



TRINITY CATHOLIC COLLEGE

Hei ākonga mā te Karaiti

Physical Address  
340 Rattray Street  
Dunedin 9016  
New Zealand

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Dunedin 9054  
New Zealand

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# Annual Report 2023



Trinity Catholic College exists to promote excellence in learning and teaching in a climate of faith and pastoral care for the Catholic Community of Dunedin

**TRINITY**  
CATHOLIC COLLEGE



**Hei ākonga mā te Karaiti**

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2023**

**School Directory**

**Ministry Number:** 536

**Principal:** Kate Nicholson

**School Address:** 340 Rattray Street, Central Dunedin, 9016

**School Postal Address:** PO Box 737, Dunedin 9054

**School Phone:** 03 477 3408

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# TRINITY CATHOLIC COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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# Trinity 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.

Barbara Anne Long  
Full Name of Presiding Member

Kathryn Mary Nicholson  
Full Name of Principal

[Signature]  
Signature of Presiding Member

[Signature]  
Signature of Principal

10.09.2024  
Date:

28.8.2024  
Date:

# Trinity Catholic College

## Members of the Board

For the year ended 31 December 2023

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Barb Long	Presiding Member	Elected	Sep 2025
Kate Nicholson	Principal	ex Officio	
Michelle Branford	Parent Representative	Elected	Sep 2025
Liz McKenzie	Parent Representative	Elected	Sep 2025
Christian Schonwald	Parent Representative	Elected	Sep 2025
Tama Walker	Parent Representative	Co-opted	Sep 2025
Rachel Mortimer	Staff Representative	Elected	Sep 2025
Gerard Hanning	Proprietors Representative	Appointed	
Laurel Lanner	Proprietors Representative	Appointed	
Chris Burke	Proprietors Representative	Appointed	
Mika Mafi	Proprietors Representative	Appointed	
Jeremy Meikle	Student Representative	Elected	Sep 2024

**Trinity Catholic College**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	7,508,906	7,281,025	6,806,290
Locally Raised Funds	3	846,304	360,280	610,097
Use of Proprietor's Land and Buildings		1,927,750	1,927,750	1,927,750
Interest		24,982	4,500	5,027
<b>Total Revenue</b>		<b>10,307,942</b>	<b>9,573,555</b>	<b>9,349,164</b>
<b>Expense</b>				
Locally Raised Funds	3	466,750	167,800	333,303
Learning Resources	4	6,788,437	6,442,643	6,066,693
Administration	5	515,276	476,150	430,586
Interest		7,008	-	9,633
Property	6	2,563,948	2,479,050	2,474,579
Other Expenses	7	2,200	-	-
Loss on Disposal of Property, Plant and Equipment		4,279	-	3,181
<b>Total Expense</b>		<b>10,347,898</b>	<b>9,565,643</b>	<b>9,317,975</b>
<b>Net (Deficit)/ Surplus for the year</b>		<b>(39,956)</b>	<b>7,912</b>	<b>31,189</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(39,956)</b>	<b>7,912</b>	<b>31,189</b>

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

**Trinity Catholic College**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		331,556	331,556	220,385
Total comprehensive revenue and expense for the year		(39,956)	7,912	31,189
Contribution - Furniture and Equipment Grant		93,905	-	79,982
<b>Equity at 31 December</b>		385,505	339,468	331,556
Accumulated comprehensive revenue and expense		385,505	339,468	331,556
<b>Equity at 31 December</b>		385,505	339,468	331,556

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.

**Trinity Catholic College**  
**Statement of Financial Position**  
As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	524,899	327,461	221,324
Accounts Receivable	9	556,181	531,860	531,860
GST Receivable		25,319	12,708	12,708
Prepayments		35,618	34,939	34,939
Inventories	10	12,104	21,450	21,450
Investments	11	150,000	150,000	150,000
		1,304,121	1,078,418	972,281
<b>Current Liabilities</b>				
Accounts Payable	14	652,794	502,659	502,659
Borrowings	15	7,000	7,000	7,000
Revenue Received in Advance	16	211,902	137,053	137,053
Provision for Cyclical Maintenance	17	10,456	147,529	21,456
Painting Contract Liability	18	31,775	31,775	31,775
Finance Lease Liability	19	33,429	38,884	38,884
Funds held in Trust	20	211,306	118,913	118,913
		1,158,662	983,813	857,740
<b>Working Capital Surplus</b>		145,459	94,605	114,541
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	514,354	451,034	541,034
Intangible Assets	13	3,300	-	-
		517,654	451,034	541,034
<b>Non-current Liabilities</b>				
Borrowings	15	4,083	11,083	11,083
Provision for Cyclical Maintenance	17	226,895	126,310	235,985
Painting Contract Liability	18	29,042	29,042	37,215
Finance Lease Liability	19	17,588	39,736	39,736
		277,608	206,171	324,019
<b>Net Assets</b>		385,505	339,468	331,556
<b>Equity</b>		385,505	339,468	331,556

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



# Trinity Catholic College

## Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,065,745	1,755,832	1,766,955
Locally Raised Funds		537,903	191,280	509,955
International Students		345,939	169,000	162,996
Goods and Services Tax (net)		(12,611)	-	(2,592)
Payments to Employees		(1,492,369)	(1,239,900)	(1,329,946)
Payments to Suppliers		(1,159,518)	(742,800)	(1,006,983)
Interest Paid		(7,008)	-	-
Interest Received		20,307	4,500	5,699
Net cash from Operating Activities		298,388	137,912	106,084
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment and Intangible Assets		(99,428)	-	(86,061)
Net cash (to) Investing Activities		(99,428)	-	(86,061)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		93,905	-	79,982
Finance Lease Payments		(41,592)	-	(17,284)
Painting Contract Payments		(31,775)	(31,775)	-
Repayment of Loans		(8,316)	-	(8,316)
Funds Administered on Behalf of Other Parties		92,393	-	64,991
Net cash from/(to) Financing Activities		104,615	(31,775)	119,373
<b>Net increase in cash and cash equivalents</b>		<b>303,575</b>	<b>106,137</b>	<b>139,396</b>
Cash and cash equivalents at the beginning of the year	8	221,324	221,324	81,928
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>524,899</b>	<b>327,461</b>	<b>221,324</b>

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.

# Trinity Catholic College

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Trinity 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.

##### 1.2. Basis of Preparation

###### *Reporting Period*

The financial reports 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### *Measurement Base*

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

###### *Presentation Currency*

These financial statements are presented in New Zealand dollars, rounded to the nearest whole 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 Proprietor'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 17.

###### *Useful lives of property, plant and equipment*

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

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

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 19. Future operating lease commitments are disclosed in note 25b.

#### ***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.

### **1.3. 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 to which they relate. 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 to which they relate. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

#### ***Other Grants where conditions exist***

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

### **1.4. 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.

### **1.5. 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.

### 1.6. 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.

### 1.7. Accounts Receivable

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

### 1.8. Inventories

Inventories are consumable items held for sale and 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.

### 1.9. Investments

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

### 1.10. Property, Plant and Equipment

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

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

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

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

### *Finance Leases*

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

### *Depreciation*

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

The estimated useful lives of the assets are:

Building improvements	18-40 years
Furniture and equipment	10-15 years
Information and communication technology	4-5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	5 years
Textbooks	3 years
Library resources	12.5% Diminishing value

### **1.11. Intangible Assets**

#### *Website Domain*

Website Domain costs for the School are capitalised on the basis of the costs incurred to will generate probable economic benefits. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Website Domain costs with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Website Domain that the School purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of Website Domain costs are amortised at 40% on a straight line basis over its useful life. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

### **1.12. 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

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

### **1.13. 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.

### **1.14. Employee Entitlements**

#### *Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, 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.

#### **1.15. Revenue Received in Advance**

Revenue received in advance relates to fees received from 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.

