

ST FRANCIS CATHOLIC SCHOOL (PT CHEVALIER)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1488

Principal: Lisa Bateman

School Address: Montrose Street, Pt Chevalier, Auckland 1022

School Postal Address: P O Box 44-177, Pt Chevalier

School Phone: 09 846 4696

School Email: office@stfrancis.school.nz

Schooled Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Caroline Botting	Co-Presiding Member	Elected	Aug-25
Phillip Jaggard	Co-Presiding Member	Elected	Aug-25
Lisa Bateman	Principal ex Officio	Appointed	Current
Emma Uhila	Parent Representative	Elected	Aug-25
Patrick Gorrige	Parent Representative	Elected	Aug-25
Lisa Dixon	Parent Representative	Elected	Aug-25
Father John Webb	Proprietors Representative	Appointed	Current
Stuart King	Proprietors Representative	Appointed	Current
Phillip Joyce	Proprietors Representative	Appointed	Current
Susan Milne	Teacher Representative	Elected	Aug-25



ST FRANCIS CATHOLIC SCHOOL (PT CHEVALIER)

Annual Report - For the year ended 31 December 2024

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St Francis Catholic School (PT Chevalier)

Statement of Responsibility

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Philip Joyce

Full Name of Presiding Member

Signed by:

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Signature of Presiding Member

29 May 2025

Date:

Lisa Bateman

Full Name of Principal

DocuSigned by:

014A4A9E72E94AF

Signature of Principal

29 May 2025

Date:

St Francis Catholic School (PT Chevalier)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	2,003,219	1,906,016	2,028,651
Locally Raised Funds	3	109,710	40,000	68,749
Use of Proprietor's Land and Buildings		686,206	686,206	686,206
Interest		38,521	25,000	36,885
Total Revenue		2,837,656	2,657,222	2,820,491
Expense				
Locally Raised Funds	3	59,590	10,000	30,250
Learning Resources	4	1,831,300	1,732,639	1,805,941
Administration	5	153,070	140,150	156,035
Interest		2,175	2,200	2,126
Property	6	843,620	799,106	818,609
Other Expense	7	10,000	-	10,000
Loss on Disposal of Property, Plant and Equipment		1,704	-	2,564
Total Expense		2,901,459	2,684,095	2,825,525
Net Surplus / (Deficit) for the year		(63,803)	(26,873)	(5,034)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(63,803)	(26,873)	(5,034)

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 Francis Catholic School (PT Chevalier)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,394,363	1,394,363	1,402,888
Total comprehensive revenue and expense for the year		(63,803)	(26,873)	(5,034)
Contribution - Furniture and Equipment Grant		36,647	-	(3,491)
Equity at 31 December		1,367,207	1,367,490	1,394,363
Accumulated comprehensive revenue and expense		1,367,207	1,367,490	1,394,363
Equity at 31 December		1,367,207	1,367,490	1,394,363

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 Francis Catholic School (PT Chevalier)

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	501,238	553,400	591,940
Accounts Receivable	9	139,868	136,306	136,305
GST Receivable		17,241	11,387	11,387
Prepayments		4,324	5,086	5,086
Inventories	10	2,863	3,537	3,537
Investments	11	482,341	412,476	412,476
		<u>1,147,875</u>	<u>1,122,192</u>	<u>1,160,731</u>
Current Liabilities				
Accounts Payable	14	175,232	199,277	199,277
Revenue Received in Advance	15	-	3,197	3,197
Provision for Cyclical Maintenance	16	25,450	4,724	32,917
Finance Lease Liability	17	12,220	10,846	11,365
Funds held in Trust	18	2,998	4,537	4,536
		<u>215,900</u>	<u>222,581</u>	<u>251,292</u>
Working Capital		931,975	899,611	909,439
Non-current Assets				
Property, Plant and Equipment	12	108,075	111,487	116,336
Equitable Leasehold Interest	13	380,000	390,000	390,000
		<u>488,075</u>	<u>501,487</u>	<u>506,336</u>
Non-current Liabilities				
Finance Lease Liability	17	13,974	7,495	12,490
Provision for Cyclical Maintenance	16	38,869	26,113	8,922
		<u>52,843</u>	<u>33,608</u>	<u>21,412</u>
Funds held in Trust		<u>1,367,207</u>	<u>1,367,490</u>	<u>1,394,363</u>
Equity		<u>1,367,207</u>	<u>1,367,490</u>	<u>1,394,363</u>

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

St Francis Catholic School (PT Chevalier)

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		526,416	459,122	478,233
Locally Raised Funds		106,513	43,197	70,173
Goods and Services Tax (net)		(5,854)	(1,230)	(1,230)
Payments to Employees		(356,193)	(273,667)	(309,600)
Payments to Suppliers		(336,659)	(245,755)	(307,581)
Interest Paid		(2,175)	(2,200)	(2,126)
Interest Received		37,650	24,313	36,198
Net cash from/(to) Operating Activities		(30,302)	3,780	(35,933)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(8,354)	(3,099)	(16,380)
Purchase of Investments		(69,865)	-	-
Proceeds from Sale of Investments		-	85,275	85,275
Net cash from/(to) Investing Activities		(78,219)	82,176	68,895
Cash flows from Financing Activities				
Furniture and Equipment Grant		36,647	-	46,509
Contributions from Ministry of Education		-	-	(50,000)
Finance Lease Payments		(17,290)	(5,599)	(11,812)
Repayment of Loans		-	-	(10,095)
Funds Administered on Behalf of Other Parties		(1,538)	(10,094)	-
Net cash from/(to) Financing Activities		17,819	(15,693)	(25,398)
Net cash from/(to) Financing Activities		(90,702)	70,263	7,564
Cash and cash equivalents at the beginning of the year	8	591,940	483,137	584,376
Cash and cash equivalents at the beginning of the year	8	501,238	553,400	591,940
Cash and cash equivalents at the end of the year				

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 Francis Catholic School (PT Chevalier)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

St Francis Catholic School (PT Chevalier) (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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

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

Measurement Base

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	10 years
Information and Communication Technology	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) 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.

n) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 14 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.

o) Financial Instruments

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

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

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	516,884	436,677	523,798
Teachers' Salaries Grants	1,486,335	1,469,339	1,504,853
	<u>2,003,219</u>	<u>1,906,016</u>	<u>2,028,651</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	28,314	12,000	18,877
Fees for Extra Curricular Activities	18,912	7,000	12,487
Trading	3,194	2,000	3,434
Fundraising and Community Grants	59,290	19,000	33,951
	<u>109,710</u>	<u>40,000</u>	<u>68,749</u>
Expense			
Extra Curricular Activities Costs	19,151	7,000	12,071
Trading	3,952	2,000	5,571
Fundraising and Community Grant Costs	36,487	1,000	12,608
	<u>59,590</u>	<u>10,000</u>	<u>30,250</u>
	<u>50,120</u>	<u>30,000</u>	<u>38,499</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	57,633	50,200	48,642
Employee Benefits - Salaries	1,706,608	1,625,339	1,709,141
Staff Development	23,007	15,000	6,003
Staff Development - Overseas Travel	5,301	6,000	-
Depreciation	34,540	31,700	35,952
Other Learning Resources	4,211	4,400	6,203
	<u>1,831,300</u>	<u>1,732,639</u>	<u>1,805,941</u>

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fees	8,016	6,000	7,820
Board Fees and Expenses	12,960	9,400	10,453
Operating Leases	483	700	763
Other Administration Expenses	30,851	26,250	23,953
Employee Benefits - Salaries	84,357	80,800	96,397
Insurance	3,889	5,000	4,557
Service Providers, Contractors and Consultancy	12,514	12,000	12,092
	<u>153,070</u>	<u>140,150</u>	<u>156,035</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cyclical Maintenance	22,480	-	6,727
Heat, Light and Water	17,222	14,000	15,152
Repairs and Maintenance	11,473	12,400	27,775
Use of Land and Buildings	686,206	686,206	686,206
Employee Benefits - Salaries	23,811	25,000	20,378
Other Property Expenses	82,428	61,500	62,371
	<u>843,620</u>	<u>799,106</u>	<u>818,609</u>

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

7. Other Expense

	2024	2024	2023
	Actual	Budget	Actual
		(Unaudited)	
Amortisation of equitable leasehold interest	10,000	-	10,000
	<u>10,000</u>	<u>-</u>	<u>10,000</u>

8. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Accounts	501,238	553,400	591,940
Cash and cash equivalents for Statement of Cash Flows	<u>501,238</u>	<u>553,400</u>	<u>591,940</u>

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 15.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	-	6,673	6,673
Interest Receivable	5,295	4,424	4,424
Teacher Salaries Grant Receivable	134,573	125,209	125,208
	<u>139,868</u>	<u>136,306</u>	<u>136,305</u>
Receivables from Exchange Transactions	5,295	4,424	4,424
Receivables from Non-Exchange Transactions	134,573	131,882	131,881
	<u>139,868</u>	<u>136,306</u>	<u>136,305</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,086	1,000	1,204
School Uniforms	1,777	2,537	2,333
	<u>2,863</u>	<u>3,537</u>	<u>3,537</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	482,341	412,476	412,476
Total Investments	<u>482,341</u>	<u>412,476</u>	<u>412,476</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	57,060	2,853	-	-	(12,360)	47,553
Information and Communication Technology	10,408	5,501	(1,283)	-	(7,163)	7,463
Leased Assets	21,958	15,790	(953)	-	(11,107)	25,687
Library Resources	26,910	4,794	(421)	-	(3,910)	27,373
	<u>116,336</u>	<u>28,938</u>	<u>(2,657)</u>	<u>-</u>	<u>(34,540)</u>	<u>108,076</u>

The net carrying value of ICT equipment held under a finance lease is \$25,687 (2023: \$21,958)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	375,266	(327,713)	47,553	423,444	(366,384)	57,060
Information and Communication Technology	88,037	(80,574)	7,463	90,146	(79,738)	10,408
Leased Assets	46,111	(20,424)	25,687	45,566	(23,608)	21,958
Library Resources	80,480	(53,108)	27,372	76,890	(49,980)	26,910
	<u>589,894</u>	<u>(481,819)</u>	<u>108,075</u>	<u>636,046</u>	<u>(519,710)</u>	<u>116,336</u>

13. 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, 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 50 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 are:

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Buildings	380,000	390,000	390,000
	<u>380,000</u>	<u>390,000</u>	<u>390,000</u>

14. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	21,779	21,061	21,060
Accruals	8,116	31,148	14,493
Employee Entitlements - Salaries	134,573	130,412	147,068
Employee Entitlements - Leave Accrual	10,764	16,656	16,656
	<u>175,232</u>	<u>199,277</u>	<u>199,277</u>
Payables for Exchange Transactions	175,232	199,277	199,277
	<u>175,232</u>	<u>199,277</u>	<u>199,277</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Other revenue in Advance	-	3,197	3,197
	<u>-</u>	<u>3,197</u>	<u>3,197</u>

16. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	41,839	30,837	102,780
Increase to the Provision During the Year	22,480	-	6,727
Use of the Provision During the Year	-	-	(67,668)
Provision at the End of the Year	<u>64,319</u>	<u>30,837</u>	<u>41,839</u>
Cyclical Maintenance - Current	25,450	4,724	32,917
Cyclical Maintenance - Non current	38,869	26,113	8,922
	<u>64,319</u>	<u>30,837</u>	<u>41,839</u>

The School's 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.

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:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	14,086	10,846	13,039
Later than One Year and no Later than Five Years	15,687	7,495	13,368
Future Finance Charges	(3,579)	-	(2,553)
	<u>26,194</u>	<u>18,341</u>	<u>23,854</u>
Represented by			
Finance lease liability - Current	12,220	10,846	11,365
Finance lease liability - Non current	13,974	7,495	12,490
	<u>26,194</u>	<u>18,341</u>	<u>23,854</u>

18. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	2,998	4,537	4,536
	<u>2,998</u>	<u>4,537</u>	<u>4,536</u>

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 (Catholic Diocese 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, pastoral and mission fees payable to the Proprietor. The amounts collected in total were \$152,760 (2023: \$153,989). 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 \$2,998, (2023: \$4,536).

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,110	3,735
 <i>Leadership Team</i>		
Remuneration	489,880	370,135
Full-time equivalent members	4	3
Total key management personnel remuneration	493,990	373,870

There are 9 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (1 member) committee that meet when necessary. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	2.00	6.00
110 - 120	3.00	0.00
	5.00	6.00
	5.00	6.00

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had no capital commitments (2023:\$nil).

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any contracts.

23. Financial Instruments

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

Financial assets measured at amortised cost

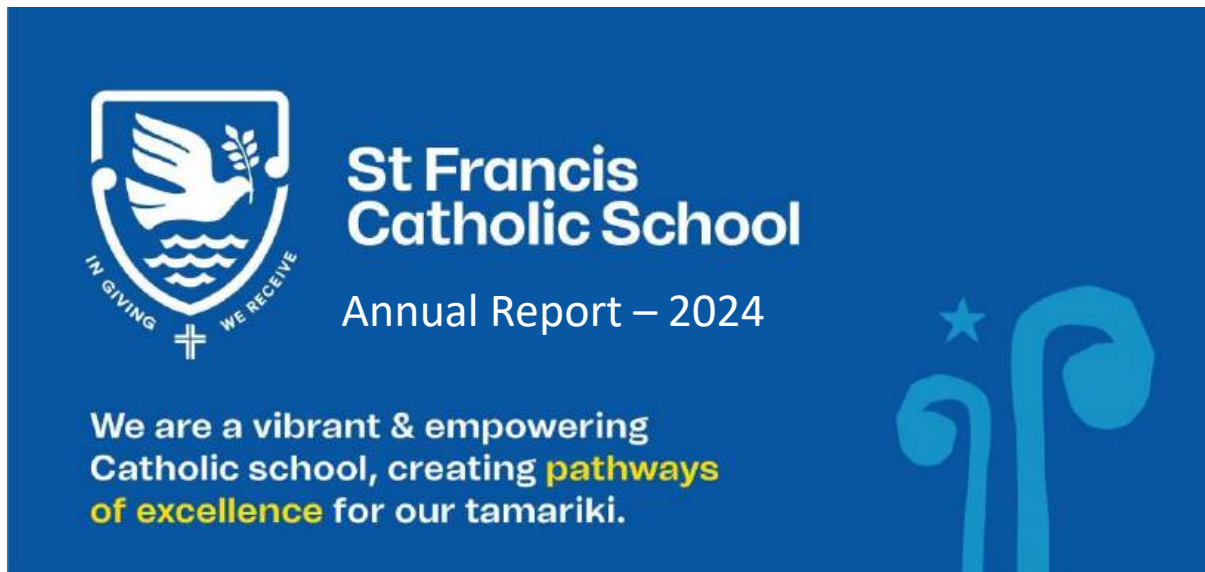
	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	501,238	553,400	591,940
Receivables	139,868	136,306	136,305
Investments - Term Deposits	482,341	412,476	412,476
Total financial assets measured at amortised cost	1,123,447	1,102,182	1,140,721
	1,123,447	1,102,182	1,140,721

Financial liabilities measured at amortised cost

Payables	175,232	199,277	199,277
Finance Leases	26,194	18,341	23,855
Total financial liabilities measured at amortised cost	<u>201,426</u>	<u>217,618</u>	<u>223,132</u>

24. Events After Balance Date

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



Strategic Direction:

1. All children at St Francis Catholic School will be able to access the New Zealand Curriculum as evidenced by progress and achievement. Our local Curriculum will be delivered in conjunction with the School's Special Character, vision and values; key competencies and learning areas, enabling and school vision "We are a vibrant and empowering Catholic school, creating pathways of excellence of our Tamariki".
2. All staff will deliver a high standard of education for all children, through a commitment to best practice pedagogy and a collaborative professional learning community.
3. Strong and respectful home / school / parish partnerships will ensure a welcoming, positive and inclusive environment for all children and their whanau in our school community.
4. The Catholic Special Character of St Francis Catholic School will be protected and enhanced by developing the dimensions of Encounter with Christ, Growth in Knowledge, Christian Witness and Safeguarding and strengthening Catholic Character.

Strategic Goals:

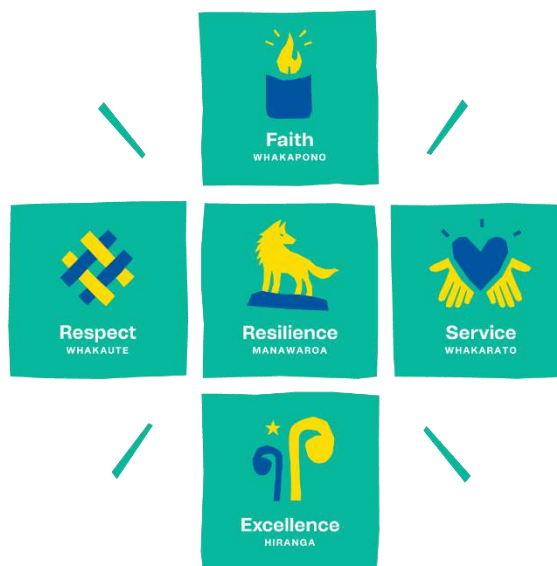
1. Implementation and embedment of the school wide rebrand project across the school by the end of 2025.
2. Increase opportunities for student agency.
3. Increase focus on Mental Health and Wellbeing.
4. Achievement and Progress targets – focus on improving literacy across the school.
5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.
6. Behaviour Management planning and documentation review

Statement of Variance 2024 – Progress against targets:

Goals:	Actions taken:	Reasons for any differences between targets and the outcomes	Planning for 2025 – where to next?
<p>1. Implementation and embedment of the school wide rebrand project across the school by 2025.</p> <p>NELP 1, 2, 3</p>	<p>Implement the St Francis Graduate Profile across the school, linking with the key competencies, using a Year 1 – 6 success criteria / matrix.</p>	<p>All goals achieved. Graduate Profile complete and working in classrooms. Developed Year 2, Year 4 and Year 6 criteria for matrix.</p>	<p>Senior students involved creating visuals.</p>
<p>2. Increase opportunities for student agency.</p> <p>NELP 1, 2, 3, 4</p>	<p>Student voice collection is part of best practice, with regular opportunities to collect data. Continue to imbed a school wide approach to build and embed akonga agency, evidencing ownership of their learning, using learning from recent completed PD with Alana Madgwick. Link with Kahui Ako across school lead and within school lead work plan. Embedding Mid and End of Year Reporting to parents, evidencing student voice in a real context. Possible link with the Graduate Profile.</p>	<p>All goals achieved. Student voice collected regularly. Kahui Ako professional development completed, included in the reflection and review cycle. PDL journal completed. Second round of funding rejected. PLD funding moved on to Structured Literacy. All applied for funding approved. Year 2 – 6 student voice collected for Mid and End of Year Reports. Year 5 – 6 links with Graduate Profile matrix.</p>	<p>Student voice will continue to be collected throughout the year, including for Mid and End of Year Reports. Professional Development opportunities to collect student voice in 2025: Structured Literacy (Liz Kane PD, LLLL PD, The Code PD etc), Maths No Problem, new RE curriculum etc.</p>
<p>3. Increase focus on Mental Health and Wellbeing.</p> <p>NELP 1, 2, 3, 4</p>	<p>The Mitey Programme and Mental Health curriculum are fully integrated in the St Francis local curriculum and is regularly reviewed by all key stakeholders. Ongoing review of policies and procedures related to mental health.</p>	<p>All goals achieved. All Professional Development and curriculum content implemented as planned. Local Curriculum documentation reviewed by the Senior Leadership Team. Policies and procedures reviewed according to the schedule.</p>	<p>The Mitey Programme will continue throughout the school. Implementation tracked and reviewed by MU holder.</p>

	<p>Review the implementation of Key Competencies, with a particular focus on 'managing self', through school wide wellbeing strategies.</p>		
<p>4. Achievement and Progress targets – focus on improving literacy across the school.</p> <p>NELP 1, 2, 3, 4, 5</p>	<p>Continue to work with the Kahui Ako to improve writing teaching. Continue to provide resources and PD to support the implementation of Structured Literacy practices, including The Code, Heggerty, LLLL, decodables etc.</p> <p>Review Structured Literacy resources that have been purchased over the previous two years and make a resourcing plan for the next two years.</p> <p>Achievement Targets: 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>	<p>All goals achieved.</p> <p>Results for 2024: 97% of students achieved at or above the expected curriculum level for reading by the end of the year. 89% of students achieved at or above the expected curriculum level for writing by the end of the year. 91% of students achieved at or above the expected curriculum level for maths by the end of the year. All targets reached by the end of the year. Children who did not achieve at or above the expected curriculum level have been identified and plans put in place for 2025.</p>	<p>Target students identified. Resources and interventions put in place. Small class sizes for focus cohorts. Teacher Aide timetables reflect needs across the school.</p> <p>Kahui Ako WSL focus: writing.</p> <p>Whole school PD focus: Structured Literacy and introduction of Maths No Problem resources.</p> <p>Special Needs students under the care of our new SENCO.</p> <p>Achievement Targets for 2025: 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>

<p>5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.</p> <p>NELP 1, 2, 3</p>	<p>Continue with the review and refresh of local curriculum documents. Review the ANZH curriculum implementation and track coverage of the strands across the school. Year 1 and 2 teachers to implement the new Level 1 RE curriculum strands, while Year 3 and 4 teachers attend PD.</p>	<p>All goals achieved. New curriculum areas implemented across the school. All scheduled Professional Development completed.</p>	<p>New RE curriculum Professional Development for Year 5/6 – implementation in 2026. Moving on to Structured Literacy PD and Maths No Problem implementation.</p>
<p>6. Behaviour Management Planning and documentation review.</p> <p>NELP 1, 2, 3, 4</p>	<p>Continue to implement a refreshed Behaviour Management plan across the school, including visuals. Share with the community. Introduce the “manners” incentive.</p>	<p>All goals achieved.</p>	



How we have given effect to Te Tiriti o Waitangi in 2024:

Our targets and actions give effect to Te Tiriti o Waitangi through

- working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

All schools in NZ have a duty to actively promote and protect Tiriti rights and to develop an education setting that reflects respectful relationships with Māori.

