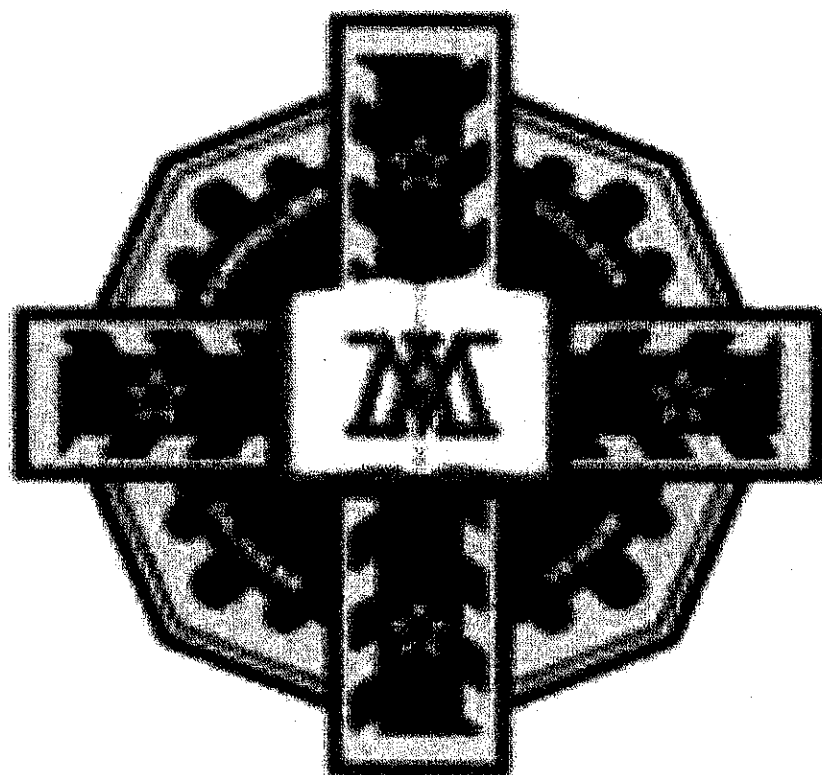


POMPALLIER CATHOLIC COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019



POMPALLIER CATHOLIC COLLEGE

Annual Report - For the year ended 31 December 2019

School Directory

Ministry Number: 17

Principal: Richard Stanton

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

School Postal Address: P O Box 10-042, Te Mai, Whangarei

School Phone: (09) 438-3950

School Email: accounts@pompallier.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Chris Pool	Chair Person	Re-elected	Jun-22
Richard Stanton	Principal ex Officio		
Karen Absil	Parent Rep	Re-elected	Jun-22
Craig Wells	Proprietor's Rep	Appointed	Jun-22
Stewart Otene	Parent Rep	Re-elected	Jun-22
Dr Jim Schimanski	Proprietor's Rep	Appointed	Jun-22
Glenys Jakicevich	Proprietor's Rep	Appointed	Jun-22
Fr John Craddock	Proprietor's Rep	Appointed	Jun-22
Lynne Hansen	Parent Rep	Elected	Jun-22
Felicity McAulay	Staff Rep	Elected	Jun-22
John Coates	Parent Rep	Elected	Jun-22
Trinity Alp	Student Rep	Elected	Sep-20
Peter Butler	Parent Rep	Elected	Sep-19
Bailey Walker	Student Rep	Elected	Sep-19

Accountant / Service Provider:

The
SchoolOffice
all things financial for schools

Auditor:

Bennett & Associates Chartered Accountants

POMPALLIER CATHOLIC COLLEGE

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 21	Notes to the Financial Statements
	Other Information
22	Independent Auditor's Report
Appendix	Kiwisport Report
Appendix	Analysis of Variance

Pompallier Catholic College

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

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

Karen Absil.
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

20/6/2020.
Date:

RICHARD STANISL
Full Name of Principal

[Signature]
Signature of Principal

16/6/2020
Date:

Pompallier Catholic College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	4,788,045	4,620,949	4,415,695
Locally Raised Funds	3	673,189	382,671	703,257
Use of Land and Buildings Integrated		1,012,520	1,012,520	629,400
Interest income		24,171	14,000	22,855
International Students	4	320,548	257,654	190,088
		<u>6,818,473</u>	<u>6,287,794</u>	<u>5,961,295</u>
Expenses				
Locally Raised Funds	3	430,206	165,903	465,472
International Students	4	202,452	148,001	122,489
Learning Resources	5	4,202,547	4,158,575	3,739,873
Administration	6	264,752	295,841	265,461
Finance		4,880	-	3,660
Property	7	1,492,894	1,446,000	1,012,253
Depreciation	8	93,394	73,000	78,471
Loss on Disposal of Property, Plant and Equipment		2,285	-	864
		<u>6,693,410</u>	<u>6,287,320</u>	<u>5,688,543</u>
Net Surplus / (Deficit) for the year		125,063	474	272,752
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>125,063</u>	<u>474</u>	<u>272,752</u>

