

POMPALLIER CATHOLIC COLLEGE

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address: Main Road, State Highway, Maunu, Whangarei

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POMPALLIER CATHOLIC COLLEGE

Financial Statements - For the year ended 31 December 2017

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Pompallier Catholic College

Statement of Responsibility

For the year ended 31 December 2017

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Christopher John Pool

Full Name of Board Chairperson



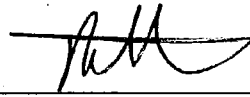
Signature of Board Chairperson

4/5/2018

Date:

RICHARD STANTON

Full Name of Principal



Signature of Principal

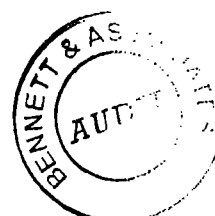
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Date:

Pompallier Catholic College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	4,264,683	4,185,073	4,289,135
Locally Raised Funds	3	444,751	433,330	505,584
Use of Land and Buildings Integrated		629,400	652,232	570,782
Interest Earned		14,568	11,000	14,185
International Students	4	151,882	127,216	153,168
		<u>5,505,284</u>	<u>5,408,851</u>	<u>5,532,854</u>
Expenses				
Locally Raised Funds	3	231,651	159,130	219,078
International Students	4	88,946	55,670	80,879
Learning Resources	5	3,716,653	3,819,882	3,944,562
Administration	6	270,330	294,466	261,096
Finance Costs		4,733	-	934
Property Management	7	1,022,191	1,002,249	1,013,054
Depreciation	8	75,412	68,500	75,433
Loss on Disposal of Property, Plant and Equipment		1,333	-	2,207
		<u>5,411,249</u>	<u>5,399,897</u>	<u>5,597,243</u>
Net Surplus / (Deficit) for the year		94,035	8,954	(64,389)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>94,035</u>	<u>8,954</u>	<u>(64,389)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



Pompallier Catholic College
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>180,641</u>	<u>246,094</u>	<u>245,030</u>
Total comprehensive revenue and expense for the year	94,035	8,954	(64,389)
Equity at 31 December	<u>274,676</u>	<u>255,048</u>	<u>180,641</u>
Retained Earnings	274,676	255,048	180,641
Reserves	-	-	-
Equity at 31 December	<u>274,676</u>	<u>255,048</u>	<u>180,641</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



Pompallier Catholic College
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	9	179,513	577,340	365,481
Accounts Receivable	10	264,033	200,452	200,452
GST Receivable		9,985	26,080	26,080
Prepayments		21,641	14,761	14,761
Inventories	11	288	-	-
Investments	13	337,625	-	-
		<u>813,085</u>	<u>818,633</u>	<u>606,774</u>
Current Liabilities				
Accounts Payable	13	284,859	332,394	332,394
Revenue Received in Advance	14	342,282	196,432	196,432
Provision for Cyclical Maintenance	15	25,681	-	-
Painting Contract Liability - Current Portion	16	-	24,523	24,523
Finance Lease Liability - Current Portion	17	32,722	6,714	6,714
Funds held in Trust	18	34,607	31,674	31,674
		<u>720,151</u>	<u>591,737</u>	<u>591,737</u>
Working Capital Surplus/(Deficit)		92,934	226,896	15,037
Non-current Assets				
Property, Plant and Equipment	12	306,655	123,660	261,113
		<u>306,655</u>	<u>123,660</u>	<u>261,113</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	108,189	84,669	84,669
Finance Lease Liability	17	16,724	10,839	10,839
		<u>124,913</u>	<u>95,508</u>	<u>95,508</u>
Net Assets		<u>274,676</u>	<u>255,048</u>	<u>180,642</u>
Equity		<u>274,676</u>	<u>255,048</u>	<u>180,641</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



Pompallier Catholic College
Statement of Cash Flows
For the year ended 31 December 2017

	2017	2017 Budget	2016
Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	1,158,819	1,069,571	1,141,013
Locally Raised Funds	392,670	427,421	499,674
International Students	295,678	95,018	120,970
Goods and Services Tax (net)	16,095	(14,003)	(14,003)
Payments to Employees	(635,742)	(562,462)	(693,324)
Payments to Suppliers	(973,109)	(957,282)	(1,046,662)
Cyclical Maintenance Payments in the year	-	19,235	
Interest Paid	(4,733)	-	(934)
Interest Received	13,964	11,481	14,667
	<hr/>	<hr/>	<hr/>
Net cash from / (to) the Operating Activities	263,642	88,979	21,401
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	(1,333)	-	(2,207)
Purchase of PPE (and Intangibles)	(108,610)	(3,375)	(60,916)
Purchase of Investments	(337,625)	-	
	<hr/>	<hr/>	<hr/>
Net cash from / (to) the Investing Activities	(447,568)	(3,375)	(63,123)
Cash flows from Financing Activities			
Finance Lease Payments	19,548	17,553	17,554
Painting contract payments	(24,523)	(25,597)	(25,597)
Funds Administered on Behalf of Third Parties	2,933	12,942	12,942
	<hr/>	<hr/>	<hr/>
Net cash from Financing Activities	(2,042)	4,898	4,899
	<hr/>	<hr/>	<hr/>
Net increase/(decrease) in cash and cash equivalents	(185,968)	90,502	(36,823)
Cash and cash equivalents at the beginning of the year	9 365,481	486,838	402,304
	<hr/>	<hr/>	<hr/>
Cash and cash equivalents at the end of the year	9 179,513	577,340	365,481

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



Pompallier Catholic College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

Pompallier Catholic College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Grants

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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



h) Accounts Receivable

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

i) Inventories

Inventories are consumable items held for sale and comprise 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.

j) Investments

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

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

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

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.



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	25 years
Furniture and fittings	5 years
Electronic equipment	5 years
Motor vehicles	5 years
Plant and equipment	10 years
Other equipment	5 years
Sports equipment	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

p) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

q) Financial Assets and Liabilities

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

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

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



r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

t) 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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	981,589	971,051	999,820
Teachers' salaries grants	3,105,864	3,105,864	3,138,484
Resource teachers learning and behaviour grants	7,692	3,500	13,708
Other MoE Grants	132,009	67,818	55,806
Other government grants	37,529	36,840	81,317
	<u>4,264,683</u>	<u>4,185,073</u>	<u>4,289,135</u>

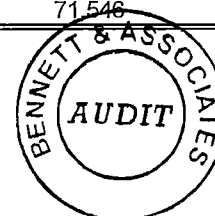
3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	81,634	49,500	53,573
Fundraising	521	-	3,339
Other revenue	-	-	11,433
Trading	84,250	94,500	98,373
Activities	150,499	84,630	338,866
Curriculum Recoveries	127,847	204,700	-
	<u>444,751</u>	<u>433,330</u>	<u>505,584</u>
Expenses			
Activities	148,214	66,630	107,477
Trading	83,102	92,500	107,775
Fundraising (costs of raising funds)	335	-	3,339
Other Locally Raised Funds Expenditure	-	-	487
	<u>231,651</u>	<u>159,130</u>	<u>219,078</u>
<i>Surplus for the year Locally raised funds</i>	<u>213,100</u>	<u>274,200</u>	<u>286,506</u>

4. International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	13	14	14
	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
International student fees	151,882	127,216	153,168
Expenses			
Commissions	19,881	-	19,659
Recruitment	8,710	16,740	7,387
International student levy	4,304	-	5,890
Employee Benefit - Salaries	42,486	28,930	17,615
Other Expenses	13,565	10,000	30,328
	<u>88,946</u>	<u>55,670</u>	<u>80,879</u>
<i>Surplus for the year International Students'</i>	<u>62,936</u>	<u>71,546</u>	<u>72,289</u>



5. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	215,911	369,300	209,634
Equipment repairs	3,519	7,900	16,103
Information and communication technology	8,815	15,060	13,471
Extra-curricular activities	45,098	-	116,604
Library resources	1,345	8,250	4,442
Employee benefits - salaries	3,410,596	3,373,392	3,531,020
Resource/attached teacher costs	23,405	36,480	36,154
Staff development	7,964	9,500	17,134
	<u>3,716,653</u>	<u>3,819,882</u>	<u>3,944,562</u>

6. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	6,400	6,350	6,220
Board of Trustees Fees	6,090	7,580	6,088
Board of Trustees Expenses	4,711	6,000	3,696
Communication	12,290	12,600	9,933
Consumables	(2,933)	11,400	4,188
Operating Lease	9,009	9,010	7,582
Legal Fees	-	-	2,956
Other	18,240	24,757	19,359
Employee Benefits - Salaries	205,875	198,010	164,277
Insurance	6,584	8,059	6,682
Service Providers, Contractors and Consultancy	4,064	10,700	30,115
	<u>270,330</u>	<u>294,466</u>	<u>261,096</u>

7. Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	112,367	117,276	115,333
Consultancy and Contract Services	13,107	36,300	23,396
Cyclical Maintenance Expense	49,201	10,000	29,235
Grounds	22,022	12,000	57,060
Heat, Light and Water	48,989	50,050	46,575
Repairs and Maintenance	39,547	27,800	23,315
Use of Land and Buildings	629,400	652,323	570,782
Security	19,788	13,500	16,832
Employee Benefits - Salaries	87,770	83,000	130,526
	<u>1,022,191</u>	<u>1,002,249</u>	<u>1,013,054</u>



8. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Electronic Equipment	26,313	30,100	33,067
Furniture and Fittings	12,394	13,700	15,009
Leased Assets	10,383	3,500	3,805
Library Resources	4,432	3,700	4,149
Motor Vehicles	9,577	1,400	1,545
Other Equipment	1,552	1,000	1,182
Plant & Equipment	7,486	11,800	13,018
Sports Equipment	2,022	2,200	2,405
Textbooks	1,253	1,100	1,253
	<u>75,412</u>	<u>68,500</u>	<u>75,433</u>

9. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	-	-	150
Bank Current Account	79,120	228,533	16,291
Bank Call Account	2	-	233
Short-term Bank Deposits	100,391	348,807	348,807
	<u>179,513</u>	<u>577,340</u>	<u>365,481</u>

Cash equivalents and bank overdraft for Cash Flow Statement

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

10. Accounts Receivable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	54,285	150	150
Interest Receivable	1,104	500	500
Teacher Salaries Grant Receivable	208,644	199,802	199,802
	<u>264,033</u>	<u>200,452</u>	<u>200,452</u>
Receivables from Exchange Transactions	55,389	650	650
Receivables from Non-Exchange Transactions	208,644	199,802	199,802
	<u>264,033</u>	<u>200,452</u>	<u>200,452</u>

11. Inventories

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	288	-	-
	<u>288</u>	<u>-</u>	<u>-</u>



12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Electronic Equipment	49,603	30,479	(564)		(26,313)	53,205
Furniture and Fittings	113,220	10,214			(12,394)	111,040
Leased Assets	17,174	12,345			(10,383)	19,136
Library Resources	29,045	7,184	(769)		(4,432)	31,028
Motor Vehicles	3,090	58,935			(9,577)	52,448
Other Equipment	5,910	2,449			(1,552)	6,807
Plant & Equipment	34,123	682			(7,486)	27,319
Sports Equipment	5,293				(2,022)	3,271
Textbooks	3,654				(1,253)	2,401
Balance at 31 December 2017	261,112	122,288	(1,333)	-	(75,412)	306,655

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Electronic Equipment	202,409	(149,204)	53,205
Furniture and Fittings	275,596	(164,556)	111,040
Leased Assets	33,324	(14,188)	19,136
Library Resources	105,303	(74,275)	31,028
Motor Vehicles	65,887	(13,439)	52,448
Other Equipment	9,542	(2,735)	6,807
Plant & Equipment	113,422	(86,103)	27,319
Sports Equipment	10,985	(7,714)	3,271
Textbooks	14,571	(12,170)	2,401
Balance at 31 December 2017	831,039	(524,384)	306,655

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Electronic Equipment	67,438	15,232			(33,067)	49,603
Furniture and Fittings	121,454	6,775			(15,009)	113,220
Leased Assets		20,979			(3,805)	17,174
Library Resources	28,058	7,345	(2,208)		(4,149)	29,046
Motor Vehicles	4,635				(1,545)	3,090
Other Equipment		7,092			(1,182)	5,910
Plant & Equipment	41,440	5,701			(13,018)	34,123
Sports Equipment	7,698				(2,405)	5,293
Textbooks	4,907				(1,253)	3,654
Balance at 31 December 2016	275,630	63,124	(2,208)	-	(75,433)	261,113



The net carrying value of equipment held under a finance lease is \$19,136 (2016: \$17,174)
The net carrying value of motor vehicles held under a finance lease is \$35,235 (2016: \$000)

2016	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Electronic Equipment	172,495	(122,892)	49,603
Furniture and Fittings	265,382	(152,162)	113,220
Leased Assets	20,979	(3,805)	17,174
Library Resources	100,788	(71,743)	29,046
Motor Vehicles	6,952	(3,862)	3,090
Other Equipment	7,092	(1,182)	5,910
Plant & Equipment	112,741	(78,618)	34,123
Sports Equipment	10,985	(5,692)	5,293
Textbooks	14,571	(10,917)	3,654
Balance at 31 December 2016	711,985	(450,873)	261,113

13. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	36,442	90,731	90,731
Accruals	7,360	14,569	14,569
Banking staffing overuse	1,925	-	-
Employee Entitlements - salaries	219,542	210,232	210,232
Employee Entitlements - leave accrual	19,590	16,862	16,862
	284,859	332,394	332,394
Payables for Exchange Transactions	284,859	332,394	332,394
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	284,859	332,394	332,394

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
International Student Fees	319,108	175,312	175,312
Other	23,174	21,120	21,120
	342,282	196,432	196,432



15. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	84,669	84,669	55,434
Increase to the Provision During the Year	49,201	10,000	29,235
Use of the Provision During the Year	-	(10,000)	
Provision at the End of the Year	133,870	84,669	84,669
Cyclical Maintenance - Current	25,681	-	-
Cyclical Maintenance - Term	108,189	84,669	84,669
	133,870	84,669	84,669

16. Painting Contract Liability

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Liability	-	24,523	24,523
Non Current Liability	-	-	-
	-	24,523	24,523

In 2006 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2007, with regular maintenance in subsequent years. The agreement has an annual commitment of \$35,048. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	32,722	29,000	6,714
Later than One Year and no Later than Five Years	16,724	18,000	10,839
Later than Five Years	-	-	-
	49,446	47,000	17,553



18. Funds held in Trust

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	34,607	31,674	31,674
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	34,607	31,674	31,674

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

These funds are held in trust for GSE funds, Bonds, Marist Network and Catholic Education Services.

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 Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

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

20. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	6,090	6,088
Full-time equivalent members	0.14	0.37
<i>Leadership Team</i>		
Remuneration	430,076	1,198,341
Full-time equivalent members	4.00	13.50
Total key management personnel remuneration	436,166	1,204,429
Total full-time equivalent personnel	4.14	13.87

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



Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100 - 110	1.00	1.00
	<u>1.00</u>	<u>1.00</u>

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

21. Compensation and Other Benefits Upon Leaving

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

	2017 Actual	2016 Actual
Total	\$0	\$0
Number of People	0	0

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2017.

(Contingent liabilities and assets at 31 December 2016: The Board has a possible claim that may require a payment. If the claim is successful the cost will be no more than \$20,000).

23. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has not entered into any contract agreements for capital works.
(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	872	7,451
Later than One Year and No Later than Five Years	-	3,894
Later than Five Years		
	<u>872</u>	<u>11,345</u>



24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	179,513	577,340	365,481
Receivables	264,033	200,452	200,452
Investments - Term Deposits	337,625	-	-
Total Loans and Receivables	<u>781,171</u>	<u>777,792</u>	<u>565,933</u>

Financial liabilities measured at amortised cost

Payables	284,859	332,394	332,394
Finance Leases	49,446	17,553	17,553
Painting Contract Liability	-	24,523	24,523
Total Financial Liabilities Measured at Amortised Cost	<u>334,305</u>	<u>374,470</u>	<u>374,470</u>

26. Events After Balance Date

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



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
POMPALLIER CATHOLIC COLLEGE'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2017**

57 Clyde Street
PO Box 627
WHANGAREI 0140
Phone: (09) 438 2312
Fax: (09) 438 2912
info@bennettca.co.nz
www.bennettca.co.nz

The Auditor-General is the auditor of Pompallier Catholic College (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 19, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2017; 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 8 May 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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



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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

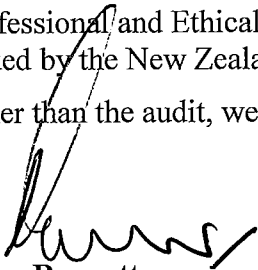
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand



Pompallier Catholic College
Board of Trustees Members
 For the year ended 31 December 2017

Name	Position	Board gained	Term Expires
Richard Stanton	Principal	Appointed July 2009	
Chris Pool	Chairperson/Parent Trustee	Re-elected June 2016	Jun-19
Karen Absil-Couzins	Deputy Chair/Parent Trustee	Re-elected June 2016	Jun-19
Craig Wells	Parent Trustee	Appointed Nov 2016	Jun-19
Rob Kirwan	Parent Trustee	Re-elected June 2016	Jun-19
Stewart Otene	Parent Trustee	Re-elected June 2016	Jun-19
Mark Waenink	Staff Rep	Elected June 2016	Jun-19
Dr Jim Schimanski	Proprietor's Trustee	Appointed June 2014	
Glenys Jakicevich	Proprietor's Trustee	Appointed June 2016	
Fr Phil Bennenbroek	Proprietor's Trustee	Appointed July 2014	
Laura Torres	Student Rep	Elected Sept 2017	Sep-18
Rojena Fuentes	Student Rep	Re-elected Sept 2016	Sep-17

POMPALLIER CATHOLIC COLLEGE



2017

ANNUAL REPORT
By
SPORT CO-ORDINATOR
CHANTELLE YORKE

ANNUAL ACTIVITIES:

It was another year of refining the events and concentrating on running the winter sports codes really well.