#### **1.16. 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.

#### **1.17. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

#### **1.18. Financial Instruments**

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

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.

#### **1.19. Borrowings**

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

#### **1.20. 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.

#### **1.21. Budget Figures**

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

#### **1.22. 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	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,925,320	1,706,944	1,830,503
Teachers' Salaries Grants	5,525,193	5,525,193	4,904,065
Other Government Grants	58,393	48,888	71,722
	<u>7,508,906</u>	<u>7,281,025</u>	<u>6,806,290</u>

## 3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	259,260	148,200	215,496
Fees for Extra Curricular Activities	177,344	15,200	134,344
Trading	36,449	10,300	106,423
Fundraising & Community Grants	5,079	-	5,221
Other Revenue	59,131	17,580	52,924
International Student Roll	309,041	169,000	95,689
	<u>846,304</u>	<u>360,280</u>	<u>610,097</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	209,470	44,100	165,188
Trading	40,159	2,700	117,802
Other Locally Raised Funds Expenditure	13,103	1,000	10,878
International Student - Student Recruitment	87,450	24,000	9,550
International Student - Employee Benefit - Salaries	88,962	78,000	16,495
International Student - Other Expenses	27,606	18,000	13,390
	<u>466,750</u>	<u>167,800</u>	<u>333,303</u>
<i>Surplus for the year Locally raised funds</i>	<u>379,554</u>	<u>192,480</u>	<u>276,794</u>

During 2023 Trinity Catholic College Director of International Students Mike Waterworth travelled to South America, Germany and Asia. The purpose of these trips was to meet with agents to assist in recruiting International fee paying students for the school. In total \$21,500 was spent on these trips, and the net gain from international fees has already well and truly exceeded this figure.

During the year the School hosted 20 International students (2022:9)

## 4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	309,358	175,150	257,251
Library Resources	1,507	1,300	989
Employee Benefits - Salaries	6,294,111	6,117,693	5,652,437
Staff Development	53,143	32,500	25,752
Depreciation	130,318	116,000	130,264
	<u>6,788,437</u>	<u>6,442,643</u>	<u>6,066,693</u>

## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,406	8,000	8,161
Board Fees	5,940	5,000	3,330
Board Expenses	8,737	7,000	8,123
Communication	13,104	15,000	10,049
Consumables	70,423	86,250	58,619
Other	27,923	39,000	35,554
Employee Benefits - Salaries	365,216	300,400	291,505
Insurance	10,202	10,000	10,025
Service Providers, Contractors and Consultancy	5,325	5,500	5,220
	<u>515,276</u>	<u>476,150</u>	<u>430,586</u>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	41,636	30,000	29,672
Cyclical Maintenance Provision	3,512	40,000	40,218
Grounds	2,220	3,000	2,799
Heat, Light and Water	122,403	100,800	101,131
Rates	66,355	55,000	53,370
Repairs and Maintenance	64,297	47,000	41,292
Use of Land and Buildings	1,927,750	1,927,750	1,927,750
Security	14,093	6,500	6,376
Employee Benefits - Salaries	321,682	269,000	271,971
	<u>2,563,948</u>	<u>2,479,050</u>	<u>2,474,579</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. Other Expenses

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Amortisation of Intangible Assets	2,200	-	-
	<u>2,200</u>	<u>-</u>	<u>-</u>

## 8. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	524,899	327,461	221,324
Cash and Cash Equivalents for Statement of Cash Flows	<u>524,899</u>	<u>327,461</u>	<u>221,324</u>

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

Of the \$524,899 Cash and Cash Equivalents, \$16,639 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

## 9. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	24,617	3,945	3,945
Receivables from the Ministry of Education	44,820	110,213	110,213
Interest Receivable	4,986	311	311
Teacher Salaries Grant Receivable	481,758	417,391	417,391
	<u>556,181</u>	<u>531,860</u>	<u>531,860</u>
Receivables from Exchange Transactions	29,603	4,256	4,256
Receivables from Non-Exchange Transactions	526,578	527,604	527,604
	<u>556,181</u>	<u>531,860</u>	<u>531,860</u>

## 10. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,033	3,934	3,934
School Uniforms	9,071	17,516	17,516
	<u>12,104</u>	<u>21,450</u>	<u>21,450</u>



## 11. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	150,000	150,000	150,000
<b>Total Investments</b>	<b>150,000</b>	<b>150,000</b>	<b>150,000</b>

## 12. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	Balance (NBV)					
2023	\$	\$	\$	\$	\$	\$
Building Improvements	112,623	21,838	-	-	(8,239)	126,222
Furniture and Equipment	191,034	46,472	-	-	(43,848)	193,658
Information and Communication Technology	66,636	20,103	-	-	(26,198)	60,541
Motor Vehicles	66,660	-	-	-	(9,655)	57,005
Textbooks	179	-	-	-	(179)	-
Leased Assets	69,122	13,989	-	-	(37,697)	45,414
Library Resources	34,780	5,515	(4,279)	-	(4,502)	31,514
<b>Balance at 31 December 2023</b>	<b>541,034</b>	<b>107,917</b>	<b>(4,279)</b>	<b>-</b>	<b>(130,318)</b>	<b>514,354</b>

The net carrying value of equipment held under a finance lease is \$45,414 (2022: \$69,122)

The net carrying value of ICT equipment held under a finance lease is \$6,507 (2022: \$18,617)

### Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	228,748	(102,526)	126,222	206,910	(94,287)	112,623
Furniture and Equipment	988,521	(794,863)	193,658	942,049	(751,015)	191,034
Information and Communication Technology	487,221	(426,680)	60,541	467,118	(400,482)	66,636
Motor Vehicles	124,816	(67,811)	57,005	124,816	(58,156)	66,660
Textbooks	2,131	(2,131)	-	2,131	(1,952)	179
Leased Assets	154,037	(108,623)	45,414	152,544	(83,422)	69,122
Library Resources	139,865	(108,351)	31,514	153,197	(118,417)	34,780
<b>Balance at 31 December</b>	<b>2,125,339</b>	<b>(1,610,985)</b>	<b>514,354</b>	<b>2,048,765</b>	<b>(1,507,731)</b>	<b>541,034</b>

### 13. Intangible Assets

The School's Intangible Assets are made up of acquired Website Domain costs.

	Acquired software	Internally generated software	Total \$
<b>Cost</b>			
Balance at 1 January 2022	-	-	-
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2022 / 1 January 2023	-	-	-
Additions	5,500	-	5,500
Disposals	-	-	-
Balance at 31 December 2023	5,500	-	5,500
<b>Accumulated Amortisation and impairment losses</b>			
Balance at 1 January 2022	-	-	-
Amortisation expense	-	-	-
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022 / 1 January 2023	-	-	-
Amortisation expense	2,200	-	2,200
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2023	2,200	-	2,200
<b>Carrying amounts</b>			
At 1 January 2022	-	-	-
At 31 December 2022 / 1 January 2023	-	-	-
At 31 December 2023	3,300	-	3,300

#### Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

#### Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2022: \$nil)

### 14. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	49,959	16,845	16,845
Accruals	8,406	8,161	8,161
Employee Entitlements - Salaries	530,997	428,285	428,285
Employee Entitlements - Leave Accrual	63,432	49,368	49,368
	<u>652,794</u>	<u>502,659</u>	<u>502,659</u>
Payables for Exchange Transactions	652,794	502,659	502,659
	<u>652,794</u>	<u>502,659</u>	<u>502,659</u>

The carrying value of payables approximates their fair value.

