

MARIST COLLEGE

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
------	-----------

Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Good Employer Statement

MARIST COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	70
Principal:	Raechelle Taulu
School Address:	31 Alberton Ave, Mt Albert, Auckland, 1025
School Postal Address:	31 Alberton Ave, Mt Albert, Auckland, 1025
School Phone:	09 846 8311
School Email:	admin@maristcollege.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Stephen Dallow	Presiding Member	Elected	October 2025
Raechelle Taulu	Principal ex Officio	Appointed	Current
James Burr	Parent Representative	Elected	January 2022
Alipa Solomona	Parent Representative	Elected	January 2022
Sela Alo	Parent Representative	Elected	October 2025
Neil Broderick	Parent Representative	Elected	October 2025
Anjana Paul	Parent Representative	Elected	October 2025
Ann-Marie Szalkowski	Parent Representative	Elected	October 2025
Michael Alofa	Proprietor Representative	Appointed	September 2022
Tracy Beuth	Proprietor Representative	Appointed	October 2025
Gerard Thompson	Proprietor Representative	Appointed	October 2025
Oonagh Turner	Proprietor Representative	Appointed	October 2022
Makerita Tagomoa-Papali'i	Staff Representative	Elected	October 2025
Princy Karumalil	Student Representative	Elected	October 2023

Accountant / Service Provider: Internal

Marist College

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

Stephen Dallow

Full Name of Presiding Member

Raecheal Taylor

Full Name of Principal

Dallow

Signature of Presiding Member

Raecheal Taylor

Signature of Principal

22/6/23

Date:

22/06/23

Date:

Marist College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	6,676,096	6,105,943	6,431,513
Locally Raised Funds	3	1,178,626	1,101,484	1,046,317
Use of Proprietor's Land and Buildings		1,731,250	1,800,000	1,404,000
Interest Income		47,446	20,000	18,347
Other Revenue		49,609	10,000	30,682
Total Revenue		9,683,027	9,037,427	8,930,859
Expenses				
Locally Raised Funds	3	466,596	617,704	370,101
Learning Resources	4	6,169,428	5,784,002	5,942,716
Administration	5	683,231	591,367	584,933
Finance		8,789	10,000	8,806
Property	6	2,299,220	2,307,043	1,850,570
Other Expenses	7	3,564	3,500	3,564
Loss on Disposal of Property, Plant and Equipment		(119)	-	(98,772)
		9,630,709	9,313,616	8,661,918
Net Surplus / (Deficit) for the year		52,318	(276,189)	268,941
Total Comprehensive Revenue and Expense for the Year		52,318	(276,189)	268,941

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



Marist College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,788,774	2,462,226	2,490,282
Total comprehensive revenue and expense for the year		52,318	(276,189)	268,941
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		35,880	57,613	29,551
Equity at 31 December		2,876,972	2,243,650	2,788,774
Accumulated comprehensive revenue and expense		3,061,903	2,159,648	2,704,772
Reserves		(184,931)	84,002	84,002
Equity at 31 December		2,876,972	2,243,650	2,788,774

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.



Marist College

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	474,399	598,053	502,882
Accounts Receivable	9	539,768	331,260	431,260
GST Receivable		12,461	19,658	19,658
Prepayments		59,164	79,525	79,525
Investments	10	2,055,612	1,269,245	1,869,245
		<u>3,141,404</u>	<u>2,297,741</u>	<u>2,902,570</u>
Current Liabilities				
Accounts Payable	13	573,790	415,845	522,254
Revenue Received in Advance	14	232,092	201,732	202,844
Provision for Cyclical Maintenance	15	87,673	52,487	72,487
Finance Lease Liability	16	42,845	37,629	37,629
Funds held in Trust	17	122,478	67,864	70,764
		<u>1,058,878</u>	<u>775,557</u>	<u>905,978</u>
Working Capital Surplus/(Deficit)		<u>2,082,526</u>	<u>1,522,184</u>	<u>1,996,592</u>
Non-current Assets				
Property, Plant and Equipment	11	957,142	896,540	943,692
Equitable Leasehold Interest	12	71,280	71,280	74,844
		<u>1,028,422</u>	<u>967,820</u>	<u>1,018,536</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	179,585	167,872	147,872
Finance Lease Liability	16	54,391	78,482	78,482
		<u>233,976</u>	<u>246,354</u>	<u>226,354</u>
Net Assets		<u>2,876,972</u>	<u>2,243,650</u>	<u>2,788,774</u>
Equity		<u>2,876,972</u>	<u>2,243,650</u>	<u>2,788,774</u>

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



Marist College

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,745,327	1,505,943	1,568,871
Locally Raised Funds		1,075,433	1,125,142	1,042,080
International Students		106,601	(14,530)	34,166
Goods and Services Tax (net)		7,197	6,508	6,508
Payments to Employees		(1,295,839)	(1,145,725)	(1,040,079)
Payments to Suppliers		(1,283,202)	(1,608,930)	(1,206,837)
Interest Paid		(8,789)	(10,000)	(8,812)
Interest Received		31,742	21,560	19,908
Net cash from/(to) Operating Activities		378,470	(120,032)	415,805
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		119	6,529	-
Purchase of Property Plant & Equipment (and Intangibles)		(289,426)	(125,313)	(256,814)
Purchase of Investments		(186,367)	199,271	-
Proceeds from Sale of Investments		-	-	73,070
Net cash from/(to) Investing Activities		(475,674)	80,487	(183,744)
Cash flows from Financing Activities				
Furniture and Equipment Grant		35,880	57,613	29,550
Finance Lease Payments		(18,875)	3,038	3,038
Funds Administered on Behalf of Third Parties		51,716	(34,239)	(33,153)
Net cash from/(to) Financing Activities		68,721	26,412	(565)
Net increase/(decrease) in cash and cash equivalents		(28,483)	(13,133)	231,496
Cash and cash equivalents at the beginning of the year	8	502,882	611,186	271,386
Cash and cash equivalents at the end of the year	8	474,399	598,053	502,882

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



Marist College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Marist College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Proprietors 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 15.



