

# POMPALLIER CATHOLIC COLLEGE

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021



# POMPALLIER CATHOLIC COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### 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

Name	Position	How Position Gained	Term Expired/ Expires
Karen Absil	Presiding Member	Re-elected	Sep-22
Richard Stanton	Principal	ex Officio	
Bettina Reid	Parent Representative	Co-Opted	Sep-22
Dr Jim Schimanski	Proprietor's Representative	Appointed	Sep-22
Glenys Jakicevich	Proprietor's Representative	Appointed	Sep-22
Edwin Roberts	Proprietor's Representative	Appointed	Sep-22
Laura Kerrisk	Proprietor's Representative	Appointed	Sep-22
Lynne Hansen	Parent Representative	Elected	Sep-22
Felicity McAulay	Staff Representative	Elected	Sep-22
John Coates	Parent Representative	Elected	Sep-22
Miharo Armstrong	Parent Representative	Co-Opted	Sep-22
Dylan Hiini	Student Representative	Elected	Sep-22
Trinity Alp	Student Representative	Re-Elected	Sep-21
Craig Wells	Proprietor's Representative	Appointed	May-21
Bronwen Gilmour	Proprietor's Representative	Appointed	Mar-21
Fr John Craddock	Proprietor's Representative	Appointed	Sep-22

**Accountant / Service Provider:**

The  
**SchoolOffice**  
Accountants for schools

**Auditor:**

Bennett & Associates Chartered Accountants

# POMPALLIER CATHOLIC COLLEGE

Annual Report - For the year ended 31 December 2021

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**Pompallier Catholic College**

## Statement of Responsibility

For the year ended 31 December 2021

**POMPALLIER CATHOLIC COLLEGE**

**Te Kāreti Katorika o Pomapārie**

State Highway 14, Maunu 0179

PO Box 10-042, Te Mai 0143

Whangarei, New Zealand

Tel: 09 438 3950

www.pompalliercollege.school.nz

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Karen Absil.

Full Name of Presiding Member

Karen

Signature of Presiding Member

10<sup>th</sup> May 2022.

Date:

Richard Stanton

Full Name of Principal

[Signature]

Signature of Principal

10<sup>th</sup> May 2022.

Date:

# Pompallier Catholic College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	5,783,387	5,393,602	5,418,904
Locally Raised Funds	3	472,779	353,658	397,556
Use of Proprietor's Land and Buildings		701,425	701,425	1,012,520
Interest Income		8,687	18,000	19,963
Gain on Sale of Property, Plant and Equipment		696	-	826
International Students	4	40,598	33,347	196,167
		<u>7,007,572</u>	<u>6,500,032</u>	<u>7,045,936</u>
<b>Expenses</b>				
Locally Raised Funds	3	213,534	224,925	211,167
International Students	4	17,283	16,476	198,490
Learning Resources	5	4,963,739	4,708,769	4,538,592
Administration	6	270,642	289,305	293,368
Finance		2,872	3,300	4,084
Property	7	1,205,858	1,132,667	1,476,352
Depreciation	11	105,896	93,000	93,002
Loss on Disposal of Property, Plant and Equipment		1,431	-	1,218
		<u>6,781,255</u>	<u>6,468,442</u>	<u>6,816,273</u>
<b>Net Surplus / (Deficit) for the year</b>		226,317	31,590	229,663
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>226,317</u>	<u>31,590</u>	<u>229,663</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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		940,769	940,769	691,522
Total comprehensive revenue and expense for the year		226,317	31,590	229,663
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		22,025	-	19,584
<b>Equity at 31 December</b>		<b>1,189,111</b>	<b>972,359</b>	<b>940,769</b>

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 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	397,831	208,782	47,517
Accounts Receivable	9	398,446	383,508	383,508
GST Receivable		17,770	25,452	25,452
Prepayments		12,973	12,842	12,842
Investments	10	600,000	913,476	913,476
		1,427,020	1,544,060	1,382,795
<b>Current Liabilities</b>				
Accounts Payable	12	468,662	476,920	476,920
Revenue Received in Advance	13	95,330	59,777	59,777
Provision for Cyclical Maintenance	14	14,345	6,300	6,300
Finance Lease Liability	15	18,106	12,774	22,478
Funds held in Trust	16	100,879	185,853	185,853
		697,322	741,624	751,328
<b>Working Capital Surplus/(Deficit)</b>		729,698	802,436	631,467
<b>Non-current Assets</b>				
Investments	10	103,895	-	-
Property, Plant and Equipment	11	457,885	239,933	398,386
		561,780	239,933	398,386
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	91,619	68,830	75,130
Finance Lease Liability	15	10,748	1,180	13,954
		102,367	70,010	89,084
<b>Net Assets</b>		1,189,111	972,359	940,769
<b>Equity</b>		1,189,111	972,359	940,769

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 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,620,800	1,522,002	1,545,465
Locally Raised Funds		484,835	344,221	388,119
International Students		58,642	33,577	(73,603)
Goods and Services Tax (net)		7,682	(4,539)	(4,539)
Payments to Employees		(857,861)	(770,404)	(696,661)
Payments to Suppliers		(943,030)	(875,650)	(1,000,190)
Interest Paid		(2,872)	(3,300)	(4,084)
Interest Received		9,194	21,202	23,165
Net cash from/(to) Operating Activities		377,390	267,109	177,672
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	2
Purchase of Property Plant & Equipment (and Intangibles)		(149,256)	(68,804)	(107,426)
Purchase of Investments		-	-	(403,759)
Proceeds from Sale of Investments		209,581	-	-
Net cash from/(to) Investing Activities		60,325	(68,804)	(511,183)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		22,025	-	19,584
Finance Lease Payments		(24,452)	(22,478)	(23,032)
Funds Administered on Behalf of Third Parties		(84,974)	(14,562)	(14,562)
Net cash from/(to) Financing Activities		(87,401)	(37,040)	(18,010)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>350,314</b>	<b>161,265</b>	<b>(351,521)</b>
Cash and cash equivalents at the beginning of the year	8	47,517	47,517	399,038
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>397,831</b>	<b>208,782</b>	<b>47,517</b>

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 Statement of Cash Flows 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 2021

#### 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 and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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.

