

MARIST COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

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

Accountant / Service Provider: Internal

Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Raechelle Taulu	Principal ex Officio	Appointed	Current
Stephen Dallow	Presiding Member	Elected	September 2025
Sela Alo	Parent Representative	Elected	September 2025
Anjana Paul	Parent Representative	Elected	February 2024
Neil Broderick	Parent Representative	Elected	September 2025
Ann-Marie Szalkowski	Parent Representative	Elected	September 2025
Mele Kautoke	Parent Representative	Elected	September 2025
Kiri Mocomoko	Proprietor Representative	Appointed	September 2025
Tracy Beuth	Proprietor Representative	Appointed	September 2025
Gerard Thompson	Proprietor Representative	Appointed	September 2025
Michelle Daly	Proprietor Representative	Appointed	September 2025
Makerita Tagomoa-Papali'i	Staff Representative	Elected	October 2025
Sophie Lin	Student Representative	Elected	October 2024

MARIST COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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Marist College

Statement of Responsibility

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

MICHELLE DALEY

Full Name of Presiding Member

Michelle Daley

Signature of Presiding Member

28 May 2025

Date:

RAECHELL ANN TAULLU

Full Name of Principal

Raechell Ann Taullu

Signature of Principal

28 MAY 2025

Date:

Marist College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	7,285,514	6,742,825	7,145,355
Locally Raised Funds	3	1,912,863	1,502,967	1,466,383
Use of Proprietor's Land and Buildings		1,731,240	1,731,240	1,731,240
Interest		168,518	116,000	127,532
Other Revenue		67,750	50,000	106,491
Total Revenue		11,165,885	10,143,032	10,577,001
Expense				
Locally Raised Funds	3	802,416	814,019	720,199
Learning Resources	4	7,018,712	6,813,673	6,794,252
Administration	5	760,272	719,794	675,124
Interest		5,602	7,000	6,659
Property	6	2,250,201	2,341,029	2,311,607
Other Expense	7	3,564	3,500	3,564
Loss on Disposal of Property, Plant and Equipment		17,319	-	14,613
Total Expense		10,858,086	10,699,015	10,526,018
Net Surplus / (Deficit) for the year		307,799	(555,983)	50,983
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		307,799	(555,983)	50,983

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		3,098,603	2,850,690	2,876,972
Total comprehensive revenue and expense for the year		307,799	(555,983)	50,983
Contribution - Furniture and Equipment Grant		138,536	402,677	170,648
Equity at 31 December		3,544,938	2,697,384	3,098,603
Accumulated comprehensive revenue and expense		3,833,170	3,001,846	3,335,852
Reserves		(288,232)	(304,462)	(237,249)
Equity at 31 December		3,544,938	2,697,384	3,098,603

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 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	8	777,185	200,000	711,933
Accounts Receivable	9	630,074	497,785	544,007
GST Receivable		35,689	18,595	18,595
Prepayments		128,757	60,000	81,206
Investments	10	2,369,567	2,086,999	2,094,566
		3,941,272	2,863,379	3,450,307
Current Liabilities				
Accounts Payable	13	781,976	634,369	679,995
Revenue Received in Advance	14	280,387	218,537	234,776
Provision for Cyclical Maintenance	15	76,290	82,360	82,360
Finance Lease Liability	16	39,435	37,565	41,461
Funds held in Trust	17	144,425	115,155	115,152
		1,322,513	1,087,986	1,153,744
Working Capital Surplus/(Deficit)		2,618,759	1,775,393	2,296,563
Non-current Assets				
Property, Plant and Equipment	11	1,100,597	1,088,198	979,994
Equitable Leasehold Interest	12	64,152	64,152	67,716
		1,164,749	1,152,350	1,047,710
Non-current Liabilities				
Provision for Cyclical Maintenance	15	204,789	216,980	216,980
Finance Lease Liability	16	33,781	13,379	28,690
		238,570	230,359	245,670
Net Assets		3,544,938	2,697,384	3,098,603
Equity		3,544,938	2,697,384	3,098,603

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 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,826,582	1,640,857	1,663,354
Locally Raised Funds		1,686,232	1,358,315	1,464,691
International Students		348,815	186,317	168,029
Goods and Services Tax (net)		(17,094)	(6,134)	(6,133)
Payments to Employees		(1,720,087)	(1,361,468)	(1,473,946)
Payments to Suppliers		(1,755,780)	(1,755,906)	(1,519,619)
Interest Paid		(5,602)	(7,000)	(6,659)
Interest Received		149,112	97,915	109,444
Net cash from/(to) Operating Activities		512,178	152,896	399,161
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(17,319)	-	(14,613)
Purchase of Property Plant & Equipment (and Intangibles)		(325,477)	(408,800)	(244,298)
Purchase of Investments		(275,001)	(7,567)	(38,954)
Net cash from/(to) Investing Activities		(617,797)	(416,367)	(297,865)
Cash flows from Financing Activities				
Furniture and Equipment Grant		138,536	402,677	170,648
Finance Lease Payments		3,065	(46,292)	(27,085)
Funds Administered on Behalf of Other Parties		29,270	(7,325)	(7,325)
Net cash from/(to) Financing Activities		170,871	349,060	136,238
Net increase/(decrease) in cash and cash equivalents		65,252	85,589	237,534
Cash and cash equivalents at the beginning of the year	8	711,933	285,589	474,399
Cash and cash equivalents at the end of the year	8	777,185	371,178	711,933

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 2024

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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Cyclical maintenance

The 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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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

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.

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 Group 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, building and other facilities on the School sites 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, 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.

o) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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 statement 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,844,652	1,542,825	1,665,506
Teachers' Salaries Grants	5,440,862	5,200,000	5,479,849
	<u>7,285,514</u>	<u>6,742,825</u>	<u>7,145,355</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	834,569	665,000	651,370
Fees for Extra Curricular Activities	595,366	520,156	510,786
Trading	18,041	27,000	15,794
Other Revenue	156,814	114,374	130,283
International Student Fees	308,073	176,437	158,150
	<u>1,912,863</u>	<u>1,502,967</u>	<u>1,466,383</u>
Expense			
Extra Curricular Activities Costs	613,275	630,482	573,250
Trading	7,138	5,826	5,253
International Student - Employee Benefits - Salaries	101,472	96,170	78,843
International Student - Other Expenses	80,531	81,541	62,853
	<u>802,416</u>	<u>814,019</u>	<u>720,199</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>1,110,447</u>	<u>688,948</u>	<u>746,184</u>

During the year ended December 2024, two staff and seven students spent 18 days in Taiwan. During the trip these students experienced: local cuisine, culture classes, language challenges- conversing in Chinese language with locals, exchange programme with local schools/universities, famous historic site and natural landscape tour, the indigenous culture site and centre visits. All tours were funded through locally raised funds at a cost of \$26,103 (2023 nil).

International students

During the 2024 school year, the Director of International Students and the Principal, travelled to Thailand and the Director continued onto Cambodia, Italy, France and Vietnam to recruit new students for 2025 and establish a new agent/broker relationship for activities in 2025. The travel was funded from the net surplus from international student fees revenue at a cost of \$28,814 (2023 \$22,211).

Professional development

During the year ended December 2024, the Principal and Deputy Principal travelled to Sydney meeting the senior leadership teams of Marist Sisters College and Cerdon College to share best practice. They also attended the feast day Mass of Cerdon College representing the Marist Sisters from Auckland. The costs of \$3,414 were funded by the Board (2023 nil).

Donations include a Baby Grand Piano estimated at a value of \$30,000 (2023 nil).