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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



d) 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.

e) 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.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Investments

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

h) 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:

Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



i) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.).

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.

j) 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.

k) Employee Entitlements

Short-term employee entitlements

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

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.



l) Revenue Received in Advance

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

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

m) Funds Held in Trust

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

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

n) Provision for Cyclical Maintenance

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

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

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

o) 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.

p) 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.

q) Budget Figures

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

r) Services received in-kind

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



2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,749,197	1,505,943	1,558,065
Teachers' Salaries Grants	4,926,899	4,600,000	4,873,448
	6,676,096	6,105,943	6,431,513

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	573,080	470,000	495,871
Fees for Extra Curricular Activities	447,685	509,793	379,246
Trading	9,649	13,000	14,129
Other Revenue	115,294	89,573	89,257
International Student Fees	32,918	19,118	67,814
	1,178,626	1,101,484	1,046,317
Expenses			
Extra Curricular Activities Costs	406,743	597,205	332,353
Trading	4,112	6,990	7,504
International Student - Student Recruitment	-	2,500	7,324
International Student - Employee Benefit - Salaries	23,845	8,559	16,915
International Student - Overseas Travel	25,566	-	-
International Student - Other Expenses	6,330	2,450	6,005
	466,596	617,704	370,101
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	712,030	483,780	676,216

During the year the School hosted 2 International students (2021:2)
International students

During the year ended December 2022 the director of International Students travelled to Australia, Thailand and Vietnam at a cost of \$25,566 for the purpose of recruiting new students for the school. The travel was funded from BOT funds to recruit new students for 2023.



4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	259,135	265,686	231,367
Information and Communication Technology	48,080	36,000	38,457
Library Resources	4,222	3,240	3,078
Employee Benefits - Salaries	5,597,854	5,205,110	5,426,431
Staff Development	9,729	15,000	8,744
Depreciation	250,408	258,966	234,639
	<u>6,169,428</u>	<u>5,784,002</u>	<u>5,942,716</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	11,919	11,919	11,572
Board Fees	4,985	6,875	5,165
Board Expenses	37,371	31,361	10,560
Communication	17,872	26,600	27,259
Consumables	2,576	2,000	1,619
Legal Fees	1,447	5,000	-
Other	90,329	88,746	106,040
Employee Benefits - Salaries	498,719	401,430	407,624
Insurance	16,595	14,936	13,744
Service Providers, Contractors and Consultancy	1,418	2,500	1,350
	<u>683,231</u>	<u>591,367</u>	<u>584,933</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	25,772	24,612	68,673
Consultancy and Contract Services	103,217	103,993	98,517
Cyclical Maintenance Provision	68,916	46,946	51,632
Grounds	8,349	6,640	2,636
Heat, Light and Water	89,879	100,000	77,313
Rates	272	510	699
Repairs and Maintenance	116,028	88,565	80,416
Use of Land and Buildings	1,731,250	1,800,000	1,404,000
Security	22,398	7,660	6,635
Employee Benefits - Salaries	133,139	128,117	60,049
	<u>2,299,220</u>	<u>2,307,043</u>	<u>1,850,570</u>

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



7. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Amortisation of Intangible Assets	3,564	3,500	3,564

8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Bank Accounts	\$ 474,399	\$ 598,053	\$ 502,882
Cash and cash equivalents for Statement of Cash Flows	<u>474,399</u>	<u>598,053</u>	<u>502,882</u>

9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Receivables	\$ 82,485	\$ 7,036	\$ 7,036
Interest Receivable	20,577	4,873	4,873
Teacher Salaries Grant Receivable	436,706	319,351	419,351
	<u>539,768</u>	<u>331,260</u>	<u>431,260</u>
Receivables from Exchange Transactions	103,062	11,909	11,909
Receivables from Non-Exchange Transactions	436,706	319,351	419,351
	<u>539,768</u>	<u>331,260</u>	<u>431,260</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	2,055,612	1,269,245	1,869,245
Total Investments	<u>2,055,612</u>	<u>1,269,245</u>	<u>1,869,245</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	804,899	103,809	(55)	-	(163,835)	744,818
Information and Communication Technology	105,433	89,862	-	-	(73,688)	121,607
Motor Vehicles	-	63,691	-	-	(4,644)	59,047
Library Resources	33,360	6,551	-	-	(8,241)	31,670
Balance at 31 December 2022	943,692	263,913	(55)	-	(250,408)	957,142

The net carrying value of Information and Communication Technology held under a finance lease is **\$79,080 (2021: \$62,239)**

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	1,881,539	(1,136,721)	744,818	1,779,496	(974,597)	804,899
Information and Communication Technology	575,971	(454,363)	121,608	556,372	(450,939)	105,433
Motor Vehicles	113,087	(54,041)	59,046	49,396	(49,396)	-
Library Resources	69,397	(37,727)	31,670	62,846	(29,486)	33,360
Balance at 31 December	2,639,994	(1,682,852)	957,142	2,448,110	(1,504,418)	943,692

12. Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the board's interest in capital works assets owned by the proprietor but paid for in whole or in part by the Board, either from Government funding or from community raised funds.

A lease between the board and the proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is amortised over 25 years based on the economic life of the capital works asset(s) involved. The interest may be realised on the sale of the capital works by the proprietor or the closure of the school.