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



Pompallier Catholic College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>547,428</u>	<u>260,322</u>	<u>274,676</u>
Total comprehensive revenue and expense for the year		125,063	474	272,752
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		19,031	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	24	<u>691,522</u>	<u>260,796</u>	<u>547,428</u>
Retained Earnings		691,522	260,796	547,428
Reserves		-	-	-
Equity at 31 December		<u>691,522</u>	<u>260,796</u>	<u>547,428</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Pompallier Catholic College
Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	399,038	33,024	321,963
Accounts Receivable	10	306,220	318,794	318,794
GST Receivable		20,913	14,684	14,684
Prepayments		128,206	13,589	13,589
Inventories	11	160	292	292
Investments	12	509,717	605,855	605,855
		<u>1,364,254</u>	<u>986,238</u>	<u>1,275,177</u>
Current Liabilities				
Accounts Payable	14	382,862	304,706	304,706
Revenue Received in Advance	15	332,890	511,435	511,435
Provision for Cyclical Maintenance	16	15,111	36,472	36,472
Finance Lease Liability - Current Portion	17	19,946	18,369	18,369
Funds held in Trust	18	200,415	53,595	53,595
		<u>951,224</u>	<u>924,577</u>	<u>924,577</u>
Working Capital Surplus/(Deficit)		413,030	61,661	350,600
Non-current Assets				
Property, Plant and Equipment	13	370,991	301,655	299,348
		<u>370,991</u>	<u>301,655</u>	<u>299,348</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	66,346	95,871	95,871
Finance Lease Liability	17	26,153	6,649	6,649
		<u>92,499</u>	<u>102,520</u>	<u>102,520</u>
Net Assets		<u>691,522</u>	<u>260,796</u>	<u>547,428</u>
Equity	24	<u>691,522</u>	<u>260,796</u>	<u>547,428</u>

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



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

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		1,352,707	1,102,348	1,220,276
Locally Raised Funds		682,837	429,795	750,381
International Students		144,735	417,994	350,428
Goods and Services Tax (net)		(6,229)	(4,699)	(4,699)
Payments to Employees		(729,512)	(736,324)	(658,141)
Payments to Suppliers		(1,468,546)	(978,582)	(1,169,822)
Cyclical Maintenance Payments in the year		(33,000)	(31,527)	(16,000)
Interest Paid		(4,880)	-	(3,660)
Interest Received		23,215	10,530	19,385
Net cash from Operating Activities		(38,673)	209,535	488,148
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(864)
Purchase of PPE (and Intangibles)		(137,040)	(68,000)	(62,206)
Purchase of Investments		96,138	(268,230)	(268,230)
Net cash from Investing Activities		(40,902)	(336,230)	(331,300)
Cash flows from Financing Activities				
Furniture and Equipment Grant		19,031	-	
Finance Lease Payments		(9,201)	(24,428)	(33,386)
Funds Administered on Behalf of Third Parties		146,820	18,988	18,988
Net cash from Financing Activities		156,650	(5,440)	(14,398)
Net increase/(decrease) in cash and cash equivalents		77,075	(132,135)	142,450
Cash and cash equivalents at the beginning of the year	9	321,963	165,159	179,513
Cash and cash equivalents at the end of the year	9	399,038	33,024	321,963

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

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



Pompallier Catholic College

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

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 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of Plant and Equipment

The School reviews the estimated useful lives of Plant and Equipment at the end of each reporting date. The School believes that the estimated useful lives of the Plant and Equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the Plant and Equipment at reporting date. Plant and Equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are 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 Crown.

Other Grants

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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



d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

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

Prior Year Policy

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the Group at fair value plus transaction costs. At balance date the Group has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Consolidated 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 Group may incur on sale or other disposal.

k) 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.



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.

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 Plant and Equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

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

Depreciation

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	20 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

1) Impairment of plant and equipment and intangible assets

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

Non cash generating assets

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

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

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

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



m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

q) Provision for Cyclical Maintenance

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

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

r) Financial Assets and Liabilities

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

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

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



s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

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

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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



2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	1,137,236	1,049,615	1,055,314
Teachers' Salaries Grants	3,476,007	3,440,679	3,193,494
Resource Teachers Learning and Behaviour Grants	13,750	10,500	11,230
Other MoE Grants	113,375	66,155	110,897
Other Government Grants	47,677	54,000	44,760
	4,788,045	4,620,949	4,415,695

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	110,133	48,000	68,296
Activities	311,389	66,630	416,772
Activities - Overseas Trip	34,274		
Trading	80,256	96,150	86,766
Fundraising	10,741	25,000	1,250
Other Revenue	126,396	146,891	130,173
	673,189	382,671	703,257
Expenses			
Activities	292,859	68,630	377,759
Activities - Overseas Trip	34,539		
Trading	99,406	97,273	87,713
Fundraising (Costs of Raising Funds)	3,402	-	-
	430,206	165,903	465,472
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	242,983	216,768	237,785

Overseas Trip

Indonesia - The trip was fully funded by parents and fundraising with a total income of \$34274 and consisted of 9 students and 1 staff. The total expenses were \$34539 and contributed to educational achievement by allowing students to explore the unique Wallacea Region.



4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	23	20	15
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
International Student Fees	320,548	257,654	190,088
Expenses			
Commissions	36,550	29,850	23,442
Recruitment	2,634	13,000	19,937
International Student Levy	8,610	2,651	4,257
Employee Benefit - Salaries	45,653	102,500	44,396
Other Expenses	109,005	-	30,457
	202,452	148,001	122,489
<i>Surplus/ (Deficit) for the year International Students'</i>	118,096	109,653	67,599

5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	268,035	296,828	236,942
Equipment Repairs	402	6,900	1,908
Information and Communication Technology	7,998	15,560	9,150
Extra-Curricular Activities	45,360	45,500	45,859
Library Resources	3,441	7,750	2,381
Employee Benefits - Salaries	3,859,409	3,775,237	3,435,055
Staff Development	17,902	10,800	8,578
	4,202,547	4,158,575	3,739,873

6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	6,600	6,350	6,420
Board of Trustees Fees	5,580	8,100	5,470
Board of Trustees Expenses	19,157	6,000	3,040
Communication	10,351	11,600	11,685
Consumables	(12,940)	8,410	(6,526)
Operating Lease	(2,431)	10,235	12,917
Other	12,715	22,830	13,229
Employee Benefits - Salaries	209,638	203,466	202,748
Insurance	7,987	7,500	7,633
Service Providers, Contractors and Consultancy	8,095	11,350	8,845
	264,752	295,841	265,461