### 15. Borrowings

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Loans due in one year	7,000	7,000	7,000
Loans due after one year	4,083	11,083	11,083
	<u>11,083</u>	<u>18,083</u>	<u>18,083</u>

The College has borrowings at 31 December 2023 of \$11,083 (2022 \$18,083). This financing is from the College's Copier provider for the purpose of repaying the previous providers settlement costs. The financing is unsecured, with interest of \$1,316 per annum and is repayable (including interest) in equal monthly installments of \$693 in addition to other Copier finance lease repayments included at note 19.

## 16. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	16,639	-	-
International Student Fees in Advance	148,857	111,959	111,959
Other Revenue in Advance	46,406	25,094	25,094
	<u>211,902</u>	<u>137,053</u>	<u>137,053</u>

## 17. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	257,441	257,441	217,223
Increase to the Provision During the Year	3,512	40,000	40,218
Use of the Provision During the Year	(23,602)	(23,602)	-
Provision at the End of the Year	<u>237,351</u>	<u>273,839</u>	<u>257,441</u>
Cyclical Maintenance - Current	10,456	147,529	21,456
Cyclical Maintenance - Non current	<u>226,895</u>	<u>126,310</u>	<u>235,985</u>
	<u>237,351</u>	<u>273,839</u>	<u>257,441</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work 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 School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

## 18. Painting Contract Liability

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Due within one year	31,775	31,775	31,775
Due after one year	29,042	29,042	37,215
	<u>60,817</u>	<u>60,817</u>	<u>68,990</u>

In 2014 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a ten year period. The programme provides for a exterior repaint of the Proprietor owned buildings in 2014, with regular maintenance in subsequent years. In December 2021 the Board has signed an updated agreement for the four years to 2025. This updated agreement has an annual commitment of \$31,775 and includes the liability owing under the previous contract. The liability at balance date of \$60,817 represents the amount carried forward into the updated contract. The liability has not been adjusted for inflation and the effect of the time value of money.

## 19. 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	36,242	43,862	43,862
Later than One Year and no Later than Five Years	18,320	41,987	41,987
Future Finance Charges	(3,545)	(7,229)	(7,229)
	<u>51,017</u>	<u>78,620</u>	<u>78,620</u>
<b>Represented by:</b>			
Finance lease liability - Current	33,429	38,884	38,884
Finance lease liability - Non current	<u>17,588</u>	<u>39,736</u>	<u>39,736</u>
	<u>51,017</u>	<u>78,620</u>	<u>78,620</u>

## 20. Funds Held in Trust

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	211,306	118,913	118,913
	<u>211,306</u>	<u>118,913</u>	<u>118,913</u>

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

## 21. 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 (Roman Catholic Diocese of Dunedin) 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 1.3. 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".

## 22. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy & Assistant Principals and the Business Manager.

	2023	2022
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	5,940	3,330
<i>Leadership Team</i>		
Remuneration	803,446	651,296
Full-time equivalent members	5.90	5.00
Total key management personnel remuneration	<u>809,386</u>	<u>654,626</u>

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

### Principal

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

	2023	2022
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	190 - 200
Benefits and Other Emoluments	5 - 10	5 - 10
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2023	2022
	FTE Number	FTE Number
100 -110	13.00	17.00
110 -120	13.00	3.00
120 - 130	4.00	1.00
140 - 150	1.00	-
	<u>31.00</u>	<u>21.00</u>

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

### 23. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee 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	2022 Actual
Total	\$ -	\$ -
Number of People	-	-

### 24. Contingencies

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

#### Holidays Act Compliance – schools payroll

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

The Ministry 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.

#### Pay Equity Settlement Wash Up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

### 25. Commitments

#### (a) Capital Commitments

As at 31 December 2023 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2022: nil)

#### (b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

## 26. 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	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	524,899	327,461	221,324
Receivables	556,181	531,860	531,860
Investments - Term Deposits	150,000	150,000	150,000
Total Financial assets measured at amortised cost	<u>1,231,080</u>	<u>1,009,321</u>	<u>903,184</u>

### Financial liabilities measured at amortised cost

Payables	652,794	502,659	502,659
Borrowings - Loans	11,083	18,083	18,083
Finance Leases	51,017	78,620	78,620
Painting Contract Liability	60,817	60,817	68,990
Total Financial liabilities measured at amortised Cost	<u>775,711</u>	<u>660,179</u>	<u>668,352</u>

## 27. Events After Balance Date

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

## 28. Comparatives

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



TRINITY CATHOLIC COLLEGE

Hei ākonga mā te Karaiti

## 2023 ANALYSIS OF VARIANCE



## Te Tiriti o Waitangi

The Trinity Catholic College Board is committed to the Treaty of Waitangi and accepts an obligation to develop policies and practices which reflect New Zealand's bicultural heritage. Partnership, protection, and participation shall guide decision making within the college.

The college acknowledges the unique position of Māori within the school.

Some of these ways are as follows:

- ❖ Tikanga Māori and Te Reo Māori taught to all year 7-9 students as a compulsory subject
- ❖ Active Kapahaka group and performance opportunities
- ❖ Māori Dean in place
- ❖ Partnering with whānau through regular hui
- ❖ Cultural Prefect to lead Pasifika and Māori students
- ❖ Kaumātua advises and gives advice on operational matters as relevant
- ❖ Te Reo Māori offered as a subject through to Y13 with support from two Te Reo teachers
- ❖ Dedicated Y7 marae overnight experience at Puketeraki Marae
- ❖ New branding of our renamed college with our motto and values in te reo
- ❖ 2023 plan to work with mana whenua to have a college name gifted to us
- ❖ A co-opted Māori Whānau representative on the Trinity Catholic College Board

## Mission, Values and Charisms

### Mission Statement

Trinity College exists to promote excellence in learning and teaching, in a climate of faith and pastoral care for the Catholic community of Dunedin.

### Values

Aroha, Manaaki, Tikā, Pono (Respect, Service, Justice and Truth)

### Charisms

The Edmund Rice Tradition, the Mercy Order, and the Dominican Order, all contribute to the ethos of our special character and the four gospel values have links to these orders.



## **The Primary Objectives of the Board of Trinity Catholic College are to ensure**

(a) every student at the school is able to attain their highest possible standard in educational achievement; and

(b) the college –

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to Te Tiriti o Waitangi, including by–

(i) working to ensure that its 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



The diagram features a central red circle with a white border and a dotted line, containing the text 'Annual Goals 2023'. Five dotted lines radiate from the right side of this circle to five rounded rectangular boxes. The boxes are arranged vertically and contain the following text: 'Catholic Character Hei ākongā mā te Karaiti' (dark red), 'Catholic Character Pastoral Care and Wellbeing' (dark red), 'Learning and Teaching Quality Teaching and Learning Numeracy and Literacy Focus' (dark blue), 'Learning and Teaching Te Purapura Year 10 & 11 Review' (dark blue), and 'Cultural Competencies Māori and Pacific Success' (blue).