After holding our college annual events, those students that reached the criteria for each Whangarei or Northland Championship were selected or invited to attend these.

Championship events:

NSSSA Swimming 1 March:

We took 8 swimmers to Dargaville – Chris Benton, Connor Paget, Connor Owen, Evana Piskulic, Lawrence & Rebecca Reade, Annabell Simpson and Annabelle Stobie.

Results:

Boys 11 years & under -

Chris Benton 2nd 100m Backstroke

Lawrence Reade 2nd 100m Freestyle, 2nd 50m Backstroke, 3rd 50m Freestyle

Girls 12-13 years –

Evana Piskulic 2nd 50m Backstroke, 3rd 100m Breaststroke

Girls 14-15 years –

Rebecca Reade 1st 50m Backstroke, 1st 50m Freestyle, 3rd 50m Butterfly

Girls 16+ years-

Annabell Simpson 1st 100m Backstroke, 1st 100m Freestyle, 1st 100m Butterfly, 1st 50m Backstroke

WPSSA Swimming 7 March:

We had 12 swimmers entered in our “Zone” team (includes Huanui) and 7 of these swimmers were from Pompallier – Chris Benton, Carla Meyer, Connor Paget, Connor Owen, Evana Piskulic, Lawrence Reade and Annabelle Stobie.

Results:

Chris Benton 3rd 50m Breaststroke Year 7 Boys

Lawrence Reade 3rd 50m Freestyle Year 7 Boys

Evana Piskulic 1st 50m Freestyle Year 8 Girls

2nd 50m Backstroke ‘ ’

3rd 50m Breaststroke ‘ ’

NSSSA Track & Field 16 March:

There was a team of 12 entered, including one student, Daniel Meyer, in the Para-Athlete class:

Results:

Junior Boys 300m -	2 nd	Liam Prosser
AWD (Athlete with Disability) 300 PD	1 st	Daniel Meyer
AWD Shot Put	1 st	Daniel Meyer
Intermediate Girls Shot Put -	2 nd	Sharon Gadolo
Intermediate Boys Triple Jump	2 nd	Jeffery King
Senior Girls Triple Jump	1 st	Anya Gross
Senior Girls Long Jump	3 rd	Anya Gross

NSSSA Cross Country 13 June:

We had a team of 21 runners this year and there were two Top 5 placings – 2nd Year 7&8 Girls Evana Piskulic, and 5th Junior Boys (U16) Liam Prosser.

WPSSA Cross Country 31 August:

The school currently has many talented runners and we sent 15 to Barge Park to compete.

Two of the boys at this event, Ah Him Iamafana (9th) and Ukeaba Biremon (13th), made it into the top 15 which allowed them participate at the Northland event.

Ah Him placed 7th at this event.

WPSSA Athletics 21 November:

Our Zone team included 25 Pompallier year 7 & 8's. They represented the school well and we had some successes.

Results:

Year 7 Boys	Marc Acuin	1 st 100m, 3 rd Shot Put
	Lawrence Reade	3 rd 800m
	Phelyxz Harding-Martin	3 rd Discus
Year 8 Boys	Tiras Mamea	2 nd 100m
Year 8 Girls	Evana Piskulic	1 st 800m
Year 7 Girls relay team – 2 nd		
Year 8 Boys relay team – 2 nd		

ADMINISTRATION:

- 2018 programme planning
- Deflated/useless sport balls donated to the local Dog Agility Park again.
- EOTC paperwork, permission slips and all related event information collated for events to happen.
- Facilitate entries and uniform loan for individuals wishing to enter Northland Secondary Schools and National events (Athletics, Badminton, Rowing and Triathlon).
- More direct communication via email and telephone with families with children wanting to participate in events – due to lack of return slips etc – required for attendance.
- Fortnightly sports items/pictures for newsletter and adding in outside organisations/club's requests for advertising their events and teams.
- Organise annual College Sports events – Swimming, Athletics, Cross Country (assist with XOR) and Year 7&8 Athletics.

- Organise the qualifiers to attend WPSSA Athletics championships as part of the Zone team. Also arranging our transport and entry for the Zone (Pompallier, Tikipunga and Huanui).
- Continue tight process of allocating uniform, recording returns, and washing team gear/sports exchange gear as required.
- Complete the annual SPORT NZ Census report in November.
- Update event precedent folders when changes made.
- Check up on Sports fees each term.
- Organisation of volunteers for several events.
- Advertise events/rallies as requested for outside groups/clubs.
- ASB Sport award nominations – 6 students were nominated this year, some by my-self and some by their Coach: Aina Kida (Badminton), Anya Gross (Football), Raven Kinita (Olympic Weightlifting), Johnathon Tillman (Powerlifting), Ciara Smith and Annabell Simpson (Swimming).
Ciara Smith was also named the overall “Sportswoman of the Year”, and only Raven and Annabell were not successful on the night.

COACHING AND TRAINING:

- I continue to encourage students and parents involved in teams to do umpire training or coaching courses (when offered by regional sports associations).
- This year we had 5 students that started Netball umpire training and 4 Pompallier students on the local WNC roster for Saturday umpire duty. These 4 were Jodie and Tara Orford, Hanna Turner and Cheyenne Ellmers.
- Northland Cricket Association, Neal Parlane and professional Coach Sam Walker, worked with 6 year 7&8 girls. These girls then played in a small after-school competition in term 4.
- Continue to attend all required meetings for Sport Northland and WPSSA Sports communications to remain fluid, and have input into administration and date preference.

COMMUNICATIONS AND RELATIONSHIPS:

- Continuation of fortnightly newsletter items, daily notices and meetings with students.

- Weekly talk/advertising of events and opportunities at College assembly, as well as acknowledging our students' achievements (as received by families and Sport Northland).
- Communicate dates with senior management and liaise regarding staff officials needed for major school events such as Swimming, Athletics and Cross Country.

EVENTS:

- Attended events as Manager:
 - NSS Track & Field held at Kensington Park.
 - NSS Cross Country at Barge Park.
 - WPSSA Cross Country.
 - NPS Cross Country.
 - WPSSA Athletics at Kensington.
- Student Officials provided for:
 - Year 7&8 Winter Sports Tournament.
 - NSS Cross Country.
 - WPSSA Cross Country.
 - WPSSA Athletics.

