

Our Lady Star of the Sea School (Howick)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

Ministry Number:	1514
Principal:	Louise Campbell
School Address:	14 Oakridge Way, Howick, Auckland 2013
School Postal Address:	14 Oakridge Way, Howick, Auckland 2013
School Phone:	09 538 0195
School Email:	office@starofthesea.school.nz
Accountant / Service Provider:	School Finance Hub

Our Lady Star of the Sea School

Members of the Board of Trustees

For the year ended 31 December 2023

Name	Position	How position Gained	Term Expired/Expires
Alina Hooper	Presiding Member/Parent Rep	EL	Election 2025
Anil D'Silva	Proprietor Rep	PA	Election 2025
David Wu	Parent Representative	EL	Election 2025
Fr John Fitzmaurice	Proprietor Rep	PA	Resigned November 2023
Linda McQuade	Proprietor Rep	PA	Election 2025
Sharon Yeh	Parent Representative	EL	Election 2025
Shasta Dang	Parent Representative	SL	Election 2025
Bryan Mills	Proprietor Rep	PA	Election 2025
Lucy Rogers	Parent Representative	EL	Election 2025
Maria Kelly	Staff Rep	EL	Election 2025
Louise Campbell	Principal		Election 2025

Our Lady Star of the Sea School (Howick)

Annual Financial Statements - For the year ended 31 December 2023

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Our Lady Star of the Sea School (Howick)

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Alina Hooper

Full Name of Presiding Member



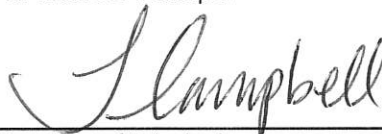
Signature of Presiding Member

18/06/2024

Date:

Louise Campbell

Full Name of Principal



Signature of Principal

18.06.2024

Date:

Our Lady Star of the Sea School (Howick)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	2,753,242	2,376,918	2,856,727
Locally Raised Funds	3	341,824	300,860	340,157
Use of Proprietor's Land and Buildings		1,097,500	962,500	1,085,000
Interest		44,156	2,000	13,851
Other Revenue		40,383	-	16,059
Total Revenue		4,277,105	3,642,278	4,311,794
Expense				
Locally Raised Funds	3	117,705	82,560	80,912
Learning Resources	4	2,406,407	2,177,073	2,420,210
Administration	5	301,425	255,491	296,607
Interest		3,016	3,000	2,375
Property	6	1,297,497	1,186,032	1,307,571
Other Expense	7	3,081	3,081	3,081
Loss on Disposal of Property, Plant and Equipment		408	-	1,254
Total Expense		4,129,539	3,707,237	4,112,010
Net Surplus / (Deficit) for the year		147,566	(64,959)	199,784
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		147,566	(64,959)	199,784

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



Our Lady Star of the Sea School (Howick)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		989,881	989,881	774,726
Total comprehensive revenue and expense for the year		147,566	(64,959)	199,784
Contribution - Furniture and Equipment Grant		66,632	-	15,371
Equity at 31 December		1,204,079	924,922	989,881
Accumulated comprehensive revenue and expense		1,204,079	924,922	989,881
Equity at 31 December		1,204,079	924,922	989,881

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.



Our Lady Star of the Sea School (Howick)

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	303,723	346,022	402,651
Accounts Receivable	9	204,151	215,500	214,570
GST Receivable		19,971	12,000	7,532
Prepayments		5,614	40,000	38,064
Inventories	10	30,233	30,000	30,233
Investments	11	779,478	480,000	509,217
		<u>1,343,170</u>	<u>1,123,522</u>	<u>1,202,267</u>
Current Liabilities				
Accounts Payable	14	292,067	282,000	257,153
Revenue Received in Advance	15	8,401	10,000	7,107
Provision for Cyclical Maintenance	16	11,088	100,282	88,390
Finance Lease Liability	17	20,706	28,000	18,153
Funds held on behalf of Kahui Ako Community of Learning Cluster	18	46,821	30,000	38,183
		<u>379,083</u>	<u>450,282</u>	<u>408,986</u>
Working Capital Surplus/(Deficit)		<u>964,087</u>	<u>673,240</u>	<u>793,281</u>
Non-current Assets				
Property, Plant and Equipment	12	405,670	356,773	281,773
Equitable Lease	13	27,727	27,727	30,808
		<u>433,397</u>	<u>384,500</u>	<u>312,581</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	157,170	107,818	100,765
Finance Lease Liability	17	36,235	25,000	15,216
		<u>193,405</u>	<u>132,818</u>	<u>115,981</u>
Net Assets		<u>1,204,079</u>	<u>924,922</u>	<u>989,881</u>
Equity		<u>1,204,079</u>	<u>924,922</u>	<u>989,881</u>

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



Our Lady Star of the Sea School (Howick)

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		722,599	676,918	867,822
Locally Raised Funds		395,681	312,698	336,571
International Students		2,826	-	11,304
Goods and Services Tax (net)		(12,439)	(4,468)	5,913
Payments to Employees		(428,901)	(480,529)	(469,601)
Payments to Suppliers		(443,188)	(455,139)	(518,733)
Interest Paid		(3,016)	(3,000)	(2,375)
Interest Received		38,464	1,226	10,436
Net cash from/(to) Operating Activities		272,026	47,706	241,337
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(159,331)	(145,000)	(50,814)
Purchase of Investments		(270,261)	29,217	(509,217)
Net cash from/(to) Investing Activities		(429,592)	(115,783)	(560,031)
Cash flows from Financing Activities				
Furniture and Equipment Grant		66,632	-	15,371
Finance Lease Payments		(16,632)	19,631	(18,494)
Funds Administered on Behalf of Other Parties		8,638	(8,183)	11,959
Net cash from/(to) Financing Activities		58,638	11,448	8,836
Net increase/(decrease) in cash and cash equivalents		(98,928)	(56,629)	(309,858)
Cash and cash equivalents at the beginning of the year	8	402,651	402,651	712,509
Cash and cash equivalents at the end of the year	8	303,723	346,022	402,651

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.



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Our Lady Star of the Sea School (Howick) (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

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 23.

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.



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised of 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 Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and equipment	10-15 years
Information and communication technology	4-10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on the valuer's approach to determining market value.

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School's five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) Shared Funds

Shared funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

q) Provision for Cyclical Maintenance

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

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

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

r) Financial Instruments

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

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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services Received In-Kind

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

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

2. Government Grants

Government Grants - Ministry of Education
Teachers' Salaries Grants

2023 Actual	2023 Budget (Unaudited)	2022 Actual
\$	\$	\$
747,375	676,918	874,070
2,005,867	1,700,000	1,982,657
2,753,242	2,376,918	2,856,727

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

3. Locally Raised Funds

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

Revenue

Donations & Bequests
Curriculum related Activities - Purchase of goods and services
Trading
Fundraising & Community Grants
International Student Fees

2023 Actual	2023 Budget (Unaudited)	2022 Actual
\$	\$	\$
162,609	186,300	192,932
86,227	79,560	43,460
33,489	35,000	40,838
56,673	-	51,623
2,826	-	11,304
341,824	300,860	340,157

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs
International Student - Other Expenses

2023 Actual	2023 Budget (Unaudited)	2022 Actual
\$	\$	\$
63,163	52,560	27,983
29,924	30,000	30,404
24,323	-	22,213
295	-	312
117,705	82,560	80,912

Surplus / (Deficit) for the year Locally Raised Funds

2023 Actual	2023 Budget (Unaudited)	2022 Actual
\$	\$	\$
224,119	218,300	259,245

4. Learning Resources

Curricular
Equipment Repairs
Information and Communication Technology
Library Resources
Employee Benefits - Salaries
Staff Development
Depreciation

