



St. Peter's Catholic School

Quality Education in a Christian Community

2024 Annual Report (reporting on 2023)

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Presiding Member/Principal's report

2023 was another year of good progress at St Peter's Catholic School. Our Catholic Character remains a strength and students are benefiting from high quality teaching and a growing relationship of school leaders with Mana Whenua.

Achievement in Reading, Writing and Maths continues to rise, with notable shifts in the children's confidence in understanding - so they are not merely just 'at' expectations, but confident and ready to move to 'above' expectations if accelerated progress continues. A structured approach to the teaching of Literacy has greatly supported this. An **average** of 22.9% of students achieved 'above' in Reading, Writing and Maths in 2023. This is an increase of 5.33% from 2022.

The curriculum is engaging for students, especially when it links to the local area and includes learning opportunities off-site.. The school has worked hard to provide opportunities to engage with the community and values the strong relationships with parents, carers and whanau.

Areas for improvement were identified following staff, students and community consultation:

- Reporting on progress and achievement to parents needs simplifying and clarifying
- Additional opportunities for extension within the curriculum - with classes increasing opportunities to learn off-site.
- Successful appointment of Director of Religious Studies to bolster R.E. leadership - and lead the staff with the new R.E. curriculum.
- Continued staff confidence in Te Reo to enhance the quality of learning in te Reo for students.
- Development of a structured Numeracy approach to learning in Mathematics and consolidation of our Structured approach to learning in Literacy.
- Continued opportunities to engage positively with the school community.

List of all school board members

Board member names	Date that the board member's term finishes	Board member names	Date that the board member's term finishes
Anita Asumadu	PRINCIPAL	Heidi Littlejohn (Staff Rep)	September 2025
Carolina Lira Diaz (Parent Rep; Presiding Member)	September 2025	Matthew Cocker (Parent Rep)	September 2025
Blair Hayde (Proprietor Rep)		Angie Mathers (Parent Rep)	September 2025

Christine McLiesh (Proprietor Rep)	No allocated term for proprietor appointed reps	Jacqui McCann (Parent Rep)	September 2025
Ajesh Joseph (Proprietor Rep)			