SPONSORSHIP:

- Funding applications submitted successfully to:
 - ✓ *Oxford Sports Trust* - \$2000 – Travel & Accommodation for 1st XI Mixed Hockey team to attend NISS Hockey mixed tournament.
 - ✓ *Oxford Sports Trust* - \$1036.45 – Sports gear for college sports teams and events

STUDENT ACTIVITY

EVENTS ENTERED:

Term One:

Swimming Sports	174 entered = 34.25 %
Athletics Day	(participants not tallied)
NSS Swim Championships	8 competed
NSS Track and Field Championships	12 competed
WPSSA Year 7 & 8 Swim Champs	7 competed
Northland Primary swim champs	4 competed
NSS Triathlon	3 students
NSS Clay Target Shooting (all terms)	2 competed

NZ Rowing event	2 competed	
NSS Surf event one	2 competed	
Girls Open Rugby 7's	9 students	<u>223</u>



Term Two:

School Cross Country	127 competed = 25.25 %	
NSS Cross Country Champs	21 competed	
Year 7&8 Winter Sports tournament	63 students	
Year 7&8 Sports Exchange – Bream Bay	35 students	
Year 7&8 Sports exchange – Tikipunga	35 students	<u>281</u>



Term Three:

NSS Teams Squash	2 students	
WPSSA Cross Country	15 students	
NISS Hockey Mixed tournament	15 students	
NZSS Football Kathy Seaward tournament	13 students	
AIMS games (7&8)	14 students	<u>59</u>



Term Four:

Year 7&8 Athletics Day

All 7&8 students involved – 140

Year 7 & 8 Twilight Hockey

15 students

WPSSA Athletics Champs

26 students

181

TOTAL 744



ONGOING COMPETITIONS:

• Saturday Netball Year 7&8 (Girls)	20	
• Saturday Netball Collegiate	29	
• Mid-week Hockey Collegiate (Mixed)	28	
• JMC Hockey (Mixed)	14	
• Mid-week (Collegiate) Soccer (B/G)	35	
• Mid-week (B) Basketball	19	
• 5 Clay Target Shoot (terms 1, 2 & 3)	2	
• Girls Cricket	6	
	TOTAL	153

TOTAL (AS ABOVE) PARTICIPATING IN SPORTS: 897

COMMENTS:

This year our Census shows an increase in students participating in Sport, from 36% in 2016 to 40% this year. I have printed a copy of the census report. This report only counts the students in years 9-13 and we have good participation from the year 7&8 students also (see the printed teams and groups list from kamar). We still have a low percentage of staff helping (at 12%).

At the 2017 ASB Sports Awards, (as previously listed) we had 4/6 students successful in their chosen sports code. Anya Gross has also achieved further acknowledgement of her talents by winning a Scholarship in America, and we hope to watch her continued success in Football in the future.

Teams that achieved accolades this year were: Intermediate Netball team two – winners of their section and “least goals scored against” trophy, and Senior Netball team one – “Best All Round Team” award from Whangarei Netball Centre. Girls Football were 2nd in their division and the Boys Football were 3rd in their division.

Next year we hope to build on the recent successes by teams and gain development in Hockey, Netball, Basketball and Football. And the Orientation event in week one of term one is great for gauging interest and getting students signed up for trials for these winter sports codes.

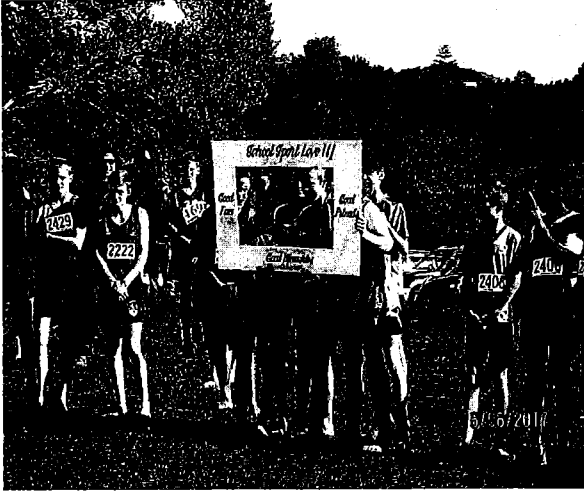
In the draft Annual Plan 2018, I believe there may be some investigation into starting a Pompallier Club next year, and perhaps this may encourage more volunteers as well as players. Community volunteers remain one of the most important parts of running the Sports department. Any effort from the Board to encourage staff and others to help Pompallier are appreciated.

One idea I would like looked at is to offer the incentive of “NO sports fees” for the children of those parents who Coach or Manage a sports team in a weekly competition.

There were some difficulties with scheduling last year and this was even more obvious when trying to place my events into the calendar for term one 2018. Unfortunately, many curriculum trips and retreats/camps were put into the draft calendar where the sports events would normally be placed. I hope that by pushing the Athletics Day into week 8 it will be beneficial to the students’ success and enjoyment next year.

I look forward to building our participation again next year with the help of current and new enthusiastic sports volunteers.

Chantelle Yorke



NSS CROSS COUNTRY JUNIOR BOYS



SENIOR NETBALL TEAM ONE "BEST ALL ROUND TEAM"



Aisha Atiq – Intermediate Netball team one "Player of the Year"



BOYS FOOTBALL XI



GIRLS RUGBY OPEN 7'S TEAM

	School Sport Participants		School Coaches				School Managers				School Officials			
	Female	Male	Teacher	Staff	Community	Student	Teacher	Staff	Community	Student	Teacher	Staff	Community	Student
Adventure Racing														
Aerobics														
AFI														
Archery														
Athletics	6	6						1					1	
Badminton														
Baseball														
Basketball		26			3				1	3				1
Beach Volleyball														
Boccia														
Boccia (AWD)														
Rowds - Indoor														
Rowds - Lawn														
Canoe Polo														
Cheerleading														
Clay Target		2			1									
Cricket (Outdoor)														
Croquet														
Cross Country	18	16						1	2					
Curling														
Cycling - Road														
Cycling - Track														
Disability Sports														
Diving														
Dragon Boats														
Equestrian														
Fencing														
Floorball														
Football (Outdoor)	17	18	1		1				5					
Futsal														
Golf														
Gymnastics														
Handball														
Hockey (Outdoor)	20	8			2			1	1				1	
Ice Hockey														
Inline Hockey														
Judo														
Karate														
Kart Sport														
Kayaking														
Kilniti														
Ki-o-Bahi														
Korfball														
Lacrosse														
Life Saving - Surf														
Marching														
Moto-Cross														
Mountain Biking														
Multi Sports														
Nelball (Outdoor)	29				3				3					
Orientation														
Pelagique														
Road Racing														
Rowing		2							1					
Rugby League														
Rugby Sevens	9		1					1						
Rugby Union														
Shooting (Target)														
Skating														
Snooker														
Snowboarding														
Softball														
Sport Climbing														
Squash	1	1							1					
Surfing		2						1	1					
Swimming	14	6							1			2		
Synchro Swimming														
Table Tennis														
Tennis														
TenPin Bowling														
Touch														
Triathlon / Duathlon														
Ultimate frisbee														
Underwater Hockey														
Volleyball														
Waka Ama														
Water Polo														
Weightlifting														
Windsurfing														
Wrestling														
X Country Skiing														
Yachting														

Name of Respondent	Mrs C Yorke
Name of School	Pompallier Catholic College
RSD / SSC aligned with	Northland
as at	1st March 2017
Decile rating of school	7
Type of school	30 Secondary School (Yr 7-15)
Number of sports offered	12

School roll size	368
# of female students	192
# of male students	176
# of school rep students	148
# of female school rep students	85
# of male school rep students	63
% of students that are school reps	40%
% of female students that are school reps	44%
% of male students that are school reps	36%

Total Staff	57
# of Teaching Staff	39
# of Support Staff	18
# of staff coaching	2
# of Teaching staff coaching	2
# of Support staff coaching	0
% of staff coaching	4%
% of Teaching staff coaching	5%
% of Support staff coaching	0%
# of staff involved in sport	7
# of teachers involved in sport	4
# of support involved in sport	3
% of staff involved in sport	12%
% of teachers involved in sport	10%
% of support involved in sport	17%



Please send to : Office of Regional SS Sports Director / Development Officer

School : 0017 **Pompallier Catholic College**

Secondary School (Yr 7-15)



Respondent : **Mrs C Yorke**

RSD / SSC : **Northland**

1a	Total number of students on secondary school roll as of 1 March 2017 in years 9 or above, including fee paying	368
1b	Total number of these students who represented the school in sport.	148
2a	Total number of Female students on roll as of 1 March 2017 in years 9 or above.	192
2b	Total number of female students who represented the school in sport.	85
3a	Total number of male students on roll as of 1 March 2017 in years 9 or above.	176
3b	Total number of male students who represented the school in sport.	63
4a	Total number of teaching staff as of 1 March 2017 .	39
4b	Teaching staff counted in 4a who assist the sports programme.	4
4c	Teaching staff counted in 4b who are 'coaches' and coached students in 2017	2



KAMAR



Fri, 3 Nov 2017

Pompallier Catholic College

Teams and Groups

Show on Members	Show on Leavers	Show on Report
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2017

Community

2017 Service Day - 22 - Avenues Educare Creche	Mrs C Yorke	13	No	No
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Sport