2023 Actual	2023 Budget (Unaudited)	2022 Actual
\$	\$	\$
85,114	76,948	78,380
548	300	493
15,793	19,225	14,240
281	1,200	251
2,195,289	1,963,400	2,204,013
28,466	46,000	45,388
80,916	70,000	77,445
2,406,407	2,177,073	2,420,210



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	9,254	9,254	8,984
Board Fees	3,878	3,850	3,750
Board Expenses	4,007	5,000	8,272
Communication	7,376	5,500	5,771
Consumables	68,634	36,900	47,469
Other	4,574	8,150	7,729
Employee Benefits - Salaries	190,391	174,257	202,519
Insurance	6,696	6,700	6,123
Service Providers, Contractors and Consultancy	6,615	5,880	5,990
	<u>301,425</u>	<u>255,491</u>	<u>296,607</u>

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	11,204	8,200	9,403
Consultancy and Contract Services	45,040	45,040	45,040
Cyclical Maintenance	(20,897)	23,000	39,898
Grounds	23,499	24,100	14,549
Heat, Light and Water	42,465	30,000	34,129
Repairs and Maintenance	28,443	30,700	14,256
Use of Land and Buildings	1,097,500	962,500	1,085,000
Security	11,600	9,000	11,013
Employee Benefits - Salaries	58,643	53,492	54,283
	<u>1,297,497</u>	<u>1,186,032</u>	<u>1,307,571</u>

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

7. Other Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Intangible Assets	3,081	3,081	3,081
	<u>3,081</u>	<u>3,081</u>	<u>3,081</u>

Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	303,723	346,022	402,651
Cash and cash equivalents for Statement of Cash Flows	303,723	346,022	402,651

Of the \$303,723 Cash and Cash Equivalents, \$46,821 is held by the School on behalf of the Kahui Ako Community of Learning (COL) cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	19,478	30,000	38,945
Receivables from the Ministry of Education	21,703	-	-
Interest Receivable	10,418	5,500	4,726
Teacher Salaries Grant Receivable	152,552	180,000	170,899
	204,151	215,500	214,570
Receivables from Exchange Transactions	29,896	35,500	43,671
Receivables from Non-Exchange Transactions	174,255	180,000	170,899
	204,151	215,500	214,570

10. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
School Uniforms	30,233	30,000	30,233
	30,233	30,000	30,233

11. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	779,478	480,000	509,217
Total Investments	779,478	480,000	509,217



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings - School	40,773	-	-	-	(1,071)	39,702
Furniture and Equipment	186,199	151,028	-	-	(53,311)	283,916
Information and Communication Technology	4,851	5,493	-	-	(2,810)	7,534
Leased Assets	32,213	45,890	-	-	(21,207)	56,896
Library Resources	17,737	2,810	(408)	-	(2,517)	17,622
Balance at 31 December 2023	281,773	205,221	(408)	-	(80,916)	405,670

The net carrying value of furniture and equipment held under a finance lease is \$56,896 (2022: \$32,213)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	42,822	(3,120)	39,702	42,822	(2,049)	40,773
Furniture and Equipment	852,089	(568,173)	283,916	704,074	(517,875)	186,199
Information and Communication Technology	209,752	(202,218)	7,534	204,260	(199,409)	4,851
Leased Assets	163,343	(106,447)	56,896	134,501	(102,288)	32,213
Library Resources	57,249	(39,627)	17,622	55,721	(37,984)	17,737
Balance at 31 December 2023	1,325,255	(919,585)	405,670	1,141,378	(859,605)	281,773

13. Equitable Lease

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. The equitable leasehold interest represents the Board's interest in capital works assets owned by the Proprietor but paid for in whole or part by the Board of Trustees, either from Government funding or 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 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 or closure of the school.

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
The major capital works assets included in the equitable leasehold interest are :			
Network Cabling	27,727	27,727	30,808
	27,727	27,727	30,808



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

14. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	64,427	20,000	14,890
Accruals	3,153	9,000	8,984
Employee Entitlements - Salaries	161,717	185,000	172,447
Employee Entitlements - Leave Accrual	62,770	68,000	60,832
	<u>292,067</u>	<u>282,000</u>	<u>257,153</u>
Payables for Exchange Transactions	292,067	282,000	257,153
	<u>292,067</u>	<u>282,000</u>	<u>257,153</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	4,461	-	-
Other Revenue in Advance	3,940	10,000	7,107
	<u>8,401</u>	<u>10,000</u>	<u>7,107</u>

16. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	189,155	100,765	179,511
Increase to the Provision During the Year	(20,897)	23,000	39,898
Use of the Provision During the Year	-	-	(30,254)
Other Adjustments	-	84,335	-
Provision at the End of the Year	<u>168,258</u>	<u>208,100</u>	<u>189,155</u>
Cyclical Maintenance - Current	11,088	100,282	88,390
Cyclical Maintenance - Non current	157,170	107,818	100,765
	<u>168,258</u>	<u>208,100</u>	<u>189,155</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. This plan is based on the School's 10 Year Property plan.



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	24,562	29,500	19,855
Later than One Year and no Later than Five Years	40,386	26,500	16,160
Future Finance Charges	(8,007)	(3,000)	(2,646)
	<u>56,941</u>	<u>53,000</u>	<u>33,369</u>
Represented by			
Finance Lease Liability - Current	20,706	28,000	18,153
Finance Lease Liability - Non current	36,235	25,000	15,216
	<u>56,941</u>	<u>53,000</u>	<u>33,369</u>

18. Funds Held on Behalf of Kahui Ako Community (COL) Cluster

Our Lady Star of the Sea School (Howick) is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held at Beginning of the Year	38,183	83,904	26,224
Funds Received from Cluster Members	17,703	15,000	19,500
Total funds received	<u>55,886</u>	<u>98,904</u>	<u>45,724</u>
Funds Spent on Behalf of the Cluster	9,065	68,904	7,541
Funds Held at Year End	<u>46,821</u>	<u>30,000</u>	<u>38,183</u>

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 [or vice versa]. These include attendance dues, building levy and special character donations payable to the Proprietor [update as appropriate]. The amounts collected in total were \$303,074 (2022: \$148,718). 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 Nil (2022: Nil).



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
Board Members Remuneration	3,878	3,750
Leadership Team Remuneration	646,637	713,450
Full-time equivalent members	6	6
Total key management personnel remuneration	650,515	717,200

There are 9 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (6 members) and Property (4 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	170-180
Benefits and Other Emoluments	0-5	0-10
Termination Benefits	-	-

Other Employees

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

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	1.00	3.00
100-120	3.00	-
120-130	1.00	2.00
	5.00	5.00

21. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total Number of People	-	-



Our Lady Star of the Sea School (Howick)

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash Up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

23. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board has entered into no contract agreements for capital works (2022: Nil)

(b) Operating Commitments

As at 31 December 2023, the Board has no operating commitments (2022: Nil)

24. Financial Instruments

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Financial assets measured at amortised cost	\$	\$	\$
Cash and Cash Equivalents	303,723	346,022	402,651
Receivables	204,151	215,500	214,570
Investments - Term Deposits	779,478	480,000	509,217
Total financial assets measured at amortised cost	1,287,352	1,041,522	1,126,438
Financial liabilities measured at amortised cost			
Payables	292,067	282,000	257,153
Finance Leases	56,941	53,000	33,369
Total financial liabilities measured at amortised cost	349,008	335,000	290,522

25. Events After Balance Date

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

26. Comparatives

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



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF OUR LADY STAR OF THE SEA SCHOOL (HOWICK)'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023**Main +64 9 303 4586
Fax +64 9 309 1198
www.crowe.nz