At St Francis Catholic School we have strategies to ensure that plans, policies, and our local curriculum reflect local tikanga Māori, matauranga Māori, and tea o Māori. We value strategies for achieving equitable outcomes for Māori students, using experts within the community and documentation such as Ka Hikitia and Tataiako. Our annual plan includes targets and pattern analysis to improve the achievement of Māori students, using good quality school wide achievement and progress data. St Francis Catholic School takes all reasonable steps to make instructions available in tikanga Māori and te reo Māori. This is evident in our resent rebrand documentation.

Throughout 2024 we have ensured specific teaching of Te Reo Maori and Maori tikanga (Level 1 and 2 of the NZC) and performance through multiple Kapa Haka groups (tutor through Auckland Central Catholic Kahui Ako). Cultural Lead position implemented across the school, working in conjunction with whanau.

St Francis Catholic School believes:

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākongā Māori as Māori in schools. Te Tiriti o Waitangi is, at its essence, about honourable, equitable partnership: it is an agreement to co-exist peacefully while each party retains its language, culture, and identity.

- Kawanatanga (honourable governance), by giving Māori a voice in all aspects of governance through genuine engagement and involvement in decision making.
- Rangatiratanga (self-determination), by acknowledging the rights of Māori to have agency, voice, and choice in what happens in schools.

- Ōritetanga (equity), by co-designing for equity. This means engaging with whānau Māori to design plans, programmes, and environments, rather than merely inviting them to consult on existing plans and ideas.

In Māori achieving success as Māori means strengthening their connections to their language, culture, and identity.

In genuine and authentic engagement with whānau Māori and mana whenua.

Statement of compliance with employment policy in 2024:

The St Francis board operates an employment policy that complies with the principle of being a good employer - (section 597(1) of the Education and Training Act 2020). Under s597 of the Act the St Francis board operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board operates an employment policy that complies with the principle of being a good employer. They ensure compliance with this policy (including our Equal Employment Opportunities Programme) and this is reported annually.

The Board:

1. Has developed and implements personnel and industrial policies, with policy and procedural frameworks set by the Government, which promote high levels of staff performance, use of educational resources effectively and recognise the needs of students.
2. Is a good employer, in compliance with the State Sector Act 1988 and the Education and Training Act 2020, using the conditions contained in employment contracts applicable to teaching and non-teaching staff.
3. Accepts as necessary for the fair and proper treatment of employees in all aspects of their employment.

The Board demonstrates it is a good employer by:

- Meeting the obligation to provide a good and safe working conditions.
- Having a recently reviewed Equal Employment Opportunities Programme.
- Practising impartial selection of suitably qualified persons for appointment.
- Recognising the aims and aspirations of Māori, the employment requirements of Māori, and the greater involvement of Māori in the Education service.
- Enhancing the abilities of individual employees.
- Recognising the employment requirements of women.
- Recognising the employment requirements of persons with disabilities.

The Board operates an EEO programme / policy that:

- Is available to staff.
- Includes training to raise awareness of issues which may impact EEO.
- Appoints someone to coordinate compliance with its requirements.
- Provides for regular reporting on compliance with the policy and / or achievement under the policy.
- Sets priorities and objectives.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	We have systems, policies and procedures in place to ensure our staff feel safe within their working environment. Policies are regularly reviewed according to a predetermined schedule.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Promote EEO through advertising and appointment processes. Staff voice collected throughout the year, in an environment where staff feel safe to share their thoughts and opinions about opportunities within the school. Our practices are fair, transparent and inclusive.
How do you practise impartial selection of suitably qualified persons for appointment?	Follow process, transparency throughout at all levels. Appointment personnel are inducted and briefed before all appointment meetings. Ensure all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	We work towards meeting our obligations as Te Tiriti partners within our education setting. Aim and aspirations as Te Tiriti partners are an integral part of our school practices and culture. Tikanga and kawa of Maori leadership are interwoven within our school structure.
How have you enhanced the abilities of individual employees?	Through focused professional learning and development. Coaching model that is agentic, focussed and man-enhancing for all employees. The ongoing development of our school culture strongly focusses on the wellbeing of staff, students and our community.
How are you recognising the employment requirements of women?	Personnel appointments and practices are non-bias. Opportunities for advancement and leadership is open, transparent and available to all.

How are you recognising the employment requirements of persons with disabilities?	Through staff wellbeing and support initiatives. Providing tailored and timely support and requirements so employees can perform to the best of their abilities.
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Good employer policies include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

St Francis Catholic School Policies - <https://stfrancis.schooldocs.co.nz> Username: stfrancis Password: brave

SLT Discussion points:

Community engagement – Do our goals and actions reflect the aspirations of our community? Based on the identities, cultures, needs and aspirations of our school.

Best methods of tracking evidence each term – looking for shifts and changes in teaching practice and student outcomes. High-level tangible steps, rather than surface feature changes. Catering to students whose needs have not been well met. Evaluate impact using success indicators, tools, rubrics.

Summary of information used to develop this plan:

- Community consultation
- Whanau Hui consultation
- Staff and student surveys

- NELP – National Education Learning Priorities <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes>
- Education and Training Act 2020 – Objectives for Boards in Governing Schools <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020>

Financial Statement inclusion:

https://drive.google.com/file/d/1Hn4u-iFhgxMJjmc7e0mfk_cBIAmJMdJd/view?usp=sharing

- Statement of responsibility signed and dated
- Statement of comprehensive revenue and expense
- Statement of changes in net assets / equity
- Statement of financial position
- Statement of cash flow
- Notes to the financial statements
- Independent auditor's report signed and dated
- Report on other special and contestable funding
- Kiwisport funding

2024 Progress and Achievement Summary:

https://drive.google.com/file/d/1he7Bnp_W4oZr-Zj6O9gXhWY334VZhhUO/view?usp=sharing



2024 End of Year Reading Data Summary Y2-6—97% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		8% (<u>3</u>)	61% (<u>23</u>)	3% (<u>1</u>)	29% (<u>11</u>)							
Y3				8% (<u>3</u>)	41% (<u>16</u>)	41% (<u>16</u>)	10% (<u>4</u>)					
Y4				4% (<u>2</u>)	9% (<u>4</u>)	47% (<u>21</u>)	36% (<u>16</u>)	4% (<u>2</u>)				
Y5						3% (<u>1</u>)	46% (<u>16</u>)	40% (<u>14</u>)	9% (<u>3</u>)	3% (<u>1</u>)		
Y6				2% (<u>1</u>)			4% (<u>2</u>)	26% (<u>12</u>)	33% (<u>15</u>)	15% (<u>7</u>)	20% (<u>9</u>)	
Total pupils		1 % (<u>3</u>)	11 % (<u>23</u>)	3 % (<u>7</u>)	15 % (<u>31</u>)	19 % (<u>38</u>)	19 % (<u>38</u>)	14 % (<u>28</u>)	9 % (<u>18</u>)	4 % (<u>8</u>)	4 % (<u>9</u>)	

2024 End of Year Writing Data Summary Y2-6—89% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		16% (6)	71% (27)	8% (3)	5% (2)							
Y3			13% (5)	21% (8)	56% (22)	10% (4)						
Y4			4% (2)	7% (3)	16% (7)	62% (28)	9% (4)	2% (1)				
Y5					3% (1)	20% (7)	29% (10)	40% (14)	9% (3)			
Y6						7% (3)	4% (2)	20% (9)	41% (19)	22% (10)	7% (3)	
Total pupils		3 % (6)	17 % (34)	7 % (14)	16 % (32)	21 % (42)	8 % (16)	12 % (24)	11 % (22)	5 % (10)	1 % (3)	

2024 End of Year Maths Data Summary Y2-6—91% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		3% (1)	66% (25)	32% (12)								
Y3			5% (2)	15% (6)	62% (24)	18% (7)						
Y4			2% (1)	2% (1)	18% (8)	48% (21)	30% (13)					
Y5						9% (3)	46% (16)	37% (13)	6% (2)	3% (1)		
Y6							4% (2)	30% (14)	28% (13)	17% (8)	17% (8)	2% (1)
Total pupils		0 % (1)	14 % (28)	9 % (19)	16 % (32)	15 % (31)	15 % (31)	13 % (27)	7 % (15)	4 % (9)	4 % (8)	0 % (1)

2024 End of Year Data - Ethnicity Information

	Amount of students	% of students
Maori	5	2.5%
NZ European	124	62%
Samoan	10	5%
Tongan	16	8%
Other Pacific Island	3	1.5%
Asian	34	17%
Other	8	4%

2024 End of Year Data— Ethnicity Information— Students working below the expected curriculum level

	Reading	Writing	Maths
Maori	0	0	0
NZ European	4	14	3
Samoan	0	2	1
Tongan	1	3	2
Other Pacific Island	1	2	1
Asian	0	1	1
Other	0	1	1

2024 Progress—Term 4 2023—Term 2 2024 / Term 2 2024—T4 2024 / Term 4 2023—Term 4 2024

	Term 4 2023—Term 2 2024 (End of last year to mid this year—6 months)	Term 2 2024—Term 4 2024 (Mid this year to end of this year—6 months)	Term 4 2023—Term 4 2024 (End of last year to end of this year—12 months)
Year 2		Reading - 10% stayed the same, 85% progressed by 1 stage, 5% progressed by 2 or more stages Writing—10% stayed the same, 68% progressed by 1 stage, 22% progressed by 2 or more stages Maths—18% stayed the same, 82% progressed by 1 stage	
Year 3	Reading - 36% stayed the same, 62% progressed by 1 stage, 2% progressed by 2 or more stages Writing—19% stayed the same, 81% progressed by 1 stage Maths—52% stayed the same, 48% progressed by 1 stage	Reading - 30% stayed the same, 65% progressed by 1 stage, 5% progressed by 2 or more stages Writing—20% stayed the same, 71% progressed by 1 stage, 9% progressed by 2 or more stages Maths—10% stayed the same, 80% progressed by 1 stage, 10% progressed by 2 or more stages	Reading - 11% stayed the same, 44% progressed by 1 stage, 45% progressed by 2 or more stages Writing—5% stayed the same, 22% progressed by 1 stage, 73% progressed by 2 or more stages Maths—2% stayed the same, 44% progressed by 1 stage, 54% progressed by 2 or more stages
Year 4	Reading - 35% stayed the same, 65% progressed by 1 stage Writing—57% stayed the same, 43% progressed by 1 stage Maths—55% stayed the same, 42% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 14% stayed the same, 86% progressed by 1 stage Writing—7% stayed the same, 93% progressed by 1 stage Maths—17% stayed the same, 75% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 0% stayed the same, 47% progressed by 1 stage, 53% progressed by 2 or more stages Writing—0% stayed the same, 68% progressed by 1 stage, 32% progressed by 2 or more stages Maths—5% stayed the same, 52% progressed by 1 stage, 43% progressed by 2 or more stages
Year 5	Reading - 12% stayed the same, 88% progressed by 1 stage Writing—26% stayed the same, 71% progressed by 1 stage, 3% progressed by 2 or more stages Maths—33% stayed the same, 63% progressed by 1 stage, 4% progressed by 2 or more stages	Reading - 31% stayed the same, 69% progressed by 1 stage Writing—22% stayed the same, 78% progressed by 1 stage Maths—40% stayed the same, 57% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 0% stayed the same, 33% progressed by 1 stage, 67% progressed by 2 or more stages Writing—4% stayed the same, 42% progressed by 1 stage, 54% progressed by 2 or more stages Maths—6% stayed the same, 52% progressed by 1 stage, 42% progressed by 2 or more stages
Year 6	Reading - 44% stayed the same, 56% progressed by 1 stage Writing—40% stayed the same, 50% progressed by 1 stage, 10% progressed by 2 or more stages Maths—51% stayed the same, 41% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 35% stayed the same, 53% progressed by 1 stage, 12% progressed by 2 or more stages Writing—13% stayed the same, 64% progressed by 1 stage, 23% progressed by 2 or more stages Maths—11% stayed the same, 72% progressed by 1 stage, 17% progressed by 2 or more stages	Reading - 18% stayed the same, 42% progressed by 1 stage, 40% progressed by 2 or more stages Writing—0% stayed the same, 30% progressed by 1 stage, 70% progressed by 2 or more stages Maths—5% stayed the same, 42% progressed by 1 stage, 53% progressed by 2 or more stages

St Francis Catholic School (Point Chevalier)
Year End: 31 December 2024
Kiwisport Note

8251

Prepared by IZ 29/04/2025	In-Chrg Review	Manager Review LV 5/05/2025	Partner Review BL 6/05/2025
EQR Review	Other Review	Reviewed by	Reviewed by

School

St Francis School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$3777.32 (excluding GST). The funding was spent on Swimming lessons and buses for Year 4 students. The number of students participating in organised sport increased from 6% of the school roll.

St Francis Catholic School (Point Chevalier)

To:
RSM Hayes Audit
Level 13, 125 Queen Street
Auckland Central
Auckland 1010

Dear Partners

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2024

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of St Francis Catholic School (Point Chevalier) (the School) for the year ended 31 December 2024 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
 - the financial position as at 31 December 2024;
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

General representations

To the best of our knowledge and belief:

- the resources, activities, and any entities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (a requirement of paragraph NZ40.1(a) in ISA (NZ) 240).

St Francis Catholic School (Point Chevalier)

Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2024;
 - the financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure;
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter; and
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
 - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
 - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;

St Francis Catholic School (Point Chevalier)

- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - management;
 - employees who have significant roles in internal control; or
 - others where the fraud could have a material effect on the financial statements.
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements. If any disclosures required in the annual report by legislation have not been provided to you prior to the completion of the audit, these will be provided when available.

Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board of Trustees continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2024. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Throughout the year, the School has conformed with the requirements of its banking arrangements, debenture trust deeds, or negative pledge agreements, including those relating to its net tangible assets ratios.

Publication of the financial statements and related audit report on a website


We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

St Francis Catholic School (Point Chevalier)

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

Signed by:

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Presiding Member

DocuSigned by:

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Principal

29 May 2025

Date

St Francis Catholic School (Point Chevalier)

Uncorrected Misstatements

Account/Description	Income Statement		Balance Sheet	
	DR	(CR)	DR	(CR)
Equity b/f				(21,860)
Payroll costs - P&L	21,860			
<i>FY24 impact of retirement provision reversal, identified in FY23</i>				
Total impact	21,860	-	-	(21,860)

ST FRANCIS CATHOLIC SCHOOL (PT CHEVALIER)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1488

Principal: Lisa Bateman

School Address: Montrose Street, Pt Chevalier, Auckland 1022

School Postal Address: P O Box 44-177, Pt Chevalier

School Phone: 09 846 4696

School Email: office@stfrancis.school.nz

Schooled Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Caroline Botting	Co-Presiding Member	Elected	Aug-25
Phillip Jaggard	Co-Presiding Member	Elected	Aug-25
Lisa Bateman	Principal ex Officio	Appointed	Current
Emma Uhila	Parent Representative	Elected	Aug-25
Patrick Gorrige	Parent Representative	Elected	Aug-25
Lisa Dixon	Parent Representative	Elected	Aug-25
Father John Webb	Proprietors Representative	Appointed	Current
Stuart King	Proprietors Representative	Appointed	Current
Phillip Joyce	Proprietors Representative	Appointed	Current
Susan Milne	Teacher Representative	Elected	Aug-25

ST FRANCIS CATHOLIC SCHOOL (PT CHEVALIER)

Annual Report - For the year ended 31 December 2024

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2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
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6 - 17	Notes to the Financial Statements
	Independent Auditor's Report
	Annual Report - 2024
	Kiwisport Note

St Francis Catholic School (PT Chevalier)

Statement of Responsibility

For the year ended 31 December 2024

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


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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Philip Joyce

Full Name of Presiding Member

Signed by:

7A6A310B4CD14D5...