7. Property

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	121,526	118,340	113,776
Consultancy and Contract Services	578	900	815
Cyclical Maintenance Provision	(17,886)	30,000	14,473
Grounds	41,014	39,000	19,857
Heat, Light and Water	61,821	54,100	49,491
Repairs and Maintenance	161,260	87,790	77,531
Use of Land and Buildings	1,012,520	1,012,520	629,400
Security	20,254	15,000	20,921
Employee Benefits - Salaries	91,807	88,350	85,989
	<u>1,492,894</u>	<u>1,446,000</u>	<u>1,012,253</u>

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

8. Depreciation

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Electronic Equipment	24,819	22,000	23,152
Furniture and Fittings	12,633	12,000	12,072
Leased Assets	22,707	10,000	11,854
Library Resources	4,329	4,500	4,621
Motor Vehicles	11,787	12,000	13,332
Other Equipment	7,205	2,500	2,547
Plant & Equipment	6,970	7,000	7,304
Sports Equipment	1,796	2,000	2,336
Textbooks	1,148	1,000	1,253
	<u>93,394</u>	<u>73,000</u>	<u>78,471</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Current Account	399,036	(70,360)	218,577
Bank Call Account	2	-	2
Short-term Bank Deposits with a Maturity of Three Months or Less	-	103,384	103,384
Cash and cash equivalents for Cash Flow Statement	<u>399,038</u>	<u>33,024</u>	<u>321,963</u>

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



10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	3,594	15,974	15,974
Interest Receivable	5,530	4,574	4,574
Banking Staffing Underuse	35,328	75,997	75,997
Teacher Salaries Grant Receivable	261,768	222,249	222,249
	<u>306,220</u>	<u>318,794</u>	<u>318,794</u>
Receivables from Exchange Transactions	9,124	20,548	20,548
Receivables from Non-Exchange Transactions	297,096	298,246	298,246
	<u>306,220</u>	<u>318,794</u>	<u>318,794</u>

11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	160	292	292
	<u>160</u>	<u>292</u>	<u>292</u>

12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	509,717	605,855	605,855
Total Investments	<u>509,717</u>	<u>605,855</u>	<u>605,855</u>

13. Property, Plant and Equipment

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Electronic Equipment	57,709	39,121	-	-	(24,819)	72,011
Furniture and Fittings	119,129	40,410	-	-	(12,633)	146,906
Leased Assets	16,239	51,261	-	-	(22,707)	44,793
Library Resources	32,350	4,567	(2,285)	-	(4,329)	30,303
Motor Vehicles	39,116	-	-	-	(11,787)	27,329
Other Equipment	8,516	22,908	-	-	(7,205)	24,219
Plant & Equipment	21,858	9,055	-	-	(6,970)	23,943
Sports Equipment	3,283	-	-	-	(1,796)	1,487
Textbooks	1,148	-	-	-	(1,148)	-
Balance at 31 December 2019	<u>299,348</u>	<u>167,322</u>	<u>(2,285)</u>	<u>-</u>	<u>(93,394)</u>	<u>370,991</u>

The net carrying value of equipment held under a finance lease is \$44,793 (2018: \$16,239)

The net carrying value of motor vehicles held under a finance lease is \$nil (2018: \$32,339)



	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Electronic Equipment	269,187	(197,176)	72,011
Furniture and Fittings	336,167	(189,261)	146,906
Leased Assets	72,564	(27,771)	44,793
Library Resources	106,837	(76,534)	30,303
Motor Vehicles	65,887	(38,558)	27,329
Other Equipment	36,705	(12,486)	24,219
Plant & Equipment	122,531	(98,588)	23,943
Sports Equipment	13,333	(11,846)	1,487
Textbooks	14,571	(14,571)	-

Balance at 31 December 2019 1,037,782 (666,791) 370,991

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Electronic Equipment	53,205	27,656	-	-	(23,152)	57,709
Furniture and Fittings	111,040	20,161	-	-	(12,072)	119,129
Leased Assets	19,136	8,957	-	-	(11,854)	16,239
Library Resources	31,028	6,446	(503)	-	(4,621)	32,350
Motor Vehicles	52,448	-	-	-	(13,332)	39,116
Other Equipment	6,807	4,256	-	-	(2,547)	8,516
Plant & Equipment	27,319	2,204	(361)	-	(7,304)	21,858
Sports Equipment	3,271	2,348	-	-	(2,336)	3,283
Textbooks	2,401	-	-	-	(1,253)	1,148

Balance at 31 December 2018 306,655 72,028 (864) - (78,471) 299,348

The net carrying value of equipment held under a finance lease is \$16,239 (2017: \$19,136)

The net carrying value of motor vehicles held under a finance lease is \$32,339 (2017: \$42,041)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Electronic Equipment	230,066	(172,357)	57,709
Furniture and Fittings	295,757	(176,628)	119,129
Leased Assets	42,282	(26,043)	16,239
Library Resources	110,042	(77,692)	32,350
Motor Vehicles	65,887	(26,771)	39,116
Other Equipment	13,797	(5,281)	8,516
Plant & Equipment	114,975	(93,117)	21,858
Sports Equipment	13,333	(10,050)	3,283
Textbooks	14,571	(13,423)	1,148

Balance at 31 December 2018 900,710 (601,362) 299,348



14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	89,478	51,944	51,944
Accruals	7,590	7,475	7,475
Employee Entitlements - Salaries	269,750	226,187	226,187
Employee Entitlements - Leave Accrual	16,044	19,100	19,100
	<u>382,862</u>	<u>304,706</u>	<u>304,706</u>
Payables for Exchange Transactions	382,862	304,706	304,706
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>382,862</u>	<u>304,706</u>	<u>304,706</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	303,635	479,448	479,448
Other	29,255	31,987	31,987
	<u>332,890</u>	<u>511,435</u>	<u>511,435</u>

16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	132,343	132,343	133,870
Increase/ (decrease) to the Provision During the Year	(36,886)	30,000	14,473
Use of the Provision During the Year	(14,000)	(30,000)	(16,000)
Provision at the End of the Year	<u>81,457</u>	<u>132,343</u>	<u>132,343</u>
Cyclical Maintenance - Current	15,111	36,472	36,472
Cyclical Maintenance - Term	66,346	95,871	95,871
	<u>81,457</u>	<u>132,343</u>	<u>132,343</u>



17. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	19,946	18,369	18,369
No Later than One Year - Interest	3,288	1,225	1,225
Later than One Year and no Later than Five Years	26,153	6,649	6,649
Later than One Year and no Later than Five Years - Interest	1,835	501	501
	51,222	26,744	26,744

18. Funds held in Trust

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	200,415	53,595	53,595
	200,415	53,595	53,595

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

19. Related Party Transactions

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

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

The Proprietor of the School (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".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$428,302 (2018: \$412,061). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$21,184 (2018: \$12,145).



