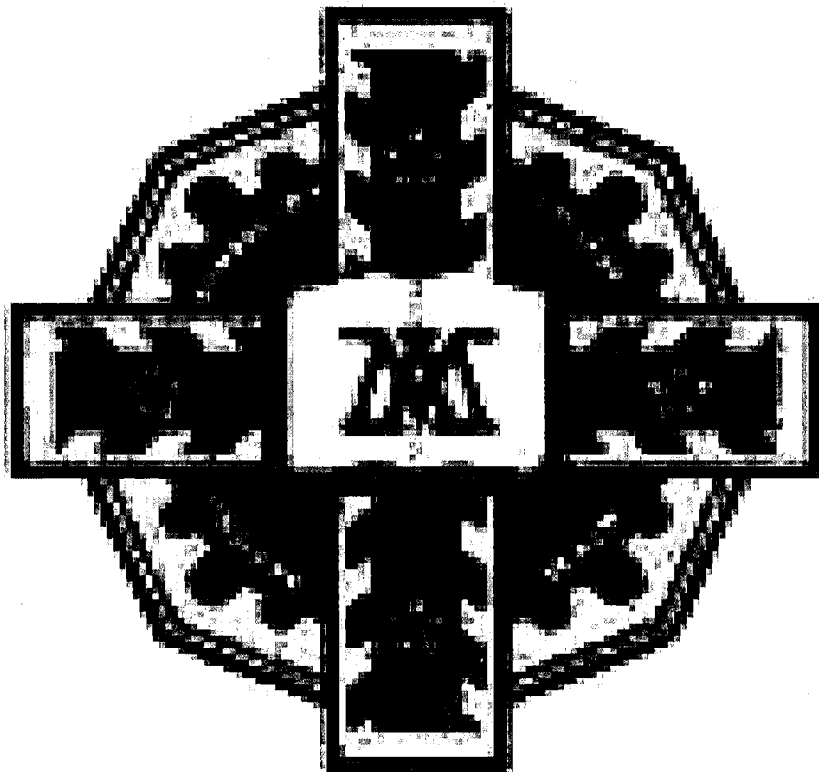


POMPALLIER CATHOLIC COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



POMPALLIER CATHOLIC COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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
Jimsey Chackochan	Parent Representative	Elected	Sep-25
Karen Absil	Parent Representative	Elected	Sep-25
Hannah Williams	Student Representative	Elected	Sep-24
Carla Meyer	Student Representative	Elected	Sep-23

Accountant / Service Provider:

The
SchoolOffice
a thing financial for schools

Auditor:

Bennett & Associates Chartered Accountants

POMPALLIER CATHOLIC COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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Appendix	Statement of Compliance with Employment Policy
Appendix	Statement of Variance
Appendix	Independent Auditor's Report

Pompallier Catholic College

Statement of Responsibility

For the year ended 31 December 2023

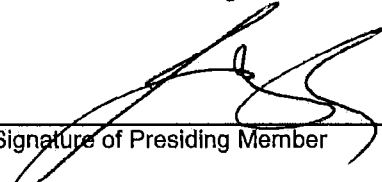
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

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

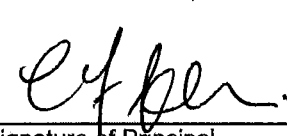
The School's 2023 financial statements are authorised for issue by the Board.

Jim SCHIMMUSICK
Full Name of Presiding Member


Signature of Presiding Member

27-05-2024
Date:

Christine Frances Allen
Full Name of Principal


Signature of Principal

27 May 2024.
Date:

Pompallier Catholic College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	6,683,370	6,099,973	6,256,245
Locally Raised Funds	3	475,634	306,245	456,942
Use of Proprietor's Land and Buildings		872,722	701,425	701,425
Interest		68,970	9,000	21,027
Gain on Sale of Property, Plant and Equipment		438	-	-
Total Revenue		8,101,134	7,116,643	7,435,639
Expense				
Locally Raised Funds	3	416,987	287,462	262,408
Learning Resources	4	5,813,120	5,378,138	5,500,686
Administration	5	435,884	358,144	376,367
Interest		4,571	4,000	3,126
Property	6	1,376,820	1,225,129	1,238,317
Loss on Disposal of Property, Plant and Equipment		8,613	-	-
Total Expense		8,055,995	7,252,873	7,380,904
Net Surplus / (Deficit) for the year		45,139	(136,230)	54,735
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		45,139	(136,230)	54,735

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



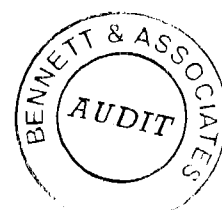
Pompallier Catholic College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,272,569	1,272,569	1,189,111
Total comprehensive revenue and expense for the year		45,139	(136,230)	54,735
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		140,253	-	28,723
Equity at 31 December		1,457,961	1,136,339	1,272,569
Accumulated comprehensive revenue and expense		1,457,961	1,136,339	1,272,569
Equity at 31 December		1,457,961	1,136,339	1,272,569

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	689,837	251,151	133,863
Accounts Receivable	8	502,789	429,670	429,670
GST Receivable		34,608	22,232	22,232
Prepayments		69,410	8,372	8,372
Inventories	9	878	-	-
Investments	10	705,731	752,277	1,052,277
		2,003,253	1,463,702	1,646,414
Current Liabilities				
Accounts Payable	12	670,029	516,772	516,772
Revenue Received in Advance	13	236,055	154,975	154,975
Provision for Cyclical Maintenance	14	62,440	75,111	75,111
Finance Lease Liability	15	20,624	16,500	18,578
Funds held in Trust	16	100,147	109,823	109,823
		1,089,295	873,181	875,259
Working Capital Surplus/(Deficit)		913,958	590,521	771,155
Non-current Assets				
Investments	10	109,307	104,938	104,938
Property, Plant and Equipment	11	574,022	548,254	520,354
		683,329	653,192	625,292
Non-current Liabilities				
Provision for Cyclical Maintenance	14	118,574	92,293	92,293
Finance Lease Liability	15	20,752	15,081	31,585
		139,326	107,374	123,878
Net Assets		1,457,961	1,136,339	1,272,569
Equity		1,457,961	1,136,339	1,272,569

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,909,465	1,710,457	1,839,363
Locally Raised Funds		369,439	200,503	410,847
International Students		152,499	191,415	119,159
Goods and Services Tax (net)		(12,376)	(4,462)	(4,462)
Payments to Employees		(971,938)	(941,493)	(1,003,085)
Payments to Suppliers		(1,241,722)	(996,195)	(1,029,233)
Interest Paid		(4,571)	(4,000)	(3,126)
Interest Received		62,609	(981)	11,046
Net cash from/(to) Operating Activities		263,405	155,244	340,509
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		438	(42,696)	
Purchase of Property Plant & Equipment (and Intangibles)		(159,169)	(179,597)	(166,360)
Purchase of Investments		(4,369)	(152,277)	(453,320)
Proceeds from Sale of Investments		346,546	(1,043)	
Net cash from/(to) Investing Activities		183,446	(375,613)	(619,680)
Cash flows from Financing Activities				
Furniture and Equipment Grant		140,253	-	28,723
Finance Lease Payments		(21,454)	(18,578)	(22,464)
Funds Administered on Behalf of Other Parties		(9,676)	8,944	8,944
Net cash from/(to) Financing Activities		109,123	(9,634)	15,203
Net increase/(decrease) in cash and cash equivalents		555,974	(230,003)	(263,968)
Cash and cash equivalents at the beginning of the year	7	133,863	481,154	397,831
Cash and cash equivalents at the end of the year	7	689,837	251,151	133,863

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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



Pompallier Catholic College

Notes to the Financial Statements

For the year ended 31 December 2023

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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

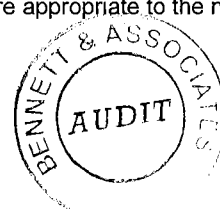
Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the 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 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 15. Future operating lease commitments are disclosed in note 21.

