

# STELLA MARIS CATHOLIC SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 1663

**Principal:** Catherine Cyprian

**School Address:** 50 Silverdale Road, Silverdale, Auckland

**School Postal Address:** PO Box 103, Silverdale, Auckland

**School Phone:** (09) 427 9189

**School Email:** [achieve@stellamaris.school.nz](mailto:achieve@stellamaris.school.nz)

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/Expires
Patricia Hammond	Presiding Member	Appointed	Sept 2025
Richard Bayly	Presiding Member	Selected	June 2023
Derek Molloy	Presiding Member	Elected	Feb 2023
Catherine Cyprian	Principal ex Officio		
Richard Bayly	Parent Representative	Selected	Sept 2025
Theresa Harvey	Parent Representative	Elected	Sept 2025
Carl Mainwaring	Parent Representative	Elected	Sept 2025
Liz Hansen	Parent Representative	Elected	Sept 2025
Rebecca Pereira	Parent Representative	Elected	Sept 2025
Father Raphael Lobo	Proprietors Representative	Appointed	Sept 2025
Francis Morton Jones	Proprietors Representative	Appointed	Sept 2025
Nicole Lawson	Proprietors Representative	Appointed	Dec 2023
Leanne Cate	Proprietors Representative	Appointed	June 2023
Olwyn Hobson	Staff Representative	Elected	Sept 2025

#### Accountant / Service Provider:

Top Class Financial Management Services

# STELLA MARIS CATHOLIC SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Stella Maris Catholic School

## 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.

PATRICIA HAMMOND

Full Name of Presiding Member

CATHERINE CYPRIAN

Full Name of Principal

Pat Hammond

Signature of Presiding Member

Cyprian

Signature of Principal

19 AUGUST 2024

Date:

19 AUGUST 2024

Date:

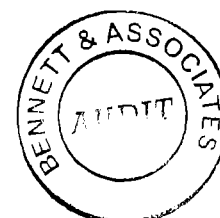
# Stella Maris Catholic School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	2,543,249	2,459,300	2,498,301
Locally Raised Funds	3	361,481	198,000	320,548
Use of Proprietor's Land and Buildings		528,566	528,566	528,566
Interest		38,266	7,000	10,768
<b>Total Revenue</b>		<b>3,471,562</b>	<b>3,192,866</b>	<b>3,358,183</b>
<b>Expense</b>				
Locally Raised Funds	3	56,503	26,000	45,945
Learning Resources	4	2,494,505	2,397,000	2,258,589
Administration	5	192,811	179,168	171,030
Interest		2,592	3,000	2,777
Property	6	698,395	688,766	671,655
Loss on Disposal of Property, Plant and Equipment		2,280	-	3,469
<b>Total Expense</b>		<b>3,447,086</b>	<b>3,293,934</b>	<b>3,153,465</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>24,476</b>	<b>(101,068)</b>	<b>204,718</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>24,476</b>	<b>(101,068)</b>	<b>204,718</b>

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



# Stella Maris Catholic School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>	968,968	968,968	731,071
Total comprehensive revenue and expense for the year	24,476	(101,068)	204,718
Contributions from / (Distributions to) the Ministry of Education	-	-	21,421
Contribution - Furniture and Equipment Grant	55,067	-	11,758
<b>Equity at 31 December</b>	1,048,511	867,900	968,968
Accumulated comprehensive revenue and expense	1,048,511	867,900	968,968
<b>Equity at 31 December</b>	1,048,511	867,900	968,968

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.



# Stella Maris Catholic School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	722,238	361,979	507,420
Accounts Receivable	8	155,383	157,000	169,193
GST Receivable		5,801	5,000	3,799
Prepayments		9,056	5,000	7,221
Inventories	9	1,603	1,500	1,303
Investments	10	206,506	450,000	352,171
		<u>1,100,587</u>	<u>980,479</u>	<u>1,041,107</u>
<b>Current Liabilities</b>				
Accounts Payable	12	229,797	164,600	160,171
Revenue Received in Advance	13	7,030	-	-
Provision for Cyclical Maintenance	14	4,319	-	12,500
Finance Lease Liability	15	13,938	15,000	15,672
Funds held in Trust	16	2,349	4,000	2,132
		<u>257,433</u>	<u>183,600</u>	<u>190,475</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>843,154</b>	<b>796,879</b>	<b>850,632</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	240,692	89,766	128,266
		<u>240,692</u>	<u>89,766</u>	<u>128,266</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	9,321	8,745	2,404
Finance Lease Liability	15	26,014	10,000	7,526
		<u>35,335</u>	<u>18,745</u>	<u>9,930</u>
<b>Net Assets</b>		<u><u>1,048,511</u></u>	<u><u>867,900</u></u>	<u><u>968,968</u></u>
<b>Equity</b>		<u><u>1,048,511</u></u>	<u><u>867,900</u></u>	<u><u>968,968</u></u>

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



# Stella Maris Catholic School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		776,925	953,913	817,895
Locally Raised Funds		360,996	193,000	305,962
Goods and Services Tax (net)		(2,002)	-	(5,267)
Payments to Employees		(693,784)	(613,200)	(544,618)
Payments to Suppliers		(303,030)	(307,501)	(318,199)
Interest Paid		(2,592)	(3,000)	(2,777)
Interest Received		37,538	6,000	8,065
Net cash from/(to) Operating Activities		174,051	229,212	261,061
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		4,087	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(153,392)	(54,931)	(61,582)
Purchase of Investments		-	(100,000)	-
Proceeds from Sale of Investments		145,665	-	56,558
Net cash from/(to) Investing Activities		(3,640)	(154,931)	(5,024)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		76,488	-	33,179
Finance Lease Payments		(10,877)	(3,821)	(6,216)
Funds Administered on Behalf of Other Parties		217	4,000	(6,773)
Net cash from/(to) Financing Activities		44,407	179	20,190
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>214,818</b>	<b>74,460</b>	<b>276,227</b>
Cash and cash equivalents at the beginning of the year	7	507,420	287,519	231,193
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>722,238</b>	<b>361,979</b>	<b>507,420</b>

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.