4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	387,060	375,168	303,714
Information and Communication Technology	46,712	62,325	36,944
Employee Benefits - Salaries	6,329,479	6,077,842	6,213,473
Staff Development	32,213	15,000	14,894
Depreciation	220,513	280,057	221,447
Other Learning Resources	2,735	3,281	3,780
	<u>7,018,712</u>	<u>6,813,673</u>	<u>6,794,252</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	12,584	14,000	12,277
Board Fees and Expenses	31,145	39,090	26,265
Legal Fees	-	5,000	-
Other Administration Expenses	127,437	118,239	100,440
Employee Benefits - Salaries	565,933	518,156	517,689
Insurance	23,173	19,809	17,508
Service Providers, Contractors and Consultancy	-	5,500	945
	<u>760,272</u>	<u>719,794</u>	<u>675,124</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	111,425	116,350	103,217
Cyclical Maintenance	(10,750)	80,000	74,620
Heat, Light and Water	106,629	84,700	80,852
Rates	-	550	289
Repairs and Maintenance	102,695	109,136	113,480
Use of Land and Buildings	1,731,240	1,731,240	1,731,240
Employee Benefits - Salaries	158,365	174,703	153,898
Other Property Expenses	50,597	44,350	54,011
	<u>2,250,201</u>	<u>2,341,029</u>	<u>2,311,607</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

	2024	2024	2023
Amortisation of Intangible Asset	3,564	3,500	3,564

8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	473,016	200,000	559,667
Short-term Bank Deposits	304,169	-	152,266
Cash and cash equivalents for Statement of Cash Flows	<u>777,185</u>	<u>200,000</u>	<u>711,933</u>

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

Of the \$777,185 Cash and Cash Equivalents, \$304,145 of Revenue Received in Advance is held by the School, as disclosed in note 14. note 14.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	16,500	29,101	25,323
Interest Receivable	58,068	38,662	38,662
Teacher Salaries Grant Receivable	555,506	430,022	480,022
	<u>630,074</u>	<u>497,785</u>	<u>544,007</u>
Receivables from Exchange Transactions	74,568	67,763	63,985
Receivables from Non-Exchange Transactions	555,506	430,022	480,022
	<u>630,074</u>	<u>497,785</u>	<u>544,007</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	2,369,567	2,086,999	2,094,566
Total Investments	<u>2,369,567</u>	<u>2,086,999</u>	<u>2,094,566</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Furniture and Equipment	750,670	274,805	(17,907)	-	(138,279)	869,289
Information and Communication Technology	94,779	75,030	(205)	-	(59,093)	110,511
Motor Vehicles	104,719	-	-	-	(14,798)	89,921
Library Resources	29,826	9,393	-	-	(8,343)	30,876
	979,994	359,228	(18,112)	-	(220,513)	1,100,597

The net carrying value of Information and Communication Technology held under a finance lease is \$55,665 (2023: \$34,518)

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.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Furniture and Equipment	2,112,847	(1,243,558)	869,289	1,938,798	(1,188,128)	750,670
Information and Communication Technology	434,481	(323,970)	110,511	534,840	(440,061)	94,779
Motor Vehicles	168,354	(78,433)	89,921	168,355	(63,636)	104,719
Library Resources	75,191	(44,315)	30,876	65,717	(35,891)	29,826
	2,790,873	(1,690,276)	1,100,597	2,707,710	(1,727,716)	979,994

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.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
The major capital works assets included in the equitable leasehold interest are:			
Library/Multi Media Suite Building	29,988	29,988	31,654
Administration Building	34,164	34,164	36,062
	64,152	64,152	67,716



13. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	150,180	73,278	118,904
Accruals	8,492	7,571	7,571
Employee Entitlements - Salaries	608,322	533,250	533,250
Employee Entitlements - Leave Accrual	14,982	20,270	20,270
	<u>781,976</u>	<u>634,369</u>	<u>679,995</u>
Payables for Exchange Transactions	781,976	634,369	679,995
	<u>781,976</u>	<u>634,369</u>	<u>679,995</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
International Student Fees in Advance	174,201	133,460	133,459
Other revenue in Advance	106,186	85,077	101,317
	<u>280,387</u>	<u>218,537</u>	<u>234,776</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	299,340	179,585	267,258
Increase to the Provision During the Year	(10,750)	80,000	74,620
Use of the Provision During the Year	(7,511)	39,755	(42,538)
Provision at the End of the Year	<u>281,079</u>	<u>299,340</u>	<u>299,340</u>
Cyclical Maintenance - Current	76,290	82,360	82,360
Cyclical Maintenance - Non current	204,789	216,980	216,980
	<u>281,079</u>	<u>299,340</u>	<u>299,340</u>

The School's 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 Manager's 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:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	39,435	37,565	41,461
Later than One Year and no Later than Five Years	33,781	13,379	28,690
	<u>73,216</u>	<u>50,944</u>	<u>70,151</u>
Represented by			
Finance lease liability - Current	39,435	37,565	41,461
Finance lease liability - Non current	33,781	13,379	28,690
	<u>73,216</u>	<u>50,944</u>	<u>70,151</u>

17. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	144,425	115,155	115,152
	<u>144,425</u>	<u>115,155</u>	<u>115,152</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 \$1,262,185 (2023: \$1,053,444). 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 \$52,939, (2023: \$63,760).



19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,880	5,220
<i>Leadership Team</i>		
Remuneration	2,179,180	2,056,626
Full-time equivalent members	18	17
Total key management personnel remuneration	2,183,060	2,061,846

There are **11** members of the Board excluding the Principal. The Board has held **7** full meetings of the Board in the year. The Board also has a Finance (**4 members**) committee 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 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	190 - 200
Benefits and Other Emoluments	5 - 10	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	16.00	11.00
110 - 120	14.00	5.00
	30.00	16.00

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:

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

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.



22. Commitments

(a) Capital Commitments

As at 31 December 2024, the board had Capital Commitments of \$nil (2023: \$nil)

(b) Operating Commitments

As at 31 December 2024, 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

2024 Actual \$	2023 Actual \$
12,633	11,858
-	5,929
<u>12,633</u>	<u>17,787</u>

The total lease payments incurred during the period were \$12,633 (2023: \$12,633).

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	777,185	200,000	711,933
Receivables	630,074	497,785	544,007
Investments - Term Deposits	2,369,567	2,086,999	2,094,566
Total financial assets measured at amortised cost	<u>3,776,826</u>	<u>2,784,784</u>	<u>3,350,506</u>

Financial liabilities measured at amortised cost

Payables	781,976	634,369	679,995
Finance Leases	73,216	50,944	70,151
Total financial liabilities measured at amortised cost	<u>855,192</u>	<u>685,313</u>	<u>750,146</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 2024, the school received \$18,029 (excluding GST). The funding was spent on promoting sport in the school, including a significant proportion used to pay for a sport coordinator assistant. (2023 \$17,407).



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MARIST COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Marist College (the School). The Auditor-General has appointed me, Paul Walker, 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 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- 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 3 June 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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.

Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss Verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.

Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

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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 Annual Goals 2024, Compliance with Education and Training Act 2020 requirements to be a good employer for the year ended 31 December 2024, Report on Te Tiriti O Waitangi which is included in the Marist College Annual Goals 2024, and Evaluation of the School's Student progress and achievement for 2024 which is included in the Marist College Annual Goals 2024 but does not include the financial statements, and our auditor's report thereon.

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

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

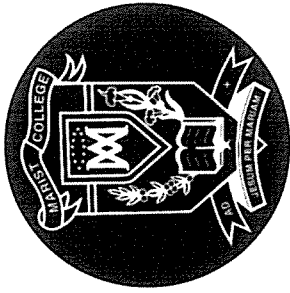
Independence

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

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

A handwritten signature in blue ink, appearing to read "Paul Walker".

Paul Walker
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Hastings, New Zealand



MARIST COLLEGE

ANNUAL GOALS

2024

Presence in Mary's Way / Aroaro I Te Ara o Mēri

Engaging fully in life in a simple, gentle, compassionate way to build community.

"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go"

(Joshua 1:9)

"... Kia kaha, ... tōu Atua, I ngā wāhi katoa e haere ai koe"

Actions that give effect the Te Tiriti o Waitangi are highlighted in yellow.

2024 Annual Goals	Who	Actions	Evaluation November
Catholic Education 2024: Christian Witness	In Term 2, 2024 our Assistant Principal of Special Character resigned. Over the last two year we have attempted to have an additional member to our SLT team to raise the profile and grow leadership of the DRS position. After reviewing this position, we have moved back the original model of having a Director of Religious Studies instead of an AP. We have also employed an assistant DRS to support this position. Staff involved directly in activities that strengthen our Special Character and Catholic Faith. <ul style="list-style-type: none">PrincipalDirector of Religious StudiesAssistant Director of Religious StudiesCurriculum Leader of Religious StudiesTeacher in Charge of Liturgical Music		
	<ul style="list-style-type: none">To review and plan a comprehensive Sacramental Programme for students who sit outside of our 5.1 enrolment preference criteria.	<ol style="list-style-type: none">Assistant Principal with support of Liturgical Leader to review the current Sacramental Programme including programme, number of students participating and preference categories.To develop a programme that encourages greater number of students to complete sacraments in each category.	<ul style="list-style-type: none">This year we ran a Sacramental Programme over 10 weeks lead by our DRS.This year we had 10 students who received the sacraments of Initiation including four baptism.We have created a Sacramental Action Plan ensuring that students experience a meaningful and enriching programme that strengthens their relationship with the Church.We have developed an enrolment action plan to reduce the number of non-preference students in the school.

