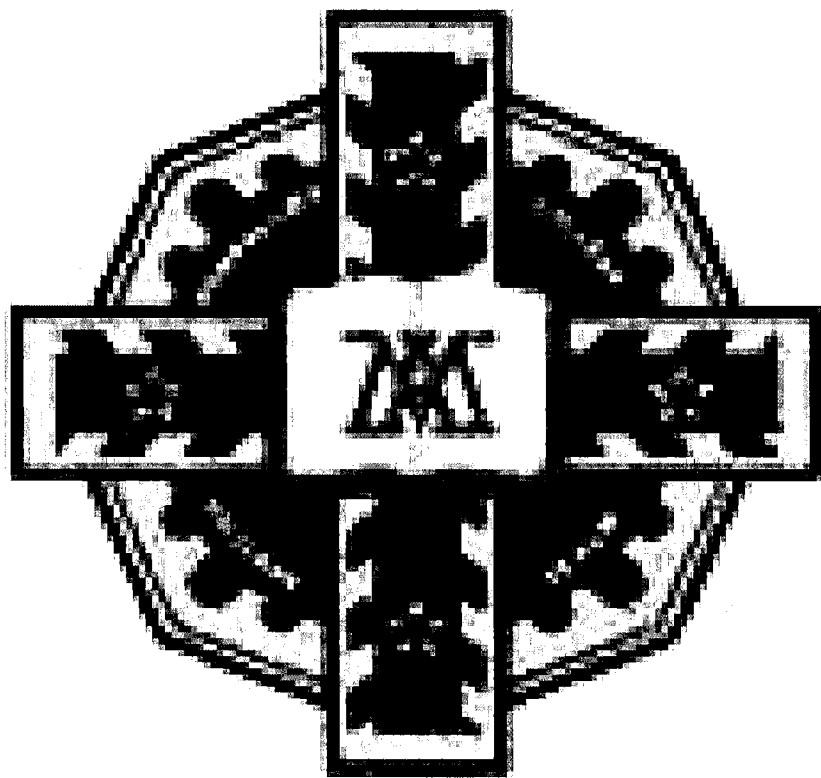


POMPALLIER CATHOLIC COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



POMPALLIER CATHOLIC COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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
Dr Jim Schimanski	Presiding Member	Appointed	Sep-25
Richard Stanton	Principal	ex Officio	
Edwin Roberts	Proprietor's Representative	Appointed	Sep-25
Laura Kerrisk	Proprietor's Representative	Appointed	Sep-25
John Coates	Parent Representative	Re-Elected	Sep-25
Kyla Carlier	Parent Representative	Elected	Sep-25
Simon Reiher	Parent Representative	Co-Opted	Sep-25
Marley MacKay	Staff Representative	Elected	Sep-25
Jimy Chackochan	Parent Representative	Elected	Sep-25
Karen Absil	Parent Representative	Elected	Sep-25
Carla Meyer	Student Representative	Elected	Sep-23
Bettina Reid	Parent Representative	Co-Opted	Jun-22
Glenys Jakicevich	Proprietor's Representative	Appointed	Sep-22
Lynne Hansen	Parent Representative	Elected	Sep-22
Felicity McAulay	Staff Representative	Elected	Sep-22
Miharo Armstrong	Parent Representative	Co-Opted	Sep-22
Dylan Hiini	Student Representative	Elected	Sep-22
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 2022

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Pompallier Catholic College

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

James Schimanski

Full Name of Presiding Member

Richard Stanton

Full Name of Principal

Signature of Presiding Member

Signature of Principal

31/5/23

Date:

31/5/2023

Date:

Pompallier Catholic College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	6,256,245	5,712,052	5,783,387
Locally Raised Funds	3	456,942	440,757	513,377
Use of Proprietor's Land and Buildings		701,425	701,425	701,425
Interest Income		21,027	8,000	8,687
Gain on Sale of Property, Plant and Equipment		-	600	696
Total Revenue		7,435,639	6,862,834	7,007,572
Expenses				
Locally Raised Funds	3	262,408	261,352	230,817
Learning Resources	4	5,500,686	5,091,208	5,069,635
Administration	5	376,367	311,102	270,642
Finance		3,126	3,300	2,872
Property	6	1,238,317	1,159,778	1,205,858
Loss on Disposal of Property, Plant and Equipment		-	-	1,431
		7,380,904	6,826,740	6,781,255
Net Surplus / (Deficit) for the year		54,735	36,094	226,317
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		54,735	36,094	226,317

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,189,111	1,215,020	940,769
Total comprehensive revenue and expense for the year		54,735	36,094	226,317
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		28,723	-	22,025
Equity at 31 December		1,272,569	1,251,114	1,189,111
Accumulated comprehensive revenue and expense		1,272,569	1,251,114	1,189,111
Reserves		-	-	-
Equity at 31 December		1,272,569	1,251,114	1,189,111

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	133,863	481,154	397,831
Accounts Receivable	8	429,670	411,746	398,446
GST Receivable		22,232	17,770	17,770
Prepayments		8,372	12,973	12,973
Investments	9	1,052,277	600,000	600,000
		<u>1,646,414</u>	<u>1,523,643</u>	<u>1,427,020</u>
Current Liabilities				
Accounts Payable	11	516,772	468,662	468,662
Revenue Received in Advance	12	154,975	82,721	95,330
Provision for Cyclical Maintenance	13	75,111	14,345	14,345
Finance Lease Liability	14	18,578	6,980	18,106
Funds held in Trust	15	109,823	100,879	100,879
		<u>875,259</u>	<u>673,587</u>	<u>697,322</u>
Working Capital Surplus/(Deficit)		<u>771,155</u>	<u>850,056</u>	<u>729,698</u>
Non-current Assets				
Investments	9	104,938	103,895	103,895
Property, Plant and Equipment	10	520,354	392,550	457,885
		<u>625,292</u>	<u>496,445</u>	<u>561,780</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	92,293	91,619	91,619
Finance Lease Liability	14	31,585	3,768	10,748
		<u>123,878</u>	<u>95,387</u>	<u>102,367</u>
Net Assets		<u>1,272,569</u>	<u>1,251,114</u>	<u>1,189,111</u>
Equity		<u>1,272,569</u>	<u>1,251,114</u>	<u>1,189,111</u>

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



Pompallier Catholic College

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,839,363	1,846,534	1,620,800
Locally Raised Funds		410,847	405,497	484,835
International Students		119,159	52,751	58,642
Goods and Services Tax (net)		(4,462)	7,682	7,682
Payments to Employees		(1,003,085)	(848,845)	(857,861)
Payments to Suppliers		(1,029,233)	(1,262,555)	(943,030)
Interest Paid		(3,126)	(3,300)	(2,872)
Interest Received		11,046	8,507	9,194
Net cash from/(to) Operating Activities		340,509	206,271	377,390
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	600	
Purchase of Property Plant & Equipment (and Intangibles)		(166,360)	(41,000)	(149,256)
Purchase of Investments		(453,320)	209,581	-
Proceeds from Sale of Investments		-	-	209,581
Net cash from/(to) Investing Activities		(619,680)	169,181	60,325
Cash flows from Financing Activities				
Furniture and Equipment Grant		28,723	-	22,025
Finance Lease Payments		(22,464)	(18,106)	(24,452)
Funds Administered on Behalf of Third Parties		8,944	(84,974)	(84,974)
Net cash from/(to) Financing Activities		15,203	(103,080)	(87,401)
Net increase/(decrease) in cash and cash equivalents		(263,968)	272,372	350,314
Cash and cash equivalents at the beginning of the year	7	397,831	208,782	47,517
Cash and cash equivalents at the end of the year	7	133,863	481,154	397,831

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 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are 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 where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

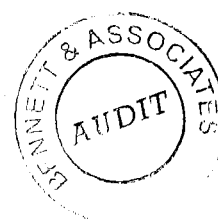
Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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



g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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:

Buildings	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) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.



k) 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

p) Provision for Cyclical Maintenance

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

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

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



q) Financial Instruments

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

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,805,576	1,564,554	1,528,917
Teachers' Salaries Grants	4,392,611	4,100,000	4,167,708
Other Government Grants	58,058	47,498	86,762
	<u>6,256,245</u>	<u>5,712,052</u>	<u>5,783,387</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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	107,369	80,500	94,318
Fundraising & Community Grants	1,107	1,000	703
Other Revenue	112,670	137,500	120,593
Trading	96,379	86,000	81,230
Fees for Extra Curricular Activities	102,652	88,441	175,935
International Student Fees	36,765	47,316	40,598
	<u>456,942</u>	<u>440,757</u>	<u>513,377</u>
Expenses			
Extra Curricular Activities Costs	128,006	151,410	119,402
Trading	114,805	103,321	93,815
Fundraising and Community Grant Costs	410	-	317
Other Locally Raised Funds Expenditure	7,963	-	-
International Student - Student Recruitment	1,500	-	17
International Student - Employee Benefit - Salaries	1,872	-	9,145
International Student - Other Expenses	7,852	6,621	8,121
	<u>262,408</u>	<u>261,352</u>	<u>230,817</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>194,534</u>	<u>179,405</u>	<u>282,560</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	357,129	307,108	233,094
Equipment Repairs	1,149	6,900	3,314
Information and Communication Technology	16,455	18,720	11,407
Library Resources	3,378	7,750	4,433
Employee Benefits - Salaries	5,007,393	4,634,930	4,698,327
Staff Development	11,291	15,800	13,164
Depreciation	103,891	100,000	105,896
	<u>5,500,686</u>	<u>5,091,208</u>	<u>5,069,635</u>



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,300	6,700	7,100
Board Fees	6,779	7,000	5,520
Board Expenses	14,096	17,000	6,235
Communication	9,953	13,800	10,687
Consumables	6,241	2,300	(796)
Operating Lease	2,030	9,935	-
Other	19,787	16,400	12,472
Employee Benefits - Salaries	291,407	220,167	214,804
Insurance	6,644	7,000	5,940
Service Providers, Contractors and Consultancy	12,130	10,800	8,680
	376,367	311,102	270,642

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	152,219	146,153	137,233
Consultancy and Contract Services	931	1,600	319
Cyclical Maintenance Provision	61,440	20,000	24,534
Grounds	50,248	34,150	19,766
Heat, Light and Water	49,186	60,400	49,296
Repairs and Maintenance	90,232	73,150	136,374
Use of Land and Buildings	701,425	701,425	701,425
Security	24,301	19,000	23,466
Employee Benefits - Salaries	108,335	103,900	113,445
	1,238,317	1,159,778	1,205,858

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	133,863	481,154	397,831
Cash and cash equivalents for Statement of Cash Flows	133,863	481,154	397,831

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

Of the \$133,863 Cash and Cash Equivalents, \$264,798 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.



8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	1,722	15,141	15,141
Receivables from the Ministry of Education	25,911	-	-
Interest Receivable	11,802	1,821	1,821
Banking Staffing Underuse	29,260	44,200	30,900
Teacher Salaries Grant Receivable	360,975	350,584	350,584
	<u>429,670</u>	<u>411,746</u>	<u>398,446</u>
Receivables from Exchange Transactions	13,524	16,962	16,962
Receivables from Non-Exchange Transactions	416,146	394,784	381,484
	<u>429,670</u>	<u>411,746</u>	<u>398,446</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	1,052,277	600,000	600,000
Non-current Asset			
Long-term Bank Deposits	104,938	103,895	103,895
Total Investments	<u>1,157,215</u>	<u>703,895</u>	<u>703,895</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Electronic Equipment	96,514	27,559	-	-	(37,151)	86,922
Furniture and Fittings	236,641	62,650	-	-	(18,941)	280,350
Leased Assets	28,742	43,773	-	-	(23,401)	49,114
Library Resources	28,519	4,920	-	-	(4,180)	29,259
Motor Vehicles	5,105	-	-	-	(4,115)	990
Other Equipment	20,508	-	-	-	(8,253)	12,255
Plant & Equipment	36,514	27,458	-	-	(6,388)	57,584
Sports Equipment	5,342	-	-	-	(1,462)	3,880
	-	-	-	-	-	-
Balance at 31 December 2022	<u>457,885</u>	<u>166,360</u>	<u>-</u>	<u>-</u>	<u>(103,891)</u>	<u>520,354</u>