The Auditor-General is the auditor of Our Lady Star of The Sea School (Howick) (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

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

In our opinion the financial statements of the School:

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

Our audit was completed on 19 June 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

The title 'Partner' conveys that the person is a senior member within their respective division and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Variance Statement 2023, Kiwisport 2023 Report, Statement of Compliance with Good Employer Assurance and Te Tiriti o Waitangi Report but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand



OUR LADY STAR OF THE SEA SCHOOL

He Whetu o te Moana

VARIANCE STATEMENT 2023

“Let us breathe the Spirit of Mary in all that we do, to think, judge feel and act as Mary in all things God has chosen us to do”

Vision

Our Lady Star of the Sea Catholic school community:
Confidently **living**, **learning** and **serving** with Jesus as our Guide

*Ko te tirohanga tēnei, o te whānau whānui o te Kura Katorika o Whetu o te Moana.
Me noho māia i te ao mārama, me mahi tahi ki a Ihu tō mātou kaiārahi.*

Mission

Nurture faith
Build community
Strive for excellence
Promote service and justice

Confidently **LIVING** with
Jesus as our Guide

Growing the wellbeing of our
Community

Members of the OLSOS community will:
Understand: the importance of wellbeing
Know: what affects wellbeing
Do: use strategies to support the
wellbeing of self and others



Confidently **LEARNING**
with Jesus as our Guide

Growing our rich curriculum
to ensure all learners succeed
as children of God

Members of the OLSOS community will:
Understand: the design of our local
curriculum
Know: the learning needs of all learners
Do: use this knowledge to ensure every
learner succeeds to the best of their ability



Confidently **SERVING** with
Jesus as our Guide

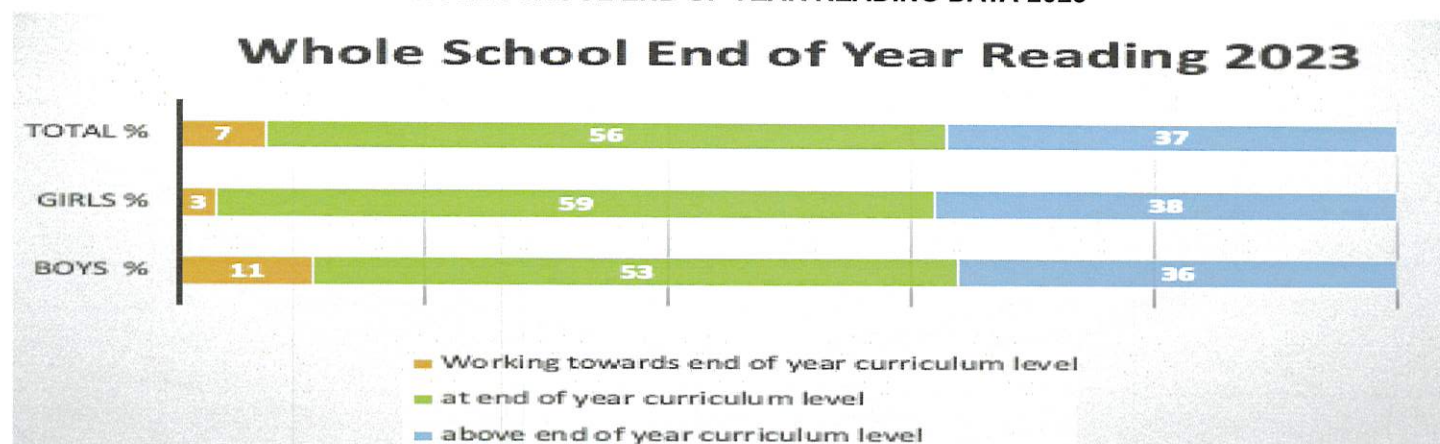
Growing our Catholic
Community to serve God's world

Members of the OLSOS community will:
Understand: we are members of God's family
Know: our responsibility to serve God's world
Do: use this knowledge to serve God's world
with confidence



END OF YEAR EXECUTIVE SUMMARY OF CURRICULUM DATA 2023

WHOLE SCHOOL END OF YEAR READING DATA 2023



WHOLE SCHOOL END OF YEAR READING DATA 2023 COMMENTARY

93% of the school are operating at or in excess of their end of year Curriculum Level.

2022: 91% same time of the year last year

2021: 80% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 89% same time of the year last year

2019: 91.8% same time of the year

7% continue to be working towards the end of year Curriculum Level

Of note (+/- >10% variance to the above):

Positive Variances:

- Year 5s are disproportionately represented in the 'above end of year curriculum level' 53% (63% boys and 53% girls).
- Year 3 are disproportionately represented in the 'above end of year curriculum level' 53% (55% boys and 50% girls).
- Year 2 are disproportionately represented in the 'above end of year curriculum level' 56% (50% boys and 56% girls).

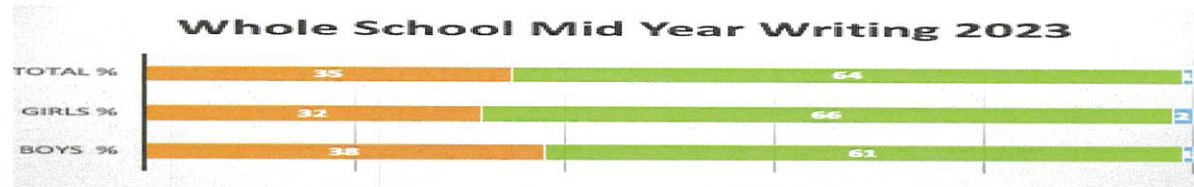
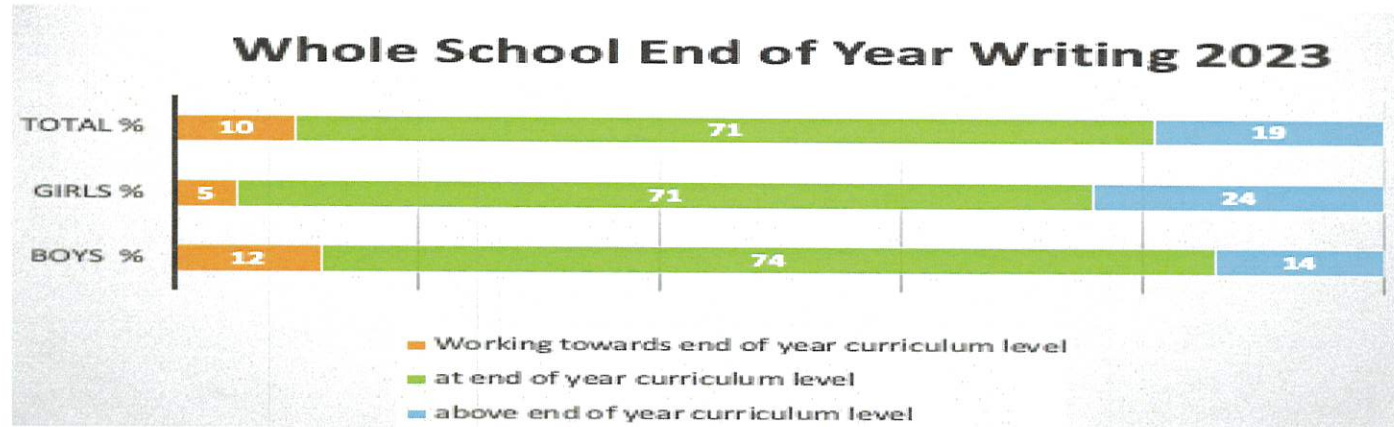
Where students are disproportionately represented in the 'above end of year curriculum level' (as detailed above), an inverse correlation exists between 'above' and 'at' end of year curriculum level (ie, the % of students working 'at' is less than the average reported)

- Year 1 children are all already operating at 1B (end of year expectation), however this is a wide band of achievement and there are targets within this.

