

MARIST COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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
Sela Alo	Parent Representative	Elected	October 2025
Anjana Paul	Parent Representative	Elected	February 2024
Neil Broderick	Parent Representative	Elected	October 2025
Ann-Marie Szalkowski	Parent Representative	Elected	October 2025
Kiri Mokokoko	Proprietor Representative	Appointed	October 2025
Tracy Beuth	Proprietor Representative	Appointed	October 2025
Gerard Thompson	Proprietor Representative	Appointed	October 2025
Michelle Daly	Proprietor Representative	Appointed	October 2025
Makerita Tagomoa-Papali'i	Staff Representative	Elected	October 2025
Princy Karumalil	Student Rep	Elected	October 2023
Sophie Lin	Student Rep	Elected	October 2024

Accountant / Service Provider: Internal

MARIST COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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Marist College

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Tracy Beuth
Full Name of Presiding Member


Signature of Presiding Member

31/5/2024
Date:

Raechelle Taulu
Full Name of Principal


Signature of Principal

31/5/2024
Date:

Marist College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	7,145,355	6,097,171	6,676,096
Locally Raised Funds	3	1,466,383	1,284,492	1,178,625
Use of Proprietor's Land and Buildings		1,731,240	1,404,000	1,731,250
Interest		127,532	20,000	47,447
Other Revenue		106,491	40,000	49,609
Total Revenue		10,577,001	8,845,663	9,683,027
Expense				
Locally Raised Funds	3	720,199	764,562	466,596
Learning Resources	4	6,794,252	5,952,558	6,169,428
Administration	5	675,124	641,729	683,231
Interest		6,659	10,000	8,789
Property	6	2,311,607	1,957,136	2,299,220
Other Expense	7	3,564	3,500	3,564
Loss on Disposal of Property, Plant and Equipment		14,613	-	(119)
Total Expense		10,526,018	9,329,485	9,630,709
Net Surplus / (Deficit) for the year		50,983	(483,822)	52,318
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		50,983	(483,822)	52,318

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 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January	<u>2,876,972</u>	<u>2,783,477</u>	<u>2,788,774</u>
Total comprehensive revenue and expense for the year	50,983	(483,822)	52,318
Contribution - Furniture and Equipment Grant	170,648	93,493	35,880
Equity at 31 December	<u>3,098,603</u>	<u>2,393,148</u>	<u>2,876,972</u>
Accumulated comprehensive revenue and expense	3,335,852	2,630,397	3,061,903
Reserves	(237,249)	(237,249)	(184,931)
Equity at 31 December	<u>3,098,603</u>	<u>2,393,148</u>	<u>2,876,972</u>

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	711,933	285,589	474,399
Accounts Receivable	9	544,007	489,973	539,768
GST Receivable		18,595	12,461	12,461
Prepayments		81,206	59,164	59,164
Investments	10	2,094,566	1,855,612	2,055,612
		<u>3,450,307</u>	<u>2,702,799</u>	<u>3,141,404</u>
Current Liabilities				
Accounts Payable	13	679,995	557,752	573,790
Revenue Received in Advance	14	234,776	230,461	232,092
Provision for Cyclical Maintenance	15	82,360	87,673	87,673
Finance Lease Liability	16	41,461	42,845	42,845
Funds held in Trust	17	115,152	122,480	122,478
		<u>1,153,744</u>	<u>1,041,211</u>	<u>1,058,878</u>
Working Capital Surplus		<u>2,296,563</u>	<u>1,661,588</u>	<u>2,082,526</u>
Non-current Assets				
Property, Plant and Equipment	11	979,994	897,820	957,142
Intangible Assets	12	67,716	67,716	71,280
		<u>1,047,710</u>	<u>965,536</u>	<u>1,028,422</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	216,980	179,585	179,585
Finance Lease Liability	16	28,690	54,391	54,391
		<u>245,670</u>	<u>233,976</u>	<u>233,976</u>
Net Assets		<u><u>3,098,603</u></u>	<u><u>2,393,148</u></u>	<u><u>2,876,972</u></u>
Equity		<u><u>3,098,603</u></u>	<u><u>2,393,148</u></u>	<u><u>2,876,972</u></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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,663,354	1,497,171	1,745,327
Locally Raised Funds		1,464,691	1,181,264	1,075,433
International Students		168,029	154,759	106,601
Goods and Services Tax (net)		(6,133)	7,197	7,197
Payments to Employees		(1,473,946)	(1,398,648)	(1,295,839)
Payments to Suppliers		(1,519,619)	(1,534,449)	(1,283,202)
Interest Paid		(6,659)	(10,000)	(8,789)
Interest Received		109,444	4,296	31,742
Net cash from/(to) Operating Activities		399,161	(98,410)	378,470
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(14,613)	2,117	119
Purchase of Property Plant & Equipment (and Intangibles)		(244,298)	(290,409)	(289,426)
Purchase of Investments		(38,954)	(24,807)	(186,367)
Net cash from/(to) Investing Activities		(297,865)	(313,099)	(475,674)
Cash flows from Financing Activities				
Furniture and Equipment Grant		170,648	71,760	35,880
Finance Lease Payments		(27,085)	(18,875)	(18,875)
Funds Administered on Behalf of Other Parties		(7,325)	46,160	51,716
Net cash from/(to) Financing Activities		136,238	99,045	68,721
Net increase/(decrease) in cash and cash equivalents		237,534	(312,464)	(28,483)
Cash and cash equivalents at the beginning of the year	8	474,399	598,053	502,882
Cash and cash equivalents at the end of the year	8	711,933	285,589	474,399

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.

Marist College

Notes to the Financial Statements

For the year ended 31 December 2023

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the 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 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 22.

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 not received in cash by the school as 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 material.

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 surplus or deficit.

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

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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

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

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

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

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

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 Comprehensive 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, and accounts receivable. All of these financial assets, 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, borrowings, 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,665,506	1,497,171	1,749,197
Teachers' Salaries Grants	5,479,849	4,600,000	4,926,899
	<u>7,145,355</u>	<u>6,097,171</u>	<u>6,676,096</u>

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	651,370	565,000	573,079
Fees for Extra Curricular Activities	510,786	524,336	447,685
Trading	15,794	11,000	9,649
Other Revenue	130,283	103,080	115,294
International Student Fees	158,150	81,076	32,918
	<u>1,466,383</u>	<u>1,284,492</u>	<u>1,178,625</u>
Expense			
Extra Curricular Activities Costs	573,250	650,692	406,743
Trading	5,253	5,118	4,112
International Student - Student Recruitment	12,421	-	-
International Student - Employee Benefits - Salaries	78,843	74,504	23,845
International Student - Other Expenses	50,432	34,248	31,896
	<u>720,199</u>	<u>764,562</u>	<u>466,596</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>746,184</u>	<u>519,930</u>	<u>712,029</u>

During the year, the School hosted 21 International students (2022:2)

During the year ended 31 December 2023, the Director for International Students travelled to China and India at a cost of \$22,211 for the purpose of recruiting new students for the school. The travel was funded from BOT funds to recruit new students for 2024.

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	303,714	302,615	259,135
Information and Communication Technology	36,944	37,000	48,080
Library Resources	3,780	3,240	4,222
Employee Benefits - Salaries	6,213,473	5,309,627	5,597,854
Staff Development	14,894	13,000	9,729
Depreciation	221,447	287,076	250,408
	<u>6,794,252</u>	<u>5,952,558</u>	<u>6,169,428</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	12,277	12,277	11,919
Board Fees	5,220	7,480	4,985
Board Expenses	21,045	21,361	37,371
Communication	16,845	12,200	17,872
Consumables	1,115	2,000	2,576
Legal Fees	-	5,000	1,447
Other	82,480	87,580	90,329
Employee Benefits - Salaries	517,689	475,874	498,719
Insurance	17,508	15,457	16,595
Service Providers, Contractors and Consultancy	945	2,500	1,418
	<u>675,124</u>	<u>641,729</u>	<u>683,231</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	31,853	21,288	25,772
Consultancy and Contract Services	103,217	110,019	103,217
Cyclical Maintenance	74,620	46,946	68,916
Grounds	5,641	6,640	8,349
Heat, Light and Water	80,852	92,600	89,879
Rates	289	544	272
Repairs and Maintenance	113,480	98,987	116,028
Use of Land and Buildings	1,731,240	1,404,000	1,731,250
Security	16,517	8,800	22,398
Employee Benefits - Salaries	153,898	167,312	133,139
	<u>2,311,607</u>	<u>1,957,136</u>	<u>2,299,220</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 Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Intangible Assets	3,564	3,500	3,564
	<u>3,564</u>	<u>3,500</u>	<u>3,564</u>

8. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Bank Accounts	\$ 559,667	\$ 285,589	\$ 474,399
Short-term Bank Deposits	152,266	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>711,933</u>	<u>285,589</u>	<u>474,399</u>