Signature of Presiding Member

29 May 2025

Date:

Lisa Bateman

Full Name of Principal

DocuSigned by:

014A4A9E72E94AF

Signature of Principal

29 May 2025

Date:

St Francis Catholic School (PT Chevalier)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	2,003,219	1,906,016	2,028,651
Locally Raised Funds	3	109,710	40,000	68,749
Use of Proprietor's Land and Buildings		686,206	686,206	686,206
Interest		38,521	25,000	36,885
Total Revenue		2,837,656	2,657,222	2,820,491
Expense				
Locally Raised Funds	3	59,590	10,000	30,250
Learning Resources	4	1,831,300	1,732,639	1,805,941
Administration	5	153,070	140,150	156,035
Interest		2,175	2,200	2,126
Property	6	843,620	799,106	818,609
Other Expense	7	10,000	-	10,000
Loss on Disposal of Property, Plant and Equipment		1,704	-	2,564
Total Expense		2,901,459	2,684,095	2,825,525
Net Surplus / (Deficit) for the year		(63,803)	(26,873)	(5,034)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(63,803)	(26,873)	(5,034)

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 Francis Catholic School (PT Chevalier)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,394,363	1,394,363	1,402,888
Total comprehensive revenue and expense for the year		(63,803)	(26,873)	(5,034)
Contribution - Furniture and Equipment Grant		36,647	-	(3,491)
Equity at 31 December		1,367,207	1,367,490	1,394,363
Accumulated comprehensive revenue and expense		1,367,207	1,367,490	1,394,363
Equity at 31 December		1,367,207	1,367,490	1,394,363

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 Francis Catholic School (PT Chevalier)

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	501,238	553,400	591,940
Accounts Receivable	9	139,868	136,306	136,305
GST Receivable		17,241	11,387	11,387
Prepayments		4,324	5,086	5,086
Inventories	10	2,863	3,537	3,537
Investments	11	482,341	412,476	412,476
		<u>1,147,875</u>	<u>1,122,192</u>	<u>1,160,731</u>
Current Liabilities				
Accounts Payable	14	175,232	199,277	199,277
Revenue Received in Advance	15	-	3,197	3,197
Provision for Cyclical Maintenance	16	25,450	4,724	32,917
Finance Lease Liability	17	12,220	10,846	11,365
Funds held in Trust	18	2,998	4,537	4,536
		<u>215,900</u>	<u>222,581</u>	<u>251,292</u>
Working Capital		<u>931,975</u>	<u>899,611</u>	<u>909,439</u>
Non-current Assets				
Property, Plant and Equipment	12	108,075	111,487	116,336
Equitable Leasehold Interest	13	380,000	390,000	390,000
		<u>488,075</u>	<u>501,487</u>	<u>506,336</u>
Non-current Liabilities				
Finance Lease Liability	17	13,974	7,495	12,490
Provision for Cyclical Maintenance	16	38,869	26,113	8,922
		<u>52,843</u>	<u>33,608</u>	<u>21,412</u>
Funds held in Trust		<u>1,367,207</u>	<u>1,367,490</u>	<u>1,394,363</u>
Equity		<u>1,367,207</u>	<u>1,367,490</u>	<u>1,394,363</u>

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

St Francis Catholic School (PT Chevalier)

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		526,416	459,122	478,233
Locally Raised Funds		106,513	43,197	70,173
Goods and Services Tax (net)		(5,854)	(1,230)	(1,230)
Payments to Employees		(356,193)	(273,667)	(309,600)
Payments to Suppliers		(336,659)	(245,755)	(307,581)
Interest Paid		(2,175)	(2,200)	(2,126)
Interest Received		37,650	24,313	36,198
Net cash from/(to) Operating Activities		(30,302)	3,780	(35,933)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(8,354)	(3,099)	(16,380)
Purchase of Investments		(69,865)	-	-
Proceeds from Sale of Investments		-	85,275	85,275
Net cash from/(to) Investing Activities		(78,219)	82,176	68,895
Cash flows from Financing Activities				
Furniture and Equipment Grant		36,647	-	46,509
Contributions from Ministry of Education		-	-	(50,000)
Finance Lease Payments		(17,290)	(5,599)	(11,812)
Repayment of Loans		-	-	(10,095)
Funds Administered on Behalf of Other Parties		(1,538)	(10,094)	-
Net cash from/(to) Financing Activities		17,819	(15,693)	(25,398)
Net cash from/(to) Financing Activities		(90,702)	70,263	7,564
Cash and cash equivalents at the beginning of the year	8	591,940	483,137	584,376
Cash and cash equivalents at the beginning of the year	8	501,238	553,400	591,940

Cash and cash equivalents at the end of the year

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 Francis Catholic School (PT Chevalier)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

St Francis Catholic School (PT Chevalier) (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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

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

Measurement Base

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	10 years
Information and Communication Technology	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) 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.

n) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 14 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.

o) Financial Instruments

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

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

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	516,884	436,677	523,798
Teachers' Salaries Grants	1,486,335	1,469,339	1,504,853
	<u>2,003,219</u>	<u>1,906,016</u>	<u>2,028,651</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	28,314	12,000	18,877
Fees for Extra Curricular Activities	18,912	7,000	12,487
Trading	3,194	2,000	3,434
Fundraising and Community Grants	59,290	19,000	33,951
	<u>109,710</u>	<u>40,000</u>	<u>68,749</u>
Expense			
Extra Curricular Activities Costs	19,151	7,000	12,071
Trading	3,952	2,000	5,571
Fundraising and Community Grant Costs	36,487	1,000	12,608
	<u>59,590</u>	<u>10,000</u>	<u>30,250</u>
	<u>50,120</u>	<u>30,000</u>	<u>38,499</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	57,633	50,200	48,642
Employee Benefits - Salaries	1,706,608	1,625,339	1,709,141
Staff Development	23,007	15,000	6,003
Staff Development - Overseas Travel	5,301	6,000	-
Depreciation	34,540	31,700	35,952
Other Learning Resources	4,211	4,400	6,203
	<u>1,831,300</u>	<u>1,732,639</u>	<u>1,805,941</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,016	6,000	7,820
Board Fees and Expenses	12,960	9,400	10,453
Operating Leases	483	700	763
Other Administration Expenses	30,851	26,250	23,953
Employee Benefits - Salaries	84,357	80,800	96,397
Insurance	3,889	5,000	4,557
Service Providers, Contractors and Consultancy	12,514	12,000	12,092
	153,070	140,150	156,035

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	22,480	-	6,727
Heat, Light and Water	17,222	14,000	15,152
Repairs and Maintenance	11,473	12,400	27,775
Use of Land and Buildings	686,206	686,206	686,206
Employee Benefits - Salaries	23,811	25,000	20,378
Other Property Expenses	82,428	61,500	62,371
	843,620	799,106	818,609

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

7. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Amortisation of equitable leasehold interest	10,000	-	10,000
	10,000	-	10,000

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	501,238	553,400	591,940
Cash and cash equivalents for Statement of Cash Flows	501,238	553,400	591,940

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 15.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	-	6,673	6,673
Interest Receivable	5,295	4,424	4,424
Teacher Salaries Grant Receivable	134,573	125,209	125,208
	<u>139,868</u>	<u>136,306</u>	<u>136,305</u>
Receivables from Exchange Transactions	5,295	4,424	4,424
Receivables from Non-Exchange Transactions	134,573	131,882	131,881
	<u>139,868</u>	<u>136,306</u>	<u>136,305</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,086	1,000	1,204
School Uniforms	1,777	2,537	2,333
	<u>2,863</u>	<u>3,537</u>	<u>3,537</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	482,341	412,476	412,476
Total Investments	<u>482,341</u>	<u>412,476</u>	<u>412,476</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	57,060	2,853	-	-	(12,360)	47,553
Information and Communication Technology	10,408	5,501	(1,283)	-	(7,163)	7,463
Leased Assets	21,958	15,790	(953)	-	(11,107)	25,687
Library Resources	26,910	4,794	(421)	-	(3,910)	27,373
	<u>116,336</u>	<u>28,938</u>	<u>(2,657)</u>	<u>-</u>	<u>(34,540)</u>	<u>108,076</u>

The net carrying value of ICT equipment held under a finance lease is \$25,687 (2023: \$21,958)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	375,266	(327,713)	47,553	423,444	(366,384)	57,060
Information and Communication Technology	88,037	(80,574)	7,463	90,146	(79,738)	10,408
Leased Assets	46,111	(20,424)	25,687	45,566	(23,608)	21,958
Library Resources	80,480	(53,108)	27,372	76,890	(49,980)	26,910
	<u>589,894</u>	<u>(481,819)</u>	<u>108,075</u>	<u>636,046</u>	<u>(519,710)</u>	<u>116,336</u>

13. 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, 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 50 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 are:

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Buildings	380,000	390,000	390,000
	<u>380,000</u>	<u>390,000</u>	<u>390,000</u>

14. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	21,779	21,061	21,060
Accruals	8,116	31,148	14,493
Employee Entitlements - Salaries	134,573	130,412	147,068
Employee Entitlements - Leave Accrual	10,764	16,656	16,656
	<u>175,232</u>	<u>199,277</u>	<u>199,277</u>
Payables for Exchange Transactions	175,232	199,277	199,277
	<u>175,232</u>	<u>199,277</u>	<u>199,277</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other revenue in Advance	-	3,197	3,197
	<u>-</u>	<u>3,197</u>	<u>3,197</u>

16. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	41,839	30,837	102,780
Increase to the Provision During the Year	22,480	-	6,727
Use of the Provision During the Year	-	-	(67,668)
Provision at the End of the Year	<u>64,319</u>	<u>30,837</u>	<u>41,839</u>
Cyclical Maintenance - Current	25,450	4,724	32,917
Cyclical Maintenance - Non current	38,869	26,113	8,922
	<u>64,319</u>	<u>30,837</u>	<u>41,839</u>

The School's 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.

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	14,086	10,846	13,039
Later than One Year and no Later than Five Years	15,687	7,495	13,368
Future Finance Charges	(3,579)	-	(2,553)
	<u>26,194</u>	<u>18,341</u>	<u>23,854</u>
Represented by			
Finance lease liability - Current	12,220	10,846	11,365
Finance lease liability - Non current	13,974	7,495	12,490
	<u>26,194</u>	<u>18,341</u>	<u>23,854</u>

18. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	2,998	4,537	4,536
	<u>2,998</u>	<u>4,537</u>	<u>4,536</u>

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 (Catholic Diocese 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, pastoral and mission fees payable to the Proprietor. The amounts collected in total were \$152,760 (2023: \$153,989). 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 \$2,998, (2023: \$4,536).

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,110	3,735
<i>Leadership Team</i>		
Remuneration	489,880	370,135
Full-time equivalent members	4	3
Total key management personnel remuneration	493,990	373,870

There are 9 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (1 member) committee that meet when necessary. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	2.00	6.00
110 - 120	3.00	0.00
	5.00	6.00

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had no capital commitments (2023:\$nil).

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any contracts.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	501,238	553,400	591,940
Receivables	139,868	136,306	136,305
Investments - Term Deposits	482,341	412,476	412,476
Total financial assets measured at amortised cost	1,123,447	1,102,182	1,140,721

Financial liabilities measured at amortised cost

Payables	175,232	199,277	199,277
Finance Leases	26,194	18,341	23,855
Total financial liabilities measured at amortised cost	<u>201,426</u>	<u>217,618</u>	<u>223,132</u>

24. Events After Balance Date

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



RSM Hayes Audit

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Independent Auditor's Report

To the readers of St Francis Catholic School (Point Chevalier)'s Financial statements For the year ended 31 December 2024

The Auditor-General is the auditor of St Francis Catholic School (Pt Chevalier) (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Qualified Opinion

We have audited the financial statements of the School on pages 1 to 17 that comprise the statement of responsibility, the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the effects of the matter described in the *Basis for Qualified Opinion* section in our report, the accompanying financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

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

Basis for Qualified Opinion on the provision for cyclical maintenance

The School has an obligation to keep the Crown owned land and buildings in good order and repair. The Statement of Financial Position on page 4 includes a provision for cyclical maintenance provision of \$64,319. We were unable to obtain sufficient appropriate evidence to support the carrying value of the provision because the School does not currently have a plan for cyclical maintenance the School needs to carry out on those buildings. There are no other practical audit procedures we could perform to determine the reasonableness of the provision. As a result, we were unable to determine whether any adjustment to the provision was necessary.

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.

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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, with the exception of the matter referred to above.

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the Annual Report - 2024 and KiwiSport note, but does not include the financial statements, and our auditor's report thereon.

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

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

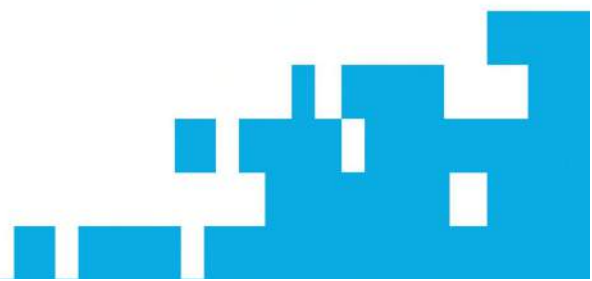
Independence

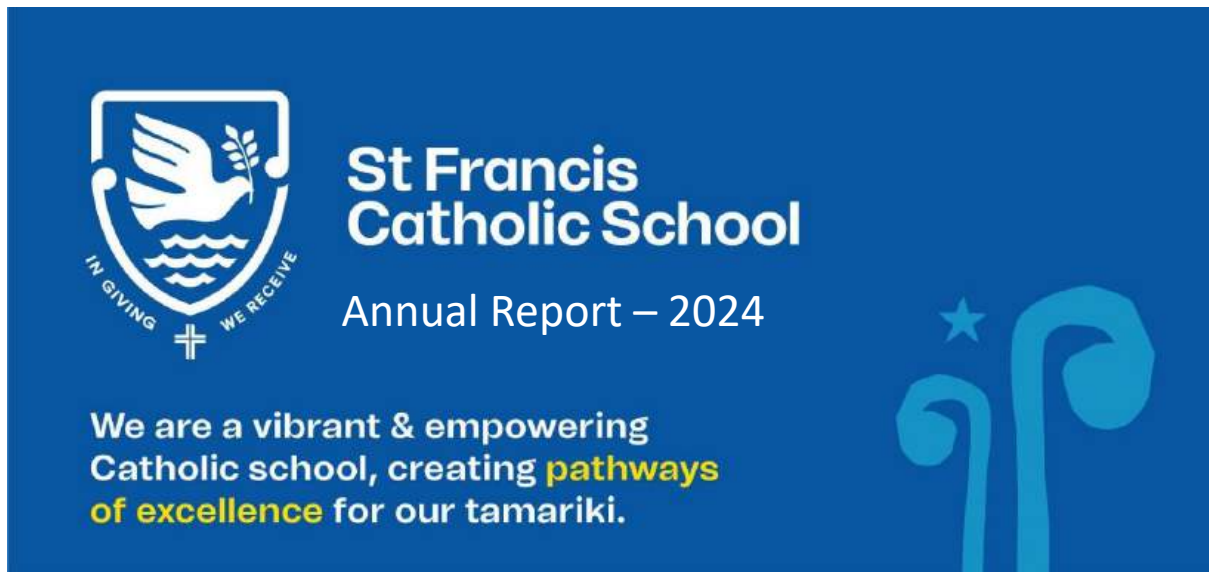
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing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

Other than the audit, we have no relationship with or interests in St Francis Catholic School (Pt Chevalier).

A handwritten signature in blue ink, appearing to read 'RSM', is written over the printed name.

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





Strategic Direction:

1. All children at St Francis Catholic School will be able to access the New Zealand Curriculum as evidenced by progress and achievement. Our local Curriculum will be delivered in conjunction with the School's Special Character, vision and values; key competencies and learning areas, enabling and school vision "We are a vibrant and empowering Catholic school, creating pathways of excellence of our Tamariki".
2. All staff will deliver a high standard of education for all children, through a commitment to best practice pedagogy and a collaborative professional learning community.
3. Strong and respectful home / school / parish partnerships will ensure a welcoming, positive and inclusive environment for all children and their whanau in our school community.
4. The Catholic Special Character of St Francis Catholic School will be protected and enhanced by developing the dimensions of Encounter with Christ, Growth in Knowledge, Christian Witness and Safeguarding and strengthening Catholic Character.

Strategic Goals:

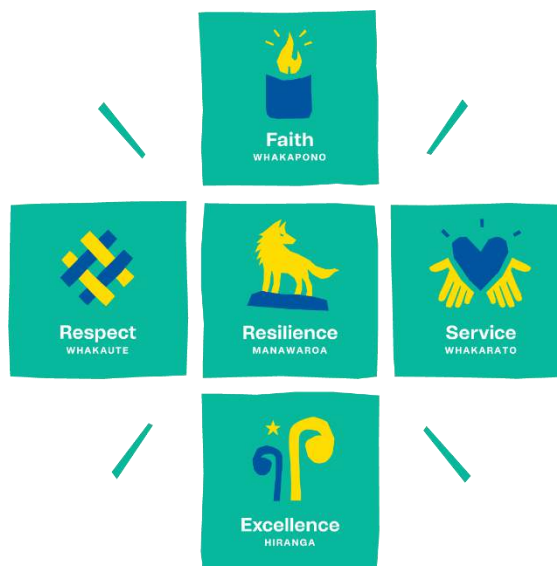
1. Implementation and embedment of the school wide rebrand project across the school by the end of 2025.
2. Increase opportunities for student agency.
3. Increase focus on Mental Health and Wellbeing.
4. Achievement and Progress targets – focus on improving literacy across the school.
5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.
6. Behaviour Management planning and documentation review

Statement of Variance 2024 – Progress against targets:

Goals:	Actions taken:	Reasons for any differences between targets and the outcomes	Planning for 2025 – where to next?
<p>1. Implementation and embedment of the school wide rebrand project across the school by 2025.</p> <p>NELP 1, 2, 3</p>	<p>Implement the St Francis Graduate Profile across the school, linking with the key competencies, using a Year 1 – 6 success criteria / matrix.</p>	<p>All goals achieved. Graduate Profile complete and working in classrooms. Developed Year 2, Year 4 and Year 6 criteria for matrix.</p>	<p>Senior students involved creating visuals.</p>
<p>2. Increase opportunities for student agency.</p> <p>NELP 1, 2, 3, 4</p>	<p>Student voice collection is part of best practice, with regular opportunities to collect data. Continue to imbed a school wide approach to build and embed akonga agency, evidencing ownership of their learning, using learning from recent completed PD with Alana Madgwick. Link with Kahui Ako across school lead and within school lead work plan. Embedding Mid and End of Year Reporting to parents, evidencing student voice in a real context. Possible link with the Graduate Profile.</p>	<p>All goals achieved. Student voice collected regularly. Kahui Ako professional development completed, included in the reflection and review cycle. PDL journal completed. Second round of funding rejected. PLD funding moved on to Structured Literacy. All applied for funding approved. Year 2 – 6 student voice collected for Mid and End of Year Reports. Year 5 – 6 links with Graduate Profile matrix.</p>	<p>Student voice will continue to be collected throughout the year, including for Mid and End of Year Reports. Professional Development opportunities to collect student voice in 2025: Structured Literacy (Liz Kane PD, LLLL PD, The Code PD etc), Maths No Problem, new RE curriculum etc.</p>
<p>3. Increase focus on Mental Health and Wellbeing.</p> <p>NELP 1, 2, 3, 4</p>	<p>The Mitey Programme and Mental Health curriculum are fully integrated in the St Francis local curriculum and is regularly reviewed by all key stakeholders. Ongoing review of policies and procedures related to mental health.</p>	<p>All goals achieved. All Professional Development and curriculum content implemented as planned. Local Curriculum documentation reviewed by the Senior Leadership Team. Policies and procedures reviewed according to the schedule.</p>	<p>The Mitey Programme will continue throughout the school. Implementation tracked and reviewed by MU holder.</p>

	<p>Review the implementation of Key Competencies, with a particular focus on 'managing self', through school wide wellbeing strategies.</p>		
<p>4. Achievement and Progress targets – focus on improving literacy across the school.</p> <p>NELP 1, 2, 3, 4, 5</p>	<p>Continue to work with the Kahui Ako to improve writing teaching. Continue to provide resources and PD to support the implementation of Structured Literacy practices, including The Code, Heggerty, LLLL, decodables etc.</p> <p>Review Structured Literacy resources that have been purchased over the previous two years and make a resourcing plan for the next two years.</p> <p>Achievement Targets: 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>	<p>All goals achieved.</p> <p>Results for 2024: 97% of students achieved at or above the expected curriculum level for reading by the end of the year. 89% of students achieved at or above the expected curriculum level for writing by the end of the year. 91% of students achieved at or above the expected curriculum level for maths by the end of the year. All targets reached by the end of the year. Children who did not achieve at or above the expected curriculum level have been identified and plans put in place for 2025.</p>	<p>Target students identified. Resources and interventions put in place. Small class sizes for focus cohorts. Teacher Aide timetables reflect needs across the school.</p> <p>Kahui Ako WSL focus: writing.</p> <p>Whole school PD focus: Structured Literacy and introduction of Maths No Problem resources.</p> <p>Special Needs students under the care of our new SENCO.</p> <p>Achievement Targets for 2025: 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>

<p>5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.</p> <p>NELP 1, 2, 3</p>	<p>Continue with the review and refresh of local curriculum documents. Review the ANZH curriculum implementation and track coverage of the strands across the school. Year 1 and 2 teachers to implement the new Level 1 RE curriculum strands, while Year 3 and 4 teachers attend PD.</p>	<p>All goals achieved. New curriculum areas implemented across the school. All scheduled Professional Development completed.</p>	<p>New RE curriculum Professional Development for Year 5/6 – implementation in 2026. Moving on to Structured Literacy PD and Maths No Problem implementation.</p>
<p>6. Behaviour Management Planning and documentation review.</p> <p>NELP 1, 2, 3, 4</p>	<p>Continue to implement a refreshed Behaviour Management plan across the school, including visuals. Share with the community. Introduce the “manners” incentive.</p>	<p>All goals achieved.</p>	



How we have given effect to Te Tiriti o Waitangi in 2024:

Our targets and actions give effect to Te Tiriti o Waitangi through

- working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

All schools in NZ have a duty to actively promote and protect Tiriti rights and to develop an education setting that reflects respectful relationships with Māori.

