing tracking and identification of students at risk of not achieving. 2. Achievement Standard and Unit Standard pathways available. 3. Facilitated Deans/Leaders of Learning achievement meetings (1-2 per term). 4. Investigate acceleration provision for student at risk of not achieving. 	<p>100% target met for Numeracy and Literacy in Level 1 NCEA in 2019:</p> <ul style="list-style-type: none"> - 100% Literacy - 100% numeracy - 97% Achievement of the NCEA certificate 														
4.	<p>Continue to reduce disparity in certificate endorsements in NCEA between males and females. Girls continue to outperform boys in this measure at a significant rate. A reduction in the two applicable cohorts was achieved in 2018.</p> <table border="1" data-bbox="275 1344 781 1403"> <thead> <tr> <th>2018 Difference</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018 Difference	Girls	Boys				<ol style="list-style-type: none"> 1. Academic monitoring and conferencing through Dean and Tutor teacher. 2. 'Write That Essay' PLD initiative. 3. Development of scaffolded assessment tasks across the curriculum to facilitate and promote higher order thinking for boys. 	<p>Academic tracking used by Deans. Essay subscribe feature used by some Deans to identify and track progress of priority learners. The disparities continue in endorsement rates but not achievement rates:</p> <table border="1" data-bbox="1325 1247 1875 1382"> <thead> <tr> <th colspan="2">Endorsement comparisons (female – male)</th> </tr> </thead> <tbody> <tr> <td>NCEA Level 3</td> <td>64% - 43% = 21%</td> </tr> <tr> <td>NCEA Level 2</td> <td>96% - 67% = 29%</td> </tr> <tr> <td>NCEA Level 1</td> <td>85% - 74% = 11%</td> </tr> </tbody> </table>	Endorsement comparisons (female – male)		NCEA Level 3	64% - 43% = 21%	NCEA Level 2	96% - 67% = 29%	NCEA Level 1	85% - 74% = 11%
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<p>5.</p>	<p>Reduce the disparity in University Entrance for Boys and Māori.</p> <table border="0"> <tr> <td>2018</td> <td>Girls</td> <td>Boys</td> <td>Māori</td> </tr> <tr> <td>UE</td> <td>84%</td> <td>68%</td> <td>67%</td> </tr> <tr> <td>2017</td> <td>Girls</td> <td>Boys</td> <td>Māori</td> </tr> <tr> <td>UE</td> <td>82%</td> <td>70%</td> <td>40%</td> </tr> <tr> <td>2016</td> <td>Girls</td> <td>Boys</td> <td>Māori</td> </tr> <tr> <td>UE</td> <td>89%</td> <td>76%</td> <td>80%</td> </tr> </table>	2018	Girls	Boys	Māori	UE	84%	68%	67%	2017	Girls	Boys	Māori	UE	82%	70%	40%	2016	Girls	Boys	Māori	UE	89%	76%	80%	<ol style="list-style-type: none"> Ongoing tracking and identification of students at risk of not achieving. Academic monitoring and conferencing through Dean and Tutor teacher. CRRP professional development to support teaching practice for Māori students. Facilitated Deans/Leaders of Learning achievement meetings (1-2 per term). Development of scaffolded assessment tasks across the curriculum to facilitate and promote higher order thinking. 	<p>Good progress noted for Māori in 2019 but male UE achievement fell further behind female achievement.</p> <table border="0"> <tr> <td>2019</td> <td>Girls</td> <td>Boys</td> <td>Māori</td> </tr> <tr> <td>UE</td> <td>84%</td> <td>58%</td> <td>85%</td> </tr> </table>	2019	Girls	Boys	Māori	UE	84%	58%	85%
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Aquinas College

Kiwisport

For the Year Ended 31 December 2019

Kiwisport is a Government initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$15,851.94 (excluding GST). The funding is spent on providing a wide range of sporting opportunities for all students at all levels. Funds have been put towards a dedicated sports office manned by two staff organising teams, coaches, equipment and uniforms. The number of students participating in organised sport being 70% of the school roll.