20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	5,580	5,470
Full-time equivalent members	0.47	0.14
<i>Leadership Team</i>		
Remuneration	558,517	434,446
Full-time equivalent members	4.80	4.00
Total key management personnel remuneration	564,097	439,916
Total full-time equivalent personnel	5.27	4.14

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
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	2019 FTE Number	2018 FTE Number
100 - 110	4.00	1.00
	4.00	1.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	\$0	\$0
Number of People	Nil	Nil



22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2018:nil)

(b) Operating Commitments

As at 31 December 2019 the Board has no operating commitments.

24. Managing Capital

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

25. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	399,038	33,024	321,963
Receivables	306,220	318,794	318,794
Investments - Term Deposits	509,717	605,855	605,855
Total Financial assets measured at amortised cost	<u>1,214,975</u>	<u>957,673</u>	<u>1,246,612</u>

Financial liabilities measured at amortised cost

Payables	382,862	304,706	304,706
Finance Leases	46,099	25,018	25,018
Total Financial Liabilities Measured at Amortised Cost	<u>428,961</u>	<u>329,724</u>	<u>329,724</u>



26. Events After Balance Date

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

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

At this time the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

(a) A reduction in locally raised funds revenue because the schools ability to undertake fund raising events in the community and/or collect donations or other contributions from parents, may be compromised. Costs already incurred arranging future events may not be recoverable.

(b) A reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities, including the potential loss of current and prospective students due to the disruption and/or pressures created by COVID-19.

27. Comparatives

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

28. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 9 Investments:

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

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

29. Failure to comply with section 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
POMPALLIER CATHOLIC COLLEGE'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

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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 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 22 June 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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



Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the 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.

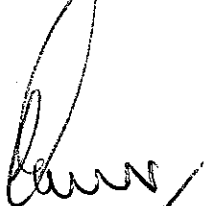
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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
Te Kāreti Katorika o Pomapārie

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**Strategic and Annual Plan for
Pompallier Catholic College**

2019 - 2021

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

BOT Approved: 9th April, 2019.

Pompallier Catholic College 2019 - 21

Strategic Intentions

School Motto	<i>Diligere Verum Love the Truth Arohatia te Whakapono</i>
Vision	Pompallier Catholic College is a Catholic community with a Marist charism that challenges all students to excel in their endeavours. We promote Christian values, excellence in learning and quality relationships to enable students to be outstanding citizens. Our College shall be a place where all "...encounter the living God who in Jesus Christ reveals his transforming love and truth".+
Values	At Pompallier Catholic College we are people of hope, striving to be the person God calls us to be, facing challenges while maintaining the mana of all. Our values reflect Marist community values: <ul style="list-style-type: none"> - inquiry by thinking critically, creatively and reflectively - equity, justice and respect for all people, and the environment - compassion, and <i>aroha</i> in all our relationships
Principles	At Pompallier Catholic College our decision making, pedagogy and relationships will be directed by the Gospel virtues and the Catholic Social Justice Principles of: Human Dignity, Common Good, Solidarity, Preferential Option for the Poor, Stewardship, Participation, Subsidiarity.
Māori Dimensions and Cultural Diversity	In our commitment to the Treaty of Waitangi, we acknowledge that this country was established as a bicultural state and that the Treaty is a living covenant, and a taonga (sacred treasure), thereby affirming our commitment to bicultural relationships within Pompallier Catholic College and to being respectful of all other cultures in our College community.

Baseline Data and/or School Context to consider.

Catholic Character	Student and Parents surveys' outcomes. Preference criteria classifications.																																		
Students' Learning	Use asttle, NCEA, to aid decision making. Academic Outcomes																																		
Student Engagement	As measured by retention, stand downs, suspensions and exclusion rates, indicates no concerns. Student Engagement																																		
School Organisation and Structures	<p>Impacting upon decision making:</p> <ol style="list-style-type: none"> 1) The Building development plan moves all classes into a smaller site footprint. Year 7/8 classes no longer in a separate area of the school. 2) NCEA review due early 2019. 3) SMT changes with DP, AP. 4) Roll growth requiring change in number of classes at Year 7/8, Year 10. 5) Canteen upgrade. 6) Parental invoicing alignment with MOE regulations. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Roll 2019</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> <th>Year 12</th> <th>Year 13</th> <th>TTL</th> </tr> </thead> <tbody> <tr> <td>NZ</td> <td align="center">75</td> <td align="center">85</td> <td align="center">83</td> <td align="center">79</td> <td align="center">84</td> <td align="center">68</td> <td align="center">57</td> <td align="center">531</td> </tr> <tr> <td>International</td> <td align="center">2</td> <td></td> <td></td> <td align="center">4</td> <td align="center">7</td> <td align="center">8</td> <td align="center">5</td> <td align="center">26</td> </tr> </tbody> </table>								Roll 2019	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TTL	NZ	75	85	83	79	84	68	57	531	International	2			4	7	8	5	26
Roll 2019	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TTL																											
NZ	75	85	83	79	84	68	57	531																											
International	2			4	7	8	5	26																											