Statement of Variance

School Name:	St Peter's Catholic School	School Number:	1965
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Strategic Aims 2023:	<ul style="list-style-type: none"> ● Provide Intentional experiences to bring Christ alive ● Develop consistently confident and capable leaders of learning, impacting positively on learners ● Strengthen collaborative relationships that make a difference educationally 								
Annual Aims 2023:	<ol style="list-style-type: none"> 1. Provide Intentional experiences to bring Christ alive: <ol style="list-style-type: none"> a. Imbed Charism, b. Review our local R.E. Curriculum implementation plans c. extend opportunities for full, active engagement in masses, liturgy and prayer 2. Develop consistently confident and capable leaders of learning, impacting positively on learners <ol style="list-style-type: none"> a. Strengthen use of Assessment b. Review and implement Curriculum plans for Structured Literacy and Health c. Strengthen Cultural Competency ensure te Tiriti obligations honoured d. Build leadership capabilities 3. Strengthen collaborative relationships that make a difference educationally <ol style="list-style-type: none"> a. Strengthen Collaboration within our school and community b. Develop collaborative teaching spaces and practices 								
Baseline Data 2022:	<p>Reading 2022 data showed 93.5% of students were achieving at or above expectations, with 56.4% 'At (Step 2) and above' and 18.6% 'above' expectations.</p> <p>Writing 2022 data showed 88% of students were achieving at or above expectations, with 59% 'At (Step 2) and above' and 18% 'above' expectations.</p> <p>Maths 2022 data showed 86.8% of students were achieving at or above expectations, with 56.6% 'At (Step 2) and above', 16.2% 'above' expectations</p> <p>2022 Reading, Writing, Maths 'at and above' expectations <u>average</u> 89.43%, 'at (Step 2) and above' expectations average 65.68% and 17.6% above</p>								
Targets 2023:	<p>Raise Reading, Writing and Maths <u>average</u> achievement 'at (step 1) and above' expectations achievement 2022 from 89.43% to 90%</p> <p>Raise Reading, Writing and Maths <u>average</u> achievement 'at (step 2) and above' expectations achievement 2022 from 65.68% to 70%</p> <p>Raise Reading, Writing and Maths <u>average</u> achievement <u>above</u> expectations achievement 2022 from 17.6% to 20%</p> <table border="1"> <thead> <tr> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> ● To raise At (step 1) and Above from 93.4% to 95%. ● To raise At (step 2) and Above from 56.4% % to 60%. ● To raise Above from 18.6%% to 20%. </td> <td> <ul style="list-style-type: none"> ● To raise At (step 1) and Above from 88% to 89%. ● To raise At (step 2) and Above from 69.25% to 70% ● To raise Above from 18% to 20% </td> <td> <ul style="list-style-type: none"> ● To raise At (step 1) and Above from 86.6% to 88%. ● To raise At (step 2) and Above from 66.2% to 68%. ● To raise Above from 16.2% to 20%. </td> </tr> </tbody> </table>			READING	WRITING	MATHS	<ul style="list-style-type: none"> ● To raise At (step 1) and Above from 93.4% to 95%. ● To raise At (step 2) and Above from 56.4% % to 60%. ● To raise Above from 18.6%% to 20%. 	<ul style="list-style-type: none"> ● To raise At (step 1) and Above from 88% to 89%. ● To raise At (step 2) and Above from 69.25% to 70% ● To raise Above from 18% to 20% 	<ul style="list-style-type: none"> ● To raise At (step 1) and Above from 86.6% to 88%. ● To raise At (step 2) and Above from 66.2% to 68%. ● To raise Above from 16.2% to 20%.
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reading Target -</p> <ul style="list-style-type: none"> Tracking students identified from across achievement groups and tracked Termly by the 'Assessment Leader' and teachers throughout the year. Greater emphasis on monitoring the progress of students. Team discussions on best practice and support for Tracing students. Teacher training and implementation of a Structured Literacy Approach in the Senior School. Professional Growth Cycle - all teachers having a Literacy Goal to accelerate progress. 	<p>READING TARGETS</p> <ul style="list-style-type: none"> To raise At (step 1) and Above from 93.4% to 95%. NOT ACHIEVED: Students 'At Step 1' and 'Above' the expected levels in reading dipped from 93.4% to 92.4% To raise At (step 2) and Above from 56.4% to 60%. EXCEEDED: Students 'At Step 2' and 'Above' the expected levels in reading rose from 56.4% to 69.7% The target was exceeded by 9.7% To raise Above from 18.6% to 20%. EXCEEDED: Students achieving 'Above' the expected levels in reading rose from 18.6% to 24.1% The target was exceeded by 4.1% 	<p>The slight dip in % the first reading target accounts to one child who was achieving above expectations in 2022 leaving the school in 2023.</p> <p><u>Several factors had a positive impact, which we would like focus on in 2024:</u></p> <p>Focused work on progressing students from a range of achievement groups (not just those achieving below). eg. professional learning discussions at team meetings, tracking by teachers.</p> <p>Strong classroom teaching practices with targeted teaching for groups of students at the level they are operating.</p> <p>The use of a rigorous and systematic Structured Literacy approach to teaching reading across the whole school based on the Science of Reading.</p> <p>Improved us of consistent school-wide Literacy Progressions.</p> <p>Improved assessment for learning practices</p>	<ul style="list-style-type: none"> Identify (name) specific students to focus for acceleration and Literacy Leader to monitor improvements - putting targeted actions in place where needed. Focus on the increased number of students achieving at the higher end of 'at' (step 2) for acceleration into above expectations. Build the Literacy Leaders' skills with a more systematic tracking of target students (and all students) with the support of an Assessment Leader. Strengthen Leaders and teacher's capabilities around analysis and use of data to inform planning and teaching to accelerate learning in Reading. Dedicate time to set up and support and have professional discussions around strong reading programmes across the school. Led by the Literacy Leader. Purchase more LLL books to support students reading. Begin to develop links in our progressions to Structured Literacy Approach and link these into our Literacy Implementation Plan.