<ul style="list-style-type: none"> For Tagged teachers to play a part in staff PLD and formation. To review the reflection to calendar so that tagged teachers are reflecting on feast days. Small staff liturgy on our Patron's Days or hold four Friday assemblies and House Leaders organize liturgy for school. This could coincide with house staff morning tea. 	<ol style="list-style-type: none"> Opportunities for Tagged teachers to participate in PLD will be outlined in the term PLD planner. The Assistant Principal of Special Character will identify the strength of Tagged teachers and document their participation in PLD opportunities. Student House Leaders will organise assembly liturgy for Patron's Feast Days. Staff will celebrate with shared lunches catered by each house. This has been added to the school calendar. 	<ul style="list-style-type: none"> In 2024 all tagged teachers were prioritised in Marist Forum hosted by the Society of Mary. In total we have 12 teachers in a variety of forums in Wellington throughout the year. These forums focused on Pastoral Care, Te Tiriti o Waitangi and Marist Education, Lay Pastoral Retaining and more. We allocated additional relief for tagged teachers to attend multiple year level retreats to ensure that students had familiar faces to offer support and guidance on retreat days. Small staff liturgies have been planned for 2025 under the guidance of new DRS. Our House Deans and DRS oversaw the development of House Patron's Liturgies which were held at Friday assemblies close to the feast day of each of the patrons. All Year 13 students of each house were invited to a morning tea with staff on their patron's feast day.
<ul style="list-style-type: none"> To broaden our liturgical music to include songs from different nationalities. 	<ol style="list-style-type: none"> To employ a staff member to oversee liturgical music with job description to include a culturally diverse song choice. To ensure there is enough rostered singing assemblies to teach new songs before school Mass. 	<ul style="list-style-type: none"> In 2024 we employed a teacher in charge of liturgical music. She has done an incredible job of providing opportunities for whole school singing practices and growing the number of students volunteering to support and lead liturgical singing. Now that this position is established, she is working on a song sheet to

			grow song selection to include a range of hymns from different cultures.																								
	<ul style="list-style-type: none">To create a three-year sustainability plan	<ol style="list-style-type: none">To review sustainability of products, use of materials and practice in the classrooms.To review how our cleaners dispose of our recycling materials.To investigate other models of rubbish disposal (e.g., no bins).To investigate and implement opportunities for students to participate in sustainable practices in the college.	<ul style="list-style-type: none">This is a work in progress and will carry over to 2025. Our new cleaner does ensure rubbish is recycled when possible.We have asked for community input to help write a sustainability goal in 2025 that is more realistic and achievable.																								
Academic Success	<ul style="list-style-type: none">100% students will gain University Entrance35% of our NCEA certificates will be endorsed with Excellence at Levels 2 and 3100% of Level 1 students complete the year with literacy and numeracy credits.	<ol style="list-style-type: none">To create a scholarship action plan to improve external scholarship results. This will include staff consultation.Academic Deans to track certificate endorsement at NCEA Levels 2 and 3 and mentor students on the cusp of achieving endorsement at both merit and excellence level.To document ways departments are contributing to the success of these goals through their department action plans.	<ul style="list-style-type: none">See Appendix 1 for a break down of our school results. <p>NCEA Level 3 – overall %, Excellence and Merit Endorsement %'s</p> <table><tr><th>NCEA Level 3 Students</th><th>Gained Level 3</th><th>Endorsed with Excellence</th><th>Endorsed with Merit</th><th>Achieved</th></tr><tr><td>Number</td><td>78</td><td>20</td><td>36</td><td>22</td></tr><tr><td>Percentage</td><td>100%</td><td>25.6%</td><td>46.2%</td><td>28.2%</td></tr></table> <p>University Entrance – Level 3/Year 13</p> <table><tr><th>University Entrance Level 3 Students</th><th>Gained UE</th><th>Did not gain UE</th></tr><tr><td>Number</td><td>77</td><td>1</td></tr><tr><td>Percentage</td><td>98.7%</td><td>1.3%</td></tr></table>	NCEA Level 3 Students	Gained Level 3	Endorsed with Excellence	Endorsed with Merit	Achieved	Number	78	20	36	22	Percentage	100%	25.6%	46.2%	28.2%	University Entrance Level 3 Students	Gained UE	Did not gain UE	Number	77	1	Percentage	98.7%	1.3%
NCEA Level 3 Students	Gained Level 3	Endorsed with Excellence	Endorsed with Merit	Achieved																							
Number	78	20	36	22																							
Percentage	100%	25.6%	46.2%	28.2%																							
University Entrance Level 3 Students	Gained UE	Did not gain UE																									
Number	77	1																									
Percentage	98.7%	1.3%																									

<ul style="list-style-type: none">25 Scholarships in 2024 across Level 2 and 3.		<ul style="list-style-type: none">We are extremely happy with this year's NCEA and CAA results.Academic Deans have continued to track and have conversations with students via academic tracking meetings throughout the year and this has led to our exceptional results at each year level.This year we developed an overview of teachers who are offering scholarship in each subject and have targeted some students who we have identified as gifted and talented to sit these exams.This has given the SLT and Curriculum leaders an overview of what programmes we are delivering, when and to whom. In 2024 we gained 10 scholarships with one outstanding scholarship. Out of the 10 students who achievement these exams two were Nuro-diverse.We are still lacking the consistency in approaches to teaching scholarship especially in report writing subjects. This will be a goal for 2025.The departmental report template was updated so that departments report on annual goals and are expected to set department goals around achievement. All curriculum
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			leaders report their analysis of variance to the Board and unpack the positives and next steps.
	<ul style="list-style-type: none"> To ensure our Māori and Pacific students achieve UE literacy in Year 12. 	<ol style="list-style-type: none"> To create a programme to support students in Year 12 at risk of not gaining UE literacy. To staff this programme effectively to ensure students receive the best opportunity possible to succeed. 	<ul style="list-style-type: none"> Out of 24 Pacific students in Year 12, five students still need writing credits to gain UE writing and 12 students need reading credits. The five students who need the writing credits will take part in a two-week writing programme facilitated by our Curriculum Leader of English in Year 13. Our 12 reading students will be able to gain these credits through several different standards offered across multiple level 3 subjects. The Academic Dean will continue to mentor these students.
	<ul style="list-style-type: none"> To shift Years 7-10 National Data testing to E-Asttle including implementing the writing testing in Year 9. This will have a longer-term goal of moving to testing writing twice 	<ol style="list-style-type: none"> Professional development for staff on how to access, implement, and interpret E-asttle data. Review reporting of data Review implementation of E-asttle and CAA and make an action plan for change for 2025. 	<ul style="list-style-type: none"> All English Dept, including Yr7 Homeroom teachers, completed professional development focus on E-Asttle testing and how to use this data in the classroom. E- Asttle Testing took place in year 7-9.

	<p>a year for Years 7-9 in 2025. This goal is subject to change due to change of government.</p> <ul style="list-style-type: none">Review the implementation of the CAA exams in Year 10 for Math and English to ensure readiness for 2025.		<ul style="list-style-type: none">To reduce teacher workload, we provided relief cover for classes so that teachers could mark assessment over two consecutive days.After reviewing CAA exams, we know that these work best in the gym when available for full cohort. Student devices holding charge for the entire exam was the main barrier to achievement.Providing additional assessment opportunities allowed students who were not ready to be assessed on the first assessment date, an opportunity to complete additional learning before resitting the exam.	
	<ul style="list-style-type: none">To refresh our future focus Year 11 careers and wellbeing day.To develop a plan to promote a variety of careers to students at all levels including non-university pathways.	<ul style="list-style-type: none">DP's and Deans set up plan with Careers Advisor for vocational specialist visits, careers talk in assemblies and link into MAGS Careers expo by end of Term 1 to action in Terms 2 and 3.DP Curriculum and DP Pastoral to work with Careers Advisor to plan Future Focus Days for Yr 11 for Term 2.	<ul style="list-style-type: none">This was a huge success we had a range of external providers including Savvy, Work Readiness, Academic Dean and DP study skills and wellbeing. All presented to the year 11 over two days.This two-day programme included goal setting, corporate presentations, university presentation and mindfulness activities. Students also attended retreat.This was also extended to an onsite Year 11 study day in preparation for NCEA exams after our senior students had left school for study	