# Stella Maris Catholic School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Stella Maris Catholic School (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 Proprietors'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 14.

###### *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 15. Future operating lease commitments are disclosed in note 21.

#### *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) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

### **e) Finance Lease Payments**

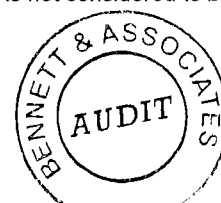
Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

### **f) 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.

### **g) 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.



**h) Inventories**

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

**i) 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.

**j) 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 (funded by the Board) to buildings owned by the Proprietor or directly by the board 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	3–10 years
Information and communication technology	2–3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	8 years

**k) 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.

**l) 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.

**m) Revenue Received in Advance**

Revenue received in advance relates to grants received [Principal's Wellbeing and Non teaching staff backpay] where there are unfulfilled obligations for the School to provide services in the future. The grants are recorded as revenue as the obligations are fulfilled and the grants are earned.

**n) 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.



**o) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Proprietor, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. 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.

**p) Financial Instruments**

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

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

**q) 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.

**r) Budget Figures**

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

**s) 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	710,278	639,300	778,018
Teachers' Salaries Grants	1,793,819	1,800,000	1,680,254
Other Government Grants	39,152	20,000	40,029
	<u>2,543,249</u>	<u>2,459,300</u>	<u>2,498,301</u>

## 3. Locally Raised Funds

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	244,011	150,000	188,745
Fees for Extra Curricular Activities	71,583	20,000	93,746
Trading	27,177	26,000	26,736
Fundraising & Community Grants	18,710	2,000	11,321
	<u>361,481</u>	<u>198,000</u>	<u>320,548</u>
<b>Expense</b>			
Extra Curricular Activities Costs	27,494	-	19,873
Trading	29,009	26,000	26,072
	<u>56,503</u>	<u>26,000</u>	<u>45,945</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>304,978</u>	<u>172,000</u>	<u>274,603</u>

## 4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	52,360	36,800	70,494
Information and Communication Technology	24,484	26,500	22,120
Library Resources	2,973	2,500	2,447
Employee Benefits - Salaries	2,346,405	2,254,200	2,108,569
Staff Development	6,053	27,000	6,777
Depreciation	62,230	50,000	48,182
	<u>2,494,505</u>	<u>2,397,000</u>	<u>2,258,589</u>



**5. Administration**

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	7,600	7,600	7,400
Board Fees	4,990	6,000	5,885
Board Expenses	9,445	6,300	8,243
Communication	2,604	4,000	3,760
Consumables	14,718	15,500	15,453
Operating Leases	-	-	307
Legal Fees	339	-	-
Other	7,531	8,700	6,749
Employee Benefits - Salaries	125,461	109,000	104,858
Insurance	4,055	6,000	3,000
Service Providers, Contractors and Consultancy	16,068	16,068	15,375
	192,811	179,168	171,030

**6. Property**

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	16,312	14,100	16,414
Consultancy and Contract Services	35,609	35,000	30,490
Cyclical Maintenance	13,640	8,000	(6,880)
Grounds	11,500	14,800	9,347
Heat, Light and Water	12,434	13,400	12,065
Rates	61	100	123
Repairs and Maintenance	14,913	9,800	15,367
Use of Land and Buildings	528,566	528,566	528,566
Security	3,742	10,000	10,080
Employee Benefits - Salaries	61,618	55,000	56,083
	698,395	688,766	671,655

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

**7. Cash and Cash Equivalents**

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	512,282	361,979	306,213
Short-term Bank Deposits	209,956	-	201,207
Cash and cash equivalents for Statement of Cash Flows	722,238	361,979	507,420

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

Of the \$722,238 Cash and Cash Equivalents, \$2,349 is held by the School on behalf of the Proprietor. These funds are due to be transferred to the Proprietor in 2024. (2022:\$2,132)

Of the \$722,238 Cash and Cash Equivalents, \$13,030 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent.



## 8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	13,311	15,000	12,826
Receivables from the Ministry of Education	-	-	20,465
Interest Receivable	4,014	2,000	3,286
Teacher Salaries Grant Receivable	138,058	140,000	132,616
	<u>155,383</u>	<u>157,000</u>	<u>169,193</u>
Receivables from Exchange Transactions	17,325	17,000	16,112
Receivables from Non-Exchange Transactions	138,058	140,000	153,081
	<u>155,383</u>	<u>157,000</u>	<u>169,193</u>

## 9. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Stationery	1,603	1,500	1,303
	<u>1,603</u>	<u>1,500</u>	<u>1,303</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	206,506	450,000	352,171
	<u>206,506</u>	<u>450,000</u>	<u>352,171</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Furniture and Equipment	64,368	117,973	(4,382)	-	(25,819)	152,140
Information and Communication Technology	39,846	19,498	-	-	(20,113)	39,231
Leased Assets	16,875	35,646	(1,985)	-	(14,280)	36,256
Library Resources	7,177	7,906	-	-	(2,018)	13,065
<b>Balance at 31 December 2023</b>	<u>128,266</u>	<u>181,023</u>	<u>(6,367)</u>	<u>-</u>	<u>(62,230)</u>	<u>240,692</u>