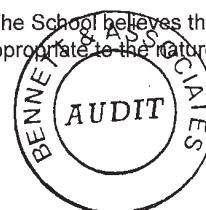
Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

###### *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 11.





### **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.

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

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

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

Donations, gifts and bequests are 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) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

#### **h) 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.

#### **i) 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.

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building	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	Term of Lease
Library resources	12.5% Diminishing value

#### **j) Impairment of property, plant, and equipment and intangible assets**

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

#### **Non cash generating assets**

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

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

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

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



**k) Accounts Payable**

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

**l) Employee Entitlements**

*Short-term employee entitlements*

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

**m) Revenue Received in Advance**

Revenue received in advance relates to fees received from international 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.

**n) 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.

**o) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

**p) Financial Instruments**

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' 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.

**q) 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 are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.



**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.

**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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,326,875	1,283,102	1,208,026
Teachers' Salaries Grants	4,167,708	3,880,000	3,872,746
Other MoE Grants	202,042	189,100	297,195
Other Government Grants	86,762	41,400	40,937
	<u>5,783,387</u>	<u>5,393,602</u>	<u>5,418,904</u>

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

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	94,318	73,000	105,427
Fees for Extra Curricular Activities	175,935	57,150	107,408
Trading	81,230	90,445	76,548
Fundraising & Community Grants	703	-	7,264
Other Revenue	120,593	133,063	100,909
	<u>472,779</u>	<u>353,658</u>	<u>397,556</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	119,402	130,407	117,936
Trading	93,815	94,518	92,680
Fundraising and Community Grant Costs	317	-	-
Other Locally Raised Funds Expenditure	-	-	551
	<u>213,534</u>	<u>224,925</u>	<u>211,167</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>259,245</u>	<u>128,733</u>	<u>186,389</u>

## 4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	3	3	12
<b>Revenue</b>			
International Student Fees	40,598	33,347	196,167
<b>Expenses</b>			
Student Recruitment	17	500	(702)
Employee Benefit - Salaries	9,145	6,000	39,902
Other Expenses	8,121	9,976	159,290
	<u>17,283</u>	<u>16,476</u>	<u>198,490</u>



Surplus/ (Deficit) for the year International Students

23,315	16,871	(2,323)
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5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	233,094	318,694	286,120
Equipment Repairs	3,314	6,900	2,607
Information and Communication Technology	11,407	18,770	15,139
Library Resources	4,433	7,750	3,325
Employee Benefits - Salaries	4,698,327	4,345,855	4,218,506
Staff Development	13,164	10,800	12,895
	4,963,739	4,708,769	4,538,592

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,100	6,500	6,700
Board Fees	5,520	7,000	5,355
Board Expenses	6,235	12,000	20,712
Communication	10,687	12,600	8,992
Consumables	(796)	(500)	(6,507)
Operating Lease	-	9,935	17
Other	12,472	15,420	11,646
Employee Benefits - Salaries	214,804	208,000	232,190
Insurance	5,940	7,000	6,968
Service Providers, Contractors and Consultancy	8,680	11,350	7,295
	270,642	289,305	293,368

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	137,233	140,653	134,467
Consultancy and Contract Services	319	1,600	955
Cyclical Maintenance Provision	24,534	10,000	13,973
Grounds	19,766	29,500	65,556
Heat, Light and Water	49,296	60,300	50,588
Repairs and Maintenance	136,374	75,350	96,386
Use of Land and Buildings	701,425	701,425	1,012,520
Security	23,466	18,000	17,808
Employee Benefits - Salaries	113,445	95,839	84,099
	1,205,858	1,132,667	1,476,352

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



## 8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	397,831	208,782	47,517
Cash and cash equivalents for Statement of Cash Flows	<u>397,831</u>	<u>208,782</u>	<u>47,517</u>

## 9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	15,141	1,288	1,288
Interest Receivable	1,821	2,328	2,328
Banking Staffing Underuse	30,900	44,421	44,421
Teacher Salaries Grant Receivable	350,584	335,471	335,471
	<u>398,446</u>	<u>383,508</u>	<u>383,508</u>
Receivables from Exchange Transactions	16,962	3,616	3,616
Receivables from Non-Exchange Transactions	381,484	379,892	379,892
	<u>398,446</u>	<u>383,508</u>	<u>383,508</u>

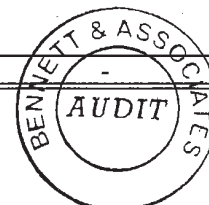
## 10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	600,000	913,476	913,476
Non-current Asset			
Long-term Bank Deposits	103,895	-	-
Total Investments	<u>703,895</u>	<u>913,476</u>	<u>913,476</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Electronic Equipment	72,174	59,643			(35,303)	96,514
Furniture and Fittings	183,641	68,969	(5)		(15,964)	236,641
Leased Assets	35,766	16,874			(23,898)	28,742
Library Resources	30,465	3,554	(1,426)		(4,074)	28,519
Motor Vehicles	17,252				(12,147)	5,105
Other Equipment	22,720	5,599			(7,811)	20,508
Plant & Equipment	35,351	7,227			(6,064)	36,514
Sports Equipment	1,017	4,960			(635)	5,342
Balance at 31 December 2021	<u>398,386</u>	<u>166,826</u>	<u>(1,431)</u>	<u>-</u>	<u>(105,896)</u>	<u>457,885</u>