## Annual Goals 2023

**Catholic Character**  
Hei ākongā mā te Karaiti

**Catholic Character**  
Pastoral Care and Wellbeing

**Learning and Teaching**  
Quality Teaching and Learning  
Numeracy and Literacy Focus

**Learning and Teaching**  
Te Purapura  
Year 10 & 11 Review

**Cultural Competencies**  
Māori and Pacific Success

**Annual Goals**

- Complete areas for improvement from recent Dimension Reviews
- Strengthen student knowledge of the charisms and their place alongside the teachings of Jesus Christ
- Develop opportunities for the Catholic Social Teachings to be explicitly incorporated into curriculum plans
- Increase the opportunities for student led Catholic character experiences

**Baseline data**

Some PLD for all staff on CSTs in 2020 and 2021  
 Head student team increased to include the two Special Character Prefects  
 Involvement by students at the Edmund Rice Leadership Retreat  
 'Young Vinnies' operating in the college with support from external facilitator Key staff completed the 'Having Life to the Full' course in Term 4  
 Ongoing contribution to St Francis of Assisi work at Mercy Parish Establishment of monthly Youth Masses at St Peter Chanel

**Analysis of Variance**

- An external special character evaluation was completed in term one, 2023. From this, areas of development were noted and work towards these was begun in 2023 with a view to continue with this work in 2024.
- More collaboration between the special character prefects and the year 9 special character leaders was pleasing to see. Joint leading of the prayer/liturgy at assembly created visibility of the role at both areas of the college. This has potential to grow more and could link with the 4th bullet point below.
- Catholic Social Teachings is well understood and taught within RE curriculum. Some curriculum areas have knowledge to incorporate these into classroom learning. More work to be continued in this area.
- Young Vinnies is strong in the college and growing. Support of the work done by St Francis of Assisi Trust happens via weekly cooking at Mercy Parish, and other opportunities such as firewood deliveries or collecting. The St Peter Chanel Youth Masses continued throughout the year. The aim is to continue to empower student groups to have responsibility and lead in other ways. A liturgy committee formation including students from various levels to be reconsidered in 2024.
- Tagged teacher list has been reviewed and checked for accuracy. The next step is to review certification hours and ensure opportunities are available for all staff to gain their required hours.
- Charism days were successful in 2023 with the addition of involvement from the relevant Catholic primary schools. This is now 'business as usual' with charism days calendared and the purpose and structure understood.

## CATHOLIC CHARACTER – Pastoral Care and Wellbeing

### Annual Goals

- To embed, monitor and review new pastoral systems 2022
- Tūturu supports student learning about healthy decision making
- Train student restorative experts
- Attendance improvement strategies implemented funded)

### Baseline data

New pastoral systems implemented and reviewed

Tūturu – units trialled

Restorative training for staff

Pastoral programmes written for kaiārahi use, based on wellbeing data

Whānau new to Kavanagh College evening held and now calendared for terms 2 and 3

Attendance project completed with target group of students terms 3&4, 2022

### Analysis of Variance

The Head of Pastoral reviewed pastoral systems termly throughout the year with deans.

Tūturu continued within the school. Staff attended the whole school approach day. The Board met for a Tūturu workshop in Term 3.

Restorative PLD – Full staff sessions on 15 Feb and 14 June

A 1-day Mini Restorative Conferencing workshop in Dunedin was attended by 8 members of staff - 2 members of the Senior Leadership Team, 4 Deans and 2 HOD's and 1 Teacher.

Attendance and Engagement funding allowed for a teacher to work alongside junior students at risk of disengaging through poor attendance. This was shown to be successful for the majority of target students (see data report in appendix). A further funding application was successful and a similar programme is to be repeated in 2024 with the same staff member so there is continuity and time efficiencies.



## CATHOLIC CHARACTER – Pastoral Care and Wellbeing in the Online World

### Annual Goals

- Students think critically about the implications of online misuse
- Development of a student digital use agreement

### Baseline data

Digital citizenship units were developed by guidance counsellor for use by kaiārahi; specific review of years 7-9 cybersafety education opportunities occurred  
Privacy statement now includes Linewize actions  
Two deans trained in identifying internet use concerns  
Regular articles to inform parents about cybersafety in weekly newsletter

### Analysis of Variance

Student council worked on the development of a digital use agreement. Paused at the end of 2023 due to potential changes in network filtering systems, and new cellphone legislation. To complete 2024.

Further training of deans to monitor and respond to filtering data from Linewize.

Regular cybersafety articles in the weekly newsletter.

John Parsons, cybersafety expert, presented to all students, staff, and a parent information evening was held in term three, in collaboration with the kāhui ako. To be booked in to repeat in 2025.

This goal is now complete other than the confirmation of the co-constructed digital use agreement. 'Online World' education will now be part of responsive pastoral programmes as per goal 1.2 of the new strategic plan.

## LEARNING AND TEACHING - NCEA, UE and Scholarship

<p><b>Annual Goals</b></p> <ol style="list-style-type: none"> <li>1. For Māori and Pasifika learners to achieve at least at the same rate in NCEA and UE as the wider Trinity cohort.</li> <li>2. For achievement to remain at least equal to achievement in comparable schools.</li> </ol>	<p><b>Annual Targets</b></p> <p>Level 1: 43% of targeted students will achieve level one          Level 2: 50% of targeted students will achieve level two          Level 3: 55% of targeted students will achieve level three          UE: 40% of targeted students will achieve University Entrance</p>	
<p><b>Baseline data</b> See Appendix</p>		
<p><b>Analysis of Variance</b></p>		<b>NELPS</b>
<p>College achievement in NCEA exceeded comparable schools at all NCEA Levels as well as U.E.          Māori learner achievement exceeded the wider Trinity cohort for Level 3 and U.E.          Pasifika learner achievement exceeded the wider Trinity cohort for Level 2</p> <p><b>Level 1</b>          19 students were identified in the target group (at risk of not achieving) - of these 6 did achieve ie 32% of targeted students achieved          Of the target group that did not achieve, the most common issue was - chronic attendance (4) , joined the College in term 2 ( 3 students with 2 of these from overseas), student's planned course of study and goals did not include gaining Level 1</p> <p><b>Level 2</b>          17 students were identified in the target group (at risk of not achieving) - of these 7 did achieve ie 42% of targeted students achieved          Mental Health and attendance issues were the most common theme for students who did not achieve Level 2</p> <p><b>Level 3</b>          16 Students were identified in the target group. Of these 10 of 16 gained L3, therefore target reached (63% c.f. 55% target)</p> <p><b>UE</b>          7 of the 16 students in the target group gained UE, therefore target reached (44% c.f. 40% target)</p>		

Throughout the year the following will be used to achieve targets:

- monitoring target students for attendance and engagement
- provide alternative courses and opportunities as required to support individual learning plans
- investigate external agency support as needed
- monitor literacy and numeracy needs
- regular meetings with target students and whānau to monitor progress and success of intervention strategies
- tutorials available to prepare thoroughly for external exams
- monitor lost learning to provide targeted tutoring
- apply for attendance and engagement funding (terms 3&4) to resource key support people