The net carrying value of furniture and equipment held under a finance lease is \$49,119 (2021: \$28,742)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.



	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Electronic Equipment	314,466	(227,544)	86,922	354,721	(258,207)	96,514
Furniture and Fittings	499,077	(218,727)	280,350	455,081	(218,440)	236,641
Leased Assets	74,013	(24,899)	49,114	74,837	(46,095)	28,742
Library Resources	113,044	(83,785)	29,259	108,124	(79,605)	28,519
Motor Vehicles	60,735	(59,745)	990	60,735	(55,630)	5,105
Other Equipment	49,029	(36,774)	12,255	49,029	(28,521)	20,508
Plant & Equipment	160,332	(102,748)	57,584	142,869	(106,355)	36,514
Sports Equipment	18,293	(14,413)	3,880	18,293	(12,951)	5,342
Textbooks	14,571	(14,571)	-	14,571	(14,571)	-
Balance at 31 December	1,303,560	(783,206)	520,354	1,278,260	(820,375)	457,885

11. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	94,623	70,445	70,445
Accruals	8,395	8,165	8,165
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	403,083	384,758	384,758
Employee Entitlements - Leave Accrual	10,671	5,294	5,294
	<u>516,772</u>	<u>468,662</u>	<u>468,662</u>
Payables for Exchange Transactions	516,772	468,662	468,662
	<u>516,772</u>	<u>468,662</u>	<u>468,662</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	134,303	39,300	51,909
Other revenue in Advance	20,672	43,421	43,421
	<u>154,975</u>	<u>82,721</u>	<u>95,330</u>



13. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	105,964	105,964	81,430
Increase to the Provision During the Year	61,440	20,000	29,162
Use of the Provision During the Year	-	-	(4,628)
Other Adjustments	-	-	-
Provision at the End of the Year	<u>167,404</u>	<u>125,964</u>	<u>105,964</u>
Cyclical Maintenance - Current	75,111	14,345	14,345
Cyclical Maintenance - Non current	92,293	91,619	91,619
	<u>167,404</u>	<u>105,964</u>	<u>105,964</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan and quotes from local painting contractors.

14. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	22,402		19,804
Later than One Year and no Later than Five Years	34,886		11,549
Future Finance Charges	(7,125)		(2,499)
	<u>50,163</u>	<u>-</u>	<u>28,854</u>
Represented by			
Finance lease liability - Current	18,578	6,980	18,106
Finance lease liability - Non current	31,585	3,768	10,748
	<u>50,163</u>	<u>10,748</u>	<u>28,854</u>

15. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	109,823	100,879	100,879
	<u>109,823</u>	<u>100,879</u>	<u>100,879</u>

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



16. Related Party Transactions

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

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy, Marist network levy and special character donations payable to the Proprietor. The amounts collected in total were \$515,862 (2021: \$476,957). 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 \$5,002, (2021: \$6,542).

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	6,779	5,520
<i>Leadership Team</i> Remuneration	689,359	615,229
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	696,138	620,749

There are ten members of the Board excluding the Principal. The Board had held 12 full meetings of the Board in the year. The Board also has Finance (2 members) that meet as required. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	3 - 4	4 - 5
Termination Benefits	-	-

Principal 2

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	30 - 40	0
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	6.00	4.00
110 - 120	2.00	1.00
120 - 130	2.00	3.00
130 - 140	1.00	0.00
	<u>11.00</u>	<u>8.00</u>

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

18. 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:

	2022 Actual	2021 Actual
Total	\$0	\$0
Number of People	nil	nil

19. Contingencies

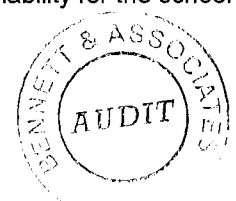
There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

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 2022, a contingent liability for the school may exist.