At St Francis Catholic School we have strategies to ensure that plans, policies, and our local curriculum reflect local tikanga Māori, matauranga Māori, and tea o Māori. We value strategies for achieving equitable outcomes for Māori students, using experts within the community and documentation such as Ka Hikitia and Tataiako. Our annual plan includes targets and pattern analysis to improve the achievement of Māori students, using good quality school wide achievement and progress data. St Francis Catholic School takes all reasonable steps to make instructions available in tikanga Māori and te reo Māori. This is evident in our resent rebrand documentation.

Throughout 2024 we have ensured specific teaching of Te Reo Maori and Maori tikanga (Level 1 and 2 of the NZC) and performance through multiple Kapa Haka groups (tutor through Auckland Central Catholic Kahui Ako). Cultural Lead position implemented across the school, working in conjunction with whanau.

St Francis Catholic School believes:

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākongā Māori as Māori in schools. Te Tiriti o Waitangi is, at its essence, about honourable, equitable partnership: it is an agreement to co-exist peacefully while each party retains its language, culture, and identity.

- Kawanatanga (honourable governance), by giving Māori a voice in all aspects of governance through genuine engagement and involvement in decision making.
- Rangatiratanga (self-determination), by acknowledging the rights of Māori to have agency, voice, and choice in what happens in schools.

- Ōritetanga (equity), by co-designing for equity. This means engaging with whānau Māori to design plans, programmes, and environments, rather than merely inviting them to consult on existing plans and ideas.

In Māori achieving success as Māori means strengthening their connections to their language, culture, and identity.

In genuine and authentic engagement with whānau Māori and mana whenua.

Statement of compliance with employment policy in 2024:

The St Francis board operates an employment policy that complies with the principle of being a good employer - (section 597(1) of the Education and Training Act 2020). Under s597 of the Act the St Francis board operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board operates an employment policy that complies with the principle of being a good employer. They ensure compliance with this policy (including our Equal Employment Opportunities Programme) and this is reported annually.

The Board:

1. Has developed and implements personnel and industrial policies, with policy and procedural frameworks set by the Government, which promote high levels of staff performance, use of educational resources effectively and recognise the needs of students.
2. Is a good employer, in compliance with the State Sector Act 1988 and the Education and Training Act 2020, using the conditions contained in employment contracts applicable to teaching and non-teaching staff.
3. Accepts as necessary for the fair and proper treatment of employees in all aspects of their employment.

The Board demonstrates it is a good employer by:

- Meeting the obligation to provide a good and safe working conditions.
- Having a recently reviewed Equal Employment Opportunities Programme.
- Practising impartial selection of suitably qualified persons for appointment.
- Recognising the aims and aspirations of Māori, the employment requirements of Māori, and the greater involvement of Māori in the Education service.
- Enhancing the abilities of individual employees.
- Recognising the employment requirements of women.
- Recognising the employment requirements of persons with disabilities.

The Board operates an EEO programme / policy that:

- Is available to staff.
- Includes training to raise awareness of issues which may impact EEO.
- Appoints someone to coordinate compliance with its requirements.
- Provides for regular reporting on compliance with the policy and / or achievement under the policy.
- Sets priorities and objectives.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	We have systems, policies and procedures in place to ensure our staff feel safe within their working environment. Policies are regularly reviewed according to a predetermined schedule.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Promote EEO through advertising and appointment processes. Staff voice collected throughout the year, in an environment where staff feel safe to share their thoughts and opinions about opportunities within the school. Our practices are fair, transparent and inclusive.
How do you practise impartial selection of suitably qualified persons for appointment?	Follow process, transparency throughout at all levels. Appointment personnel are inducted and briefed before all appointment meetings. Ensure all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	We work towards meeting our obligations as Te Tiriti partners within our education setting. Aim and aspirations as Te Tiriti partners are an integral part of our school practices and culture. Tikanga and kawa of Maori leadership are interwoven within our school structure.
How have you enhanced the abilities of individual employees?	Through focused professional learning and development. Coaching model that is agentic, focussed and man-enhancing for all employees. The ongoing development of our school culture strongly focusses on the wellbeing of staff, students and our community.
How are you recognising the employment requirements of women?	Personnel appointments and practices are non-bias. Opportunities for advancement and leadership is open, transparent and available to all.

How are you recognising the employment requirements of persons with disabilities?	Through staff wellbeing and support initiatives. Providing tailored and timely support and requirements so employees can perform to the best of their abilities.
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Good employer policies include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

St Francis Catholic School Policies - <https://stfrancis.schooldocs.co.nz> Username: stfrancis Password: brave

SLT Discussion points:

Community engagement – Do our goals and actions reflect the aspirations of our community? Based on the identities, cultures, needs and aspirations of our school.

Best methods of tracking evidence each term – looking for shifts and changes in teaching practice and student outcomes. High-level tangible steps, rather than surface feature changes. Catering to students whose needs have not been well met. Evaluate impact using success indicators, tools, rubrics.

Summary of information used to develop this plan:

- Community consultation
- Whanau Hui consultation
- Staff and student surveys

- NELP – National Education Learning Priorities <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes>
- Education and Training Act 2020 – Objectives for Boards in Governing Schools <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020>

Financial Statement inclusion:

https://drive.google.com/file/d/1Hn4u-iFhgxMJjmc7e0mfk_cBIAMJMdJd/view?usp=sharing

- Statement of responsibility signed and dated
- Statement of comprehensive revenue and expense
- Statement of changes in net assets / equity
- Statement of financial position
- Statement of cash flow
- Notes to the financial statements
- Independent auditor's report signed and dated
- Report on other special and contestable funding
- Kiwisport funding

2024 Progress and Achievement Summary:

https://drive.google.com/file/d/1he7Bnp_W4oZr-Zj6O9gXhWY334VZhhUO/view?usp=sharing



2024 End of Year Reading Data Summary Y2-6—97% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		8% (<u>3</u>)	61% (<u>23</u>)	3% (<u>1</u>)	29% (<u>11</u>)							
Y3				8% (<u>3</u>)	41% (<u>16</u>)	41% (<u>16</u>)	10% (<u>4</u>)					
Y4				4% (<u>2</u>)	9% (<u>4</u>)	47% (<u>21</u>)	36% (<u>16</u>)	4% (<u>2</u>)				
Y5						3% (<u>1</u>)	46% (<u>16</u>)	40% (<u>14</u>)	9% (<u>3</u>)	3% (<u>1</u>)		
Y6				2% (<u>1</u>)			4% (<u>2</u>)	26% (<u>12</u>)	33% (<u>15</u>)	15% (<u>7</u>)	20% (<u>9</u>)	
Total pupils		1 % (<u>3</u>)	11 % (<u>23</u>)	3 % (<u>7</u>)	15 % (<u>31</u>)	19 % (<u>38</u>)	19 % (<u>38</u>)	14 % (<u>28</u>)	9 % (<u>18</u>)	4 % (<u>8</u>)	4 % (<u>9</u>)	

2024 End of Year Writing Data Summary Y2-6—89% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		16% (6)	71% (27)	8% (3)	5% (2)							
Y3			13% (5)	21% (8)	56% (22)	10% (4)						
Y4			4% (2)	7% (3)	16% (7)	62% (28)	9% (4)	2% (1)				
Y5					3% (1)	20% (7)	29% (10)	40% (14)	9% (3)			
Y6						7% (3)	4% (2)	20% (9)	41% (19)	22% (10)	7% (3)	
Total pupils		3 % (6)	17 % (34)	7 % (14)	16 % (32)	21 % (42)	8 % (16)	12 % (24)	11 % (22)	5 % (10)	1 % (3)	

2024 End of Year Maths Data Summary Y2-6—91% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		3% (1)	66% (25)	32% (12)								
Y3			5% (2)	15% (6)	62% (24)	18% (7)						
Y4			2% (1)	2% (1)	18% (8)	48% (21)	30% (13)					
Y5						9% (3)	46% (16)	37% (13)	6% (2)	3% (1)		
Y6							4% (2)	30% (14)	28% (13)	17% (8)	17% (8)	2% (1)
Total pupils		0 % (1)	14 % (28)	9 % (19)	16 % (32)	15 % (31)	15 % (31)	13 % (27)	7 % (15)	4 % (9)	4 % (8)	0 % (1)

2024 End of Year Data - Ethnicity Information

	Amount of students	% of students
Maori	5	2.5%
NZ European	124	62%
Samoan	10	5%
Tongan	16	8%
Other Pacific Island	3	1.5%
Asian	34	17%
Other	8	4%

2024 End of Year Data— Ethnicity Information— Students working below the expected curriculum level

	Reading	Writing	Maths
Maori	0	0	0
NZ European	4	14	3
Samoan	0	2	1
Tongan	1	3	2
Other Pacific Island	1	2	1
Asian	0	1	1
Other	0	1	1

2024 Progress—Term 4 2023—Term 2 2024 / Term 2 2024—T4 2024 / Term 4 2023—Term 4 2024

	Term 4 2023—Term 2 2024 (End of last year to mid this year—6 months)	Term 2 2024—Term 4 2024 (Mid this year to end of this year—6 months)	Term 4 2023—Term 4 2024 (End of last year to end of this year—12 months)
Year 2		Reading - 10% stayed the same, 85% progressed by 1 stage, 5% progressed by 2 or more stages Writing—10% stayed the same, 68% progressed by 1 stage, 22% progressed by 2 or more stages Maths—18% stayed the same, 82% progressed by 1 stage	
Year 3	Reading - 36% stayed the same, 62% progressed by 1 stage, 2% progressed by 2 or more stages Writing—19% stayed the same, 81% progressed by 1 stage Maths—52% stayed the same, 48% progressed by 1 stage	Reading - 30% stayed the same, 65% progressed by 1 stage, 5% progressed by 2 or more stages Writing—20% stayed the same, 71% progressed by 1 stage, 9% progressed by 2 or more stages Maths—10% stayed the same, 80% progressed by 1 stage, 10% progressed by 2 or more stages	Reading - 11% stayed the same, 44% progressed by 1 stage, 45% progressed by 2 or more stages Writing—5% stayed the same, 22% progressed by 1 stage, 73% progressed by 2 or more stages Maths—2% stayed the same, 44% progressed by 1 stage, 54% progressed by 2 or more stages
Year 4	Reading - 35% stayed the same, 65% progressed by 1 stage Writing—57% stayed the same, 43% progressed by 1 stage Maths—55% stayed the same, 42% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 14% stayed the same, 86% progressed by 1 stage Writing—7% stayed the same, 93% progressed by 1 stage Maths—17% stayed the same, 75% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 0% stayed the same, 47% progressed by 1 stage, 53% progressed by 2 or more stages Writing—0% stayed the same, 68% progressed by 1 stage, 32% progressed by 2 or more stages Maths—5% stayed the same, 52% progressed by 1 stage, 43% progressed by 2 or more stages
Year 5	Reading - 12% stayed the same, 88% progressed by 1 stage Writing—26% stayed the same, 71% progressed by 1 stage, 3% progressed by 2 or more stages Maths—33% stayed the same, 63% progressed by 1 stage, 4% progressed by 2 or more stages	Reading - 31% stayed the same, 69% progressed by 1 stage Writing—22% stayed the same, 78% progressed by 1 stage Maths—40% stayed the same, 57% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 0% stayed the same, 33% progressed by 1 stage, 67% progressed by 2 or more stages Writing—4% stayed the same, 42% progressed by 1 stage, 54% progressed by 2 or more stages Maths—6% stayed the same, 52% progressed by 1 stage, 42% progressed by 2 or more stages
Year 6	Reading - 44% stayed the same, 56% progressed by 1 stage Writing—40% stayed the same, 50% progressed by 1 stage, 10% progressed by 2 or more stages Maths—51% stayed the same, 41% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 35% stayed the same, 53% progressed by 1 stage, 12% progressed by 2 or more stages Writing—13% stayed the same, 64% progressed by 1 stage, 23% progressed by 2 or more stages Maths—11% stayed the same, 72% progressed by 1 stage, 17% progressed by 2 or more stages	Reading - 18% stayed the same, 42% progressed by 1 stage, 40% progressed by 2 or more stages Writing—0% stayed the same, 30% progressed by 1 stage, 70% progressed by 2 or more stages Maths—5% stayed the same, 42% progressed by 1 stage, 53% progressed by 2 or more stages

St Francis Catholic School (Point Chevalier)
Year End: 31 December 2024
Kiwisport Note

8251

Prepared by IZ 29/04/2025	In-Chrg Review	Manager Review LV 5/05/2025	Partner Review BL 6/05/2025
EQR Review	Other Review	Reviewed by	Reviewed by

School

St Francis School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$3777.32 (excluding GST). The funding was spent on Swimming lessons and buses for Year 4 students. The number of students participating in organised sport increased from 6% of the school roll.



RSM Hayes Audit

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Independent Auditor's Report

To the readers of St Francis Catholic School (Point Chevalier)'s Financial statements For the year ended 31 December 2024

The Auditor-General is the auditor of St Francis Catholic School (Pt Chevalier) (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Qualified Opinion

We have audited the financial statements of the School on pages 1 to 17 that comprise the statement of responsibility, the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the effects of the matter described in the *Basis for Qualified Opinion* section in our report, the accompanying financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

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

Basis for Qualified Opinion on the provision for cyclical maintenance

The School has an obligation to keep the Crown owned land and buildings in good order and repair. The Statement of Financial Position on page 4 includes a provision for cyclical maintenance provision of \$64,319. We were unable to obtain sufficient appropriate evidence to support the carrying value of the provision because the School does not currently have a plan for cyclical maintenance the School needs to carry out on those buildings. There are no other practical audit procedures we could perform to determine the reasonableness of the provision. As a result, we were unable to determine whether any adjustment to the provision was necessary.

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.

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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, with the exception of the matter referred to above.

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the Annual Report - 2024 and KiwiSport note, but does not include the financial statements, and our auditor's report thereon.

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

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

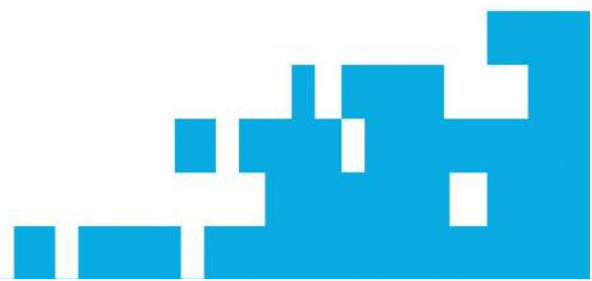
Independence

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

Other than the audit, we have no relationship with or interests in St Francis Catholic School (Pt Chevalier).

A handwritten signature in blue ink, appearing to read 'RSM', is written over the printed name.