	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	506,000	(353,860)	152,140	428,579	(364,211)	64,368
Information and Communication Technology	139,474	(100,243)	39,231	125,214	(85,368)	39,846
Leased Assets	62,379	(26,123)	36,256	47,646	(30,771)	16,875
Library Resources	77,354	(64,289)	13,065	77,557	(70,380)	7,177
<b>Balance at 31 December 2023</b>	<b>785,207</b>	<b>(544,515)</b>	<b>240,692</b>	<b>678,996</b>	<b>(550,730)</b>	<b>128,266</b>

## 12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	28,606	12,000	10,503
Accruals	7,600	7,600	7,400
Banking Staffing Overuse	33,111	-	-
Employee Entitlements - Salaries	148,441	140,000	132,616
Employee Entitlements - Leave Accrual	12,039	5,000	9,652
	<b>229,797</b>	<b>164,600</b>	<b>160,171</b>

Payables for Exchange Transactions

229,797 164,600 160,171

**229,797 164,600 160,171**

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	7,030	-	-
	<b>7,030</b>	<b>-</b>	<b>-</b>

## 14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	14,904	13,426	29,735
Increase to the Provision During the Year	13,640	8,000	(6,880)
Use of the Provision During the Year	(14,904)	(12,681)	-
Provision at the End of the Year	<b>13,640</b>	<b>8,745</b>	<b>14,904</b>
Cyclical Maintenance - Current	4,319	-	12,500
Cyclical Maintenance - Non current	9,321	8,745	2,404
	<b>13,640</b>	<b>8,745</b>	<b>14,904</b>



## 15. 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	16,930	17,000	17,225
Later than One Year and no Later than Five Years	30,142	10,000	8,001
Future Finance Charges	(7,120)	(2,000)	(2,028)
	39,952	25,000	23,198
<b>Represented by</b>			
Finance lease liability - Current	13,938	15,000	15,672
Finance lease liability - Non current	26,014	10,000	7,526
	39,952	25,000	23,198

## 16. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	2,349	4,000	2,132
	2,349	4,000	2,132

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.

## 17. 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 (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 [or vice versa]. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$162,541 (2022: \$159,151). 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 \$2,349 (2022: \$2,132).





**18. 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	4,990	5,885
<i>Leadership Team</i> Remuneration	477,686	451,858
Full-time equivalent members	4	4
<b>Total key management personnel remuneration</b>	<b>482,676</b>	<b>457,743</b>

There are 10 members of the Board excluding the Principal. The Board has held 12 full meetings of the Board in the year. The Board also has Finance (six members - includes school administrator and school accountant), Special Character (six members - includes DRS) and Policy/Planning (five members) committees that meet monthly, and a Property (seven members - includes school property manager) that meets quarterly. 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.

*Principal 1*

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	145 - 155	135 - 145
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	5.00	3.00
110 - 120	1.00	1.00
	<b>6.00</b>	<b>4.00</b>

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

**19. 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	-	-



## 20. 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.

## 21. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$0 (2022:\$97,000)

## 22. 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	722,238	361,979	507,420
Receivables	155,383	157,000	169,193
Investments - Term Deposits	206,506	450,000	352,171
Total financial assets measured at amortised cost	<u>1,084,127</u>	<u>968,979</u>	<u>1,028,784</u>

### Financial liabilities measured at amortised cost

Payables	229,797	164,600	160,171
Finance Leases	39,952	25,000	23,198
Total financial liabilities measured at amortised cost	<u>269,749</u>	<u>189,600</u>	<u>183,369</u>

## 23. Events After Balance Date

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



# Statement of Variance



<b>School Name:</b>	Stella Maris Catholic Primary (2023) <b>School Number</b> 1663
<b>Strategic Aim:</b>	<p><b>Student learning – Engagement, Progress and Achievement:</b> All students are actively engaged in their learning in order to make progress and achieve to their full potential in all areas of the NZ Curriculum, with particular focus on reading, writing and mathematics measured against the NZ Curriculum.</p> <p>In Reading all students show progress in achievement in relation to the NZC levels, especially those in the national target group of Māori and Pasifika and those identified as at risk in the 2022 data.</p> <p>In Writing all students show progress in achievement in relation to the NZC levels, especially those in the national target group of Māori and Pasifika and those identified as at risk in the 2022 data.</p> <p>In Mathematics all students show progress in achievement in relation to the New Zealand Curriculum (NZC) levels, especially those in the national target group of Māori and Pasifika and those identified as at risk in the 2022 data.</p> <p><b>Year 4:</b>  <b>Reading: (10 of 55 year 4 students)</b>                      to move 10 students from end of level 1 to end of level 2  <b>Writing: (12 of 55 year 4 students)</b>                      to move 12 students from end of level 1 to end of level 2  <b>Maths: (15 of 55 year 4 students, including 2 Māori students)</b>                      To move 12 students from end of level 1 to end of level 2.</p> <p><b>Year 5:</b>  <b>Reading: (14 of 56 year 5 students, including 2 Māori and 1 Pasifika student)</b>                      To move 14 students from end of level 2 to mid level 3</p>
<b>Target:</b>	(This section is currently empty in the provided image)

**Writing: (29 of 56 year 5 students, including 3 Māori and 1 Pasifika student)**

To move 14 students from mid level 2 to beginning of level 3  
To move 15 students from end of level 2 to mid level 3

**Maths: (17 of 56 year 5 students, including 2 Māori students)**

To move 15 students from mid level 2 to beginning of level 3  
To move 2 students from end of level 2 to mid level 3

**Year 6:**

**Reading: (3 of 37 year 6 students)**

To move 3 students from mid level 2 to mid level 3

**Writing: (9 of 37 year 6 students)**

To move 3 students from mid level 2 to mid level 3  
To move 6 students from beginning level 3 to end of level 3