Negative Variances:

- **Year 2 boys** - 21% of Year 2 boys (3/14 boys) are still working towards end of year expectations.

WHOLE SCHOOL END OF YEAR WRITING DATA 2023



WHOLE SCHOOL END OF YEAR WRITING DATA 2023 COMMENTARY

90% of the school is operating at or in excess of their end of year Curriculum Level.

2022: 86% same time of the year last year

2021: 64% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 83.5% same time of the year last year

2019: 87.2% same time of the year

10% are working towards the end of year Curriculum Level

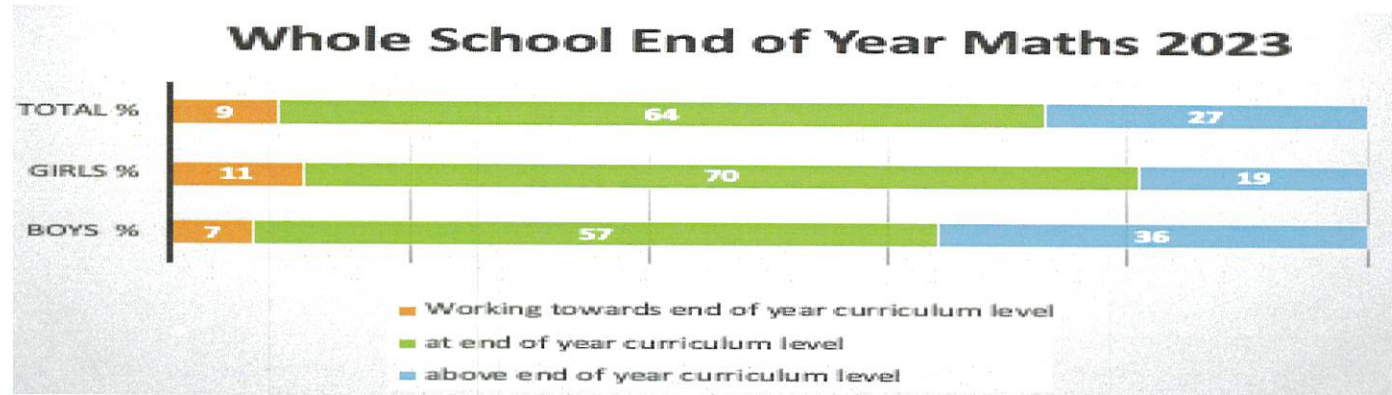
Of note (+/- >10% variance to the above):

Positive Variances:

Negative Variances:

- **Year 6** - 24% of Year 6 boys (10 boys) ended the year still working towards the end of year expectations. 4 of these students are new to OLSOS in the last 2 years. 4 receive learning support through ORS/RTLB/IEP/ILP programmes.

WHOLE SCHOOL END OF YEAR MATHS DATA 2023



WHOLE SCHOOL END OF YEAR MATHEMATICS DATA 2023 COMMENTARY

91% of the school is operating at or in excess of their end of year Curriculum Level.

2022: 87% same time of the year last year

2021: 80% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 88.9% same time of the year last year

2019: 86.3% same time of the year

9% are working towards the end of year Curriculum Level

Of note (+/- >10% variance to the above):

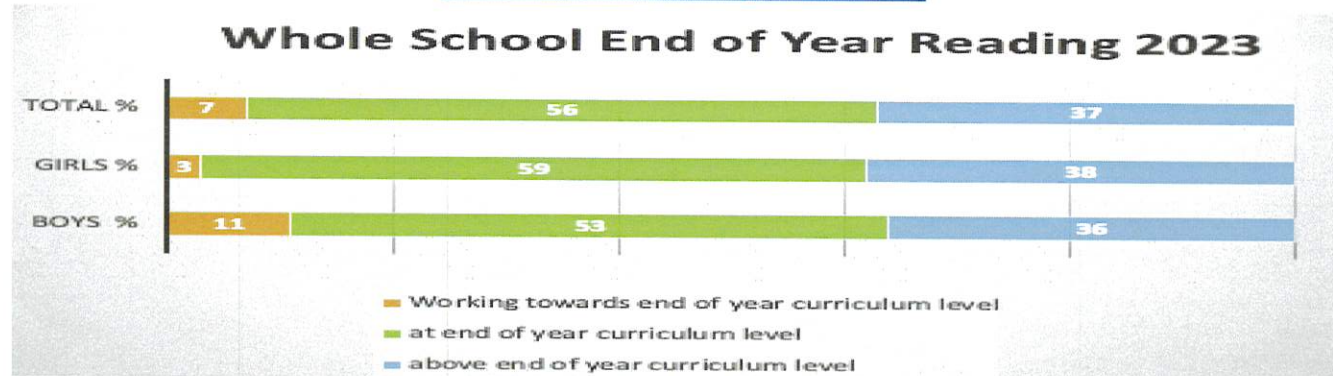
Positive Variances:

- Year 5 boys - 60% of Year 5 boys (19 boys) are working above end of year expectations.

Negative Variances:

- Year 3 - 33% of Year 3 girls are still working towards end of year expectations (6 students). These students will enter 2024 as targets.

END OF YEAR ETHNICITY DATA 2023



WHOLE SCHOOL END OF YEAR READING DATA 2023

93% of the school concluded the year operating at or in excess of their end of year Curriculum Level.

2022: 91% same time of the year last year

2021: 80% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 89% same time of the year last year

2019: 91.8% same time of the year

7% continue to be working towards the end of year Curriculum Level



We have 24 Maori students across the school at this mid year point in our year. 7.36% of our total end of year roll. (same time 2022 23 Maori Students 6.8% of our total roll, 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

Maori students are disproportionately represented in working towards expectation compared to whole school data. As numbers are small in each cohort, revealing which year levels in this analysis could risk the identification of students - this equates to 1 child in two cohorts, 2 in another cohort. These students are targets. (Same time 2022 23% working towards, 69% working at, 8% working above, 2021 32% working towards, 68% working at 0 %working above end of year expectations, 2020 13.2% working towards, 68.4% at, 18.4% above, same time 2019 11.9% working towards, 61.9% at, 26.2 above end of year curriculum level)

Pacific End of Year Reading 2023



Pacific Mid Year Reading 2023



We have 25 Pacific students across the school at the end of our school year. 7.66% of our total roll. (same time 2022 20 students, 5.9% of our roll, 2021 22 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

Our Pacific students are achieving equitably compared to our whole school data (same time 2022 7% working towards, 51% at 42% above, 2021 16.6% working towards and 62.4% working at 21% working above end of year curriculum level, 2020 12.5% working towards and 58.3% working at 29.2% above end of year curriculum level, 2019 10.4% working towards, 51.7% at, 37.9% above end of year curriculum level)

Asian End of Year Reading 2023



Asian Mid Year Reading 2023



We have 170 Asian students across the school. 52.14% of our total mid year roll. (same time 2022 176 students, 52.2% of our total roll, 2021 191 students 49.1% of our total roll. 2020 209, 49.2% of total roll. 2019 199 students)

Our Asian students are achieving equitably compared to our whole school mid year data. (same time 2022 11% working towards, 52% at, 37% above, 2021 20% working towards and 68% working at, 12% working above end of year curriculum level, 2020 8.6% working towards, 57.4% working at, 34% above end of year curriculum level, 2019 7% working towards, 50.2% at, 42.8% above end of year curriculum level)

MELLA End of Year Reading 2023



MELLA Mid Year Reading 2023



We have 9 MELAA (Middle Eastern / Latin American / African) students across the school. 2.76% of our roll. (same time 2022 13 students 3.8%, 2021 14 MELLA students 3.6% of our total roll)

Our 'MELLA' students are were reported inaccurately mid year as discovered when making comparison at end of year - updated mid year graph presented above. Apologies for this.