The net carrying value of equipment held under a finance lease is \$28,742 (2020: \$35,766)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Electronic Equipment	354,721	(258,207)	96,514	295,078	(222,904)	72,174
Furniture and Fittings	455,081	(218,440)	236,641	386,348	(202,707)	183,641
Leased Assets	74,837	(46,095)	28,742	73,584	(37,818)	35,766
Library Resources	108,124	(79,605)	28,519	109,706	(79,241)	30,465
Motor Vehicles	60,735	(55,630)	5,105	60,735	(43,483)	17,252
Other Equipment	49,029	(28,521)	20,508	43,431	(20,711)	22,720
Plant & Equipment	142,869	(106,355)	36,514	140,262	(104,911)	35,351
Sports Equipment	18,293	(12,951)	5,342	13,333	(12,316)	1,017
Textbooks	14,571	(14,571)	-	14,571	(14,571)	-
<b>Balance at 31 December</b>	<b>1,278,260</b>	<b>(820,375)</b>	<b>457,885</b>	<b>1,137,048</b>	<b>(738,662)</b>	<b>398,386</b>

## 12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	70,445	104,428	104,428
Accruals	8,165	7,705	7,705
Employee Entitlements - Salaries	384,758	351,375	351,375
Employee Entitlements - Leave Accrual	5,294	13,412	13,412
	<u>468,662</u>	<u>476,920</u>	<u>476,920</u>
Payables for Exchange Transactions	468,662	476,920	476,920
	<u>468,662</u>	<u>476,920</u>	<u>476,920</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	8,400	8,400
International Student Fees in Advance	51,909	33,865	33,865
Other revenue in Advance	43,421	17,512	17,512
	<u>95,330</u>	<u>59,777</u>	<u>59,777</u>



**14. Provision for Cyclical Maintenance**

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	81,430	81,430	81,457
Increase/ (decrease) to the Provision During the Year	29,162	10,000	13,973
Use of the Provision During the Year	(4,628)	(16,300)	(14,000)
Provision at the End of the Year	<u>105,964</u>	<u>75,130</u>	<u>81,430</u>
Cyclical Maintenance - Current	14,345	6,300	6,300
Cyclical Maintenance - Term	91,619	68,830	75,130
	<u>105,964</u>	<u>75,130</u>	<u>81,430</u>

**15. Finance Lease Liability**

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	19,804	14,774	24,806
Later than One Year and no Later than Five Years	11,549	1,380	14,576
Future Finance Charges	(2,499)	(2,200)	(2,950)
	<u>28,854</u>	<u>13,954</u>	<u>36,432</u>
<b>Represented by</b>			
Finance lease liability - Current	18,106	12,774	22,478
Finance lease liability - Term	10,748	1,180	13,954
	<u>28,854</u>	<u>13,954</u>	<u>36,432</u>

**16. Funds held in Trust**

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	100,879	185,853	185,853
	<u>100,879</u>	<u>185,853</u>	<u>185,853</u>

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



## 17. 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 \$476,957 (2020: \$460,831). 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 \$6542, (2020: \$538).

## 18. Remuneration

### *Key management personnel compensation*

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	5,520	5,355
<i>Leadership Team</i> Remuneration Full-time equivalent members	634,110 5.00	615,229 5.00
Total key management personnel remuneration	639,630	620,584

There are 13 members of the Board excluding the Principal. The Board had held six full meetings of the Board in the year. The Board does not have separate Finance and Property meetings. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



*Principal*

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

	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
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:

<b>Remuneration</b>	<b>2021</b>	<b>2020</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
100 - 110	4.00	2.00
110 - 120	1.00	2.00
120 - 130	3.00	1.00
	<u>8.00</u>	<u>5.00</u>

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

#### **19. Compensation and Other Benefits Upon Leaving**

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

	<b>2021</b>	<b>2020</b>
	<b>Actual</b>	<b>Actual</b>
Total	\$0	\$12,000
Number of People	Nil	1

#### **20. Contingencies**

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

##### **Holidays Act Compliance – schools payroll**

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.



## 21. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2020: NIL)

### (b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) Cleaning contract commenced March 2020 for 36 months

	2021 Actual \$	2020 Actual \$
No later than One Year	120,652	120,652
Later than One Year and No Later than Five Years	20,109	140,761
	<u>140,761</u>	<u>261,413</u>

## 22. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	397,831	208,782	47,517
Receivables	398,446	383,508	383,508
Investments - Term Deposits	703,895	913,476	913,476
Total Financial assets measured at amortised cost	<u>1,500,172</u>	<u>1,505,766</u>	<u>1,344,501</u>

### Financial liabilities measured at amortised cost

Payables	468,662	476,920	476,920
Finance Leases	28,854	13,954	36,432
Total Financial Liabilities Measured at Amortised Cost	<u>497,516</u>	<u>490,874</u>	<u>513,352</u>

## 23. Events After Balance Date

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

## 24. Comparatives

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



## **25. COVID 19 Pandemic on going implications**

### **Impact of Covid-19**

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### **Impact on operations**

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will 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 ongoing impacts of the COVID-19 alert level changes.

### **Reduction in locally raised funds**

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

### **Increased Remote learning additional costs**

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

### **Reduction in International students**

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.



# **POMPALLIER CATHOLIC COLLEGE**

## **2021 Annual Report**

**SPORT CO-ORDINATOR**  
Julia Lecky

*“You don’t have to be great to start  
but  
You have to start to be great”*

## Annual Activities:

<b>Term 1   2 February – 16 April</b>	<b>Date / Place</b>	<b>Participants</b>
College Swimming Sports	12 February Pompallier	Whole school
NSS Equestrian Event	13 February Whangarei	3
NISS Rowing Event	13-15 March Waikato	2
NSSA Swim Championships	25 February Dargaville	6
NSS Surfing Champs	27 February Whangarei	2
Athletics Day	26 March Trigg Stadium	Whole school
NSS Athletics Track and Field Champs	11 March Kensington	5
WPSSA Year 7 & 8 Swim Champs	17 March Whangarei Intermediate	10
Futsal U19 Tournament	March (N/A)	
Futsal Mixed Tournament	March (N/A)	
NSS Equestrian Event	March	3
Northland Primary Swim Champs	31 <sup>st</sup> March - cancelled	
Clay Target Shooting	10 April	5