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.

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) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

j) Property, Plant and Equipment

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

Improvements 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

k) 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.



l) 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 surplus or deficit.

The reversal of an impairment loss is recognised in 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.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

p) Funds Held in Trust

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

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

q) Shared Funds

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



r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 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.

s) 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.

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) Services received in-kind

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



2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,853,710	1,656,989	1,805,576
Teachers' Salaries Grants	4,786,694	4,400,000	4,392,611
Other Government Grants	42,966	42,984	58,058
	<u>6,683,370</u>	<u>6,099,973</u>	<u>6,256,245</u>

The school has opted in to the donations scheme for this year. Total amount received was \$97,712.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	60,845	1,200	107,369
Fees for Extra Curricular Activities	183,294	93,233	102,652
Trading	80,638	93,700	96,379
Fundraising & Community Grants	-	-	1,107
Other Revenue	51,864	21,700	112,670
International Student Fees	98,993	96,412	36,765
	<u>475,634</u>	<u>306,245</u>	<u>456,942</u>
Expense			
Extra Curricular Activities Costs	258,904	147,020	128,006
Trading	104,247	93,350	114,805
Fundraising and Community Grant Costs	93	-	410
Other Locally Raised Funds Expenditure	2,191	-	7,963
International Student - Student Recruitment	17,144	10,000	1,500
International Student - Employee Benefits - Salaries	10,840	14,961	1,872
International Student - Other Expenses	23,568	22,131	7,852
	<u>416,987</u>	<u>287,462</u>	<u>262,408</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>58,647</u>	<u>18,783</u>	<u>194,534</u>

Locally Raised Funds

During the year ended December 2023, 24 students and 3 staff members undertook a French Language tour to New Caledonia. The total expenses were \$59,026 and contributed to educational achievement by allowing the French students to be immersed in a French speaking country.

International students

During the year ended December 2023, the Director of International Students travelled to Thailand & Korea at a cost of \$9,685 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue.



4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	293,144	284,274	357,129
Equipment Repairs	239	1,000	1,149
Information and Communication Technology	16,347	17,260	16,455
Library Resources	3,178	8,600	3,378
Employee Benefits - Salaries	5,374,110	4,941,004	5,007,393
Staff Development	16,547	20,000	11,291
Depreciation	109,555	106,000	103,891
	<u>5,813,120</u>	<u>5,378,138</u>	<u>5,500,686</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	7,500	8,000	7,300
Board Fees	6,700	6,500	6,779
Board Expenses	41,381	9,150	14,096
Communication	10,933	11,700	9,953
Consumables	1,667	2,700	6,241
Operating Leases	1,154	8,100	2,030
Legal Fees	38,272	-	-
Other	17,797	18,158	19,787
Employee Benefits - Salaries	294,887	274,836	291,407
Insurance	6,515	6,000	6,644
Service Providers, Contractors and Consultancy	9,078	13,000	12,130
	<u>435,884</u>	<u>358,144</u>	<u>376,367</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	173,387	158,915	152,219
Consultancy and Contract Services	2,519	4,200	931
Cyclical Maintenance	27,155	82,100	61,440
Grounds	57,656	39,700	50,248
Heat, Light and Water	63,008	53,020	49,186
Repairs and Maintenance	42,701	39,210	90,232
Use of Land and Buildings	872,722	701,425	701,425
Security	21,347	22,556	24,301
Employee Benefits - Salaries	116,325	124,003	108,335
	<u>1,376,820</u>	<u>1,225,129</u>	<u>1,238,317</u>

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



7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	489,837	251,151	133,863
Short-term Bank Deposits	200,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>689,837</u>	<u>251,151</u>	<u>133,863</u>

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

Of the \$689,837 Cash and Cash Equivalents, \$34,295 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	2,149	1,722	1,722
Receivables from the Ministry of Education	-	25,911	25,911
Interest Receivable	18,163	11,802	11,802
Banking Staffing Underuse	76,731	29,260	29,260
Teacher Salaries Grant Receivable	405,746	360,975	360,975
	<u>502,789</u>	<u>429,670</u>	<u>429,670</u>
Receivables from Exchange Transactions	20,312	13,524	13,524
Receivables from Non-Exchange Transactions	482,477	416,146	416,146
	<u>502,789</u>	<u>429,670</u>	<u>429,670</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Canteen	878	-	-
	<u>878</u>	<u>-</u>	<u>-</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	705,731	752,277	1,052,277
Non-current Asset			
Long-term Bank Deposits	109,307	104,938	104,938
Total Investments	<u>815,038</u>	<u>857,215</u>	<u>1,157,215</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Electronic Equipment	86,922	42,447	(920)	-	(39,325)	89,124
Furniture and Fittings	280,350	29,434	-	-	(20,211)	289,573
Leased Assets	49,114	12,667	-	-	(22,477)	39,304
Library Resources	29,259	5,688	(1,222)	-	(4,215)	29,510
Motor Vehicles	990	29,013	-	-	(3,428)	26,575
Other Equipment	12,255	1,535	-	-	(7,541)	6,249
Plant & Equipment	57,584	43,656	(6,512)	-	(10,229)	84,499
Sports Equipment	3,880	-	-	-	(1,070)	2,810
Textbooks	-	7,437	-	-	(1,059)	6,378
Balance at 31 December 2023	520,354	171,877	(8,654)	-	(109,555)	574,022

The net carrying value of furniture and equipment held under a finance lease is \$39,304 (2022: \$49,119)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Electronic Equipment	352,213	(263,089)	89,124	314,466	(227,544)	86,922
Furniture and Fittings	528,511	(238,938)	289,573	499,077	(218,727)	280,350
Leased Assets	73,314	(34,010)	39,304	74,013	(24,899)	49,114
Library Resources	114,012	(84,502)	29,510	113,044	(83,785)	29,259
Motor Vehicles	89,748	(63,173)	26,575	60,735	(59,745)	990
Other Equipment	50,564	(44,315)	6,249	49,029	(36,774)	12,255
Plant & Equipment	193,817	(109,318)	84,499	160,332	(102,748)	57,584
Sports Equipment	18,293	(15,483)	2,810	18,293	(14,413)	3,880
Textbooks	22,008	(15,630)	6,378	14,571	(14,571)	-
Balance at 31 December 2023	1,442,480	(868,458)	574,022	1,303,560	(783,206)	520,354