Our MELLA students are achieving disproportionately compared to whole school data in the 'working towards' category. With such small numbers, this equates to one additional student enrolled since mid year (same time 2022 92% working at, 8%above, 2021 14% working towards, 86% already working at/above end of year curriculum level)



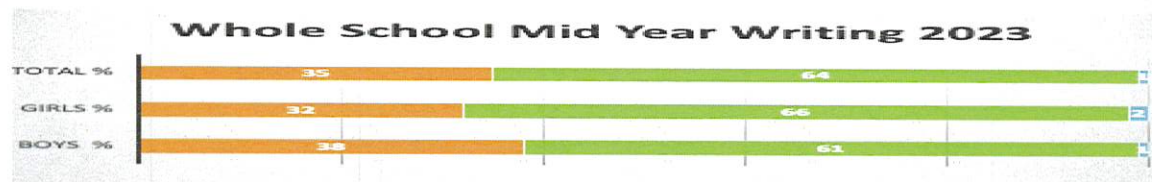
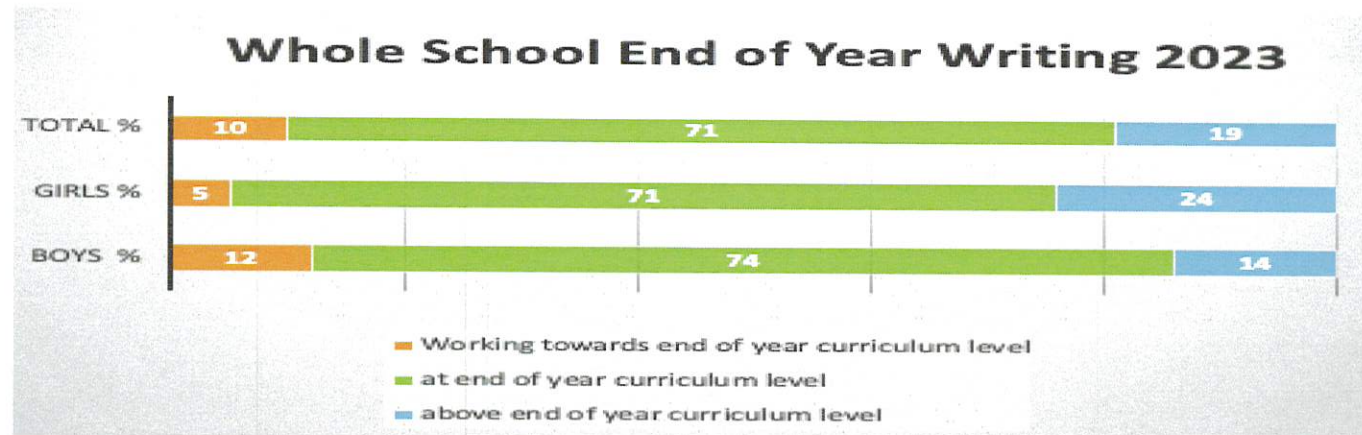
We have 3 'Other Ethnicity' students across the school. 0.92% of our total roll. (same time 2022 4 students 1.2%, 2021 6 students schoolwide 1.5% of our total roll. 2020 20 students, 4.7% of total roll).

Our 'Other Ethnicity' students are achieving equitably compared to our whole school data (same time 2022 25% working at 74% above, 2021 2021 0% working towards, 100% working at, 0% above end of year)



We have 95 New Zealand European students across the school. 29.16% of our total mid year roll. (same time 2022 101 students 30% of our roll, 2021 127 students 32%. 2020 130 students, 31.3% of total roll).

Our New Zealand European students are achieving equitably compared to our whole school data. (same time 2022 6% working towards and 70% at, 24% above end of year curriculum level, 2021 15.7% working towards, 66.8% working at 17.5% working above end of year curriculum level. 2020 13.1% working towards, 60% working at, 26.9% above end of year curriculum level)



WHOLE SCHOOL END OF YEAR WRITING DATA 2023 COMMENTARY

90% of the school is already operating at or in excess of their end of year Curriculum Level.

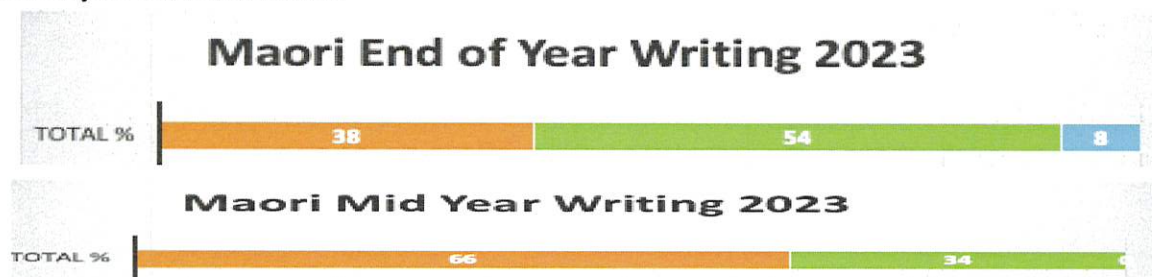
2022: 86% same time of the year last year

2021: 64% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 83.5% same time of the year last year

2019: 87.2% same time of the year

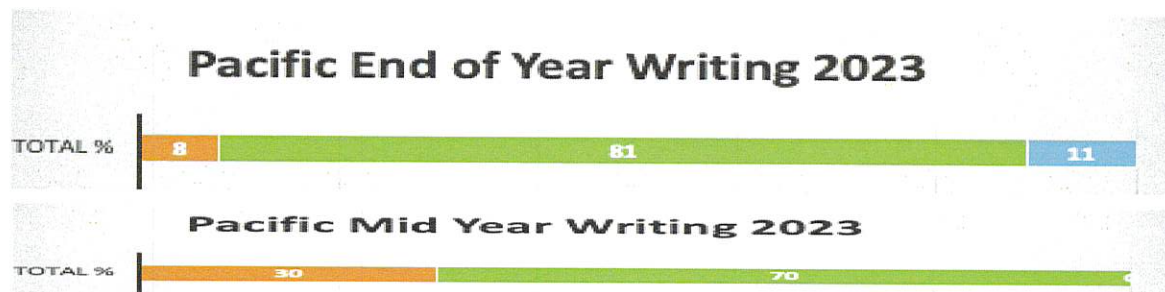
10% are working towards the end of year Curriculum Level



We have 24 Maori students across the school at this mid year point in our year. 7.36% of our total end of year roll. (same time 2022 23 Maori Students 6.8% of our total roll, 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

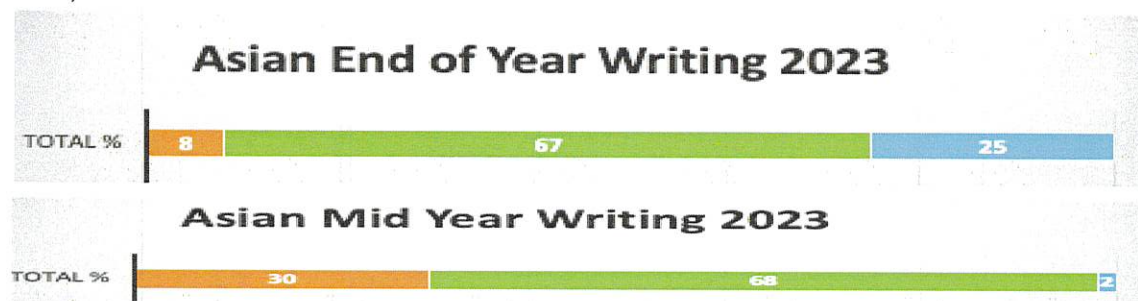
Our Maori students are disproportionately represented in the working towards category compared to whole school data. The 38% still working towards end of year expectations equates to 9 students across the school. All are targets for 2024 (and Year 6's have been transitioned individually to next school). As numbers are so small in year levels, naming the year levels risks individual identification.