20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2021: NIL)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) Cleaning contract commenced March 2020 for 36 months;

(b) Cleaning contract commenced February 2023 for 36 months;

	2022 Actual	2021 Actual
	\$	\$
No later than One Year	133,296	120,652
Later than One Year and No Later than Five Years	280,093	20,109
	<u>413,389</u>	<u>140,761</u>

21. 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	133,863	481,154	397,831
Receivables	429,670	411,746	398,446
Investments - Term Deposits	1,157,215	703,895	703,895
Total Financial assets measured at amortised cost	<u>1,720,748</u>	<u>1,596,795</u>	<u>1,500,172</u>

Financial liabilities measured at amortised cost

Payables	516,772	468,662	468,662
Finance Leases	50,163	10,748	28,854
Total Financial Liabilities Measured at Amortised Cost	<u>566,935</u>	<u>479,410</u>	<u>497,516</u>

22. Events After Balance Date

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

23. Comparatives

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



Pompallier Catholic College

Statement of Compliance with Employment Policy

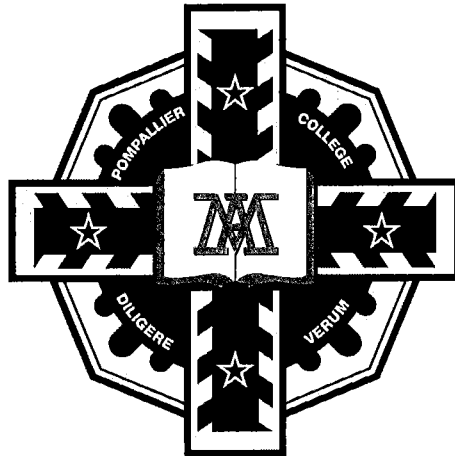
For the year ended 31 December 2022

For the year ended 31 December 2022: the Pompallier Catholic College Board:

Has met their obligations to provide good and safe working conditions by following their health and safety policies.

Has provided equal employment opportunities to their employees by promoting professional development training and conducting performance review in accordance with their personnel policy and the appropriate employment agreements.

Has practised impartial selection of suitably qualified persons for appointment through their independent selection committee that is delegated by the Board.



POMPALLIER CATHOLIC COLLEGE

2022 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:

Term 1 - 1 February – 14 April	Date / Place	Participants
College Champion Swimming Sports	11 February Pompallier	14
Volleyball senior girl's trial	10 February	22
Basketball Year 7/8 trial	11 February	15
Basketball senior boys trial	15 February	17
Basketball junior boys trial	16 February	14
Hockey Collegiate mixed trial	20/27 February	44
Netball Year 7/8 trials	23 February	18
Netball Collegiate trials	24/25 February	20
Hockey JMC trial	21 March	23
Football Collegiate	21/28 March	24
NISS Rowing Event	March N/A	
NSSA Swim Championships	Cancelled	
NSS Surfing Champs	27 February - cancelled	1
Athletics Day	26 March - cancelled	Whole school
NSS Athletics Track and Field Champs	18 March - cancelled	
WPSSA Year 7 & 8 Swim Champs	16 March - cancelled	
Futsal U19 Tournament	March (N/A)	
Futsal Mixed Tournament	March (N/A)	
NSS Equestrian Event	7 April	3
Northland Primary Swim Champs	31 st March - cancelled	
Clay Target Shooting	10 April	4

Term 2 - 2 May – 8 July	Date / Place	Participants
Clay Target Shooting	9 April - Whangarei	4
	11 May – Kaitaia	4
	1 June - Kaikohe	4
School Cross Country	3 June Barge Park	254
NSS Cross Country	28 June	14
NSS Student helpers	28 June	41
7/8 Sports Exchange	1 July	37