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

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Receivables	\$ 25,323	\$ 32,690	\$ 82,485
Interest Receivable	38,662	20,577	20,577
Teacher Salaries Grant Receivable	480,022	436,706	436,706
	<u>544,007</u>	<u>489,973</u>	<u>539,768</u>
Receivables from Exchange Transactions	63,985	53,267	103,062
Receivables from Non-Exchange Transactions	480,022	436,706	436,706
	<u>544,007</u>	<u>489,973</u>	<u>539,768</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	2,094,566	1,855,612	2,055,612
Total Investments	2,094,566	1,855,612	2,055,612

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Furniture and Equipment	744,818	134,330	(6,752)		(121,726)	750,670
Information and Communication Technology	121,608	62,352	(6,638)		(82,543)	94,779
Motor Vehicles	59,046	55,269			(9,596)	104,719
Library Resources	31,670	7,396	(1,658)		(7,582)	29,826
Balance at 31 December 2023	957,142	259,347	(15,048)	-	(221,447)	979,994

The net carrying value of Information and Communication Technology held under a finance lease is \$34,518 (2022: \$79,080)

Restrictions

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

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	1,938,798	(1,188,128)	750,670	1,881,539	(1,136,721)	744,818
Information and Communication Technology	534,840	(440,061)	94,779	575,971	(454,363)	121,608
Motor Vehicles	168,355	(63,636)	104,719	113,087	(54,041)	59,046
Library Resources	65,717	(35,891)	29,826	69,397	(37,727)	31,670
Balance at 31 December 2023	2,707,710	(1,727,716)	979,994	2,639,994	(1,682,852)	957,142

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.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
The major capital works assets included in the equitable leasehold interest are:			
Library/Multi Media Suite Building	31,654	31,654	33,320
Administration Building	36,062	36,062	37,960
	<u>67,716</u>	<u>67,716</u>	<u>71,280</u>

13. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	118,904	50,735	59,623
Accruals	7,571	6,919	11,919
Banking Staffing Overuse	-	-	2,152
Employee Entitlements - Salaries	533,250	477,431	477,429
Employee Entitlements - Leave Accrual	20,270	22,667	22,667
	<u>679,995</u>	<u>557,752</u>	<u>573,790</u>
Payables for Exchange Transactions	679,995	557,752	573,790
	<u>679,995</u>	<u>557,752</u>	<u>573,790</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
International Student Fees in Advance	133,459	123,580	123,580
Other revenue in Advance	101,317	106,881	108,512
	<u>234,776</u>	<u>230,461</u>	<u>232,092</u>

15. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	267,258	167,872	220,359
Increase to the Provision During the Year	74,620	46,946	68,917
Use of the Provision During the Year	(42,538)	52,440	(22,018)
Provision at the End of the Year	<u>299,340</u>	<u>267,258</u>	<u>267,258</u>
Cyclical Maintenance - Current	82,360	87,673	87,673
Cyclical Maintenance - Non current	216,980	179,585	179,585
	<u>299,340</u>	<u>267,258</u>	<u>267,258</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the Property Managers 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:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	41,461	42,845	42,845
Later than One Year and no Later than Five Years	28,689	54,391	54,391
	<u>70,150</u>	<u>97,236</u>	<u>97,236</u>
Represented by			
Finance lease liability - Current	41,461	42,845	42,845
Finance lease liability - Non current	28,689	54,391	54,391
	<u>70,150</u>	<u>97,236</u>	<u>97,236</u>

17. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	115,152	122,480	122,478
	<u>115,152</u>	<u>122,480</u>	<u>122,478</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 \$1,053,444 (2022: \$1,071,199). 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 \$63,760 (2022: \$90,955).

In addition the school has entered into a Service Level Agreement with the Proprietor for the provision of services, including administration

19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	5,220	4,985
<i>Leadership Team</i> Remuneration Full-time equivalent members	2,056,626 17	1,894,986 17
Total key management personnel remuneration	2,061,846	1,899,971

There are 12 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (5 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	170 - 180
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	11.00	12.00
110 - 120	5.00	3.00
120 - 130	0	2.00
	16.00	17.00

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:

	2023 Actual	2022 Actual
Total Number of People	-	-

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

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

(b) Operating Commitments

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

(a) operating lease of a EFTPOS Machine;

(b) operating lease for a school car;

No later than One Year

Later than One Year and No Later than Five Years

	2023 Actual \$	2022 Actual \$
	11,858	11,858
	5,929	18,568
	<u>17,787</u>	<u>30,426</u>

The total lease payments incurred during the period were \$12,633 (2022: \$9,992).

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	711,933	285,589	474,399
Receivables	544,007	489,973	539,768
Investments - Term Deposits	2,094,566	1,855,612	2,055,612
Total financial assets measured at amortised cost	<u>3,350,506</u>	<u>2,631,174</u>	<u>3,069,779</u>

Financial liabilities measured at amortised cost

Payables	679,995	557,752	573,790
Finance Leases	70,151	97,236	97,236
Total financial liabilities measured at amortised cost	<u>750,146</u>	<u>654,988</u>	<u>671,026</u>

24. Events After Balance Date

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

25. Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received \$17,407 (excluding GST). The funding was spent on promoting sport in the school, including a significant proportion used to pay for a sport coordinator assistant.

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

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

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- b) 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 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

The title 'Partner' conveys that the person is a senior member within their respective division and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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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 comprises the Marist College Variance Report 2023, Compliance with Education and Training Act 2020 requirements to be a good employer for the year ended 31 December 2023, Evaluation of the School's Student progress and achievement for 2023 and Report on Te Tiriti O Waitangi which is included in the Variance Report 2023, 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.



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



MARIST COLLEGE VARIANCE REPORT

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 Wakatupu Mā Te Mātauranga: Growth of Knowledge

School Composition 2023:

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

Please note that section of this report that are highlighted how the school gives effect to Te Tiriti o Waitangi.

2023 Annual Goals		Who	Actions	Review 31 July:	Review November 2023:
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"> For 5.1 enrolments we have added 'have you received your Sacraments'. This has helped shape where our students are beginning their faith journey when they first enrol at the school. We have updated our Preference forms to include the new forms provided by the Diocese. We worked with the Society of Mary to implement a Sacramental and Eucharistic Minister programme for students. All new staff received Catholic induction from AP Special Character organised by DP Admin. The DP Admin is also Catholic and completes induction if AP not available. New staff also attended New to Catholic Schools professional development facilitated by the Diocese. AP Special Character has run Tagged Teachers meetings and run a casual professional development for teachers and staff members called Catholic 101. This has been documented and added to the school calendar so that staff can see their spiritual progress. The Society of Mary have run a series of Professional Development two-day workshops throughout the year in Wellington ranging from Pastoral Care in Marist Schools to Unpacking Te Tiriti o Waitangi through a Catholic lens with staff. This will continue in 2024 with new staff and include lay Marist Workshops plus Marist leadership training SLT and Boards. All board members receive Special Character Professional Development through the Principal's Report and have completed the online modules provided by Bishop Steve. 	
	<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. To review and update our current cultural diversity plan. 	<ul style="list-style-type: none"> As of end of Term 1, student leaders took control of Friday assemblies and do all intros and content for Wednesday assemblies with DP assistance where needed. Assemblies are aligned with language weeks. This needs further work to integrate it into the Whanau led liturgies and is something we will embed in our practice for 2024. Students have loved being the leaders and their peers are fully engaged in students led assemblies. Our diversity plan sits inside our assembly plan and is also reflected in our Māori and Pacific teachers' liaison plan and our Professional Development Plan. We have begun professional development for staff with on Tapasa and this will continue in 2024. The Pacific Liaison and Māori Liaison have created an action plan for their year. 	

	<ul style="list-style-type: none"> To create a three-year sustainability plan 	SLT TIC of Environmental Group	<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. 	<ul style="list-style-type: none"> As a SLT we investigated cleaning materials used in the school and ensured they were replaced with less toxic cleaning products. Light fittings are being replaced with LED sustainable fittings. This process will take three years. IT has been planned and budgeted for. We investigated solar power for the school. This went to the Diocese for approval. Unfortunately, the maintenance on such a product was too risky to install. Will look at this option once more secondary schools have piloted solar power alternative on a large scale. In 2023 we continued to have an ongoing issue with contamination of recycling. This needs a whole staff, school and external provider's approach. This will continue to be a focus in 2024. In 2023 we identified areas in the school where we can reduce our waste and improve our environmental practices. In 2024 we will appoint a staff member who will have responsibility for more opportunities to improve sustainability and for formulating a plan to implement changes.
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 	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 what academic tracking looks like at each year level throughout the first year of this process. To introduce Academic Deans in Yrs 9-13. 	Overview of 2023 Preliminary NCEA Results as of February 2024.