(same time 2022 34% working towards and 66% at end of year expectations, 2021 36.8% working towards, 53.5% at, 9.7% above, 2020 21.1% working towards, 73.7% at, 5.2% above with Year 3, 5 and Year 5 Maori writers disproportionately represented in the working towards category (75%, 27% respectively), same time 2019 12% working towards, 69% at, 19% above end of year curriculum level)



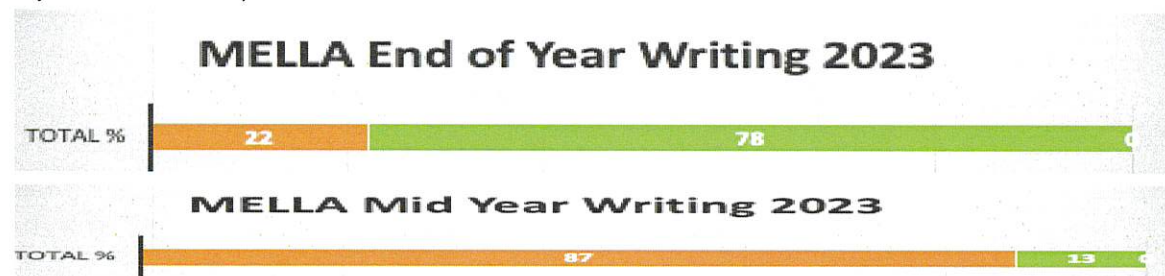
We have 25 Pacific students across the school at the end of our school year. 7.66% of our total roll. (same time 2022 20 students, 5.9% of our roll, 2021 22 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

Our Pacific students are achieving equitably compared to our whole school data (same time 2022 10% working towards, 80% working at, 10% above end of year expectations, 2021 43% working towards, 50.3% at, 6.7% working above. 2020 16.7% working towards and 62.5% working at, 20.8% above end of year curriculum level, 2019 3.4% working towards, 79.4% at, 17.2% above end of year curriculum level)



We have 170 Asian students across the school. 52.14% of our total mid year roll. (same time 2022 176 students, 52.2% of our total roll, 2021 191 students 49.1% of our total roll. 2020 209, 49.2% of total roll. 2019 199 students)

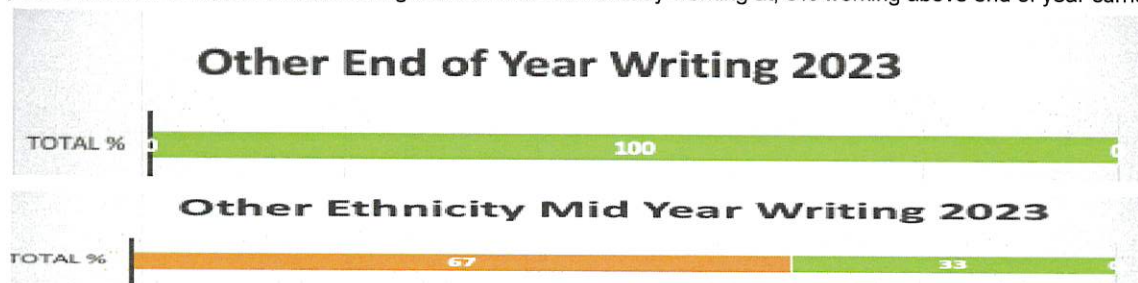
Our Asian students are achieving equitably compared to our whole school mid year data. Year 6 Asian students are disproportionately represented in the 'working towards' category at 23%. (same time 2022 16% working towards, 68% working at 16% above end of year expectations with Year 5 disproportionately represented in working towards at 42%), 2021 33% working towards, 60% at, 7% working above. 2020 17.2% working towards, 66.7% working at, 16.1% above end of year curriculum level. 2019 8.8% working towards, 69.3% at, 21.9% above end of year curriculum level)



We have 9 MELAA (Middle Eastern / Latin American / African) students across the school. 2.76% of our roll. (same time 2022 13 students 3.8%, 2021 14 MELLA students 3.6% of our total roll)

Our MELLA students are achieving disproportionately in the working towards category compared to our whole school data. As numbers are so low, this equates to individuals in certain year levels.

(2022 100% already working at end of year curriculum level, 2021 60% working towards and 40% already working at, 0% working above end of year curriculum level.



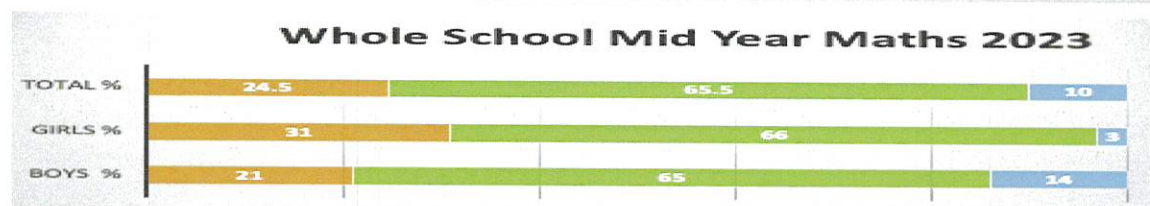
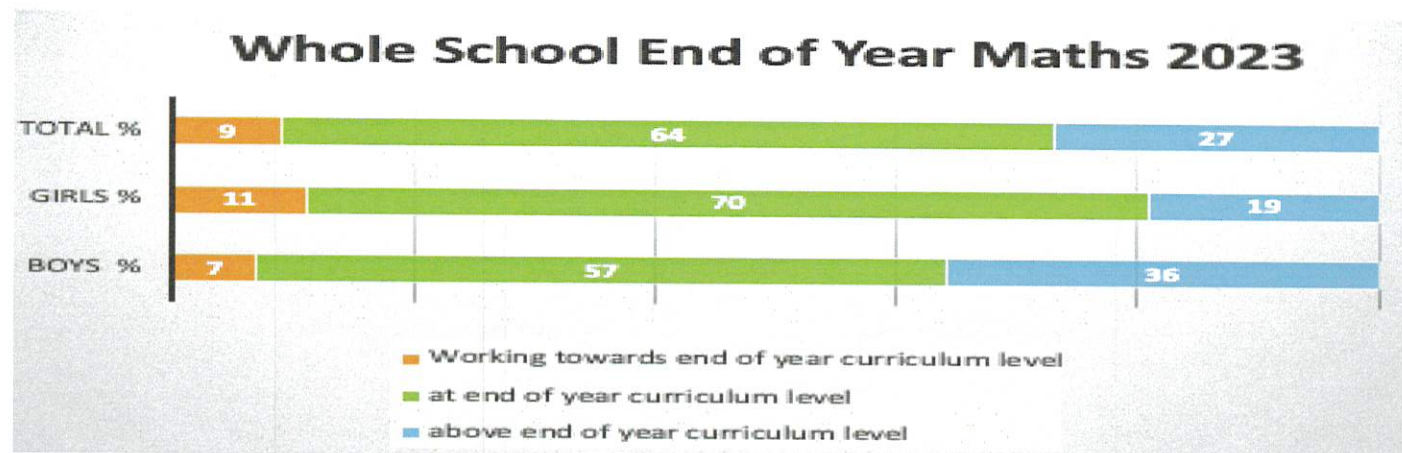
We have 3 'Other Ethnicity' students across the school. 0.92% of our total roll. (same time 2022 4 students 1.2%, 2021 6 students schoolwide 1.5% of our total roll. 2020 20 students, 4.7% of total roll).