Term 3 - 25 July – 30 September	Date / Place	Participants
Clay Target Shooting	3 August Dargaville	4
Clay Target Shooting	27 August Whangarei	4
NISS Hockey Mixed tournament	28 August – 2 Sep	16
NISS Football Tournament	29 August – 2 September	16
WPSSA Cross Country	31 August	7
AIMS Games (Year 7 & 8)	4 – 9 September	12
NPS Cross Country - Marshalls	N/A	

Term 4 - 17 October – 9 December

NI & NZ Clay Target Champs	1 – 3 October	2
Year 7 & 8 Athletics Day	21 October	250
WPSSA Athletics Champs	23 November	31

Ongoing Weekly Competitions:

Netball	2 Collegiate Teams, 2 Year 7/8 Teams
Hockey	2 Collegiate Teams, 2 Year 7/8 Teams
Basketball	2 Collegiate Teams, 1 Year 9/10 Team
Basketball- Mini ball	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 - Barge park
- WPSSA Athletics – Trigg Arena
- Weekly team sports – Football, Netball, Hockey, Basketball, Volleyball and Futsal.
- 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
- WPSSA Athletics
- Hockey Umpiring (weekly)
- 7/8 sports Exchange with Bream Bay College

Administration Tasks:

- 2022 & 2023 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.
- Organise 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.
- 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 Accounts Manager, with the information required provided by the Sport Co-ordinator.

Applications submitted on behalf of the Sports Department this year:

- Pub Charity – Funding for NISS Mixed hockey tournament held in Whangarei

- Oxford Trust - Funding for Zespri Aims games held in Tauranga
Funding for Clay Target shooting SI/NZ Championships held in Christchurch

This year, our Census, that we provided to Sport Northland, showed we had 200 students in Years 9 – 13, participate in sports. This equates to 37% of the roll - 78 females and 122 males.

We also had 3 staff members and myself (4) assist with Sport this year.

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 across most sports codes. We rely on volunteer Coaches and Managers for most codes for our students to compete in a team environment. This is ongoing, we are always looking for more volunteers.

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. These students work very hard at their chosen sport and represent Pompallier well within the community.

We are very proud of them.

The Sports Department is grateful for the outstanding volunteers in the community who offer their time to our students and College. 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.

Tournament week, North Island Secondary schools.

Our teams did extremely well, all three teams where we had students competing were placed in the top four of their respective tournament. Two were placed second and the other team came fourth overall. This is a wonderful achievement for our college.

The Zespri AIMS Games

We had a mixed year 7/8 hockey team attend and a couple of individuals in swimming and gymnastics. Some records were broken; it was a very successful week.
An outstanding effort.

Next year if all goes well we are hoping to send more teams to various tournaments around NZ.

In addition, we are hopeful for a new sports multipurpose surface to be fitted over the netball/basketball courts during 2023. This is very exciting, it can be used for a number of sports and a good resource for our College. Thank you to the PTFA for all their hard work.

Lastly, I have enjoyed my very busy role as 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; I hope they continue to achieve at their highest level.

I would like to wish Pompallier sports all the best for 2023. Go Pom!

“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.
Thank you.

Julia Lecky
SPORT CO-ORDINATOR



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

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 20th, Nov 17th, Feb 16th 2021,
Staff presentation Jan 28th 2021
Principal update 29th Nov/Jan 15th 2021/

BOT Approval. 16th Feb 2021

Pompallier Catholic College 2021 - 23

Strategic Intentions

School Motto	<i>Diligere Verum Love the Truth Arohatia te Whakapono</i>
Vision	<p>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.”+</p>
Values	<p>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.</p> <p>Our values reflect Marist community values:</p> <ul style="list-style-type: none"> - inquiry by thinking critically, creatively and reflectively - equity, justice and respect for all people, and the environment - compassion, and <i>aroha</i> in all our relationships
Principles	<p>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.</p>
Kaupapa Māori and Cultural Diversity	<p>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.
 We look to Bishop Pompallier as a beacon of courage and commitment knowing that our journey was one that he himself embraced.

