

St Thomas's School

Annual Report for the year ended 31 December 2021

Ministry Number:	1510
Principal:	Michael Maher
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Service Provider:	Edtech Financial Services Ltd

St Thomas's School

Annual Report

For the year ended 31 December 2021

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St Thomas's School

Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Occupation	Term expired/expires
Michael Morton	Presiding Member	Elected	Country Manager	Sept-22
Michael Maher	Principal			
Claire Fromow	Staff Rep	Elected	Deputy Principal	Sept-22
Georgia Houliker	Member	Elected	Consultant	Sept-22
Nick Chapman	Member	Co-Opted	Project Manager	Sept-22
Richard Klipin	Member	Elected	CEO Financial Services	Dec-21
Claudine Crabtree	Member	Elected	Librarian	Aug-21
Jake Shand	Member	Elected	General Manager	May-21

St Thomas's School
Statement of Responsibility
For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Michael Morton

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

20/5/2022

Date:

Michael Males

Full Name of Principal

[Signature]

Signature of Principal

20-5-2022

Date:

St Thomas's School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	6,405,146	5,998,350	6,780,914
Locally Raised Funds	3	349,325	567,000	404,020
Interest Income		12,589	20,000	32,783
Gain on Sale of Property, Plant and Equipment		790	-	-
International Students	4	60,992	68,087	117,565
		<u>6,828,841</u>	<u>6,653,437</u>	<u>7,335,282</u>
Expenses				
Locally Raised Funds	3	85,666	235,000	121,390
International Students	4	5,027	4,000	8,358
Learning Resources	5	4,066,481	3,174,803	4,171,719
Administration	6	334,036	353,156	312,093
Finance		2,436	2,377	3,103
Property	7	2,310,853	2,686,456	2,593,948
Depreciation	12	229,477	280,000	221,237
Loss on Disposal of Property, Plant and Equipment		2,964	-	12,878
		<u>7,036,940</u>	<u>6,735,792</u>	<u>7,444,726</u>
Net Surplus / (Deficit) for the year		(208,099)	(82,355)	(109,444)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(208,099)</u>	<u>(82,355)</u>	<u>(109,444)</u>

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

St Thomas's School

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	8	174,624	314,541	222,716
Accounts Receivable	9	277,523	33,000	285,780
GST Receivable		15,218	10,000	22,836
Prepayments		27,917	15,000	17,113
Inventories	10	1,331	1,500	1,878
Investments	11	1,150,000	1,200,000	1,193,231
		<u>1,646,614</u>	<u>1,574,041</u>	<u>1,743,554</u>
Current Liabilities				
Accounts Payable	13	401,470	357,000	371,724
Revenue Received in Advance	14	53,751	30,000	69,111
Finance Lease Liability	16	15,180	15,000	15,669
Funds Held for Capital Works Projects	17	9,913.00	-	9,136
		<u>480,313</u>	<u>402,000</u>	<u>465,640</u>
Working Capital Surplus/(Deficit)		<u>1,166,300</u>	<u>1,172,041</u>	<u>1,277,914</u>
Non-current Assets				
Property, Plant and Equipment	12	2,094,436	2,175,286	2,154,286
		<u>2,094,436</u>	<u>2,175,286</u>	<u>2,154,286</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	80,800	65,000	66,250
Finance Lease Liability	16	15,214	8,000	8,768
		<u>96,014</u>	<u>73,000</u>	<u>75,018</u>
Net Assets		<u>3,164,722</u>	<u>3,274,327</u>	<u>3,357,182</u>
Equity		<u>3,164,722</u>	<u>3,274,327</u>	<u>3,357,182</u>

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

St Thomas's School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January		3,357,182	3,356,682	3,466,626
Total comprehensive revenue and expense for the year		(208,099)	(82,355)	(109,444)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		15,639	-	-
Equity at 31 December		3,164,722	3,274,327	3,357,182
Retained Earnings		3,164,722	3,274,327	3,357,182
Reserves		-	-	-
Equity at 31 December		3,164,722	3,274,327	3,357,182

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

St Thomas's School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021 Budget (Unaudited)	2020
	Note	Actual \$	\$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,107,211	1,100,916	1,296,310
Locally Raised Funds		398,558	569,265	322,410
International Students		29,687	30,000	117,565
Goods and Services Tax (net)		7,618	12,836	605
Payments to Employees		(896,016)	(542,511)	(1,012,265)
Payments to Suppliers		(601,554)	(780,285)	(605,775)
Interest Paid		(2,436)	(2,377)	(3,103)
Interest Received		15,037	22,823	36,845
Net cash from/(to) Operating Activities		58,105	410,667	152,592
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		3,746	-	799
Purchase of Property Plant & Equipment (and Intangibles)		(150,442)	(383,669)	(334,810)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		43,231	(6,769)	243,547
Net cash from/(to) Investing Activities		(103,465)	(390,438)	(90,464)
Cash flows from Financing Activities				
Furniture and Equipment Grant		15,639	-	-
Finance Lease Payments		(19,148)	81,232	(26,848)
Funds Administered on Behalf of Third Parties		777	(9,136)	6,489
Net cash from/(to) Financing Activities		(2,732)	72,096	(20,359)
Net increase/(decrease) in cash and cash equivalents		(48,092)	92,325	41,769
Cash and cash equivalents at the beginning of the year	8	222,716	222,216	180,947
Cash and cash equivalents at the end of the year	8	174,624	314,541	222,716

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

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

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

Reporting Entity

St Thomas's 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.

Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$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 Ministry's buildings in a good state of repair as a provision of cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property 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 12.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

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. 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.

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.

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of 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

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 recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

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.

Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for 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.

Inventories

Inventories are consumable items held for sale and comprise 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.

Investments

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

Property, Plant and Equipment

Land and buildings owned by the Crown 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 Crown 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:

Board owned buildings	40-50 years
Furniture and equipment	3-20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of lease
Library resources	8 years

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

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 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. 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.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

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.

Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve 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.

Revenue Received in Advance

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

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

Budget Figures

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

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

2 Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	976,856	891,507	996,230
Teachers' Salaries Grants	3,298,066	2,500,000	3,199,151
Use of Land and Buildings Grants	1,999,869	2,397,434	2,315,453
Resource Teachers Learning and Behaviour Grants	5,029	2,600	1,348
Other MoE Grants	125,326	206,809	268,732
	<u>6,405,146</u>	<u>5,998,350</u>	<u>6,780,914</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$3,740 for the year ended 31 December 2021.

3 Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	210,220	261,000	220,429
Fees for Extra Curricular Activities	92,924	248,000	166,082
Trading	43,146	53,000	12,784
Other Revenue	3,035	5,000	4,725
	<u>349,325</u>	<u>567,000</u>	<u>404,020</u>
Expenses			
Extra Curricular Activities Costs	48,256	184,000	113,975
Trading	37,410	51,000	7,415
	<u>85,666</u>	<u>235,000</u>	<u>121,390</u>
	<u>263,659</u>	<u>332,000</u>	<u>282,630</u>

Surplus/ (Deficit) for the year Locally Raised Funds

4 International Student Revenue and Expenses

	2021	2021	2020
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	3	0	10
	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	60,992	68,087	117,565
Expenses			
Commissions	-	-	2,235
International Student Levy	5,027	4,000	3,871
Other Expenses	-	-	2,252
	<u>5,027</u>	<u>4,000</u>	<u>8,358</u>
	<u>55,965</u>	<u>64,087</u>	<u>109,207</u>

Surplus/ (Deficit) for the year International Students

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

5 Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	61,519	86,203	116,823
Equipment Repairs	2,828	2,000	3,218
Information and Communication Technology	1,015	10,000	(688)
Library Resources	3,168	3,600	3,514
Employee Benefits - Salaries	3,962,543	3,011,000	3,970,806
Staff Development	35,409	62,000	78,046
Overseas Travel	-	-	-
	<u>4,066,481</u>	<u>3,174,803</u>	<u>4,171,719</u>

6 Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,090	7,030	7,030
Board Fees	3,585	4,000	2,910
Board Expenses	1,607	3,400	3,252
Communication	10,829	7,500	7,624
Consumables	41,177	41,000	41,506
Operating Lease	-	10,766	1,123
Other	42,799	52,700	50,239
Employee Benefits - Salaries	204,573	201,100	179,776
Insurance	13,214	17,500	11,157
Service Providers, Contractors and Consultancy	8,163	8,160	7,476
	<u>334,036</u>	<u>353,156</u>	<u>312,093</u>

7 Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,238	17,200	18,225
Consultancy and Contract Services	85,800	85,800	86,838
Cyclical Maintenance Expense	14,550	14,550	4,550
Grounds	39,839	17,000	18,158
Heat, Light and Water	35,351	33,000	36,734
Repairs and Maintenance	46,018	41,522	43,279
Use of Land and Buildings	1,999,869	2,397,434	2,315,453
Security	12,346	13,000	11,434
Employee Benefits - Salaries	61,842	66,950	59,277
	<u>2,310,853</u>	<u>2,686,456</u>	<u>2,593,948</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

8 Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	174,624	314,541	222,716
Cash and cash equivalents for Statement of Cash Flows	<u>174,624</u>	<u>314,541</u>	<u>222,716</u>

Of the \$174,624 Cash and Cash Equivalents, \$9,913 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan.

