

2024 ANNUAL REPORT



Celebrating a Year of Growth, Faith, and Community in 2024

As we reflect on 2024, we give thanks for a year filled with learning, growth, and blessings at St Joseph's School Papanui. Our school is guided by our three strategic goals: increasing the proportion of children achieving at our above expectation, providing highly responsive teaching that is responsive to the growing diversity of our learners and implementing a Religious Education programme that supports learners on their faith journey. In all we do, we strive to live out the Gospel values and honour our commitment to providing a quality education grounded in our Catholic faith.

Throughout the year, our Catholic character has remained at the heart of school life. The virtues of **Faith, Love, Wisdom, and Courage** have been a constant presence—shaping the way we pray, learn, interact, and grow together. It was especially meaningful to hear our senior students reflect on these virtues at the Year 8 Leavers' Mass, recognising how deeply they have influenced their time at St Joseph's.

Our partnership with the parish has continued to flourish. Together with our parish leaders, we have worked to offer families and students authentic opportunities to participate in the sacramental and spiritual life of the Church. As our parish community prepares for the building of a new church, we remain committed to walking this journey in faith, unity, and hope.

We are proud of the strong Catholic identity that is visible and lived out every day—through classroom prayer, school liturgies, celebrations of Mass, and our acts of service. The presence of Christ is felt in the relationships we build, the way we serve one another, and the joy with which we gather as a faith-filled learning community.

In our classrooms, we continue to strive for excellence in teaching and learning. The structured literacy programme has consolidated gains in student literacy achievement, and this year also witnessed an improvement in Mathematics. Teaching at St Joseph's is deeply student-centred and reflective of our commitment to ensuring that every child is seen, valued, and supported to succeed.

A major highlight in 2024 has been the investment in our physical environment. Four junior classrooms were transformed into a vibrant and modern learning space for our Kanuka Team, and our resurfaced courts now offer an engaging area for play and physical education. These improvements support the holistic development of each child—mind, body, and spirit.

Our students have had many opportunities to grow—not only academically, but spiritually, culturally, and physically. From team liturgies and school Masses to kapa haka, sports

tournaments, and academic achievements, our learners are encouraged to share their gifts and develop a strong sense of identity and purpose.

None of our success would be possible without the shared commitment of our school community. A whakataukī shared by one of our Board members sums this up perfectly:

“Ehara taku toa i te toa takitahi, engari he toa takitini – My success is not mine alone, but it is the strength of many.”

The board sincerely gives thanks to our parents, grandparents, whānau, and parish for their continued prayers, support, and presence in the life of our school. Their partnership is vital in helping our tamariki grow in both faith and knowledge.

We are grateful to our PTA for their generosity and dedication. Their support continues to enhance the learning experiences and resources available to all children.

Our students are the heart of St Joseph’s. Their faith, kindness, enthusiasm, and resilience bring life to our school every day. We are incredibly proud of the way they live out our virtues and support each other.

The board is appreciative of our staff and leadership team—for their unwavering commitment to Catholic education. They nurture the spiritual, emotional, and academic development of our students with grace, professionalism, and love.

We are grateful for the blessings we have received in 2024. May we continue to grow together in faith, wisdom, and service.

St Joseph’s School Board

- Nathan Bradley - Presiding Member
- Shannon Bennett
- Pauline Fojas
- Alice Johns - Staff Member
- Bernadette Leadley
- Mons Rick Loughnan
- Tim Malone
- Kieran Read
- Aaron Richards - Principal
- Benjamin Walker

Recognition of cultural diversity and commitment to Te Tiriti O Waitangi

At St Joseph's School Papanui, our commitment to Te Tiriti o Waitangi is woven through the life of our school and is deeply connected to our Catholic faith, which acknowledges and embraces cultural diversity. We honour the unique status of tangata whenua and work to ensure the cultures, languages, well-being, and identities of all learners are visible, respected, and celebrated.

We give effect to Te Tiriti o Waitangi through practices that uphold its three guiding principles:

- **Kāwanatanga – Honourable Governance:** We build respectful and collaborative relationships with our Māori whānau and community through regular consultation. Our board and leadership ensure Māori perspectives are considered in school decision-making and curriculum development.
- **Rangatiratanga – Agency:** We empower Māori learners by affirming their identity, language, and culture within the school environment. We foster student voice, agency, and participation, including opportunities to engage in kapa haka and leadership.
- **Ōritetanga – Equity:** We are committed to equitable outcomes for all learners by monitoring the progress and achievement of Māori students and ensuring support is in place where needed. Culturally responsive teaching practices are embedded throughout our curriculum, and staff continue to grow their understanding and use of te reo and tikanga Māori, particularly within a Ngāi Tahu context.

Te reo and tikanga Māori are actively used in our school through daily practices such as karakia, greetings, and the sign of the cross. Our Religious Education curriculum contains significant bilingual content, and our liturgies and Masses reflect and celebrate cultural diversity.

When requested, we take all reasonable steps to support whānau who seek greater provision of te reo Māori instruction for their children, including engagement with Kāhui Ako partners.