The major capital works assets included in the equitable leasehold interest are:

Library/Multi Media Suite Building
Administration Building

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
	33,320	33,320	34,986
	37,960	37,960	39,858
	<u>71,280</u>	<u>71,280</u>	<u>74,844</u>

13. Accounts Payable

Creditors
Accruals
Banking Staffing Overuse
Employee Entitlements - Salaries
Employee Entitlements - Leave Accrual

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
	59,623	54,056	56,595
	11,919	7,715	7,715
	2,152	-	3,870
	477,429	333,470	433,470
	22,667	20,604	20,604
	<u>573,790</u>	<u>415,845</u>	<u>522,254</u>
Payables for Exchange Transactions	573,790	415,845	522,254
	<u>573,790</u>	<u>415,845</u>	<u>522,254</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

International Student Fees in Advance
Other revenue in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
	123,580	49,897	49,897
	108,512	151,835	152,947
	<u>232,092</u>	<u>201,732</u>	<u>202,844</u>



15. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	220,359	220,359	179,284
Increase to the Provision During the Year	68,917	46,946	50,386
Use of the Provision During the Year	(22,018)	(46,946)	(9,311)
Provision at the End of the Year	<u>267,258</u>	<u>220,359</u>	<u>220,359</u>
Cyclical Maintenance - Current	87,673	52,487	72,487
Cyclical Maintenance - Non current	179,585	167,872	147,872
	<u>267,258</u>	<u>220,359</u>	<u>220,359</u>

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

16. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	42,845	37,629	37,629
Later than One Year and no Later than Five Years	54,391	78,482	78,482
	<u>97,236</u>	<u>116,111</u>	<u>116,111</u>
Represented by			
Finance lease liability - Current	42,845	37,629	37,629
Finance lease liability - Non current	54,391	78,482	78,482
	<u>97,236</u>	<u>116,111</u>	<u>116,111</u>

17. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	122,478	67,864	70,764
	<u>122,478</u>	<u>67,864</u>	<u>70,764</u>

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



18. Related Party Transactions

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

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

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$1,071,199 (2021: \$1,017,123). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$90,955, (2021: \$110,129).



19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	4,985	5,165
<i>Leadership Team</i> Remuneration Full-time equivalent members	1,894,986 17	1,813,101 16
Total key management personnel remuneration	<u>1,899,971</u>	<u>1,818,266</u>

There are eight members of the Board excluding the Principal. The Board had held ten full meetings of the Board in the year. The Board also has a Finance (4 members) that meet monthly. 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	0 - 5	0 - 5

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	12.00	12.00
110 - 120	3.00	1.00
120 - 130	2.00	3.00
	<u>17.00</u>	<u>16.00</u>

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



20. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is [confirmed/probable], the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.



22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

New Boundary Fence \$18,959, Transformer Screen \$8,095

(Capital commitments at 31 December 2021: Nil)

(b) Operating Commitments

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

(a) operating lease of a EFTPOS Machine;

(b) operating lease for a school car:

	2022 Actual \$	2021 Actual \$
No later than One Year	11,858	4,275
Later than One Year and No Later than Five Years	18,568	780
	<u>30,426</u>	<u>5,055</u>

The total lease payments incurred during the period were \$9,992 (2021: \$7,470).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	474,399	598,053	502,882
Receivables	539,768	331,260	431,260
Investments - Term Deposits	2,055,612	1,269,245	1,869,245
Total Financial assets measured at amortised cost	<u>3,069,779</u>	<u>2,198,558</u>	<u>2,803,387</u>

Financial liabilities measured at amortised cost

Payables	573,790	415,845	522,254
Finance Leases	97,236	116,111	116,111
Total Financial Liabilities Measured at Amortised Cost	<u>671,026</u>	<u>531,956</u>	<u>638,365</u>

24. Events After Balance Date

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MARIST COLLEGE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Marist College (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 22 June 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Marist College Variance Report 2022, Kiwisport Note 2022 and the Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022 but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand



MARIST COLLEGE VARIANCE REPORT

2022

Family Spirit / Wairua Whanaungatanga

Fostering a sense of belonging, encouragement, unconditional love and total acceptance of each other.

“I am the true vine, and my Father is the vinedresser... Abide in me, and I in you.” (based on John 15: 1-4)

MARIST COLLEGE

ANNUAL PLAN 2022

Family Spirit / Wairua Whanaungatanga

Fostering a sense of belonging, encouragement, unconditional love and total acceptance of each other.

"I am the true vine, and my Father is the vinedresser... Abide in me, and I in you" (based on John 15 1-4)

Strategic Focus: Goal 2 To develop our charisma and traditions to create cultural change which reflects our diverse community

Actions:

1. To pilot the New Zealand Histories Curriculum in Year 9
2. To mandate the learning of te reo in Year 9
 - i. te reo staff – 10 Week programme
 - ii. books for history programme
3. To develop the five year strategic plan based on recommendation from the external review and new community voice
4. To investigate ways in which we can move towards being an environmentally sustainable school
5. To develop opportunities for students to express their diversity in the school
 - i. To create an assembly liturgy framework that includes cultural diversity

Strategic Focus: Goal 3 To achieve personal excellence across a range of learning pathways

Actions:

1. Demonstrate quality teaching for diverse learners and develop strategies to extend students with particular abilities in a given curriculum area and action additional support for students whose needs are not being met
2.
 - 25 Scholarships in 2022
 - 100% students will gain University Entrance
 - 40% of our NCEA certificates will be endorsed with Excellence at Level 1
 - 35% of our NCEA certificates will be endorsed with Excellence at Levels 2 & 3
 - To identify at risk learners in Years 7-10 through the unpacking of national norm data
3. Improve the average number of credits attained in each course for Māori and Pacifica students to equal total average achieved in 2021 (AoV)
4. Goal setting, reflection, and review Years 7 to 10 including a future focus on careers

Strategic Focus: Goal 1 To improve all interactions and relationships so that they reflect Gospel values

Actions:

1. To develop a student leadership framework across all year levels. Including a framework for cultural leadership
2. Embed KIVA into our school pastoral system in Years 7-9
3. Restorative practice training for targeted staff (including SCT and DRS).
4. Create and document induction programme for Years 7-13
5. That all staff and students will know and learn:
 - a. karakia
 - b. grace
 - c. the Gospel focus for the year.