9 Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	-	30,000	33,289
Interest Receivable	3,375	3,000	5,823
Teacher Salaries Grant Receivable	<u>274,148</u>	<u>-</u>	<u>246,668</u>
	<u>277,523</u>	<u>33,000</u>	<u>285,780</u>
Receivables from Exchange Transactions	3,375	33,000	39,112
Receivables from Non-Exchange Transactions	<u>274,148</u>	<u>-</u>	<u>246,668</u>
	<u>277,523</u>	<u>33,000</u>	<u>285,780</u>

10 Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	1,331	1,500	1,878
	<u>1,331</u>	<u>1,500</u>	<u>1,878</u>

11 Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	1,150,000	1,200,000	1,193,231
Total Investments	<u>1,150,000</u>	<u>1,200,000</u>	<u>1,193,231</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	834,093	-	-	-	(23,198)	810,895
Furniture and Equipment	1,193,010	96,252	(5,882)	-	(149,122)	1,134,258
Information and Communication Technology	65,428	53,742	(35)	-	(31,891)	87,244
Leased Assets	24,092	25,106	-	-	(20,503)	28,694
Library Resources	37,663	444	-	-	(4,763)	33,344
Balance at 31 December 2021	2,154,286	175,545	(5,917)	-	(229,477)	2,094,436

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,020,121	(209,226)	810,896	1,020,121	(186,028)	834,093
Furniture and Equipment	1,969,798	(835,541)	1,134,258	1,892,022	(699,012)	1,193,010
Information and Communication Technology	297,450	(210,205)	87,245	244,568	(179,140)	65,428
Leased Assets	54,948	(26,254)	28,694	82,669	(58,577)	24,092
Library Resources	107,069	(73,725)	33,344	106,624	(68,961)	37,663
Balance at 31 December	3,449,386	(1,354,950)	2,094,436	3,346,004	(1,191,718)	2,154,286

The net carrying value of equipment held under a finance lease is \$28,694 (2020: \$24,092).

13 Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	32,375	65,000	69,565
Accruals	11,610	7,000	7,030
Banking Staffing Overuse	70,000	30,000	30,000
Employee Entitlements - Salaries	276,964	240,000	249,706
Employee Entitlements - Leave Accrual	10,520	15,000	15,423
	401,470	357,000	371,724
Payables for Exchange Transactions	401,470	357,000	371,724
	401,470	357,000	371,724

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	36,783	30,000	68,087
Other Revenue in Advance	16,968	-	1,024
	53,751	30,000	69,111

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

15 Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	66,250	66,250	61,700
Increase/(decrease) to the Provision During the Year	14,550	14,550	4,550
Use of the Provision During the Year	-	(15,800)	-
Provision at the End of the Year	80,800	65,000	66,250
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	80,800	65,000	66,250
	80,800	65,000	66,250

16 Finance Lease Liability

The school has entered into a number of finance lease agreements for xxxxxxxx.
Minimum lease payments payable (includes interest portion):

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	17,001	15,180	17,094
Later than One Year and no Later than Five Years	16,330	15,214	9,451
	33,331	30,394	26,545

17 Funds Held for Capital Works Projects

During the year the school received and applied funding from the Ministry of Education for the following capital works projects:

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Moe Enabling	<i>In progress</i>	8,676	777	-	-	9,453
MOE Autex	<i>Completed</i>	460	-	-	-	460
Totals		9,136	777	-	-	9,913
Represented by:						
Funds Held on Behalf of the Ministry of Education						9,913
Funds Due from the Ministry of Education						-
						9,913

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Moe Enabling	<i>In progress</i>	2,187	25,014	18,525	-	8,676
MOE Autex	<i>Completed</i>	460	-	-	-	460
Totals		2,647	25,014	18,525	-	9,136

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

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.

19 Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,585	2,910
<i>Leadership Team</i>		
Remuneration	429,593	421,076
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	433,178	423,986
Total full-time equivalent personnel	3.00	3.00

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (1 member) and Property (1 member) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-195	180-195
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
110-120	2	2
100-110	4	3
	6	5

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2021

20 Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

	2021 Actual	2020 Actual
Total	\$3,000	\$6,000
Number of People	1	1

21 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021.

(Contingent liabilities and assets as at 31 December 2020: nil)

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist."

22 Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2020: nil)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into new contracts.

23 Financial Instruments

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	174,624	314,541	222,716
Receivables	277,523	33,000	285,780
Investments - Term Deposits	1,150,000	1,200,000	1,193,231
Total Financial assets measured at amortised cost	1,602,147	1,547,541	1,701,727
Financial liabilities measured at amortised cost			
Payables	401,470	357,000	371,724
Finance Leases	30,394	23,000	24,437
Total Financial Liabilities Measured at Amortised Cost	431,864	380,000	396,161

24 Events After Balance Date

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

25 Comparatives

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

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Independent Auditor's Report

To the readers of Saint Thomas School (Auckland) Financial statements For the year ended 31 December 2021

The Auditor-General is the auditor of Saint Thomas School (Auckland) (the School). The Auditor-General has appointed me, Steve Hayes, using the staff and resources of RSM Hayes Audit, 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 17, that comprise the statement of financial position as at 31 December 2021, 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 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 24 May 2022. 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 of 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 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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, 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 Saint Thomas School (Auckland).