In alignment with the Education Council (2017), we recognise that Te Tiriti o Waitangi is a living promise — a commitment to care for one another with dignity and respect. Through this, we continue to build a school culture where Māori and all New Zealanders thrive together.

Compliance with school employment policy

St Joseph's School Papanui complies fully with its employment policy and the principles of being a good employer. The Board of Trustees ensures that all employment practices are fair, transparent, and inclusive, and that they reflect the school's commitment to equity and equal opportunity.

Throughout the year, the Board has applied good employer principles in managing all employee matters. Staff well-being has been actively supported through regular termly meetings focused on reviewing school operations and refining Team Expectations. These processes provide opportunities for open dialogue, shared decision-making, and staff input into the ongoing development of the school.

In alignment with Equal Employment Opportunities (EEO) obligations, the Principal was formally appointed as the EEO Officer. The Board demonstrated its commitment to EEO in all areas of employment—recruitment, training, promotion, and working conditions. Key actions include:

- Maintaining an EEO database to support informed decision-making;
- Implementing employment processes that attract a diverse range of skilled and talented candidates;
- Ensuring that recruitment decisions are based on merit—skills, experience, qualifications, and personal attributes best suited to the role;
- Upholding personnel practices that are consistently fair and free from bias.

Through these ongoing efforts, St Joseph's School continues to foster a supportive, respectful, and inclusive workplace culture for all staff.

Kiwisport Funding

In 2024, St Joseph's School Papanui received KiwiSport funding from the government to support increased student participation in organised sport. This funding was used to enhance access to physical activity opportunities and to develop students' fundamental movement and team skills.

The KiwiSport allocation was used to:

- Provide professional coaching for specific sports during class PE sessions;
- Contribute to costs associated with school sports teams, including equipment and registration fees;
- Support the organisation and delivery of inter-school sports events and tournaments;
- Facilitate student participation in extracurricular sporting opportunities.

The use of KiwiSport funding has positively impacted student engagement in physical activity and strengthened the school's sports programme by making it more accessible and inclusive.

Celebrating Student Achievement and Progress

We are proud to share the positive progress our learners have made in 2024, as reflected in our student achievement data. The year has seen meaningful gains across key learning areas, with a strong foundation laid for continued success in 2025.

One of the most encouraging outcomes has been the significant shift in achievement among targeted learners. Thanks to focused teaching and support, **30% more target learners are achieving at expectation in Writing**, with similar gains seen in **Reading (25%)** and **Mathematics (21%)**. These results reflect the school's deep commitment to ensuring all children are equipped to succeed.

In Reading and Writing, the school's structured literacy approach continues to make a positive impact. This evidence-based strategy is helping students build strong foundational skills, particularly in early literacy and writing fluency. Currently, **85% of students are achieving at or above expectation in Reading**, and **81% in Writing**. These strong results affirm that we are on track to meet the Board's aspirational targets, and school leadership remains focused on further growth in these areas.

The introduction and schoolwide implementation of *The Code* and *The Writing Revolution* have been central to this progress. These programmes are creating consistency across classrooms, ensuring all learners benefit from high-quality instruction in English.

In Mathematics, **87% of students are achieving at or above expectation**, building on the solid results of previous years. This represents a steady improvement and places the school within reach of the Board's goal of 90% achievement. To support this momentum, the school is participating in *The Learner First* professional development programme, which is equipping teachers with best-practice strategies to meet diverse learning needs in maths. The Board has committed funding to extend this work further in 2025, including investment in classroom resources and teacher training.

The school has also made significant preparations for the rollout of the refreshed Mathematics Curriculum, which will become mandatory in 2025. This proactive approach ensures we remain ahead of national expectations and can continue delivering high-quality, future-focused learning.

In summary, 2024 has been a year of strong progress, effective teaching, and collaborative effort. We thank our dedicated staff, supportive families, and hardworking students for the role each has played in making these achievements possible. Together, we remain committed to ensuring every learner at St Joseph's reaches their full potential in an environment shaped by faith, excellence, and care.

Statement of Variance

WRITING

Strategic Goal: Entrench an effective teaching and learning model of writing based on sound research and best practices that are responsive to the needs of individual children.

Annual Target: To accelerate the progress of all learners not performing at expectation in Writing. Acceleration is the progression of more than one academic year within 12 months. Of the 54 ākonga currently not performing at expectation, 27 will be working at expectation at the end of the year.

Key improvement strategies:

- Establishment of a Curriculum Team to drive improvement across the school
- Consistently implement The Code and The Writing Revolution throughout the school
- Enhance teachers' capability to provide deliberate acts of teaching that target identified needs
- Review the school's Writing expectations to ensure that they are consistent with the revised Curriculum
- Organise structured whole-school moderation sessions
- Use digital technologies to provide an authentic and purposeful context
- Focused collaborative team meetings every fortnight based on target learners
- The writing programme is contextualised and linked across the curriculum
- Teacher inquiry focuses on improving the writing of target learners

Outcomes:

Kahikatea (50% improvement)

- Year 3: All three target learners continue to be working towards the target.
- Year 4: Seven of eleven target learners achieved the target by the end of the year.