Our 'Other Ethnicity' students are achieving equitably compared to our whole school data. With only 3 students in this category these percentages are very loaded. (same time 2022 75% working at 25% above end of year expectations, 2021 100% working at end of year expectation. 2020 10.5% working towards, 84.2% working at, 5.3% above end of year curriculum level)



We have 95 New Zealand European students across the school. 29.16% of our total mid year roll. (same time 2022 101 students 30% of our roll, 2021 127 students 32%. 2020 130 students, 31.3% of total roll).

Our New Zealand European students are achieving equitably compared to our whole school data. (same time 2022 10% working towards, 81% already working at 9% above end of year expectation. Same time 2021 34% working towards, 58.3% working at and 7.7% working above. 2020 20% working towards, 66.2% working at, 13.8% above end of year curriculum level)



WHOLE SCHOOL MID YEAR MATHEMATICS DATA 2023 COMMENTARY

91% of the school is operating at or in excess of their end of year Curriculum Level.

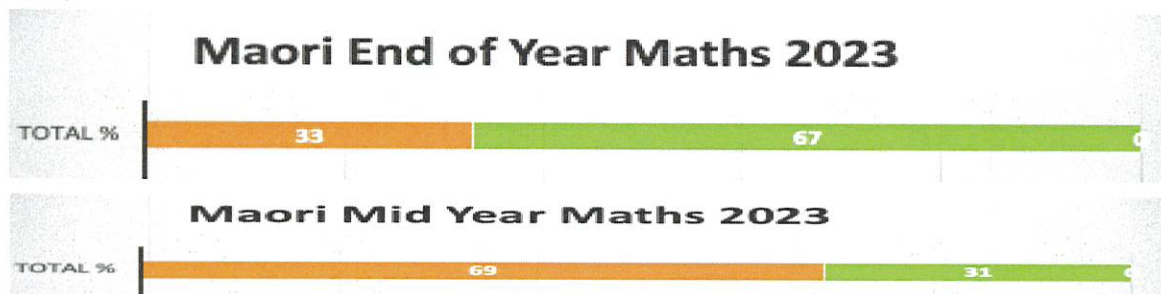
2022: 87% same time of the year last year

2021: 80% same time of the year last year *heavily covid compromised after 2 terms of lock down and 4 weeks rotating attendance in Nov/Dec comprising of 11 school days total open for students.

2020: 88.9% same time of the year last year

2019: 86.3% same time of the year

9% are working towards the end of year Curriculum Level



We have 24 Maori students across the school at this mid year point in our year. 7.36% of our total end of year roll. (same time 2022 23 Maori Students 6.8% of our total roll, 2021 32 students 7.8% of our total 2021 roll 2020 38 students 9.1%)

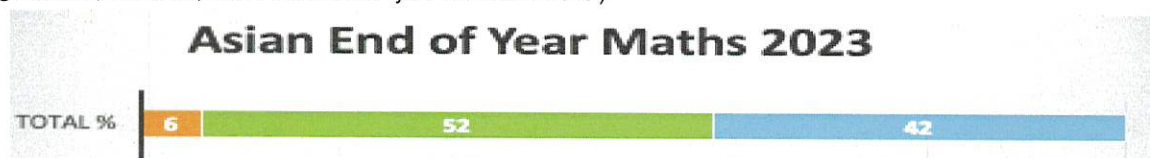
Our Maori students are disproportionately represented in the working towards category at 33% made up of students across most year levels. These are very small numbers in each cohort all of who are targets (same time 2022 43% working towards, 52% at, 5% above end of year curriculum level with Years 3, 4, 5 disproportionately)

represented, 2021 28% working towards, 72% already at, 0% above end of year curriculum level Y3 and 4 Maori students are disproportionately represented in the 'working towards' category at 50% and 83%. 2020 15.8% working towards, 76.3% at, 7.9% above, same time 2019 19.1% working towards, 59.5% at, 21.4% above end of year curriculum level)



We have 25 Pacific students across the school at the end of our school year. 7.66% of our total roll. (same time 2022 20 students, 5.9% of our roll, 2021 22 students 5.7% of our roll. 2020 24 students, 5.6% of our roll and 2019 26 students)

Our Pacific students are achieving equitably compared to our whole school data.(same time 2022 15% working towards, 80% working at, 5% above end of year expectation. 2021 21.3% working towards and 75.3% already working at and 3.4% above end of year curriculum level. 2020 29.2% working towards and 54.2% working at, 16.6% above end of year curriculum level., 2019 20.7% working towards, 48.3% at, 31% above end of year curriculum level)



We have 170 Asian students across the school. 52.14% of our total mid year roll. (same time 2022 176 students, 52.2% of our total roll, 2021 191 students 49.1% of our total roll. 2020 209, 49.2% of total roll. 2019 199 students)

Our Asian students are achieving strongly compared to our whole school data. Year 5 with 63% above, Year 3 with 57% above and Year2 with 40% above. (same time 2022 10% working towards, 48% working at 42% above end of year expectations with Year 5 disproportionately represented in the working towards category at 25%, 2021 13.7% working towards, 63.5% already working at and 22.8 above end of year curriculum level with Year 5 and Year 3 Asian students are disproportionately represented in the 'working towards' category at 42% and 43% respectively. 2020 9.3% working towards, 59.3% working at, 31.4% above end of year curriculum level. 2019 7.5% working towards, 39.5% at, 53% above end of year curriculum level)





We have 9 MELAA (Middle Eastern / Latin American / African) students across the school. 2.76% of our roll. (same time 2022 13 students 3.8%, 2021 14 MELLA students 3.6% of our total roll)

Our 'MELLA' students are achieving equitably compared to our whole school data.

(Same time 2022 8% working towards, 69% working at, 23% above end of year expectations, 2021 20% working towards, 73% already working at and 7% above end of year curriculum level)



We have 3 'Other Ethnicity' students across the school. 0.92% of our total roll. (same time 2022 4 students 1.2%, 2021 6 students schoolwide 1.5% of our total roll. 2020 20 students, 4.7% of total roll).

Our 'Other Ethnicity' students are achieving equitably compared to our whole school data.

(Same time 2022 0% working towards, 100% working at, 0% above end of year expectations, 2021 100% working at end of year curriculum level).



We have 95 New Zealand European students across the school. 29.16% of our total mid year roll. (same time 2022 101 students 30% of our roll, 2021 127 students 32%. 2020 130 students, 31.3% of total roll).

Our New Zealand European students are achieving equitably compared to our whole school data. (same time 2022 12% working towards and 64% already working at 24% above end of year curriculum level; 2021 22% working towards 72% already working at and 6% working above end of year curriculum level with Year 5 and Year 3 NZE students are disproportionately represented in the 'working towards' category at 45% and 40% 2020 16.2% working towards, 66.9% working at, 16.9% above end of year curriculum level)

2023 School Targets
(disproportionate representations from 2022)
End of Year 2023

The below school targets are groups of students that were disproportionately represented in our end of year 2022 data in comparison to the achievement of the rest of the school. Targets exist in all classes and year levels, however these groups will be tracked and shared with the Board.