A handwritten signature in blue ink, appearing to read 'Steve Hayes', with a long, sweeping horizontal stroke extending to the right.

Steve Hayes
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	St Thomas's School	School Number:	1510
Strategic Aim:	Academic excellence is achieved across the school in reading, writing and numeracy		
Annual Aim:	Achieve literacy and numeracy levels that exceed the national norms <ul style="list-style-type: none"> • Raise achievement of Maori learners in Reading, Writing and Maths. • Raise achievement of Pasifika learners in Reading, Writing and Maths. • Raise achievement of Male learners in Writing. • Raise achievement of Year 7&8 learners in Maths. • Review, monitor and improve punctuality and attendance. • Use learner agency data to target lower performing students in each of the learner agency areas (e.g. resilience, collaboration, etc) 		
Target:	Reading: <ul style="list-style-type: none"> • To maintain the number of Maori learners achieving "At", "Above" or "Well Above" Curriculum Expectation in reading above 80%. • To increase the number of Pasifika learners achieving "At", "Above" or "Well Above" Curriculum Expectation in reading from 43.8% to 55%. Writing: <ul style="list-style-type: none"> • To increase the number of Maori learners achieving "At", "Above" or "Well Above" Curriculum Expectation in writing from 71.4% to 80%. • To increase the number of Pasifika learners achieving "At", "Above" or "Well Above" Curriculum Expectation in writing from 40.6% to 55%. • To increase the number of Boys achieving "At", "Above" or "Well Above" Curriculum Expectation in writing from 68% to 75%. 		

	<p>Maths:</p> <ul style="list-style-type: none"> • To increase the number of Maori learners achieving “At”, “Above” or “Well Above” Curriculum Expectation in Maths (Number & Algebra) from 69.4% to 80%. • To increase the number of Pasifika learners achieving “At”, “Above” or “Well Above” Curriculum Expectation in Maths (Number & Algebra) from 34.4% to 55%. • To maintain achievement of Year 7&8 learners achieving “At”, “Above” or “Well Above” Curriculum Expectation in maths at 80%. <p>Other:</p> <ul style="list-style-type: none"> • Review, monitor and improve punctuality and attendance.
Baseline Data:	<p>The Curriculum Expectations data for the end of 2020 indicated the following:</p> <p>Reading:</p> <ul style="list-style-type: none"> • 16.7% of Maori learners were achieving “Above” Curriculum Expectation • 61.1% of Maori learners were achieving “At” Curriculum Expectation • 15.5% of Pasifika learners were achieving “Above” Curriculum Expectation • 28.1% of Pasifika learners were achieving “At” Curriculum Expectation <p>Writing:</p> <ul style="list-style-type: none"> • 11.4% of Maori learners were achieving “Above” Curriculum Expectation • 60% of Maori learners were achieving “At” Curriculum Expectation • 6.3% of Pasifika learners were achieving “Above” Curriculum Expectation • 34.4% of Pasifika learners were achieving “At” Curriculum Expectation • 15.4% of Boys were achieving “Above” Curriculum Expectation • 52.6% of Boys were achieving “At” Curriculum Expectation <p>Maths:</p> <ul style="list-style-type: none"> • 11.1% of Maori students were achieving “Above” Curriculum Expectation • 58.3% of Maori students were achieving “At” Curriculum Expectation • 12.5% of Pasifika students were achieving “Above” Curriculum Expectation • 21.9% of Pasifika students were achieving “At” Curriculum Expectation • 30.4% of Year 7&8 students were achieving “Above” Curriculum Expectation • 45.3% of Year 7&8 students were achieving “At” Curriculum Expectation

Actions

What did we do?

At the beginning of 2021 we identified and tracked cohorts in the target groups for reading, writing and maths. The following actions were taken.

General:

Staff reviews data and determined the specific learning needs of target students. Plans were put in place to raise achievement of these students and Team Leaders at each year level reported to the Board of Trustees about targets for the year.

We continued with our school-wide professional learning on St Thomas's School Learning Progressions and Learner Agency. Classroom teachers were observed and engaged in coaching conversations with our CoL team about progressions use and Learner Agency.

Year level teaching teams regularly monitored, reviewed and discussed student progress and interventions. End of year reporting to Board of Trustees about achievement of set targets was cancelled due to ongoing lockdowns and remote learning requirements.