Excellence at Levels 2 and 3

Data for Marist College 2023					
L1 (Year 11 Results 2023)		L2 (Year 12 Results 2023)		L3 (Year 13 Results 2023)	
Total Students	116	Total Students	88	Total Number of Students	101
Total Achieved	105	Total Achieved	80	Total Achieved L3	100
% Achieved	91%	% Achieved	91%	% Achieved L3	99%
Total Excellence Endorsements	23	Total Excellence Endorsements	20	Total E Endorsement	26
%Excellence Endorsements	20%	%Excellence Endorsements	23%	%Excellence Endorsement	26%
Total Merit Endorsements	57	Total Merit Endorsements	35	Total M Endorsement	38
%Merit Endorsements	49%	%Merit Endorsements	40%	%M Endorsement	38%
Total M+E Endorsements	80	Total Merit+ Excellence Endorsements	55	Total M+E Endorsement	64
Total %M+E Endorsements	69%	Total % M+E Endorsements	63%	Total M+E % Endorsement	64%
				Total Achieved UE	94
				Total Achieved UE %	93%

- We introduced Academic Deans in Yrs 9-13. These staff were employed to track and mentor our students. The Academic Deans worked alongside our Pastoral Deans to provide intensive wrap around support for students. After reviewing this model, we have realised that Academic Deans are only needed in the senior levels of the school. This change has been made for 2024.
- We have changed the language around Yr 11 assessment and achievement. Level 1 is now seen as a practice year where students learn assessment procedures, NCEA terminology plus learn the time pressure of a full NCEA assessment load. This approach has had a positive response from students and prepared them for the pressures of a Level 2 programme.
- We introduced formal academic tracking meetings where parents and students meet early in Term 2 once our first set of results have been completed to discuss student academic programme and goals. Response from both teachers, parents and students has been overwhelming positive and this model will now become embedded school practice. It is important that these academic tracking meetings are well resourced with key staff and student information.

				<ul style="list-style-type: none"> All the above changes have meant that we have maintained a high level of student's achievement in 2023. While we did not meet our endorsement goals, we do not believe this reflects the student's ability or internal achievement. This is more a reflection of national data and NZQA's commitment to keeping their results within a profile of expected performance (national results bell graph for each National certificate level). A copy of the NZQA Principal's Report with statistical breakdown can be found at the end of this report. Marist College achieved 10 Scholarships in 2023 one of which was an outstanding scholarship. This is an improvement on 2022 results. A scholarship action plan for Yr 12 and 13 students is currently being formulated for 2024.
<ul style="list-style-type: none"> To ensure our Māori and Pacific students achieve UE literacy in Yr 12. 	SLT DP Curriculum Enhanced Learning Department Curriculum Leaders Academic Dean	1. To implement new Level 2 literacy short course	<ul style="list-style-type: none"> To ensure that all our Yr 13 students had UE literacy our Curriculum Leaders of English ran an intensive programme for those students who did not have UE writing credits. This involved a weeklong intensive programme. Three out of the four students who completed the programmed gained literacy. While this utilised a lot of teaching resources it ensures that all students had the opportunity to gain University Entrance if desired. Three of the students that attended this programme were Pacific students, the other was Māori. Students feedback was that they love having the one-on-one support and only having to concentrate on one subject at a time. Increased checkpointing was introduced into the Level 2 English programme. The Academic Dean of Yr 12 and English teachers as writing standard progresses report on student progress at each checkpoint to allow earlier identification who may need additional support in their learning. This has meant that mores students have completed Yr 12 with UE literacy than in previous year. The Curriculum leader of English has revised the Level 2 and 3 programme for 2024. The change for English will be at Yr 13 where there will be two English courses – 1 visual course and 1 literature. Writing portfolio will be up for discussion at Level 3. There will be an intensive English week for Yrs 12 and 13 in 2024. If students haven't achieved the writing portfolio in Yrs 12 or 13, they will complete this during exam leave. 	
<ul style="list-style-type: none"> To identify at risk learners in Yrs 7-10 through the unpacking of national norm data. To support teachers to use data in Yrs 7-10 to improve 	SLT DP Curriculum Enhanced Learning Department Curriculum Leaders	<ol style="list-style-type: none"> Yrs 9-10 academic tracking. Yrs 7-8 referrals from Dean of year level to Enhanced Learning Department for support. 	<ul style="list-style-type: none"> The junior Academic Dean unpacked the national data at Yrs 9 and 10 for all staff in the school and shared study strategies with students and staffs to support new learning and reinforce prior learning. She created a tracking document for at risk leaders at each year level and met with nearly all students who needed extra support. The Academic and Pastoral Deans worked together to create Individual Education Plans for students who were most at risk of falling behind in learning due to learning or pastoral needs. These plans had a positive impact on the academic and overall emotional success of these students. Most of these plans were shared with parents so that they could support learning at home. 	

	<p>student learning outcomes.</p>	<p>Academic Dean</p>	<ol style="list-style-type: none"> Identify students from Yrs 7-10 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"> We implemented the new Common Assessment Tasks in Yr 10. This was a successful pilot and ensured we are prepared as a school for when these become the new compulsory Literacy and Numeracy requirement for NCEA. Students who did not achieve the CAA in 2023 will be supported to do so in 2024 with additional tutoring and in class support. <p>2023 NCEA CAA Literacy Results</p> <table border="1" data-bbox="1448 401 2368 516"> <thead> <tr> <th>Literacy</th> <th>Total Term 4</th> <th>Achieved</th> <th>Not Achieved</th> <th>SNA</th> </tr> </thead> <tbody> <tr> <td>32405</td> <td>124</td> <td>99</td> <td>20</td> <td>5</td> </tr> <tr> <td>32403</td> <td>124</td> <td>100</td> <td>19</td> <td>5</td> </tr> </tbody> </table> <p>2023 NCEA CAA Numeracy Results</p> <table border="1" data-bbox="1448 590 2368 667"> <thead> <tr> <th>Numeracy</th> <th>Total Term 4</th> <th>Achieved</th> <th>Not Achieved</th> <th>SNA</th> </tr> </thead> <tbody> <tr> <td>32406</td> <td>(Year 10/11)134</td> <td>95</td> <td>32</td> <td>7</td> </tr> </tbody> </table>	Literacy	Total Term 4	Achieved	Not Achieved	SNA	32405	124	99	20	5	32403	124	100	19	5	Numeracy	Total Term 4	Achieved	Not Achieved	SNA	32406	(Year 10/11)134	95	32	7
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<ul style="list-style-type: none"> To create a Yr 12 future focus programme concentrating on careers and goal setting. 	<p>SLT DP Curriculum Curriculum Leaders Careers Department Academic Dean</p>	<ol style="list-style-type: none"> To use the one-hour timetabled study for future focus. Once timetable confirmed, teachers of study to meet with Careers Department to plan units of work. 	<p>Because of teacher strikes and rostering home in Terms 1 and 2 of 2023 this goal has been moved to 2024. The programme will run with Yr 11 and include a one-day retreat and a one-day careers intensive workshop.</p> <ul style="list-style-type: none"> In 2023 Yr 12 received supervised study periods in 2023 and opportunities to hear speakers from a variety of universities throughout the year. During this time students access my mihi to explore career opportunities and understand prerequisites needed for different university paths. A small group of students interested in a trade attend the Women in Trades Expo. 																										
<ul style="list-style-type: none"> To review our university monetary scholarship processes 	<p>SLT Principal Principals PA Careers Department</p>	<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. 	<ul style="list-style-type: none"> This process was reviewed pre and post university scholarship application deadlines. On reviewing we simplified the process for students needing teacher endorsement and references. The Scholarship team created a spread sheet of the application process to ensure students fully understand and that there is transparency around endorsements. Some universities sent spreadsheets to support the application process in 2023. This made it easier for the Principals PA who oversees the staff endorsement of applications. We wish all universities did this. We still do not receive direct feedback from all Universities on who receives a scholarship. We rely on students letting us know. This is more than likely due to privacy. 																										