7&8 FOOTBALL exchange team	Mrs C Yorke	16	No	Yes
7&8 NETBALL Exchange team	Mrs C Yorke	8	No	Yes
7&8 RUGBY 7's exchange team	Mrs C Yorke	11	No	Yes
7&8 Twilight HOCKEY BLUE	Mrs C Yorke	7	No	Yes
7&8 Twilight Hockey WHITE	Mrs C Yorke	8	No	Yes
7&8 Winter Sports Officials	Mrs C Yorke	10	No	Yes
7&8 WINTER SPORTS TOURNAMENT	Mrs A Price	63	No	Yes
7&8 WINTER SPORTS TOURNAMENT Copy	Mrs A Price	59	No	Yes
AIMS GAMES Individual competitors	Mrs C Yorke	4	No	Yes
AIMS Individuals 2017	Mrs C Yorke	4	No	Yes
BASKETBALL Junior Boys	Mrs C Yorke	11	No	Yes
BASKETBALL Senior Boys	Mrs C Yorke	8	No	Yes
Basketball Snr Boys Tournament 2017	Mrs C Yorke	11	No	Yes
BASKETBALL Year 13 Boys	Mrs C Yorke	9	No	Yes
CRICKET Girls team	Mrs C Yorke	6	No	Yes
FOOTBALL Boys 1st XI	Mrs C Yorke	18	No	Yes
FOOTBALL Girls 1st XI	Mrs C Yorke	17	No	Yes
FOOTBALL NZSS Girls tournament team	Mrs C Yorke	13	No	Yes
HOCKEY 1st XI Mixed team	Mrs C Yorke	12	No	Yes
HOCKEY 2nd XI Mixed team	Mrs C Yorke	16	No	Yes
HOCKEY JMC	Mrs C Yorke	14	No	Yes
Hockey Mixed Tournament team	Mrs J Lecky	15	No	Yes
HOUSE CAPTAINS & DEPUTIES	Mrs C Yorke	13	No	Yes
Intermediate Netball trials	Mrs C Yorke	17	No	Yes
NETBALL Collegiate Team 1	Mrs C Yorke	10	No	Yes
NETBALL Collegiate Team 2	Mrs C Yorke	9	No	Yes
NETBALL Collegiate Team 3	Mrs C Yorke	10	No	Yes
NETBALL Intermediate Team 1	Mrs C Yorke	10	No	Yes
NETBALL Intermediate Team 2	Mrs C Yorke	10	No	Yes
NETBALL Umpires course	Mrs C Yorke	3	No	Yes
NPS Cross Country champs	Mrs C Yorke	2	No	Yes
NPS Cross Country Marshalls	Mrs C Yorke	8	No	Yes
NPS Swim champs	Mrs C Yorke	4	No	Yes
NSS CROSS COUNTRY CHAMPS	Mrs C Yorke	21	No	Yes
NSS CROSS COUNTRY CHAMPS MARSHALLS 2017	Mrs C Yorke	10	No	Yes
NSS Squash Individual tnmt	Mrs C Yorke	2	No	Yes
NSS Swimming champs	Mrs C Yorke	8	No	Yes
NSS Track & Field Champs	Mrs C Yorke	12	No	Yes
NSS Triathlon	Mrs C Yorke	3	No	Yes
NSSS Surfing Competition	Mrs C Yorke	2	No	Yes
NZ Rowing competition	Mrs C Yorke	2	No	Yes
NZSS Track Field & Road Champs	Mrs C Yorke	1	No	Yes
POMP Cross Country Juniors	Mrs C Yorke	59	No	No
POMP Cross Country OFFICIALS	Mrs C Yorke	34	No	Yes
POMP Cross Country Seniors	Mrs C Yorke	63	No	No
POMP Cross Country year 7's	Mrs C Yorke	37	No	Yes

Pompallier Catholic College

Teams and Groups

		Members	Show on Leavers	Show on Report
POMP Cross Country Year 8s	Mrs C Yorke	35	No	Yes
POMP Cross Country Year 9s	Mrs C Yorke	26	No	Yes
RUGBY GIRLS 7's team	Mrs C Yorke	9	No	Yes
SHOOTING Clay Target events	Mrs C Yorke	2	No	Yes
SKY TV workers	Mrs C Yorke	5	No	Yes
SPORT COMMITTEE 2017	Mrs C Yorke	20	No	Yes
Swim Sports Officials	Mrs C Yorke	18	No	Yes
WPSSA Athletics Champs	Mrs C Yorke	26	No	Yes
WPSSA CC CHAMPS - MARSHALLS	Mrs C Yorke	18	No	Yes
WPSSA CROSS COUNTRY CHAMPS	Mrs C Yorke	15	No	Yes
WPSSA Swim champs	Mrs C Yorke	7	No	Yes

Pompallier Catholic College

2017 ANNUAL PLAN

Analysis of Variance Report Feb 2018

1. ***Student centred learning informed by relevant data***

- a) Ongoing development of pedagogy to support student centred learning and inquiry teaching.

Measures:

- Evidence of application being used by staff via surveys and in reporting documents
- Evidence of pedagogy engaging students as learners

Key Responsibility: AP Curriculum, DP and Principal

July

The Special Character review document and the reviewers verbal feedback has noted the prevalence of student-centred learning and the use of a wide range of pedagogy. Appraisal sites containing lesson observations and student surveys quantify the level of engagement for students. The outcomes from surveys will be analysed later this year. "Classroom pedagogy is the subject of Goal 1 in the Annual Plan, with the intention to develop student-centred learning and enquiry teaching. Progress towards this goal was clearly observable during the review: students were actively engaged in learning and lessons were sufficiently well-planned to provide a variety of activities."

Summation

Student feedback on teaching indicates that there is considerable use being made of student centred learning. Assessments are being provided in a range of ways that enable students to demonstrate their knowledge and skills. Some staff need more support re differentiation of material but they are few in number.

2. ***Enhanced sporting environment***

- a) Participate in the AIMS games 2017.
- b) Develop fitness track stations around the College (Stage 2).

Measures:

- 20 students attending the AIMS games
- Provision of eight stations around the College

Key Responsibility: Sports Co-ordinator and Principal

July

Students are attending AIMS in the sports of Hockey, Swimming and Cross Country. Sixteen students in all. Attempts at enrolling a rugby 10-aside and a netball team were unsuccessful due to lack of numbers and parents inability to support the team.

The trees have been removed for the track and quotes have been received. Once the track is established, trees will be planted and then the fitness stations installed. The circuit is 880 meters.

September

The mixed-hockey team finished 12/40. Last year they were 22nd. One swimmer made the final and the boys in the cross country were in the top third.

November

Track completed. Quotes have been sought for the provision of the last four stations. Tree planting will take place after the stations have been installed.

Summation

Some further work has to be undertaken to ensure water easement does not impact upon the track. Discussion is taking place with the district council as the water is arising from street run off. AIMS games was very successful. It has given rise to 2 new school hockey teams and the emergence of a new area of competition for our students in cheerleading. The netball team of 2018 wants to attend the AIMS games.

3. *Development of curriculum*

- a) Student Leadership. To investigate the development and/or provision of programmes that enhance male student leadership (Year 10 – Year 12).

Measures:

- Programmes devised and/or identified
- Programme delivered and evaluated

Key Responsibility: HOL's, DP and Deans

May

A Staff only Day was held on 19th May with a focus upon leadership within a Catholic school. The emphasis was on boys leadership. The days was led by Fr Mark Walls. An alternative model of student leadership was presented for consideration. The model should enable greater participation from boys. Staff will now give further reflection to this model. Fr Mark has offered to run two seminar days for students to enable the new approach.

A professional learning group has been established to look at the issue of boys leadership. The focus will be on identifying a group of Yr 10 boys and providing suitable guidance and support for them. Approaches under consideration include: an overnight stay in the forest with minimal support, an engineering club with a focus on hands-on activities, Wanganui River run in November, having boys lead some parts of Wednesday assembly

July

The focus upon Yr 10 boys has resulted in these students being supported to lead the introduction and closure of school assemblies. Other boys are engaged in a technology activity, during their lunch time, where they are designing and constructing items of use for around the college.

The leadership model has resulted in considerable discussion with staff and students. Alternative approaches were considered to enable sufficient meeting time for staff and students and further refinement of the leadership groups has taken place. We will now operate 4 leadership groups.

September

Boys leadership is hopefully more enabled under our new leadership structure. Based on staff and student feedback, we will have a head boy/girl and two deputies which are not based on specific gender. There will be 4 leadership groups and staff assigned to each group /ropu. Fr Mark Walls will run a training session for the students on September 29th.

November

Training session was offered to all Yr 12 students. Around 70% of students remained for full day of input regarding the intended structure for 2018. Students requested that there be two head prefects and two additional prefects selected on merit.

Head prefects announced at Senior Prize giving.