Reading:

- Continued with Junior Literacy Support Teacher – 4 days per week: 24 children from Years 2 & 3
- Continued with Early Intervention Programme (EIP): 9 children from Year 1
- Continued with STEPS Literacy Programme: 8 children from Years 3 and 4
- Continued Rainbow Reading: 6 students from Year 5
- Continued Reading Interventions with Teacher Aides: 3 students from Year 6
- Introduced Quick 60 programme: 4 students from Year 4
- ESOL support – intensive group instruction with ESOL teachers, in-class support with ESOL teacher-aides, individual support sessions with ESOL teachers and teacher aides via Zoom over lockdowns
- Continued to implement reading progressions school-wide through CoL team

Writing:

- Moderation of writing samples within year level teams
- Continued with Word Chain with 15 students in Y7&8 (interrupted by lockdown).
- Established an RTLB writing intervention: 4 students from Year 5
- Established an RTLB social skills programme: 3 students from Year 1
- Continued to implement writing progressions school-wide through CoL team

Maths:

- Continued with Spring into Maths programme: 3 students from Year 7
- Year level teams used a range of groupings within their collaborative teaching to cater for the needs of the students for Number and Strand
- Intensive small group teaching (Terms 1 & 2) for “Well Below” and “Below” senior students. Terms 3 & 4 interrupted by lockdowns and single cell teaching
- Continued with mixed ability maths rich tasks in Years 7&8 on top of ability grouped maths pathway sessions (Terms 1 and 2 only)
- Continued with individualised learning pathways for “Well Below”, “Below” and “At” Year 7&8 students (Terms 1 and 2 only)
- Continued to implement maths progressions school-wide through CoL team

Data

The achievement of each cohort group was collated to show the following shifts between 2020 and 2021. Our transition to a new student management system (HERO) and development of new school-wide milestone expectations and reporting based on local curriculum and St Thomas’s School Learning Progressions makes comparison difficult, but 2021 data will provide us with good baseline data from our new system which can be compared with future data.

Outcomes What happened?

Reading – Maori Learners

Reading All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Maori	2017	3	7.1%	8	19.0%	17	40.5%	14	33.3%			42
Maori	2018	2	4.3%	4	8.5%	28	59.6%	13	27.7%			47
Maori	2019	2	5.4%	3	8.1%	23	62.2%	9	24.3%			37
Maori	2020	2	5.6%	6	16.7%	22	61.1%	6	16.7%			36
Maori	2021	1	2.5%	6	15.0%	28	70.0%	5	12.5%	0	0.0%	40

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Reading	
	%	Number	%	Number
2017	73.8%	31 / 42	79.6%	504 / 633
2018	87.2%	41 / 47	83.1%	649 / 781
2019	86.5%	32 / 37	82.2%	604 / 735
2020	77.8%	28 / 36	82.3%	563 / 684
2021	82.5%	33 / 40	91.8%	651 / 709

- 82.5% of Maori learners achieving 'At', 'Above' or 'Well Above' expectation 77.8% in 2020)
- The entire cohort also saw a big upwards shift in achievement possibly related to new progressions-based milestone expectations
- Increase in achievement levels attributed to new progressions-based milestone expectations providing us with new baseline data from which to make future comparisons

Performance Related to Target – Maori Learners (Reading)

- Target of maintaining number of Maori Learners achieving 'At', 'Above' or 'Well Above' expectation above 80% **achieved** (82.5%)

Well Below

For the 1 'Well Below' student in 2021:

- This student is well supported by our SEN team and had low engagement with learning from home during lockdowns. Contact was made by teacher with parents, but there was no resulting change in engagement.

Below

Of the 6 'Below' students in 2021;

- 2 have left St Thomas's School.
- The remaining 4 students are well supported by our SEN team. 3 had very low or no engagement with learning from home during lockdowns despite contact being made with parents and school-owned laptops being provided to students.

Reading – Pasifika Learners

Reading All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Pasifika	2017	4	13.3%	10	33.3%	11	36.7%	5	16.7%			30
Pasifika	2018	4	10.5%	15	39.5%	13	34.2%	6	15.8%			38
Pasifika	2019	5	15.2%	14	42.4%	9	27.3%	5	15.2%			33
Pasifika	2020	6	18.8%	12	37.5%	9	28.1%	5	15.6%			32
Pasifika	2021	0	0.0%	7	26.9%	16	61.5%	3	11.5%	0	0.0%	26

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Reading	
	%	Number	%	Number
2017	53.3%	16 / 30	79.6%	504 / 633
2018	50.0%	19 / 38	83.1%	649 / 781
2019	42.4%	14 / 33	82.2%	604 / 735
2020	43.8%	14 / 32	82.3%	563 / 684
2021	73.1%	19 / 26	91.8%	651 / 709

- 73.1% of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation (43.8% in 2020)
- Still a lower percentage of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation compared with whole 2021 cohort. (73.1%, compared with 91.8%) but a big upwards shift compared with 2020
- Large upward shift in achievement attributed to 4 Well Below students leaving St Thomas's School.
- 6 less Pasifika students attended St Thomas's School in 2021 compared with 2020

Performance Related to Target – Pasifika Learners (Reading)

- Target of increasing number of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation to 55% **achieved**.
- Continue to focus on Pasifika Learners in 2022. Use learning from 2020 Pasifika Kohiko Mai Programme to better support learners and plan for learning continuity in the event of more lockdowns.