Matai (14% improvement)

- Year 5: Two of five target learners achieved the target by the end of the year.
- Year 6: All nine target learners continue working towards the expectation.

Totara (27% improvement)

- Year 7: One out of fourteen target learners achieved the target by the end of the year.
- Year 8: Six out of twelve target learners achieved the target by the end of the year.

READING

Strategic Goal: Support the development of an effective teaching and learning model based on sound research and best practice that is responsive to the child's individual learning needs.

Annual Target: To accelerate the progress of all learners not performing at expectation in Reading. Acceleration is the progression of more than one academic year within 12 months. Of the 50 akonga currently not performing at expectation, 25 will be working at expectation at the end of the year.

Key improvement strategies:

- Provide teachers with Structured Literacy PLD
- Provide a Reading Recovery programme for targeted learners
- Focused collaborative team meetings every fortnight based on target learners
- Establishment of a Curriculum Team to drive improvement across the school
- Review the school's reading expectations to ensure they are consistent with the revised curriculum
- Teacher inquiry focuses on improving the reading of target learners
- Focused collaborative team meetings every fortnight based on target learners

Outcomes:

Kahikatea (30% improvement)

- Year 3: All two target learners continue working towards the expectation.
- Year 4: Seven of eleven target learners achieved the target by the end of the year.

Matai (0% improvement)

- Year 5: All four target learners continue working towards expectation.
- Year 6: All ten target learners continue working towards expectation.

Totara (17% improvement)

- Year 7: One of twelve target learners achieved the target by the end of the year
- Year 8: Three of eleven target learners achieved the target by the end of the year.

MATHEMATICS

Strategic Goal: Support the development of an effective teaching and learning model based on sound research and best practice that is responsive to the child's individual learning needs.
Annual Target: To accelerate the progress of all learners not performing at expectation in Mathematics. Acceleration is the progression of more than one academic year within 12 months. Of the 38 ākonga currently not performing at expectation, 19 will be working at expectation at the end of the year.
Key improvement strategies: <ul style="list-style-type: none">● Purchase Numicon resources● Provide teachers with Numicon training● ESOL children learn Mathematics concepts using an Acceleration approach with the ESOL teacher.● Purchase additional mathematical equipment● Review the school's Mathematics expectations in line with the revised curriculum● Teacher inquiry focuses on improving the mathematics of target learners● Focused collaborative team meetings every fortnight based on target learners● Provide teachers with an opportunity to become familiar with the revised mathematics curriculum
Outcomes: <p>Kahikatea (50% improvement)</p> <ul style="list-style-type: none">→ Year 3: one of two target learners achieved the target by the end of the year.→ Year 4: five of ten target learners achieved the target by the end of the year. <p>Matai (0% improvement)</p> <ul style="list-style-type: none">→ Year 5: The one target learner continues to work towards expectation.→ Year 6: All seven target learners continue to work towards the expectation. <p>Totara (14% improvement)</p> <ul style="list-style-type: none">→ Year 7: one of fourteen target learners achieved the target by the end of the year.→ Year 8: three of fourteen target learners achieved the target by the end of the year.

Nathan Bradley

Nathan Bradley
Presiding Member



Aaron Richards
Principal



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 3531

Principal: Aaron Richards

School Address: 4 Vagues Road, Papanui, Christchurch

School Phone: 03 352 8779

School Email: office@stjopapa.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

ST JOSEPH'S SCHOOL (PAPANUI)

Annual Financial Statements - For the year ended 31 December 2024

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St Joseph's School (Papanui)

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Nathan Bradley

Full Name of Presiding Member

Signed by:

0B3A0E6157C39877

Signature of Presiding Member

22/05/2025

Date:

Aaron Richards

Full Name of Principal

Signed by:

CA4A42D3736A32B5

Signature of Principal

22/05/2025

Date:

St Joseph's School (Papanui)

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Nathan Bradley	Presiding Member	Elected	Sep 2025
Aaron Richards	Principal	ex Officio	
Leanne Anderson	Parent Representative	Elected	Sep 2025
Bernadette Leadley	Parent Representative	Elected	Sep 2025
Kieran Read	Parent Representative	Elected	Sep 2025
Shannon Bennett	Parent Representative	Elected	Sep 2025
Rick Loughlan	Proprietors Representative	Appointed	Sep 2026
Tim Malone	Proprietors Representative	Appointed	Sep 2026
Benjamin Walker	Proprietors Representative	Appointed	Sep 2026
Pauline Fojas	Proprietors Representative	Appointed	Sep 2026
Alice Johns	Staff Representative	Elected	Sep 2025