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



ST FRANCIS CATHOLIC SCHOOL (PT CHEVALIER)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1488

Principal: Lisa Bateman

School Address: Montrose Street, Pt Chevalier, Auckland 1022

School Postal Address: P O Box 44-177, Pt Chevalier

School Phone: 09 846 4696

School Email: office@stfrancis.school.nz

Schooled Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Caroline Botting	Co-Presiding Member	Elected	Aug-25
Phillip Jaggard	Co-Presiding Member	Elected	Aug-25
Lisa Bateman	Principal ex Officio	Appointed	Current
Emma Uhila	Parent Representative	Elected	Aug-25
Patrick Gorrige	Parent Representative	Elected	Aug-25
Lisa Dixon	Parent Representative	Elected	Aug-25
Father John Webb	Proprietors Representative	Appointed	Current
Stuart King	Proprietors Representative	Appointed	Current
Phillip Joyce	Proprietors Representative	Appointed	Current
Susan Milne	Teacher Representative	Elected	Aug-25

ST FRANCIS CATHOLIC SCHOOL (PT CHEVALIER)

Annual Report - For the year ended 31 December 2024

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St Francis Catholic School (PT Chevalier)

Statement of Responsibility

For the year ended 31 December 2024

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


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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Philip Joyce

Full Name of Presiding Member

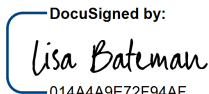
Signed by:

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Signature of Presiding Member

29 May 2025

Date:

Lisa Bateman

Full Name of Principal

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Signature of Principal

29 May 2025

Date:

St Francis Catholic School (PT Chevalier)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	2,003,219	1,906,016	2,028,651
Locally Raised Funds	3	109,710	40,000	68,749
Use of Proprietor's Land and Buildings		686,206	686,206	686,206
Interest		38,521	25,000	36,885
Total Revenue		2,837,656	2,657,222	2,820,491
Expense				
Locally Raised Funds	3	59,590	10,000	30,250
Learning Resources	4	1,831,300	1,732,639	1,805,941
Administration	5	153,070	140,150	156,035
Interest		2,175	2,200	2,126
Property	6	843,620	799,106	818,609
Other Expense	7	10,000	-	10,000
Loss on Disposal of Property, Plant and Equipment		1,704	-	2,564
Total Expense		2,901,459	2,684,095	2,825,525
Net Surplus / (Deficit) for the year		(63,803)	(26,873)	(5,034)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(63,803)	(26,873)	(5,034)

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 Francis Catholic School (PT Chevalier)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,394,363	1,394,363	1,402,888
Total comprehensive revenue and expense for the year		(63,803)	(26,873)	(5,034)
Contribution - Furniture and Equipment Grant		36,647	-	(3,491)
Equity at 31 December		1,367,207	1,367,490	1,394,363
Accumulated comprehensive revenue and expense		1,367,207	1,367,490	1,394,363
Equity at 31 December		1,367,207	1,367,490	1,394,363

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 Francis Catholic School (PT Chevalier)

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	501,238	553,400	591,940
Accounts Receivable	9	139,868	136,306	136,305
GST Receivable		17,241	11,387	11,387
Prepayments		4,324	5,086	5,086
Inventories	10	2,863	3,537	3,537
Investments	11	482,341	412,476	412,476
		<u>1,147,875</u>	<u>1,122,192</u>	<u>1,160,731</u>
Current Liabilities				
Accounts Payable	14	175,232	199,277	199,277
Revenue Received in Advance	15	-	3,197	3,197
Provision for Cyclical Maintenance	16	25,450	4,724	32,917
Finance Lease Liability	17	12,220	10,846	11,365
Funds held in Trust	18	2,998	4,537	4,536
		<u>215,900</u>	<u>222,581</u>	<u>251,292</u>
Working Capital		931,975	899,611	909,439
Non-current Assets				
Property, Plant and Equipment	12	108,075	111,487	116,336
Equitable Leasehold Interest	13	380,000	390,000	390,000
		<u>488,075</u>	<u>501,487</u>	<u>506,336</u>
Non-current Liabilities				
Finance Lease Liability	17	13,974	7,495	12,490
Provision for Cyclical Maintenance	16	38,869	26,113	8,922
		<u>52,843</u>	<u>33,608</u>	<u>21,412</u>
Funds held in Trust		<u>1,367,207</u>	<u>1,367,490</u>	<u>1,394,363</u>
Equity		<u>1,367,207</u>	<u>1,367,490</u>	<u>1,394,363</u>

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

St Francis Catholic School (PT Chevalier)

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		526,416	459,122	478,233
Locally Raised Funds		106,513	43,197	70,173
Goods and Services Tax (net)		(5,854)	(1,230)	(1,230)
Payments to Employees		(356,193)	(273,667)	(309,600)
Payments to Suppliers		(336,659)	(245,755)	(307,581)
Interest Paid		(2,175)	(2,200)	(2,126)
Interest Received		37,650	24,313	36,198
Net cash from/(to) Operating Activities		(30,302)	3,780	(35,933)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(8,354)	(3,099)	(16,380)
Purchase of Investments		(69,865)	-	-
Proceeds from Sale of Investments		-	85,275	85,275
Net cash from/(to) Investing Activities		(78,219)	82,176	68,895
Cash flows from Financing Activities				
Furniture and Equipment Grant		36,647	-	46,509
Contributions from Ministry of Education		-	-	(50,000)
Finance Lease Payments		(17,290)	(5,599)	(11,812)
Repayment of Loans		-	-	(10,095)
Funds Administered on Behalf of Other Parties		(1,538)	(10,094)	-
Net cash from/(to) Financing Activities		17,819	(15,693)	(25,398)
Net cash from/(to) Financing Activities		(90,702)	70,263	7,564
Cash and cash equivalents at the beginning of the year	8	591,940	483,137	584,376
Cash and cash equivalents at the beginning of the year	8	501,238	553,400	591,940

Cash and cash equivalents at the end of the year

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 Francis Catholic School (PT Chevalier)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

St Francis Catholic School (PT Chevalier) (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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

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

Measurement Base

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	10 years
Information and Communication Technology	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) 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.

n) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 14 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.

o) Financial Instruments

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

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

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	516,884	436,677	523,798
Teachers' Salaries Grants	1,486,335	1,469,339	1,504,853
	<u>2,003,219</u>	<u>1,906,016</u>	<u>2,028,651</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	28,314	12,000	18,877
Fees for Extra Curricular Activities	18,912	7,000	12,487
Trading	3,194	2,000	3,434
Fundraising and Community Grants	59,290	19,000	33,951
	<u>109,710</u>	<u>40,000</u>	<u>68,749</u>
Expense			
Extra Curricular Activities Costs	19,151	7,000	12,071
Trading	3,952	2,000	5,571
Fundraising and Community Grant Costs	36,487	1,000	12,608
	<u>59,590</u>	<u>10,000</u>	<u>30,250</u>
	<u>50,120</u>	<u>30,000</u>	<u>38,499</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	57,633	50,200	48,642
Employee Benefits - Salaries	1,706,608	1,625,339	1,709,141
Staff Development	23,007	15,000	6,003
Staff Development - Overseas Travel	5,301	6,000	-
Depreciation	34,540	31,700	35,952
Other Learning Resources	4,211	4,400	6,203
	<u>1,831,300</u>	<u>1,732,639</u>	<u>1,805,941</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,016	6,000	7,820
Board Fees and Expenses	12,960	9,400	10,453
Operating Leases	483	700	763
Other Administration Expenses	30,851	26,250	23,953
Employee Benefits - Salaries	84,357	80,800	96,397
Insurance	3,889	5,000	4,557
Service Providers, Contractors and Consultancy	12,514	12,000	12,092
	153,070	140,150	156,035

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	22,480	-	6,727
Heat, Light and Water	17,222	14,000	15,152
Repairs and Maintenance	11,473	12,400	27,775
Use of Land and Buildings	686,206	686,206	686,206
Employee Benefits - Salaries	23,811	25,000	20,378
Other Property Expenses	82,428	61,500	62,371
	843,620	799,106	818,609

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

7. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Amortisation of equitable leasehold interest	10,000	-	10,000
	10,000	-	10,000

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	501,238	553,400	591,940
Cash and cash equivalents for Statement of Cash Flows	501,238	553,400	591,940

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 15.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	-	6,673	6,673
Interest Receivable	5,295	4,424	4,424
Teacher Salaries Grant Receivable	134,573	125,209	125,208
	<u>139,868</u>	<u>136,306</u>	<u>136,305</u>
Receivables from Exchange Transactions	5,295	4,424	4,424
Receivables from Non-Exchange Transactions	134,573	131,882	131,881
	<u>139,868</u>	<u>136,306</u>	<u>136,305</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,086	1,000	1,204
School Uniforms	1,777	2,537	2,333
	<u>2,863</u>	<u>3,537</u>	<u>3,537</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	482,341	412,476	412,476
Total Investments	<u>482,341</u>	<u>412,476</u>	<u>412,476</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	57,060	2,853	-	-	(12,360)	47,553
Information and Communication Technology	10,408	5,501	(1,283)	-	(7,163)	7,463
Leased Assets	21,958	15,790	(953)	-	(11,107)	25,687
Library Resources	26,910	4,794	(421)	-	(3,910)	27,373
	<u>116,336</u>	<u>28,938</u>	<u>(2,657)</u>	<u>-</u>	<u>(34,540)</u>	<u>108,076</u>

The net carrying value of ICT equipment held under a finance lease is \$25,687 (2023: \$21,958)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	375,266	(327,713)	47,553	423,444	(366,384)	57,060
Information and Communication Technology	88,037	(80,574)	7,463	90,146	(79,738)	10,408
Leased Assets	46,111	(20,424)	25,687	45,566	(23,608)	21,958
Library Resources	80,480	(53,108)	27,372	76,890	(49,980)	26,910
	<u>589,894</u>	<u>(481,819)</u>	<u>108,075</u>	<u>636,046</u>	<u>(519,710)</u>	<u>116,336</u>

13. 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, 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 50 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 are:

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Buildings	380,000	390,000	390,000
	<u>380,000</u>	<u>390,000</u>	<u>390,000</u>

14. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	21,779	21,061	21,060
Accruals	8,116	31,148	14,493
Employee Entitlements - Salaries	134,573	130,412	147,068
Employee Entitlements - Leave Accrual	10,764	16,656	16,656
	<u>175,232</u>	<u>199,277</u>	<u>199,277</u>
Payables for Exchange Transactions	175,232	199,277	199,277
	<u>175,232</u>	<u>199,277</u>	<u>199,277</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Other revenue in Advance	-	3,197	3,197
	<u>-</u>	<u>3,197</u>	<u>3,197</u>

16. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	41,839	30,837	102,780
Increase to the Provision During the Year	22,480	-	6,727
Use of the Provision During the Year	-	-	(67,668)
Provision at the End of the Year	<u>64,319</u>	<u>30,837</u>	<u>41,839</u>
Cyclical Maintenance - Current	25,450	4,724	32,917
Cyclical Maintenance - Non current	38,869	26,113	8,922
	<u>64,319</u>	<u>30,837</u>	<u>41,839</u>

The School's 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.

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:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	14,086	10,846	13,039
Later than One Year and no Later than Five Years	15,687	7,495	13,368
Future Finance Charges	(3,579)	-	(2,553)
	<u>26,194</u>	<u>18,341</u>	<u>23,854</u>
Represented by			
Finance lease liability - Current	12,220	10,846	11,365
Finance lease liability - Non current	13,974	7,495	12,490
	<u>26,194</u>	<u>18,341</u>	<u>23,854</u>

18. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	2,998	4,537	4,536
	<u>2,998</u>	<u>4,537</u>	<u>4,536</u>

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 (Catholic Diocese 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, pastoral and mission fees payable to the Proprietor. The amounts collected in total were \$152,760 (2023: \$153,989). 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 \$2,998, (2023: \$4,536).

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,110	3,735
<i>Leadership Team</i>		
Remuneration	489,880	370,135
Full-time equivalent members	4	3
Total key management personnel remuneration	493,990	373,870

There are 9 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (1 member) committee that meet when necessary. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	2.00	6.00
110 - 120	3.00	0.00
	5.00	6.00
	5.00	6.00

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had no capital commitments (2023:\$nil).

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any contracts.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	501,238	553,400	591,940
Receivables	139,868	136,306	136,305
Investments - Term Deposits	482,341	412,476	412,476
Total financial assets measured at amortised cost	1,123,447	1,102,182	1,140,721
	1,123,447	1,102,182	1,140,721

Financial liabilities measured at amortised cost

Payables	175,232	199,277	199,277
Finance Leases	26,194	18,341	23,855
Total financial liabilities measured at amortised cost	<u>201,426</u>	<u>217,618</u>	<u>223,132</u>

24. Events After Balance Date

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



RSM Hayes Audit

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Independent Auditor's Report

To the readers of St Francis Catholic School (Point Chevalier)'s Financial statements For the year ended 31 December 2024

The Auditor-General is the auditor of St Francis Catholic School (Pt Chevalier) (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Qualified Opinion

We have audited the financial statements of the School on pages 1 to 17 that comprise the statement of responsibility, the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the effects of the matter described in the *Basis for Qualified Opinion* section in our report, the accompanying financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

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

Basis for Qualified Opinion on the provision for cyclical maintenance

The School has an obligation to keep the Crown owned land and buildings in good order and repair. The Statement of Financial Position on page 4 includes a provision for cyclical maintenance provision of \$64,319. We were unable to obtain sufficient appropriate evidence to support the carrying value of the provision because the School does not currently have a plan for cyclical maintenance the School needs to carry out on those buildings. There are no other practical audit procedures we could perform to determine the reasonableness of the provision. As a result, we were unable to determine whether any adjustment to the provision was necessary.

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.

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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, with the exception of the matter referred to above.

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the Annual Report - 2024 and KiwiSport note, but does not include the financial statements, and our auditor's report thereon.

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

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

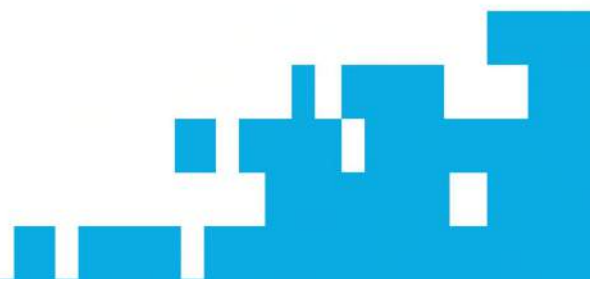
Independence

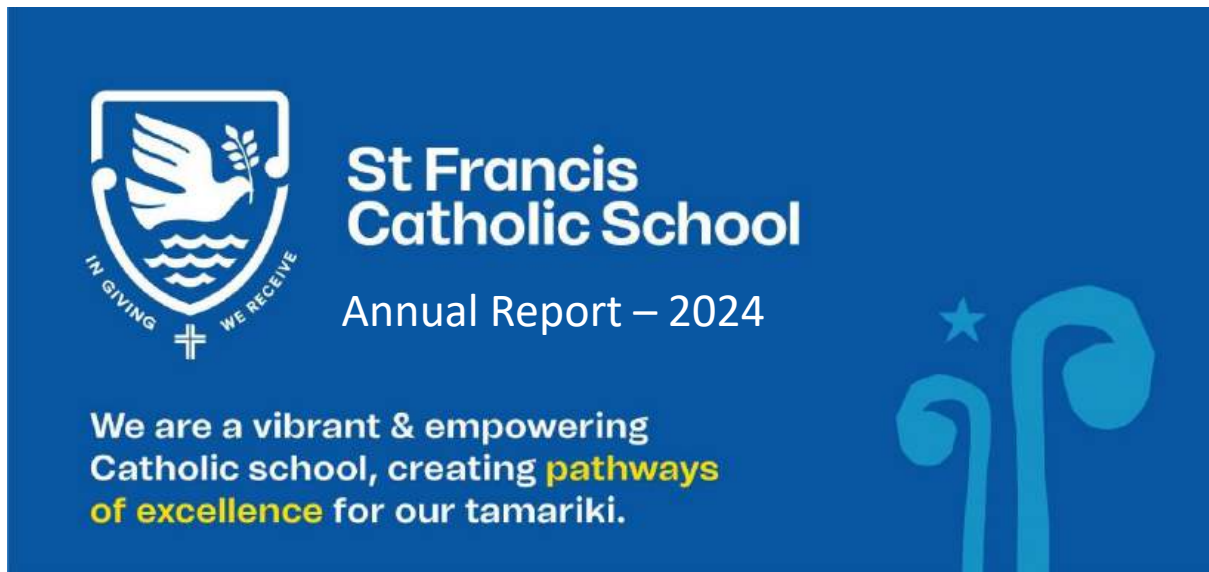
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing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

Other than the audit, we have no relationship with or interests in St Francis Catholic School (Pt Chevalier).

A handwritten signature in black ink, appearing to read 'Brendan Lyon', is positioned above the printed name.

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand





Strategic Direction:

1. All children at St Francis Catholic School will be able to access the New Zealand Curriculum as evidenced by progress and achievement. Our local Curriculum will be delivered in conjunction with the School's Special Character, vision and values; key competencies and learning areas, enabling and school vision "We are a vibrant and empowering Catholic school, creating pathways of excellence of our Tamariki".
2. All staff will deliver a high standard of education for all children, through a commitment to best practice pedagogy and a collaborative professional learning community.
3. Strong and respectful home / school / parish partnerships will ensure a welcoming, positive and inclusive environment for all children and their whanau in our school community.
4. The Catholic Special Character of St Francis Catholic School will be protected and enhanced by developing the dimensions of Encounter with Christ, Growth in Knowledge, Christian Witness and Safeguarding and strengthening Catholic Character.

Strategic Goals:

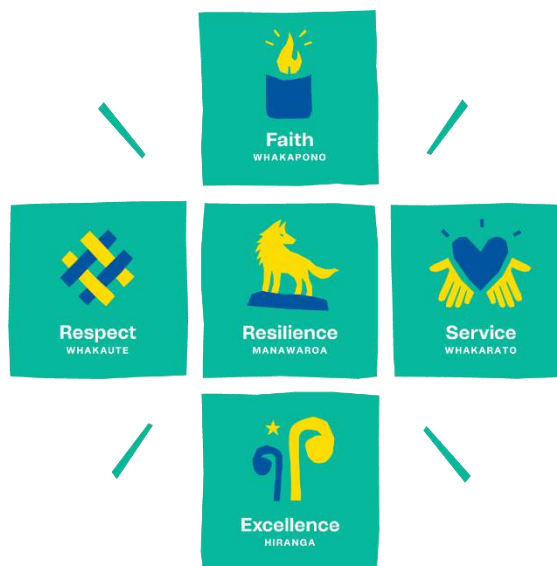
1. Implementation and embedment of the school wide rebrand project across the school by the end of 2025.
2. Increase opportunities for student agency.
3. Increase focus on Mental Health and Wellbeing.
4. Achievement and Progress targets – focus on improving literacy across the school.
5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.
6. Behaviour Management planning and documentation review

Statement of Variance 2024 – Progress against targets:

Goals:	Actions taken:	Reasons for any differences between targets and the outcomes	Planning for 2025 – where to next?
<p>1. Implementation and embedment of the school wide rebrand project across the school by 2025.</p> <p>NELP 1, 2, 3</p>	<p>Implement the St Francis Graduate Profile across the school, linking with the key competencies, using a Year 1 – 6 success criteria / matrix.</p>	<p>All goals achieved. Graduate Profile complete and working in classrooms. Developed Year 2, Year 4 and Year 6 criteria for matrix.</p>	<p>Senior students involved creating visuals.</p>
<p>2. Increase opportunities for student agency.</p> <p>NELP 1, 2, 3, 4</p>	<p>Student voice collection is part of best practice, with regular opportunities to collect data. Continue to imbed a school wide approach to build and embed akonga agency, evidencing ownership of their learning, using learning from recent completed PD with Alana Madgwick. Link with Kahui Ako across school lead and within school lead work plan. Embedding Mid and End of Year Reporting to parents, evidencing student voice in a real context. Possible link with the Graduate Profile.</p>	<p>All goals achieved. Student voice collected regularly. Kahui Ako professional development completed, included in the reflection and review cycle. PDL journal completed. Second round of funding rejected. PLD funding moved on to Structured Literacy. All applied for funding approved. Year 2 – 6 student voice collected for Mid and End of Year Reports. Year 5 – 6 links with Graduate Profile matrix.</p>	<p>Student voice will continue to be collected throughout the year, including for Mid and End of Year Reports. Professional Development opportunities to collect student voice in 2025: Structured Literacy (Liz Kane PD, LLLL PD, The Code PD etc), Maths No Problem, new RE curriculum etc.</p>
<p>3. Increase focus on Mental Health and Wellbeing.</p> <p>NELP 1, 2, 3, 4</p>	<p>The Mitey Programme and Mental Health curriculum are fully integrated in the St Francis local curriculum and is regularly reviewed by all key stakeholders. Ongoing review of policies and procedures related to mental health.</p>	<p>All goals achieved. All Professional Development and curriculum content implemented as planned. Local Curriculum documentation reviewed by the Senior Leadership Team. Policies and procedures reviewed according to the schedule.</p>	<p>The Mitey Programme will continue throughout the school. Implementation tracked and reviewed by MU holder.</p>

	<p>Review the implementation of Key Competencies, with a particular focus on 'managing self', through school wide wellbeing strategies.</p>		
<p>4. Achievement and Progress targets – focus on improving literacy across the school.</p> <p>NELP 1, 2, 3, 4, 5</p>	<p>Continue to work with the Kahui Ako to improve writing teaching. Continue to provide resources and PD to support the implementation of Structured Literacy practices, including The Code, Heggerty, LLLL, decodables etc.</p> <p>Review Structured Literacy resources that have been purchased over the previous two years and make a resourcing plan for the next two years.</p> <p>Achievement Targets: 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>	<p>All goals achieved.</p> <p>Results for 2024: 97% of students achieved at or above the expected curriculum level for reading by the end of the year. 89% of students achieved at or above the expected curriculum level for writing by the end of the year. 91% of students achieved at or above the expected curriculum level for maths by the end of the year. All targets reached by the end of the year. Children who did not achieve at or above the expected curriculum level have been identified and plans put in place for 2025.</p>	<p>Target students identified. Resources and interventions put in place. Small class sizes for focus cohorts. Teacher Aide timetables reflect needs across the school.</p> <p>Kahui Ako WSL focus: writing.</p> <p>Whole school PD focus: Structured Literacy and introduction of Maths No Problem resources.</p> <p>Special Needs students under the care of our new SENCO.</p> <p>Achievement Targets for 2025: 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>

<p>5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.</p> <p>NELP 1, 2, 3</p>	<p>Continue with the review and refresh of local curriculum documents. Review the ANZH curriculum implementation and track coverage of the strands across the school. Year 1 and 2 teachers to implement the new Level 1 RE curriculum strands, while Year 3 and 4 teachers attend PD.</p>	<p>All goals achieved. New curriculum areas implemented across the school. All scheduled Professional Development completed.</p>	<p>New RE curriculum Professional Development for Year 5/6 – implementation in 2026. Moving on to Structured Literacy PD and Maths No Problem implementation.</p>
<p>6. Behaviour Management Planning and documentation review.</p> <p>NELP 1, 2, 3, 4</p>	<p>Continue to implement a refreshed Behaviour Management plan across the school, including visuals. Share with the community. Introduce the “manners” incentive.</p>	<p>All goals achieved.</p>	



How we have given effect to Te Tiriti o Waitangi in 2024:

Our targets and actions give effect to Te Tiriti o Waitangi through

- working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

All schools in NZ have a duty to actively promote and protect Tiriti rights and to develop an education setting that reflects respectful relationships with Māori.