<b>Term 2   15 April – 3 July</b>	<b>Date / Place</b>	<b>Participants</b>
Clay Target Shooting	10 April – 2 June - Whangarei 12 May 2 June	5
School Cross Country	3 June Barge Park	171
7/8 Sports Exchange	17 June	4
NSS Cross Country	1 July	23
NSS Student helpers	1 July	13

### **Term 3 | 20 July – 25 September**

Clay Target Shooting	4 August Dargaville	5
Clay Target Shooting	28 August Whangarei	5
7/8 Huanui Hockey sports day	5 August Whangarei	10
NISS Hockey Mixed tournament	30 August – 3 Sep - cancelled	16
UNISS Netball Tournament	30 August – 3 Sep - cancelled	12
NISS Football Tournament	30 August – 3 September - cancelled	16
WPSSA Cross Country	1 September - cancelled	
AIMS Games (Year 7 & 8)	5 – 10 September - cancelled	10
NPS Cross Country - Marshalls	23 September Whangarei – cancelled	13



## **Term 4 | 12 October – 11 December**

NI & NZ Shooting Champs	2 – 3 October Whangarei (NZ champs) cancelled	2
ASB Sports Awards	Cancelled	
Year 7 & 8 Athletics Day	28 October, School	165
WPSSA Athletics Champs	Cancelled	

### **Ongoing Weekly Competitions:**

Netball	2 Collegiate Teams, 2 Year 7/8 Team
Hockey	2 Collegiate Teams, 2 Year 7/8 Teams
Basketball	2 Collegiate Teams, 1 Year 9/10 Team
Miniball	1 Year 7/8 Team
Football	1 Collegiate Boys Team, 1 year 7/8 Team
Futsal	1 year 9/10 Team

### **Events the Sport Co-ordinator attended:**

- NSS Track & Field held at Kensington Park
- NSS Cross Country at Barge Park
- WPSSA Cross Country - cancelled
- WPSSA Athletics
- Weekly team sports – Football, Netball, Hockey, Basketball and Futsal games.
- Monthly meetings with Netball and Hockey association.
- Monthly meetings with Sport Northland and Whangarei Primary Schools Sports Association

### **Student Officials were provided for the following events:**

- Netball Umpiring (weekly)
- NSS Cross Country
- WPSSA Cross Country (cancelled)
- WPSSA Athletics (cancelled)
- Hockey Umpiring (weekly)
- 7/8 sports Exchange with Bream Bay College
- Year 7/8 Huanui Sports day

## Administration Tasks:

- 2021 & 2022 programme planning.
- EOTC paperwork, permission slips and all related event information collated with Sport Northland
- Facilitate entries and issue uniform for individuals wishing to play sport, either in school competitions or National events.
- Communicate direct with families via email and/or telephone, to follow up on the events their child has entered or expressed interest in (returning of permission slips, transport etc).
- Fortnightly sports items / pictures / results for the College newsletter. Where appropriate, advertise events for outside groups/clubs.
- Organise annual College Sports events – Swimming, Athletics, Cross Country and Sports exchange.
- Organize trials with the coach for all sports codes at the beginning of the year.
- Organise Pompallier student qualifiers to attend the WPSSA Swimming and Athletics Championships as part of the "Zone" team. (Zone Team includes Pompallier, Tikipunga High School and Huanui College students).
- Allocating uniform, recording returns, and washing or mending gear, as required.
- Complete the annual Sport NZ Census report in November.
- Ensure Coach / Manager manuals are up-to-date with all relevant information.
- Ensure sports fees are paid by the end of the year (check each term).
- Organisation of volunteers for several events.
- Administration tasks required for AIMS Games Tournament – complete registrations, entries, communications to various sports codes entered, ensuring students / management / families have completed both College & AIMS Games organisation requirements, provide uniform and gear for competitors. **Event was cancelled in 2021, due to Covid.**
- Register ASB Sports Award nominations and associated administration tasks for finalists and winners.
- Check and maintain all school sports equipment outside for wear and tear, replace when required.

## Coaching and Training:

- Encourage students and/or parents/caregivers who are involved in sports, to attend Umpire training or Coaching courses, when they are offered by regional sports associations.
- By promoting these courses, it enables students to develop their own game understanding and skills.
- By fostering this development of our College community, we are able to provide trained Umpires/Referees for College exchanges, trials, games and tournaments.

## Communication and Relationships:

- Continuation of fortnightly newsletter items, daily notices and meetings with students.
- Attend weekly Ngā Whare ropu meetings, get to know the students and encourage them to participate in school activities.
- Events and opportunities are spoken about at College assemblies, by the Ngā Whare ropu leaders. We also acknowledge our students' achievements within and outside of the College.
- Communicate sport event dates with Senior Management and liaise regarding staff members needed for major school events such as Swimming, Athletics and Cross Country.
- Attend all required meetings for Sport Northland and Whangarei Primary School's Sports Association, having input into date preferences to ensure they are suitable with our College calendar.
- Communication throughout the year with all outside agencies / sports codes.
- Attend all Northland Hockey and Netball monthly meetings.
- Involved in consultation with Sport NZ regarding community recreation, with a school-wide survey completed at the end of Term 3.

## Sponsorship:

Funding applications are submitted by the Finance Manager, with the information required provided by the Sport Co-ordinator.

Applications submitted on behalf of the Sports Department this year were:

- **Pub Charity** – Funding for tournament, however, unfortunately these were cancelled due to Covid restrictions.
- New Volleyball uniforms.

## Overview:

This year our Census that was provided to Sport Northland, showed we had 148 students in Years 9 – 13, participate in sports. This equates to 34% of the roll. 65 females and 83 males.

We also had 4 staff members assist with Sport.

The Census does not count Year 7 & 8 students involved in sports teams, however they continue to be avid participants. Sports is growing in all year levels and we continue to experience large numbers in Volleyball, Basketball and Football. We rely on volunteer Coaches and Managers for all codes for our students to compete in a team environment. Unfortunately, this year we could not run a weekly Volley ball competition due to the lack of coaches support available. We are working on this for 2022.