Summation

There has been significant growth in male students enrolling in the school. In 2018 the male/female figures differ by 2 students while in 2017 the difference was 27. This increase could be related to the encouragement and targeting of boys into prominent leadership roles. It could also reflect a more male weighted staffing of the junior school. The new student leadership model commences in 2018 and will be evaluated and adjusted during the 2018 year.

- b) Professional Development. Staff shall be trained in suitable pedagogy to maximise teaching and learning for a Bring Your Own Device (BYOD) environment. Teachers of Year 7 – 10 students shall incorporate the use of student devices into weekly lessons.

Measures:

- At least 10 hours training per staff member
- Teachers of Year 7 – 10 students shall evidence the regular use of devices via student surveys and appraisal evidence

Key Responsibility: DP and Principal

May

A PLG (professional learning group) has been established to upskill staff re the use of devices in the classroom. They have had two meetings to date. A TOD is scheduled for the end of Term 2 to receive a report from this PLG and to learn more about suitable practice. The College has also received funding from Pub Charity for the purchase of 20 Chrome books that will be used to support students who have difficulties self-funding devices. The chrome books have now been divided into 5 pods and staff can only book one pod per period. Teachers can use them to address student needs such as those who have financial difficulties.

July

Staff continue to utilize devices via shared folders, google classroom, and shared sites. The PLG is still operating this term. The introduction of the pods via the pub charity grant has helped teachers cover situations where students have no device available.

September

No update

November

Observation of classroom teachers and teacher booking of devices in Library indicate that more students and teachers are using the devices. The provision of 5 pods of computers in the library has addressed concerns of teachers associated with some students finding it difficult to purchase a device and others who forget on occasions. An application has been made for a further 20 chrome books from Pub Charity.

No survey was undertaken. The intention was to undertake one in November but teachers were indicating some degree of stress and tiredness. A survey into their practice would not have been welcomed.

Summation.

Training of staff has occurred via TOD and PLG's. In Religious Studies teachers made significant use of Google classrooms. Other learning areas use either Google sites or Google Drive. Students are being exposed to many different ICT approaches

for the retention and provision of learning and teaching. Students who have particular learning challenges are readily supported by the provision of ICT and staff manage a variety of ways to assess work via ICT. All staff need to be familiar with Google Sites as the platform for their appraisal and development reporting.

- c) Professional Practice. All teaching staff will utilise a personalised website to comprehensively record evidence to support their professional development and certification as a teacher.

Measures:

- Evidence and attested by SMT and HOL's

Key Responsibility: DP / AP and HOL's

May

Teaching Staff have individual websites established and update them on a regular basis. The professional standards for teachers will be changed on July 1st and that will require some editing of websites. Staff have been encouraged to record details of their professional development as they undertake it.

July

The new professional criteria for teachers has been introduced. We are now waiting for the incorporation of criteria around teaching in a Catholic school. This is being developed and will be available late this year. Once we have this material we will change our websites into a new format.

Teaching staff are not having their practice certificate renewed unless they have sufficient evidence shown on their website. This has been an issue for some staff who left it to the last minute.

September

Staff must meet expectations before their applications for registration are processed. The Catholic Education Office will provide professional criteria for teachers within Catholic schools before the end of 2017. We will use this to establish new websites. Staff have been provided with electronic templates for undertaking student surveys of their teaching.

November

Catholic Education office have provided the indicators to be included in the new professional criteria. Staff will reconstruct their website early next year using the new criteria. All staff are meeting the expectations re evidence prior their renewal of the practicing certificate.

Summation

Teaching staff have produced individualised websites that include references to indicators that demonstrate support of Special Character. The sites use the new standards for the teaching profession. This work is still on-going and will be addressed at staff meetings early 2018.

Staff have now commenced moving data from their former sites into new appraisal sites which have the new standards and aspects of Special Character.

- d) Accelerated Literacy programme within Years 7 - 8.

Measures:

- Application of accelerated learning evidenced in all classroom practice Year 7/8
- Participation in ALL programme Year 3

Key Responsibility: AP and HOL's

May

Programme has commenced in all classes but for 1 which has a teacher new to this year level. That teacher is providing support to other staff to enable the front-loading of students for literacy tasks. Staff have also formed a PLG to further enhance this practice.

Asttle data is now being analysed to determine whether the gains selected students made during 2015 and 2016 have been maintained for the following year or two years respectively.

September

Yr		Ethnicity	OTJ – end of 2016	Interim or Final OTJ for 2017
7	F	NZ European	Below	At
7	M	Fijian	Below	Below
7	M	NZ European/Maori	Below	Below
7	M	Dutch	Below	At
7	F	Irish	Below	At
7	F	NZ European	Below	Below
7	M	British	Below	At
7	F	NZ European	Below	Below
7	M	NZ European	Below	At
7	M	Asian	Below	At
8	F	British	Below	At
8	F	NZ European	Below	At
8	M	NZ European	Below	At
8	M	NZ European	Below	At
8	F	NZ European	Below	At
8	F	NZ European	Below	At
8	F	NZ European	Below	Below
8	F	NZ European	Below	At

Analysis - Accelerating student achievement

Referring to National Standards results and your tool data, describe in one paragraph the progress and achievement of students in your intervention.

- Students were enthusiastic and keen to take part in the intervention. They would take their new knowledge back into the whole class environment and were more confident.
- Out of the 18 students who took part in the intervention 5 were still below the standard.
- All but two students progressed. Two showed a huge jump. When looking at these two Year 7 students it was clear that they were still settling into the school environment and were not producing work they were capable of. These students still benefitted from being part of the group and added to their confidence.
- One student (who showed acceleration) had been part of a remedial group in Year 7 (2016). She responded well to ALL and will be monitored to see if her progress is kept up.
- The students who are recorded as below
 - One student showed acceleration but was still below the expected level.
 - One student recorded no change in levels.
 - One student has dyspraxia. Although she did not reach the standard the Front Loading concept was great for her confidence and her progress.
 - Two students showed progress but were not accelerated.

To what degree was this **accelerative** progress? (refer to the section on acceleration in the Theory of Action p.9.)

- Students were selected if they were sitting just under the National Standard. These were students who were not receiving any additional support already. The small intervention group worked with the teacher within the classroom setting. The 'front loading' concept was used with these students. They would be exposed to vocabulary and ideas needed to succeed in the following lesson. The teacher would support students with new ideas so that when they were exposed to them in a whole class situation the students were confident with the new learning. The idea is that the students would be able to work within the classroom environment and move forward rather than spending the lesson trying to grasp new concepts.

What was the impact on student motivation, engagement and student agency? How did you gain this information?

- Students were keen to be in the group and learn. When they brought their new knowledge to the class they were confident and keen to take part in class discussions and use their new knowledge.
- A significant increase in the self-confidence and engagement of all students. Students believed they were competent writers.
- The students became the experts within the classroom and were regularly consulted by their peers within the classroom when they needed assistance of feedback with their writing. As experts the students were able to share their understanding with others and share and practice their learned skills.

Intervention Design

Briefly describe how you are making PFS work in your school with multiple teachers and students.

- ALL was implemented in 4 of our 5 Year 7/8 classes.
 - Each teacher identified a target group and worked with these students during their timetables lesson.
 - ALL would take place in the last 10 minutes and first 10 minutes of joined periods.
 - ALL planning and progress was discussed at weekly FOLT meetings.
 - An Accelerated Learning Professional Learning Group (PLG) was set up where the teachers explored Acceleration.
- Learning in the Fast Lane – Suzy Pepper Rollins

What did you do that worked well? What would you change?

- Building in a PLG so that Acceleration could be explored in more detail.
- Using back to back periods so that there was less disruption for the class.

Consultation and involvement with parents, caregivers, families and whānau.

Name three new strategies that your school has implemented to improve practice.

- Parent Interviews – made sure appointments were encouraged with students involved in ALL
- Communicating with parents of ALL students through email and phone calls
- Student success was sent home and shared with their whānau

Inquiry and knowledge building – What were the strategies/learning conditions that supported acceleration?

Identify three–five key strategies and learning conditions that made the difference to student achievement, providing **some specific detail and elaboration** for each factor.

- **MODELLING**
Modelling expectations and showing students exemplars of Level 3/4/5 planning and draft/published work. Students were able to identify the differences in each rubric for each level.
- **FRONT LOADING CONCEPT**
Students were ahead of their peers. This enabled the students to work more confidently in class, it enhanced and developed their prior knowledge and allowed them to be the 'experts' that others sought advice from.
- **PRACTICAL TASKS**
Creating experiences where possible – visual aids, experiences teacher knows student has had. Linking writing to 'CONCEPT' so that students could see the connection and purpose.
- **SCAFFOLDING**
Offering at least three strategies to get started with planning using a range of graphic

organisers or planning templates. Students choose which of these best fits the text type they are working with and best assists them to organise their ideas. This allowed students to understand that each person can have a different approach to their planning but still create a text with the same structure and content.