Below

Of the 7 'Below' students in 2021;

- 3 have now left St Thomas's School
- 2 students showed accelerated learning and moved up from 'Well Below' in 2020.
- All 4 remaining 'Below' students are well supported by our SEN team and Maori/Pasifika support teacher.

Writing – Maori Learners

Writing All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Maori	2018	3	6.4%	6	12.8%	28	59.6%	10	21.3%			47
Maori	2019	2	5.4%	6	16.2%	23	62.2%	6	16.2%			37
Maori	2020	3	8.6%	7	20.0%	21	60.0%	4	11.4%			35
Maori	2021	3	7.5%	6	15.0%	29	72.5%	2	5.0%	0	0.0%	40

Achieving 'At', 'Above', 'Well Above'			Cohort Comparison	
Shift			Shift - Writing	
%	Number		%	Number
2018	80.9%	38 / 47	74.9%	585 / 781
2019	78.4%	29 / 37	78.5%	577 / 735
2020	71.4%	25 / 35	75.5%	521 / 690
2021	77.5%	31 / 40	89.4%	630 / 705

- 77.5% of Maori learners achieving 'At', 'Above' or 'Well Above' expectation for writing (71.4% in 2020)
- Number of Maori learners and achievement levels have fluctuated in recent years

Performance Related to Target – Maori Learners (Writing)

- Target of increasing number of Maori learners achieving 'At', 'Above' or 'Well Above' expectation to 80% **not achieved** (77.5%)
- Continue to focus on Maori Learners in Writing for 2022. Use Maori/Pasifika Support Teacher to continue to support learners.

Well Below

Of the 3 'Well Below' students in 2021:

- 3 remain at St Thomas's School and are supported by the SEN team.
- We have engagement concerns for 2 of these students who will continue to be supported by the Maori/Pasifika Support Teacher.

Below

Of the 6 'Below' students in 2021:

- 2 remain at St Thomas's School and are supported by the SEN team.
- We have engagement concerns for both of these students who will continue to be supported by the Maori/Pasifika Support Teacher.

Writing – Pasifika Learners

Writing All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Pasifika	2017	1	3.3%	14	46.7%	13	43.3%	2	6.7%			30
Pasifika	2018	4	10.5%	21	55.3%	10	26.3%	3	7.9%			38
Pasifika	2019	4	12.1%	16	48.5%	10	30.3%	3	9.1%			33
Pasifika	2020	4	12.5%	15	46.9%	11	34.4%	2	6.3%			32
Pasifika	2021	0	0.0%	7	29.2%	16	66.7%	1	4.2%	0	0.0%	24

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Writing	
	%	Number	%	Number
2017	50.0%	15 / 30	75.0%	475 / 633
2018	34.2%	13 / 38	74.9%	585 / 781
2019	39.4%	13 / 33	78.5%	577 / 735
2020	40.6%	13 / 32	75.5%	521 / 690
2021	70.8%	17 / 24	89.4%	630 / 705

- 70.8% of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation for writing (40.6% in 2020).
- Despite shift, Pasifika learners still have a significantly lower percentage achieving 'At', 'Above' or 'Well Above' expectation compared with whole 2021 cohort. (70.8%, compared with 89.4%)
- Note that our transition to a new student management system (HERO) and development of new school-wide milestone expectations and reporting based on local curriculum and St Thomas's School Learning Progressions makes comparison difficult, but 2021 data will provide us with good baseline data from our new system which can be compared with future data.

Performance Related to Target – Pasifika Learners (Writing)

- Target of increasing number of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation to 55% **achieved**
- Continue to focus on Pasifika Learners in Writing for 2022. Use learning from 2020 Pasifika Kohiko Mai Programme and Maori/Pasifika Support Teacher to better support learners.

Below

Of the 7 'Below' students in 2021:

- 4 have now left St Thomas's School
- The remaining 3 are on our SEN and ESOL registers and are well supported by SEN and ESOL teams and Maori/Pasifika Support Teacher

Writing – Male Learners

Writing All Year Levels		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Male	2017	19	6.1%	81	26.1%	170	54.8%	40	12.9%			310
Male	2018	17	4.3%	110	27.8%	200	50.5%	69	17.4%			396
Male	2019	20	5.2%	94	24.7%	211	55.4%	56	14.7%			381
Male	2020	12	3.3%	104	28.7%	191	52.6%	56	15.4%			363
Male	2021	9	2.3%	37	9.7%	316	82.5%	20	5.2%	1	0.3%	383