There were also many of our students competing in various codes at representative level in Football, Hockey, Rowing, Netball, Surfing, Gymnastics, Clay Target Shooting, Swimming, Athletics and JiJit Su. These students work very hard at their chosen sport and represent Pompallier well within the community. We are very proud of them.

Some sport codes this year agreed due to Covid-19 and the interruptions this caused throughout the season, teams would compete in weekly game draws, with some codes not having play-offs for final placings. Because of the interrupted season, the general feeling was that it was more important to have students participate in their chosen sport. All tournaments were cancelled.

The Sports Department is grateful for the outstanding volunteers out in the community that offer their time to our students and College, however, it would be beneficial to the students and myself to have more staff involved next year. Our school role is growing and more help would be appreciated.

Next year we hope to be able to send teams to various tournaments around NZ, however, we do have to be flexible with everything Covid restrictions throw our way.

In addition, the sports department has upgraded the basketball hoops, is in the process of repainting the netball, tennis courts and basketball area. We have moved and replaced the old Volley ball net and posts. This makes it a much more user friendly space for our students. The courts and the volleyball field are used every day, interval, lunchtime, before and after school. We are pleased we have been able to upgrade this area to a good standard of use.

Lastly, I have enjoyed my busy role as acting sports coordinator, especially working with our students. We have some really talented athletes at our school who are very passionate about their sport. This is great to see.

**“You don’t have to be great to start, BUT you do have to start to be great”**

This Annual Report has been provided to the best of my knowledge and the records available. I am looking forward to continuing in the role in 2022.  
Thank you.

**Julia Lecky**  
**SPORT CO-ORDINATOR**

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF POMPALLIER CATHOLIC COLLEGE'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

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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 18, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 10 May 2022. This is the date at which our opinion is expressed.

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

### **Basis for our opinion**

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

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

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

### **Responsibilities of the Board for the financial statements**

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



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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 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**

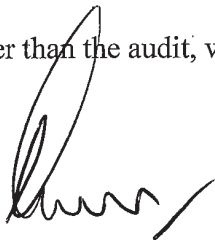
The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### **Independence**

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

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



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





**POMPALLIER CATHOLIC COLLEGE**  
**Te Kāreti Katorika o Pomapārie**

State Highway 14, Maunu 0179  
PO Box 10-042, Te Mai 0143  
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Tel: 09 438 3950  
[www.pompalliercollege.school.nz](http://www.pompalliercollege.school.nz)

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

**2021 - 2023**

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

**Process**

Presentation to BOT October 20<sup>th</sup>, Nov 17<sup>th</sup>, Feb 16<sup>th</sup> 2021,  
Staff presentation Jan 28<sup>th</sup> 2021  
Principal update 29<sup>th</sup> Nov/Jan 15<sup>th</sup> 2021/

**BOT Approval.** 16<sup>th</sup> Feb 2021

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## Pompallier Catholic College 2021 - 23 Strategic Intentions

<b>School Motto</b>	<i>Diligere Verum    Love the Truth    Arohatia te Whakapono</i>
<b>Vision</b>	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.”+
<b>Values</b>	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"> <li>- inquiry by thinking critically, creatively and reflectively</li> <li>- equity, justice and respect for all people, and the environment</li> <li>- compassion, and <i>aroha</i> in all our relationships</li> </ul>
<b>Principles</b>	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.
<b>Kaupapa Māori and Cultural Diversity</b>	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.

	<p>We embrace Te Ao Maori and Te Reo Maori in our lives as Catholics in Te Tai Tokerau.</p> <p>We look to Bishop Pompallier as a beacon of courage and commitment knowing that our journey was one that he himself embraced.</p>
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<b>Baseline Data and/or School Context to consider.</b>																												
<b>Catholic Character</b>	<p>Student and Parents surveys' outcomes. Preference criteria classifications.</p>																											
<b>Students' Learning</b>	<p>Use asttle, PAT, Deans meetings, NCEA, to aid decision making. <a href="#">Academic Outcomes</a></p>																											
<b>Student Engagement</b>	<p>As measured by retention, stand downs, suspensions and exclusion rates, indicates no concerns. <a href="#">Student Engagement</a></p>																											
<b>School Organisation and Structures</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Roll 2021</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>87</td> <td>83</td> <td>92</td> <td>100</td> <td>93</td> <td>75</td> <td>70</td> <td>600</td> </tr> <tr> <td>International Confirmed</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td>1</td> </tr> </tbody> </table> <p>Impacting upon decision making:</p> <ol style="list-style-type: none"> <li>1) Loss of income from International students.</li> <li>2) NCEA review on-going.</li> <li>3) Significant Roll growth at all levels and Yr 7/8 in particular.</li> </ol>	Roll 2021	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TTL	NZ	87	83	92	100	93	75	70	600	International Confirmed					1			1
Roll 2021	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TTL																				
NZ	87	83	92	100	93	75	70	600																				
International Confirmed					1			1																				

	<p>4) Installation of 4 new classrooms, commencement of refurbishment in main teaching block, demolition of two classrooms.</p> <p>5) Presence of Covid-19 and its associated impacts</p>
<b>Review of Charter and Consultation</b>	<p>BOT review in November and March each year.</p> <p>Consultation with staff via staff meetings.</p> <p>Consultation with Maori whānau ropu</p> <p>Draft emailed to parents for feedback.</p>