			<p>leave in November. This allowed students an opportunity to put study skills into action in a supported environment. We will run this day again in 2025.</p> <ul style="list-style-type: none"> • Year 9 Inspiring Futures day, run for first time, with wide variety of career pathways able to be explored by Yr 9s with real life professionals. • Yr 7 – new Girls in Business Programme offered. • Yr 9 – 10 Future Me and Whakapiki Ake days. PILOT days for Yr 11 – 13 • The University of Auckland, Year 10 Arts day offered students an insight into tertiary career paths in the arts on offer. • Pacific mentor programme for senior students offered after school. This supported our pacific students by providing additional study skills needed to complete NCEA and the ‘how to university’ in preparation for when they leave school. • Colab – we continued to run colab for all students’ afterschool three days a week, with different teachers supporting students with different subjects.
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	<ul style="list-style-type: none"> To work with Using Technology Better to review our school IT infrastructure to ensure consistency across platforms and induction for staff and students. 	<p>1. Actions for this goal will be determined by UTB.</p>	<ul style="list-style-type: none"> The decision was made in consultation with staff to move to one learning platform for all students. After a full school review, it was decided that we would become a Microsoft school. See Appendix 2 for review results. SLT and the Implementation of whole staff and targeted digital professional learning Eight interested staff were sent on a Microsoft Bootcamp to upskill and become support staff for implementing Microsoft at school. Microsoft induction planned for new and existing students for 2025. A teacher workbook was developed to support the teaching of students with this new platform.
	<ul style="list-style-type: none"> To begin to design, reallocate and refurbish our science classrooms, to create state of the art modern facilities for our students. 	<ul style="list-style-type: none"> Process for this will be completed with the Catholic Diocese of Auckland. 	<ul style="list-style-type: none"> SLT and members of the science department visited schools to see recently refurbished science facilities. Wish list shared with the Diocese First draft of designs completed Work to continue in 2025.
Leadership through Service	<ul style="list-style-type: none"> To implement the changes to the service programme reviewed in 2024. 	<ul style="list-style-type: none"> Communicate the changes to the service programme to all students and Whanau Teachers 	<ul style="list-style-type: none"> Service booklets were updated and distributed to students.

		<ul style="list-style-type: none"> Key student leaders to be involved in drafting ways to support other students in their service. 	<ul style="list-style-type: none"> Year 13 no longer need to complete a Service Booklet. This is to develop an understanding that you do not need recognition for service. This year we established a new Service Leader position in our student's leadership team. This person organised opportunities for students to serve and can sign off on service booklets. This position will become a Deputy Head Girl role in 2025.
	<ul style="list-style-type: none"> To review staff extracurricular activity involvement. 	1. RT	<ul style="list-style-type: none"> An excel spread sheet was developed to track staff involvement in extracurricular activities. After reviewing it was evident that the same staff are the ones that are continually involved in support extra curricula activities. Making staff involvement visible does not grow the number of staff volunteering to support extracurricular activity. Staff feedback was that they would need the appropriate remuneration to be involved.
Sense of Belonging	To develop a student leadership/ mentoring programme in Years 7-13 that grow tuakana-teina relationships.	1. Establish and communicate what our current buddy systems within whānau is with Yr13, whānau teachers, new students and parents.	<ul style="list-style-type: none"> We collected and collated data/information on how Tuakana-Teina is already occurring in the school, including in whānau time. We found that while we have multiple opportunities for Tuakana-Teina relations to

		<p>2. Review and document all areas of school where a buddy/tuakana-teina system exists.</p> <p>3. Based on what we have, review what we can improve on/with to establish robust tuakana-teina systems.</p>	<p>take place these are not always visible and documented.</p> <ul style="list-style-type: none"> • Opportunities for Tuakana-Teina between Years 7&8 and Seniors to take place: <ul style="list-style-type: none"> ○ Caritas Champs, ○ Chess Club ○ CoLab ○ Craft ○ Dance Teams ○ Drama club, ○ Drawing club ○ Environment Group ○ Junior Vinnies ○ Kapa Haka ○ Mahi Nga Tahī – Year 7 and 8 Homework Club ○ Marybelles Choir, ○ Matariki competition ○ Open Mic ○ Polyfest ○ Production ○ Rosary/ Mass ○ Sport ○ Walk and Talk • The review established that whānau time is achieving the purpose that it is intended for. • In 2025 we will review whānau time/system, and how this will include Tuakana-Teina.
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<p>Document our school's Ka Hikitia and Tapasā strategies.</p>	<ol style="list-style-type: none"> 1. To have PLD with UoA Tui Tuia for Tapasā. 2. To undertake PL related to Niho Taniwha and evidence-based strategies for Māori success. 3. This will be documented in our PL plan and our strategies will arise from there. 	<ul style="list-style-type: none"> • Staff have worked throughout 2023/2024 to develop their cultural competency using the Tapasā framework. As part of this professional learning the staff worked together to understand Pacific values and develop questions that could help them better understand the needs of their Pacific learners. These questions were developed into a survey that was reviewed by Year 13 Pacific students before the survey was sent to all Pacific learners at Marist College. • The results of the survey : Tapasā Survey 27 Aug.pptx • This data was used to inform teacher reflections and department planning for 2025. • In Term 3 – Dr Mere Berryman gave a keynote presentation on Ka Hikitia. Staff began unpacking Māori student voice, to develop understanding of what “achieving and enjoying educational success as Māori” looks like. • SLT engaged in Poutama Pounamu programme and establishing links with University of Waikato to support this programme. This programme intends to promote contexts for change where equity,
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				excellence and belonging can be realised. This will continue in 2025.
	To create a shared vision for the office administration team.	<ul style="list-style-type: none">• Actions to be decided by the Business Manager and the administration team.	<ul style="list-style-type: none">• On resignation of the Business Manager, we reviewed the position and decided to employ an Office Manager instead of a Business Manager. Our accounts are completed by a staff member who works from home. This person reports to the Board of Trustees• Once this team has established itself, we will allocate time for team professional development and goal setting.	

Appendix 1: School Data Analysis provided by NZQA.

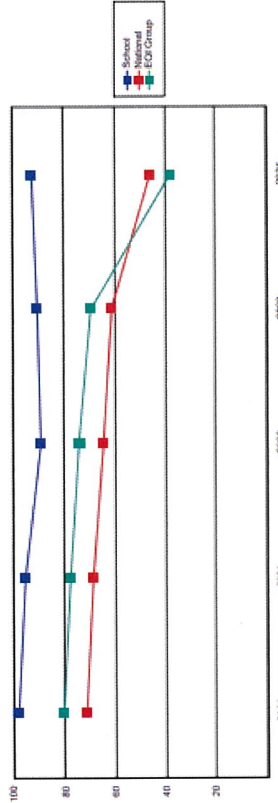
Achievement in NCEA and UE: Marist College

PR2 - Enrolment Based Cumulative Overall Results

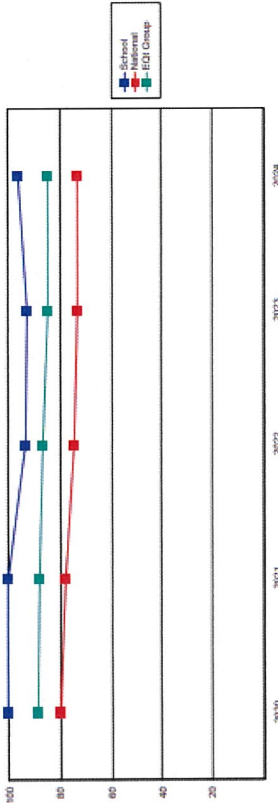
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Fewer Socioeconomic Barriers (School Equity Index Group)									
Marist College					National				
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 13 NCEA L3 UE
2020	97.7	100.0	93.9	82.9	71.8	80.1	72.1	53.4	80.2
2021	95.0	100.0	98.2	92.7	69.2	77.9	70.5	51.9	77.7
2022	89.4	93.8	98.6	94.6	64.9	74.9	68.2	50.3	74.0
2023	90.4	92.9	99.0	94.1	61.7	73.2	67.7	49.7	69.8
2024	92.2	96.5	98.7	97.5	45.9	73.6	69.4	50.6	37.9

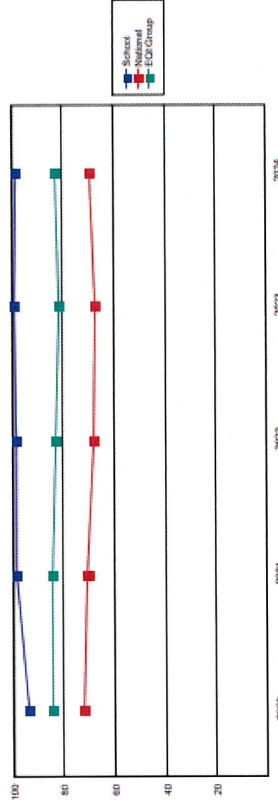
Year 11 - NCEA Level 1



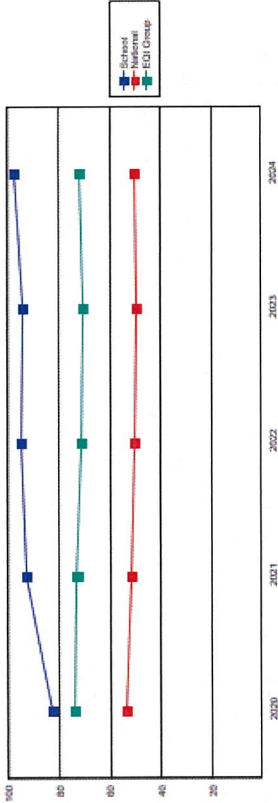
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