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Writing	
	%	Number	%	Number
2017	67.7%	210 / 310	75.0%	475 / 633
2018	67.9%	269 / 396	74.9%	585 / 781
2019	70.1%	267 / 381	78.5%	577 / 735
2020	68.0%	247 / 363	75.5%	521 / 690
2021	88.0%	337 / 383	89.4%	630 / 705

- 88.0% of Male learners achieving 'At', 'Above' or 'Well Above' expectation (68% in 2020)
- Male learners have only a slightly lower percentage achieving 'At' 'Above' or 'Well Above' expectation compared with whole 2021 cohort (88.0%, compared with 89.4%).
- Note that our transition to a new student management system (HERO) and development of new school-wide milestone expectations and reporting based on local curriculum and St Thomas's School Learning Progressions makes comparison difficult, but 2021 data will provide us with good baseline data from our new system which can be compared with future data.

Performance Related to Target – Male Learners (Writing)

- Target of increasing number of Male learners achieving 'At', 'Above' or 'Well Above' expectation from 68% to 75% **achieved**.
- Continue to focus on maintaining performance of Male learners in Writing for 2022.

Well Below

Of the 9 'Well Below' students in 2021:

- 5 are on our SEN register and are well supported by the SEN team.
- 3 have now left St Thomas's School

Below

Of the 37 'Below' students in 2021;

- 15 are on our SEN register and are being well supported by our SEN team.
- 5 are ESOL students who are being supported by our ESOL team.
- 11 have now left St Thomas's School.

Maths(Number and Algebra) – Maori Learners

Maths (2019 Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Maori	2018	3	6.4%	8	17.0%	31	66.0%	5	10.6%			47
Maori	2019	1	2.7%	9	24.3%	22	59.5%	5	13.5%			37
Maori	2020	3	8.3%	8	22.2%	21	58.3%	4	11.1%			36
Maori	2021	2	5.0%	5	12.5%	32	80.0%	1	2.5%	0	0.0%	40

Achieving 'At', 'Above', 'Well Above'			Cohort Comparison	
Shift			Shift - Maths	
	%	Number	%	Number
2018	76.6%	36 / 47	83.5%	653 / 782
2019	73.0%	27 / 37	84.6%	621 / 734
2020	69.4%	25 / 36	82.5%	564 / 684
2021	82.5%	33 / 40	91.8%	651 / 709

- 82.5% of Maori learners achieving 'At', 'Above' or 'Well Above' expectation (69.4% in 2020).
- Note that our transition to a new student management system (HERO) and development of new school-wide milestone expectations and reporting based on local curriculum and St Thomas's School Learning Progressions makes comparison difficult, but 2021 data will provide us with good baseline data from our new system which can be compared with future data.

Maths(Geometry and Measurement) – Maori Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Maori	2021	2	5.0%	8	20.0%	27	67.5%	3	7.5%	0	0.0%	40

Achieving 'At', 'Above', 'Well Above'			Cohort Comparison	
Shift			Shift - Maths	
	%	Number	%	Number
2021	75.0%	30 / 40	90.7%	631 / 696

- 75.0% of Maori learners achieving 'At', 'Above' or 'Well Above' expectation (maths not assessed by strand in 2020).
- 2021 provides baseline data for future comparison.

Maths(Statistics) – Maori Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Maori	2021	1	2.9%	4	11.4%	27	77.1%	3	8.6%	0	0.0%	35

	Achieving 'At', 'Above', 'Well Above'		Cohort Comparison	
	Shift		Shift - Maths	
	%	Number	%	Number
2021	85.7%	30 / 35	92.5%	504 / 545

- 85.7% of Maori learners achieving 'At', 'Above' or 'Well Above' expectation (maths not assessed by strand in 2020).
- 2021 provides baseline data for future comparison.

Performance Related to Target – Maori Learners (Maths)

- Target of maintaining numbers of Maori learners achieving 'At', 'Above' or 'Well Above' expectation in maths at 80% **achieved** (82.5%).

Well Below (Number and Algebra)

Of the 2 'Well Below' students in 2021:

- Both remain at St Thomas's School and are well supported by the SEN and ESOL teams.

Below (Number and Algebra)

Of the 5 'Below' students in 2021:

- 4 have now left St Thomas's School
- The remaining student is on the SEN register and is well supported by the SEN team.

Maths(Number and Algebra) – Pasifika Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Pasifika	2018	2	5.3%	24	63.2%	10	26.3%	2	5.3%			38
Pasifika	2019	8	24.2%	14	42.4%	7	21.2%	4	12.1%			33
Pasifika	2020	4	12.5%	17	53.1%	7	21.9%	4	12.5%			32
Pasifika	2021	1	3.8%	10	38.5%	13	50.0%	2	7.7%	0	0.0%	26

Achieving 'At', 'Above', 'Well Above'			Cohort Comparison	
Shift			Shift - Maths	
	%	Number	%	Number
2018	31.6%	12 / 38	83.5%	653 / 782
2019	33.3%	11 / 33	84.6%	621 / 734
2020	34.4%	11 / 32	82.5%	564 / 684
2021	57.7%	15 / 26	91.8%	651 / 709

- 57.7% of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation (34.4% in 2020).
- Despite upward shift in achievement, Pasifika students are still achieving at a significantly lower level than the entire cohort in Maths.
- Note that our transition to a new student management system (HERO) and development of new school-wide milestone expectations and reporting based on local curriculum and St Thomas's School Learning Progressions makes comparison difficult, but 2021 data will provide us with good baseline data from our new system which can be compared with future data.