**Maths: (8 of 37 year 6 students, including 1 Māori student)**

To move 4 students from mid level 2 to mid level 3  
To move 4 students from beginning of level 3 to end of level 3

**Outcome:**

**Year 4**

**Reading:** Of the 10 target students

3 students stayed at end of level 1  
3 students moved to the beginning of level 2  
3 students moved to the middle of level 2  
1 student moved to the end of level 2

**Writing:** Of the 12 target students

2 students stayed at the end of level 1  
3 moved to the beginning of level 2  
4 students moved to mid level 2

**Maths: Of the 15 target students**

5 students stayed at the end of level 1  
5 students moved to the beginning of level 2  
5 students moved to mid level 2

**Year 5**

**Reading:** of the 14 target students

5 students moved to the beginning of level 3  
9 students moved to mid level 3

**Writing:** of the 29 target students

1 student moved to end of level 2  
13 students moved to beginning of level 3  
14 students moved to the end of level 3

**Maths:** of the 17 target students

3 students moved end of level 2  
9 students moved to beginning of level 3  
5 students moved to the end of level 3

**Year 6:**

**Reading:** of the 3 target students

3 students moved to beginning of level 3

**Writing:** of the 9 target students

3 students moved to beginning of level 3  
6 students moved to mid level 3

**Maths:** of the 8 target students

4 moved to end of level 2  
3 moved to mid level 3  
1 moved to end of level 3

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Differentiated programmes in Reading, Writing and Maths.</p> <p>Target students working in small groups with teacher or teacher aide – breaking down instructions and tasks into small achievable pieces.</p> <p>Use of physical materials in Maths.</p> <p>Targeted teaching of basic facts knowledge in maths</p> <p>Targeted teaching of reading strategies and comprehension.</p> <p>Year 5-6 students on Rainbow Reading programme</p> <p>Year 4 target students using Wordchain online reading programmes</p> <p>Regular communication with parents – how to help at home and importance of attendance.</p>	<p>See the outcomes noted above.</p>	<p>While not all students reached the targets students across all year levels made progress, apart from a small group within the year 4 group (3 of these have had additional learning needs identified, and 1 has inconsistent attendance). The targeted teaching and learning programmes, the discussions with other teachers in teams, the SENCo and SLT ensured the target students remained a focus and we have seen a shift in attitude to learning and desire to learn.</p> <p>A large number of the target students display high levels of anxiety – a lot of time has been spent developing strategies to help build self regulation, resilience and a growth mindset before students were able to focus on learning and make progress.</p> <p>The years of Covid interruptions have become more evident as</p>	<p>There is still a need to build student resilience and growth mindset. Continue to use Pause, Breathe, Smile and the Zones of Regulation strategies in class</p> <p>Continue to monitor our target students and develop targeted teaching and learning programmes that address their needs.</p> <p>Address ways that we can meet the needs of students with ESOL who are not eligible for funding.</p> <p>Develop and use strategies that will accelerate the learning of our target students: use of materials, where possible teacher aides to work with small groups as directed by teacher, introduce structured literacy through The Code, ensure target students receive daily instructional teaching</p>

7 students received RTLB support for varying lengths of time

2 students participated in the ESOL programme

Emotional regulation strategies  
 – Zones of Regulation,  
 Mindfulness strategies, Growth Mindset.

Target students were discussed at team meetings – teachers sharing what was working, what wasn't, sharing ideas and strategies, making changes to programmes as necessary.

the year 3 and 4 groups move through the school.

**Planning for next year:**

Continue with a focus on literacy and numeracy – collaborative teaching and learning in each of the teams across the school. Ensure there is enough maths equipment, particularly Numicon, for instructional teaching and learning.

Formative assessment practices that ensure student agency in their learning. Formative Assessment PLD for teachers.

Board funded teacher aides for 2024 – the Board have agreed to fund two teacher aides so that support can be given to target students in the form of small group daily instruction over and above what they receive in class. One will run The Code for the year 3 and 4 target students. One will run Rainbow Reading for the year 5 and 6 target students, and the ESOL programme.

Huruhuru Team are introducing The Code across the team.

Pause, Breath, Smile programme and Zones of Regulation strategies to help students self regulate and build resilience.







### KIWISPORT REPORT 2023

In 2023 Stella Maris Catholic Primary School received \$4526.84 for Kiwisport. This grant was used to subsidise the swimming fee for all students who participated in the two week swim programme at Northern Arena.

A handwritten signature in black ink, appearing to read "Catherine Cyprian".

Catherine Cyprian  
Principal



**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:

<b>Reporting on the principles of being a Good Employer</b>	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>At the beginning of the year all staff revised their knowledge and understanding of Health and Safety, Behaviour Management and Child Protection policies.</p> <p>Health and Safety is an agenda item on each team, leadership and Board meeting agenda.</p> <p>Staff well being is considered in all decision making processes.</p> <p>Leadership team (including our DRS) constantly touch base with staff, particularly those we know are facing challenges, to provide pastoral care.</p> <p>Staff are regularly acknowledged for the work they do.</p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>Equal Employment Opportunities policy is in place</p> <ul style="list-style-type: none"> <li>• Board commitment to equal opportunities in all aspects of employment and recruitment.</li> <li>• Board works actively to ensure employment practices are fair and free of bias or discrimination</li> <li>• Appointments are based on the most suitably qualified person for the position in terms of skills, experience, qualification and aptitude.</li> <li>• The school culture (Board, staff, students and whanau) is centred around the school's Marian Values of Whakapono – Faith, Aroha – Love, Āwhina – Service, Whakaaronui – Wisdom, Whanaungatanga – Belonging, Kaitiakitanga – Guardianship.</li> <li>• Staff well-being is considered in all decision making.</li> </ul>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>We have clear procedures to follow and a variety of staff and Board members are involved in appointments, depending upon the role being filled.</p> <p>We are guided by NZSTA recruitment processes – ensuring that shortlisting and appointments are specific to the criteria of the application and job description.</p>