1.2, 2.3, 2.4,  
3.6, 4.7

## LEARNING AND TEACHING – Literacy and Numeracy

<p><b>Annual Targets</b></p>	<p><b>Literacy</b></p> <p><u>Reading</u> 80% of students to move at least two sub-levels in e-asTTle</p> <p><u>Writing</u> All students to move at least one step in the 'Encoding' and 'Using Knowledge of Text Structure and features' aspects in PaCT</p> <p><b>Numeracy</b> To gain a value added effect size (at least 0.40) within the year for all classes in years 7-10.</p>	
<p><b>Baseline data</b> See appendix</p>		
<p><b>Analysis of Variance</b></p>		<p><b>NELPS</b></p>
<p><b>Literacy</b></p> <p><b>Strategies Used 2023</b></p> <ul style="list-style-type: none"> <li>• Literacy World (7-9) will have a focus of skills required for the co-requisite reading and writing standards</li> <li>• Increase close reading and prose; using writing prompts of a visual and verbal format</li> <li>• Extension opportunities to be more flexible at year 9 (timetable allowing)</li> <li>• Consistent approach to essay writing for all departments</li> <li>• Focus on spelling programme to support literacy at 7-9</li> <li>• Use of e-asTTle for reading and PaCT for writing</li> <li>• Structured Literacy training for three staff working in 7-9 area</li> </ul>		<p>2.3, 2.4, 3.6</p>



## Reading

Year 7 e-asTTle Reading - 43% shifted 2 or more sublevels. 66% shifted 1 or more sublevels. The cohort average shifted up by two sublevels from February (1415.21; sublevel 3P) to November (1457.65; sublevel 4B). The range of sublevel shifts was -2 to 7; two students made gains of 5 and 7 sublevels. This could be explained by low initial tests.

Year 8 e-asTTle Reading - 29% shifted 2 or more sublevels. 60% shifted 1 or more sublevels. The cohort average shifted by one sublevel from February (1458.36; sublevel 4B) to November (1478.76; sublevel 4P). The range was -3 to 6.

Year 9 e-asTTle Reading - 22% shifted 2 or more sublevels. 55% shifted 1 or more sublevels. The cohort average remained in the same sublevel from February (1504.45; sublevel 4A) to November (1517.10; sublevel 4A). The range was -4 to 4.

Year 10 e-asTTle Reading - there was inadequate data entered from e-asTTle for Year 10s as the priority was supporting students with their NCEA Literacy co-requisites. This became the new goal with tracking Year 10 progress as 62% passed the Reading co-requisite but only 29% passed the Writing co-requisite. With targeted teaching to these standards in Term 4, we were able to raise these pass rates to 71% and 55% respectively.

This was the first year using e-asTTle for analysing our students' reading ability. The diagnostic tests were "adaptive" which has to extrapolate a score for students scoring outside the parameters of the test. The summative "customised" tests were assigned by using students' previous attainment levels. Many teachers and students were using this platform for the first time, or after many years of not using it. Professional Development has led to better understanding about creating tests and measuring progress. In the future overall scores will be used, as well as sublevels.

## Writing

Year 7 PaCT - Majority of Year 7 students made progress with their writing. 24% of students made no progress in aspects and remained where they were, in Level 2 of the curriculum. But the remaining 76% made progress. At the beginning of the year there were no Year 7 students working above Level 4 but by the end of the year, 18% were working at Level 4, 4% at Level 5 and 2% above Level 5. This shows further achievement in steps in multiple aspects of PaCT writing.

Year 8 PaCT - Year 8 data showed an increase of students working at Levels 1-3 of the curriculum and a decrease of students working at Levels 4+ between the middle and end of the year. Mid year 29% were working at Level 4, 17% were working at Level 5, and 12% were working above Level 5. These numbers were skewed at the end of the year due to larger numbers of students' writing data being added compared to mid year. There were still a large number of students finding a lot of success in writing at the end of the year with 26% working at Level 4, 14% working at Level 5 and 8% working Level 5+.

Year 9 PaCT - Year 9 data revealed a lot of movement of students reaching steps of aspects at Level 5+ of the curriculum. Mid year data shows 14% of students working at Level 5+ but this increased to 32% by the end of the year. A total of 27% of students in Year 9 did not make enough movement in the aspects for PaCT Writing with 1% working at Level 1, 9% working at Level 2 and 17% working at Level 3, all below the expected level of a Year 9 student.

Year 10 PaCT - There was not a lot of movement with Year 10 students in PaCT writing. 61% of students made no movement in several aspects of PaCT and 6% of students even went down one step. 33% of students moved up one step. A number of students who did not make any progress were already working at the top step of the aspects of PaCT which means that they were working beyond Level 5 of the NZ curriculum.

## Numeracy

### Strategies Used 2023

Target data will be calculated using e-asTTle tracking in Y7-10 (that will also allow for responsive pedagogy and effective use of booster groups), numeracy testing in Y7-10, PAT for Y10 to check the alignment with e-asTTle this year, and to compare with PAT in previous years.

- Use the Walker numeracy resources to help with the preparation in year 10 for the Numeracy CAT in terms 2&4. e-AsTTle will be used as a readiness tool for this.
- Increase one-on-one support for teachers in 7-9
- Consistent approach to number applications for all departments
- Skills monitoring in preparation for the numeracy co-requisite
- Journal Club for maths staff will increase the department PD and provide 'takeaways' to implement in the classroom

### Results overall – one year's progress

Year Level	Start 2023 Numeracy Stage (average)	End of 2023 Numeracy Stage (average)	Expected Stage (end of the year)	Effect size Target = 0.25-0.40
7	5.2 (ie, < 5.5) ▼	6.0	6.0	0.84
8	5.5 ▼	6.2	6.5	0.73
9	6.2 ▼	6.4	7.0	0.29
10	6.4 ▼	6.9	7.5	0.62

The students seem to be arriving in year 6 below the expected Numeracy stage. The **effect sizes** show that the students are making very good *improvement* from year to year for **numeracy** (especially Year 7), but on average they are still not reaching the expected numeracy stage by the end of Years 8, 9, 10. The arrows suggest that the 'direct teaching' model of Maths World seems to be very effective in shifting students' numeracy understanding in Years 7, 8 and 10, and reasonably effective in Year 9. Numeracy teaching in Year 9 will need some support (PD, planning) to be even more effective in 2024.

### General mathematics strands (Integrated Maths)

For Year 7-10, we used the e-asttle tool to do our pre- and post- testing of the general maths strands. The suggested improvement in Year 10 e-asttle results is mirrored by an effect size of 0.47 based on the PATs.

## LEARNING AND TEACHING – Principles of Learning and Principles of Teaching

### Annual Goals

- Revisit the 2020 Principles of Learning and Principles of Teaching
- Develop rubrics for years 10 with student co-construction

### Baseline data

Principles of Learning developed during 2020

Work on quality feedback and differentiation with staff in 2021/2022(HITS)

Skills development with students through the Te Timatanga programme.

### Analysis of Variance

This goal was not developed nor completed to the level desired. PLD in the HITS continued, and the principal's sabbatical, focusing on quality teaching and learning has instead informed the new strategic plan teaching and learning focus and kāhui ako achievement challenge document. Instead of developing a set of teaching principles, work firstly needs to happen in ensuring effective classroom practice is occurring in every classroom. This will be done by embedding the HITS differentiation and feedback, then focusing on 'Checking for Understanding' and then working with the Assessment for Learning Framework to develop assessment capable teachers and learners through a stronger understanding of effective pedagogies..