St Joseph's School (Papanui)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,995,574	2,665,124	2,918,265
Locally Raised Funds	3	499,957	190,300	349,104
Use of Proprietor's Land and Buildings		513,611	513,611	513,611
Interest		43,224	18,000	32,133
Total Revenue		4,052,366	3,387,035	3,813,113
Expenses				
Locally Raised Funds	3	121,006	38,550	63,636
Learning Resources	4	2,901,010	2,411,055	2,805,061
Administration	5	196,186	210,664	167,452
Interest		3,172	-	3,051
Property	6	698,757	726,585	695,798
Loss on Disposal of Property, Plant and Equipment		572	-	10,012
Total Expense		3,920,703	3,386,854	3,745,010
Net Surplus for the year		131,663	181	68,103
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		131,663	181	68,103

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

St Joseph's School (Papanui)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		651,208	651,208	503,873
Total comprehensive revenue and expense for the year		131,663	181	68,103
Contribution - Furniture and Equipment Grant		67,672	15,000	79,232
Equity at 31 December		850,543	666,389	651,208
Accumulated comprehensive revenue and expense		850,543	666,389	651,208
Equity at 31 December		850,543	666,389	651,208

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.

St Joseph's School (Papanui)

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	7	71,875	117,691	93,510
Accounts Receivable	8	209,408	194,116	194,116
GST Receivable		16,134	11,812	11,812
Prepayments		77,798	42,307	42,307
Investments	9	657,659	500,608	500,608
		1,032,874	866,534	842,353
Current Liabilities				
Accounts Payable	11	243,004	250,742	250,742
Revenue Received in Advance	12	111,540	115,983	115,983
Provision for Cyclical Maintenance	13	18,358	18,412	-
Finance Lease Liability	14	27,592	21,548	21,548
Funds held in Trust	15	15,974	17,534	17,534
		416,468	424,219	405,807
Working Capital Surplus		616,406	442,315	436,546
Non-current Assets				
Investments	9	-	126,812	126,812
Property, Plant and Equipment	10	356,429	228,676	212,676
		356,429	355,488	339,488
Non-current Liabilities				
Provision for Cyclical Maintenance	13	92,147	103,750	97,162
Finance Lease Liability	14	30,145	27,664	27,664
		122,292	131,414	124,826
Net Assets		850,543	666,389	651,208
Equity		850,543	666,389	651,208

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

St Joseph's School (Papanui)

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		799,273	680,124	761,061
Locally Raised Funds		397,348	82,300	272,501
International Students		82,922	108,000	114,150
Goods and Services Tax (net)		(4,322)	-	(11,371)
Payments to Employees		(603,257)	(378,778)	(487,839)
Payments to Suppliers		(556,841)	(444,465)	(485,532)
Interest Paid		(3,172)	-	(3,051)
Interest Received		35,914	18,000	32,156
Net cash from Operating Activities		147,865	65,181	192,075
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(181,635)	(56,000)	(53,849)
Purchase of Investments		(30,239)	-	(237,420)
Net cash (to) Investing Activities		(211,874)	(56,000)	(291,269)
Cash flows from Financing Activities				
Furniture and Equipment Grant		67,672	15,000	79,232
Finance Lease Payments		(23,738)	-	(28,345)
Funds Administered on Behalf of Other Parties		(1,560)	-	17,534
Net cash from Financing Activities		42,374	15,000	68,421
Net (decrease)/increase in cash and cash equivalents		(21,635)	24,181	(30,773)
Cash and cash equivalents at the beginning of the year	7	93,510	93,510	124,283
Cash and cash equivalents at the end of the year	7	71,875	117,691	93,510

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.

St Joseph's School (Papanui)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

St Joseph's School (Papanui) (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 2024 to 31 December 2024 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 \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

A school recognises its obligation to maintain the 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 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

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 to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

Other Grants where conditions exist

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

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

1.9. 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	20 years
Furniture and Equipment	3-10 years
Information and Communication Technology	3-5 years
Leased Assets held under a Finance Lease	Term of Lease
Textbooks	3 years
Library Resources	12.5% Diminishing Value

1.10. Impairment of property, plant and equipment

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.

1.11. 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.

1.12. 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.

1.13. 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.

1.14. 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.

1.15. 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.

1.16. Financial Instruments

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

The School's financial liabilities comprise accounts payable, and finance lease 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.

1.17. 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.

1.18. Budget Figures

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

1.19. 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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	796,429	680,124	765,141
Teachers' Salaries Grants	2,196,145	1,985,000	2,150,215
Other Government Grants	3,000	-	2,909
	<u>2,995,574</u>	<u>2,665,124</u>	<u>2,918,265</u>

3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	210,555	60,000	190,270
Fees for Extra Curricular Activities	91,069	20,000	42,147
Trading	11,512	2,300	6,195
Fundraising and Community Grants	79,689	-	27,809
Other Revenue	2,551	-	8,881
International Student Roll	104,581	108,000	73,802
	<u>499,957</u>	<u>190,300</u>	<u>349,104</u>
Expenses			
Extra Curricular Activities Costs	88,492	20,000	38,618
Trading	4,292	-	2,227
Fundraising and Community Grant Costs	10,847	-	10,141
International Student - Other Expenses	17,375	18,550	12,650
	<u>121,006</u>	<u>38,550</u>	<u>63,636</u>
	<u>378,951</u>	<u>151,750</u>	<u>285,468</u>

Surplus for the year Locally raised funds

During the year ended December 2024, 15 students and 3 staff members undertook a visit to China at a cost of \$42,660, the trip included visits to significant cultural, historical and natural attractions whilst also visiting local schools. It enabled the students to experience a completely different culture and food, enabling understanding of life for children their age in another country. The Trip was funded by Parent contributions of \$42,670. The staff were funded by GYAP (Global Youth Advisory Panel).