<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	<p>Appointments are based on the most suitably qualified person for the position in terms of skills, experience, qualification and aptitude, and considering our commitment to Te Tiriti o Waitangi.</p> <p>We have a commitment to giving meaningful effect to Te Tiriti o Waitangi from a Catholic perspective woven into our Quality Practice Statement.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Professional Growth Cycle – teachers work together to support one another to achieve school and personal goals.</p> <p>Acknowledgement of the work that staff do.</p> <p>All staff were involved in the professional development Local Curriculum project.</p> <p>All teachers are encouraged to apply for management units for the available positions.</p> <p>All teachers have been involved in PLD for the new RE curriculum, and the refreshed NZ Curriculum, development of our Local Curriculum.</p> <p>Support staff have been involved in Teacher Only Days with opportunities to share knowledge and resources.</p> <p>Team Leaders and Leadership team were all involved in meetings with Board to develop our school’s strategic and annual plan.</p> <p>CRT is provided to all teaching staff.</p> <p>Release is given to class teacher and their teacher aide at the same time to enable them to work together to develop teaching and learning programmes and resources for students.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Women are well represented in the teaching staff, leadership team and support staff of the school.</p> <p>All women are given opportunity to participate in professional development to improve their skills and knowledge.</p> <p>All women are given opportunity to apply for management units.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>We provide a safe and inclusive school environment.</p> <p>The physical school site is fully accessible for those with disabilities.</p>

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

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
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	



## How We Have Given Effect to Te Tiriti o Waitangi 2023

In 2023 our full staff participated in PLD to revise and further develop our Local Curriculum. A component of our Local Curriculum is "How we give authentic effect to Te Tiriti o Waitangi"

- Throughout term one and two teachers participated in professional reading and discussion of Melanie Riwai-Couch's "Niho Taniwha" and Russell Bishop's "Teaching to the North East".
- During the staff only days in February and April we collected and shared stories of our local area and history.
- We also did a walk-through of the school to identify ways in which our school truly represents a school in Aotearoa New Zealand.
- We reviewed our school Marian Values and have a Te Reo translation of each value, and developed essence statement for each value. We consulted with the Kahui Ako Across School Leader, Matua Maurice, to assist us with the translation of the values.

Te Reo and Tikanga Māori are acknowledged and celebrated through the special character of our school and the Religious Education curriculum.

- The new Religious Education curriculum provides us with clear guidance in how we can give authentic effect to Te Tiriti o Waitangi.
- Waiata and himene, and karakia are included in class prayers, school liturgies and Masses.

Te Ao Māori is woven into each of our term concepts for inquiry.

At our external Special Character Review we discussed the need to develop relationships with Mana Whenua and the Catholic Education Office talked about ways they can help with this.

Whānau were invited to consult in the development of our strategic plan and also to provide feedback in our Special Character Review.

Māori Student Achievement (EOY 2023)

- **Reading:** 65% of Māori students are achieving at or above the expected level.
- **Writing:** 61% of Māori students are achieving at or above the expected level.
- **Mathematics:** Māori students are achieving at or above the expected level.

**YEAR 1 – MATHEMATICS 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support														
Towards expectation	4	10%	2	16%	2	10%	2	33%	2	10%	2	15%		
At Expectation	33	90%	16	84%	17	85%	2	67%	2	90%	18	85%	13	100%
Beyond expectation	3	7%	2	10%	1	5%	1	33%					2	13%
Well beyond expectation														
<b>TOTALS</b>	<b>40</b>		<b>20</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>15</b>

Mid Year: 90% of Year 1 students are achieving At or Beyond expectation in Maths.

**End of Year: 90% of Year 1 students are achieving At or Beyond expectation in Maths.**

**YEAR 2 – MATHEMATICS 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support														
Towards expectation	6	13%	5	17%	1	5%	1	25%	2	9%	2	9%	3	14%
At Expectation	31	65%	13	46%	18	90%	3	75%			14	64%	14	67%
Beyond expectation	11	23%	10	36%	1	5%			1	100%	6	18%	4	19%
Well beyond expectation														
<b>TOTALS</b>	<b>48</b>		<b>28</b>	<b>28</b>	<b>20</b>	<b>20</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>21</b>

Mid Year: 88% of Year 2 students are achieving At or Beyond expectation in Mathematics.

**End of Year: 86% of Year 2 students are achieving At or Beyond expectation in Mathematics.**

**YEAR 3 – MATHEMATICS 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	3	1	2	1	1		2	1			1			
	5%	2%	7%	4%	4%		40%	20%			3%			
Towards expectation	26	12	13	7	13	7	2	1	1	1	13	8	10	3
	47%	22%	45%	18%	50%	27%	40%	20%	50%	50%	43%	28%	56%	17%
At Expectation	18	41	7	22	11	19	1	3	2	2	11	21	5	15
	33%	80%	24%	80%	42%	73%	20%	60%	100%	50%	37%	74%	28%	83%
Beyond expectation	8		7		1						5		3	
	15%		24%		4%						17%		17%	
Well beyond expectation														
TOTALS	55	54	29	28	5	26	5	5	2	2	30	29	18	18

Mid Year: 48% of Year 3 students are achieving At or Beyond expectation in Mathematics.