At St Francis Catholic School we have strategies to ensure that plans, policies, and our local curriculum reflect local tikanga Māori, matauranga Māori, and tea o Māori. We value strategies for achieving equitable outcomes for Māori students, using experts within the community and documentation such as Ka Hikitia and Tataiako. Our annual plan includes targets and pattern analysis to improve the achievement of Māori students, using good quality school wide achievement and progress data. St Francis Catholic School takes all reasonable steps to make instructions available in tikanga Māori and te reo Māori. This is evident in our resent rebrand documentation.

Throughout 2024 we have ensured specific teaching of Te Reo Maori and Maori tikanga (Level 1 and 2 of the NZC) and performance through multiple Kapa Haka groups (tutor through Auckland Central Catholic Kahui Ako). Cultural Lead position implemented across the school, working in conjunction with whanau.

St Francis Catholic School believes:

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākongā Māori as Māori in schools. Te Tiriti o Waitangi is, at its essence, about honourable, equitable partnership: it is an agreement to co-exist peacefully while each party retains its language, culture, and identity.

- Kawanatanga (honourable governance), by giving Māori a voice in all aspects of governance through genuine engagement and involvement in decision making.
- Rangatiratanga (self-determination), by acknowledging the rights of Māori to have agency, voice, and choice in what happens in schools.

- Ōritetanga (equity), by co-designing for equity. This means engaging with whānau Māori to design plans, programmes, and environments, rather than merely inviting them to consult on existing plans and ideas.

In Māori achieving success as Māori means strengthening their connections to their language, culture, and identity.

In genuine and authentic engagement with whānau Māori and mana whenua.

Statement of compliance with employment policy in 2024:

The St Francis board operates an employment policy that complies with the principle of being a good employer - (section 597(1) of the Education and Training Act 2020). Under s597 of the Act the St Francis board operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board operates an employment policy that complies with the principle of being a good employer. They ensure compliance with this policy (including our Equal Employment Opportunities Programme) and this is reported annually.

The Board:

1. Has developed and implements personnel and industrial policies, with policy and procedural frameworks set by the Government, which promote high levels of staff performance, use of educational resources effectively and recognise the needs of students.
2. Is a good employer, in compliance with the State Sector Act 1988 and the Education and Training Act 2020, using the conditions contained in employment contracts applicable to teaching and non-teaching staff.
3. Accepts as necessary for the fair and proper treatment of employees in all aspects of their employment.

The Board demonstrates it is a good employer by:

- Meeting the obligation to provide a good and safe working conditions.
- Having a recently reviewed Equal Employment Opportunities Programme.
- Practising impartial selection of suitably qualified persons for appointment.
- Recognising the aims and aspirations of Māori, the employment requirements of Māori, and the greater involvement of Māori in the Education service.
- Enhancing the abilities of individual employees.
- Recognising the employment requirements of women.
- Recognising the employment requirements of persons with disabilities.

The Board operates an EEO programme / policy that:

- Is available to staff.
- Includes training to raise awareness of issues which may impact EEO.
- Appoints someone to coordinate compliance with its requirements.
- Provides for regular reporting on compliance with the policy and / or achievement under the policy.
- Sets priorities and objectives.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	We have systems, policies and procedures in place to ensure our staff feel safe within their working environment. Policies are regularly reviewed according to a predetermined schedule.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Promote EEO through advertising and appointment processes. Staff voice collected throughout the year, in an environment where staff feel safe to share their thoughts and opinions about opportunities within the school. Our practices are fair, transparent and inclusive.
How do you practise impartial selection of suitably qualified persons for appointment?	Follow process, transparency throughout at all levels. Appointment personnel are inducted and briefed before all appointment meetings. Ensure all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	We work towards meeting our obligations as Te Tiriti partners within our education setting. Aim and aspirations as Te Tiriti partners are an integral part of our school practices and culture. Tikanga and kawa of Maori leadership are interwoven within our school structure.
How have you enhanced the abilities of individual employees?	Through focused professional learning and development. Coaching model that is agentic, focussed and man-enhancing for all employees. The ongoing development of our school culture strongly focusses on the wellbeing of staff, students and our community.
How are you recognising the employment requirements of women?	Personnel appointments and practices are non-bias. Opportunities for advancement and leadership is open, transparent and available to all.

How are you recognising the employment requirements of persons with disabilities?	Through staff wellbeing and support initiatives. Providing tailored and timely support and requirements so employees can perform to the best of their abilities.
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Good employer policies include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

St Francis Catholic School Policies - <https://stfrancis.schooldocs.co.nz> Username: stfrancis Password: brave

SLT Discussion points:

Community engagement – Do our goals and actions reflect the aspirations of our community? Based on the identities, cultures, needs and aspirations of our school.

Best methods of tracking evidence each term – looking for shifts and changes in teaching practice and student outcomes. High-level tangible steps, rather than surface feature changes. Catering to students whose needs have not been well met. Evaluate impact using success indicators, tools, rubrics.

Summary of information used to develop this plan:

- Community consultation
- Whanau Hui consultation
- Staff and student surveys

- NELP – National Education Learning Priorities <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes>
- Education and Training Act 2020 – Objectives for Boards in Governing Schools <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020>

Financial Statement inclusion:

https://drive.google.com/file/d/1Hn4u-iFhgxMJjmc7e0mfk_cBIAmJMdJd/view?usp=sharing

- Statement of responsibility signed and dated
- Statement of comprehensive revenue and expense
- Statement of changes in net assets / equity
- Statement of financial position
- Statement of cash flow
- Notes to the financial statements
- Independent auditor's report signed and dated
- Report on other special and contestable funding
- Kiwisport funding

2024 Progress and Achievement Summary:

https://drive.google.com/file/d/1he7Bnp_W4oZr-Zj6O9gXhWY334VZhhUO/view?usp=sharing



2024 End of Year Reading Data Summary Y2-6—97% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		8% (<u>3</u>)	61% (<u>23</u>)	3% (<u>1</u>)	29% (<u>11</u>)							
Y3				8% (<u>3</u>)	41% (<u>16</u>)	41% (<u>16</u>)	10% (<u>4</u>)					
Y4				4% (<u>2</u>)	9% (<u>4</u>)	47% (<u>21</u>)	36% (<u>16</u>)	4% (<u>2</u>)				
Y5						3% (<u>1</u>)	46% (<u>16</u>)	40% (<u>14</u>)	9% (<u>3</u>)	3% (<u>1</u>)		
Y6				2% (<u>1</u>)			4% (<u>2</u>)	26% (<u>12</u>)	33% (<u>15</u>)	15% (<u>7</u>)	20% (<u>9</u>)	
Total pupils		1 % (<u>3</u>)	11 % (<u>23</u>)	3 % (<u>7</u>)	15 % (<u>31</u>)	19 % (<u>38</u>)	19 % (<u>38</u>)	14 % (<u>28</u>)	9 % (<u>18</u>)	4 % (<u>8</u>)	4 % (<u>9</u>)	

2024 End of Year Writing Data Summary Y2-6—89% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		16% (6)	71% (27)	8% (3)	5% (2)							
Y3			13% (5)	21% (8)	56% (22)	10% (4)						
Y4			4% (2)	7% (3)	16% (7)	62% (28)	9% (4)	2% (1)				
Y5					3% (1)	20% (7)	29% (10)	40% (14)	9% (3)			
Y6						7% (3)	4% (2)	20% (9)	41% (19)	22% (10)	7% (3)	
Total pupils		3 % (6)	17 % (34)	7 % (14)	16 % (32)	21 % (42)	8 % (16)	12 % (24)	11 % (22)	5 % (10)	1 % (3)	

2024 End of Year Maths Data Summary Y2-6—91% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		3% (1)	66% (25)	32% (12)								
Y3			5% (2)	15% (6)	62% (24)	18% (7)						
Y4			2% (1)	2% (1)	18% (8)	48% (21)	30% (13)					
Y5						9% (3)	46% (16)	37% (13)	6% (2)	3% (1)		
Y6							4% (2)	30% (14)	28% (13)	17% (8)	17% (8)	2% (1)
Total pupils		0 % (1)	14 % (28)	9 % (19)	16 % (32)	15 % (31)	15 % (31)	13 % (27)	7 % (15)	4 % (9)	4 % (8)	0 % (1)

2024 End of Year Data - Ethnicity Information

	Amount of students	% of students
Maori	5	2.5%
NZ European	124	62%
Samoan	10	5%
Tongan	16	8%
Other Pacific Island	3	1.5%
Asian	34	17%
Other	8	4%

2024 End of Year Data— Ethnicity Information— Students working below the expected curriculum level

	Reading	Writing	Maths
Maori	0	0	0
NZ European	4	14	3
Samoan	0	2	1
Tongan	1	3	2
Other Pacific Island	1	2	1
Asian	0	1	1
Other	0	1	1

2024 Progress—Term 4 2023—Term 2 2024 / Term 2 2024—T4 2024 / Term 4 2023—Term 4 2024

	Term 4 2023—Term 2 2024 (End of last year to mid this year—6 months)	Term 2 2024—Term 4 2024 (Mid this year to end of this year—6 months)	Term 4 2023—Term 4 2024 (End of last year to end of this year—12 months)
Year 2		Reading - 10% stayed the same, 85% progressed by 1 stage, 5% progressed by 2 or more stages Writing—10% stayed the same, 68% progressed by 1 stage, 22% progressed by 2 or more stages Maths—18% stayed the same, 82% progressed by 1 stage	
Year 3	Reading - 36% stayed the same, 62% progressed by 1 stage, 2% progressed by 2 or more stages Writing—19% stayed the same, 81% progressed by 1 stage Maths—52% stayed the same, 48% progressed by 1 stage	Reading - 30% stayed the same, 65% progressed by 1 stage, 5% progressed by 2 or more stages Writing—20% stayed the same, 71% progressed by 1 stage, 9% progressed by 2 or more stages Maths—10% stayed the same, 80% progressed by 1 stage, 10% progressed by 2 or more stages	Reading - 11% stayed the same, 44% progressed by 1 stage, 45% progressed by 2 or more stages Writing—5% stayed the same, 22% progressed by 1 stage, 73% progressed by 2 or more stages Maths—2% stayed the same, 44% progressed by 1 stage, 54% progressed by 2 or more stages
Year 4	Reading - 35% stayed the same, 65% progressed by 1 stage Writing—57% stayed the same, 43% progressed by 1 stage Maths—55% stayed the same, 42% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 14% stayed the same, 86% progressed by 1 stage Writing—7% stayed the same, 93% progressed by 1 stage Maths—17% stayed the same, 75% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 0% stayed the same, 47% progressed by 1 stage, 53% progressed by 2 or more stages Writing—0% stayed the same, 68% progressed by 1 stage, 32% progressed by 2 or more stages Maths—5% stayed the same, 52% progressed by 1 stage, 43% progressed by 2 or more stages
Year 5	Reading - 12% stayed the same, 88% progressed by 1 stage Writing—26% stayed the same, 71% progressed by 1 stage, 3% progressed by 2 or more stages Maths—33% stayed the same, 63% progressed by 1 stage, 4% progressed by 2 or more stages	Reading - 31% stayed the same, 69% progressed by 1 stage Writing—22% stayed the same, 78% progressed by 1 stage Maths—40% stayed the same, 57% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 0% stayed the same, 33% progressed by 1 stage, 67% progressed by 2 or more stages Writing—4% stayed the same, 42% progressed by 1 stage, 54% progressed by 2 or more stages Maths—6% stayed the same, 52% progressed by 1 stage, 42% progressed by 2 or more stages
Year 6	Reading - 44% stayed the same, 56% progressed by 1 stage Writing—40% stayed the same, 50% progressed by 1 stage, 10% progressed by 2 or more stages Maths—51% stayed the same, 41% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 35% stayed the same, 53% progressed by 1 stage, 12% progressed by 2 or more stages Writing—13% stayed the same, 64% progressed by 1 stage, 23% progressed by 2 or more stages Maths—11% stayed the same, 72% progressed by 1 stage, 17% progressed by 2 or more stages	Reading - 18% stayed the same, 42% progressed by 1 stage, 40% progressed by 2 or more stages Writing—0% stayed the same, 30% progressed by 1 stage, 70% progressed by 2 or more stages Maths—5% stayed the same, 42% progressed by 1 stage, 53% progressed by 2 or more stages

St Francis Catholic School (Point Chevalier)
Year End: 31 December 2024
Kiwisport Note

8251

Prepared by IZ 29/04/2025	In-Chrg Review	Manager Review LV 5/05/2025	Partner Review BL 6/05/2025
EQR Review	Other Review	Reviewed by	Reviewed by

School

St Francis School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$3777.32 (excluding GST). The funding was spent on Swimming lessons and buses for Year 4 students. The number of students participating in organised sport increased from 6% of the school roll.



RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

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www.rsmnz.co.nz

Independent Auditor's Report

To the readers of St Francis Catholic School (Point Chevalier)'s Financial statements For the year ended 31 December 2024

The Auditor-General is the auditor of St Francis Catholic School (Pt Chevalier) (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Qualified Opinion

We have audited the financial statements of the School on pages 1 to 17 that comprise the statement of responsibility, the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the effects of the matter described in the *Basis for Qualified Opinion* section in our report, the accompanying financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

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

Basis for Qualified Opinion on the provision for cyclical maintenance

The School has an obligation to keep the Crown owned land and buildings in good order and repair. The Statement of Financial Position on page 4 includes a provision for cyclical maintenance provision of \$64,319. We were unable to obtain sufficient appropriate evidence to support the carrying value of the provision because the School does not currently have a plan for cyclical maintenance the School needs to carry out on those buildings. There are no other practical audit procedures we could perform to determine the reasonableness of the provision. As a result, we were unable to determine whether any adjustment to the provision was necessary.

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.

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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, with the exception of the matter referred to above.

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the Annual Report - 2024 and KiwiSport note, but does not include the financial statements, and our auditor's report thereon.

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

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

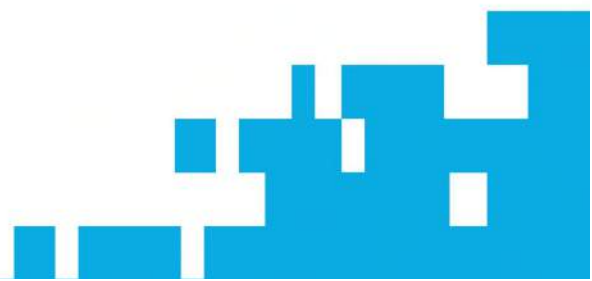
Independence

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

Other than the audit, we have no relationship with or interests in St Francis Catholic School (Pt Chevalier).

A handwritten signature in black ink, appearing to read 'Brendan Lyon', is positioned above the printed name.

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



ST FRANCIS CATHOLIC SCHOOL (PT CHEVALIER)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1488

Principal: Lisa Bateman

School Address: Montrose Street, Pt Chevalier, Auckland 1022

School Postal Address: P O Box 44-177, Pt Chevalier

School Phone: 09 846 4696

School Email: office@stfrancis.school.nz

Schooled Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Caroline Botting	Co-Presiding Member	Elected	Aug-25
Phillip Jaggard	Co-Presiding Member	Elected	Aug-25
Lisa Bateman	Principal ex Officio	Appointed	Current
Emma Uhila	Parent Representative	Elected	Aug-25
Patrick Gorrige	Parent Representative	Elected	Aug-25
Lisa Dixon	Parent Representative	Elected	Aug-25
Father John Webb	Proprietors Representative	Appointed	Current
Stuart King	Proprietors Representative	Appointed	Current
Phillip Joyce	Proprietors Representative	Appointed	Current
Susan Milne	Teacher Representative	Elected	Aug-25

ST FRANCIS CATHOLIC SCHOOL (PT CHEVALIER)

Annual Report - For the year ended 31 December 2024

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3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
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	Independent Auditor's Report
	Other Information
	Annual Report - 2024
	Kiwisport Note

St Francis Catholic School (PT Chevalier)

Statement of Responsibility

For the year ended 31 December 2024

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


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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Philip Joyce

Full Name of Presiding Member

Signed by:

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Signature of Presiding Member

29 May 2025

Date:

Lisa Bateman

Full Name of Principal

DocuSigned by:

014A4A9E72E94AF...
Signature of Principal

29 May 2025

Date:

St Francis Catholic School (PT Chevalier)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	2,003,219	1,906,016	2,028,651
Locally Raised Funds	3	109,710	40,000	68,749
Use of Proprietor's Land and Buildings		686,206	686,206	686,206
Interest		38,521	25,000	36,885
Total Revenue		2,837,656	2,657,222	2,820,491
Expense				
Locally Raised Funds	3	59,590	10,000	30,250
Learning Resources	4	1,831,300	1,732,639	1,805,941
Administration	5	153,070	140,150	156,035
Interest		2,175	2,200	2,126
Property	6	843,620	799,106	818,609
Other Expense	7	10,000	-	10,000
Loss on Disposal of Property, Plant and Equipment		1,704	-	2,564
Total Expense		2,901,459	2,684,095	2,825,525
Net Surplus / (Deficit) for the year		(63,803)	(26,873)	(5,034)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(63,803)	(26,873)	(5,034)

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 Francis Catholic School (PT Chevalier) Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,394,363	1,394,363	1,402,888
Total comprehensive revenue and expense for the year		(63,803)	(26,873)	(5,034)
Contribution - Furniture and Equipment Grant		36,647	-	(3,491)
Equity at 31 December		1,367,207	1,367,490	1,394,363
Accumulated comprehensive revenue and expense		1,367,207	1,367,490	1,394,363
Equity at 31 December		1,367,207	1,367,490	1,394,363

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 Francis Catholic School (PT Chevalier)