Baseline Data and/or School Context to consider.																												
Catholic Character	Student and Parents surveys' outcomes. Preference criteria classifications.																											
Students' Learning	Use asttle, PAT, Deans meetings, NCEA, to aid decision making. <u>Academic Outcomes</u>																											
Student Engagement	As measured by retention, stand downs, suspensions and exclusion rates, indicates no concerns. <u>Student Engagement</u>																											
School Organisation and Structures	<table border="1"> <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: 1) Loss of income from International students. 2) NCEA review on-going. 3) Significant Roll growth at all levels and Yr 7/8 in particular.</p>	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>
Review of Charter and Consultation	<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

Strategic Goals		Core Strategies for Achieving Goals 2021 - 2022
Catholic Character	<p>Pompallier Catholic College is a Catholic community with a Marist charism where students encounter the living God. An on-going encounter with Christ leads them to a desire for further knowledge and to give Christian witness.</p>	<p>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 <u>Catholic Special Character Review for Development</u>.</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>Te Tiriti o Waitangi</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 Strategy for Māori Language Revitalisation 2018 – 2023 – <i>Maihi Karauna</i>.</p>
<p>Students' Learning</p>	<p>All students achieve success through the Pompallier Catholic College Curriculum.</p> <p>No student leaves education without a minimum of NCEA L2</p>	<p>By developing and implement teaching and learning strategies to address the needs of all students.</p> <p>By ensuring that the College has a teaching and learning programmes to provide all students in Years 7–10 with opportunities to progress and achieve for success in all areas of the National Curriculum.</p> <p>Through the analysis of good quality assessment information, evaluate the progress and achievement of students, giving priority first to student progress and achievement in literacy and numeracy in Years 7/8; and then to: breadth and depth 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>
<p>Student Engagement</p>	<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>

	<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>	<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>
<p>School Organisation and Structures</p>	<p>Provide a safe physical and emotional environment for students and staff to further the desired educational outcomes of the College.</p>	<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>
<p>Personnel</p>	<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.
Property	Provide a safe, healthy learning environment for students and staff.	<p>In conjunction with the Auckland Catholic Property department, apply a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.</p> <p>In conjunction with the Auckland Catholic Property Office, provide sufficient teaching space for students and ensure buildings are fit for purpose.</p> <p>By complying with the negotiated conditions of any current and capital asset agreement.</p>
Finance	Financial resources shall be managed in a fiscally responsible manner.	<p>The provision of annual reports and monthly financial reports.</p> <p>The alignment of income and expenditure with budget.</p> <p>By maintaining staffing at financially viable and approved levels.</p>

Annual School Improvement Plan – SUMMARY

Domain	Annual Goal	Target	Short Report
<p>Catholic Character</p>	<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>See Improvement Plan #1 page 14 below</p> <p>AP Curriculum Term 2 Work continues via new appointment HOL PE/Health 2022</p> <p>Incomplete. Significant difficulties with hosting events due to Covid</p>

Treaty of Waitangi	Junior Social Yr 11 Dance	<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>
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<p>Students' Learning</p>	<p>Ensure on-going high levels of student success in NCEA.</p>	<p>At Level 3 NCEA at least: 85% of students shall attain Level 3 NCEA 70% of students shall attain U.E 80% of students shall attain 80 Level 3 credits or more.</p> <p>Merit and Excellence endorsement in NCEA: Levels 1, 2 and 3 are at a minimum level of 15% for Excellence and 30% for Merit annually.</p> <p>Celebration/Acknowledge NCEA excellence and merit endorsements at assembly.</p>	<p>appropriate manner. via Hihiaua in November.</p> <p>Principal to BOT in April.</p>
<p>No student leaves education without NCEA Level 2.</p>	<p>All students attain Level 2 NCEA or move to further education that enables such an outcome.</p>	<p>2021 information was provided. Targets were exceeded.</p>	<p>DP at second assembly</p> <p>Actioned</p>
<p>Digital Technologies Curriculum Complete provision of Digital Technologies Curriculum.</p>	<p>Review and further develop programme for the digital curriculum for Year's 7-10.</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>	