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	140,949	88,586	133,383
Information and Communication Technology	20,535	20,420	18,189
Employee Benefits - Salaries	2,631,801	2,215,966	2,537,865
Other Learning Resources	4,520	4,500	4,070
Staff Development	24,319	41,583	33,061
Depreciation	78,886	40,000	78,493
	<u>2,901,010</u>	<u>2,411,055</u>	<u>2,805,061</u>

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	11,370	7,000	6,339
Board Fees and Expenses	11,210	7,850	10,440
Operating Leases	-	30,300	2,106
Other Administration Expenses	35,878	35,314	38,568
Employee Benefits - Salaries	123,849	115,000	93,658
Insurance	6,135	6,300	5,667
Service Providers, Contractors and Consultancy	7,744	8,900	10,674
	<u>196,186</u>	<u>210,664</u>	<u>167,452</u>



6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	46,677	48,000	41,329
Cyclical Maintenance	18,266	25,000	18,935
Adjustment to the Provision- Other Adjustments	(4,923)	-	(7,558)
Heat, Light and Water	20,295	25,200	17,662
Rates	6,284	5,500	5,763
Repairs and Maintenance	35,475	52,500	47,801
Use of Land and Buildings	513,611	513,611	513,611
Other Property Expenses	29,411	23,962	27,059
Employee Benefits - Salaries	33,661	32,812	31,196
	<u>698,757</u>	<u>726,585</u>	<u>695,798</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	71,875	117,691	93,510
Cash and Cash Equivalents for Statement of Cash Flows	<u>71,875</u>	<u>117,691</u>	<u>93,510</u>

Of the \$71,875 Cash and Cash Equivalents and \$657,659 Investments, \$14,293 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$71,875 Cash and Cash Equivalents and \$657,659 Investments, \$24,993 of Other Revenue in Advance is held by the School, as disclosed in note 12.

Of the \$71,875 Cash and Cash Equivalents and \$657,659 Investments, \$72,254 of International Student Fees in advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables from the Ministry of Education	4,872	7,054	7,054
Interest Receivable	11,567	4,257	4,257
Teacher Salaries Grant Receivable	192,969	182,805	182,805
	<u>209,408</u>	<u>194,116</u>	<u>194,116</u>
Receivables from Exchange Transactions	11,567	4,257	4,257
Receivables from Non-Exchange Transactions	197,841	189,859	189,859
	<u>209,408</u>	<u>194,116</u>	<u>194,116</u>

9. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	657,659	500,608	500,608
Non-current Asset			
Long-term Bank Deposits	-	126,812	126,812
Total Investments	<u>657,659</u>	<u>627,420</u>	<u>627,420</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	-	114,944	-	-	(3,842)	111,102
Furniture and Equipment	116,593	55,852	-	-	(27,890)	144,555
Information and Communication Technology	30,301	10,212	-	-	(11,849)	28,664
Textbooks	2,769	-	-	-	(2,769)	-
Leased Assets	50,315	39,113	-	-	(30,634)	58,794
Library Resources	12,698	3,090	(572)	-	(1,902)	13,314
Balance at 31 December 2024	212,676	223,211	(572)	-	(78,886)	356,429

The net carrying value of equipment held under a finance lease is \$58,794 (2023: \$50,315)

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	114,944	(3,842)	111,102	-	-	-
Furniture and Equipment	734,971	(590,416)	144,555	682,662	(566,069)	116,593
Information and Communication Technology	219,162	(190,498)	28,664	208,950	(178,649)	30,301
Textbooks	11,733	(11,733)	-	11,733	(8,964)	2,769
Leased Assets	95,224	(36,430)	58,794	106,316	(56,001)	50,315
Library Resources	71,854	(58,540)	13,314	72,005	(59,307)	12,698
Balance at 31 December	1,247,888	(891,459)	356,429	1,081,666	(868,990)	212,676

11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	32,620	40,063	40,063
Accruals	9,370	4,489	4,489
Employee Entitlements - Salaries	194,745	201,608	201,608
Employee Entitlements - Leave Accrual	6,269	4,582	4,582
	243,004	250,742	250,742
Payables for Exchange Transactions	243,004	250,742	250,742
	243,004	250,742	250,742

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	14,293	3,872	3,872
International Student Fees in Advance	72,254	93,913	93,913
Other Revenue in Advance	24,993	18,198	18,198
	111,540	115,983	115,983

13. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	97,162	97,162	85,785
Increase to the Provision During the Year	18,266	25,000	18,935
Other Adjustments	(4,923)	-	(7,558)
Provision at the End of the Year	110,505	122,162	97,162
Cyclical Maintenance - Current	18,358	18,412	-
Cyclical Maintenance - Non current	92,147	103,750	97,162
	110,505	122,162	97,162

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.