Review of Charter and Consultation	BOT review in November and March each year. Consultation with staff via staff meetings. Draft emailed to parents for feedback.
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Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019 - 2021
Catholic Character	<p>Pompallier Catholic College is a Catholic community with a Marist charism where students encounter the living God. An on-going encounter with Christ leads them to a desire for further knowledge and to give Christian witness.</p> <p>Undertake an annual review of Special Character in accordance with the Catholic Special Character Review for Development.</p>	<p>By encouraging and facilitating the development of a personal relationship with Jesus Christ via the sacraments, prayer, retreats, service and the Religious Education program.</p> <p>By assisting the community to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church via communication with whānau and our parish connections.</p> <p>By providing a hope-filled Christian witness which empowers its community members to integrate their faith and their life.</p> <p>2019: Review of: “How is the Catholic worldview integrated into the daily practices of the school and into all curriculum areas?” Dimension 2: Te Whakatu ma te matauranga Growth in Knowledge. #3) Catholic Curriculum</p> <ul style="list-style-type: none"> • Annual Proprietors Special Character review. • HOL reporting to BOT. • Special Character statement heading all BOT policies. • Curriculum documents incorporating principles of social justice.

	<p>Our students are well rounded, outstanding citizens confident to participate and contribute fully to their God given abilities.</p>	<ul style="list-style-type: none"> • Promotion of social justice principles via assemblies and in-class RST teaching. • The provision of a sexuality programme aligned with Catholic teaching. <p>2020: Review of: “How does the school, as an authentic Catholic community, demonstrate a strong commitment to the principles of Te Tiriti o Waitangi/The Treaty of Waitangi, reflecting the commitment of the Aotearoa New Zealand Catholic Church to bicultural partnership?” Dimension 3: Te Whakaatu Karaitiana Christian Witness. #4) Te Tiriti o Waitangi</p> <p>2021: Review of: “How does faith-based leadership effectively shape the school’s vision and direction, so as to ensure a genuine and ongoing encounter with Christ?” Dimension 1: Te Tutaki ki a te Karaiti Encounter with Christ. #3) Faith-based Leadership</p> <p>Students learning integrates principles of Catholic Social Justice.</p> <p>Students have opportunities to be engaged in social justice activities.</p>
<p>Students’ Learning</p>	<p>All students achieve success through the Pompallier Catholic College Curriculum.</p> <p>No student leaves education without a minimum of NCEA L2</p>	<p>By developing and implement teaching and learning strategies to address the needs of all students.</p> <p>By ensuring that the College has a teaching and learning programmes to provide all students in Years 7–10 with opportunities to progress and achieve for success in all areas of the National Curriculum.</p> <p>Through the analysis of good quality assessment information, evaluate the progress and achievement of students, giving priority first to student progress and achievement in literacy and numeracy in Years 7/8; and then to: breadth and depth</p>

		<p>of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the National Curriculum.</p> <p>To introduce the digital technologies curriculum for Years 7-10 by the end of 2019.</p> <p>Provision of learning via the principles associated with STEAM.*</p> <p>Through the enrolment of students in NorthTec trade academies.</p>
Student Engagement	Through the analysis of information, identify students and groups of students who are not progressing and/or achieving and those who are at risk of not progressing and/or achieving.	<p>By providing appropriate career education and guidance for all students with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.</p> <p>By the employment of a Family Worker to provide support and guidance for families in our College community.</p>
School Organisation and Structures	Provide a safe physical and emotional environment for students and staff to further the desired educational outcomes of the College.	<p>By promoting healthy food and nutrition for all students and staff.</p> <p>By providing counselling support for staff and students.</p> <p>By being a school that operates by restorative practices.</p> <p>To comply with any legislation currently in force or that may be developed to ensure the safety of students and employees.</p>
Personnel	Develop and implement personnel and industrial policies which promote high levels of staff performance and satisfaction.	<p>To be a good employer as defined in the State Sector Act 1988.</p> <p>To comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.</p> <p>By the suitable training and remuneration of support staff.</p>

	Professional Development of the SMT.	<p>To enable the long-term support and promotion of Special Character via tagged teachers.</p> <p>By the employment and development of staff to support the Special Character of the College.</p> <p>By regular reflection and learning opportunities for the SMT.</p>
Property	Provide a safe, healthy learning environment for students and staff.	<p>In conjunction with the Auckland Catholic Property department, apply a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.</p> <p>In conjunction with the Auckland Catholic Property Office, provide sufficient teaching space for students and ensure buildings are fit for purpose.</p> <p>By complying with the negotiated conditions of any current and capital asset agreement.</p>
Finance	Financial resources shall be managed in a fiscally responsible manner.	<p>The provision of annual reports and monthly financial reports.</p> <p>The alignment of income and expenditure with budget.</p> <p>By maintaining staffing at financially viable and approved levels.</p>

Annual School Improvement Plan – SUMMARY

Domain	Annual Goal	Target	Short Report
Catholic Character	<p>1) Catholic Curriculum</p> <p>Catholic worldview integrated into the daily practices of the school and into all curriculum areas.</p>	<p>Integration of Catholic Social Justice principles into curriculum areas and college practices/policies by end of 2019.</p> <p>A comprehensive Sexuality program be developed for all Year levels via consultation with students and family by the end of Term 2, 2019.</p>	<p>CB to the BOT in T3. Completed</p> <p>PK and DN to the BOT in T3. Completed</p>
Students' Learning	<p>Ensure on-going high levels of student success in NCEA.</p>	<p>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.</p> <p>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.</p>	<p>Report provided in Feb 2020.</p>