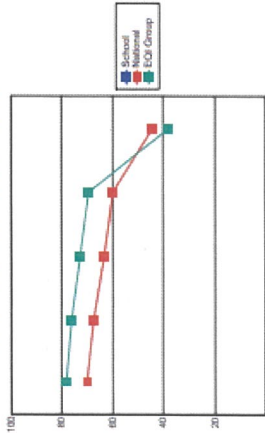
Achievement in NCEA and UE: Marist College

PR2 - Enrolment Based Cumulative Results by Gender

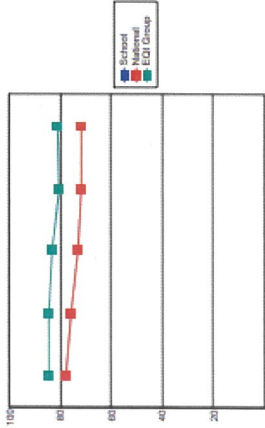
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Fewer Socioeconomic Barriers (School Equity Index Group)									
Marist College					National				
Academic Year	Year 11 NCEAL1	Year 12 NCEAL2	Year 13 NCEAL3	Year 13 UE	Year 11 NCEAL1	Year 12 NCEAL2	Year 13 NCEAL3	Year 13 UE	Year 13 UE
Male									
2020					69.6	77.8	68.5	77.9	65.9
2021					67.0	76.0	66.8	75.9	65.0
2022					63.4	73.3	65.6	72.7	64.5
2023					60.1	71.8	64.8	69.0	63.3
2024					44.2	71.7	66.9	37.9	64.0
Female									
2020					74.1	82.4	75.5	82.6	81.8
2021					71.5	79.8	74.0	79.5	80.7
2022					66.5	76.6	70.5	75.3	78.1
2023					63.3	74.7	70.3	70.7	77.6
2024					47.9	75.6	71.9	38.0	79.4

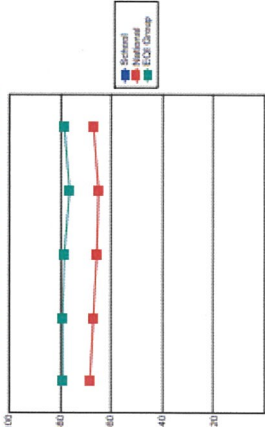
Year 11 NCEA Level 1 - Male



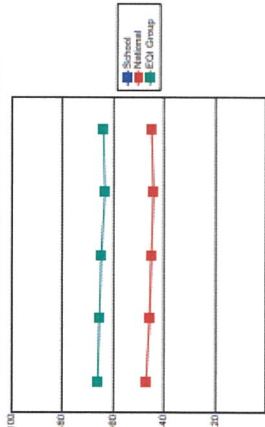
Year 12 NCEA Level 2 - Male



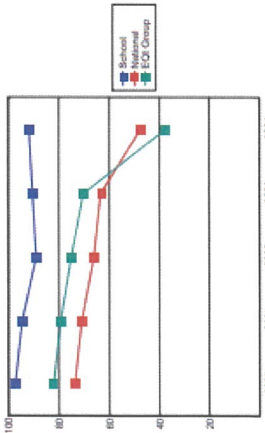
Year 13 NCEA Level 3 - Male



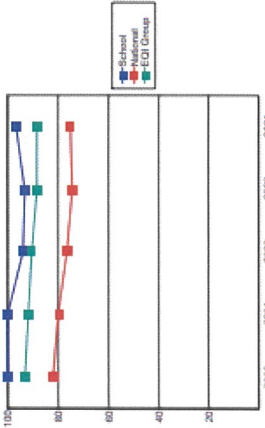
Year 13 University Entrance - Male



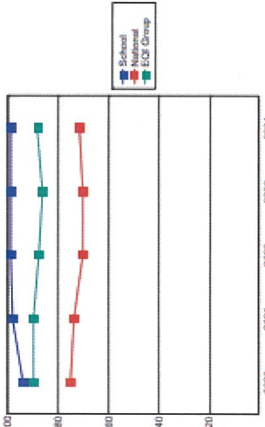
Year 11 NCEA Level 1 - Female



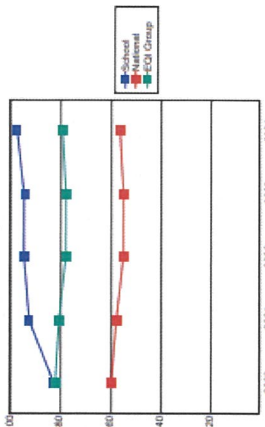
Year 12 NCEA Level 2 - Female



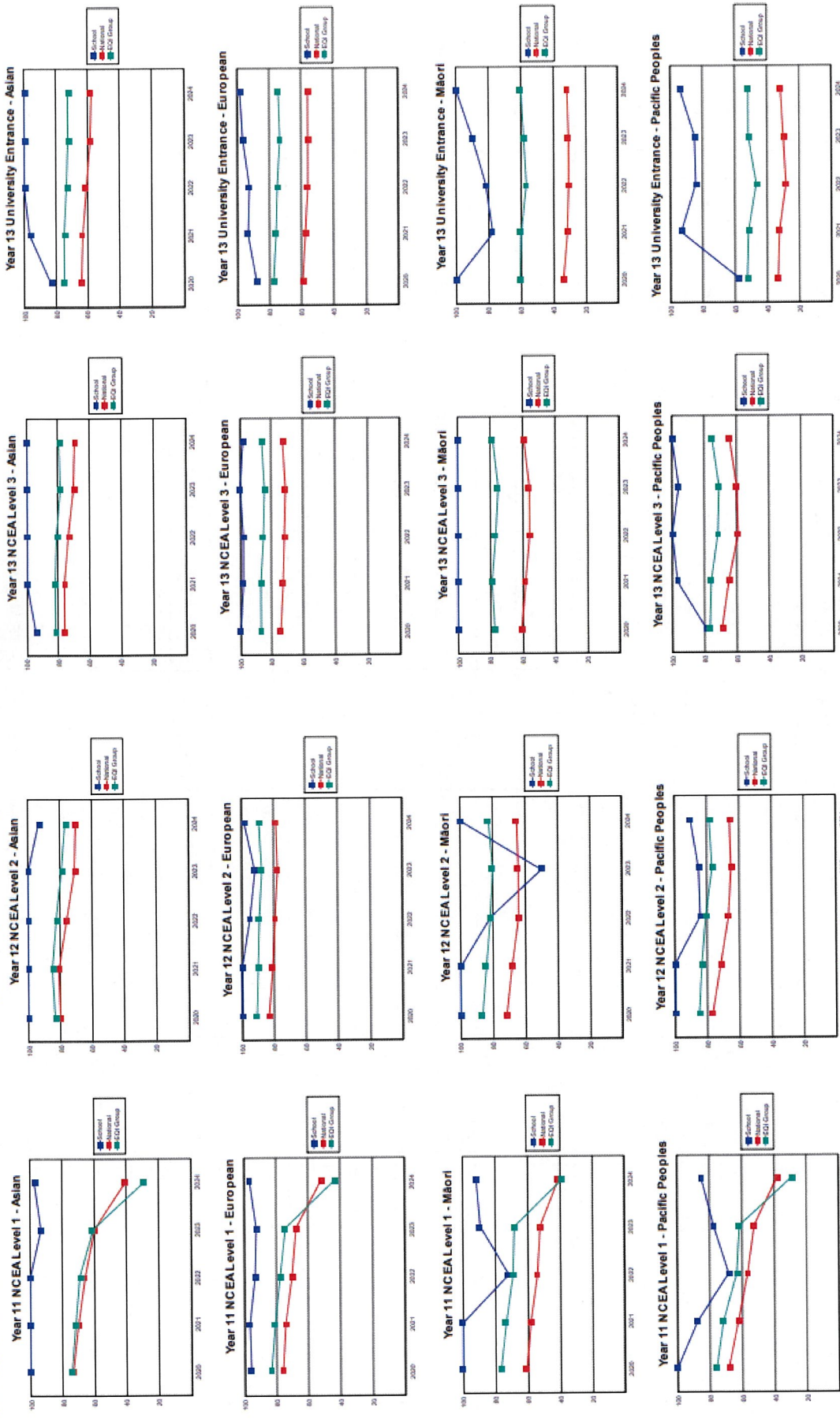
Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