14. Finance Lease Liability

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	29,341	23,862	23,862
Later than One Year	30,661	28,975	28,975
Future Finance Charges	(2,265)	(3,625)	(3,625)
	57,737	49,212	49,212
Represented by:			
Finance lease liability - Current	27,592	21,548	21,548
Finance lease liability - Non current	30,145	27,664	27,664
	57,737	49,212	49,212

15. Funds Held in Trust

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	15,974	17,534	17,534
	15,974	17,534	17,534

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

16. Related Party Transactions

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

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

The Proprietor of the School (Catholic Diocese of Christchurch) 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".

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,230	3,515
<i>Leadership Team</i>		
Remuneration	420,598	370,303
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	424,828	373,818

There are 10 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee that meet every two months. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	0 - 5	0 - 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	2024 FTE Number	2023 FTE Number
100 - 110	2.00	6.00
110 - 120	2.00	-
120 - 130	2.00	-
	6.00	6.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2024 Actual \$	2023 Actual \$
Total	-	-
Number of People	-	-

19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.



20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had no capital commitments of \$nil (2023:\$91,467).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	71,875	117,691	93,510
Receivables	209,408	194,116	194,116
Investments - Term Deposits	657,659	627,420	627,420
Total Financial assets measured at amortised cost	938,942	939,227	915,046

Financial liabilities measured at amortised cost

Payables	243,004	250,742	250,742
Finance Leases	57,737	49,212	49,212
Total Financial liabilities measured at amortised Cost	300,741	299,954	299,954

22. Events After Balance Date

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

23. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST JOSEPH'S SCHOOL (PAPANUI)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of St Joseph's School (Papanui) (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 17 that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 22 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information is that contained in the Annual Community Report 2024, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Warren Johnstone
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Celebrating a Year of Growth, Faith, and Community in 2024

As we reflect on 2024, we give thanks for a year filled with learning, growth, and blessings at St Joseph's School Papanui. Our school is guided by our three strategic goals: increasing the proportion of children achieving at our above expectation, providing highly responsive teaching that is responsive to the growing diversity of our learners and implementing a Religious Education programme that supports learners on their faith journey. In all we do, we strive to live out the Gospel values and honour our commitment to providing a quality education grounded in our Catholic faith.

Throughout the year, our Catholic character has remained at the heart of school life. The virtues of **Faith, Love, Wisdom, and Courage** have been a constant presence—shaping the way we pray, learn, interact, and grow together. It was especially meaningful to hear our senior students reflect on these virtues at the Year 8 Leavers' Mass, recognising how deeply they have influenced their time at St Joseph's.

Our partnership with the parish has continued to flourish. Together with our parish leaders, we have worked to offer families and students authentic opportunities to participate in the sacramental and spiritual life of the Church. As our parish community prepares for the building of a new church, we remain committed to walking this journey in faith, unity, and hope.

We are proud of the strong Catholic identity that is visible and lived out every day—through classroom prayer, school liturgies, celebrations of Mass, and our acts of service. The presence of Christ is felt in the relationships we build, the way we serve one another, and the joy with which we gather as a faith-filled learning community.

In our classrooms, we continue to strive for excellence in teaching and learning. The structured literacy programme has consolidated gains in student literacy achievement, and this year also witnessed an improvement in Mathematics. Teaching at St Joseph's is deeply student-centred and reflective of our commitment to ensuring that every child is seen, valued, and supported to succeed.

A major highlight in 2024 has been the investment in our physical environment. Four junior classrooms were transformed into a vibrant and modern learning space for our Kanuka Team, and our resurfaced courts now offer an engaging area for play and physical education. These improvements support the holistic development of each child—mind, body, and spirit.

Our students have had many opportunities to grow—not only academically, but spiritually, culturally, and physically. From team liturgies and school Masses to kapa haka, sports

tournaments, and academic achievements, our learners are encouraged to share their gifts and develop a strong sense of identity and purpose.

None of our success would be possible without the shared commitment of our school community. A whakataukī shared by one of our Board members sums this up perfectly:

“Ehara taku toa i te toa takitahi, engari he toa takitini – My success is not mine alone, but it is the strength of many.”

The board sincerely gives thanks to our parents, grandparents, whānau, and parish for their continued prayers, support, and presence in the life of our school. Their partnership is vital in helping our tamariki grow in both faith and knowledge.

We are grateful to our PTA for their generosity and dedication. Their support continues to enhance the learning experiences and resources available to all children.

Our students are the heart of St Joseph’s. Their faith, kindness, enthusiasm, and resilience bring life to our school every day. We are incredibly proud of the way they live out our virtues and support each other.

The board is appreciative of our staff and leadership team—for their unwavering commitment to Catholic education. They nurture the spiritual, emotional, and academic development of our students with grace, professionalism, and love.

We are grateful for the blessings we have received in 2024. May we continue to grow together in faith, wisdom, and service.