	<p>No student leaves education without NCEA Level 2.</p> <p>Digital Technologies Curriculum Introduction of Digital Technologies Curriculum.</p> <p>To investigate the possibility of offering learning via the learning and teaching principles of STEAM commencing 2020.*</p> <p>NorthTec Trade Academies.</p>	<p>All students attain Level 2 NCEA or move to further education that enables such an outcome.</p> <p>A strategy is devised for the implementation of the digital curriculum for Year's 7-10 in 2020.</p> <p>An investigation identifies:</p> <ul style="list-style-type: none"> • Possible projects • Targeted students • Staffing requirements • A strategy for implementation <p>To enable selected students in Year 12 and Year 13 to enrol in Trade Academies.</p>	<p>Professional Learning Group</p> <p>Guidance Counsellor and Deans Years: 11, 12</p>
Student Engagement	<p>Specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.</p>	<p>Develop procedures for record keeping and data analysis on KAMAR.</p> <p>Identification of at risk students and the development of Individual Education Programmes (IEP'S).</p>	<p>HU to BOT in T2 Completed</p> <p>HU to BOT in T2 Completed</p>
School Organisation and Structures	<p>Review current structure and organisation for Years 7-10 to discern whether educational</p>	<p>Set up terms of reference for a review Reporting date T3 in 2019.</p>	<p>RS and FT: BOT report in T3</p>

	outcomes can be enhanced via other approaches.	Protocol/procedures be discerned and communicated to staff.	
Personnel	<p>To enable the long-term support and promotion of Special Character via tagged teachers.</p> <p>Develop and promote a school culture that supports high levels of staff work-place satisfaction.</p> <p>Professional development addressing a range of educational issues and needs.</p>	<p>Development of existing Catholic staff</p> <ul style="list-style-type: none"> • Retreats • Professional development <p>Surveys indicate high levels of staff work-place satisfaction.</p> <p>TOD's relating to career education and digital technology.</p>	<p>On-going reporting by RS.</p> <p>Completed</p> <p>Completed</p>
Property	<p>All property shall be water tight.</p> <p>Sufficient teaching space shall be available for students.</p> <p>To have on-going dialogue with the Auckland Catholic Property Office.</p> <p>To have an accurate site plan for the College identifying integrated and non-integrated property which is shared with MOE, Property Office, the College BOT.</p>	<p>Refurbishment of Canteen.</p> <p>Replace the roof on College Chapel.</p> <p>Refurbishment of room 24/25 interior.</p> <p>On-going property work in consultation with the Catholic Property Office.</p> <p>Installation of LED lighting.</p> <p>Painting of swimming pool.</p>	<p>On-going reporting by RS.</p> <p>Completed</p> <p>Completed</p> <p>On –going</p> <p>Set for 2020</p> <p>Completed</p>

Finance	Financial resources shall be managed in a fiscally responsible manner.	Alignment of Invoicing with MOE regulations. Ensure donation claims align with IRD regulations.	Finance sub-committee reporting.
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2019 Improvement Plan # 1 Domain: Students' Learning.

Strategic Goal: No student leaves education without NCEA L2

Annual Goal: Improve individualised goal setting and planning via the Whānāu teacher.

Baseline data and Annual Target: *Where do we want to be at the end of 2019? The focus is on student outcomes.*

School leavers with Level 2	2014	2015	2016	2017	2018	2019 target
% with Level 2	87	93	96	93	94	100%
(No. students without NCEA L2)	(11)	(9)	(3)	(5)	(5)	

Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
	<i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>		<i>What will we see that has changed in learner/teacher/leader behaviours? When will we see it?</i>
	Whānāu support staff will have discerned an appropriate recording format that enables on-going conversations with students in whānāu groups.	CB and Deans	By the end of T1, leaders will have in place an agreed format for the collation of data.

	Must be recorded in KAMAR and available on portal. Shared with Deans, Guidance Counsellor.		
	Have notes for all senior students in the whānāu.	CB/HU	By the end of T1, teachers will be made familiar with the template and begin to collect information.
	Senior students will have had a discussion with parents and whānāu teacher re; future aspirations.	Whānāu teachers	By the end of T2, senior students will have engaged in a reflective process re; aspirations and target setting for future.

Monitoring

How are we going – check student outcomes every term

Auditing via viewing details on KAMAR.

Where are the gaps? What needs to change if this is not working?

Engaging all staff in setting higher expectations.

May 2019

A template has been installed on Kamar for teachers to record student information.

Mrs Chabera has planned a programme for extended whanau that will help teachers in their recording of information

June 2019

Extended whanau programme is operating. A random survey did not show any student having an interview recorded by a teacher.

October

Data is present for about 40% of students in Yr 9-11.

December

Limited engagement with process from students and staff. We are now moving to use [Career Central](#). This should provide us with a more interactive approach that engages with family, whanua teacher and student. At present 128 schools are using the programme and it is endorsed by CATE (Career and Transition Education Association) to help streamline practices and create a uniform foundation for all Careers data to be stored and used by Careers advisers and also teachers and Senior Management. Further consideration needs to be given to the sharing of information between KAMAR (the College's system) and Career Central to address privacy issues.

Resourcing

How much money and time is needed? Who will help us?

Use extended whānāu time on Tuesdays.

Subscription cost of \$1.00 per student for accessing the Career Central

2019 Improvement Plan # 2 Domain: All Learning Areas/Department/Faculty/Syndicate

School Annual Learning Goal

Digital Technologies Curriculum (Years 7-10) devised with a focus upon:

- a) Computational thinking for digital technologies
- b) Designing and developing digital outcomes

[Digital Curriculum](#)

See base of page for further information

School Annual Learning Target *Where do we want to be at the end of 2019?*

Introduction of the digital curriculum for Years 7-10.

Baseline data and Target (Dept. or Syndicate etc)

What measurable outcome does this Dept. want to achieve at the end of 2019?

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher behaviours? When will we see it?</i>
	By the end of T1, leaders will have identified a strategy for the consideration of the BOT and Staff.	AU/CL	Conversation identifying the required/desired change that needs to be made.

	By the end of T1 teachers will be notified about possible changes for 2020		Teacher feedback re any impact upon their learning area.
			By the end of T2 learners will have an awareness of the changes in teaching/learning for 2020.

Monitoring

How are we going? Where are the gaps? What needs to change?