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	165,349	94,623	94,623
Accruals	8,625	8,395	8,395
Employee Entitlements - Salaries	482,604	403,083	403,083
Employee Entitlements - Leave Accrual	13,451	10,671	10,671
	670,029	516,772	516,772
 Payables for Exchange Transactions	 670,029	 516,772	 516,772
	670,029	516,772	516,772

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	34,349	-	-
International Student Fees in Advance	187,809	134,303	134,303
Other revenue in Advance	13,897	20,672	20,672
	<u>236,055</u>	<u>154,975</u>	<u>154,975</u>

14. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	167,404	91,619	105,964
Increase to the Provision During the Year	27,154	82,100	61,440
Use of the Provision During the Year	(13,544)	-	-
Provision at the End of the Year	<u>181,014</u>	<u>173,719</u>	<u>167,404</u>
Cyclical Maintenance - Current	62,440	75,111	75,111
Cyclical Maintenance - Non current	118,574	92,293	92,293
	<u>181,014</u>	<u>167,404</u>	<u>167,404</u>

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

15. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	23,508	18,500	22,402
Later than One Year and no Later than Five Years	22,238	17,081	34,886
Future Finance Charges	(4,370)	(4,000)	(7,125)
	<u>41,376</u>	<u>31,581</u>	<u>50,163</u>
Represented by			
Finance lease liability - Current	20,624	16,500	18,578
Finance lease liability - Non current	20,752	15,081	31,585
	<u>41,376</u>	<u>31,581</u>	<u>50,163</u>

16. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	100,147	109,823	109,823
	<u>100,147</u>	<u>109,823</u>	<u>109,823</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.



17. Related Party Transactions

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

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

The Proprietor of the School (Catholic Diocese of Auckland) is a related party of the 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 \$538,257 (2022: \$515,862). 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 \$9,179, (2022: \$5,002).

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	6,700	6,779
<i>Leadership Team</i>		
Remuneration	559,577	689,359
Full-time equivalent members	4.00	5.00
Total key management personnel remuneration	566,277	696,138

There are nine members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance (3 members) that meet monthly and Property (3 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters



Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	170 - 180
Benefits and Other Emoluments	0	3 - 4
Termination Benefits	-	-

Principal 2

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0	30 - 40
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	2023 FTE Number	2022 FTE Number
100 - 110	15.00	6.00
110 - 120	9.00	2.00
120 - 130	1.00	2.00
130 - 140	2.00	1.00
	27.00	11.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual \$30,000	2022 Actual \$0
Total	2	nil
Number of People		



20. Contingencies

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

The Board was notified of a claim of a personal grievance. The Board has not recognised this matter in the financial statements because the likelihood of the claim surfacing is not probable as there is no substance to the matter.

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$45,612 (2022:\$nil) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Synthetic Turf	91,223	45,611	45,612
Total	91,223	45,611	45,612

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

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

No later than One Year

Later than One Year and No Later than Five Years

2023 Actual	2022 Actual
\$	\$
134,445	133,296
145,648	280,093
280,093	413,389



22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	689,837	251,151	133,863
Receivables	502,789	429,670	429,670
Investments - Term Deposits	815,038	857,215	1,157,215
Total financial assets measured at amortised cost	<u>2,007,664</u>	<u>1,538,036</u>	<u>1,720,748</u>

Financial liabilities measured at amortised cost

Payables	670,029	516,772	516,772
Finance Leases	41,376	31,581	50,163
Total financial liabilities measured at amortised cost	<u>711,405</u>	<u>548,353</u>	<u>566,935</u>

23. Events After Balance Date

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



Pompallier Catholic College

Statement of Compliance with Employment Policy

For the year ended 31 December 2023

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.

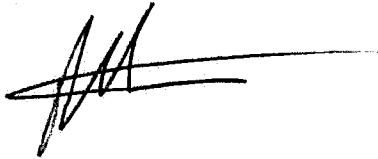
I attest to the following statement

Good Employer Statement

Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our personnel policy and the appropriate employment agreements. We practise impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.

regards

Richard.

A handwritten signature in black ink, appearing to be 'Richard Stanton', with a long horizontal line extending to the right.

Richard Stanton |Principal
Pompallier Catholic College
Te Kāreti Katorika o Pomapārie
PO Box 10-042 | Te Mai, Whangārei 0143
T: +64 9 438 3950



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

2023 - 2024

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

Process:

Presentation to BOT February
Staff Presentation February
Principal Update: 16th March 2023

BOT Approval: 21st March 2023

Pompallier Catholic College 2023 - 24

Strategic Intentions

School Motto	<i>Diligere Verum Love the Truth Arohata te Whakapono</i>
Vision	Pompallier Catholic College is a Catholic community with a Marist charism that challenges all students to excel in their endeavours. We promote Christian values, excellence in learning and quality relationships to enable students to be outstanding citizens. Our College shall be a place where all “...encounter the living God who in Jesus Christ reveals his transforming love and truth”. +
Values	<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	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.
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> <p>We embrace Te Ao Māori and Te Reo Māori in our lives as Catholics in Te Tai Tokerau.</p> <p>We look to Bishop Pompallier as a beacon of courage and commitment knowing that our journey was one that he himself embraced.</p>

Baseline Data and/or School Context to consider.										
Catholic Character	Student and Parents surveys' outcomes. Preference criteria classifications. Special Character Review 2021.									
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	Roll 2023	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TTL	
	Predicated									
	NZ	93	117	102	90	89	93	66	650	
	Impacting upon decision making: 1) NCEA review and alignment on-going. 2) Pilot school for NCEA Level 1 Literacy and Numeracy.									
Review of Charter and Consultation	BOT review in November and March each year. Consultation with staff via staff meetings. Consultation with Māori whānau. Draft emailed to parents for feedback.									

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2023 - 2023
Catholic Character <u>NELP Priority 1</u> <i>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i>	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.	By encouraging and facilitating the development of a personal relationship with Jesus Christ via the sacraments, prayer, retreats, service and the Religious Education program. 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. By providing a hope-filled Christian witness which empowers its community members to integrate their faith and their life.
	Undertake an annual review of Special Character in accordance with the <u>Catholic Special Character Review for Development</u> .	2023: "Recognising that each person is called as a Christian to take care of others and to work for justice and equality, in what ways does the school explicitly base service and outreach activities according to Catholic social teaching, and grow the practice of understanding and caring for others and the environment? What is the effect of this?" From Dimension 3: Te Whakaatu Karaitiana Christian Witness. #4) Service and Outreach
	Our students are well rounded, outstanding citizens confident to participate and contribute fully to their God given abilities.	Students learning integrates principles of Catholic Social Justice. Students have opportunities to be engaged in social justice activities.