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



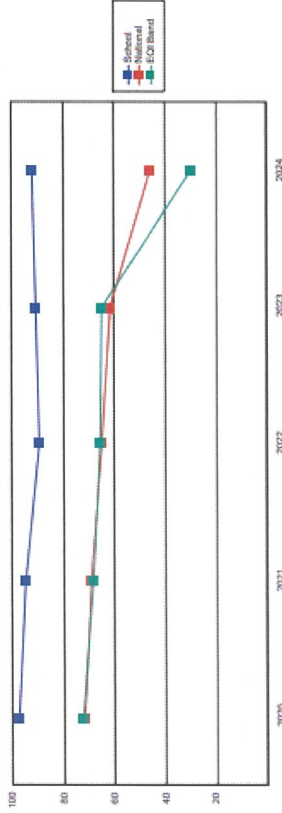
Achievement in NCEA and UE: Marist College

PR2 - Enrolment Based Cumulative Overall Results

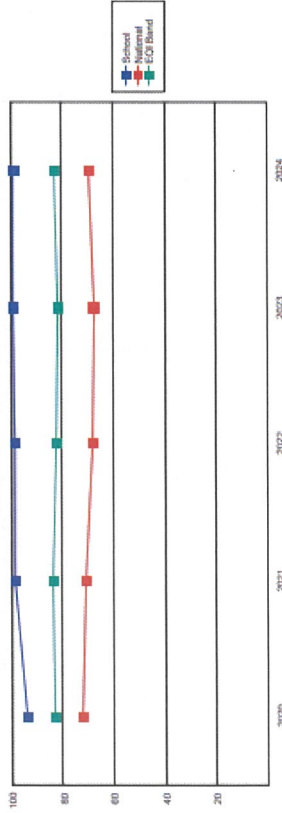
Marist College

Academic Year	Year 11			Year 12			Year 13		
	NCEAL1	NCEAL2	NCEAL3	NCEAL1	NCEAL2	NCEAL3	NCEAL1	NCEAL2	NCEAL3
2020	97.7	100.0	93.9	71.8	80.1	72.1	53.4	51.9	75.7
2021	95.0	100.0	98.2	69.2	77.9	70.5	68.4	84.6	77.1
2022	89.4	93.8	98.6	64.9	74.9	68.2	50.3	84.4	74.6
2023	90.4	92.9	99.0	61.7	73.2	67.7	49.7	82.0	74.2
2024	92.2	96.5	98.7	45.9	73.6	69.4	50.6	82.7	75.0

Year 11 - NCEA Level 1



Year 13 - NCEA Level 3

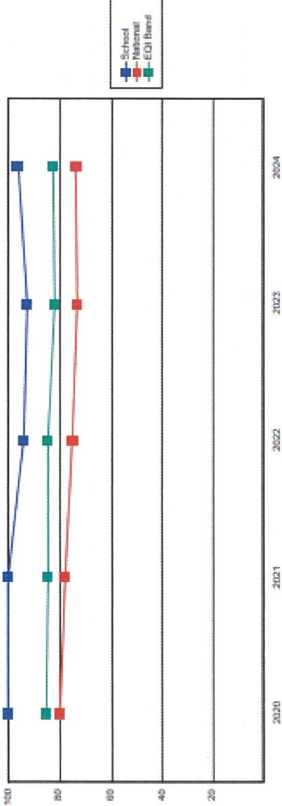


Fewest Socioeconomic Barriers (School Equity Index Band)

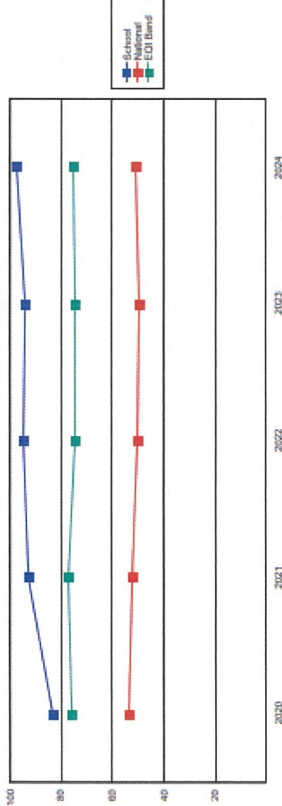
National

Academic Year	Year 11			Year 12			Year 13		
	NCEAL1	NCEAL2	NCEAL3	NCEAL1	NCEAL2	NCEAL3	NCEAL1	NCEAL2	NCEAL3
2020	97.7	100.0	93.9	71.8	80.1	72.1	53.4	51.9	75.7
2021	95.0	100.0	98.2	69.2	77.9	70.5	68.4	84.6	77.1
2022	89.4	93.8	98.6	64.9	74.9	68.2	50.3	84.4	74.6
2023	90.4	92.9	99.0	61.7	73.2	67.7	49.7	82.0	74.2
2024	92.2	96.5	98.7	45.9	73.6	69.4	50.6	82.7	75.0