## LEARNING AND TEACHING – Curriculum Review Te Purapura (Years 10&11)

<p><b>Annual Goals</b></p> <ul style="list-style-type: none"> <li>• Trial contextualised units for all year 10 subjects during term two</li> <li>• To review data and reporting processes year 10</li> </ul>	<p><b>Other aims</b></p> <ul style="list-style-type: none"> <li>• Use data from the term two trial to review current year 10 curriculum</li> </ul>	
<p><b>Baseline data</b></p> <p>Term 1 vs Term 2 comparative data for Year 10, 2022</p> <p><b>Staff Voice:</b></p> <p>“The current Year 10 programs are strongly localised and contextualised” 38.5% increase          “I feel confident with regard to incorporating Mātauranga Māori into the Y10 Curriculum” (although still have 70% not feeling confident) 15% increase</p> <p><b>Student Voice:</b></p> <p>“In class I have opportunities to study something that really interests me.” 23.9% increase</p>		

<p>Our students have experienced contextualised, localised curriculum, albeit through an integrated provision, now in Y10 &amp; Y11 there will be an expectation of contextualised, localised curriculum provision through learning areas.</p>	
<p><b>Analysis of Variance</b></p>	<p><b>NELPS</b></p>
<p>The NCEA Change programme, the new NCEA literacy and numeracy co-requisite exams, and a desire by college staff to retain NCEA Level 1, has meant that the overall plan for curriculum review in year 10 has needed to slow.</p> <p>There was concern that the yet unknown outcomes of how new NCEA Level 1 achievement standards will influence the makeup of the year 11 course would, in turn, affect the shape and makeup of a year 10 curriculum.</p>	<p>1.2, 2.3, 2.4, 3.5, 3.6, 4.7</p>

Rather than abandoning this goal, it will be re-shaped for the 20204/2025 period so that the year 10 curriculum programme will be reviewed in light of the new year 11 course delivery and assessment.

Students continue to report an increase in perceived relevance and inclusion of Tikanga Māori. This is evidenced by the following shift in student voice data

April 22 to April 23

In class I have opportunities to study something that really interests me	+24.9%
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Learning in the classroom often includes the views and knowledge from Tikanga Māori	+13.6%
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Trinity Catholic College PLD 2023 has shown that staff feel that they are better equipped to advance localised, relevant contextualised curriculum. (see below)

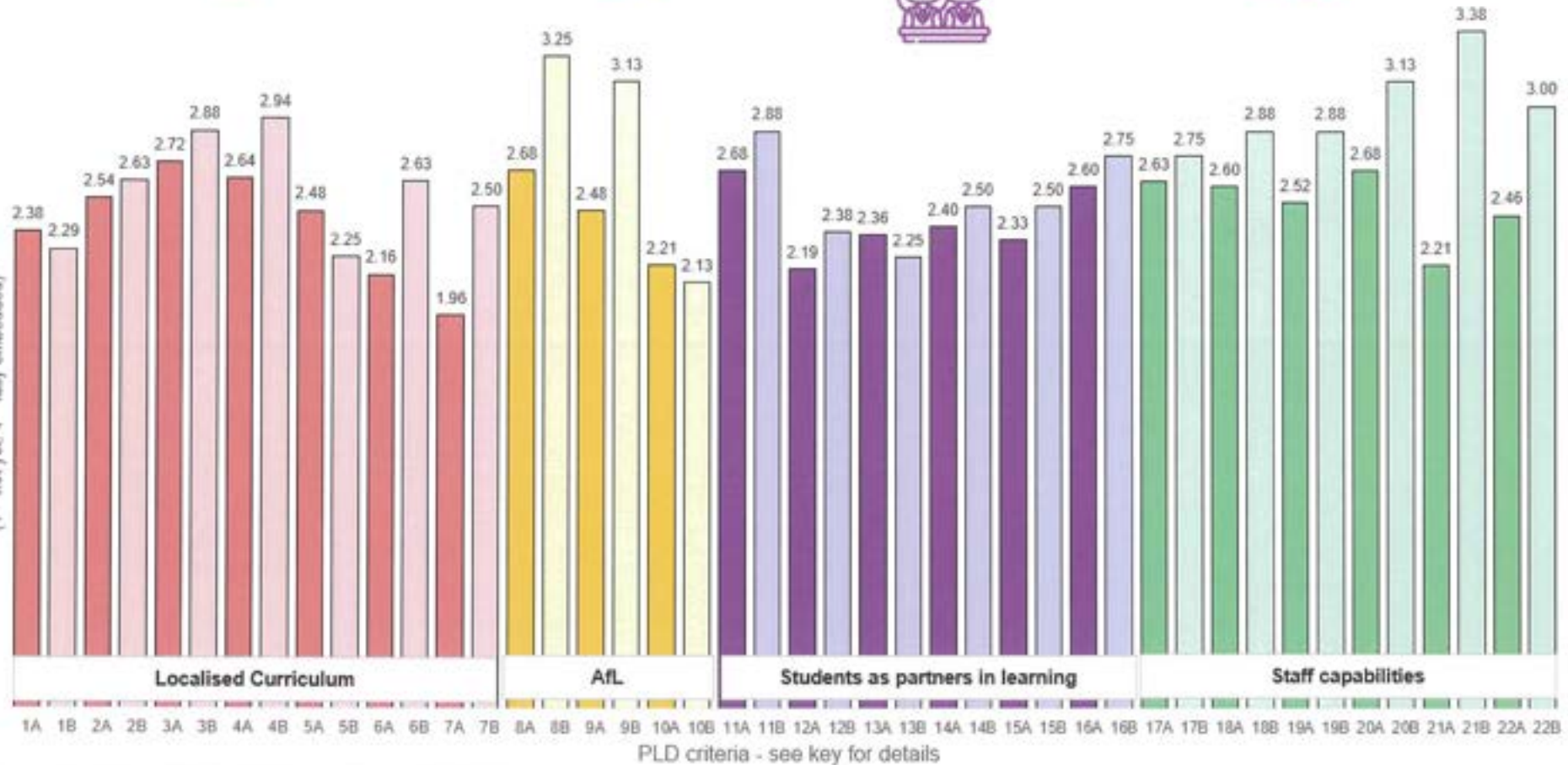
Impact of PLD/ evidence of shift. Comparison of beginning data (Feb; dark, A) with midway data (Sept; light, B)



# Trinity Catholic College - impact of PLD - 2023



Averaged Responses  
(1 = not yet, 4 = fully embedded)





## KEY

### Localising the Curriculum



1. Extending student centred pedagogical model from yr 7-9 (Te Timatanga) to a wider group of ākonga
2. Designing and implementing a more localised and contextualised curriculum for years 10-11
3. Exploring contexts that are more meaningful and authentic to student interests
4. Delivering a more student centred way of learning
5. Building on work already started in yr 7-9
6. Meaningful integration of mana ōrite mo te Mātauranga Māori
7. Aligning with the refreshed NZC - Te Mātaiaho

### Assessment for Learning



8. Implementing quality feedback practices that improve learning
9. Teachers able to identify which feedback practices will lead to learning
10. Improved PaCT results

### Students as Partners in Learning



11. Students feel included, involved and more connected in their learning - improved engagement, agency, choice and voice
12. Year 10 students resurveyed to observe shifts in agency, engagement and effective feedback practices from their teachers
13. Students have higher educational aspirations
14. Students feel better prepared for success in NCEA
15. Students have a greater awareness of views and knowledge from te Ao Māori
16. Students perceive a greater relevance to what they are learning at school

### Staff Capabilities



17. Growth in knowledge, skills and confidence around contextualised learning and localised curriculum design
18. Feel better equipped to develop programmes of learning using the local contexts identifies by learners
19. Have noticed enhanced engagement of learners
20. Use a range of effective feedback practices
21. Participate in targeted coaching and mentoring for curriculum leaders to lead changes
22. Sustain and embed adult open to learning conversations