<p>Te Tiriti o Waitangi</p> <p><u>NELP Priority 5</u> <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i></p>	<p>To give effect to Te Tiriti o Waitangi by -</p> <ul style="list-style-type: none"> i) working to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and iii) achieving equitable outcomes for Māori students 	<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>Make a significant contribution to achieving the Crown's <i>Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna</i>.</p>
<p>Students' Learning</p> <p><u>NELP Priority 2</u></p> <p><u>NELP Priority 7</u></p>	<p>All students achieve success through the Pomallier Catholic College Curriculum.</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>Pilot school for NCEA Literacy and Numeracy in Year 10.</p> <p>Review of NCEA Assessments on-going.</p>
	<p>No student leaves education without a minimum of NCEA Level 2.</p>	<p>Through the enrolment of students in NorthTec trade academies, Gateway, Universities, and STAR supported courses.</p>

		Through discussion with Whānau teacher and Career planning via Careers Central.
Student Engagement <u>NELP Priority 3</u> <u>NELP Priority 4</u>	Through the analysis of information, identify students and groups of students who are not progressing and/or achieving, and those who are at risk of not progressing and/or achieving.	<p>By providing appropriate career education and guidance for all students with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.</p> <p>By the on-going employment of a Family Worker to provide support and guidance for families in our College community.</p> <p>Continue to be involved with the HAA (History of Aotearoa in Art) and the provision of their courses for Year 10 students and professional development for staff.</p> <p>Professional development for Maths teachers (50 hours).</p>
School Organisation and Structures	Provide a safe physical and emotional environment for students and staff to further the desired educational outcomes of the College.	<p>By promoting healthy food and nutrition for all students and staff.</p> <p>By providing counselling support for staff and students.</p> <p>By being a school that operates by restorative practices.</p> <p>To comply with any legislation currently in force or that may be developed to ensure the safety of students and employees.</p>
Personnel <u>NELP Priority 6</u>	Develop and implement personnel and industrial policies which promote high levels of staff performance and satisfaction.	<p>To be a good employer as defined in the State Sector Act 1988.</p> <p>To comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.</p> <p>Develop and promote a school culture that supports high levels of staff work-place satisfaction (Wellbeing).</p>
	Professional Development of the Tagged teachers.	To enable the long-term support and promotion of Special Character via tagged teachers.

		By the employment and development of staff to support the Special Character of the College.
	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 2023 – SUMMARY

Domain	Annual Goal	Target	Short Report
Catholic Character	Catholic Curriculum		
	Enabling the virtue of Charity to be expressed throughout the school environment	Fundraising \$6,000 for Saint Vincent de Paul.	Whole school \$1,500 for Caritas via Cultural week \$800 via Daffodil week \$4,000 via donated articles for Young Vinnies
	Service and outreach activities according to Catholic social teaching, and grow the practice of understanding and caring for others and the environment	Study of document Enviro school accreditation E-mission activity each month Tree planting Recycling	PLG Wellbeing and Environment
	Community consultation regarding reverting to former name of College	Opinion is sought from Iwi, Society of Mary, Parish Council, Staff, Students and Parents	Not actioned
	Return of Hatoī bell from Carmelite Monastery	Returned and placed in the College	Awaiting response from Carmelites
	Garden to celebrate 50 th Jubilee. Contains cross and two pou whenua (Māori and Marist/Catholic)	Plan provided and funding sought	An alternative or possible short-term alternative to pou is being considered. A plan is being formulated

Treaty of Waitangi	Promote Te Reo and Tikanga Māori amongst students and staff and highlight the connections between Bishop Pompallier, Iwi and the Catholic Church	All staff can use an appropriate greeting and pepeha.	Actioned via TOD and PLG's
	Staff have an understanding of the history of the Catholic/Marist whakapapa and Te Parāwhau Hapu and its connection to the story of our College.	A TOD (overnight) to Hokianga, Motuti, Totara Point, Museum at Opononi, Pa te Aroha Marae, Tane Mahuta, Hatoī. These are places of significance to te Parāwhau Iwi and our Marist history.	Actioned January 2023
Students' Learning	Ensure on-going high levels of student success in NCEA.	At Level 3 NCEA at least: 85% of students shall attain Level 3 NCEA 70% of students shall attain U.E 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.	Attained in 2023 NCEA and UE Attained in 2023
	No student leaves education without NCEA Level 2.	All students attain Level 2 NCEA or move to further education that enables such an outcome.	Guidance Counsellor, AP Curriculum, Gateway Coordinator and Deans Years: 11, 12
Student Engagement	To identify a progression of learning and teaching that will enable all students to attain NCEA literacy and numeracy co-requisites	All students attain the co-requisites	DP Curriculum, HOL's, Principal, Curriculum Leader AP
	Specific career guidance for those students who have been identified by the school as being at risk	Develop procedures for the identification and tracking of "at risk" students.	Careers Advisor and Learning Support Co-

	of leaving school unprepared for the transition to the workplace or further education/training.	Tracking of “at risk” students and the use of Career Central.	ordinator to BOT in Term 3
School Organisation and Structures	Design and implement a process for the regular review of policy documents.	Introduce a “Governance” meeting to address/update policies	BOT. Not actioned
	SMT meeting, half day each term, to consider Strategic Plan.	Due time is allocated	Principal. Actioned Term 1
Personnel	To enable the long-term support and promotion of Special Character via tagged teachers.	Development of existing Catholic staff <ul style="list-style-type: none"> • Retreats • Professional development 	On-going reporting by Principal PLD Groups have been operating throughout the year
	Develop and promote a school culture that supports high levels of staff work-place satisfaction (Wellbeing).	Surveys indicate high levels of staff work-place satisfaction.	
	Professional development addressing a range of educational issues and needs.	As determined via the Professional Learning Groups.	Staff have attended forums run by Marist Network of Schools and attended middle management courses relating to NCEA changes
	Provision of professional development for staff new to middle management.	Identification and provision of suitable support.	
Property	Possibilities include: <ul style="list-style-type: none"> • Install new fence around courts • Install artificial turf 	BOT to determine in consultation with Proprietor	Principal: on-going Contract accepted. Actioned in 2024.