St Joseph’s School Board

- Nathan Bradley - Presiding Member
- Shannon Bennett
- Pauline Fojas
- Alice Johns - Staff Member
- Bernadette Leadley
- Mons Rick Loughnan
- Tim Malone
- Kieran Read
- Aaron Richards - Principal
- Benjamin Walker

Recognition of cultural diversity and commitment to Te Tiriti O Waitangi

At St Joseph's School Papanui, our commitment to Te Tiriti o Waitangi is woven through the life of our school and is deeply connected to our Catholic faith, which acknowledges and embraces cultural diversity. We honour the unique status of tangata whenua and work to ensure the cultures, languages, well-being, and identities of all learners are visible, respected, and celebrated.

We give effect to Te Tiriti o Waitangi through practices that uphold its three guiding principles:

- **Kāwanatanga – Honourable Governance:** We build respectful and collaborative relationships with our Māori whānau and community through regular consultation. Our board and leadership ensure Māori perspectives are considered in school decision-making and curriculum development.
- **Rangatiratanga – Agency:** We empower Māori learners by affirming their identity, language, and culture within the school environment. We foster student voice, agency, and participation, including opportunities to engage in kapa haka and leadership.
- **Ōritetanga – Equity:** We are committed to equitable outcomes for all learners by monitoring the progress and achievement of Māori students and ensuring support is in place where needed. Culturally responsive teaching practices are embedded throughout our curriculum, and staff continue to grow their understanding and use of te reo and tikanga Māori, particularly within a Ngāi Tahu context.

Te reo and tikanga Māori are actively used in our school through daily practices such as karakia, greetings, and the sign of the cross. Our Religious Education curriculum contains significant bilingual content, and our liturgies and Masses reflect and celebrate cultural diversity.

When requested, we take all reasonable steps to support whānau who seek greater provision of te reo Māori instruction for their children, including engagement with Kāhui Ako partners.

In alignment with the Education Council (2017), we recognise that Te Tiriti o Waitangi is a living promise — a commitment to care for one another with dignity and respect. Through this, we continue to build a school culture where Māori and all New Zealanders thrive together.

Compliance with school employment policy

St Joseph's School Papanui complies fully with its employment policy and the principles of being a good employer. The Board of Trustees ensures that all employment practices are fair, transparent, and inclusive, and that they reflect the school's commitment to equity and equal opportunity.

Throughout the year, the Board has applied good employer principles in managing all employee matters. Staff well-being has been actively supported through regular termly meetings focused on reviewing school operations and refining Team Expectations. These processes provide opportunities for open dialogue, shared decision-making, and staff input into the ongoing development of the school.

In alignment with Equal Employment Opportunities (EEO) obligations, the Principal was formally appointed as the EEO Officer. The Board demonstrated its commitment to EEO in all areas of employment—recruitment, training, promotion, and working conditions. Key actions include:

- Maintaining an EEO database to support informed decision-making;
- Implementing employment processes that attract a diverse range of skilled and talented candidates;
- Ensuring that recruitment decisions are based on merit—skills, experience, qualifications, and personal attributes best suited to the role;
- Upholding personnel practices that are consistently fair and free from bias.

Through these ongoing efforts, St Joseph's School continues to foster a supportive, respectful, and inclusive workplace culture for all staff.

Kiwisport Funding

In 2024, St Joseph's School Papanui received KiwiSport funding from the government to support increased student participation in organised sport. This funding was used to enhance access to physical activity opportunities and to develop students' fundamental movement and team skills.

The KiwiSport allocation was used to:

- Provide professional coaching for specific sports during class PE sessions;
- Contribute to costs associated with school sports teams, including equipment and registration fees;
- Support the organisation and delivery of inter-school sports events and tournaments;
- Facilitate student participation in extracurricular sporting opportunities.

The use of KiwiSport funding has positively impacted student engagement in physical activity and strengthened the school's sports programme by making it more accessible and inclusive.

Celebrating Student Achievement and Progress

We are proud to share the positive progress our learners have made in 2024, as reflected in our student achievement data. The year has seen meaningful gains across key learning areas, with a strong foundation laid for continued success in 2025.

One of the most encouraging outcomes has been the significant shift in achievement among targeted learners. Thanks to focused teaching and support, **30% more target learners are achieving at expectation in Writing**, with similar gains seen in **Reading (25%)** and **Mathematics (21%)**. These results reflect the school's deep commitment to ensuring all children are equipped to succeed.

In Reading and Writing, the school's structured literacy approach continues to make a positive impact. This evidence-based strategy is helping students build strong foundational skills, particularly in early literacy and writing fluency. Currently, **85% of students are achieving at or above expectation in Reading**, and **81% in Writing**. These strong results affirm that we are on track to meet the Board's aspirational targets, and school leadership remains focused on further growth in these areas.

The introduction and schoolwide implementation of *The Code* and *The Writing Revolution* have been central to this progress. These programmes are creating consistency across classrooms, ensuring all learners benefit from high-quality instruction in English.