May 2019

HOL meetings have identified a desire to offer the computational thinking as a stand-alone program involving coding such as “Scratch”

Designing and developing digital outcomes will be integrated via specific subjects. Now need to identify some activities for each year level that might be addressed by a range of digital applications and look for how they might sit within a learning area. This will be addressed via curriculum review meeting commencing June

School has received a grant from Pub Charity for 15 Chromebooks which will be added to the Library Pods for student use.

Considering using Year 7/8 ICT option as means to provide computational thinking but where would we run our Digital safety course for junior students?

June 2019

Matter is being considered further at the curriculum review meetings. No change to the direction discerned in May

July 2019

Decision is to use 7/8 ICT option for computational thinking and to run the digital safety course in the extended whanau time on Tuesday for Yr 7/8. For Yr 9 and 10 a proposal is being formulated to phase out soft materials and introduce digital technologies.

October

As per July. Soft materials will still run for Yr 7/8 in 2020 but maybe phased out as part of a possible restructuring of Junior school and its curriculum. Within-school COL teachers have been engaged to produce a plan by December.

December

Report received inclusive of strategy for the introduction of the Digital Technologies Curriculum 2020.

See [Plan for Implementing the Digital Technologies](#)

Resourcing

How much money and time is needed? Who will help us?

Access is a challenge to some families re; purchase of suitable equipment within a BYOD environment.

The curriculum leaves no space for additional input unless we remove existing provisions.

2019 Improvement Plan # 3. Domain: All HOL's and SMT (All curriculum areas)

School Annual Learning Goal		School Annual Learning Target	
The integration of Social Justice Principles into curriculum areas and college practices/policies.		<p><i>Where do we want to be at the end of 2019?</i></p> <p>A coherent strategy being applied to raise students' awareness of Social Justice Practice principles and the application of such principles.</p> <p>Students and staff understanding of the principles.</p> <p>The principles being applied within the College community and via its engagement with the wider community.</p>	
Baseline data and Target (Dept. or Syndicate etc)			
<i>What measurable outcome does this Dept. want to achieve at the end of 2019?</i>			
Key Improvement Strategies			
<i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress
			<p><i>What will we see that has changed in learner/teacher behaviours?</i></p> <p><i>When will we see it?</i></p>
	By the end of T1, leaders will have made frequent reference to the 7 principles in staff prayer, assemblies, meetings and policy decisions.	RS	<p>All teachers will be familiar with the seven principles the College are using.</p> <p>Conversation will reference the principles re; decision making.</p>

	The linking of principles into curriculum areas is evidenced in documents.	CB	By the end of T1, teachers will have plans that explicitly link curriculum and some of the social justice principles.
	Promotion/teaching material linking principles to college practices such as Service Day and House Fundraising.	MG	Design of promotion material and/or strategy, T1. Material in place T2.
	Teaching of principles via RST classes.	DN	By the end of T1, learners will be familiar with the 7 principles and their general meaning via RST classes

Monitoring.

How are we going? Where are the gaps? What needs to change?

Review and alter the plan term-by-term to respond to changes.

May 2019

All year levels had a review lesson at the start of 2019 re the principles.

Yr 11 have an optional Achievement Standard focusing on social justice principles relating to conscience and morality.

Yr 12 have an Achievement Standard in Term 2 focusing on social justice principles.

Yr 13 have had the principles reinforced in Term 1 and is an essential aspect of Term 3 where students have an Achievement Standard on Ethics.

Junior Maths classes have commenced designing signs to portray the seven principles around the school.

June 2019

Students in Yr 12 are fundraising for Caritas and relating their activities to social justice principles.

July 2019

Maths classes have drafted a series of posters portraying principles of social justice and are now converting these to a digital format.

October 2019

Presentation to the BOT has been made. Evidence of integration is present. Maths classes need to complete the posters.

December:

Integration of principles is on-going within the teaching areas of the College. 2019 report is available at [Integration of Social Justice Principles 2019](#)

Resourcing. TOD professional development from Caritas.

2019 Improvement Plan # 4. Domain Religious Education/Health

School Annual Learning Goal

A comprehensive Sexuality program be developed for all Year levels via consultation with students and family.

School Annual Learning Target

Where do we want to be at the end of 2019?

- 1) Staff are suitably trained.
- 2) A program for senior students is developed by the end of Term 2 2019.
- 3) A program for Year 7-10 is developed by the end of T2.
- 4) Community consultation in T3.
- 5) An approved program is delivered for senior students in Term 4 2019.

Baseline data and Target (Dept. or Syndicate etc)

What measurable outcome does this Dept. want to achieve at the end of 2019?

By the end of 2019 staff are trained to deliver a programme for Year 7 -13.

A programme has been developed with in consultation with community and students.

Programme enhances Catholic Character.

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

When	What	Who	Indicators of Progress
			<p><i>What will we see that has changed in learner/teacher behaviours?</i></p> <p><i>When will we see it?</i></p>

	Develop the syllabus in consultation with the BOT, staff, students and community.	DN, PK	Before the end of T2, leaders will have provided a syllabus for all levels for the College.
		RS, DN	By the end of T2, sufficient teachers will have been trained to deliver the programme.
		DN	By the end of T1, senior students will have provided feedback re; what they desire to have in the programme.

Monitoring

How are we going? Where are the gaps? What needs to change?

Review and alter the plan term-by-term to respond to changes.

May 2019

Syllabus for Yrs 7-10 is being developed by two staff members
Syllabus for senior school is being developed by a staff member.

June 2019

Draft syllabus for Yr 7-10 is completed.
Syllabus for senior school is being developed. Resources have been gathered from Catholic schools. Student input provided.

July 2019

Draft of syllabus is available for consideration by BOT at its August meeting. Eight staff have completed training (4 days) of the sexuality course, *Having life to the Full*.