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"> Student Service Booklets have been reviewed. Changes include: <ul style="list-style-type: none"> Yr 13 will have a separate service programme to other year levels. Their role is to focus on supporting the juniors to complete service. Yrs 11 and 12 will be expected to complete at least 15 hours of service. Yrs 7-11 will be expected to complete 12 hours of service. Service Booklets will be collected by the AP and RE department and entered into KAMAR so that there is a record of completed service for each student. We now have a Yr 13 badged leader attached to Service. Her role is to support students to find service activities. She can sign off Service Booklets.
	<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"> In 2023 we appointed a staff member to drive restorative practices as part of a Kahui Ako Within School Teacher project. 2022-2023 Deans, Curriculum Leaders and Senior Leadership team members who had completed restorative essential training completed professional development complex restorative conversation. Restorative professional readings were sent to staff throughout the year from Specialist Classroom Teacher. Two Deans attended restorative training through a Pacific lens professional development. This supported our new Pastoral Care team to understand how to be culturally responsive when having a restorative conversation with students and families. <p>2023 was our first year working with ERO under the new review model. ERO and the school are working together to evaluate how effectively Marist College is continuing to develop its culturally sustaining practices and restorative frameworks.</p> <p>The rationale for selecting this evaluation is to:</p> <ul style="list-style-type: none"> ensure equity and excellence in achievement outcomes across the school for all learners embed culturally sustaining practices and continue to strengthen tuakana-teina relationship opportunities for learners. <p>The school expects to see:</p> <ul style="list-style-type: none"> teachers consistently using culturally responsive practices to support equitable and excellent achievement outcomes for all learners

				<ul style="list-style-type: none"> • Pastoral Care processes are inclusive of Te Ao Māori and Pacific approaches • student leadership opportunities are aligned with Catholic values and grow tuakana-teina relationships within the school.
	<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"> 1. For SLT to develop process in collaboration with staff. 2. To review staff extracurricular activity involvement and MAAs for additional roles. 	<ul style="list-style-type: none"> • The Board approved a budget for staff to utilise to engage in leadership opportunities throughout the year. This was in addition to our normal professional development budget. • This was promoted at staff meetings and through a variety of professional conversation. • The Principal then approved applications to complete further study, attend conference, and workshops that grow leaders. • The Board awarded an additional five staff scholarships at end of year prizegiving to staff for study and professional development. • Teacher strikes meant that staff contribution in support extracurricular activities was consistent as in a normal year. This goal will continue in 2024.
	<ul style="list-style-type: none"> • To review staff wellbeing in SLT review meetings - 	SLT All staff	<ol style="list-style-type: none"> 1. For Principal to provide monthly feedback to BOT on staff wellbeing from review meetings. 	<ul style="list-style-type: none"> • Staff wellbeing is now a standard item on all SLT agendas. We regularly minute our concerns and identify actions we can take to support staff wellbeing.
Sense of Belonging	<ul style="list-style-type: none"> • To create, implement and monitor an induction programme for new students in Yrs 7-13. 	SLT AST Transition Deans	<ol style="list-style-type: none"> 1. AST to create a programme of what this could look like, especially for students new throughout the year. 2. To ensure that there are planned 'check ins' for new students throughout the year. 	<ul style="list-style-type: none"> • We added a series of Yr 9 whakawhanaungatanga days to support our new Yr 9's in getting to know their peers. This has had a positive effect on students feeling included in the school. • We reviewed our start of year Powhiri and homeroom days. Yr 7 students now attend a full day on the first day of term to ensure they are settled before the full school attend. • We reviewed the start of year induction for students to allow for set up of IT and timetable before meeting buddies and going to class. That way students feel less anxious and ready to learn. • The across schoolteacher on staff met with new students in Yrs 8-13 for breakfast once a term to check-in and offer support if needed. • The across schoolteacher on staff took current Yr 7 students to our main Catholic feeder schools to share tips and insights to the Yr 6 students before they started at the college 2024. • This will now be the standard induction for all students entering Marist College and will be reviewed annually.

	<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. To provide technology/devices for filming. <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"> We have strengthened our no phone policy in the school by adding that all students must use wired earphones for learning. This has reduced the use of phones being used for streaming. Staff ask the SLT for permission when students need to film for school projects, and we have high visibility vests that students wear while filming. This means that students do not get in trouble for having their phones out. We have updated our Cybersafety Agreement for all staff, and this has been signed at the start of the year.
	<ul style="list-style-type: none"> Document our school's Ka Hikitia and Tapasā strategies. 	SLT	<ol style="list-style-type: none"> To have PLD with UoA Tui Tuia for Tapasā. To undertake PL related to Niho Taniwha and evidence-based strategies for Māori success. This will be documented in our PL plan and our strategies will arise from there. 	<ul style="list-style-type: none"> We have engaged with Tui Tuia and have begun to unpack the principles of Tāpasa. This professional learning will continue into 2024. Staff currently understand pacific values and how they underpin teaching and learning for our Pacific students. We have delayed starting our work with Nihi Taniwha as with the changes to NCEA felt that we have too many initiatives running at one time. To improve our practice and continue to strengthen teaching and learning for Māori students, we teacher-facilitated weekly Te Reo Māori learning. Individual staff have enrolled in Te Ahu o Te Reo Māori. All professional development has been documented in our staff minutes and in the DP Curriculum's two-year professional development plan.

	<ul style="list-style-type: none"> To look for ways to celebrate students' success beyond prizegiving. 	SLT	<ol style="list-style-type: none"> To map the ways in which we celebrate student success. To seek community feedback on further opportunities to recognise student success. 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. 	<ul style="list-style-type: none"> After a review of the year, we have found that this is still a work in progress and will change annual based student needs, community needs and different events happening in the school. <p>In 2023 we:</p> <ul style="list-style-type: none"> Reframed our good students awards which are now the Te Ara A Meri Awards. Voted by all staff in the school and awarded at the end of every term. Additional certificates were awarded at assemblies including Vinnies, Education Perfect, Service Awards etc. We acknowledged students achieving in activities for clubs, groups, experiences outside in our newsletter. SLT and Deans were allocated different events/ activities outside of normal school activities to ensure students felt acknowledged and support students achieving outside of the classroom.
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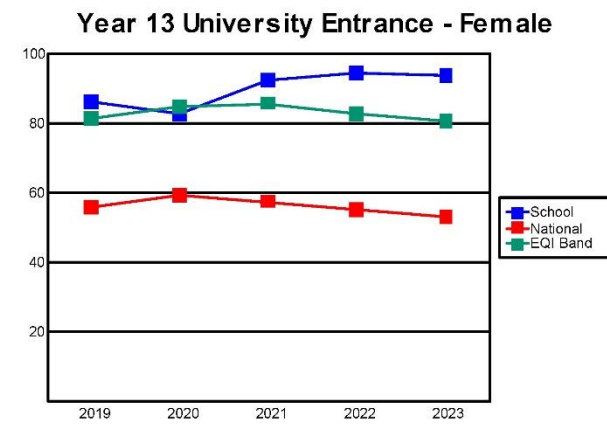
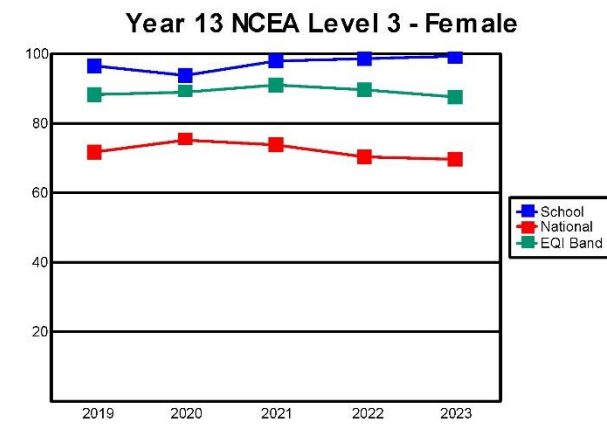
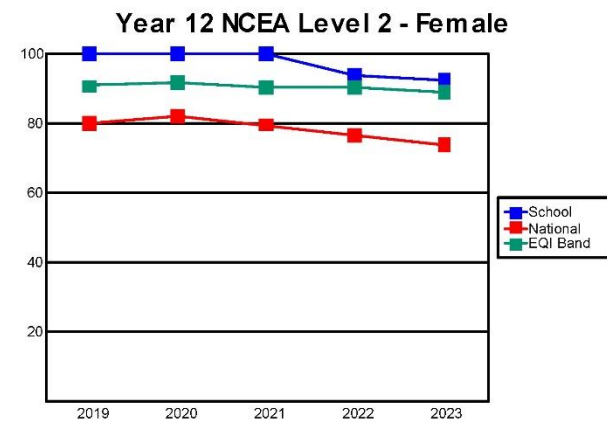
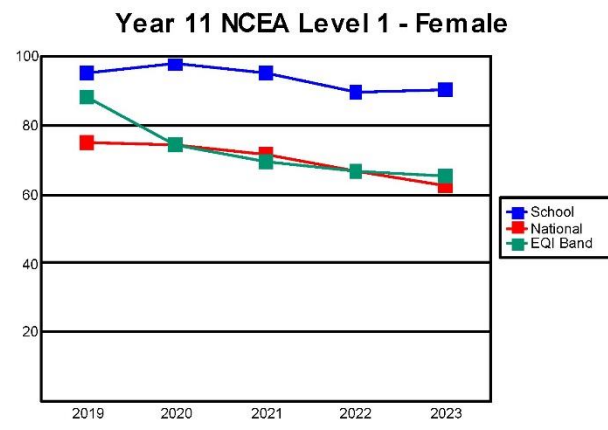
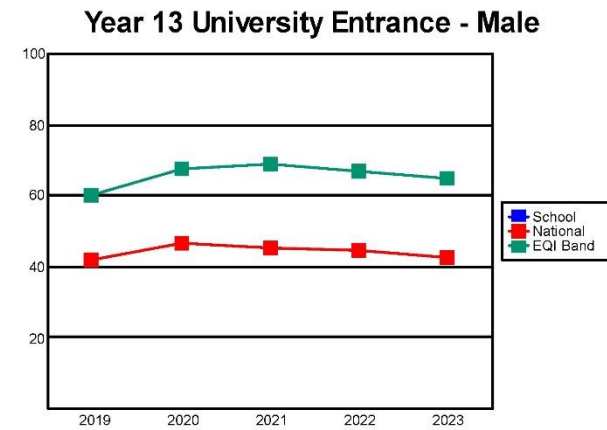
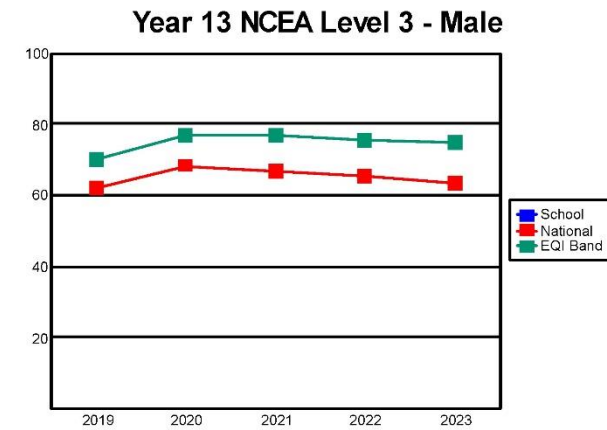
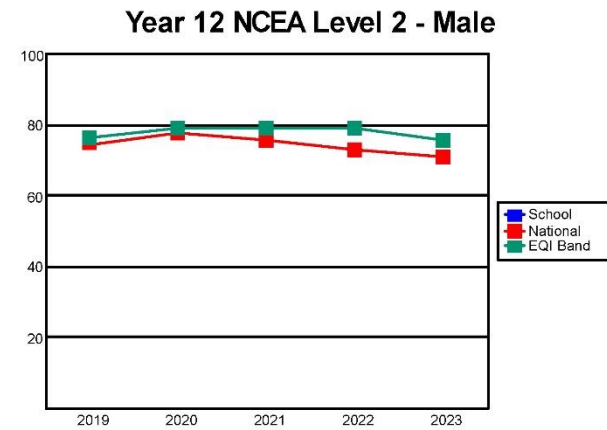
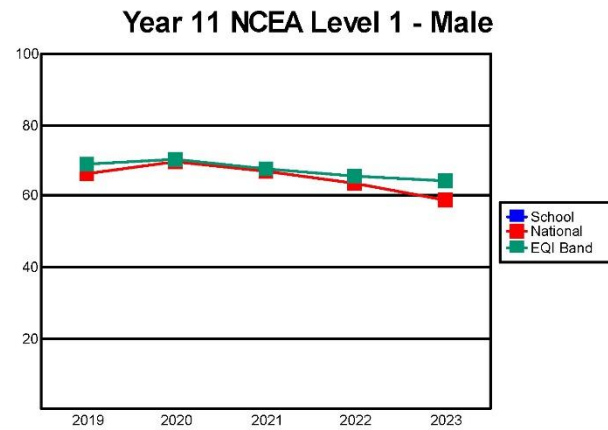
Evaluation of Student Progress and Achievement - Also refer to Section Two: Academic Success for Evaluation of 2023 Targets.