- **TECHNOLOGY**

Voice activated software was introduced with some students so they could verbalise their writing. This allowed students who struggled to write at speed or connect their ideas to paper to begin the writing process and experience success. It also assisted with student understanding of punctuation.

As ALL teachers/leaders, what new learning have you acquired this year as a result of the work you have been doing?

- The front loading concept results in accelerated progress even if students are seen for a short period three times in a six day cycle. Building self-confidence is a huge factor in fostering acceleration in the classroom. Working within a classroom intrigues other students and has made other students want to participate in the ALL programme. Other students have witnessed the significant academic and confidence gains of the students involved and are wanting to experience these for themselves. Progress for those involved in the programme has continued after the conclusion of the intervention.

Describe what is being put in place to continue to build and sustain the learning across your school.

- Teachers in Year 9 and 10 are interested in the implementation of ALL and the benefit for students. There is a Literacy intervention in Year 9 that runs off the same principles as ALL. Pompallier plans to continue ALL in the Year 7 and 8 classrooms using the structure that we have used this year. Groups will be more fluid based around needs and progress of students.
- Teachers are aware of how acceleration works and the benefit it has for students.
- Teachers are aware of students who have taken part in ALL so their progress can be monitored.

Curriculum and Achievement plan (CaAP) – Attach your CaAP.

What decisions did you make through the intervention when students achieved the NS? What will you do now for these students?

- When students accelerated during the programme we decided to keep them in the group. By keeping them in the group they increased their confidence and started to push themselves.
- Pass on to 2018 teachers and Year 8 and 9 Dean – student participation in ALL.

What decisions did you make through the intervention when students did NOT achieve the NS? What will you do now for these students?

- We keep the struggling students in the group to continue to support them. There was one student identified who did not make the expected progress. It was identified that she was very shy and can be difficult to engage. The student had some absences which meant that she has missed participating in ALL sessions.
- Pass on to 2018 teachers and Year 8 and 9 Dean – student participation in ALL. These students may be able to participate in the Accelerated Intervention in Year 9.

External support

Describe the mentor actions that supported you and your school in the ALL intervention

Mentor supported the teachers with:

- Acceleration – what is it?
- Delivering the intervention
- e-asTTle marking and moderation

Mentor supported the Inquiry Team with:

- Planning
- Timetable adaptations
- Observations
- Report

Please include a statement confirming how your school used the funding for this work. (*Note the funding expectations on p.28 of the Theory of Action*)

- Funding was utilized to support additional staffing that the school employed in Term 1 and 2. While this funding did not cover the full-cost of the staffing it was a valuable contribution towards the school being able to provide more non-contact time to two staff members and to employ some additional teacher-aid hours.

4. **Special Character: Making the connections**

- a) The College will take an active involvement with the organisation and participation of Saturday evening Mass (2nd week of month) at St Francis Xavier Parish.

Measures:

- Student leadership and engagement evidenced

Key Responsibility: DRS

- b) Catechesis programme for non-preference students (Year 8 – 10)

Measures:

- Students attend a total of 6 sessions in Term 2 and Term 3
- Students are sufficiently prepared to meet preference criteria

Key Responsibility: DRS and Principal

May

The programme was to be organised by the Principal and DRS and presented by a part-time assistant via additional working hours. Discussions with the Parish Priest indicated that he would be only willing to sign students off if they expressed and evidenced a clear desire and intention for baptism in the Catholic Church. This was a different perspective from his predecessor. Many of the non-preference students already have an active involvement in Christian churches or other faiths. In consideration of the time and money involved relative to the potential outcomes the programme was not implemented.

- c) The College will seek ways to enable parents and former students to remain connected to a faith community and the Special Character of Pompallier Catholic College.

Measures:

- Formation of a Special Character support group for Pompallier Catholic College
- Reflection paper produced by Principal for sharing with stakeholders

Key Responsibility: BOT, DRS and Principal

May

The first meeting of "staying connected" has been held with a second scheduled for July 2nd. The turnout from current students was very high while former students

Year 7 2017		Year Level June 2017	Maori	Female	Male	12 month Change
	Reading	10.9	11.5	11.0	10.7	N/A
	Writing	12.7	13.1	12.1	13.5	N/A
	Maths	10.9	11.6	11.3	10.3	N/A

Year 7 2016		Year Level June 2016	Maori	Female	Male	12 month Change
	Reading	11.2	12.2	10.9	11.6	N/A
	Writing	12.8	13.0	12.7	12.9	N/A
	Maths	12.1	12.8	12.2	11.8	N/A

Year 8 2017		Year Level June 2017	Maori	Female	Male	12 month Change
	Reading	9.9	10.9	9.8	10.0	1.3
	Writing	10.9	11.4	10.1	11.9	1.9
	Maths	10.0	10.3	10.4	9.4	2.1

Year 8 2016		Year Level June 2016	Maori	Female	Male	12 month Change
	Reading	10.0	10.6	9.6	10.7	
	Writing	11.5	11.6	11.0	12.0	
	Maths	10.5	10.8	10.6	10.5	

Year 9 2017		Year Level June 2017	Maori	Female	Male	12 month Change
	Reading	9.25	9.1	8.7	9.7	0.75
	Writing	10.2	10.2	8.9	11.2	1.3
	Maths	9.6	10.0	9.6	9.6	0.9

Year 9 2016		Year Level June 2016	Maori	Female	Male	12 month Change
	Reading	9.6	9.5	9.7	9.5	
	Writing	9.0	9.1	8.5	9.5	
	Maths	9.8	9.9	9.5	10.0	

Year 10 2017		Year Level June 2017	Maori	Female	Male	12 month Change
	Reading	8.4	8.9	8.0	8.9	1.2
	Writing	9.3	9.5	8.6	10.1	-0.3
	Maths	7.2	7.8	6.8	7.8	2.6

Notes:

2017 Yr 7

Maori and Male writing need on-going attention. The data suggests that the students are ahead of the 2016 Yr 7 group at the corresponding time last year.

2017 Yr 8

Good progress in all areas. Still need to keep writing in view.

2017 Yr 9

Satisfactory progress. This year group has a larger than norm group of Maori students. Needs a closer look re their relative performance to others in this year group.

2017 Yr 10:

Rather low levels in terms of expectations for NCEA. Good progress in Maths and reading. Girls average better than boys in all 3 areas.

November 2017:

asTTle analysis for period of Dec 2016_Dec 2017

Curriculum levels (2-6) have been assigned a numeric score in order to attain a mean for the group.

Students are expected to be at:

Curriculum Level 6 when they are engaged in L1 NCEA.

Curriculum Level 3A/4B is the aspirational target by end of Yr 7

Curriculum Level 4P/4A is the aspirational target by end of Yr 8

17	16	15	14	13	12	11	10	9	8	7	6	5	4	3
2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A

Year 7 2014		Year Level Dec 2014	Maori	Female	Male	12 month Change
	Reading	11.2	11.1	10.8	11.6	N/A
	Writing	10.8	10.6	10.83	10.7	N/A
	Maths	11.3	10.5	11.1	11.5	N/A

Year 7 2015		Year Level Dec 2015	Maori	Female	Male	12 month Change
	Reading	10.9	11.5	10.4	11.61	N/A
	Writing	10.5	9.6	10.0	11.4	N/A
	Maths	Site down				N/A

Year 7 2016		Year Level Dec 2016	Maori	Female	Male	12 month Change
	Reading	10.65	11.64	10.67	10.64	N/A
	Writing	11.22	11.67	11.00	11.54	N/A
	Maths	11.22	12.00	11.22	10.77	N/A

Year 7 2017		Year Level Dec 2017	Maori	Female	Male	12 month Change
	Reading	10.0	12.4	9.8	10.3	N/A
	Writing	10.6	10.75	10.0	11.4	N/A
	Maths	10.4	12.1	10.8	9.8	N/A

2017 Yr 7 class is ahead of previous Yr 7 classes. Collectively, they are slightly ahead of the expected curriculum level.