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Writing Target - Tracking students identified from across achievement groups and tracked Termly by the 'Assessment Leader' and teachers throughout the year. Team discussions on best practice and support for Targeted students. Teacher training and implementation of a Structured Literacy Approach in the Senior School. Teacher training and implementation of Writers Toolbox in Year 7/8. Professional Growth Cycle - all teachers having a Literacy Goal to accelerate progress. Dedicated time for all teachers to moderate writing and discussion about learners and how they could accelerate progress.</p>	<p>WRITING TARGETS</p> <ul style="list-style-type: none"> To raise At (step 1) and Above from 88% to 89%. ACHIEVED: Students 'At Step 1' and 'Above' the expected levels in writing rose from 88% to 89.4% To raise At (step 2) and Above from 69.25% to 70% ACHIEVED: Students 'At Step 2' and 'Above' the expected levels in writing rose to 70.6% To raise Above from 18% to 20% ACHIEVED: Students achieving 'Above' the expected levels in writing rose to 20.6% 	<p><u>Several factors had a positive impact, which we would like focus on in 2023:</u> Focused work on progressing students from a range of achievement groups (not just those achieving below). eg. professional learning discussions at team meetings, tracking by teachers. Strong classroom teaching practices with targeted teaching for groups of students at the level they are operating. The use of a rigorous and systematic Structured Literacy approach to teaching reading across the school, based on the Science of Reading. Improved use of consistent school-wide Literacy Progressions. Improved assessment practices - assessing Tracking readers termly and all children assessed 2x per year.</p>	<ul style="list-style-type: none"> Identify (name) and track specific students to focus for acceleration. Literacy Leader to closely monitor these students. Continue a more systematic tracking of target students (and all students) with the support of an Assessment Leader. All staff to revise teaching of Structured Literacy approach. Year 5-8 teachers to receive Writers Toolbox training Continue developing Leaders and teacher's capabilities around analysis and use of data to inform planning and teaching to accelerate learning in Writing. Begin to develop links in our progressions to Structured Literacy Approach and link these into our Literacy Implementation Plan.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Mathematics Target -</p> <ul style="list-style-type: none"> Appointed an 'Assessment Leader' who analysed tracking student data and supported teachers to accelerate progress. Tracking students identified from across achievement groups and tracked Termly by the 'Assessment Leader' and teachers throughout the year. Team discussions on best practice and support for Tracking students. Full week support and PLD from Michelle Rigby 2 teachers attending numicon training. 	<p>MATHS TARGETS</p> <ul style="list-style-type: none"> To raise At (step 1) and Above from 86.6% to 88%. ACHIEVED: Students 'At Step 1' and 'Above' the expected levels in Maths rose to 88.4% To raise At (step 2) and Above from 66.2% to 68%. ACHIEVED: Students 'At Step 2' and 'Above' the expected levels in Maths rose to 68.3% To raise Above from 16.2% to 20%. EXCEEDED: Students achieving 'Above' the expected levels in Maths rose to 24.1% The target was exceeded by 4.1% 	<p><u>Several factors had a positive impact, which we would like focus on in 2023:</u></p> <ul style="list-style-type: none"> Focused work on tracking students - professional learning discussions at team meetings, tracking by teachers. Improved assessment for learning practices in Maths improved use of 2022 Maths progressions. Revisiting Maths at another staff meeting. Implemented more systematic tracking of target students (and all students) with the support of an Assessment Leader. Staff PLD on using Maths materials to support the teaching of Maths. 	<p>Clearly identify (name) the students to focus for acceleration and Maths leader to monitor this. Revisit the use of materials to support maths. Discuss in teams.</p> <p>Prioritise and designate specific time for Maths teaching observations.</p> <p>Whole staff PLD with Numicon and follow-up staff discussions/training.</p> <p>Purchase more Numicon equipment and resources for Maths extension.</p> <p>Explore what we can do to extend and challenge our most able learners in Maths.</p> <p>Continue developing Senior Leaders, Middle Leaders and teacher's capabilities around analysis and use of data to inform planning and teaching to accelerate learning in Maths.</p>
<p>Raise student average achievement of: 'At ' and 'Above' in Reading, Writing and Maths from 89.43% in 2022 to 90% 2023. ACHIEVED: An average of 90% of students achieved 'At or Above' expectations in Reading, Writing and Maths in 2023. This is an increase of 0.63% from 2022-2023.</p> <p>Raise student achievement average achievement of 'At (Step 2) and Above' achievement from 65.68% in 2022 to 70% 2023. ALMOST ACHIEVED: An average of 69.53% of students achieved 'At Step 2 and Above' in Reading, Writing and Maths in 2023. This is an increase of 3.85% from 2022-2023.</p> <p>Raise Reading, Writing and Maths average achievement above' expectations achievement from 17.6% in 2022 to 20% in 2023. EXCEEDED: An average of 22.9% of students achieved 'above' in Reading, Writing and Maths in 2023. This is an increase of 5.33% from 2022-2023.</p>			