	<ul style="list-style-type: none"> • Re-surface portions of driveway • Landscaping projects to enhance student and staff amenities and appearance 	<p>Front rock wall of school entrance way Tree planting and gardens</p>	<p>Completed Rock wall contractor no longer in business. Looking for alternatives Tree planting and gardens actioned. 300 new trees planted</p>
Finance	Financial resources shall be managed in a fiscally responsible manner.	Alignment of Invoicing with MOE regulations.	Finance sub-committee reporting

2023 Improvement Plan # 1. Domain Special Character				
School Goal		School Target		
2023: "Recognising that each person is called as a Christian to take care of others and to work for justice and equality, in what ways does the school explicitly base service and outreach activities according to Catholic social teaching, and grow the practice of understanding and caring for others and the environment? What is the effect of this?"		Where do we want to be at the end of 2023? 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.		
Baseline data and Target.				
What measurable outcome does the SMT want to achieve at the end of 2023?				
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	
	To promote and recognise service to the community via community organisations aligned with our Special Character. "I Have A Dream" "Young Vinnies" "Duke of Edinburgh" "Service Day"	HM AB TM RS	What will we see that has changed in learner/teacher behaviours? When will we see it? Recognition of hours via assembly, testimonial, website, badges Participation rates of 80% or more in Service Day Service Day was cancelled due to lost time arising from weather and the shifting of other events into Term 2.	
	To raise \$6,000 for Caritas		Senior students project. Not actioned.	

<p>Monitoring</p> <p>June</p>	<p>Service Day was restricted to students from a Year 7/8 class and Year 10 Business Studies class. The on-going industrial action with students being rostered home was making the day problematic for organisation and would add to an already significant loss of teaching time arising from weather events and industrial action. The students planted 300 trees at the College and a further 200 trees at Kotuku Wetlands.</p> <p>Duke of Edinburgh has been established with students participating at all three levels.</p> <p>Young Vinnies have collected food products each Tuesday for the food bank</p>
<p>July</p>	<p>Students raised a little over \$1000 for Caritas during the multicultural week. With Government subsidy this becomes \$4,000 to support efforts to address poverty in South East Asia and the Pacific. Over \$2000 of food products have been collected by Young Vinnies. In 2024 we will use the Matariki festival as an opportunity to collect a gold coin.</p>
<p>August</p>	<p>Service awards were presented at assembly to students who had made an active and sustained contribution towards the Special Character of the College for a minimum of three years.</p>
<p>December</p>	<p>Food parcels for Christmas were organised using, in part, donations from families.</p>
<p>Summation:</p>	<p>The College has many groups and individuals contributing to charity but there is no overall co-ordination of this area of the College.</p> <p>Service Day has suffered in recent years from the impact of covid and more recently weather-related events.</p> <p>Charity is a key Christian virtue. The significance of this virtue needs to be emphasised more within the College community. Students are very generous with giving of their time towards supporting others in need but sometimes charity requires a more specific donation of money.</p>
<p>Resourcing</p>	<p><i>How much money and time is needed? Who will help us?</i></p> <p>Nil</p>

2023 Improvement Plan # 2 Domain: Students' Learning.			
School Goal: Health Curriculum for Year 7 – 10 reviewed and coherent scheme developed for school. Sexuality programme for Year 7 – 13 reviewed.		School Target: Presentation of Health and Sexuality programmes to BOT Term 1. 20% of teaching staff trained via "Having Life to the Full". TOD "Aroha and Diversity"	
Baseline data and Annual Target: <i>Where do we want to be at the end of 2023? The focus is on <u>student outcomes</u>.</i>			
<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>What will we see that has changed in learner/teacher/leader behaviours? When will we see it?</i>
Term 1	Draft report for Health curriculum Draft report for Sexuality curriculum	AL / DN / WK	To be provided to the BOT in Term 1
Term 1	Community consultation of above	AL / DN	Meeting held and feedback considered
Term 2	Staff development re; "Aroha and Diversity"	WK	Presentation and study of document at staff meeting

<p>Monitoring</p> <p>June</p> <p>The draft report was circulated to the community for feedback in April and community consultation evening was held in May. It was attended by 46 community members and 6 staff. Feedback from the meeting as provided to the BOT for further consideration.</p> <p>After the meeting, parents were provided with contact details for staff presenting material to students and for accessing more detailed information in regards to content and reminded of their right to withdraw students from lessons.</p> <p>Staff were provided with PD relating to “Aroha and Diversity” and other related documents by the Auckland Catholic Education Office last month.</p> <p>July</p> <p>Programme continues to be delivered with no concerns being expressed.</p> <p>Summation:</p> <p>Teaching material has been reviewed and used. Staff have received professional development relating to the teaching of sexuality and the support of student’s sexuality from a Catholic perspective.</p> <p>The debate related to issues of sexuality was addressed in the NZ Bishops document <u>Aroha and Diversity</u>. The College and its community need to have on-going discussions as to how we might best address concerns within the context of a Catholic school. Given that this is a significant concern for many parents it would be prudent to hold annual consultation meetings with parents.</p>	<p>Resourcing</p> <p><i>How much money and time is needed? Who will help us?</i></p> <p>Uncertain. May require additional resources at completion of review.</p>
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2023 Improvement Plan # 3. Domain Learning Areas			
School Goal	School Target		
Literacy and Numeracy NCEA co-requisite for all students.	Where do we want to be at the end of 2023?		
	To have backward mapped a strategy that enables all students to pass the co-requisite		
Baseline data and Target			
What measurable outcome does this group want to achieve at the end of 2023?			
To have 80% of Year 10 students attain the Literacy and Numeracy NCEA co-requisite by the end of Year 10.			
Identify the key skills expected and determine how these will be taught/learnt			
Current indicators, based on the Year 10 pilot in 2022, are that 90% of students will attain:			
Reading if at asttle 5B			
Writing if at asttle 5P			
Numeracy if at astlle 4p			
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
			What will we see that has changed in learner/teacher behaviours? When will we see it?
Term 1	Provide direction to relevant staff and lead change for numeracy.	MG / TW	Investigate and develop a pathway from Year 7 to Year 10. Share with staff and offer professional development via PLG

Term 1	Provide direction to relevant staff and lead change for literacy.	WL / NH	Investigate and develop a pathway from Year 7 to Year 10. Share with staff and offer professional development via PLG.	
Monitoring <i>How are we going? Where are the gaps? What needs to change?</i> In May the MOE announced the postponement of the NCEA corequisites. The consequence of the postponement has resulted in a change of strategy as seen below.				
Year	2023	2024	2025	2026
10	Co-requisites June/Nov	Co-requisites June/Nov	Co-requisites June/Nov	Co-requisites June/Nov
11	Co-requisites and/or additional assessment standards	Co-requisites and/or additional assessment standards	Co-requisites and/or additional assessment standards	Co-requisites
What we are doing in 2023, 2024 and 2025. We aim to get around 70% of the students through the co-requisites in June of Year 10. Those who do not attain the desired outcome can sit again in November/December while in Year 10. If they have not passed in November/December, the students try to pass using the Level 1 standards in Year 11 as per the attachment. And take the co-requisites again at the end of Year 11 if so needed. Until 2026, students can meet the literacy requirements (Reading + Writing) by attaining the 10 literacy credits via co-requisites or additional assessments but not a combination of both. Until 2026, a student can have literacy via the co-requisites and numeracy via additional assessment credits (or vice versa). From 2026, students must have the co-requisites to attain NCEA at any level. First attempt will be June 2025 in Year 10 for these students.				

Reporting**June**

A plan has been developed and is now being shared with staff. Staff are receiving PD associated with the desired learning outcomes for literacy and numeracy in the context of a range of learning areas. Staff will provide a response to the plans which will be used to develop further strategies.