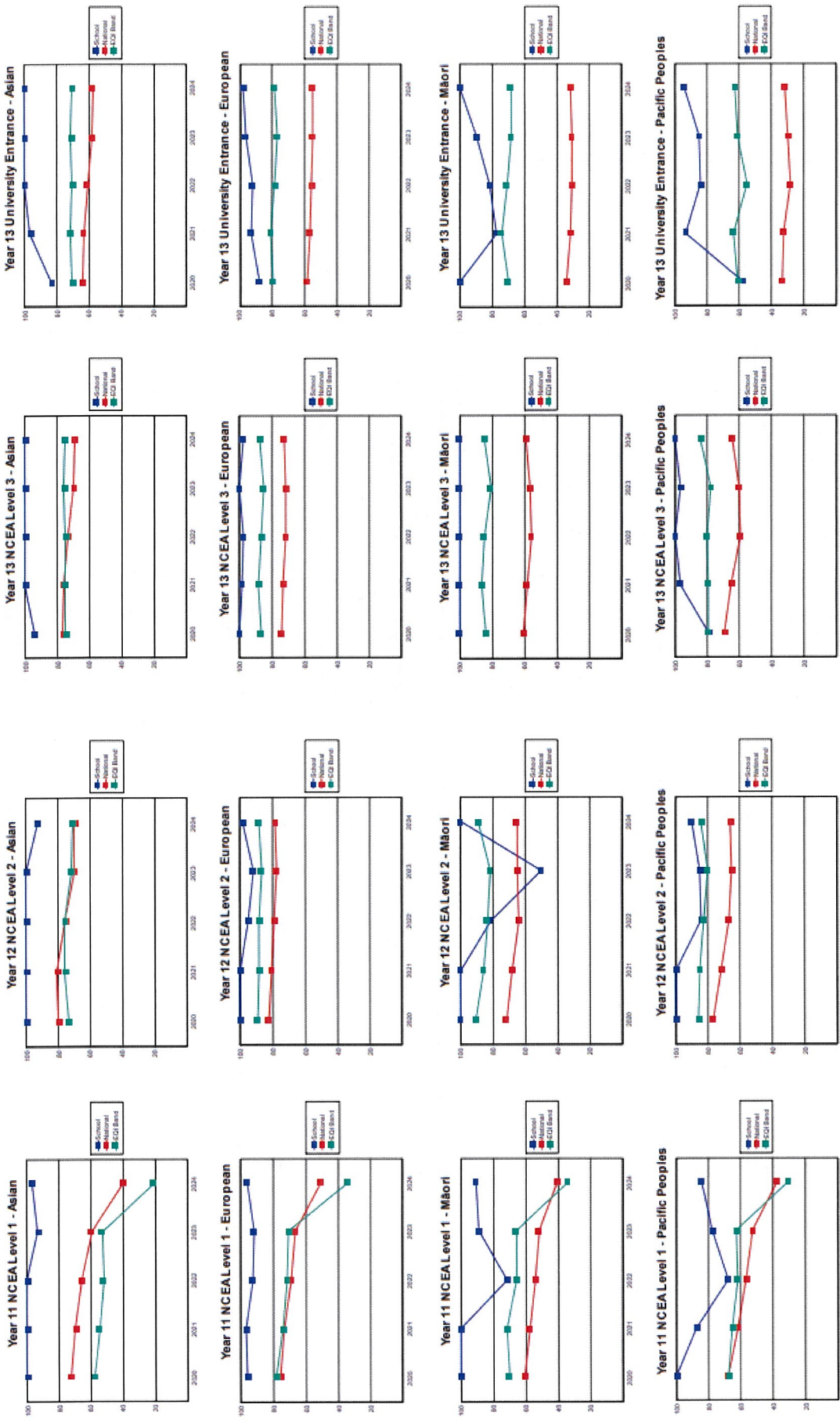
Year 12 - NCEA Level 2



Year 13 - University Entrance



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



NCEA Certificate Endorsement: Marist College

PR4 - Cumulative Results by Percentage

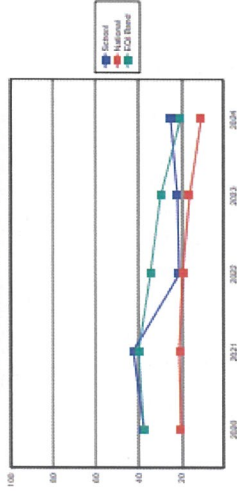
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Academic Year	Marist College			National			Fewest Socioeconomic Barriers (School Equity Index Band)						
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	
	NCEA Level 1	NCEA Level 2	NCEA Level 3	NCEA Level 1	NCEA Level 2	NCEA Level 3	NCEA Level 1	NCEA Level 2	NCEA Level 3	NCEA Level 1	NCEA Level 2	NCEA Level 3	
Achieved with Excellence													
2020	38.1	41.5	40.3	20.7	17.9	17.5	37.8	32.4	28.4	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	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	34.5	29.7	24.9	
2023	22.1	25.3	26.0	16.7	15.0	13.6	29.8	25.7	20.9	29.8	25.7	20.9	
2024	25.2	21.1	25.6	11.2	15.5	14.1	20.7	26.9	20.7	20.7	26.9	20.7	

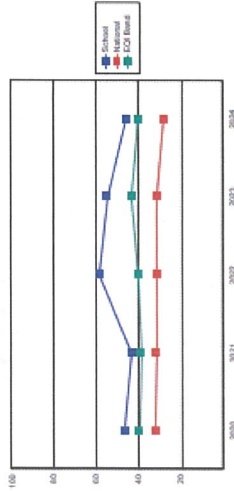
Achieved with Merit

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	31.4	23.5	25.6	43.2	34.4	34.8
2024	45.8	45.9	46.2	28.2	24.5	25.7	40.1	36.0	35.5

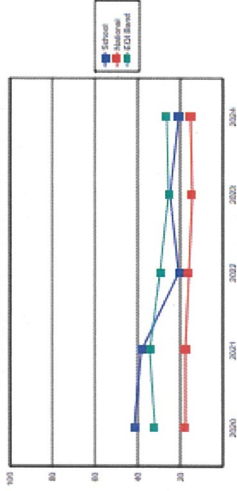
Year 11 NCEA Level 1 - Excellence



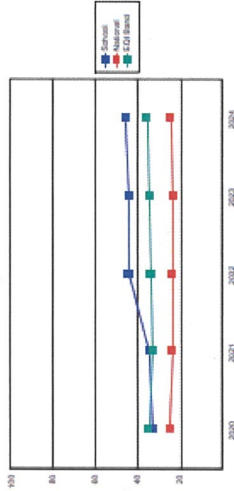
Year 11 NCEA Level 1 - Merit



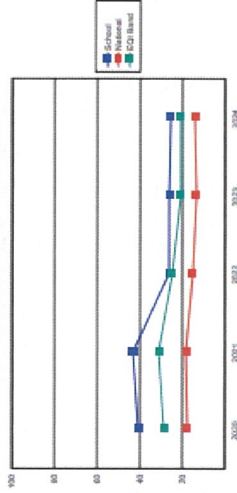
Year 12 NCEA Level 2 - Excellence



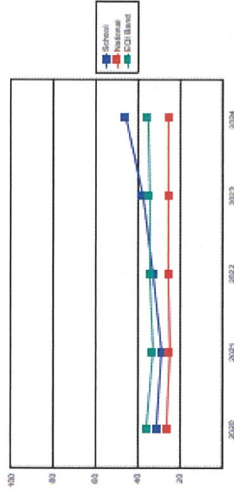
Year 12 NCEA Level 2 - Merit



Year 13 NCEA Level 3 - Excellence



Year 13 NCEA Level 3 - Merit

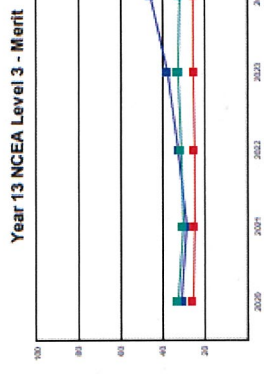
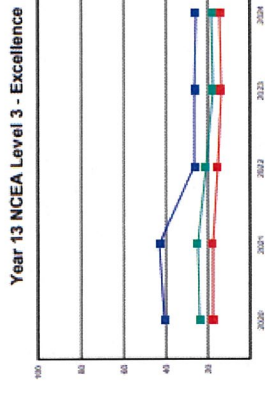
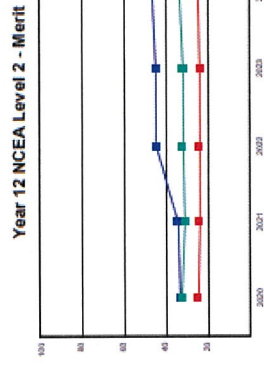
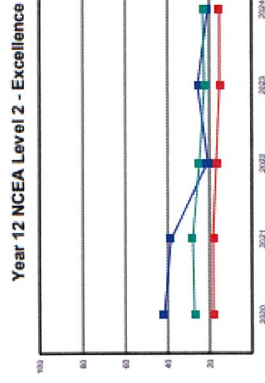
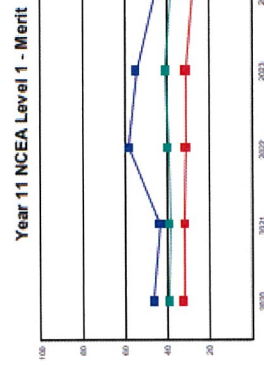
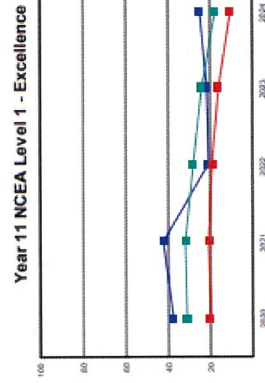


NCEA Certificate Endorsement: Marist College

PR4 - Cumulative Results by Percentage

Generated 7-Mar-2025

Marist College				National				Fewer Socioeconomic Barriers (School Equity Index Group)			
Academic Year	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	Year 11 NCEA Level 1	Year 12 NCEA Level 2
Achieved with Excellence											
2020	38.1	41.5	40.3	20.7	17.9	17.5	31.5	27.0	23.6		
2021	42.5	38.5	43.0	21.1	17.9	17.9	32.2	28.2	25.0		
2022	21.4	20.8	26.0	19.4	16.5	15.3	28.5	25.0	20.9		
2023	22.1	25.3	26.0	16.7	15.0	13.6	24.7	22.1	17.6		
2024	25.2	21.1	25.6	11.2	15.5	14.1	18.4	22.9	17.9		
Achieved with Merit											
2020	46.4	33.1	31.2	32.3	24.9	26.3	39.2	32.4	33.2		
2021	43.4	34.6	29.0	31.9	23.8	25.3	38.7	31.0	30.9		
2022	58.3	44.3	32.9	31.4	24.0	25.5	39.6	31.9	31.6		
2023	54.8	44.3	38.0	31.4	23.5	25.6	40.7	31.8	33.1		
2024	45.8	45.9	46.2	28.2	24.5	25.7	38.6	33.3	32.7		