**End of Year: 80% of Year 3 students are achieving At or Beyond expectation in Mathematics.**

**YEAR 4 – MATHEMATICS 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	4	4			4	4					2	2	2	2
	8%	8%			13%	12%					8%	8%	8%	9%
Towards expectation	23	22	8	8	15	14	2	2	2	1	10	11	9	8
	45%	42%	42%	42%	47%	42%	66%	67%	100%	50%	43%	46%	39%	35%
At Expectation	15	23	6	11	9	12				1	9	11	6	11
	29%	44%	32%	57%	28%	36%				50%	39%	46%	26%	48%
Beyond expectation	9	3	5		4	3	1	1			2		6	2
	18%	6%	26%		13%	9%	33%	33%			8%		26%	9%
Well beyond expectation														
TOTALS	51	52	19	19	32	33	3	3	2	2	23	24	23	23

Mid Year: 47% of Year 4 students are achieving At or Beyond expectation in Mathematics.

**End of Year: 50% of Year 4 students are achieving At or Beyond expectation in Mathematics.**

**YEAR 5 – MATHEMATICS 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	2 4%		2 7%								1 4%		1 6%	
Towards expectation	17 33%	11 22%	8 29%	7 25%	9 39%	4 17%	2 50%	1 25%			11 41%	8 29%	4 22%	2 11%
At Expectation	22 43%	32 63%	12 43%	17 61%	10 43%	15 65%	2 50%	3 75%	2 100%	2 100%	10 37%	16 59%	8 44%	11 61%
Beyond expectation	10 20%	8 16%	6 21%	4 14%	4 17%	4 17%					5 19%	3 11%	5 28%	5 28%
Well beyond expectation														
<b>TOTALS</b>	<b>51</b>	<b>51</b>	<b>28</b>	<b>28</b>	<b>23</b>	<b>23</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>27</b>	<b>27</b>	<b>18</b>	<b>18</b>

Mid Year: 63% of Year 5 students are achieving At or Beyond expectation in Mathematics.

**End of Year: 79% of Year 5 students are achieving At or Beyond expectation in Mathematics.**

**YEAR 6 – MATHEMATICS 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	4 11%	4 11%	2 10%	2 10%	2 13%	2 12%					1 6%	1 6%	3 23%	3 23%
Towards expectation	5 14%	5 14%	4 20%	3 15%	1 6%	2 12%	1 25%	1 25%	1 50%	1 50%	2 12%	2 12%	1 8%	1 8%
At Expectation	10 28%	16 43%	3 15%	8 40%	7 44%	8 47%	2 50%	3 75%	1 50%	1 50%	6 35%	9 50%	2 15%	3 23%
Beyond expectation	17 47%	12 32%	11 55%	7 35%	6 38%	5 29%	1 25%	1 25%			8 47%	6 33%	7 54%	6 46%
Well beyond expectation														
<b>TOTALS</b>	<b>36</b>	<b>37</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>17</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>17</b>	<b>18</b>	<b>13</b>	<b>13</b>

Mid Year: 75% of Year 6 students are achieving At or Beyond expectation in Mathematics.

**End of Year: 75% of Year 6 students are achieving At or Beyond expectation in Mathematics.**



**WHOLE SCHOOL – MATHEMATICS 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	13 5%	10 4%	6 4%	4 3%	7 5%	6 4%	2 9%	1 4%			5 4%	4 3%	6 6%	5 5%
Towards expectation	81 29%	60 21%	40 28%	29 20%	41 30%	31 22%	10 43%	8 35%	4 36%	2 18%	40 29%	34 24%	27 25%	16 15%
At Expectation	129 46%	182 65%	57 40%	91 64%	72 53%	91 65%	8 35%	13 57%	5 45%	8 73%	68 49%	89 64%	48 44%	72 67%
Beyond expectation	58 21%	30 11%	41 28%	18 13%	17 12%	12 9%	3 13%	1 4%	2 18%	1 9%	26 19%	13 9%	27 25%	15 14%
Well beyond expectation														
<b>TOTALS</b>	<b>281</b>	<b>282</b>	<b>144</b>	<b>142</b>	<b>137</b>	<b>140</b>	<b>23</b>	<b>23</b>	<b>11</b>	<b>11</b>	<b>139</b>	<b>140</b>	<b>108</b>	<b>108</b>

Mid Year: 67% of all students are achieving At or Beyond expectation in Mathematics.

**End of Year: 76% of all students are achieving At or Beyond expectation in Mathematics.**

**YEAR 1 – READING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	3	8%	1	5%	2	10%	1	33%			1	5%	1	7%
Towards expectation	5	13%	3	16%	2	10%	1	33%			3	15%	1	7%
At Expectation	24	60%	11	63%	13	67%	2	100%	2	100%	15	75%	7	53%
Beyond expectation	6	15%	3	16%	3	14%	1	33%			1	5%	3	33%
Well beyond expectation	2	5%	1	5%	1	5%							2	13%
<b>TOTALS</b>	<b>40</b>		<b>20</b>		<b>20</b>		<b>3</b>		<b>2</b>		<b>20</b>		<b>15</b>	

Mid Year: 78% of Year 1 students are achieving At or Beyond Expectation in Reading.

**End of Year: 80% of Year 1 students are achieving At or Beyond Expectation in Reading**

**YEAR 2 – READING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	8	17%	4	28%	4	14%	2	50%			4	18%	2	10%
Towards expectation	5	10%	2	14%	3	10%	2	50%			1	5%	4	19%
At Expectation	23	48%	10	36%	13	46%	2	50%			11	50%	10	48%
Beyond expectation	12	25%	9	32%	3	10%	2	10%			6	27%	5	24%
Well beyond expectation														
<b>TOTALS</b>	<b>48</b>		<b>28</b>		<b>20</b>		<b>4</b>		<b>1</b>		<b>22</b>		<b>21</b>	

Mid Year: 73% of Year 2 students are achieving At or Beyond expectation in Reading.