Year 7 2016		Year Level Dec 2016	Maori	Female	Male	12 month Change
	Reading	10.65	11.64	10.67	10.64	N/A
	Writing	11.22	11.67	11.00	11.54	N/A
	Maths	11.22	12.00	11.22	10.77	N/A

Year 8 2017		Year Level Dec 2017	Maori	Female	Male	12 month Change
	Reading	9.4	9.2	9.0	9.9	1.25
	Writing	9.54	10.2	8.8	10.6	1.66
	Maths	9.8	10.75	10.1	9.4	1.4

Very pleasing to see the shift in performance of Maori students and the overall gains made by the whole Yr 8 group during the year. Ideally they would be a little more advanced in the curriculum but it's not a cause for concern. Maori students still lagging behind the cohort but have closed the gap in reading and writing relative to the whole year level.

Year 8 2016		Year Level Dec 2016	Maori	Female	Male	12 month Change
	Reading	9.55	10.06	9.10	10.16	1.3
	Writing	9.50	9.53	8.73	10.56	1.0
	Maths	10.08	10.35	10.05	10.13	N/A

Year 9 2017		Year Level Dec 2017	Maori	Female	Male	12 month Change
	Reading	8.9	9.0	8.36	9.4	0.65
	Writing	9.4	9.8	8.9	9.8	0.1
	Maths	9.4	9.3	9.32	9.5	0.6

Only small gains been evidenced over the 12 months. Writing and Maths is lower than desired at this level. Needs further investigation re individual student progress.

Year 9 2016		Year Level Dec 2016	Maori	Female	Male	12 month Change
	Reading	9.30	8.86	8.56	10.13	1.2
	Writing	9.11	7.90	7.98	10.43	1.4
	Maths	8.81	9.90	8.50	9.18	N/A

Year 10 2017		Year Level Dec 2017	Maori	Female	Male	12 month Change
	Reading	7.43	7.9	7.0	8.0	1.87
	Writing	8.2	7.4	7.6	9.0	0.91
	Maths	7.1	8.0	7.0	7.3	1.70

Continuing to make improvements in all areas. Pleasing to see the advance made by the males as this was a targeted group for intervention in 2017. Looking promising for NCEA in 2018.

Summation.

While we failed to meet our target of 5B for writing (8) and 5P for reading (7) for male students, there has been some great progress made by this group of boys.

National Standard targets

- c) NCEA Targets:
 - (i) All students attending Pompallier Catholic College shall attain Level 2 NCEA.
 - (ii) At Level 3 NCEA, at least:

85% of students shall attain Level 3 NCEA

70% of students shall attain U.E

80% of students shall attain 80 Level 3 credits or more

- (iii) Merit and Excellence endorsement in NCEA Levels 1, 2 and 3 are at a minimum level of 15% for Excellence and 30% for Merit annually.
- (iv) At least 80% of Level 3 students attain 80 credits at Level 3 or higher.

Measures:

- Attainment of targets

Key Responsibility: Principal, SENCO, Deans and HOL's

Summation

- i) 91 % of students attained L2 NCEA at their first attempt. Two students have gone to further training without attaining L2 NCEA. They left at the end of Term 2. A further 2 students have returned to school and should achieve L2 in their second year as was planned.
- ii) 90 % of all students in Yr 13 attained L3 NCEA.
86% achieved U.E and this rose to 93% when considering students who wanted to attain U.E.

iii)

	Merit	Excellence
Level 1	33	26
Level 2	30	20
Level 3	32	39

- iv) 73% of Yr 13 students attained more than 80 credits. (30/42 students)
Two students had attained endorsements with 60-70 credits and did not seek anymore. A further two students had no desire to attend University and only wanted the minimum number of credits. Another student departed overseas before the end of the academic year.
The mean number of credits for the Yr. 13 group was 86 L3 credits. Students who studied in 5 subject areas averaged 80 credits while those who did 6 subjects had a mean of 90 credits.

6. Māori

- a) Integrate aspects of Māori custom and spirituality within the Special Character of the College.

Measures:

- Evidenced in learning areas
- Evidenced in College practices
- Participation in festivals and related events

Key Responsibility: HOL's, Whānau Support Group and Principal

May

Students have participated in the Tai Tokerau festival and will participate in the Nga Manu Korero competition in June. The kapahaka group will perform at the Matariki festival on June 13th.

September

Interhouse competition with waiata and scripture reading has raised the overall standard of singing in the College. We are about to hold interhouse haka competition. We are considering the promotion of a bi-lingual policy to be adopted by the school. All recent signage around the College is now bi-lingual.

- b) To advance/promote te reo Māori into senior school.

Measures:

- Increase in student numbers and opportunities for use of te reo Māori

Key Responsibility: TIC Māori and Principal

Summation

Two senior classes were provided for NCEA students to cater for those who desired to study at any of the three levels of NCEA. 15 students were studying at these levels. In the Yr 9 and 10 student numbers opting for te reo Maori have exceeded French for the last two years.

College signage is progressively being made bilingual.

Use of Maori waiata is very common in assemblies and common phrases such as greetings and commands are used more frequently in formal and informal settings.

7. **Roll Growth**

- a) Develop and implement strategies to promote roll growth.

Measures:

- 5% annual roll growth (1st March)

Key Responsibility: BOT and Principal

May

We have managed to get some concessions applied to the change in preference criteria. This would help off-set some of the negative impact imposed upon us by the change. We have also opened enrolments, written to SFX parents, updated the website, and invited all Yr 5/6 students to our College for a day of activity on June 13th.

September

Our open afternoon received a large turnout and was strongly endorsed by surveys re the change in time from an evening presentation.

We have had the largest field of applications for non-preference (32) in the last 78 years. Parents cite academic outcomes and values of the College as being their reason for seeking entrance to the College.

Enrolments for preference close at the end of this month.

December

Roll indications for 2018 suggest that we will have 515 – 525 students. We received 80% of students from SFX yr 6. We have never been that high before. Yr 7/8 classes are full for 2018 at 150 students.

Summation.

Roll growth has been achieved in a rather challenging environment. Our roll has increased by 28 students compared to the end of 2017.

Working for us could be a combination of the following:

- i) Improved driveway and presentation of College

- ii) Having more male staff in the Yr 7/8.
- iii) All Yr 5 and 6 SFX students and their teachers joining us for a Matariki day of fun in June. This drew many favourable comments from SFX teachers who had not been to the College in recent years.
- iv) Open Day on Sunday afternoon. Strongly preferred over the evening approach by parents and many staff. Contributed to our largest pool of applicants for non-preference places.
- v) SFX families receive our newsletter so are better informed about the College
- vi) Publication of our outstanding NCEA and UE results direct to parents of SFX
- vii) Recent changes in leadership associated with other intermediate schools

8. **Property**

- a) Investigation undertaken for:
 - (i) Extension of the Hall.
 - (ii) Renewal / replacement of Canteen.
 - (iii) Replacement of Year 7/8 classrooms.

Measures:

- Development Report
- Budget provision
- Draft plan

Key Responsibility: Principal and BOT

May

The development plan has been completed in draft form. I have met with the architect and the Auckland Catholic Property Office to give feedback on the plans as they develop. We seem to have some sticking points around the location of parking for staff and a turning space for the buses. The key aspects of the plan focus upon: parking, Yr 7/8 classes and addressing ventilation issues in some secondary classrooms.

September

Development plan now completed. A weathertightness report has been provided for the Intermediate classrooms and a roof report will be provided soon. Catholic Property Office has asked architects to investigate how we could refurbish the existing Yr 7/8 classrooms. CPO will schedule work based on these reports. Extension of the hall is unlikely to proceed until other matters are addressed re Yr 7/8 classrooms and heating/ventilation issues in main teaching block.

Proposed work for this year is autexing/painting of two classrooms plus additional heaters in another two rooms.

Canteen project is well advanced via the PTFA. A draft report is published and catholic Property Office has asked for quotes to complete the work. The funding is likely to be the responsibility of the BOT and PTFA. Catholic Property Office desires to focus upon other more urgent areas of need.

Summation.

Development plan is completed. The plan advocates the removal of the Yr 7/8 block and the building of a new 8 classroom block near the Library.

In December Catholic Property Office requested that we vacate all seven classrooms and allow for demolition this December/January. Five classrooms have health and safety issues. Moved classes out of the five classroom block for Yr 7/8. Intention to move remaining three classes out by end of 2018. All seven rooms are to be removed in December 2018 or earlier if possible. This action is to bring us within our coded

classroom allocation and therefore to strengthen arguments for new rooms based on roll growth.

In 2018 the canteen will be rebuilt and the Yr 13 common room changed into a classroom. Changes in the Food Act have come into force and require us to register as a provider of food and make any required changes to our facilities by 30th June 2018.

The BOT has introduced a voluntary donation for improvement of buildings at the College. Some work such as the repair/replacement of the chapel roof cannot be funded by the use of MOE monies.