## WELLBEING AND BELONGING – Cultural Competencies

<p><b>Annual Goals</b></p> <ul style="list-style-type: none"> <li>• Continue to develop staff understanding and application of cultural competencies</li> <li>• Increase sense of belonging and resultant achievement for Māori and Pacific Learners</li> </ul>	
<p><b>Baseline data</b></p> <ul style="list-style-type: none"> <li>• Some staff have completed external te reo courses</li> <li>• Two staff guide tikanga in the college</li> <li>• Marae Day – unconscious bias; learning Māori games</li> <li>• Whānau hui held with collaborative planning with whānau for 2023</li> <li>• Darren Rewi meeting to begin plan for ongoing work</li> <li>• Relationship begun with mana whenua during name change process</li> </ul>	
<p><b>Analysis of Variance</b></p>	<p><b>NELPS</b></p>
<p>Ongoing work with Darren Rewi from The Learning Lab resulted in a stronger partnership with Māori whānau.</p> <p>Whānau Group have decided upon one planned social activity and one planned kōrero hui per term for 2024.</p> <p>A dedicated space has been found to become a whānau room. This will be renovated with whānau support and advice to ensure fidelity.</p> <p>Initial interest has been gathered from whānau and rangatahi about forming a whānau pastoral class. This is to be progressed in 2024.</p> <p>Our cultural narrative is still being developed by Aukaha. We hope to have this early 2024.</p> <p>The results of the fono to discuss strategic direction in October was a start to ongoing conversation. However, Pasifika plans were not satisfactorily progressed during 2023. This must become a focus in 2024.</p>	



# STRATEGIC GOALS 2021/2022

## MONITORING PHASE

### LEARNING AND TEACHING – Curriculum Review Te Timataka (Years 7-9)

#### Annual Goals

- To monitor, review and implement the year 7-9 programme that is now in its third year
- Introduce e-asTTle in numeracy and literacy as the data tool for progress analysis and intervention
- Develop a small number of staff's understanding and use of structure literacy to support spelling and reading (Kāhui Ako support)

#### Analysis of Variance

Review completed

Te Timataka is now in a position to be reviewed as part of the regular curriculum review of the college.

Structured Literacy trial completed for one class per year level (7-9). To now be used across years 7-9 in all classes.

e-asTTle will be the main assessment form for numeracy and reading; PaCT will continue for 2024, with a view to replacing it with e-asTTle writing in 2025.

Areas of need were identified from reviews: a junior DRS is now in place to support the implementation of the new RE curriculum. A junior head of maths is also in place for 2024 and will balance the role of the junior head of literacy already established. All will work closely in concert with the HOD Te Timataka.

### CULTURE OF EXCELLENCE - Sports and Culture

#### Annual Goals

- Monitor, review, implement recent strategies to ensure ongoing attainment of the goal

#### Analysis of Variance

Sports coordinator years 7&8 in place

Increasing numbers in the junior area of the college

Cricket is now a sport on offer; Rugby U15 tournament attended

Next Steps: to create a 5 year strategic plan for sport in the college

## Appendix Achievement Data 2023

### Student Achievement

*Above decile 8-10 national data for the same period (2019 – 2022)*

*Above Equity Index Band 2023*

### NCEA and UE

	2019	2020	2021	2022	2023
<b>Level 1</b>					
All	83.6	93.6	83.9	83.5	78.8
Māori	66.7	83.3	63.6	60.0	53.8
Pasifika	64.3	80.0	83.3	80.0	33.3
Male	75	93.0	81.3	80.4	77.3
Female	90.6	94.1	87.2	86.3	80.5
<b>Level 2</b>					
All	88.1	91.1	91.4	85.9	85.1
Māori	94.1	84.2	80.0	81.8	63.6
Pasifika	71.4	85.7	80.0	83.3	75.0
Male	91.7	88.0	95.0	85.7	81.4
Female	85.7	93.5	88.7	86.0	88.2
<b>Level 3</b>					
All	74.5	86.1	91.0	88.6	76.9
Māori	41.7	75.0	85.7	57.1	85.7
Pasifika	50.0	83.3	90.0	66.7	33.3
Male	60.9	81.1	81.6	88.6	77.5
Female	87.5	89.1	98.0	88.6	75.7
<b>UE</b>					
All	66.0	82.2	74.2	83.5	69.2
Māori	41.7	66.7	57.1	57.1	85.7
Pasifika	33.3	75.0	60.0	66.7	16.7
Male	50.0	81.1	73.7	82.9	67.5

Female	81.3	79.7	74.5	84.1	70.3
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**Student Achievement**

**NCEA Endorsements**

	2019	2020	2021	2022	2023
<b>Level 1</b>					
Excellence	30.9	25.0	27.4	40.7	44.8
Merit	35.1	38.6	32.9	32.1	40.3
Combined M&E	66.0	63.6	60.3	72.8	85.1
<b>Level 2</b>					
Excellence	34.6	38.2	21.2	30.4	25.0
Merit	26.0	13.7	27.1	17.7	32.5
Combined M&E	60.6	51.9	55.6	48.1	57.5
<b>Level 3</b>					
Excellence	28.6	31.0	38.3	27.1	28.3
Merit	18.6	26.4	12.3	27.1	26.7
Combined M&E	47.2	57.4	50.6	54.2	55

**Scholarships**

Scholarships	2019	2020	2021	2022	2023
	2	8 (23 students) (2 outstanding)	5 (14 students) (3 outstanding)	4 (15 students)	0

**Student Achievement**

**Reading**

Below				At				Above				At or Above				Total%
M	P	All	Total	M	P	All	Total	M	P	All	Total	M	P	All	Total	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	

Year 7-10



**Reading, Writing and Mathematics**

Year 7	8	47%	5	63%	<b>37%</b>	4	24%	1	13%	<b>21%</b>	5	29%	2	25%	<b>43%</b>	74/117	9/17	3/8	<b>63%</b>
Year 8	6	50%	5	71%	<b>38%</b>	2	17%	0	0%	<b>19%</b>	4	33%	2	29%	<b>42%</b>	64/104	6/12	2/7	<b>62%</b>
Year 9	5	36%	5	56%	<b>39%</b>	7	54%	3	38%	<b>37%</b>	2	15%	1	12.5 0%	<b>26%</b>	68/110	9/14	4/8	<b>62%</b>
Year 10	4	25%	3	50%	<b>22%</b>	12	75%	3	50%	<b>70%</b>	0	0%	0	0%	<b>8%</b>	80/103	12/16	3/6	<b>78%</b>

**Writing**

	Below				At				Above				At or Above				Total%		
	M		P		All	M		P	All	M		P	All	All	M	P			
	#	%	#	%		#	%	#	%		#	%		#	%	#			
Year 7	6	43%	2	25%	<b>26%</b>	8	57%	5	63%	<b>69%</b>	0	0%	1	13%	<b>6%</b>	84/113	8/14	6/8	<b>74%</b>
Year 8	4	40%	2	67%	<b>52%</b>	2	25%	1	33%	<b>25%</b>	2	26%	0	0%	<b>22%</b>	38/79	4/8	1/3	<b>48%</b>
Year 9	3	25%	2	34%	<b>28%</b>	8	66%	2	33%	<b>40%</b>	1	8%	2	34%	<b>32%</b>	77/107	9/12	4/6	<b>72%</b>
Year 10	10	67%	4	67%	<b>43%</b>	5	33%	2	33%	<b>38%</b>	0	0%	0	0%	<b>19%</b>	55/97	5/15	2/6	<b>57%</b>