July

Results will be available in August. The results will be correlated with asttle outcomes to inform further practice.

August

Correlations were sought between outcomes for asttle and students outcomes for the NCEA corequisites.

Maths: At an asttle score of 5P or better, 90% of students passed the corequisite for maths.

Reading: At an asttle score of 4A or better, 90% of students passed the corequisite for reading.

Writing: A pattern was more difficult to discern. It is speculated that the variation is arising from students failing to address the questions in the appropriate manner. Students who scored highly on asttle failed the corequisite and vice versa. In using their own judgement, teachers were unable to discern a clear connection between their knowledge of the students skill set and the students outcomes.

Outcome for June.

To meet the literacy requirements, students needed to be successful in both reading and writing. In June 2023, 47% of students in Year 10 achieved the literacy corequisite. Some students had success in writing but not reading and vice versa. Actual pass rates for each assessment were: Writing 58%, Reading 71%.

63% of Year 10 students achieved the Numeracy corequisite. (Maths 63%)

November

In November, almost half of the Year 10 students were again assessed for the literacy corequisite. Some for both reading and writing, while the majority were for either reading or writing. 40% of students on Year 10 were assessed for the Numeracy corequisite. Some students had not been assessed in June.

Outcome for November.

For students in Year 10 2023. (NA = Not Achieved, SNA = Subject Not Assessed)

Literacy Achieved	75/90	83.33%	NA/SNA	15/90	16.67%	Reading	10 NA and 1 SNA.	Writing	4 NA and 6 SNA
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Numeracy Achieved	75/90 83.3%	NA/SNA	15/90 16.67%	Numeracy 11 NA and 4 SNA
<p>Summation:</p> <p>An analysis of the November data for the Year 10 students showed 83% of students achieved the Literacy corequisite and 83% achieved Numeracy corequisite.</p> <p>Teachers of English and Maths engaged in a significant amount of professional development and self-study to enable this outcome.</p> <p>The overall results improved greatly from the pilot outcomes in 2022.</p> <p>While this is a very good outcome, the goal of 100% remains for our students by the time they complete Year 11.</p> <p>There is a need to have a section in all schemes of work relating to numeracy and literacy. All learning areas need to give consideration as to how they will support the attainment of the corequisites.</p> <p>The COL within-school teachers of 2024 have a key role in formulating strategy to support the attainment of the literacy and numeracy corequisites.</p>				
<p>Resourcing</p> <p><i>How much money and time is needed? Who will help us?</i></p>				

Other 2023 Key Improvement Strategies to Achieve Strategic Vision				
Property	Short Report	Finance	Short Report	
Landscaping. Driveway. Website. Turf and associated projects.	On-going	On-going monitoring of finances.	In Principal's reports to BOT	
Personnel	Short Report	Community Engagement	Short Report	
Staff training in Special Character.		Health and Sexuality Syllabus BOT Policies	On-going information to parents and BOT	

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

Evaluation of the school's students' progress and achievement

Heads of learning report to the board of trustees each year on the progress of students in their respective learning areas. There are also reports from the Learning Support department, the Guidance Counsellor and the Careers Advisor.

Student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to: ii. 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, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa

Through the analysis of good quality assessment information*, identify students and groups of students: i. who are not progressing and/or achieving; ii. who are at risk of not progressing and/or achieving; iii. who have special needs (including gifted and talented students); and iv. aspects of the curriculum which require particular attention;

The College uses e-asttle and PAT to monitor student progress in literacy and numeracy as the progress through the years from Year 7 to Year 10. This data informs decision making and enables staff to identify particular area of focus. In year 10 students undertake the literacy and numeracy corequisites for NCEA.

Student progress is assessed against relevant curriculum levels within the New Zealand curriculum in subject areas by teachers. Assessment and reporting against curriculum levels is also undertaken by the use of standardised assessments such as Asttle, PAT,

NCEA results and University Entrance outcomes can be viewed online at [Education Counts](#).

This data and the more recent school data indicate that the College continues to produce academic outcomes above the norm for schools of a similar nature. The College remains to the fore in academic out comes in Te Tai Tokerau.

Giving effect to Te Tiriti o Waitangi

The College continues to be engaged with local Iwi and with Hokianga Iwi. These active connections help to inform College practices and instruction. Students in formative years spend time overnight on marae where they have opportunity to action te reo Māori and tikanga Māori.

Teaching associated with local history utilises the connections between Maori and the early Catholic Marist missionaries present from 1838 in this area.

All students in Years 7 -8 are required to study te reo Māori and it is available as a subject option for all other levels of the College.

The College places great emphasis upon tikanga Māori. It celebrates major festivals such as Matariki and uses hymine and karakia in all assemblies. Students are familiar with common prayers in te reo Māori Staff are expected to provide prayer in te reo Māori once week.

Learning areas report on how they are supporting Māori students and utilizing mātauranga Maori in their teaching.

Academic outcomes and engagement for Māori are on par with other students in NCEA and UE outcomes. This can be seen on [Education Counts](#)



POMPALLIER CATHOLIC COLLEGE

2023 Annual Report

SPORT CO-ORDINATOR
Sam Page

Annual Activities:

Term 1 - 1 February – 6 April	Date / Place	Participants
College Champion Swimming Sports	10 February	85
Basketball Year 7/8 trial	09 February	15
Basketball senior boys trial	14 February	17
Basketball junior boys trial	15 February	14
Hockey Collegiate mixed trial	26 February/5 March	44
Netball Year 7/8 trials	22/23 March	18
Netball Collegiate trials	14/15 March	20
Hockey JMC trial	21 March	23
Football Collegiate	21/28 March	24
NSSA Swim Championships	22 March	2
NSS Surfing Champs	27 February - cancelled	1
Athletics Day	23 February	Whole school
NSS Athletics Track and Field Champs	17 March	2
WPSSA Year 7 & 8 Swim Champs	15 March	9
NSS Equestrian Event		3
Northland Primary Swim Champs	31 March	3
Clay Target Shooting	1 April	3

Term 2 – 24 April – 30 June	Date / Place	Participants
Clay Target Shooting	10 May	3
	7 June	3
School Cross Country	29 May Barge Park	329
NSS Cross Country	27 June	8
NSS Student helpers	27 June	27
Mixed Volleyball Tournament	24/25 May	15

Term 3 - 17 July – 22 September	Date / Place	Participants
Bream Bay Exchange (7/8)	2 August	66
NISS Hockey Mixed tournament	27 August – 1 Sep	16
NISS Football Tournament	27 August – 1 Sep	16
WPSSA Cross Country	30 August	17
Special Olympics Basketball	31 August	6
AIMS Games (Year 7 & 8)	3 – 8 September	11
	2	

Term 4 - 9 October – 8 December

NI & NZ Clay Target Champs	23-24 September	3
Year 7 & 8 Athletics Day	27th October (pp 6 th November)	197
Year 7 & 8 Cricket Tournament	7 th November	11
Year 7 & 8 Fast 5 Netball	21 st November	20
WPSSA Athletics Champs	22 November	31

Ongoing Weekly Competitions:

Netball	3 Collegiate Teams, 2 Year 7/8 Teams
Hockey	2 Collegiate Teams, 2 Year 7/8 Teams
Basketball	1 Collegiate Team, 1 Year 9/10 Team
Basketball- Interball	1 Year 7/8 Team
Football	1 Collegiate Boys Team, 1 Collegiate Girls Team, 1 year 7/8 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:

- 2023 & 2024 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 Taupo
- Oxford Trust - Funding for Zespri Aims games held in Tauranga
Funding for NISS Football tournament held in Auckland
- Grassroots Trust – Sports Gear and Equipment for Sports Department (Winter Sport)

Participation:

This year, our Census, that we provided to Sport Northland, showed we had 142 students in Years 9 – 13, participate in sports. This equates to 32% of the roll - 76 females and 60 males – a slight drop off compared to 2022 season (37%).