Strategic Goal 4: To develop staff leadership

1. Establish fund for leadership training and mentoring
2. Develop a staff wellbeing plan
3. Implement a staff team building / wellbeing day

GOAL 1: STRATEGIC FOCUS

To improve all interactions and relationships so that they reflect Gospel values

Actions	Evaluation
<p>1. To develop a student leadership framework across all year levels. Including a framework for cultural leadership</p>	<ul style="list-style-type: none"> • We established the Kaiawhina Role in the school. This is a dedicated Māori leadership position. That can be filled by a senior student. • We established the Māori komiti. This group meets once a fortnight to discuss how we can continue to support and grow Te Ao Māori in the school. They have offered a variety of support, plus developed opportunities to support our junior students- Tuakana teina. • Our Pacific students have all received mentoring through externally run programmes. • This action will carry over in 2023 as we continue to map our leadership framework.
<p>2. Embed KiVa into our school pastoral system in Yrs 7-9</p>	<ul style="list-style-type: none"> • The KiVa programme is now embedded into our Yrs 7 and 8 programmes. After a programme review it was decided that the learning material at Yr 9 was too basic. We have now moved to teaching health in this time. • The KiVa anti bullying process is now embedded into our school policies and procedures. • We have had two staff members overseeing the programme in the school including supporting the professional development of new staff and new Deans.
<p>3. Restorative practice training for targeted staff (including SCT and DRS).</p>	<ul style="list-style-type: none"> • Marist College is now three years into being a Restorative School, this is MoE funded and provided through the University of Waikato. • All staff completed essentials training and mini conferencing in 2022. In Term 4 we were able to release middle and senior leaders for 1-2 days for full professional development that will allow and support us to make further steps towards being an increasingly restorative school. This PLD included formal conference training for higher level mediation.

	<ul style="list-style-type: none"> In 2023 the SCT will develop a plan to offer often and frequent PLD for staff on restorative practice. SLT will investigate Essentials training for staff new since 2022. EC to compile a list of who on staff has what levels of training. E.g., only those with mini conference training can facilitate mini conferences etc. Increasing confidence of staff in this space.
<p>Create and document induction programme for Yrs 7-13</p>	<ul style="list-style-type: none"> New Yr8-13 now complete a full day induction at the start of the year. Yr7 continue to do a half day. The afternoon sessions included IT set up and support to login, learn and navigate our online learning platforms, and additional tours of speciality classroom and support services. A Yr 9 Whakawhanaungatanga day took place in Term 1. This was organised in core classes and involved classes rotating through different team building activities. Our Ka Hui Ako Across School Teacher developed an ongoing mentoring programme with new students after inductions and gather feedback on the ways that these students could be supported in school. Challenges included late enrolments, happening through Term 1 and 2. So ongoing induction was hard to maintain, as depended on who was available to meet with students on first day.
<p>4. That all staff and students will know and learn:</p> <ol style="list-style-type: none"> karakia grace the Gospel focus for the year. 	<ul style="list-style-type: none"> Kaiawhina and student Māori Komiti have decided on three karakia for the school to learn. This was printed and displayed around the school and was by the students to the students and students to staff. All three karakia are now used a regular basis.

GOAL 2: STRATEGIC FOCUS

To develop our charism and traditions to create cultural change which reflects our diverse community

Actions	Evaluation
<p>1. To pilot the New Zealand Histories Curriculum in Yr 9.</p>	<ul style="list-style-type: none"> ● In 2022, we launched pilot NZ Histories Curriculum units at Yrs 7 and 8. The Yr 7 unit focused on the history and geography of Tamaki Makaurau/Auckland, while the Yr 8 unit focused on the events and relationships leading up to the signing of the Treaty of Waitangi/Te Tiriti o Waitangi. Staff were enthusiastic about teaching the new units, and they were well-received by the students. ● The Yr 10's continued with a unit that was launched in 2021 in anticipation of the NZ Histories Curriculum's launch. This unit focused on social movements. This was an exciting unit for Yr 10's as it aligned with their growing interest in social justice issues. ● The Yr 9's continued with an already-existing unit focused on the Treaty of Waitangi in 2022. However, in the second half of the year, preparations began for a pilot unit to launch in Term 1, 2023. This unit is centred around wars, laws, and policies, particularly around land. It will also look at the work of the Waitangi Tribunal in addressing violations of the Treaty.
<p>2. To mandate the learning of te reo in Yr 9</p> <ol style="list-style-type: none"> i. te reo staff – 10 Week programme ii. books for history programme 	<ul style="list-style-type: none"> ● All Yr 9 students are learning Te Reo. We now have Te Reo Māori as a compulsory subject in Yrs 7-9. ● We are still on the waiting list for te reo PLD from Te Wānanga o Aotearoa. Staff ran their own PLD over 30 weeks of the year facilitated by our Across School Teacher and Te Reo Teacher.
<ul style="list-style-type: none"> ■ To develop the five-year strategic plan based on recommendation from the external review and new community voice. 	<ul style="list-style-type: none"> ● The Board of Trustees have completed our three-year strategic direction. This was shared with key stakeholder for feedback and is displayed on our school website. This is a living document and may be subject to change on further review.

<ul style="list-style-type: none"> ▪ To investigate ways in which we can move towards being an environmentally sustainable school. 	<ul style="list-style-type: none"> ● A dedicated Professional Learning Group was established to look for ways that we could become a more sustainable school. ● Departments reviewed programmes to look for opportunities to teach sustainably and its effect on society in current teaching context. ● The school is looking at ways to fund solar panels to become more sustainable.
<ul style="list-style-type: none"> ▪ To develop opportunities for students to express their diversity in the school. ▪ To create an assembly liturgy framework that includes cultural diversity. 	<ul style="list-style-type: none"> ● A framework was developed for the inclusion of more language weeks into our school assembly plan. Students were then encouraged to run activities supporting each of these languages for the school to participate. The SLT, Cultural leaders and Language department all support these activities. ● The next step is to ensure that our liturgies match the language weeks.