**Mathematics**

	Below				At				Above				At or Above				Total%		
	M		P		All	M		P	All	M		P	All	All	M	P			
	#	%	#	%		#	%	#	%		#	%		#	%	#			
Year 7	7	41%	3	43%	<b>30%</b>	6	35%	4	57%	<b>43%</b>	4	24%	0	0%	<b>27%</b>	82/117	10/17	4/7	<b>70%</b>
Year 8	7	58%	3	43%	<b>35%</b>	4	33%	3	43%	<b>32%</b>	1	8%	1	14%	<b>31%</b>	67/104	5/12	4/7	<b>64%</b>
Year 9	5	36%	7	78%	<b>40%</b>	8	57%	1	11%	<b>27%</b>	1	7%	1	11%	<b>33%</b>	66/110	9/14	2/9	<b>60%</b>
Year 10	6	38%	3	43%	<b>29%</b>	8	50%	4	57%	<b>47%</b>	2	13%	0	0%	<b>24%</b>	69/97	10/16	4/7	<b>71%</b>

**Student Engagement**

**Stand-down, Suspension and Exclusion data**

Year	Stand-down days	Suspensions	Exclusions
2017	29	8	1
2018	38	7	1

<b>2019</b>	15	2	1
<b>2020</b>	29	7	1
<b>2021</b>	48	5	1
<b>2022</b>	36	1	0
<b>2023</b>	49	6	1

2023 Stand down days were towards the upper end of the previous years' data. There are 21 students in this data. At the time of writing, of the 21 students, five are no longer enrolled at Trinity.

Suspension rates were higher than the previous two years, however one incident resulted in five of the six suspensions.

#### **Attendance 2023 including leavers (to be used as baseline data for 2024)**

	%	%	%	#	%	#	%
	<b>Boys</b>	<b>Girls</b>	<b>Māori</b>	<b>Māori</b>	<b>Pasifika</b>	<b>Pasifika</b>	<b>All</b>
<b>Year 7</b>	89.99	88.64	87.78	18	88.13	18	89.42
<b>Year 8</b>	90.1	87.43	86.8	16	88.48	18	87.88
<b>Year 9</b>	88.23	85.16	84.9	19	84.77	21	86.38
<b>Year 10</b>	85.68	85.03	81.65	16	84.3	15	84.08
<b>Year 11</b>	72.18	71.69	67.69	11	67.61	9	71.47
<b>Year 12</b>	75.26	68.17	59.66	12	68.23	16	70.33
<b>Year 13</b>	66.45	59.05	67.03	8	54.04	9	62.99

**Data report Attendance and Engagement Intervention**

Target group of ten students

<b>Ethnicity</b>	<b># Students</b>	<b>Comment</b>
Māori	6	Three increased their attendance by 6%. The other three had ongoing poor attendance with reasons including illness, anxiety, home issues, and a reluctance to engage
Pasifika	2	Pleasing results: one student improved attendance by 16.6%; the other by 21% In both cases, there was a willingness to engage and support from home
NZ European	2	Neither student improved attendance, with the reasons being a lack of engagement by the home to support improvement in attendance.



## TRINITY CATHOLIC COLLEGE

Hei ākonga mā te Karaiti

The Trinity Catholic College School Board:

- Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students;
- Has reviewed its compliance with these policies and can report that it meets all the requirements identified and is in accordance with best practice;
- Is a good employer and complies with all conditions included within employee contracts;
- Ensures all employees are treated fairly, without bias or discrimination;
- Meets all EEO requirements.



# TRINITY CATHOLIC COLLEGE

Hei ākonga mā te Karaiti

## Kiwisport

Kiwisport is a government funded initiative to support students' participation in organised sport. In 2023 the college received \$16868.52 (excluding GST) which was used to fund additional staffing which has resulted in continued increase in the range of and participation in organised sporting activities available in the community including Volleyball, Football, Touch basketball. Overall the College has a 62% participation in sport , 65% girls 60 % boys.





TRINITY CATHOLIC COLLEGE

Hei ākonga mā te Karaiti

Mike Hawken  
Deloitte Limited  
PO Box 1245  
Dunedin, 9054

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2023

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Kavanagh College (the School) for the year ended 31 December 2023 for the purpose of expressing an independent opinion about whether the financial statements:

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

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.



# TRINITY CATHOLIC COLLEGE

Hei ākonga mā te Karaiti

## General representations

To the best of our knowledge and belief:

- the resources and activities, under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (a requirement of paragraph NZ40.1(a) in ISA (NZ) 240).

## Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2023; and
    - the financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole.
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.



## Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

## Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2023. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.



# TRINITY CATHOLIC COLLEGE

Hei ākonga mā te Karaiti

## *Publication of the financial statements and related audit report on a website*

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

Presiding Member

Principal



## 2023 STAFF MEMBERS

AILOILO	Theresa	LEWIS	Bronwyn
ALLIBONE	Jean	LLOYD	Kirsten
ARMSTRONG	Jill	LOUW-YOUNG	Anna
BARNES	Courtenay	MCBRIDE	Trudy
BONE	Jordan	MCGARRY	Maggie
BRESANELLO	Amelia	McNAUGHT	Richard
BROWN	Jacob	MACKINNON	Ross
BUGARSKI	Iris	MACKENZIE	Michael
CAMERON	Liz	MAHONEY	Colette
CAMPBELL	Mike	MENZIES	Maria
CAPARN	Julie	MERCER	Paula
COONEY	Laura	MOCKETT	Debbie
CRAIG	Melissa	MORTIMER	Rachel
CROSS	Kimberly	MULLAN	Kate
DAVIE	KJ	NAYLOR	Liz
DAVIS	Iain	NICHOLSON	Kate
de GRAAF	Jane	O'CALLAGHAN	Bede
DEVEREUX	Tor	O'CALLAGHAN	Nina
DODDS	Paula	O'NEILL	John
DRURY	Peter	PICKLES	Chris
DRYDEN	Liz	PULHAM	Anne-Marie
DUNCAN	Andrew	READ	Steve
EARL	Craig	RIDDEN-ANGUS	Nicki
FORD	Brent	ROBERTS-BLYTH	Sue
GRANT	Michael	RODGER	Michele
GRIFFIN	David	SOLE	David
HAIG	Skye	SORTEHAUG	Nathan
HAIG	Shaun	STEVENS	Emily
HARDING	Leah	SUTHERLAND	Hamish
HARRIS	Anthony	TAUKAMO	Kalas
HARRIS	Lynley	TATE-MANNING	Maya
HARRIS	Marina	THOMSON	Kerron
HELPS	Cathy	TONKS	Jacque
HENDERSON	Sarah	TILI	Michelle
HOLA	William	TILI	Pesamino
HOOK	Vaughan	TSUKIGAWA	Sarah
JAMES	Tricia	TUPA'I	Naomi
JARVIE	Brendan	TURNER	Linus
JONES	Adam	WALTERS	Donna
JONES	Vicky	WARD	Erica
KELLY	Daniel	WATERWORTH	Michael
KING	Lynda	WATTS	Georgie
KENDRICK	Emmeline	WHIBLEY	Sophie
LEE	Nicole	WINSLOE	Paul