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	501,238	553,400	591,940
Accounts Receivable	9	139,868	136,306	136,305
GST Receivable		17,241	11,387	11,387
Prepayments		4,324	5,086	5,086
Inventories	10	2,863	3,537	3,537
Investments	11	482,341	412,476	412,476
		<u>1,147,875</u>	<u>1,122,192</u>	<u>1,160,731</u>
Current Liabilities				
Accounts Payable	14	175,232	199,277	199,277
Revenue Received in Advance	15	-	3,197	3,197
Provision for Cyclical Maintenance	16	25,450	4,724	32,917
Finance Lease Liability	17	12,220	10,846	11,365
Funds held in Trust	18	2,998	4,537	4,536
		<u>215,900</u>	<u>222,581</u>	<u>251,292</u>
Working Capital		931,975	899,611	909,439
Non-current Assets				
Property, Plant and Equipment	12	108,075	111,487	116,336
Equitable Leasehold Interest	13	380,000	390,000	390,000
		<u>488,075</u>	<u>501,487</u>	<u>506,336</u>
Non-current Liabilities				
Finance Lease Liability	17	13,974	7,495	12,490
Provision for Cyclical Maintenance	16	38,869	26,113	8,922
		<u>52,843</u>	<u>33,608</u>	<u>21,412</u>
Funds held in Trust		<u>1,367,207</u>	<u>1,367,490</u>	<u>1,394,363</u>
Equity		<u>1,367,207</u>	<u>1,367,490</u>	<u>1,394,363</u>

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

St Francis Catholic School (PT Chevalier)

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		526,416	459,122	478,233
Locally Raised Funds		106,513	43,197	70,173
Goods and Services Tax (net)		(5,854)	(1,230)	(1,230)
Payments to Employees		(356,193)	(273,667)	(309,600)
Payments to Suppliers		(336,659)	(245,755)	(307,581)
Interest Paid		(2,175)	(2,200)	(2,126)
Interest Received		37,650	24,313	36,198
Net cash from/(to) Operating Activities		(30,302)	3,780	(35,933)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(8,354)	(3,099)	(16,380)
Purchase of Investments		(69,865)	-	-
Proceeds from Sale of Investments		-	85,275	85,275
Net cash from/(to) Investing Activities		(78,219)	82,176	68,895
Cash flows from Financing Activities				
Furniture and Equipment Grant		36,647	-	46,509
Contributions from Ministry of Education		-	-	(50,000)
Finance Lease Payments		(17,290)	(5,599)	(11,812)
Repayment of Loans		-	-	(10,095)
Funds Administered on Behalf of Other Parties		(1,538)	(10,094)	-
Net cash from/(to) Financing Activities		17,819	(15,693)	(25,398)
Net cash from/(to) Financing Activities		(90,702)	70,263	7,564
Cash and cash equivalents at the beginning of the year	8	591,940	483,137	584,376
Cash and cash equivalents at the beginning of the year	8	501,238	553,400	591,940

Cash and cash equivalents at the end of the year

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 Francis Catholic School (PT Chevalier)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

St Francis Catholic School (PT Chevalier) (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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

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

Measurement Base

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 17. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	10 years
Information and Communication Technology	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) 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.

n) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 14 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.

o) Financial Instruments

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

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

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	516,884	436,677	523,798
Teachers' Salaries Grants	1,486,335	1,469,339	1,504,853
	<u>2,003,219</u>	<u>1,906,016</u>	<u>2,028,651</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	28,314	12,000	18,877
Fees for Extra Curricular Activities	18,912	7,000	12,487
Trading	3,194	2,000	3,434
Fundraising and Community Grants	59,290	19,000	33,951
	<u>109,710</u>	<u>40,000</u>	<u>68,749</u>
Expense			
Extra Curricular Activities Costs	19,151	7,000	12,071
Trading	3,952	2,000	5,571
Fundraising and Community Grant Costs	36,487	1,000	12,608
	<u>59,590</u>	<u>10,000</u>	<u>30,250</u>
	<u>50,120</u>	<u>30,000</u>	<u>38,499</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	57,633	50,200	48,642
Employee Benefits - Salaries	1,706,608	1,625,339	1,709,141
Staff Development	23,007	15,000	6,003
Staff Development - Overseas Travel	5,301	6,000	-
Depreciation	34,540	31,700	35,952
Other Learning Resources	4,211	4,400	6,203
	<u>1,831,300</u>	<u>1,732,639</u>	<u>1,805,941</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,016	6,000	7,820
Board Fees and Expenses	12,960	9,400	10,453
Operating Leases	483	700	763
Other Administration Expenses	30,851	26,250	23,953
Employee Benefits - Salaries	84,357	80,800	96,397
Insurance	3,889	5,000	4,557
Service Providers, Contractors and Consultancy	12,514	12,000	12,092
	153,070	140,150	156,035

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	22,480	-	6,727
Heat, Light and Water	17,222	14,000	15,152
Repairs and Maintenance	11,473	12,400	27,775
Use of Land and Buildings	686,206	686,206	686,206
Employee Benefits - Salaries	23,811	25,000	20,378
Other Property Expenses	82,428	61,500	62,371
	843,620	799,106	818,609

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

7. Other Expense

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Amortisation of equitable leasehold interest	10,000	-	10,000
	10,000	-	10,000

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	501,238	553,400	591,940
Cash and cash equivalents for Statement of Cash Flows	501,238	553,400	591,940

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 15.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	-	6,673	6,673
Interest Receivable	5,295	4,424	4,424
Teacher Salaries Grant Receivable	134,573	125,209	125,208
	<u>139,868</u>	<u>136,306</u>	<u>136,305</u>
Receivables from Exchange Transactions	5,295	4,424	4,424
Receivables from Non-Exchange Transactions	134,573	131,882	131,881
	<u>139,868</u>	<u>136,306</u>	<u>136,305</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,086	1,000	1,204
School Uniforms	1,777	2,537	2,333
	<u>2,863</u>	<u>3,537</u>	<u>3,537</u>

11. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	482,341	412,476	412,476
Total Investments	<u>482,341</u>	<u>412,476</u>	<u>412,476</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	57,060	2,853	-	-	(12,360)	47,553
Information and Communication Technology	10,408	5,501	(1,283)	-	(7,163)	7,463
Leased Assets	21,958	15,790	(953)	-	(11,107)	25,687
Library Resources	26,910	4,794	(421)	-	(3,910)	27,373
	<u>116,336</u>	<u>28,938</u>	<u>(2,657)</u>	<u>-</u>	<u>(34,540)</u>	<u>108,076</u>

The net carrying value of ICT equipment held under a finance lease is \$25,687 (2023: \$21,958)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	375,266	(327,713)	47,553	423,444	(366,384)	57,060
Information and Communication Technology	88,037	(80,574)	7,463	90,146	(79,738)	10,408
Leased Assets	46,111	(20,424)	25,687	45,566	(23,608)	21,958
Library Resources	80,480	(53,108)	27,372	76,890	(49,980)	26,910
	<u>589,894</u>	<u>(481,819)</u>	<u>108,075</u>	<u>636,046</u>	<u>(519,710)</u>	<u>116,336</u>

13. 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, 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 50 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 are:

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Buildings	380,000	390,000	390,000
	<u>380,000</u>	<u>390,000</u>	<u>390,000</u>

14. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	21,779	21,061	21,060
Accruals	8,116	31,148	14,493
Employee Entitlements - Salaries	134,573	130,412	147,068
Employee Entitlements - Leave Accrual	10,764	16,656	16,656
	<u>175,232</u>	<u>199,277</u>	<u>199,277</u>
Payables for Exchange Transactions	175,232	199,277	199,277
	<u>175,232</u>	<u>199,277</u>	<u>199,277</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Other revenue in Advance	-	3,197	3,197
	<u>-</u>	<u>3,197</u>	<u>3,197</u>

16. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	41,839	30,837	102,780
Increase to the Provision During the Year	22,480	-	6,727
Use of the Provision During the Year	-	-	(67,668)
Provision at the End of the Year	<u>64,319</u>	<u>30,837</u>	<u>41,839</u>
Cyclical Maintenance - Current	25,450	4,724	32,917
Cyclical Maintenance - Non current	38,869	26,113	8,922
	<u>64,319</u>	<u>30,837</u>	<u>41,839</u>

The School's 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.

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:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	14,086	10,846	13,039
Later than One Year and no Later than Five Years	15,687	7,495	13,368
Future Finance Charges	(3,579)	-	(2,553)
	<u>26,194</u>	<u>18,341</u>	<u>23,854</u>
Represented by			
Finance lease liability - Current	12,220	10,846	11,365
Finance lease liability - Non current	13,974	7,495	12,490
	<u>26,194</u>	<u>18,341</u>	<u>23,854</u>

18. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	2,998	4,537	4,536
	<u>2,998</u>	<u>4,537</u>	<u>4,536</u>

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 (Catholic Diocese 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, pastoral and mission fees payable to the Proprietor. The amounts collected in total were \$152,760 (2023: \$153,989). 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 \$2,998, (2023: \$4,536).

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,110	3,735
 <i>Leadership Team</i>		
Remuneration	489,880	370,135
Full-time equivalent members	4	3
Total key management personnel remuneration	493,990	373,870

There are 9 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (1 member) committee that meet when necessary. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	2.00	6.00
110 - 120	3.00	0.00
	5.00	6.00

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had no capital commitments (2023:\$nil).

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any contracts.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	501,238	553,400	591,940
Receivables	139,868	136,306	136,305
Investments - Term Deposits	482,341	412,476	412,476
Total financial assets measured at amortised cost	1,123,447	1,102,182	1,140,721

Financial liabilities measured at amortised cost

Payables	175,232	199,277	199,277
Finance Leases	26,194	18,341	23,855
Total financial liabilities measured at amortised cost	<u>201,426</u>	<u>217,618</u>	<u>223,132</u>

24. Events After Balance Date

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



RSM Hayes Audit

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Independent Auditor's Report

To the readers of St Francis Catholic School (Point Chevalier)'s Financial statements For the year ended 31 December 2024

The Auditor-General is the auditor of St Francis Catholic School (Pt Chevalier) (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Qualified Opinion

We have audited the financial statements of the School on pages 1 to 17 that comprise the statement of responsibility, the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the effects of the matter described in the *Basis for Qualified Opinion* section in our report, the accompanying financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

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

Basis for Qualified Opinion on the provision for cyclical maintenance

The School has an obligation to keep the Crown owned land and buildings in good order and repair. The Statement of Financial Position on page 4 includes a provision for cyclical maintenance provision of \$64,319. We were unable to obtain sufficient appropriate evidence to support the carrying value of the provision because the School does not currently have a plan for cyclical maintenance the School needs to carry out on those buildings. There are no other practical audit procedures we could perform to determine the reasonableness of the provision. As a result, we were unable to determine whether any adjustment to the provision was necessary.

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.

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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, with the exception of the matter referred to above.

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the Annual Report - 2024 and KiwiSport note, but does not include the financial statements, and our auditor's report thereon.

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

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

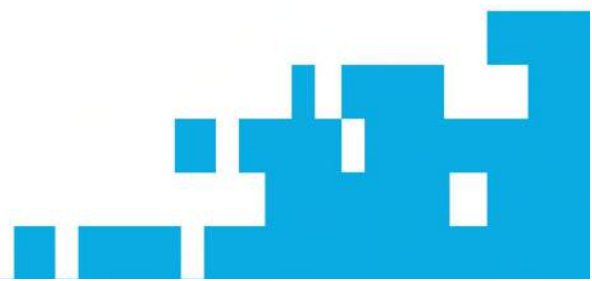
Independence

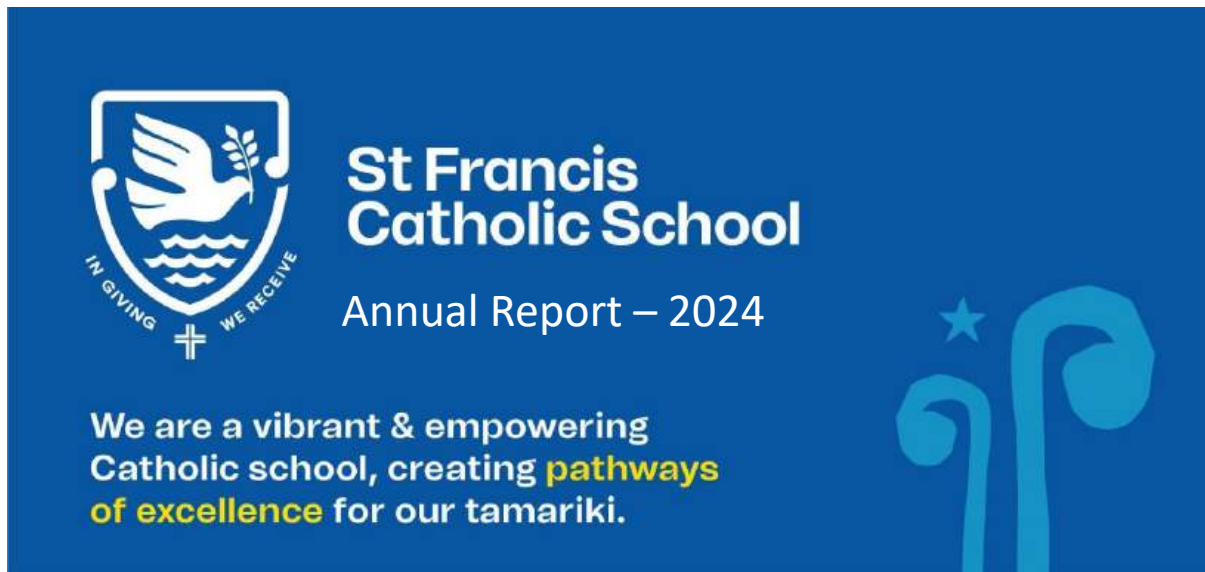
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing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

Other than the audit, we have no relationship with or interests in St Francis Catholic School (Pt Chevalier).

A handwritten signature in black ink, appearing to read 'Brendan Lyon', is positioned above the printed name.

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand





Strategic Direction:

1. All children at St Francis Catholic School will be able to access the New Zealand Curriculum as evidenced by progress and achievement. Our local Curriculum will be delivered in conjunction with the School's Special Character, vision and values; key competencies and learning areas, enabling and school vision "We are a vibrant and empowering Catholic school, creating pathways of excellence of our Tamariki".
2. All staff will deliver a high standard of education for all children, through a commitment to best practice pedagogy and a collaborative professional learning community.
3. Strong and respectful home / school / parish partnerships will ensure a welcoming, positive and inclusive environment for all children and their whanau in our school community.
4. The Catholic Special Character of St Francis Catholic School will be protected and enhanced by developing the dimensions of Encounter with Christ, Growth in Knowledge, Christian Witness and Safeguarding and strengthening Catholic Character.

Strategic Goals:

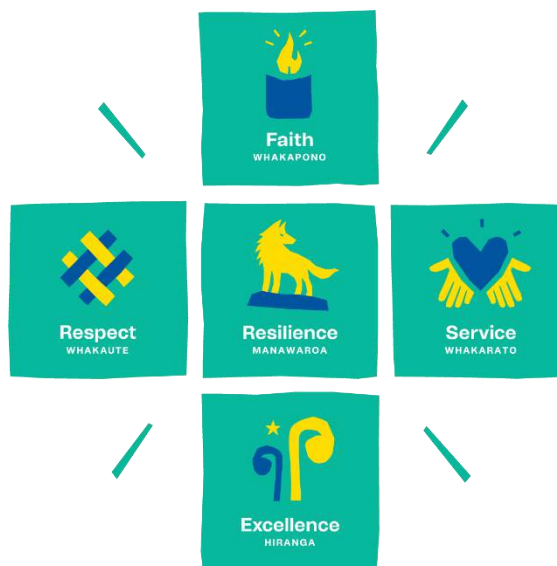
1. Implementation and embedment of the school wide rebrand project across the school by the end of 2025.
2. Increase opportunities for student agency.
3. Increase focus on Mental Health and Wellbeing.
4. Achievement and Progress targets – focus on improving literacy across the school.
5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.
6. Behaviour Management planning and documentation review

Statement of Variance 2024 – Progress against targets:

Goals:	Actions taken:	Reasons for any differences between targets and the outcomes	Planning for 2025 – where to next?
<p>1. Implementation and embedment of the school wide rebrand project across the school by 2025.</p> <p>NELP 1, 2, 3</p>	<p>Implement the St Francis Graduate Profile across the school, linking with the key competencies, using a Year 1 – 6 success criteria / matrix.</p>	<p>All goals achieved. Graduate Profile complete and working in classrooms. Developed Year 2, Year 4 and Year 6 criteria for matrix.</p>	<p>Senior students involved creating visuals.</p>
<p>2. Increase opportunities for student agency.</p> <p>NELP 1, 2, 3, 4</p>	<p>Student voice collection is part of best practice, with regular opportunities to collect data. Continue to imbed a school wide approach to build and embed akonga agency, evidencing ownership of their learning, using learning from recent completed PD with Alana Madgwick. Link with Kahui Ako across school lead and within school lead work plan. Embedding Mid and End of Year Reporting to parents, evidencing student voice in a real context. Possible link with the Graduate Profile.</p>	<p>All goals achieved. Student voice collected regularly. Kahui Ako professional development completed, included in the reflection and review cycle. PDL journal completed. Second round of funding rejected. PLD funding moved on to Structured Literacy. All applied for funding approved. Year 2 – 6 student voice collected for Mid and End of Year Reports. Year 5 – 6 links with Graduate Profile matrix.</p>	<p>Student voice will continue to be collected throughout the year, including for Mid and End of Year Reports. Professional Development opportunities to collect student voice in 2025: Structured Literacy (Liz Kane PD, LLLL PD, The Code PD etc), Maths No Problem, new RE curriculum etc.</p>
<p>3. Increase focus on Mental Health and Wellbeing.</p> <p>NELP 1, 2, 3, 4</p>	<p>The Mitey Programme and Mental Health curriculum are fully integrated in the St Francis local curriculum and is regularly reviewed by all key stakeholders. Ongoing review of policies and procedures related to mental health.</p>	<p>All goals achieved. All Professional Development and curriculum content implemented as planned. Local Curriculum documentation reviewed by the Senior Leadership Team. Policies and procedures reviewed according to the schedule.</p>	<p>The Mitey Programme will continue throughout the school. Implementation tracked and reviewed by MU holder.</p>

	<p>Review the implementation of Key Competencies, with a particular focus on 'managing self', through school wide wellbeing strategies.</p>		
<p>4. Achievement and Progress targets – focus on improving literacy across the school.</p> <p>NELP 1, 2, 3, 4, 5</p>	<p>Continue to work with the Kahui Ako to improve writing teaching. Continue to provide resources and PD to support the implementation of Structured Literacy practices, including The Code, Heggerty, LLLL, decodables etc.</p> <p>Review Structured Literacy resources that have been purchased over the previous two years and make a resourcing plan for the next two years.</p> <p>Achievement Targets: 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>	<p>All goals achieved.</p> <p>Results for 2024: 97% of students achieved at or above the expected curriculum level for reading by the end of the year. 89% of students achieved at or above the expected curriculum level for writing by the end of the year. 91% of students achieved at or above the expected curriculum level for maths by the end of the year. All targets reached by the end of the year. Children who did not achieve at or above the expected curriculum level have been identified and plans put in place for 2025.</p>	<p>Target students identified. Resources and interventions put in place. Small class sizes for focus cohorts. Teacher Aide timetables reflect needs across the school.</p> <p>Kahui Ako WSL focus: writing.</p> <p>Whole school PD focus: Structured Literacy and introduction of Maths No Problem resources.</p> <p>Special Needs students under the care of our new SENCO.</p> <p>Achievement Targets for 2025: 85 – 90% of students will be at or above the expected curriculum level for reading by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for writing by the end of the year. 85 – 90% of students will be at or above the expected curriculum level for maths by the end of the year.</p>

<p>5. Develop localised curriculum documents and implement new curriculum areas: Aotearoa New Zealand Histories and the new Religious Education Curriculum.</p> <p>NELP 1, 2, 3</p>	<p>Continue with the review and refresh of local curriculum documents. Review the ANZH curriculum implementation and track coverage of the strands across the school. Year 1 and 2 teachers to implement the new Level 1 RE curriculum strands, while Year 3 and 4 teachers attend PD.</p>	<p>All goals achieved. New curriculum areas implemented across the school. All scheduled Professional Development completed.</p>	<p>New RE curriculum Professional Development for Year 5/6 – implementation in 2026. Moving on to Structured Literacy PD and Maths No Problem implementation.</p>
<p>6. Behaviour Management Planning and documentation review.</p> <p>NELP 1, 2, 3, 4</p>	<p>Continue to implement a refreshed Behaviour Management plan across the school, including visuals. Share with the community. Introduce the “manners” incentive.</p>	<p>All goals achieved.</p>	



How we have given effect to Te Tiriti o Waitangi in 2024:

Our targets and actions give effect to Te Tiriti o Waitangi through

- working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

All schools in NZ have a duty to actively promote and protect Tiriti rights and to develop an education setting that reflects respectful relationships with Māori.