	2018		2019		2020		2021		2022	
	Qty	Rate	Qty	Rate	Qty	Rate	Qty	Rate	Qty	Rate
NCEA (Level 2)										
Year 12 Overall Achievement										
Achieved with Excellence		99		100		100		100		93.8
Achieved with Merit		29.6		32.9		41.5		38.5		20.8
No Endorsement		42.9		31.8		33.1		34.6		44.3
Māori										
Achieved with Excellence	12	100.0	13	100.0	11	100.0	11	100.0	9	81.8
Achieved with Merit	4	33.3	4	30.8	3	27.3	5	45.5	2	22.2
No Endorsement	5	41.7	5	38.5	4	36.4	3	27.3	4	44.4
European										
Achieved with Excellence	51	98.1	43	100.0	65	100.0	44	100.0	60	95.2
Achieved with Merit	18	35.3	14	32.6	29	44.6	19	43.2	15	25.0
No Endorsement	23	45.1	17	39.5	19	29.2	14	31.8	26	43.3
Pacific Peoples										
Achieved with Excellence	10	19.6	12	27.9	17	26.2	11	25.0	19	31.7
Achieved with Merit	27	100.0	19	100.0	33	100.0	19	100.0	27	84.4
No Endorsement	2	7.4	1	5.3	6	18.2	2	10.5	1	3.7
Asian										
Achieved with Excellence	13	48.1	3	15.8	15	45.5	5	26.3	9	33.3
Achieved with Merit	12	44.4	15	78.9	12	36.4	12	63.2	17	63.0
No Endorsement	26	100.0	20	100.0	30	100.0	22	100.0	33	100.0
Middle Eastern/Latin American/African										
Achieved with Excellence	10	38.5	11	55.0	19	63.3	9	40.9	7	21.2
Achieved with Merit	8	30.8	5	25.0	8	26.7	8	36.4	22	66.7
No Endorsement	8	30.8	4	20.0	3	10.0	5	22.7	4	12.1
Other Ethnicity										
Achieved with Excellence	1	100.0					1	100.0	2	66.7
Achieved with Merit	1	100.0					1	100.0	1	100.0
No Endorsement	1	100.0					1	100.0	1	100.0

	2018		2019		2020		2021		2022	
	Qty	Rate	Qty	Rate	Qty	Rate	Qty	Rate	Qty	Rate
NCEA (Level 3)										
Level 3 Overall Achievement										
Achieved with Excellence	91.8		96.8		93.9		98.2		98.6	
Achieved with Merit	23.3		27.5		40.3		43.0		26.0	
No Endorsement	42.9		31.8		33.1		34.6		44.3	
Māori										
Achieved with Excellence	7	100.0	11	91.7	12	100.0	9	100.0	11	100.0
Achieved with Merit	1	14.3	4	36.4	4	33.3	3	33.3	3	27.3
No Endorsement	3	42.9	6	54.5	5	41.7	1	11.1	3	27.3
European										
Achieved with Excellence	3	42.9	1	9.1	3	25.0	5	55.6	5	45.5
Achieved with Merit	40	95.2	46	95.8	42	100.0	59	98.3	39	97.5
No Endorsement	12	30.0	13	28.3	17	40.5	26	44.1	12	30.8
Pacific Peoples										
Achieved with Excellence	19	47.5	26	56.5	13	31.0	17	28.8	12	30.8
Achieved with Merit	9	22.5	7	15.2	12	28.6	16	27.1	15	38.5
No Endorsement	22	78.6	26	100.0	15	78.9	30	96.8	19	100.0
Asian										
Achieved with Excellence	1	4.5			1	6.7	4	13.3	2	10.5
Achieved with Merit	5	22.7	11	42.3	4	26.7	12	40.0	3	15.8
No Endorsement	16	72.7	15	57.7	10	66.7	14	46.7	14	73.7
Middle Eastern/Latin American/African										
Achieved with Excellence	28	100.0	25	100.0	17	94.4	28	100.0	21	100.0
Achieved with Merit	9	32.1	10	40.0	10	58.8	20	71.4	6	28.6
No Endorsement	14	50.0	10	40.0	5	29.4	6	21.4	8	38.1
Other Ethnicity										
Achieved with Excellence	5	17.9	5	20.0	2	11.8	2	7.1	7	33.3
Achieved with Merit	1	100.0	1	100.0					1	100.0
No Endorsement	1	100.0	1	100.0					1	100.0
Achieved with Excellence										
Achieved with Merit										
Achieved with Excellence										
Achieved with Merit										

University Entrance		2018		2019		2020		2021		2022	
		Qty	Rate	Qty	Rate	Qty	Rate	Qty	Rate	Qty	Rate
Year 13			74.5		86.2		82.9		92.7		94.6
Māori		5	71.4	9	75.0	12	100.0	7	77.8	9	81.8
European		37	88.1	43	89.6	37	88.1	56	93.3	37	92.5
Pacific Peoples		10	35.7	19	73.1	11	57.9	29	93.5	16	84.2
Asian		26	92.9	24	96.0	15	83.3	27	96.4	21	100.0
Middle Eastern/Latin American/African				1	100.0					1	100.0
Other Ethnicity				1	100.0			1	100.0		

Average credits for Subject Vs Māori and Pasifika credits

L1											
	Accounting L1	Biology L1	Business Studies L1	Chemistry L1	Chinese L1	Core Generic L1					
Average	11.9	5.4	13.1	5.0	17.8	5.0					
Pasifika	8.8		9.8	4.8	6.0	4.0					
Maori	4.0	4.0	17.0	4.0							
Core Generic L2											
Average	3.0										
Pasifika	14.0										
Maori											
English L2											
Average	10.0	17.0	12.9	13.6	11.8	12.8					
Pasifika	11.7	13.9	10.0	19.0	12.0	12.5					
Maori	10.0			8.0	10.7	12.4					
		Physical Education L1									
Music L1			Physics L1	Religious Studies L1	Reo Maori L1	Science L1					
Average	14.5	15.2	4.0	11.3	9.0	11.0					