**End of Year: 88% of Year 2 students are achieving At or Beyond expectation in Reading.**

**YEAR 3 – READING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	7	2	5	2	2		3	2			3		1	
	13%	4%	17%	7%	8%		60%	40%			10%		6%	
Towards expectation	12	9	5	4	7	5	1	1	1		7	7	3	1
	22%	17%	17%	14%	27%	19%	20%	20%	50%		23%	24%	17%	6%
At Expectation	26	43	13	22	13	21	2	2	1	2	15	22	10	17
	47%	80%	45%	79%	50%	81%	40%	40%	100%		50%	76%	56%	94%
Beyond expectation	10		6		4		1				5		4	
	18%		21%		15%		20%				17%		22%	
Well beyond expectation														
TOTALS	55	54	29	28	26	26	5	5	2	2	30	29	18	18

Mid Year: 65% of Year 3 students are achieving At or Beyond expectation in Reading.

**End of Year: 80% of Year 3 students are achieving At or Beyond expectation in Reading.**

**YEAR 4 – READING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	4	3	2	1	2	2					4	3		
	8%	6%	11%	5%	6%	6%					17%	13%		
Towards expectation	8	14	2	4	6	10		1	1		3	6	5	6
	16%	27%	11%	21%	19%	30%		33%	50%		13%	25%	22%	26%
At Expectation	26	33	10	12	16	21	2	2	1	2	10	14	12	16
	51%	63%	53%	63%	50%	63%	66%	67%	100%		43%	58%	52%	70%
Beyond expectation	13	2	5	2	8		1				6	1	6	1
	25%	4%	26%	11%	25%		3%				26%	4%	26%	4%
Well beyond expectation														
TOTALS	51	52	19	19	32	33	3	3	2	2	23	24	23	23

Mid Year: 76% of Year 4 students are achieving At or Beyond expectation in Reading.

**End of Year: 67% of Year 4 students are achieving At or Beyond expectation in Reading.**

**YEAR 5 – READING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	2 4%		2 7%								1 4%		1 6%	
Towards expectation	15 29%	6 12%	9 32%	5 18%	6 26%	1 4%	1 25%		1 50%	3 11%	5 28%	3 17%		
At Expectation	24 47%	35 68%	13 46%	19 68%	11 48%	16 70%	2 50%	3 75%	1 50%	18 67%	8 44%	12 67%		
Beyond expectation	10 20%	10 20%	4 14%	4 14%	6 26%	6 26%	1 25%	1 25%		6 22%	4 22%	3 17%		
Well beyond expectation														
<b>TOTALS</b>	<b>51</b>	<b>52</b>	<b>28</b>	<b>28</b>	<b>23</b>	<b>23</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>27</b>	<b>27</b>	<b>18</b>	<b>18</b>

Mid Year: 67% of Year 5 students are achieving At or Beyond expectation in Reading.

**End of Year: 88% of Year 5 students are achieving At or Beyond expectation in Reading.**

**YEAR 6 – READING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	3 8%		2 10%		1 6%								3 23%	
Towards expectation	1 3%	2 5%	1 5%	1 5%							1 6%		1 8%	
At Expectation	14 39%	18 49%	8 40%	10 49%	6 38%	8 47%	2 50%	3 75%	1 50%	2 100%	9 50%	5 38%	4 31%	
Beyond expectation	18 50%	14 38%	9 45%	7 35%	9 56%	7 41%	2 50%	1 25%	1 50%		10 59%	8 44%	5 38%	
Well beyond expectation														
<b>TOTALS</b>	<b>36</b>	<b>37</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>17</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>17</b>	<b>18</b>	<b>13</b>	<b>13</b>

Mid Year: 89% of Year 6 students are achieving At or Beyond expectation in Reading.

**End of Year: 87% of Year 6 students are achieving At or Beyond expectation in Reading.**

**WHOLE SCHOOL – READING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	24 9%	15 5%	19 13%	10 7%	5 4%	5 4%	5 22%	5 22%			12 9%	6 4%	7 6%	3 3%
Towards expectation	50 18%	38 13%	22 15%	19 14%	19 14%	19 14%	4 17%	3 13%	2 18%	1 9%	24 17%	22 16%	20 19%	12 11%
At Expectation	137 49%	186 66%	65 45%	88 62%	72 53%	98 70%	8 35%	13 56%	7 63%	9 82%	80 57%	91 65%	52 48%	79 73%
Beyond expectation	68 24%	43 15%	37 26%	25 18%	31 23%	18 13%	6 26%	2 9%	2 18%	1 9%	23 17%	21 15%	27 25%	14 13%
Well beyond expectation	2 1%		1 1%		1 1%								2 2%	
<b>TOTALS</b>	<b>281</b>	<b>282</b>	<b>144</b>	<b>142</b>	<b>137</b>	<b>140</b>	<b>23</b>	<b>23</b>	<b>11</b>	<b>11</b>	<b>139</b>	<b>140</b>	<b>108</b>	<b>108</b>

Mid Year: 74% of all students are achieving At or Beyond expectation in Reading.

**End of Year: 81%** of all students are achieving At or Beyond expectation in Reading.

**YEAR 1 – WRITING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support														
Towards expectation	3	8%	1	5%	2	10%	1	33%			1	5%	1	7%
At Expectation	35	88%	19	95%	16	80%	3	100%	1	2	19	95%	12	80%
Beyond expectation	5	12%	1	5%	4	20%	100%	67%	50%	100%	1	5%	3	20%
Well beyond expectation														
<b>TOTALS</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>15</b>

Mid Year: 100% of Year 1 students are achieving At or Beyond Expectation in Writing.