### Strategic Section

<b>Strategic Goals</b>		<b>Core Strategies for Achieving Goals 2021 - 2022</b>
<b>Catholic Character</b>	<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>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>Undertake an annual review of Special Character in accordance with the</p> <p><a href="#">Catholic Special Character Review for Development.</a></p> <p>Our students are well rounded, outstanding citizens confident to participate and contribute fully to their God given abilities.</p>	<p>2021: Review of: “How effectively does the school ensure that education occurs in a safe, nurturing environment supported by a strong pastoral care network in which each member of the community is known, respected, cared for and aware that they are loved unconditionally by God?”</p> <p>From Dimension 3: Te Whakaatu Karaitiana   Christian Witness. #4) Pastoral Care</p> <p>2022: 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?”</p> <p>From Dimension 1: Te Tutaki ki a te Karaiti   Encounter with Christ. #3) Faith-based Leadership</p> <p>2023: Review of: “How effectively does the school, as an authentic Catholic community, promote and support active Catholic witness and practice in the school and in the parish, of which it is an integral part?”</p> <p>From Dimension 3: Te Whakaatu Karaitiana   Christian Witness. #1) Catholic School Community</p> <p>Students learning integrates principles of Catholic Social Justice.</p> <p>Students have opportunities to be engaged in social justice activities.</p>
<p><b>Te Tiriti o Waitangi</b></p>	<p>To give effect to Te Tiriti o Waitangi by—</p> <p>i) working to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p>	<p>Emphasise the importance of local history and practices;</p> <p>Improve the teaching of te reo Māori and tikanga Māori;</p> <p>Contribute to meeting the Crown’s duty to actively protect tino rangatiratanga rights; and</p>

	<p>ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>iii) achieving equitable outcomes for Māori students</p>	<p>Make a significant contribution to achieving the Crown's <i>Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna</i>.</p>
<b>Students' Learning</b>	<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 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 embed the digital technologies curriculum for Years 7-10.</p> <p>Provision of learning via the principles and pedagogy associated with STEAM.*</p> <p>Through the enrolment of students in NorthTec trade academies, Gateway, Universities, and STAR supported courses.</p> <p>Development of on-line learning using Google classrooms for all students and staff.</p>
<b>Student Engagement</b>	<p>Through the analysis of information, identify students</p>	<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</p>

	and groups of students who are not progressing and/or achieving and those who are at risk of not progressing and/or achieving.	<p>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 on-going employment of a Family Worker to provide support and guidance for families in our College community.</p>
<b>School Organisation and Structures</b>	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>
<b>Personnel</b>	<p>Develop and implement personnel and industrial policies which promote high levels of staff performance and satisfaction.</p> <p>Professional Development of the Tagged teachers.</p>	<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>Engaging with external service providers to promote expectations that their employees receive the living wage.</p> <p>Develop and promote a school culture that supports high levels of staff work-place satisfaction. (Wellbeing)</p> <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>

	Professional development of SMT.	By regular reflection and learning opportunities for the SMT.
<b>Property</b>	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>
<b>Finance</b>	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
<b>Catholic Character</b>	<p>Catholic Curriculum                      “How effectively does the school ensure that education occurs in a safe, nurturing environment supported by a strong pastoral care network in which each member of the community is known, respected, cared for and aware that they are loved unconditionally by God?”</p> <p>Review of the Health programme.</p> <p>Charity actions associated with school events for House fundraising.                      Fiafia night                      School Ball.                      Matariki Festival</p>	<p>That systems are in place to ensure that ākongā are personally known, cared for, and provided with support as required.</p> <p>That pastoral care systems make use of the support offered by Church, government, local authority and social service agencies.                      (From the Catholic Special Character review document)</p> <p>A health syllabus is developed for Yr 7-8 and another for Year 9-10 and its method of delivery is specified.</p>	<p>DP/DRS Term 3 to BOT</p> <p><a href="#">See Improvement Plan #1 page 14 below</a></p> <p>AP Curriculum Term 2  <a href="#">Work continues via new appointment HOL PE/Health 2022</a></p> <p><a href="#">Incomplete. Significant difficulties with hosting events due to Covid</a></p>



	Junior Social Yr 11 Dance		
<b>Treaty of Waitangi</b>	<p>Promote Te Reo and Tikanga Maori amongst students and staff and highlight the connections between Bishop Pompallier, Iwi and the Catholic Church</p> <p>Staff have an understanding of the history of the Catholic mission at Tangiteroria and Te Parawhau Iwi and its connection into the story of our College.</p>	<p>Via the Yr 10 curriculum review process, evaluate having te reo Maori and Tikanga Maori as a required course in Yr 10.</p> <p>By the end of 2021 all staff and students: Can count to ten in Maori. Recite the days of the week in Maori. All staff can use an appropriate greeting and pepeha.</p> <p>The BOT commits to allocating staffing for the teaching of te reo Maori at NCEA in 2022</p> <p>A TOD to visit Pompallier House, Poroti and Tangiteroria Marae, Hatoi and other places of historical significance to te Parawhau Iwi and our Marist history.</p> <p>Learn about the Catholic and Maori History and the whakapapa of our College.</p>	<p>AP Curriculum Considered and not recommended</p> <p>TIC Maori Incomplete. Gave way to other objectives arising from lock downs.</p> <p>Actioned but no suitable applicants</p> <p>Principal: on-going reporting. This has been postponed at the recommendation of the PLG working in this area. Piloted a TOD for raising awareness of delivering Maori history in an</p>

			appropriate manner. via Hihiaua in November.
<b>Students' Learning</b>	<p>Ensure on-going high levels of student success in NCEA.</p> <p>No student leaves education without NCEA Level 2.</p> <p>Digital Technologies Curriculum Complete provision of Digital Technologies Curriculum.</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>Celebration/Acknowledge NCEA excellence and merit endorsements at assembly.</p> <p>All students attain Level 2 NCEA or move to further education that enables such an outcome.</p> <p>Review and further develop programme for the digital curriculum for Year's 7-10.</p>	<p>Principal to BOT in April.</p> <p>2021 information was provided. Targets were exceeded.</p> <p>DP at second assembly <b>Actioned</b></p> <p>Guidance Counsellor, AP Curriculum, Gateway co-ordinator and Deans Years: 11, 12</p> <p>AP curriculum and FT report to BOT T3. Not yet complete for Yr 10 due to staffing constraints</p>