Achievement in NCEA and UE: Marist College

Generated 10-Feb-2024

PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Marist College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2019					66.5	74.7	62.3	42.2	69.2	76.4	70.0	60.2
2020					69.6	77.8	68.5	46.8	70.4	79.5	76.6	67.4
2021					67.0	76.0	66.8	45.5	67.5	79.2	77.1	69.3
2022					63.4	73.3	65.6	44.9	65.4	79.0	75.5	66.7
2023					58.8	70.9	63.7	42.4	64.2	75.6	74.8	64.7
Female												
2019	95.0	100.0	96.8	86.2	74.9	80.2	71.9	55.8	88.3	90.9	88.2	81.6
2020	97.7	100.0	93.9	82.9	74.1	82.4	75.5	59.6	74.1	91.9	89.3	84.9
2021	95.0	100.0	98.2	92.7	71.5	79.8	74.0	57.7	69.4	90.6	91.1	85.9
2022	89.4	93.8	98.6	94.6	66.5	76.6	70.5	55.3	66.5	90.4	89.6	83.0
2023	90.4	92.9	99.0	94.1	62.3	74.1	69.6	53.5	65.4	89.2	87.8	80.6



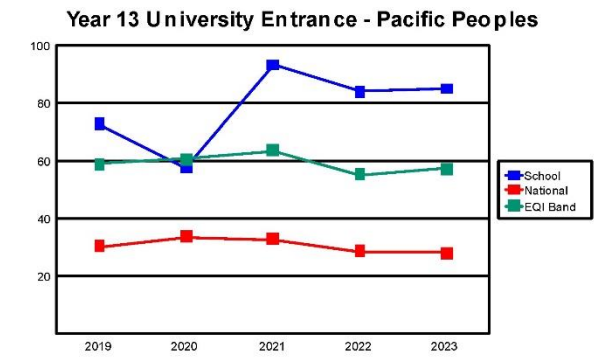
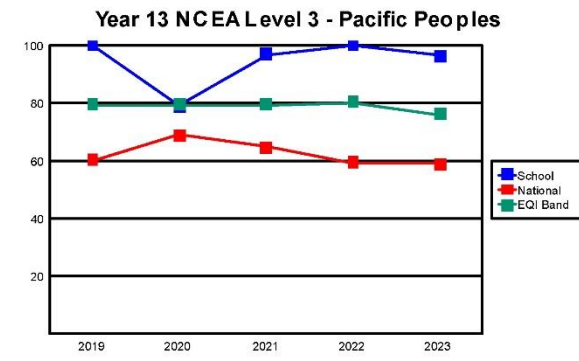
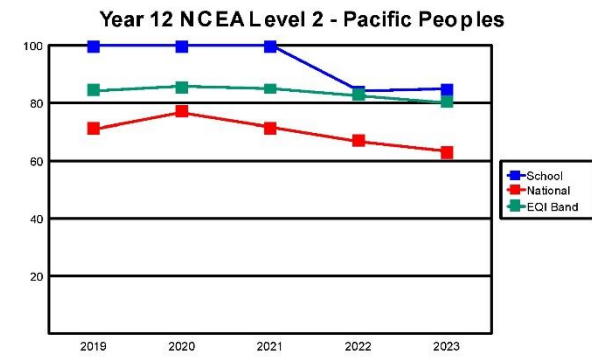
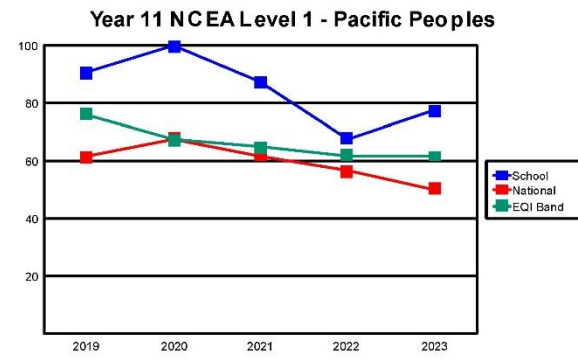
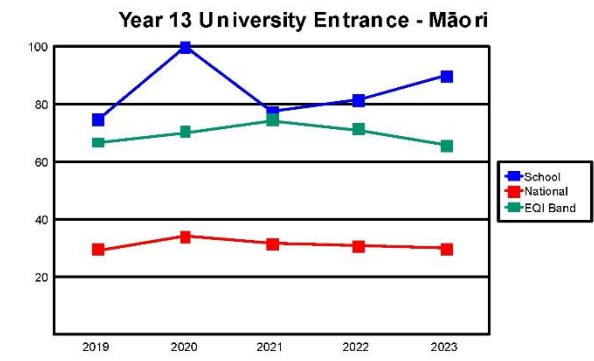
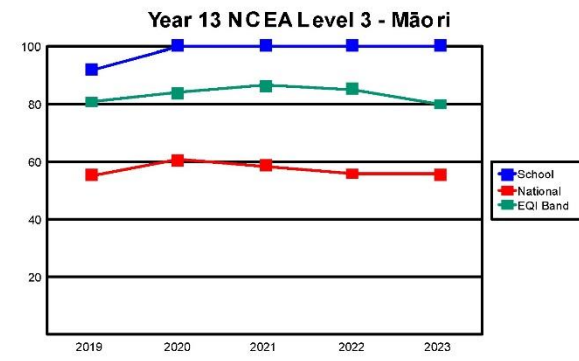
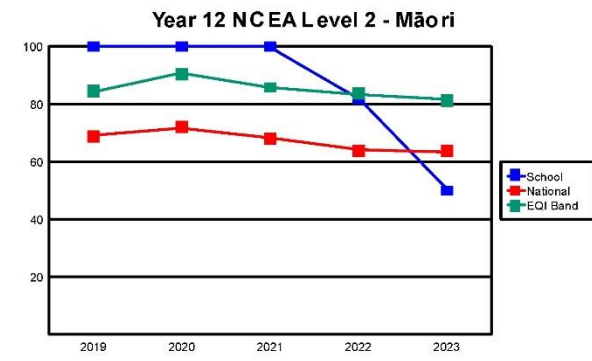
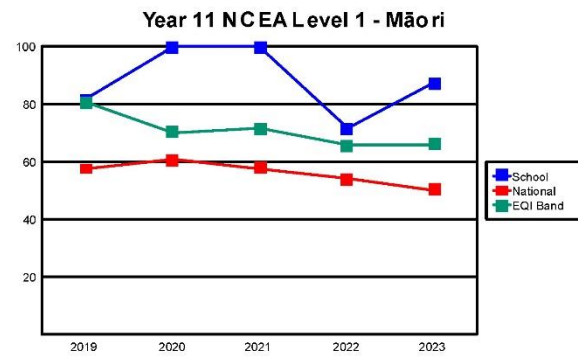
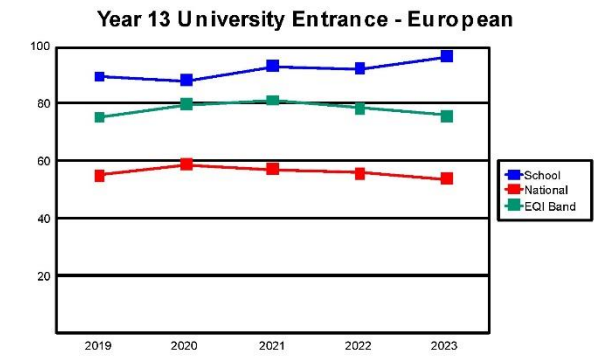
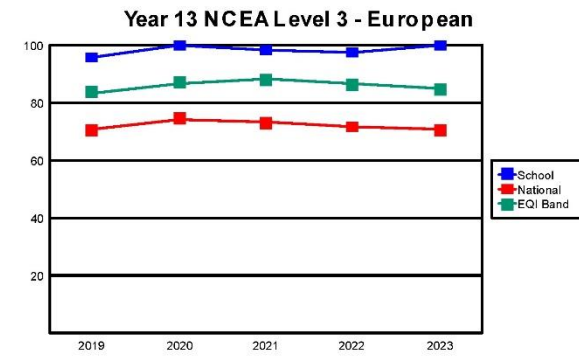
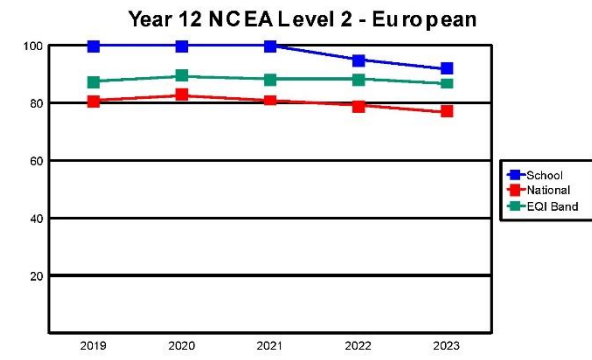
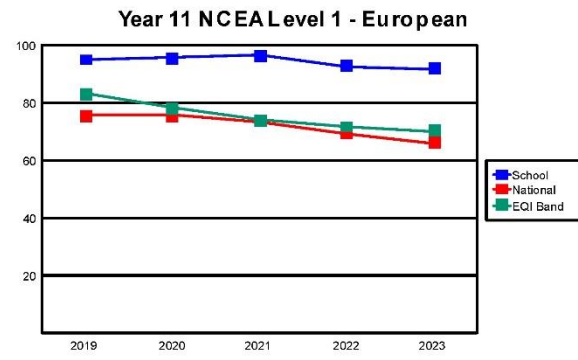
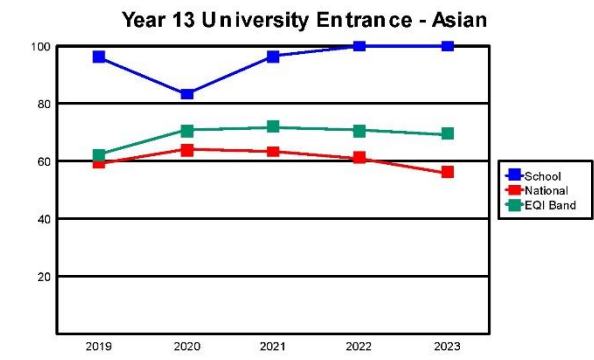
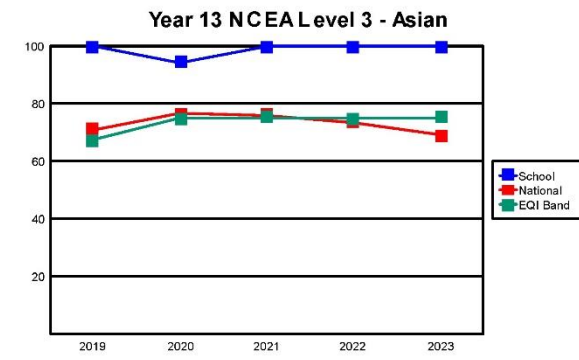
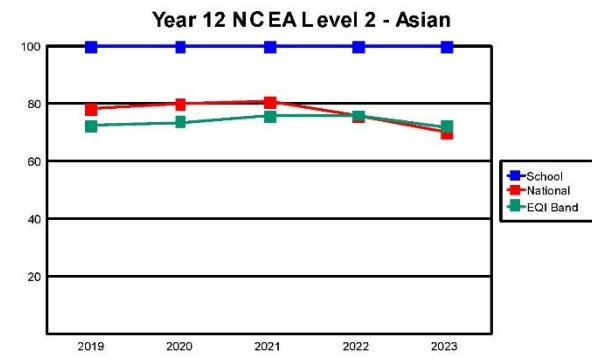
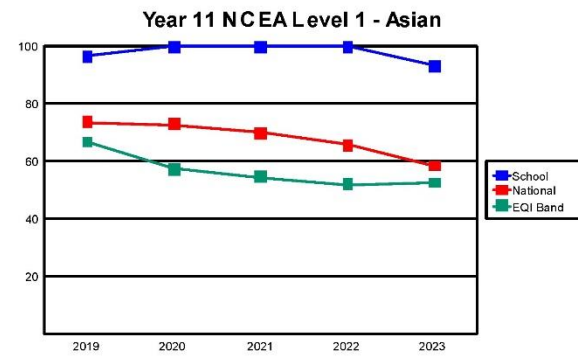
Achievement in NCEA and UE: Marist College

Generated 10-Feb-2024

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Marist College				National				Fewest Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2019	96.8	100.0	100.0	96.0	73.9	78.3	71.3	59.3	66.9	72.6	67.2	62.4
2020	100.0	100.0	94.4	83.3	73.1	80.0	76.5	64.1	57.5	73.8	74.7	70.6
2021	100.0	100.0	100.0	96.4	70.0	81.1	76.2	63.4	54.6	75.8	75.3	71.9