October 2019

Draft syllabus was shared with parents and a survey undertaken. Parental feedback was largely positive. Post survey a Community consultation evening was held. About 20 people attended and the syllabus was further adjusted.
Provision of programme for senior students commenced in Term 4.

December

Syllabus has been completed and implemented for senior students in T4 2019
Junior school provision will commence in 2020.
Syllabus will be reviewed in 2020 via staff and student feedback.
Syllabus documents can be viewed at: [Health and Sexuality Syllabus reports](#)

Resourcing

PD budget for training of staff.

PD budget was adequate to cover associated costs for relief staffing and course costs.

2019 Improvement Plan for Introduction of STEAM # 5. /Department/Faculty/Syndicate			
School Annual Learning Goal		School Annual Learning Target	
To enable the inclusion of the STEAM concept within the Year 7-10 curriculum in the 2020 school year.		<i>Where do we want to be at the end of 2019?</i> For students in Year's 7 -10 to have ready in 2020 a project based STEAM activity that incorporates: inquiry learning, critical thinking, dialogue with partners and based upon a real-life situation/problem/issue.	
Baseline data and Target (Professional Learning Group)			
<i>What measurable outcome does this group want to achieve at the end of 2019?</i>			
An investigation identifies:			
<ul style="list-style-type: none"> • Possible projects • Targeted students • Staffing requirements • A strategy for implementation 			
Key Improvement Strategies			
<i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress
			<i>What will we see that has changed in learner/teacher behaviours?</i> <i>When will we see it?</i>
			By the end of T1, leaders will have identified personnel and a procedure for the investigation.

			By the end of T1, teachers will be aware of the principles underlying the STEAM approach
			By the end of T3, learners will have provided feedback to the report authors re areas of interest and suggested delivery processes.
<p>Monitoring</p> <p><i>Review and alter the plan term-by-term to respond to changes.</i></p> <p>May</p> <p>Staff are planning to have a day devoted to STEAM related principles for Yr 9 at the end of 2019. The lead principals of our CoL are investigating a process and resources to support STEAM via a connection with Northpower.</p> <p>June 2019</p> <p>Looking at possible connections between STEAM projects and digital technology programmes in Yr 7/8 for 2020.</p> <p>Will offer a STEAM day for all of Year 9 end of 2019 and consideration been given to including Yr 7.</p> <p>July</p> <p>Nothing further.</p> <p>October</p> <p>A within-school COL position for STEAM has been allocated and an investigation report is due early December. The report is considering the establishment of a room orientated for STEAM activities and located in proximity to the technology rooms.</p> <p>December</p> <p>Report has been completed. Key points are:</p> <ol style="list-style-type: none"> 1) The implementation of STEAM at Pompallier will involve a cross-curricular team from all of the disciplines required to formulate the key strategies as discussed below, in collaboration with the kāhui ako. 			

The members of the team have been confirmed as Sara Byrne, (Technology), Hugh McDonald (Art and Technology), Hayley Beaumont (Science), Felicity McCauley (Maths), and Adam Thornton (Arts).

The team will meet regularly (at least twice a term when the PLG meetings take place) to manage the implementation and ensure involvement in decision making from the key departments.

2) The introduction of STEAM requires an intentional connection between curriculum objectives, assessments, and lesson design/implementation. Lots of factors must be considered, including:

- collaborative planning, involving the STEAM team initially
- adjusting timetables to accommodate a new way of teaching and learning
- STEAM mapping for the curriculum and assessment design process
- professional development for all staff in STEAM practices and principles

3) Success of STEAM at schools depends on ongoing and regular PLD for staff. The programme at our College will also need to be done in collaboration with the broader kāhui ako, although a number of possible PLD options for the future have been identified:

4) *Initial strategy for implementation*

An initial strategy targeted on a year group. The year 9 cohort is suggested and possibly one or two classes only, rather than the whole year group. Certain individuals/groups of disengaged/low engagement students to be targeted here.

5) A STEAM room should be set up as a workshop for STEAM activities.

6) *Partnerships with Local Businesses*

The STEAM program can be strengthened with links with local businesses. They may be able to donate usable equipment they are replacing, as well as share expertise. A visit to STEAM-related businesses and organisations could provide our students with industry insights, as well as possible contacts for help with projects. Connections made could even lead to careers post-school. The same is also true of partnerships with local education organisations such as Kiwi North and Makerspace at Forum North.

A list of local businesses has been identified as potential partners.

7) *Assessment*

Key assessments should be in place to measure the success of STEAM when being introduced at our school. This certainly needs discussion with the “Across schools” team.

Full reports can be viewed at: [STEAM Implementation Strategy](#) and [Steam Projects Implementation](#)

Resourcing: addressed in report

Other 2019 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
3 roofs to be replaced. Canteen refurbishment up to enclosure readiness. Chapel Roof replaced. Two classrooms refurbished. Landscaping. Solar Energy.	Chapel Roof completed 2 classrooms finished Canteen serving area refurbishment completed end of T2. Concrete pads and picnic tables to be installed. Completed.	Revised form of invoicing parents. Monitor impact upon finances.	May 2019 Recoveries via donations for T1 activities is in region of 90%. Uncertain as to impact upon learning areas at this time. June 2019: Around 35% of budgeted donations to learning areas have been made so far December. The mean recovery for donations sought is 80% for the year.
Personnel	Short Report	Community Engagement	Short Report
Dress Code for 2020.	Improvement in staff presentation. Male staff wearing longs T2 and T3. Completed.	Health Curriculum. Preparation for 50 th .	Design of curriculum is continuing. Review completed. See details above. Suggested date: Queens birthday 2021 proposed date with three functions: Year group gatherings Saturday, Mass Sunday, Dinner Sunday night. Next step: steering committee.

+ Pope Benedict XVI, Address to Catholic Educators of the United States.

Notes.

* **STEAM** is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking associated with a real-life situation/problem/issue. The critical thinking is an important skill for students to live in the modern world. [STEAM Curriculum](#)