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.

Tournaments:

Tournament week, North Island Secondary schools.

Our Collegiate Mixed Hockey Team travelled to Taupo to compete in the NISS Tournament, Led, once again, by Mr Mark Meyer they competed fiercely and made it through to the final. The final was a draw against Campion College and unfortunately Pompallier lost in a penalty shoot-out. We are extremely proud of the team and are looking forward to a redemption year in 2024.

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.

Planning has commenced for next year's tournaments and, and all things going well, we will have NISS Teams entered in Netball, Hockey and Football as well as AIMS games teams in both Hockey and Netball.

I am looking forward to supporting PCC for the 2024 sporting season!

This Annual Report has been provided to the best of my knowledge and the records available.
Thank you.

Sam Page
SPORT CO-ORDINATOR

INCOME	
ACC Funding student (1253.1)	
ACC Reimbursement for Teachers (1253)	
Activities Revenue (1710)	\$100,000.00
Additional Teacher Relief Funding (1211)	
Admin Support Staff Pay Equity Settlement	\$68,000.00
BEH Funding (1220.6)	
Benevolent Fund (Donations) (1512)	
Canteen Revenue (1612)	\$90,000.00
Collective Agreement Funding (TAPESca) (1032)	\$78,832.00
Donations General (1510)	
EOTC Overnight (1620)	\$60,000.00
ESOL Funding (1215)	\$7,000.00
Family Worker Grants & Contributions (1510.3)	\$22,660.00
Fundraising Revenue General (1511)	
Gain on Disposal (1990)	
Hire of Marist Residence Revenue (1730.1)	
Hire of Marist Residence Revenue (internal) (1731.1)	\$1,000.00
Hire of School Facilities Revenue (1730)	\$3,200.00
Hire of School Facilities Revenue (internal) (1731)	
Hire of school van	\$530.00
In Class Support ICS Funding (1220.2)	\$4,000.00
Interest (1910)	\$42,000.00
Interim Response Funding (IRF) (1220.3)	
Internal transfers (1732)	
IS/FFS Administration Revenue (1311)	\$6,100.00
IS/FFS Insurance / Visa Revenue (1313)	\$2,235.00
IS/FFS Outdoor Activity Revenue (1312)	\$1,200.00
IS/FFS Tuition Fees Revenue (1310)	\$128,920.00
Library and Library Assistants' Pay Equity Settlement	\$8,949.00
Library Recovery (1742)	
MOE Careers Information Grant (1011)	\$7,390.68
MOE Equity Funding (1012)	\$45,222.24
MOE Furniture Grant Income (910)	\$60,000.00
MOE OPS COL Funding Kahui Ako (1029)	\$1,000.00
MOE Operational Grant (1010)	\$653,160.00
MOE Ops ICT Funding (1015)	\$29,931.92
MOE Ops Kwisport Y1 Y8 (1017)	\$2,867.12
MOE Ops Kwisport Y9 Y13 (1017.1)	\$11,866.92
MOE Ops LSC Travel	\$1,500.00
MOE Ops Macri Language Programme Lvl 4	\$424.44
MOE Ops Property Maintenance Grant (1013)	\$64,327.00
MOE Ops Secondary Tertiary Programmes (STP)(1019)	\$114,400.00
MOE Ops STAR Funding (1130)	\$58,639.52
MOE Ops School Donations (1510.1)	\$69,853.26
MOE Ops Support for Inclusion (1012.2)	\$32,152.64
MOE Ops Teacher Relief (1023)	\$148,087.33
MOE Other Grants (1210)	
Mowing Revenue (1730.3)	\$3,370.00
OR9 Funding (1220.1)	\$103,270.00
Other Government Grants (1250)	\$1,500.00
Other Learning Support Funding (1220)	
Other Revenue (1745)	\$500.00
Other Sundry Revenue (745)	
Postage & Courier Revenue (1741)	
Rewards (1520)	\$1,260.00
RTLB Funding Yr 11 + (1140)	\$12,500.00
School Caretakers', Cleaners' & Canteen Staff CA Funding	\$8,455.60
School High Health Needs Fund (SHHNF) 1220.5	\$13,700.00
Science Technicians' Pay Equity Settlement	\$7,867.00
Secondary Tertiary Programmes Other Revenue (1744)	\$7,000.00
Stationery Revenue (1610)	
Student Contributions Previous Years (1610.1)	
Student Papercut Revenue (1740)	\$170.00
Student Recoveries/Student Revenue (1810)	\$7,800.00
Support Staff in Schools (CA) Estimated Funding	\$19,380.00
TEC Gateway Funding (1251)	\$43,563.00
Uniform Revenue (1611)	\$620.00
Urgent Response Funding (1030)	
Vandalism Recoveries (1743)	
Total Income	\$2,482,824.87