2022	100.0	100.0	100.0	100.0	65.9	76.0	73.6	61.3	52.0	76.1	75.0	70.7
2023	93.3	100.0	100.0	100.0	58.6	70.1	69.2	56.0	52.8	72.3	75.2	69.4
European												
2019	95.5	100.0	95.8	89.6	76.0	81.1	70.8	55.1	83.4	87.8	83.5	75.4
2020	95.9	100.0	100.0	88.1	75.8	83.2	74.6	59.0	78.4	89.8	86.8	79.9
2021	97.0	100.0	98.3	93.3	74.0	81.2	73.2	57.2	74.4	88.3	88.0	81.3
2022	93.1	95.2	97.5	92.5	69.7	79.4	71.6	56.0	72.0	88.4	86.4	78.6
2023	92.2	92.2	100.0	96.4	66.2	77.4	70.5	54.0	70.6	87.0	84.6	75.8
Māori												
2019	81.8	100.0	91.7	75.0	57.7	68.9	55.1	29.9	80.7	84.4	80.7	67.0
2020	100.0	100.0	100.0	100.0	60.8	71.9	60.7	34.1	70.3	90.5	83.8	70.7
2021	100.0	100.0	100.0	77.8	57.7	68.3	58.5	31.7	71.5	85.8	86.5	74.7
2022	71.4	81.8	100.0	81.8	53.9	64.1	55.7	30.9	65.8	83.6	85.2	71.4
2023	87.5	50.0	100.0	90.0	50.3	63.6	55.4	29.9	66.1	81.6	79.9	65.9
Middle Eastern/Latin American/African												
2019			100.0	100.0	67.5	75.5	68.3	52.0	74.3	84.1	75.8	62.7
2020	100.0				72.4	77.6	73.2	57.7	70.9	78.0	82.7	75.6
2021	100.0	100.0			68.4	78.0	70.3	56.0	64.0	80.8	80.4	75.9
2022		100.0	100.0	100.0	61.3	73.3	67.4	51.4	59.2	81.2	79.4	71.0
2023	100.0		100.0	100.0	58.8	68.8	66.0	49.5	65.8	73.9	77.5	69.2
Other Ethnicity												
2019	100.0		100.0	100.0	74.4	75.1	67.4	52.9	74.1	83.3	71.4	60.7
2020		100.0			74.6	81.0	74.3	56.9	88.4	86.5	80.0	73.3
2021	100.0		100.0	100.0	73.2	78.5	72.9	55.1	75.6	95.2	76.1	73.9
2022	100.0	100.0			65.5	77.0	66.3	53.4	67.9	91.3	78.9	77.5
2023	100.0	100.0	100.0	100.0	58.9	73.0	64.9	48.2	58.8	85.1	86.7	76.0
Pacific Peoples												
2019	90.9	100.0	100.0	73.1	61.8	71.3	60.3	30.3	76.4	84.7	79.3	59.2
2020	100.0	100.0	78.9	57.9	68.2	77.1	68.9	33.7	67.4	85.8	79.5	60.8
2021	87.5	100.0	96.8	93.5	62.3	71.5	64.9	33.0	65.1	85.2	79.3	63.6
2022	68.2	84.4	100.0	84.2	56.6	67.3	59.4	28.7	62.0	83.0	80.1	55.6
2023	77.4	85.0	96.3	85.2	50.6	63.5	59.1	28.3	61.9	80.5	76.1	57.5