Evaluation and analysis of the school's students' progress and achievement

2023 End of Year Achievement Data

Whole School Achievement over time		Student Attainment Data OTJ									
Data Captured (markbook #98)	Total Chn	Well below		below		At		Above		At and above	
	Number	Number	%	Number	%	Number	%	Number	%	Number	%
2021 Reading Achievement	192	4	2.1%	24	12.5%	123	64.1%	41	21.4%	164	85.4%
2022 Reading Achievement	167	4	2.4%	7	4.2%	125	74.95%	31	18.6%	156	93.4%
2023 Reading Achievement	199	7	3.5%	8	4%	136	68.3%	48	24.1%	184	92.4%
2021 Writing Achievement	192	7	3.6%	35	18.2%	122	63.5%	28	14.6%	150	78%
2022 Writing Achievement	167	6	3.6%	14	8.4%	117	70.1%	30	18%	147	88%
2023 Writing Achievement	199	7	3.5%	14	7.1%	137	68.8%	41	20.6%	174	89.4%
2021 Maths Achievement	192	3	1.6%	28	14.6%	124	64.6%	37	19.3%	161	83.9%
2022 Maths Achievement	167	3	1.9%	19	11.4%	118	70.7%	27	16.2%	145	88.1

2023 Maths Achievement	199	4	2%	19	9.5%	128	64.3%	48	24.1%	175	88.4%
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All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	3	3.8%	2	2.5%	56	70.0%	19	23.8%	<u>80</u>
	Female	1	1.2%	4	4.8%	62	73.8%	17	20.2%	<u>84</u>
	Total	4	2.4%	6	3.7%	118	72.0%	36	22.0%	<u>164</u>
Maori	Male	0	0%	1	12.5%	6	75.0%	1	12.5%	<u>8</u>
	Female	0	0%	1	11.1%	6	66.7%	2	22.2%	<u>9</u>
	Total	0	0%	2	11.8%	12	70.6%	3	17.6%	<u>17</u>
Pasifika	Male	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	1	33.3%	0	0%	2	66.7%	0	0%	<u>3</u>
Asian	Male	1	6.3%	1	6.3%	11	68.8%	3	18.8%	<u>16</u>
	Female	1	6.7%	0	0%	12	80.0%	2	13.3%	<u>15</u>
	Total	2	6.5%	1	3.2%	23	74.2%	5	16.1%	<u>31</u>
MELAA	Male	0	0%	0	0%	3	75.0%	1	25.0%	<u>4</u>
	Female	0	0%	0	0%	5	83.3%	1	16.7%	<u>6</u>
	Total	0	0%	0	0%	8	80.0%	2	20.0%	<u>10</u>
Other	Male	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
	Female	0	0%	0	0%	0	0%	1	100.0%	<u>1</u>
	Total	0	0%	0	0%	0	0%	2	100.0%	<u>2</u>
NZ/European	Male	1	2.0%	0	0%	35	71.4%	13	26.5%	<u>49</u>
	Female	0	0%	3	5.8%	38	73.1%	11	21.2%	<u>52</u>
	Total	1	1.0%	3	3.0%	73	72.3%	24	23.8%	<u>101</u>

2022-2023 End of Year Progress Data - Whole School

Curriculum Area		Insufficient Progress	Sufficient Progress	Accelerated Progress
Reading	Number of Children	19	87	37
	Percentage	13.1%	60.8%	25.9%
Writing	Number of Children	20	83	40
	Percentage	14%	58%	28%
Maths	Number of Children	22	79	42
	Percentage	15.4%	55.2%	29.4%

Achievement in other curriculum areas of note in 2023 are:

R.E.