	Early Childhood Education and Care L3	Economics L2	English L2	English L3	French L2	Geography L2
Average	9.0	12.0	15.3	3.5	14.9	11.7
Pasifika			14.3	3.9	9.5	7.0
Maori		14.0	13.9	3.0		16.0
	Health L1	Health L2	Health L3	History L2	Home and Life Sciences L2	Home and Life Sciences L3
Average	1.0	11.3	2.0	13.8	14.0	4.0
Pasifika	1.0	8.9	2.0	13.0	14.0	4.0
Maori	1.0	11.1	2.0			
	Hospitality L2	Hospitality L3	Mathematics L2	Mathematics L3	Media Studies L2	Mental Health L3
Average	13.6	12.8	8.3	3.7	14.0	3.0
Pasifika	18.0	13.0	5.7	3.8	10.0	3.0
Maori	10.0	12.0	7.8	3.8	4.0	
	Music L1	Music L2	Occupational Health and Safety L1	Occupational Health and Safety L2	Occupational Health and Safety L3	Outdoor Recreation L2
Average	4.0	16.2	3.0	4.0	4.0	3.0
Pasifika	4.0	15.0	3.0	4.0	4.0	3.0
Maori		16.0	3.0			
	Physical Education L2	Physics L2	Religious Studies L2	Reo Maori L2	Retail and Wholesale L2	Retail and Wholesale L3
Average	13.0	16.6	10.9	12.0	14.8	4.0
Pasifika	13.0	12.0	9.7	12.0	14.0	4.0
Maori	11.5		10.5	18.0	17.0	4.0

	Science L1	Science L2	Service Sector Skills L2	Service Sector Skills L3	Sport L2	Technology L2
Average	4.0	4.0	4.5	3.0	2.0	14.5
Pasifika		4.0	5.0			12.0
Maori		4.0	3.0	3.0		10.0
	10.0	20.0	Technology L3	Visual Arts L2		
Average		20.0				
Pasifika		10.0				
Maori						

L3

	Accounting L3	Art History L3	Biology L3	Business Studies L3	Chemistry L3	Chinese L3
Average	8.7	12.0	10.4	15.9	11.6	9.0
Pasifika		16.0	9.7		7.3	
Maori	8.2	8.0	11.0	15.0	7.7	5.0
	Classical Studies L3	Computing L3	Computing L4	Core Generic L2	Core Generic L3	Dance L3
Average	13.7	11.0	10.0	5.0	3.0	16.0
Pasifika	14.0			5.0	3.0	
Maori	12.7				3.0	
		Early Childhood Education and Care L2	Early Childhood Education and Care L3	Economics L3	English L2	English L3
Average	16.9	3.0	5.0	9.1	6.0	14.0
Pasifika	18.0			10.0		11.6

Maori	23.0					7.5	6.0	14.2
	French L3	Geography L3	Health L1	Health L2	Health L3	Health L3	History L3	
Average	14.1	12.0	1.0	1.0	12.6		12.6	
Pasifika	24.0		1.0	1.0	5.5		13.0	
Maori	13.5		1.0	1.0	12.3		14.0	
	Home and Life Sciences L3	Hospitality L3	Mathematics L3	Media Studies L3	Mental Health L3		Music L3	
Average	14.1	11.5	11.6	13.8	3.0		14.7	
Pasifika			10.5	14.0	3.0			
Maori		18.0	7.9	14.0	3.0		10.0	
	Occupational Health and Safety L3	Physical Education L3	Physics L3	Religious Studies L3	Reo Maori L3		Technology L3	
Average	4.0	13.8	9.8	15.6	22.0		17.2	
Pasifika	4.0	11.0	5.7	14.7	22.0			
Maori	4.0	15.0	3.5	15.0			9.0	
	Tourism L3	Visual Arts L3						
Average	5.0	23.8						
Pasifika		24.3						
Maori	5.0	19.0						

Actions	Evaluation
<ul style="list-style-type: none"> • Demonstrate quality teaching for diverse learners and develop strategies to extend students with particular abilities in a given curriculum area and action additional support for students who needs are not being met. 	<ul style="list-style-type: none"> • We now have a streamlined process for all diverse learners with standardise individual learning programmes. These are supported by the Enhanced Learning Department, the Pastoral Care team, and the Curriculum Leaders. • We have engaged with Tui Tuia learning circle from the University of Auckland and Niho Taniwha from additional support in 2023. • We scholarship in Yrs 12 and 13. • We identified students in 2022 that will be supported to complete stage 1 university papers. in 2023.
<ul style="list-style-type: none"> • 25 Scholarships in 2021 • 100% students will gain University Entrance. • 40% of our NCEA Certificates will be endorsed with Excellence at Level 1. • 35% of our NCEA Certificates will be endorsed with Excellence at Levels 2 and 3. 	<ul style="list-style-type: none"> • Level 1 and 2 NCEA reflected national norm trends, including a decrease in achievement, and excellent certificate endorsements. • Level 1 and 2 NCEA Merit endorsement increase. However, this is a result of a decrease in excellent endorsement. • Staff believe that we are just starting to see the effect of Covid and lockdowns in the learning needs of students. Huge range of abilities in the classroom. • We gained 4 Scholarships in 2022. • We gained 1 Outstanding Scholarship in 2022. • Our excellence endorsement was up in Yr 13. We piloted having an Academic Dean in Yr 13. This Dean tracked both priority students and endorsement. Tracking interviews with parents resulted in a deeper understanding of students learning and a comprehensive plan for achievement. We have now piloted Academic Deans in Yrs 9-13 for 2023.
<ul style="list-style-type: none"> • To identify at risk learners in Yrs 7-10 through the unpacking of National norm data 	<ul style="list-style-type: none"> • National norm data was used to identify students needing additional learning support. These students are now supported by our enhanced department and have individual learning plans. • Departments used data to differentiate programmes and scaffold classroom learning. This is evident in department minutes. • A review of school processes identified the need for curriculum leaders to unpack and discuss normative data as a group too model how to use this in their departments. This will take place in term 1, 2023.