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Marist College

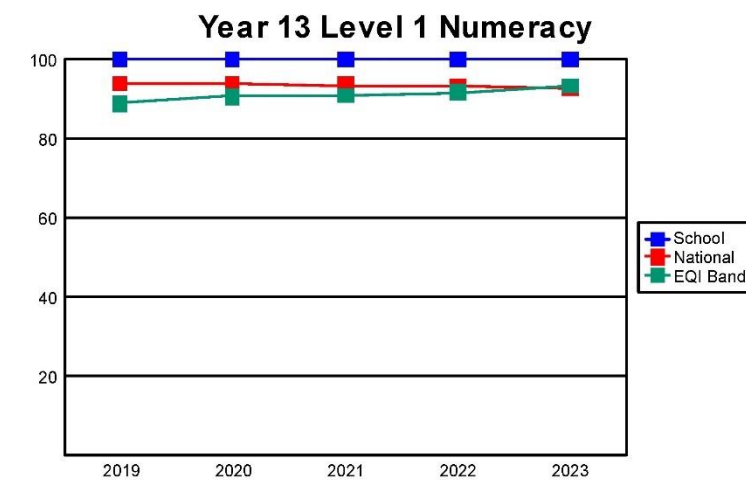
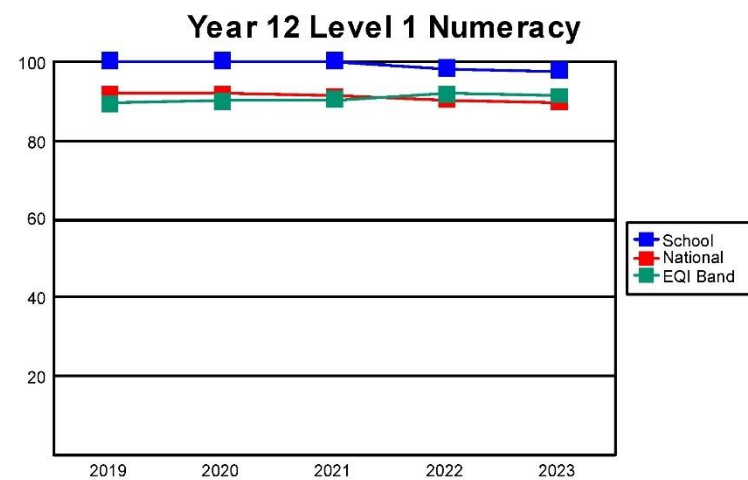
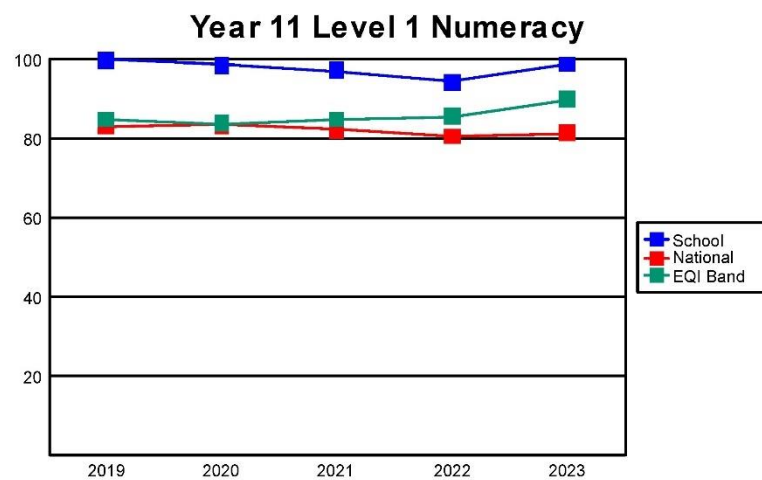
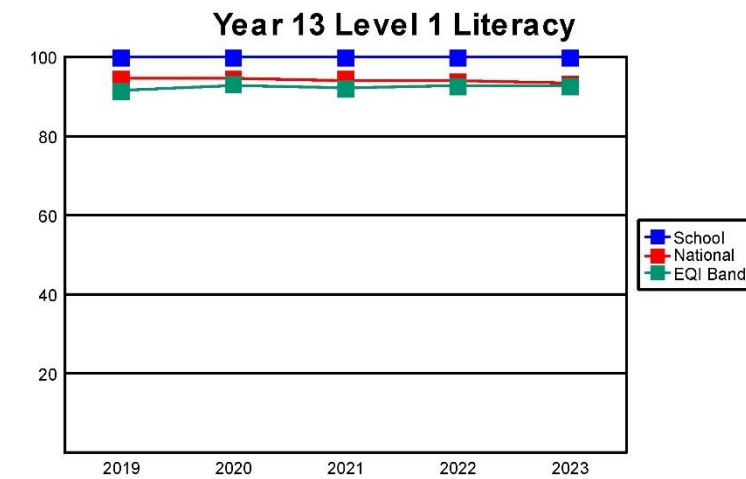
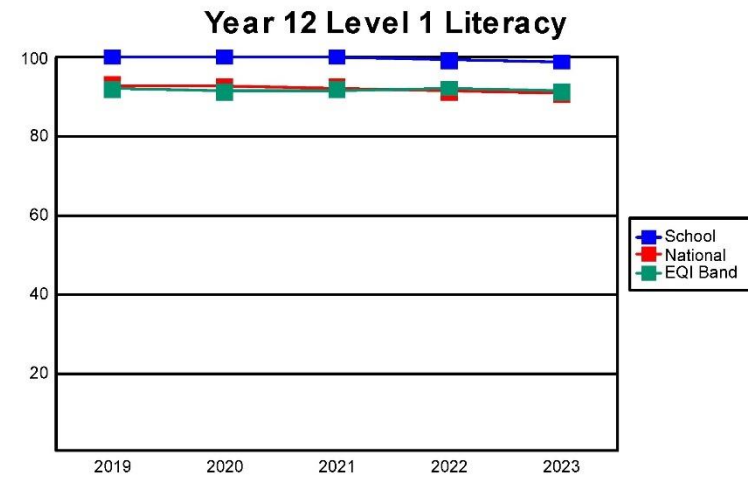
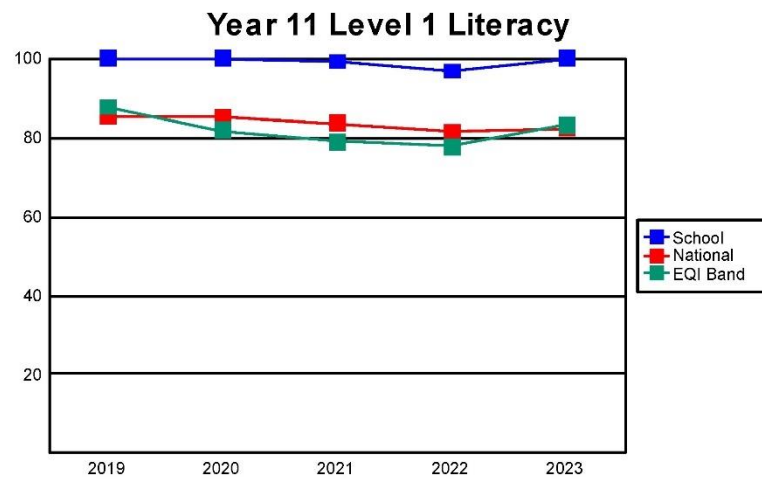