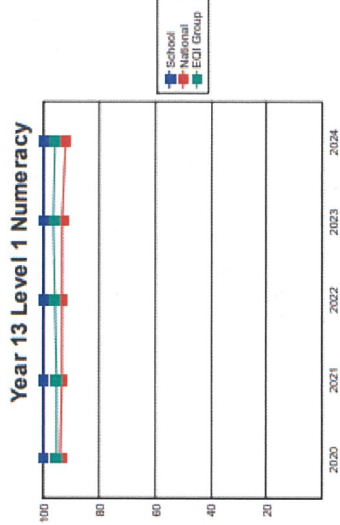
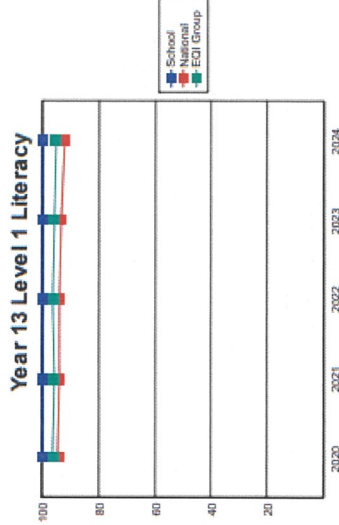
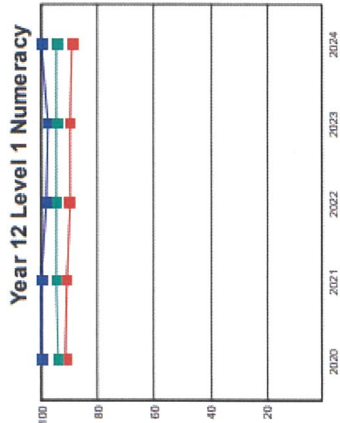
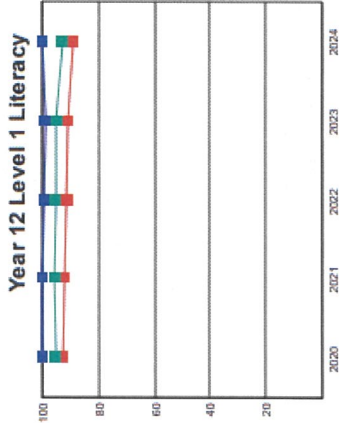
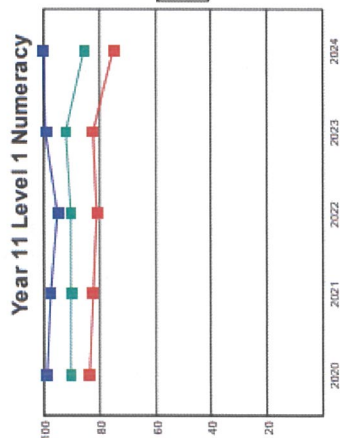
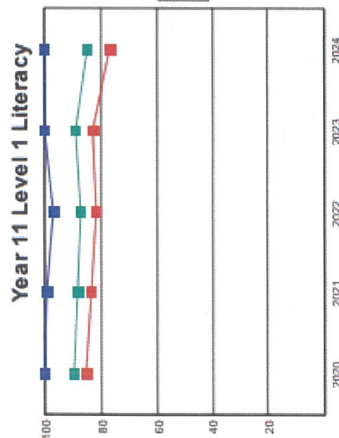


Level 1 Literacy and Numeracy: Marist College

Generated 7-Mar-2025

PR 3 - Cumulative Results by Percentage

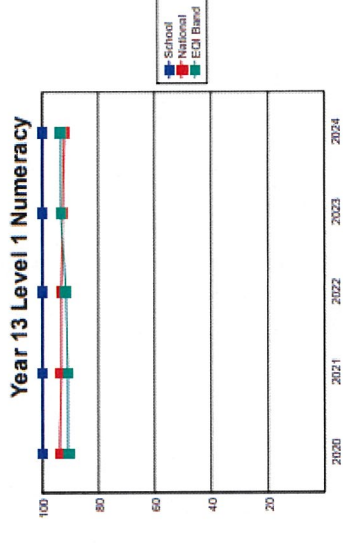
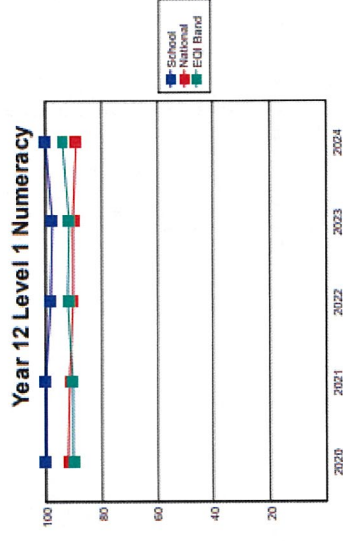
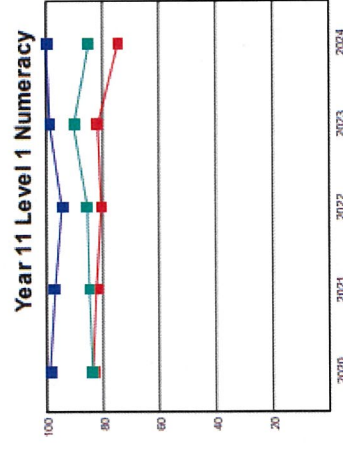
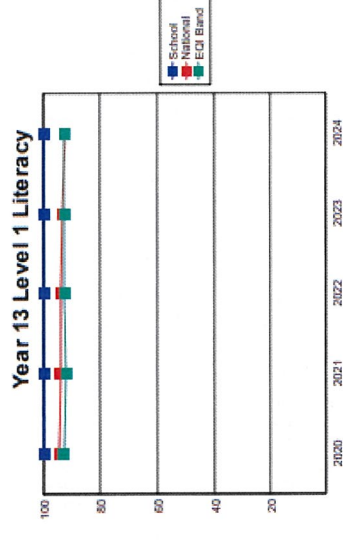
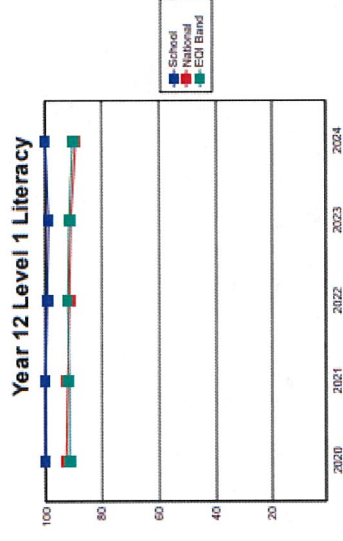
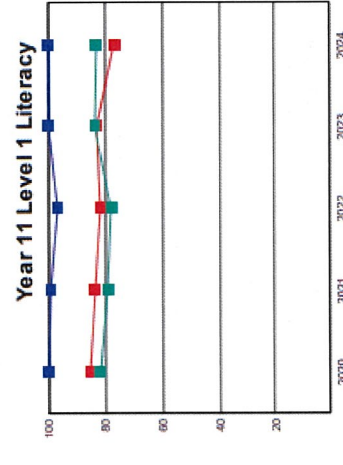
Marist College				National			
Academic				Fewer Socioeconomic Barriers (School Equity Index Group)			
Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2020	Literacy	100.0	100.0	100.0	89.6	95.2	96.3
2021	Literacy	99.2	100.0	100.0	88.3	95.4	95.9
2022	Literacy	96.8	99.1	100.0	87.3	95.3	96.1
2023	Literacy	100.0	98.8	100.0	89.0	94.8	96.0
2024	Literacy	100.0	100.0	100.0	84.7	92.9	95.4
2020	Numeracy	98.8	100.0	100.0	90.1	94.2	95.3
2021	Numeracy	97.5	100.0	100.0	89.9	94.7	95.4
2022	Numeracy	94.7	98.2	100.0	90.1	94.8	95.8
2023	Numeracy	99.1	97.6	100.0	91.8	94.6	96.1
2024	Numeracy	100.0	100.0	100.0	85.2	94.6	95.9



Level 1 Literacy and Numeracy: Marist College

PR 3 - Cumulative Results by Percentage

Academic		Marist College			National			Fewest Socioeconomic Barriers (School Equity Index Band)			
		Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Year											
2020	Literacy	100.0	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	100.0	83.6	92.2	94.2	78.9	91.6	92.1
2022	Literacy	96.8	99.1	100.0	100.0	81.6	91.2	93.9	77.7	92.1	92.6
2023	Literacy	100.0	98.8	100.0	100.0	82.8	90.8	93.5	83.5	91.4	92.7
2024	Literacy	100.0	100.0	100.0	100.0	76.6	89.1	92.2	83.0	90.1	92.6
2020	Numeracy	98.8	100.0	100.0	100.0	83.6	91.7	93.7	84.0	89.9	90.8
2021	Numeracy	97.5	100.0	100.0	100.0	82.5	91.3	93.6	85.0	90.4	91.0
2022	Numeracy	94.7	98.2	100.0	100.0	80.8	90.2	93.3	85.8	91.7	91.8
2023	Numeracy	99.1	97.6	100.0	100.0	82.3	90.0	93.0	90.4	91.5	93.3
2024	Numeracy	100.0	100.0	100.0	100.0	74.8	89.1	92.2	85.2	93.9	93.6



Appendix 2: Overview of results from Digital Review Committee

Next steps

- From 2025 all departments will move to using Teams and One Note with classes
- School Google Drive will become read only in 2025 – you can still access all your resources, but you won't be able to edit, save or create new ones in the school Google
- 2025 will be a year of learning for both teachers and students!
- Professional learning will be provided for staff in Terms 3 and 4 this year via hours with UTB
- A digital induction process will be developed for Year 7 students
- Student support for using Teams/OneNote will be provided to Years 7-10 in Term 4
- CLs will have time with Mike to set up or refine Department Sharepoint
- UTB will create short videos to support staff and students to use Teams/One Note
- [Digital PL Feedback](#)

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

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 Māori, – The employment requirements of Māori, and – Greater involvement of Māori 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.

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	