	Offering learning via the learning and teaching principles of STEAM at Years 7-10.  NorthTec Trade Academies.	To enable selected students in Year 12 and Year 13 to enrol in Trade Academies.	DP report to BOT T3  See Improvement Plan #4 on page 21
<b>Student Engagement</b>	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.	Develop procedures for the identification and tracking of “at risk” students.  Tracking of “at risk” students and the use of Career Central  Development of Individual Education Programmes (IEP’S).	Careers advisor and Learning Support Co-ordinator to BOT T3.  Report provided and of 2021 year
<b>School Organisation and Structures</b>	Ensure a coherent curriculum flow for Years 7-10 to enhance educational outcomes.  To provide terms of reference for a review of the Yr 10 curriculum.  To undertake a review of the Yr 10 curriculum.	Schemes of work are sufficiently detailed to meet the needs of the college and to enable a coherent curriculum flow.  Completion of task  Provision of report	AP to Principal in T1 and BOT report in T2 <b>Completed</b>  Principal report to BOT T1. <b>Completed</b>  Principal and AP curriculum T2. Postponed due to lack of information re Literacy and Numeracy Standards

<p><b>Personnel</b></p>	<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. (Wellbeing)</p> <p>Professional development addressing a range of educational issues and needs.</p> <p>Induction process for all new staff and relieving teachers</p>	<p>Development of existing Catholic staff Retreats Professional development</p> <p>Surveys indicate high levels of staff work-place satisfaction.</p> <p>As determined via the Professional Learning Groups</p> <p>A process is discerned, recorded and made reviewed annually by DP</p>	<p>On-going reporting by Principal.</p> <p>Staff surveys and performance reviews indicate high levels of satisfaction.</p> <p>DP to BOT in T1. Completed</p>
<p><b>Property</b></p>	<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>Landscaping projects to enhance student amenities and appearance</p>	<p>Fire alarms in Canteen.</p> <p>On-going property work in consultation with the Catholic Property Office.</p> <p>Front rock wall of school entrance way Tree planting and gardens</p>	<p>Principal: on-going reporting.</p> <p>New 4 classroom Intermediate block completed. Work on main teaching block commenced.</p>
<p><b>Finance</b></p>	<p>Financial resources shall be managed in a fiscally responsible manner.</p>	<p>Alignment of Invoicing with MOE regulations.</p>	<p>Finance sub-committee reporting.</p>

## 2021 Improvement Plan # 1. Domain Special Character

<p><b>School Goal</b></p> <p>That education occurs in a safe, nurturing environment supported by a strong pastoral care network in which each member of the community is known, respected, cared for and aware that they are loved unconditionally by God?"</p>		<p><b>School Target</b></p> <p><i>Where do we want to be at the end of 2021?</i></p> <ol style="list-style-type: none"> <li>1. As people of the Gospel and in the light of the preferential option for the poor, staff and students treat each person with respect and aroha, and reach out to those most in need.</li> <li>2. Systems are in place to ensure that ākongā (and staff) are personally known, cared for, and provided with support as required.</li> <li>3. Behaviour management processes are fair, clear to all, and guided by restorative practice, linked to Catholic social teaching.</li> </ol>	
<p><b>Baseline data and Target.</b></p> <p><i>What measurable outcome does the SMT want to achieve at the end of 2021?</i></p>			
<p><b>Key Improvement Strategies</b></p> <p><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></p>			
When	What	Who	Indicators of Progress
T2	Principles of Social Justice	DRS	<p><i>What will we see that has changed in learner/teacher behaviours?</i></p> <p><i>When will we see it?</i></p> <p>Understanding of the 7 principles and the emphasis on principles of human dignity, care for creation and the preferential option for the poor.</p>

			Completed via a TOD August 16 <sup>th</sup> <a href="#">SJ Principles Report</a>
Staff Meeting T1	Staff have input and opportunity for discussion re restorative practice	Principal.	Staff are familiar with restorative practice methodology and rational within a Catholic School context  Completed via a TOD on August 16 <sup>th</sup>
Staff meeting T1	Pastoral needs identification, tracking and support is occurring via whanau classes, guidance, deans and classroom teachers.	DP	Staff are recording via Kamar and Careers Central relevant student data.

### 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.*

Staff day held on August 16<sup>th</sup> focused upon the broad curriculum, the curriculum statement and how the social justice principles and restorative practices link into the curriculum. Teachers were given training relating to restorative chats.

Surveys indicate a high level of alignment with this the following intent. “As people of the Gospel and in the light of the preferential option for the poor, staff and students treat each person with respect and aroha, and reach out to those most in need.” Staff meetings make frequent reference to the principles when decisions are being made.

Surveys indicate that the intentions are evident to parents and students. Safe at School Survey, Term 2 and Term 4 Parent Survey can be viewed [here](#).

Pastoral Care report for 2021 can be found [here](#). (Scroll down the linked page to view all reports)

The College engaged with [Skills for Life](#) to train senior students as mentors and to provide support to selected students in Year 7 and 8. Students in Yr 7 and 8 were provided with skills to manage feelings of anxiety and stress and how to apply cognitive processing to address concerns. Twenty senior students had 10 hours of training and education relating to cognitive behavioural theories to support their own leadership responsibilities within the school and to support their work as mentors.

### **Social Justice Principles**

Information available in report. [SJ Principles Report](#)

### **Careers report**

Information available in a report [here](#). (Scroll down the liked document for the report)

### **Summation**

The College managed to enhance aspects of its pastoral support system in a rather challenging year. The Careers department has developed significantly and set new targets for 2022.

The introduction of formalised training for student mentors via Skills for Life has brought structure to a process that has generally lacked a cohesive approach.

Surveys indicated that students and parents considered the College to a safe place for students.

### **Resourcing.**

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

\$5,000 for training provided by Skills for life. This was funded via an application for URF from the Ministry of Education

PD budget for training of staff.

## 2021 Improvement Plan # 2 Domain: Students' Learning.

**School Goal:** No student leaves education without NCEA L2

**School Target:** Development of on-line teaching and learning using Google classroom.

**Baseline data and Annual Target:** *Where do we want to be at the end of 2021? The focus is on student outcomes.*

School leavers with Level 2	2015	2016	2017	2018	2019	2020 target
% with Level 2	93	96	93	94	88	100%
(No. students without NCEA L2)	(9)	(3)	(5)	(4)	(6)	
2019: Of the 6 without L2. 2 into apprenticeships, 1 International.						