At St Francis Catholic School we have strategies to ensure that plans, policies, and our local curriculum reflect local tikanga Māori, matauranga Māori, and tea o Māori. We value strategies for achieving equitable outcomes for Māori students, using experts within the community and documentation such as Ka Hikitia and Tataiako. Our annual plan includes targets and pattern analysis to improve the achievement of Māori students, using good quality school wide achievement and progress data. St Francis Catholic School takes all reasonable steps to make instructions available in tikanga Māori and te reo Māori. This is evident in our resent rebrand documentation.

Throughout 2024 we have ensured specific teaching of Te Reo Maori and Maori tikanga (Level 1 and 2 of the NZC) and performance through multiple Kapa Haka groups (tutor through Auckland Central Catholic Kahui Ako). Cultural Lead position implemented across the school, working in conjunction with whanau.

St Francis Catholic School believes:

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākongā Māori as Māori in schools. Te Tiriti o Waitangi is, at its essence, about honourable, equitable partnership: it is an agreement to co-exist peacefully while each party retains its language, culture, and identity.

- Kawanatanga (honourable governance), by giving Māori a voice in all aspects of governance through genuine engagement and involvement in decision making.
- Rangatiratanga (self-determination), by acknowledging the rights of Māori to have agency, voice, and choice in what happens in schools.

- Ōritetanga (equity), by co-designing for equity. This means engaging with whānau Māori to design plans, programmes, and environments, rather than merely inviting them to consult on existing plans and ideas.

In Māori achieving success as Māori means strengthening their connections to their language, culture, and identity.

In genuine and authentic engagement with whānau Māori and mana whenua.

Statement of compliance with employment policy in 2024:

The St Francis board operates an employment policy that complies with the principle of being a good employer - (section 597(1) of the Education and Training Act 2020). Under s597 of the Act the St Francis board operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board operates an employment policy that complies with the principle of being a good employer. They ensure compliance with this policy (including our Equal Employment Opportunities Programme) and this is reported annually.

The Board:

1. Has developed and implements personnel and industrial policies, with policy and procedural frameworks set by the Government, which promote high levels of staff performance, use of educational resources effectively and recognise the needs of students.
2. Is a good employer, in compliance with the State Sector Act 1988 and the Education and Training Act 2020, using the conditions contained in employment contracts applicable to teaching and non-teaching staff.
3. Accepts as necessary for the fair and proper treatment of employees in all aspects of their employment.

The Board demonstrates it is a good employer by:

- Meeting the obligation to provide a good and safe working conditions.
- Having a recently reviewed Equal Employment Opportunities Programme.
- Practising impartial selection of suitably qualified persons for appointment.
- Recognising the aims and aspirations of Māori, the employment requirements of Māori, and the greater involvement of Māori in the Education service.
- Enhancing the abilities of individual employees.
- Recognising the employment requirements of women.
- Recognising the employment requirements of persons with disabilities.

The Board operates an EEO programme / policy that:

- Is available to staff.
- Includes training to raise awareness of issues which may impact EEO.
- Appoints someone to coordinate compliance with its requirements.
- Provides for regular reporting on compliance with the policy and / or achievement under the policy.
- Sets priorities and objectives.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?	We have systems, policies and procedures in place to ensure our staff feel safe within their working environment. Policies are regularly reviewed according to a predetermined schedule.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Promote EEO through advertising and appointment processes. Staff voice collected throughout the year, in an environment where staff feel safe to share their thoughts and opinions about opportunities within the school. Our practices are fair, transparent and inclusive.
How do you practise impartial selection of suitably qualified persons for appointment?	Follow process, transparency throughout at all levels. Appointment personnel are inducted and briefed before all appointment meetings. Ensure all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	We work towards meeting our obligations as Te Tiriti partners within our education setting. Aim and aspirations as Te Tiriti partners are an integral part of our school practices and culture. Tikanga and kawa of Maori leadership are interwoven within our school structure.
How have you enhanced the abilities of individual employees?	Through focused professional learning and development. Coaching model that is agentic, focussed and man-enhancing for all employees. The ongoing development of our school culture strongly focusses on the wellbeing of staff, students and our community.
How are you recognising the employment requirements of women?	Personnel appointments and practices are non-bias. Opportunities for advancement and leadership is open, transparent and available to all.

How are you recognising the employment requirements of persons with disabilities?	Through staff wellbeing and support initiatives. Providing tailored and timely support and requirements so employees can perform to the best of their abilities.
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Good employer policies include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

St Francis Catholic School Policies - <https://stfrancis.schooldocs.co.nz> Username: stfrancis Password: brave

SLT Discussion points:

Community engagement – Do our goals and actions reflect the aspirations of our community? Based on the identities, cultures, needs and aspirations of our school.

Best methods of tracking evidence each term – looking for shifts and changes in teaching practice and student outcomes. High-level tangible steps, rather than surface feature changes. Catering to students whose needs have not been well met. Evaluate impact using success indicators, tools, rubrics.

Summary of information used to develop this plan:

- Community consultation
- Whanau Hui consultation
- Staff and student surveys

- NELP – National Education Learning Priorities <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes>
- Education and Training Act 2020 – Objectives for Boards in Governing Schools <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020>

Financial Statement inclusion:

https://drive.google.com/file/d/1Hn4u-iFhgxMJjmc7e0mfk_cBIAmJMdJd/view?usp=sharing

- Statement of responsibility signed and dated
- Statement of comprehensive revenue and expense
- Statement of changes in net assets / equity
- Statement of financial position
- Statement of cash flow
- Notes to the financial statements
- Independent auditor's report signed and dated
- Report on other special and contestable funding
- Kiwisport funding

2024 Progress and Achievement Summary:

https://drive.google.com/file/d/1he7Bnp_W4oZr-Zj6O9gXhWY334VZhhUO/view?usp=sharing



2024 End of Year Reading Data Summary Y2-6—97% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		8% (<u>3</u>)	61% (<u>23</u>)	3% (<u>1</u>)	29% (<u>11</u>)							
Y3				8% (<u>3</u>)	41% (<u>16</u>)	41% (<u>16</u>)	10% (<u>4</u>)					
Y4				4% (<u>2</u>)	9% (<u>4</u>)	47% (<u>21</u>)	36% (<u>16</u>)	4% (<u>2</u>)				
Y5						3% (<u>1</u>)	46% (<u>16</u>)	40% (<u>14</u>)	9% (<u>3</u>)	3% (<u>1</u>)		
Y6				2% (<u>1</u>)			4% (<u>2</u>)	26% (<u>12</u>)	33% (<u>15</u>)	15% (<u>7</u>)	20% (<u>9</u>)	
Total pupils		1 % (<u>3</u>)	11 % (<u>23</u>)	3 % (<u>7</u>)	15 % (<u>31</u>)	19 % (<u>38</u>)	19 % (<u>38</u>)	14 % (<u>28</u>)	9 % (<u>18</u>)	4 % (<u>8</u>)	4 % (<u>9</u>)	

2024 End of Year Writing Data Summary Y2-6—89% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		16% (6)	71% (27)	8% (3)	5% (2)							
Y3			13% (5)	21% (8)	56% (22)	10% (4)						
Y4			4% (2)	7% (3)	16% (7)	62% (28)	9% (4)	2% (1)				
Y5					3% (1)	20% (7)	29% (10)	40% (14)	9% (3)			
Y6						7% (3)	4% (2)	20% (9)	41% (19)	22% (10)	7% (3)	
Total pupils		3 % (6)	17 % (34)	7 % (14)	16 % (32)	21 % (42)	8 % (16)	12 % (24)	11 % (22)	5 % (10)	1 % (3)	

2024 End of Year Maths Data Summary Y2-6—91% of our students achieved at or above the expected curriculum level at the end of the year.

	1B	1M	1E	2B	2M	2E	3B	3M	3E	4B	4M	4E
Y2		3% (1)	66% (25)	32% (12)								
Y3			5% (2)	15% (6)	62% (24)	18% (7)						
Y4			2% (1)	2% (1)	18% (8)	48% (21)	30% (13)					
Y5						9% (3)	46% (16)	37% (13)	6% (2)	3% (1)		
Y6							4% (2)	30% (14)	28% (13)	17% (8)	17% (8)	2% (1)
Total pupils		0 % (1)	14 % (28)	9 % (19)	16 % (32)	15 % (31)	15 % (31)	13 % (27)	7 % (15)	4 % (9)	4 % (8)	0 % (1)

2024 End of Year Data - Ethnicity Information

	Amount of students	% of students
Maori	5	2.5%
NZ European	124	62%
Samoan	10	5%
Tongan	16	8%
Other Pacific Island	3	1.5%
Asian	34	17%
Other	8	4%

2024 End of Year Data— Ethnicity Information— Students working below the expected curriculum level

	Reading	Writing	Maths
Maori	0	0	0
NZ European	4	14	3
Samoan	0	2	1
Tongan	1	3	2
Other Pacific Island	1	2	1
Asian	0	1	1
Other	0	1	1

2024 Progress—Term 4 2023—Term 2 2024 / Term 2 2024—T4 2024 / Term 4 2023—Term 4 2024

	Term 4 2023—Term 2 2024 (End of last year to mid this year—6 months)	Term 2 2024—Term 4 2024 (Mid this year to end of this year—6 months)	Term 4 2023—Term 4 2024 (End of last year to end of this year—12 months)
Year 2		Reading - 10% stayed the same, 85% progressed by 1 stage, 5% progressed by 2 or more stages Writing—10% stayed the same, 68% progressed by 1 stage, 22% progressed by 2 or more stages Maths—18% stayed the same, 82% progressed by 1 stage	
Year 3	Reading - 36% stayed the same, 62% progressed by 1 stage, 2% progressed by 2 or more stages Writing—19% stayed the same, 81% progressed by 1 stage Maths—52% stayed the same, 48% progressed by 1 stage	Reading - 30% stayed the same, 65% progressed by 1 stage, 5% progressed by 2 or more stages Writing—20% stayed the same, 71% progressed by 1 stage, 9% progressed by 2 or more stages Maths—10% stayed the same, 80% progressed by 1 stage, 10% progressed by 2 or more stages	Reading - 11% stayed the same, 44% progressed by 1 stage, 45% progressed by 2 or more stages Writing—5% stayed the same, 22% progressed by 1 stage, 73% progressed by 2 or more stages Maths—2% stayed the same, 44% progressed by 1 stage, 54% progressed by 2 or more stages
Year 4	Reading - 35% stayed the same, 65% progressed by 1 stage Writing—57% stayed the same, 43% progressed by 1 stage Maths—55% stayed the same, 42% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 14% stayed the same, 86% progressed by 1 stage Writing—7% stayed the same, 93% progressed by 1 stage Maths—17% stayed the same, 75% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 0% stayed the same, 47% progressed by 1 stage, 53% progressed by 2 or more stages Writing—0% stayed the same, 68% progressed by 1 stage, 32% progressed by 2 or more stages Maths—5% stayed the same, 52% progressed by 1 stage, 43% progressed by 2 or more stages
Year 5	Reading - 12% stayed the same, 88% progressed by 1 stage Writing—26% stayed the same, 71% progressed by 1 stage, 3% progressed by 2 or more stages Maths—33% stayed the same, 63% progressed by 1 stage, 4% progressed by 2 or more stages	Reading - 31% stayed the same, 69% progressed by 1 stage Writing—22% stayed the same, 78% progressed by 1 stage Maths—40% stayed the same, 57% progressed by 1 stage, 3% progressed by 2 or more stages	Reading - 0% stayed the same, 33% progressed by 1 stage, 67% progressed by 2 or more stages Writing—4% stayed the same, 42% progressed by 1 stage, 54% progressed by 2 or more stages Maths—6% stayed the same, 52% progressed by 1 stage, 42% progressed by 2 or more stages
Year 6	Reading - 44% stayed the same, 56% progressed by 1 stage Writing—40% stayed the same, 50% progressed by 1 stage, 10% progressed by 2 or more stages Maths—51% stayed the same, 41% progressed by 1 stage, 8% progressed by 2 or more stages	Reading - 35% stayed the same, 53% progressed by 1 stage, 12% progressed by 2 or more stages Writing—13% stayed the same, 64% progressed by 1 stage, 23% progressed by 2 or more stages Maths—11% stayed the same, 72% progressed by 1 stage, 17% progressed by 2 or more stages	Reading - 18% stayed the same, 42% progressed by 1 stage, 40% progressed by 2 or more stages Writing—0% stayed the same, 30% progressed by 1 stage, 70% progressed by 2 or more stages Maths—5% stayed the same, 42% progressed by 1 stage, 53% progressed by 2 or more stages

School

St Francis School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$3777.32 (excluding GST). The funding was spent on Swimming lessons and buses for Year 4 students. The number of students participating in organised sport increased from 6% of the school roll.

Certificate Of Completion

Envelope Id: 96B39B8EB3C9413B858CF0E5E6B96A82	Status: Completed
Subject: Documents for sign off - St Francis 2024	
Source Envelope:	
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Certificate Pages: 6	Initials: 0
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Enveloped Stamping: Enabled	Katie Franklin
Time Zone: (UTC+12:00) Auckland, Wellington	125 Queen Street
	Auckland, Auckland 1010
	katie.franklin@rsmnz.co.nz
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Status: Original 27 May 2025 12:01	Holder: Katie Franklin katie.franklin@rsmnz.co.nz	Location: DocuSign
Status: Original 27 May 2025 15:08	Holder: Indianna Nuku-Todd Indianna.Nuku-Todd@rsmnz.co.nz	Location: DocuSign
Status: Original 30 May 2025 10:10	Holder: Katie Franklin katie.franklin@rsmnz.co.nz	Location: DocuSign
Status: Original 30 May 2025 11:51	Holder: Chelsea Edel Chelsea.Edel@rsmnz.co.nz	Location: DocuSign
Status: Original 05 June 2025 12:02	Holder: Indianna Nuku-Todd Indianna.Nuku-Todd@rsmnz.co.nz	Location: DocuSign

Signer Events

Luke Voss
 Luke.Voss@rsmnz.co.nz
 Security Level: Email, Account Authentication (None)

Signature

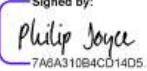
Completed
 Using IP Address: 114.23.244.85

Timestamp

Sent: 27 May 2025 | 12:29
 Viewed: 27 May 2025 | 12:29
 Signed: 27 May 2025 | 12:30

Electronic Record and Signature Disclosure:
 Accepted: 27 May 2025 | 12:29
 ID: 7bdd6b0e-7869-459d-a2f7-5b4d95cbe94e

Philip Joyce
 pjoyce@fyersjoyce.co.nz
 Security Level: Email, Account Authentication (None)

Signed by:

 7A8A310B4CD14D5...
 Signature Adoption: Pre-selected Style
 Using IP Address: 101.98.128.52

Sent: 27 May 2025 | 12:30
 Viewed: 29 May 2025 | 16:34
 Signed: 29 May 2025 | 16:37

Electronic Record and Signature Disclosure:
 Accepted: 29 May 2025 | 16:34
 ID: e53aa53f-d669-4578-97f2-17cdc59ba4d4

Lisa Bateman
 lisab@stfrancis.school.nz
 Security Level: Email, Account Authentication (None)

DocuSigned by:

 014A4A9E72F94AF...
 Signature Adoption: Pre-selected Style
 Using IP Address: 203.211.107.38
 Signed using mobile

Sent: 29 May 2025 | 16:38
 Viewed: 29 May 2025 | 19:28
 Signed: 29 May 2025 | 19:28

Electronic Record and Signature Disclosure:
 Accepted: 31 May 2023 | 16:00
 ID: 182a0711-995b-47f1-adb5-a346d6542cea

Signer Events	Signature	Timestamp
Business Support AdminNewmarket@rsmnz.co.nz Security Level: Email, Account Authentication (None)	Completed Using IP Address: 114.23.244.85	Sent: 29 May 2025 19:28 Viewed: 30 May 2025 11:30 Signed: 30 May 2025 11:30
Electronic Record and Signature Disclosure: Accepted: 13 May 2024 15:24 ID: 6028bcba-00ab-4944-b339-c5c94d93eb56		
Luke Voss Luke.Voss@rsmnz.co.nz Security Level: Email, Account Authentication (None)	Completed Using IP Address: 114.23.244.85	Sent: 30 May 2025 11:30 Resent: 30 May 2025 11:53 Resent: 30 May 2025 12:45 Viewed: 30 May 2025 12:48 Signed: 30 May 2025 12:51
Electronic Record and Signature Disclosure: Accepted: 30 May 2025 11:39 ID: 83090dbe-1167-4591-9b8b-a0f36389723c		
Brendan Lyon Brendan.Lyon@rsmnz.co.nz Security Level: Email, Account Authentication (None)	Completed Using IP Address: 114.23.244.85	Sent: 30 May 2025 12:51 Viewed: 30 May 2025 15:57 Signed: 03 June 2025 13:50
Electronic Record and Signature Disclosure: Accepted: 03 June 2025 13:50 ID: 87e30870-2dca-4262-b4c2-f9e363d8c946		

In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp
Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	27 May 2025 12:29
Envelope Updated	Security Checked	30 May 2025 11:26
Envelope Updated	Security Checked	30 May 2025 11:26
Envelope Updated	Security Checked	30 May 2025 11:26
Envelope Updated	Security Checked	30 May 2025 11:53
Envelope Updated	Security Checked	30 May 2025 11:53
Envelope Updated	Security Checked	30 May 2025 11:53
Envelope Updated	Security Checked	30 May 2025 12:45
Envelope Updated	Security Checked	30 May 2025 12:45
Envelope Updated	Security Checked	30 May 2025 12:45
Envelope Updated	Security Checked	30 May 2025 12:45
Certified Delivered	Security Checked	30 May 2025 15:57
Signing Complete	Security Checked	03 June 2025 13:50
Completed	Security Checked	03 June 2025 13:50

Payment Events

Status

Timestamps

Electronic Record and Signature Disclosure

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