- Following training, all staff are using the bridging document to support RE learning across the school. Resources are sourced from a variety of areas including the NZ Catholic preferred Faith Alive website.
- Two staff undertook 'Having Life to the Full' Diocese training and can now teach the programme. All staff undertook the final training session with Paul Shannon and collaborated to prepare a school wide program "Wonderfully made in God's image" which progressed from Year 1 to year 8. The Year group units have been sent to Paul Shannon and have been approved with a guide to add more te ao Māori views.
- Two community meetings were held to outline the teaching for each year group. The "Wonderfully made in God's image" unit plans were used successfully in Term 4.
- By employing a Singing Teacher who is willing to teach Christian songs we have had a school choir ready to sing at some masses. This was hindered by her being off with broken legs for almost 1 term
- A large contingent of students have been encouraged to attend the 1st Holy Communion/Confirmation classes. And at least 4 of these have been baptised as a result.
- Monsignor has trained up data projector and altar servers who are rostered regularly at mass.
- Teachers introduce and practise various prayer methods with students on a daily basis. These include meditation, journaling, traditional Te Reo prayers, the Rosary, devotional prayer, and imaginative prayer. The aim is to help students build a relationship with God and give them opportunities to connect with God through different types of prayers.

- Through strong leadership the Liturgies have improved this year. All students are more engaged. Responses and hymns for masses are linked in and learnt prior. Amazing apple awards, and twice termly opportunities for winners to have a morning tea 'party with the Principal' to support positive behaviour, have been well received by students. Evaluations have shown that Senior students would prefer chips under the trees.
- Students have a strong grasp of all areas of Religious Education.

P.E. and Health

Focus on high-quality PE learning throughout the year.

Term 1: Swimming

- All students participated in class swimming lessons and junior or senior school swimming sports.
- 28 students represented the school at Catholic Interschool or local interschool swimming competitions.

Term 2: Winter Sports

- Years 5-8 participated in Rural School Interschool Winter Sports Day with Cambridge High Year 10 students.
- Hosted by St Peter's Catholic School; event cut short due to bad weather, but students played various sports, learned teamwork, and tried new sports.

Term 3: Cross Country

- All students participated in cross country training during PE lessons.
- Lunchtime training runs held; successful school cross country event.
- 30 students represented the school at local interschool cross country, with 10 finishing in the top 10.
- Year 7 & 8 students participated in CIS cross country and Waikato Cross Country event in Te Aroha.

Cricket Training

- Cricket coach conducted training sessions for each class, praising students' attitudes and fitness.

Term 4: Athletics

- All students engaged in athletics skills and training for Athletics Day on 7th November, the first since 2020.
- Students will be selected to represent the school at CIS and local interschool competitions.

Additional Activities

- Year 5-8 students attended school camp.
- Year 3 & 4 students participated in an EOTC day focused on teamwork and kayaking skills.
- Health Consultation has taken place with the community - 42% of families responded.
- Life Ed and John Parsons took place providing students with high quality learning opportunities.
- All classes go out for fitness or PE lessons at least 3 times per week, with some classes making it part of their daily routine. The students' fitness games have built a great team feeling in the classrooms, the students often work together collaboratively, they learn about teamwork, overcoming disappointment, following the rules and also the importance that fitness has as part of a balanced life. It has a positive impact on the students overall wellbeing, health and energy.

The impact/difference made this year is:

The consistent participation of students in PE during the year has resulted in students who are confident to be part of events, and also achieving well in the inter school events.

NEXT STEPS

- Amend/update Year 7/8 'Wonderfully Made in God's Image' programme to reflect Bishop Approved Guidelines
- Board to discuss and finalise policy around pronoun usage and gender identity issues
- Keep up communication with parents
- Use evaluations of Health Consultation to influence Health education - considering how students' mental health and student behaviour could be better supported.
- Book John Parsons Annually (\$1,800)
- Book Life Education Annually
- Increase opportunities for families with outside providers around parenting issues and improve parent communication around upcoming events

How we have given effect to Te Tiriti o Waitangi

Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:

- **working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and**
- **taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and**
- **achieving equitable outcomes for Māori students.**

Continued efforts to honour Te Tiriti of Waitangi, driven by partnership with Cambridge Community of Schools (Te Oko Horoi). Mana Whenua is a key leader in Te Oko Horoi Leadership group.