*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>
T1 Week 2	Staff are able to create and populate a Google Classroom for all of their Classes inclusive of Whanau classes.	AP EOTC/TT	T1 Wk 3: staff have created a Google classroom for all of their classes. Staff attest to having created a Google classroom for all classes (AP curriculum to manage) Completed May



T1	Professional Learning session relating to the use of Google applications within the context of Google classroom	Principal and highly skilled Staff.	Utilization of Google classroom to support regular teaching and ability to use it for remote delivery of teaching and learning.  Completed via staff meetings and PLG groups. Then further upskilling on-line during lock down
<p><b>Monitoring</b></p> <p><i>How are we going – check student outcomes every term</i></p> <p>A PLG was established to focus upon upskilling staff in the use of Google applications. Staff meetings were used to provide further opportunities to have Google classrooms set up for Whanau classes and all classes. Staff were surveyed re their preparedness and attested to having all classes set-up. At the start of each term classes were adjusted for changes in the timetable.</p> <p>All teaching staff have to record professional development with a shared Google classroom. This is then used to provide evidence for the endorsement of applications for renewal of teaching practice certificates. Through this process staff have become more familiar with linking Google applications.</p> <p>During lockdowns teachers needed to use Google classrooms to deliver teaching and to provide video conferencing with students (Google Meet). Longer serving staff at Pompallier were familiar with using this platform and provided support to staff who had recently commenced work at the College.</p> <p><b>Summation</b></p> <p>Google classrooms are being used extensively by staff. Each Whanau class has set classroom for information and for face-to-face time when using an on-line environment. These are shared with the Principal.</p> <p>At the start of each term teachers need to check that their current or new class is populated correctly.</p> <p>The school operates a classroom for administration purposes when we are working from home</p> <p>Classroom is used to record information for the purposes of teacher appraisal and development supporting their registration requirements.</p>			
<p><b>Resourcing.</b></p>			

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

Use staff current skill set and develop via a PLG which provides support and skill accuration to all staff

**2021 Improvement Plan # 3 Domain: Personnel**

<b>School Goal</b> The school shall provide an induction process that meets the needs of new staff and the operation of the college		<b>School Target</b> <i>Where do we want to be at the end of 2020?</i> A formal induction process is developed for the support of all new staff members and relief teachers. A Staff exit survey is constructed and administered. The process is reviewed at the end of the year.	
<b>Baseline data and Target</b> <i>What measurable outcome does this Dept. want to achieve at the end of 2020?</i>			
<b>Key Improvement Strategies</b> <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>			
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see that has changed in learner/teacher behaviours? When will we see it?</i>
T1	An induction process meets the initial and on-going needs of various parties.	DP	New staff affirm that the process meets their needs.
T2	Exit Survey	AP T/T	A rational and procedure is developed for the use of exit surveys and a suitable survey is developed for staff
T4	Review of induction process	DP	
<b>Monitoring</b> <i>How are we going? Where are the gaps? What needs to change?</i> The Exit Survey was not addressed. Given the complexities of the year arising from covid the Principal did not require this task to be completed by the AP Timetabling. The Induction process was reviewed and changes made in light of staff feedback and the on-going needs of the school. In previous years it has mostly been an initial Training Day and then on an "as needed" basis coupled with regular conversations. The process has focused mainly upon teaching staff as often teacher aides and support staff have been trained in their respective areas.			



Year 10 Science and Religious Studies.

Implementation and review of project Term 4 2021

**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>
	A STEAM activity is provided for all Yr 7/8 students via the STEAM rotation.	COL Tech Yr 7/8	At the end of each rotation, students have a conceptual understanding of the principles of STEAM and how to apply them in a practical way.
	Designated learning areas have provided a STEAM activity to at least 50% of the relevant year group.	COL Tech Yr 9-10	The provision of the activity shall be concluded before the end of Term 3.

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

STEAM education was provided via designated curriculum areas in 2021. For Yr 10 it was RST and Science, Yr 9 was Social Studies and Maths and Yr 7/8 had 14 hours of STEAM delivered in a module format. Two staff members were appointed as “Within school teachers” for STEAM and received support from the COL relating to this role.

Detailed information re the respective provision can be [found here](#)

### Summation

While the surveys indicate that the Yr 7/8 STEAM activity was engaging for students, the Head of Curriculum in Yr 7/8 and one of the COL associated teacher's thought it would be better to have STEAM integrated across more subjects within the regular classroom activities.

Digital Circus PLD was of some help but staff weren't greatly engaged and found it to be of limited value. The community gardens are also a long-term project solving 'real world issues' and have a great multi-disciplinary team working on it. The 9 & 10 Steam google classroom, which was successfully both in lockdown and during normal school. Learning Areas provided STEAM as required but for Maths.

The purpose of STEAM learning is collaborative inquiry and is iterative (repetition of a sequence of operations or procedures) in nature. Staff are required to develop new pedagogical approaches to facilitate this. This will happen over a period of time.

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

Materials to be sourced from relevant department budgets.

PD for specific staff available at [STEM online PD](#) via subscription to be paid from PD budget

<b>Other 2021 Key Improvement Strategies to Achieve Strategic Vision</b>			
<b>Property</b>	<b>Report via Principal</b>	<b>Finance</b>	<b>Report via Principal</b>
Marist House roof replaced. Landscaping. Furnish new classrooms	Completed August On-going Completed December	On-going monitoring of finances.	In Principals reports to BOT
<b>Personnel</b>	<b>Report via Principal</b>	<b>Community Engagement</b>	<b>Report via Principal</b>
Transition to new model of teacher registration. Staff training in Special Character.	Completed July  On-going but Covid interrupted Sexuality Course.	Covid-19 information.  Preparation for 50 <sup>th</sup> .	On-going information to parents and BOT Celebration held June Queens Birthday

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