In Mathematics, **87% of students are achieving at or above expectation**, building on the solid results of previous years. This represents a steady improvement and places the school within reach of the Board's goal of 90% achievement. To support this momentum, the school is participating in *The Learner First* professional development programme, which is equipping teachers with best-practice strategies to meet diverse learning needs in maths. The Board has committed funding to extend this work further in 2025, including investment in classroom resources and teacher training.

The school has also made significant preparations for the rollout of the refreshed Mathematics Curriculum, which will become mandatory in 2025. This proactive approach ensures we remain ahead of national expectations and can continue delivering high-quality, future-focused learning.

In summary, 2024 has been a year of strong progress, effective teaching, and collaborative effort. We thank our dedicated staff, supportive families, and hardworking students for the role each has played in making these achievements possible. Together, we remain committed to ensuring every learner at St Joseph's reaches their full potential in an environment shaped by faith, excellence, and care.

Statement of Variance

WRITING

Strategic Goal: Entrench an effective teaching and learning model of writing based on sound research and best practices that are responsive to the needs of individual children.

Annual Target: To accelerate the progress of all learners not performing at expectation in Writing. Acceleration is the progression of more than one academic year within 12 months. Of the 54 ākonga currently not performing at expectation, 27 will be working at expectation at the end of the year.

Key improvement strategies:

- Establishment of a Curriculum Team to drive improvement across the school
- Consistently implement The Code and The Writing Revolution throughout the school
- Enhance teachers' capability to provide deliberate acts of teaching that target identified needs
- Review the school's Writing expectations to ensure that they are consistent with the revised Curriculum
- Organise structured whole-school moderation sessions
- Use digital technologies to provide an authentic and purposeful context
- Focused collaborative team meetings every fortnight based on target learners
- The writing programme is contextualised and linked across the curriculum
- Teacher inquiry focuses on improving the writing of target learners

Outcomes:

Kahikatea (50% improvement)

- Year 3: All three target learners continue to be working towards the target.
- Year 4: Seven of eleven target learners achieved the target by the end of the year.

Matai (14% improvement)

- Year 5: Two of five target learners achieved the target by the end of the year.
- Year 6: All nine target learners continue working towards the expectation.

Totara (27% improvement)

- Year 7: One out of fourteen target learners achieved the target by the end of the year.
- Year 8: Six out of twelve target learners achieved the target by the end of the year.

READING

Strategic Goal: Support the development of an effective teaching and learning model based on sound research and best practice that is responsive to the child's individual learning needs.

Annual Target: To accelerate the progress of all learners not performing at expectation in Reading. Acceleration is the progression of more than one academic year within 12 months. Of the 50 akonga currently not performing at expectation, 25 will be working at expectation at the end of the year.

Key improvement strategies:

- Provide teachers with Structured Literacy PLD
- Provide a Reading Recovery programme for targeted learners
- Focused collaborative team meetings every fortnight based on target learners
- Establishment of a Curriculum Team to drive improvement across the school
- Review the school's reading expectations to ensure they are consistent with the revised curriculum
- Teacher inquiry focuses on improving the reading of target learners
- Focused collaborative team meetings every fortnight based on target learners

Outcomes:

Kahikatea (30% improvement)

- Year 3: All two target learners continue working towards the expectation.
- Year 4: Seven of eleven target learners achieved the target by the end of the year.

Matai (0% improvement)

- Year 5: All four target learners continue working towards expectation.
- Year 6: All ten target learners continue working towards expectation.

Totara (17% improvement)

- Year 7: One of twelve target learners achieved the target by the end of the year
- Year 8: Three of eleven target learners achieved the target by the end of the year.

MATHEMATICS

Strategic Goal: Support the development of an effective teaching and learning model based on sound research and best practice that is responsive to the child's individual learning needs.

Annual Target: To accelerate the progress of all learners not performing at expectation in Mathematics. Acceleration is the progression of more than one academic year within 12 months. Of the 38 ākonga currently not performing at expectation, 19 will be working at expectation at the end of the year.

Key improvement strategies:

- Purchase Numicon resources
- Provide teachers with Numicon training
- ESOL children learn Mathematics concepts using an Acceleration approach with the ESOL teacher.
- Purchase additional mathematical equipment
- Review the school's Mathematics expectations in line with the revised curriculum
- Teacher inquiry focuses on improving the mathematics of target learners
- Focused collaborative team meetings every fortnight based on target learners
- Provide teachers with an opportunity to become familiar with the revised mathematics curriculum

Outcomes:

Kahikatea (50% improvement)

- Year 3: one of two target learners achieved the target by the end of the year.
- Year 4: five of ten target learners achieved the target by the end of the year.

Matai (0% improvement)

- Year 5: The one target learner continues to work towards expectation.
- Year 6: All seven target learners continue to work towards the expectation.

Totara (14% improvement)

- Year 7: one of fourteen target learners achieved the target by the end of the year.
- Year 8: three of fourteen target learners achieved the target by the end of the year.

Nathan Bradley

Nathan Bradley
Presiding Member



Aaron Richards
Principal