Key Events and Cultural Engagement Activities:

- Matua Harry hihiti Wilson blessed new buildings with our Parish Priest.
- Ongoing unpacking of the NZ Histories Curriculum, guided by the whakātauki: Manaaki Whenua, Manaaki tangata, Haere whakamua.
- Te Wiki o te Reo Māori learning was celebrated with a visit from Mana Whenua, engaging with classrooms.
- Increased participation in the annual dawn ceremony at Lake Te Koo Utu from 2 staff only to all staff about ~15 students/whanau.
- 10 students participate in Te Ohu: Interschool Kapa Haka, learning traditional practices and promoting cultural values.
- Year 5 and 6 students showed significant growth in Kapa Haka, performing at multiple events including Te Oko Horoi Kapa Haka Festival 2023.
- Use of Wai Ako for te reo learning; supporting staff with te reo teaching.
- 8 students and 2 staff attended Rangioawhia commemoration ceremony

Staff Development:

- One staff member completed the Te Rekamauroa ki Tanui course for teaching Te Reo and tikanga Māori.
- SLT started studying Niho Taniwha book.
- All staff attended a full Cultural PLD day with Te Oko Horoi - all staff from Cambridge.
- Two staff leaders attended 5 days of cultural learning focused on local Māori stories, which were shared with staff and students.
- New staff and board members attended a bus tour of local sites run by Mana Whenua.

Impact:

- Improved Kapa Haka performances.
- Increased involvement in the Mana Whenua-led Dawn Ceremony.

- Enhanced teaching and learning of local stories throughout the school
- Daily practices in te ao Māori tikanga and te reo embedded in school routines.
- Of 17 Māori students, only 2 are below expectations, a higher percentage compared to other students.

Next Steps:

- Build teacher capabilities in teaching Te Reo and Te Ao Māori to potentially gain additional funding.
- Develop knowledge and teaching of Aotearoa NZ Histories curriculum and local stories.
- Complete and use the local stories garden for teaching.
- Refine student selection for Te Ohu and ensure teacher designation and budget for this role.
- Support emerging leaders and increase opportunities for Kapa Haka participation.
- Targeted teaching to improve learning outcomes for two Māori students below expectations.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>We have rigorous policies in place which are reviewed annually. See: https://stpeterscatholic.schooldocs.co.nz/</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p><i>Our EEO programme includes</i></p> <ul style="list-style-type: none"> ● <i>Appointing the principal as EEO representative</i> ● <i>consulting with staff to hear any concerns</i> ● <i>encouraging staff to participate in training and career development</i> ● <i>programme monitoring through staff meetings and board reports</i> ● <i>reviewing employment and personnel policies and processes.</i> <p><i>St Peter's Catholic School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. As a school we uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.</i></p> <p><i>Our appointment process meets the requirements of the Children's Act 2014.</i></p>

	<p><i>The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.</i></p> <p><i>The appointment process for special character tagged positions determines acceptability before considering the applicant's overall suitability for the position.</i></p> <p><i>We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>St Peter's Catholic School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.</i></p> <p><i>We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>PLD, Professional Growth Cycle, Leadership Opportunities in school, Individual 1:1 discussions to discuss career progression.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>We consider flexible working arrangements, adhere to maternity and family leave policies, offer women leadership posts and do not discriminate against gender. We support Mana Taurite - with all staff members of NZEI campaigning for pay equity.</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>We treat current and prospective staff fairly, make decisions based on relevant merit, work to eliminate bias and discrimination. We ensure our building is inclusive and follow all relevant policies.</i></p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	YES	

Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	YES	

Financial statements

2023 Audit is not finalised yet and will need to be sent to MoE once finished.

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwipark model), see our [Schools Annual Financial Statement Resources webpage](#).

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

Report on other special and contestable funding

No contestable funding was received by the school.

Kiwisport funding

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2023, St Peter's Catholic School received total Kiwisport funding of \$3049.16 (excluding GST). The funding was spent on sports equipment for the school and other sporting opportunities for students.