<ul style="list-style-type: none"> • Improve the average number of credits attained in each course for Maori and Pacifica students to equal total average achieved in 2022 (Aov) 	<ul style="list-style-type: none"> • Our Māori students tend to achieve higher than Pacific Students – usually just one or two students who miss out. • While Pacific achievement was well above the national achievement for 2022 it was down on school results 2021. This was in line with the trends seen nationally. • Those students who did not achieve UE Literacy were predominantly Pacific learners. • Attendance is more of a concern with our Pacific students than any other group of students. This affected the overall achievement in most subjects. • Teachers identified that it was important that Pacific student had culturally responsive relationships with teachers as this improved attendance in class. • Collecting baseline data for Pacific learners early in the year through formative assessment, would support additional scaffolding of learning activities in the classroom for Pacific learners. • Our Pacific students were more likely not to have digital devices for learning or their own devices.
<ul style="list-style-type: none"> • Goal setting, reflection, and review Yrs 7 to 10 including a future focus on careers. 	<ul style="list-style-type: none"> • This goal will carry over to 2023 as we employed a new DP curriculum in mid-year. • All year 10 attended the University of Auckland Faculty of Arts open day. • Pacifica students completed the pilot programme and received external mentoring throughout the year.

GOAL 4:

To develop staff leadership

Actions	Evaluation
<p>1. Establish fund for leadership training and mentoring</p>	<p>The Annual Plan has been shared with staff. The principal has met with some staff to identify what their next leadership steps are.</p> <ul style="list-style-type: none"> • Terry Tauroa is completing his Master in Te Reo. The school has supported this financially. • Emma Coupar-Wanoa is participating in the Inspiring Māori Leaders Programme. • All internal applicants were interviewed for the Deputy Principal Curriculum Position. • Masha Nair was supported financially to become a Master of Counselling. • Carmen Shaw will be completing her Marian journey in 2023.
<p>2. Develop a staff wellbeing plan</p>	<ul style="list-style-type: none"> • Current wellbeing practices were reviewed, and a plan drafted for implementation in 2023. • Staff wellbeing is now a standardised agenda item at all SLT meetings.
<p>3. Implement a staff team building / wellbeing day</p>	<ul style="list-style-type: none"> • This will have to be moved to 2023. With the rollover of accord days. • The SLT provided messages for all staff at the end of 2022 to wellbeing and as a recognition of their continue hard work and extra pastoral care they provide all students. • The board continued to support the unlimited use of EAP counselling services for all staff in 2022. This will continue in 2023.



MARIST COLLEGE ANNUAL PLAN 2023

Empowerment in Mary's Way / Whakamana i Te Ara o Mēri

Fostering a sense of self-worth and confidence in each person so they may fulfil their potential for excellence.

"I can do all things in Him who strengthens me." (Philippians 4:13)

Value: *EMPOWERMENT IN MARY'S WAY-fostering a sense of self-worth and confidence in each person so they may fulfil their potential for excellence.*

Empowerment meaning that we will challenge our students to take risks spiritually, academically, in wider aspects of our school's curriculum. In Mary's Way meaning to support each student to continue to stay true to their values and live the gospel values while achieving their goals.

Gospel: *"I can do all things in Him who strengthens me".
Philippians 4:13*

This Gospel refers to our ability to overcome challenges, reach our full potential and find contentment in times of difficulty. Through Christ we can find hope, joy, and strength in good times and bad. That with God's presence and Mary's heart we are capable of all things.

Catholic Focus: Te Wakatapu Mā Te Mātauranga: Growth of Knowledge

School Composition 2023: These numbers are subject to change throughout the school year.

School	Total	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Marist College (Overall)	796	106	128	119	124	122	94	103
Marist College (Asian)	209	29	30	33	35	29	22	31
Marist College (European)	294	40	48	32	44	53	44	33
Marist College (Māori)	72	11	11	15	11	8	7	9
Marist College (MELAA)	21	4	5	3	3	3	0	3
Marist College (Other)	8	1	1	1	2	1	1	1
Marist College (Pasifika)	192	21	33	35	29	28	20	26

L1 (Year 11 Results 2022)	
Total Students	93
Total Achieved	84
% Achieved	90%
Total Excellence Endorsements	18
%Excellence Endorsements	19%
Total Merit Endorsements	49
%Merit Endorsements	53%
Total M+E Endorsements	67
%M+E Endorsements	72%

2023 Annual Goals		Who	Actions
Catholic Education	<ul style="list-style-type: none"> To map and review our students' faith journey through Marist College. To identify, map, and review our staff's faith journey through Marist College. 	SLT AP Special Character All staff All students	<ol style="list-style-type: none"> On enrolment find out students' place in their faith journey. Induction – new staff provided with induction to Catholic School life as part of first days and participate in staff new to Catholic schools PLD. Document what we are doing now for staff and students for faith formation. Tagged teachers role unpacked and reinforced.
	<ul style="list-style-type: none"> To create an assembly framework that includes opportunities for students to express their diversity in school. 	SLT DP Admin DP Pastoral Care AP Special Character Māori Liaison Pacific Liaison	<ol style="list-style-type: none"> Student leaders run the assemblies more than SLT. Align our liturgy roster with the language weeks. To review some of our embedded language weeks so that we can be inclusive of our all our schools' main languages.