Level 1 Literacy and Numeracy: Marist College

Generated 10-Feb-2024

PR 3 - Cumulative Results by Percentage

Marist College					National			Fewest Socioeconomic Barriers (School Equity Index Band)		
Academic	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2019	Literacy	100.0	100.0	100.0	85.5	92.8	94.6	87.7	91.9	91.4
2020	Literacy	100.0	100.0	100.0	85.1	92.7	94.4	81.7	91.4	93.0
2021	Literacy	99.2	100.0	100.0	83.6	92.2	94.2	78.9	91.6	92.1
2022	Literacy	96.8	99.1	100.0	81.6	91.2	93.9	77.7	92.1	92.6
2023	Literacy	100.0	98.8	100.0	82.5	90.7	93.5	83.3	91.3	92.7
2019	Numeracy	100.0	100.0	100.0	83.4	91.8	94.0	85.0	89.4	89.0
2020	Numeracy	98.8	100.0	100.0	83.6	91.7	93.7	84.0	89.9	90.8
2021	Numeracy	97.5	100.0	100.0	82.5	91.3	93.6	85.0	90.4	91.0
2022	Numeracy	94.7	98.2	100.0	80.8	90.2	93.3	85.8	91.7	91.8
2023	Numeracy	99.1	97.6	100.0	81.7	89.8	93.0	90.2	91.4	93.3



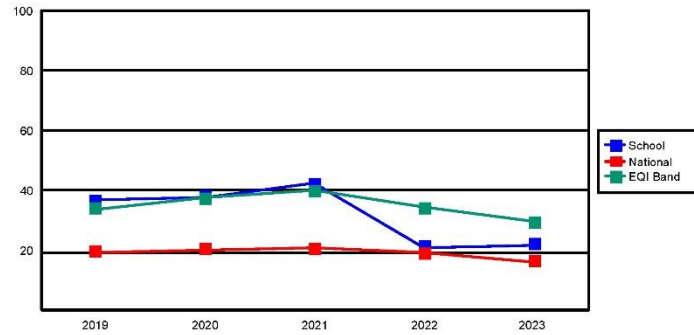
NCEA Certificate Endorsement: Marist College

PR4 - Cumulative Results by Percentage

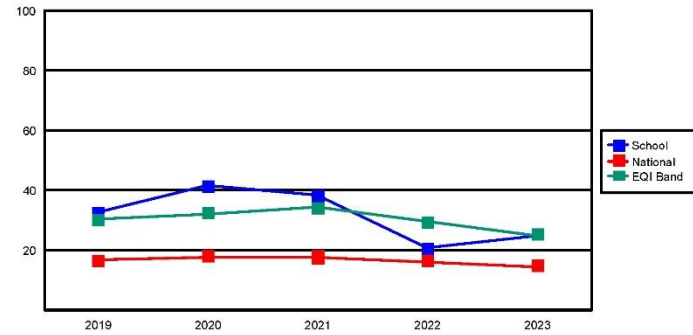
Generated 10-Feb-2024

Academic Year	Marist College			National			Fewest Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>									
2019	36.8	32.9	27.5	19.9	16.7	14.8	34.4	30.4	22.5
2020	38.1	41.5	40.3	20.7	17.9	17.5	37.8	32.4	28.4
2021	42.5	38.5	43.0	21.1	17.9	17.9	40.3	34.3	30.9
2022	21.4	20.8	26.0	19.4	16.5	15.3	34.5	29.7	24.9
2023	22.1	25.3	26.0	16.8	14.8	13.7	29.7	25.2	20.9
<u>Achieved with Merit</u>									
2019	40.4	31.8	46.2	33.9	25.1	26.2	42.9	36.0	35.6
2020	46.4	33.1	31.2	32.3	24.9	26.3	39.8	35.0	35.9
2021	43.4	34.6	29.0	31.9	23.8	25.3	39.1	33.1	33.2
2022	58.3	44.3	32.9	31.4	24.0	25.5	40.1	34.0	34.5
2023	54.8	44.3	38.0	31.9	23.8	25.9	43.5	34.9	35.1

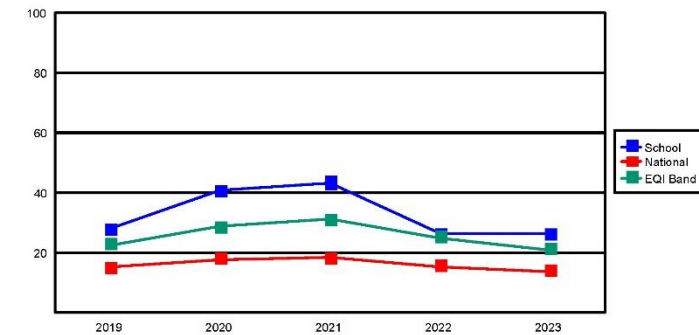
Year 11 NCEA Level 1 - Excellence



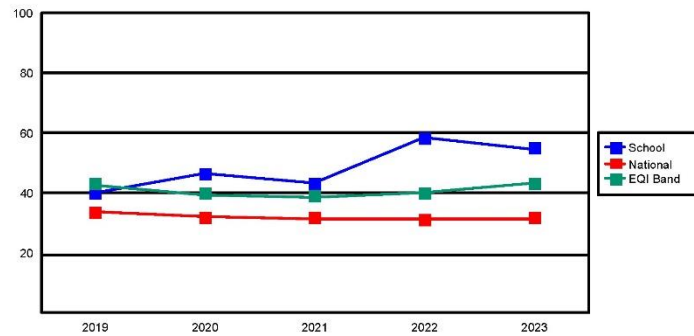
Year 12 NCEA Level 2 - Excellence



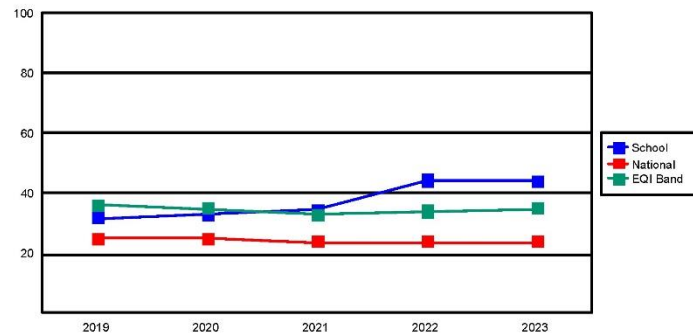
Year 13 NCEA Level 3 - Excellence



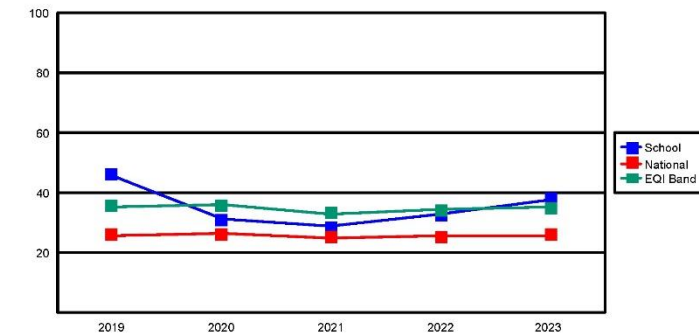
Year 11 NCEA Level 1 - Merit



Year 12 NCEA Level 2 - Merit



Year 13 NCEA Level 3 - Merit



Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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?	<p>We have an active health and safety committee that meet each month and report to the Board each month.</p> <p>SLT review staff wellbeing two times per week in SLT meetings and provide support when needed.</p> <p>We are an EAP school.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>All staff are eligible for ongoing professional development including full staff only learning days and individual funding for personal professional development.</p> <p>All staff are eligible for Board of Trustee scholarships for individual professional development.</p> <p>All staff are eligible for employment opportunities when they arise, and these are always promoted internally.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>This is done through looking for the special skills required for each position and the CV of applicants that apply.</p> <p>References are checked before interviews to ensure suitability for the role. This allows us to make sure no one is missed out in the shortlisting processes.</p>
<p>How are you recognising,</p> <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? 	<p>We have increased the number of middle management positions in the school to develop Māori leadership. These include:</p> <p>Kaumātua Teacher in charge of Kapa Haka Māori liaison teacher</p>
How have you enhanced the abilities of individual employees?	Through ongoing school wide and individual professional development and personal growth systems.
How are you recognising the employment requirements of women?	Over 95% of our staff are female.

How are you recognising the employment requirements of persons with disabilities?	We currently have no staff with disabilities however we have the capabilities to support new staff with disabilities if needed.
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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	