READING

Variances from end of year 2022 data analysis:

- **Year 6** - 25% of Year 5 students (16 students) at the end of 2022 were still working towards end of year expectations (31% boys, 12 boys and 16% girls, 4 girls). These students needed to be operating at early Level 3 of the curriculum in order to be considered working at expectation at the end of 2022. The shift out of Level 2 and into Level 3 thinking and interpretation is significant. Of note, the year 5s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. **1 student left at the beginning of 2023.**
 - 13 were one sublevel below (9 boys and 4 girls), 10 students, 6 boys and 4 girls made the **strong two sublevel progress in 2023 to place them 'at curriculum Level'**
2 boys made a **standard one sublevel shift** in 2023, ending the year 1 sublevel below end of year expectations.
 - 1 boy was two sublevels below This boy made a **strong two sublevel shift** in 2023, placing him just one sublevel below end of year expectations.
 - 2 boys were 3+ sub levels below (IEP/RTLB support + new to OLSOS in 2022). Both of these boys made **accelerated progress in 2023**, shifting 3 sublevels across the year. This placed 1 boy one sublevel below end of year expectations and the other two sublevels below end of year 6 outcomes.

WRITING

Variances from end of year 2022 data analysis:

- **Year 6** - 30% of Year 5 students (19 students) at the end of 2022 were still working towards end of year 5 expectations (34% boys, 13 boys and 24% girls, 6 girls). These students needed to be operating at early Level 3 of the curriculum in order to be considered working at expectation. The shift out of Level 2 and into Level 3 thinking and interpretation is significant. Of note, the year 5s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data.
 - Of these 19 students,
 - 14 (8 boys and 6 girls) were one sublevel below. 3 of whom were new to OLSOS between 2019 and 2022.
 - 1 girl left at the beginning of 2023 reducing the target group to 13 (8 boys and 5 girls).
 - 9 students, 4 boys and 5 girls made **strong two sublevel progress** in 2023 to place them 'at curriculum Level' at the end of 2023
 - 3 boys made a **standard one sublevel shift** in 2023, ending the year 1 sublevel below end of year expectations.
 - 1 boy **remained stable** in his writing curriculum level, ending the year two sublevels below end of year expectations.
 - 4 boys are two sublevels below end of year expectation.
 - 1 boy made **accelerated progress of three sublevels** placing him 'at curriculum level' at the end of the year.

- 1 boy made a **strong two sublevel shift** in 2023, placing him just one sublevel below end of year expectations.
- 2 boys **remained stable** in their writing curriculum level, ending the year two sublevels below end of year expectations. Both have identified learning challenges and supports in place. They were targets in reading above and their success in accelerated progress (1 boy), and standard progress (1 boy) in reading are to be celebrated.
- 1 boy was 3+ sublevels below end of year expectations and was new to OLSOS in 2022. This boy made a **standard one sublevel shift** in 2023 placing him in excess of 3 sublevels below end of year 6 expectations. He was a target in reading above and his accelerated progress in that curriculum is to be celebrated.
- **Year 4 boys** - 28% of Year 3 boys (9 boys) at the end of 2022 were still working towards end of year expectations. These students needed to be operating at early Level 1 of the curriculum in order to be considered working at expectation. The shift out of Level 2 and into Level 2 thinking and interpretation is significant. Of note, the year 3s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. 1 boy left at the beginning of 2023 reducing the target group to 8 boys.
 - Of these 9|8 boys,
 - 6 were one sub level below
 - 4 boys made **strong two sublevel progress** in 2023 to place them 'at curriculum Level' at the end of 2023
 - 1 boy made a **standard one sublevel shift** in 2023, ending the year 1 sublevel below end of year expectations.
 - 1 boy **remained stable** in their writing curriculum level, ending the year two sublevels below end of year expectations.
 - 1 was two sub levels below (has an IEP and RTLB support) This boy made **strong two sublevel progress** in 2023 to place them one sublevel below curriculum Level at the end of 2023
 - 2|1 boys were working 3 sublevels below (ORS funded) This boy made **strong two sublevel progress** in 2023 to place them 2 sublevels below at the end of 2023

Maths

Variances from end of year 2022 data analysis:

- **Year 6** - 25% of Year 5 students (16 students) at the end of 2022 were still working towards end of year expectations (21% of boys, 9 boys and 32% of girls, 7 girls). These students needed to be operating at early Level 3 of the curriculum in order to be considered working at expectation. The shift out of Level 2 and into Level 3 thinking and interpretation is significant. Of these 16 students, 6 did not start their schooling at OLSOS (3 new this 2022, 2 2021 and 1 in 2019) 1 boy and 1 girl left at the beginning of 2023 reducing the target group to 7 boys and 6 girls
 - 8 were one sublevel below (3 boys and 4 girls).
 - 5 students, 1 boy and 4 girls made the **strong two sublevel progress** in 2023 to place them 'at curriculum Level' at the end of 2023
 - 1 boy made a **standard one sublevel shift** in 2023, ending the year 1 sublevel below end of year expectations.
 - 5 (3 boys and 2 girls) were two sublevels below end of year expectation.
 - 1 girl made **accelerated progress**, shifting 3 sublevels placing her 'at curriculum Level' at the end of 2023
 - 3 students, 2 boys and 1 girl made the **strong two sublevel progress** in 2023 to place them 'at curriculum Level' at the end of 2023
 - 3 boys were 3+ sublevels below end of year expectations (IEPs, RTLB).
 - 1 boy made **accelerated progress of three sublevels** ending the year two sublevels below Year 6 expectations
 - 1 boy made **strong two sublevel progress** ending the year 2 sublevels below Year 6 expectations

- **Year 4 boys** - 28% of Year 3 boys (9 boys) were still working towards the end of year curriculum level. The shift out of Level 1 mathematical ability is significant and often takes more time. You will note the year 3s in 2021, 2020 and in 2019 were also a feature as a variant to whole school data. 1 boy left at the beginning of 2023 reducing the target group to 8 boys.
 - Of these 9|8 students, 7 boys were one sublevel below expectation, one is ORS funded.
 - 5 made **strong two sublevel progress**, placing them within end of year 4 expectations.
 - 2 made the **standard one sublevel progress**, placing them one sublevel below end of Year 4 expectations. These students will enter 2024 as targets.
 - 1 boy was working 2 sublevels below expected curriculum level.
 - This boy made **strong two sublevel progress** this year, ending the year one sublevel below expectations. He will enter 2024 as a target.



KIWISPORT 2023 REPORT

Star of the Sea School spent a total of \$9,963.48 from its Kiwisport ledger.

The Operational Grant allocation for 2023 was \$4,981.00 in total.

Star of the Sea School spent over and above this amount by subsidising corporate school swimming.

A handwritten signature in blue ink, appearing to read 'S. Yandell'.

S. Yandell

Executive Officer



Statement of Compliance with Good Employer Assurance

As a good employer, Our Lady Star of the Sea School operates an employment policy that contains provisions that are necessary for the fair and proper treatment of employees in all aspects of their employment including:

- Follow Health and Safety procedures and monitor staff wellbeing.
- Abide by the Equal Employment Opportunities requirements.
- Opportunities to explore further professional development.
- Recognition of ethnic and cultural needs and differences.

Te Tiriti o Waitangi Report

The school gives effect to Te Tiriti o Waitangi in a multitude of ways, some of which include:

- Curriculum design including NZ history/local history and practices
- Te Reo lessons
- active Enviro team advancing practices as kaitiaki of our local environment
- utilising the Māori model of wellbeing, Te Whare Tapa Wha in consultation with our community
- Kapa Haka group open to all
- analysis of data for our Māori learners utilised to plan forward for supports as needed
- intervention programmes in the school for Māori first as needed
- Consultation with community - information sharing and gathering of voice to shape school direction
- school vision and values in Te Reo as well as English
- prayer, song, greetings, commands etc across the school include the use of Te Reo
- Classroom environments include Māori motifs

Ngā mihi,

Louise

Louise Campbell

Principal

He Whetu o te Moana

Our Lady Star of the Sea School

14 Oakridge Way

Howick

Auckland 2014

Ph: 09 538 0195