	<ul style="list-style-type: none"> To create a three-year sustainability plan 	SLT TIC of Environmental Group	4. To review and update our current cultural diversity plan.
			<ol style="list-style-type: none"> To review sustainability of products, use of materials and practice in the classrooms. To review how our cleaners dispose of our recycling materials. To investigate other models of rubbish disposal (e.g. no bins). To investigate and implement opportunities for students to participate in sustainable practices in the college.
Academic Success	<ul style="list-style-type: none"> 25 Scholarships in 2023 100% students will gain University Entrance 40% of our NCEA certificates will be endorsed with Excellence at Level 1 35% of our NCEA certificates will be endorsed with Excellence at Levels 2 and 3 	SLT DP Curriculum Enhanced learning department Curriculum Leaders All teaching staff Academic Dean	<ol style="list-style-type: none"> To introduce academic tracking and mentoring in yrs 9-13 To document academic tracking looks like at each year level throughout the first year of this process. To introduce academic deans in years 9-13.
	<ul style="list-style-type: none"> To ensure our Māori and Pacific students achieve UE Literacy in year 12. 	SLT DP Curriculum Enhanced learning department Curriculum Leaders Academic Dean	<ol style="list-style-type: none"> To implement new level 2 literacy short course

	<ul style="list-style-type: none"> To identify at risk learners in Years 7-10 through the unpacking of national norm data. To support teachers to use data in years 7-10 to improve student learning outcomes. 	SLT DP Curriculum Enhanced learning department Curriculum Leaders Academic Dean	<ol style="list-style-type: none"> Yr 9 – 10 academic tracking. Yr 7 – 8 referrals from Dean of year level to Enhance Learning Dept for support. Identify students from Yr7 – 10 who require IEPs and create them. To work with CLTs to find out what support is needed to analyse and use data.
	<ul style="list-style-type: none"> To create a year 12 future focus programme concentrating on careers and goal setting. 	SLT DP Curriculum Curriculum Leaders Careers Department Academic Dean	<ol style="list-style-type: none"> To use the 1 hour timetabled study for future focus. Once timetable confirmed, teachers of study to meet with Careers Dept to plan units of work.
	<ul style="list-style-type: none"> To review our university monetary scholarship processes 	SLT Principal Careers Department	<ol style="list-style-type: none"> Make sure teacher references are used effectively to build collated scholarship references. Streamline process for notifying SLT of student applications. Streamline storage of scholarship organisation.
Leadership through service	<ul style="list-style-type: none"> To review our service programme and align this with our school leadership programme. To develop a student leadership programme in years 7-13. 	SLT AP Special Character All staff	<ol style="list-style-type: none"> To review early in Term 1 for a Term 1 start with due date for seniors of Term 3. To review what constitutes service and explain the importance of being service focus. Key point being service should not be something that is given public recognition. How do we make this a reality.

	<ul style="list-style-type: none"> To grow our restorative practice by providing staff professional development. To provide opportunities for staff to practice restorative conversations. 	SLT DP Pastoral Care Pastoral Deans SCT All staff All students	<ol style="list-style-type: none"> To run PLD sessions on Tuesday mornings. SCT to do PLD bites Review how new staff induction includes restorative, pastoral and admin at beginning of year Establishing experts on staff to be a go to person for restorative practice help
	<ul style="list-style-type: none"> Establish and embed a process for applying for staff leadership opportunities that will ensure personal growth. 	SLT	<ol style="list-style-type: none"> For SLT to develop process in collaboration with staff. To review staff extracurricular activity involvement and MAAs for additional roles.
	<ul style="list-style-type: none"> To review staff wellbeing in SLT review meetings - 	SLT All staff	<ol style="list-style-type: none"> For Principal to provide monthly feedback to BOT on staff wellbeing from review meetings.
Sense of Belonging	<ul style="list-style-type: none"> To create, implement and monitor an induction programme for new students in years 7-13. 	SLT AST Transition Deans	<ol style="list-style-type: none"> AST to create a programme of what this could look like, especially for students new throughout the year. To ensure that there are planned ‘check ins’ for new students throughout the year.
	<ul style="list-style-type: none"> Investigate ways to reduce cell phone use in school 	SLT	<ol style="list-style-type: none"> Write the process for rules around filming in curriculum subjects Provide CLTS with blurb for all course outlines around. privacy/filming and publication of images/film.

			<p>5. To provide technology/devices for filming.</p> <p>Additional information:</p> <ul style="list-style-type: none"> • CLT having a clear understanding of process and need to notify re filming. • TICs in charge of activities that require filming understand the process as well.
<ul style="list-style-type: none"> • Document our school's Ka Hikitia and Tapasā strategies. 	SLT	SLT	<ol style="list-style-type: none"> 1. To have PLD with UoA Tui Tuia for Tapasā. 2. To undertake PL related to Niho Taniwha and evidence-based strategies for Māori success 3. This will be documented in our PL plan and our strategies will arise from there.
<ul style="list-style-type: none"> • To look for ways to celebrate students' success beyond prizegiving. 		SLT	<ol style="list-style-type: none"> 1. To map the ways in which we celebrate student success. 2. To seek community feedback on further opportunities to recognise student success. 3. Identify strategies to encourage our whānau to share with us the successes of their daughter outside of school so that these can be acknowledged in assemblies 4. To host a talent show case for Yr7 & 8 in 2023.

Kiwisport Note 2022

Kiwisport is a Government funding initiative to support students' participation in organized sport. In 2022, the school received \$16,741 (excluding GST). The funding was spent on promoting sport in the school, including a significant proportion used to pay for a sport coordinator assistant.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Marist College have a Health and Safety committee that meets regularly to ensure the physical environment is safe, these meetings are minuted and actions made if required. The schools SLT report weekly on staff wellbeing and provide support when needed. Staff have access to EAP counselling, school nurse and an onsite physiotherapist.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>A leadership fund for growing individual leadership at all levels of the school. A professional development budget, with dedicated expenses for growing capabilities within all school departments from admin, learning support to teaching. Evidence of which is documented in SLT and department minutes.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Interview all candidates, making selection based on strongest CV for shortlisting. All candidates offered walk through with line manager before formal interview to ensure equal knowledge of the working environment.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<i>Currently allocating addition funds for Maori staff to ensure that the school reflects the Te Ao Maori world view. Maori staff meet for coffee once a term to connect. Scholarships for additional study for promotion within the sector. We also have staff members attending aspiring Maori Principals programmes in which the school supports through time and funds. Positions created within the school dedicated to Maori staff include: Maori Community Liaison Teacher, Te Ao Maori Leadership, and Kapa Haka Leadership.</i>
How have you enhanced the abilities of individual employees?	<i>Yes, through growing leadership fund.</i>
How are you recognising the employment requirements of women?	<i>88% of our staff are women.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Marist College is accessible for a person the disabilities.</i>

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	