EXPENSES

ACC Levies (3810)	\$3,700.00
Accounting Fees/Xero subs (3900)	\$9,500.00
Activities Expenses (5750)	\$122,700.00
Admin Consumables (3364)	\$1,100.00
Admin General Sundry Expenses (3816)	\$3,200.00
Admin ICT Subscriptions (3820)	\$7,500.00
Admin Office, Computer, Equipment R&M (3362)	\$3,000.00
Admin Photocopying (3365)	\$2,400.00
Admin Salaries (3510)	\$305,400.00
Admin Stationery (3361)	\$3,000.00
Advertising/marketing (3312)	\$2,000.00
Annual or Additional Clean (4006)	\$8,000.00
Audit Fee (3010)	\$8,000.00
Bank Charges (3814)	\$100.00
Benevolent Fund Expenses (2700)	\$100.00
BOT Expenses (3114)	\$8,000.00
BOT Meeting Fees (3100)	\$8,000.00
BOT Subscriptions (3112)	\$3,300.00
BOT Training & Development (3110)	\$11,580.00
Canteen Expenses (5652)	\$49,000.00
Canteen Wages (5652.1)	\$62,834.00
Caretakers Grounds wages (4210)	\$116,480.00
Classroom Equipment & Equipment Repairs (2811)	\$1,300.00
Cleaning Consumables / General (4001)	\$11,600.00
Cleaning Contract (4000)	\$142,000.00
Cleaning Rubbish Disposal (4004)	\$5,800.00
Committee of Learning (COL) (2030)	\$230.00
Compliance and Building Warrant of Fitness Expenses (4112)	\$2,070.00
Copyright Licences (3390.3)	\$5,850.00
Curriculum Materials/consumables (2010)	\$152,071.00
Curriculum Photocopying (2020)	\$20,500.00
Curriculum Subscription (2020.1)	\$17,470.00
Cyclical Maintenance Provision (4850)	\$90,000.00
Dean's Expenses (2504)	\$700.00
Depreciation (4910)	\$100,000.00
Electricity (4401)	\$64,000.00
EOTC Day trips (2022)	\$22,262.00
EOTC Overnight Expenses (2021)	\$60,000.00
ESOL Expenditure (2004)	\$7,000.00
Family Worker Expenses (2701)	\$400.00
Family Worker Salary (2108)	\$31,548.00
Finance Costs (3950)	\$4,200.00
Fire Protection (4511)	\$4,000.00
Gas (4403)	\$3,000.00
Gateway (2830)	\$28,563.00
Gateway Administration Costs (2830.1)	
Gateway Course & Assessment Costs (2830.6)	
Gateway Equipment (2830.8)	
Gateway Resources (2830.7)	
Gateway Salaries (2830.9)	\$17,000.00
Gateway Transport Costs (2830.5)	
Grounds Consumables Equipment & repairs (4315)	\$4,600.00
Grounds Contractors (4312)	\$2,600.00

Grounds Fuel & Oil (4314)	\$5,320.00	
Grounds Landscaping & Maintenance (4318)	\$36,000.00	
Grounds Mowing (4316)	\$3,300.00	
Grounds Planting & Sprays (4317)	\$2,000.00	
Houses/Whanau Homeroom/Syndicates Expenses (2025)	\$1,000.00	
Insurance (3610)	\$10,500.00	
IS/FFS Administration Expenses (1320)	\$550.00	
IS/FFS Commissions (1321)	\$11,500.00	
IS/FFS Employee Benefit Salaries (1324)	\$18,000.00	
IS/FFS Extra Curricular & Activities (1327)	\$2,300.00	
IS/FFS Insurance / Visa costs (1325)	\$1,440.00	
IS/FFS Marketing & Recruitment Costs (1322)	\$15,000.00	
IS/FFS MOE Student Levy (1323)	\$2,750.00	
IS/FFS Other Expenses/Homeslay (1326)	\$12,192.00	
IS/FFS Subject Fees & Uniform Expenses (1328)	\$2,900.00	
Kamar Subscriptions (2306.2)	\$12,530.00	
Kapshaka Tutor (2109)	\$9,900.00	
Laptop Leases (2303)	\$2,000.00	
Library Book Purchases (2409)	\$5,450.00	
Library General Expenses (2400)	\$700.00	
Library Online or Software (2402)	\$1,500.00	
Library Staff Salaries (2104)	\$49,604.00	
Library Subscriptions (2401)	\$1,700.00	
Loss on Disposal (1991)		
Medical, FirstAid & Sickbay Supplies (2503)	\$1,000.00	
Operating Lease Copier (3410)	\$7,000.00	
Operating Lease Etpos (3411)	\$1,100.00	
Photocopier Internal Recoveries (3390)	-\$25,500.00	
Photocopier Materials (3390.2)	\$6,000.00	
Photocopier Usage (3390.1)	\$8,500.00	
Postage & Courier Expenses (3311)	\$1,200.00	
Principal's Appraisal (2500.1)	\$1,000.00	
Principal's Expenses (2501)	\$6,000.00	
Professional Development Course Costs (2900)	\$20,000.00	
Property Consultancy & Contract Services (4110)	\$3,000.00	
R & M Building (4710)	\$9,600.00	
R & M Caretaker/Groundsman Relief (4725)	\$2,500.00	
R & M Drainage, Plumbing & Sewers (4713)	\$5,000.00	
R & M Electrical (4714)	\$12,000.00	
R & M Materials & Equipment Repairs (4715)	\$6,000.00	
R & M General (4718)	\$3,000.00	
R & M Glazing (4719)	\$1,800.00	
R & M Health & Safety (4720)	\$1,300.00	
Security (4510)	\$17,850.00	
Software & Computer Expenses (2300)	\$4,000.00	
Sports Coordinator Salary (2107)	\$46,708.00	
Staff Amenities / Meals (3817)	\$6,000.00	
Staff Wellbeing (2505)	\$5,000.00	
STAR (2023)	\$1,253.02	
STAR Careers (2023.106)	\$13,500.00	
STAR Digital Technology (2023.104)		
STAR Electronics (2023.112)	\$2,750.00	
STAR Equipment (2023.108)		
STAR Hospitality (2023.111)	\$18,025.00	
STAR Maori Studies (2023.118)		
STAR Resources (2023.103)		
STAR Sports Performance & Physical Ed (2023.115)	\$13,840.00	
STAR Mechanical Engineering (2023.108)	\$7,171.50	
Stationery Expenses (5650)	\$1,700.00	
Stationery Internal Recoveries (5650.1)	-\$2,100.00	
Support Staff Salaries (2105)	\$71,476.00	
Swimming Pool (4320)	\$4,000.00	
Teacher Relief (2102)	\$188,000.00	
Teacher Relief EOTC Internal Recovery (2102.1)	-\$6,100.00	
Teacher Relief Reimbursement (2012.2)		
Teacher Salary Recoveries (2102.3)		
Teacher Aides Salaries (2103)	\$300,000.00	
Teacher Salaries Expense (School Funded)	\$4,400.00	
Teacher Subscriptions	\$500.00	
Telephone (3310)	\$8,000.00	
Timetable (2027)	\$700.00	
Uniform Expenses (5651)	\$50.00	
Vandalism (4780)	\$1,000.00	
Vehicle Estima Expenses (4795.3)	\$2,800.00	
Vehicle Insurance (4795.1)	\$4,102.00	
Vehicle Internal Recoveries Barina	\$530.00	
Vehicle Internal Recoveries Van (4794)	-\$7,000.00	
Vehicle Internal Recoveries Estima (4794.1)	-\$4,800.00	
Vehicle New Vehicle Provision (4795.5)	\$0.00	
Vehicle Trailers Expenses (4795.4)	\$230.00	
Vehicle Van Expenses (4795.2)	\$3,600.00	
Water (4402)	\$1,552.00	
Non Integrated (5754)	\$12,550.00	
Non Integrated Insurance	\$3,929.00	
Total Operating Expenses	\$2,522,387.52	
Net Profit	-\$49,472.85	

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF POMPALLIER CATHOLIC COLLEGE'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

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

In our opinion the financial statements of the School:

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

Our audit was completed on 28 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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 arise 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