**End of Year: 92% of Year 1 students are achieving At or Beyond Expectation in Writing.**

**YEAR 2 – WRITING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	1	2%	1	3%							1	5%		
Towards expectation	7	15%	7	25%	4	20%	2	50%			2	9%	3	14%
At Expectation	35	73%	17	61%	18	90%	2	50%	1	1	17	77%	15	71%
Beyond expectation	5	10%	3	11%	2	10%	50%	50%	100%	100%	2	9%	3	14%
Well beyond expectation														
<b>TOTALS</b>	<b>48</b>	<b>48</b>	<b>28</b>	<b>28</b>	<b>20</b>	<b>20</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>21</b>

Mid Year: 83% of Year 2 students are achieving At or Beyond expectation in Writing.

**End of Year: 73% of Year 2 students are achieving At or Beyond expectation in Writing.**

**YEAR 3 – WRITING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	3	2	2	2	1		2	2			1			
	5%	4%	7%	7%	4%		40%	40%			3%			
Towards expectation	23	10	13	6	10	4	1				14	6	8	4
	42%	19%	45%	21%	38%	15%	20%				47%	21%	44%	22%
At Expectation	28	42	13	20	15	22	2	3	2	2	15	23	9	14
	51%	78%	45%	71%	58%	85%	40%	60%	100%	100%	50%	79%	50%	78%
Beyond expectation	1		1										1	
	2%		3%										6%	
Well beyond expectation														
TOTALS	55		29	28	26	26	5	5	2	2	30	29	18	18

Mid Year: 53% of Year 3 students are achieving At or Beyond expectation in Writing.

**End of Year: 78% of Year 3 students are achieving At or Beyond expectation in Writing.**

**YEAR 4 – WRITING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	1	2		1	1	1						1	1	1
	2%	4%		5%	3%	3%						4%	4%	4%
Towards expectation	22	8	8	2	14	6					12	6	9	2
	43%	15%	42%	10%	44%	18%					52%	25%	39%	8%
At Expectation	24	41	11	16	13	25	3	3	2	1	11	17	9	19
	47%	80%	58%	84%	41%	76%	100%	100%	100%	50%	48%	71%	39%	83%
Beyond expectation	4	1			4	1							4	1
	8%	2%			13%	3%							17%	4%
Well beyond expectation														
TOTALS	51	52	19	19	32	33	3	3	2	2	23	24	23	23

Mid Year: 55% of Year 4 students are achieving At or Beyond expectation in Writing.

**End of Year: 82% of Year 4 students are achieving At or Beyond expectation in Writing.**

**YEAR 5 – WRITING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	1	2%	1	4%									1	6%
Towards expectation	15	27%	11	39%	4	13%	1	25%	1	50%	11	37%	2	11%
At Expectation	22	30	14	15	8	15	2	50%	1	50%	11	14	9	13
Beyond expectation	12	5	2	1	10	4	1	25%	1	50%	5	3	5	1
Well beyond expectation	1	2%			1	4%							1	6%
<b>TOTALS</b>	<b>51</b>	<b>52</b>	<b>28</b>	<b>28</b>	<b>23</b>	<b>23</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>27</b>	<b>27</b>	<b>18</b>	<b>18</b>

Mid Year: 69% of Year 5 students are achieving At or Beyond expectation in Writing.

**End of Year: 71% of Year 5 students are achieving At or Beyond expectation in Writing.**

**YEAR 6 – WRITING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	3	8%	2	10%	1	6%							3	23%
Towards expectation	7	8	6	30%	1	12%			1	50%	5	6	1	8%
At Expectation	16	13	7	35%	9	36%	3	75%	1	50%	9	7	3	23%
Beyond expectation	10	13	5	25%	5	47%	1	25%			3	5	6	46%
Well beyond expectation														
<b>TOTALS</b>	<b>36</b>	<b>37</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>17</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>17</b>	<b>18</b>	<b>13</b>	<b>13</b>

Mid Year: 72% of Year 6 students are achieving At or Beyond expectation in Writing.

**End of Year: 70% of Year 6 students are achieving At or Beyond expectation in Writing.**



**WHOLE SCHOOL – WRITING 2023**

	All students		Male		Female		Māori		Pasifika		New Zealand		Other	
	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY	Mid Yr	EOY
Towards with support	9	8	6	6	3	2	2	2			2	1	5	5
	3%	3%	4%	4%	2%	1%	9%	9%			1%	<1%	5%	5%
Towards expectation	74	56	45	35	29	21	4	7	3	2	44	37	23	13
	26%	20%	31%	25%	21%	15%	17%	30%	27%	18%	32%	26%	21%	12%
At Expectation	160	196	81	94	79	102	15	11	6	9	82	92	57	81
	57%	70%	56%	66%	58%	73%	65%	48%	55%	82%	59%	66%	53%	75%
Beyond expectation	37	21	12	7	25	14	2	3	2		11	10	22	8
	13%	7%	8%	5%	18%	10%	9%	13%	18%		8%	7%	20%	7%
Well beyond expectation	1	1			1								1	1
	1%	<1%			1%								1%	1%
<b>TOTALS</b>	<b>281</b>	<b>282</b>	<b>144</b>	<b>142</b>	<b>137</b>	<b>140</b>	<b>23</b>	<b>23</b>	<b>11</b>	<b>11</b>	<b>139</b>	<b>140</b>	<b>108</b>	<b>108</b>

Mid Year: 71% of all students are achieving At or Beyond expectation in Writing.

**End of Year: 77% of all students are achieving At or Beyond expectation in Writing.**

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF STELLA MARIS CATHOLIC SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023**

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The Auditor-General is the auditor of School Stella Maris Catholic School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 16, 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:

- 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
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 19 August 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.

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



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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay 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 Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### **Independence**

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

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



**Steve Bennett**  
**BENNETT & ASSOCIATES**  
On behalf of the Auditor-General  
Whangarei, New Zealand