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

<p>Personnel</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>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>Development of existing Catholic staff Retreats</p> <p>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>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</p> <p>Tree planting and gardens</p> <p>Alignment of Invoicing with MOE regulations.</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>Principal: on-going reporting.</p> <p>New 4 classroom Intermediate block completed. Work on main teaching block commenced.</p> <p>Finance sub-committee reporting.</p>
<p>Property</p>	<p>Financial resources shall be managed in a fiscally responsible manner.</p>		
<p>Finance</p>			

2021 Improvement Plan # 1. Domain Special Character	
<p>School Goal</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>School Target</p> <p><i>Where do we want to be at the end of 2021?</i></p> <ol style="list-style-type: none"> 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. 2. Systems are in place to ensure that ākonga (and staff) are personally known, cared for, and provided with support as required. 3. Behaviour management processes are fair, clear to all, and guided by restorative practice, linked to Catholic social teaching.
<p>Baseline data and Target.</p> <p><i>What measurable outcome does the SMT want to achieve at the end of 2021?</i></p>	
<p>Key Improvement Strategies</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>	
<p>When</p> <p>T2</p>	<p>What</p> <p>Principles of Social Justice</p>
<p>Who</p>	<p>Indicators of Progress</p> <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>
<p>DRS</p>	<p>DRS</p>

			Completed via a TOD August 16 th <u>SJ Principles Report</u>
Staff Meeting T1	Staff have input and opportunity for discussion re restorative practice	Prinicipal.	Staff are familiar with restorative practice methodology and rational within a Catholic School context Completed via a TOD on August 16 th
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.
<p>Monitoring</p> <p><i>How are we going? Where are the gaps? What needs to change? Review and alter the plan term-by-term to respond to changes.</i></p> <p>Staff day held on August 16th 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.</p> <p>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.</p> <p>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 <u>here</u>.</p> <p>Pastoral Care report for 2021 can be found <u>here</u>. (Scroll down the linked page to view all reports)</p> <p>The College engaged with <u>Skills for Life</u> 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.</p>			

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: <i>Where do we want to be at the end of 2021? The focus is on student outcomes.</i>						
School leavers with Level 2	2015	2016	2017	2018	2019	2020 target
% with Level 2 (No. students without NCEA L2)	93 (9)	96 (3)	93 (5)	94 (4)	88 (6)	100%
	2019: Of the 6 without L2. 2 into apprenticeships, 1 International.					
<i>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.</i>						
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>Monitoring</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>Summation</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>Resourcing.</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 accussation to all staff

2021 Improvement Plan # 3 Domain: Personnel

<p>School Goal The school shall provide an induction process that meets the needs of new staff and the operation of the college</p>	<p>School Target <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.</p>
<p>Baseline data and Target <i>What measurable outcome does this Dept. want to achieve at the end of 2020?</i></p>	
<p>Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i></p>	
<p>When</p>	<p>What</p>
<p>T1</p>	<p>An induction process meets the initial and on-going needs of various parties.</p>
<p>T2</p>	<p>Exit Survey</p>
<p>T4</p>	<p>Review of induction process</p>
<p>Monitoring <i>How are we going? Where are the gaps? What needs to change?</i></p>	
<p>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.</p>	

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

Other 2021 Key Improvement Strategies to Achieve Strategic Vision			
Property	Report via Principal	Finance	Report via Principal
Marist House roof replaced. Landscaping. Furnish new classrooms	Completed August On-going Completed December	On-going monitoring of finances.	In Principals reports to BOT
Personnel	Report via Principal	Community Engagement	Report via Principal
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 th .	On-going information to parents and BOT Celebration held June Queens Birthday

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

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF POMPALLIER CATHOLIC COLLEGE'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

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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 2022, 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 2022; 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 31 May 2023. 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