Maths(Geometry and Measurement) – Pasifika Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Year 7&8	2021	0	0.0%	6	23.1%	19	73.1%	1	3.8%	0	0.0%	26

Achieving 'At', 'Above', 'Well Above'			Cohort Comparison	
Shift			Shift - Maths	
	%	Number	%	Number
2021	76.9%	20 / 26	90.7%	631 / 696

- 76.9% of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation (maths not assessed by strand in 2020).
- 2021 provides baseline data for future comparison.

Maths(Statistics) – Pasifika Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Year 7&8	2021	0	0.0%	7	38.9%	10	55.6%	1	5.6%	0	0.0%	18

Achieving 'At', 'Above', 'Well Above'			Cohort Comparison	
Shift			Shift - Maths	
%			Number	
2021	61.1%	11 / 18	92.5%	504 / 545

- 61.1% of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation (maths not assessed by strand in 2020).
- 2021 provides baseline data for future comparison.

Performance Related to Target – Pasifika Learners (Maths)

- Target of increasing number of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation in maths from 34.4% to 55% **achieved** (57.7%).

Well Below (Number and Algebra)

For the 1 'Well Below' student in 2021:

- This student has now left St Thomas's School.

Below (Number and Algebra)

Of the 10 'Below' students in 2021:

- 3 have now left St Thomas's School.
- The 7 remaining students are all on the SEN register and are well supported by the SEN team.
- There are engagement concerns for 6 of the students.

Maths(Number and Algebra) – Year 7&8 Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Year 7&8	2018	5	2.9%	33	19.3%	76	44.4%	57	33.3%			171
Year 7&8	2019	8	4.9%	24	14.6%	73	44.5%	59	36.0%			164
Year 7&8	2020	6	3.7%	33	20.5%	73	45.3%	49	30.4%			161
Year 7&8	2021	7	5.3%	22	16.5%	56	42.1%	41	30.8%	7	5.3%	133

Achieving 'At', 'Above', 'Well Above'			Cohort Comparison	
Shift			Shift - Maths	
	%	Number	%	Number
2018	77.8%	133 / 171	83.5%	653 / 782
2019	80.5%	132 / 164	84.6%	621 / 734
2020	75.8%	122 / 161	82.5%	564 / 684
2021	78.2%	104 / 133	91.8%	651 / 709

- 78.2% of Y7&8 learners achieving 'At', 'Above' or 'Well Above' expectation (75.2% in 2020).
- Whole cohort shift of +9.3% compared with just 2.4% in Year 7&8 learners.
- Note that our transition to a new student management system (HERO) and development of new school-wide milestone expectations and reporting based on local curriculum and St Thomas's School Learning Progressions makes comparison difficult, but 2021 data will provide us with good baseline data from our new system which can be compared with future data.

Maths(Geometry and Measurement) – Year 7&8 Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Year 7&8	2021	1	0.8%	19	14.4%	66	50.0%	40	30.3%	6	4.5%	132

Achieving 'At', 'Above', 'Well Above'			Cohort Comparison	
Shift			Shift - Maths	
	%	Number	%	Number
2021	84.8%	112 / 132	90.7%	631 / 696

- 84.8% of Y7&8 learners achieving 'At', 'Above' or 'Well Above' expectation (maths not assessed by strand in 2020).
- 2021 provides baseline data for future comparison.

Maths(Statistics) – Year 7&8 Learners

Maths (Cohort)		Well Below		Below		At		Above		Well Above		Total
		Number	%	Number	%	Number	%	Number	%	Number	%	Number
Year 7&8	2021	3	2.3%	26	19.7%	57	43.2%	45	34.1%	1	0.8%	132

Achieving 'At', 'Above', 'Well Above'			Cohort Comparison		<ul style="list-style-type: none">78.0% of Y7&8 learners achieving 'At', 'Above' or 'Well Above' expectation (maths not assessed by strand in 2020).2021 provides baseline data for future comparison.
Shift			Shift - Maths		
			%	Number	
2021	%	Number	%	Number	
	78.0%	103 / 132	92.5%	504 / 545	

Performance Related to Target – Year 7&8 Learners (Maths)

- Target of maintaining numbers of Year 7&8 learners achieving 'At', 'Above' or 'Well Above' expectation in maths at 80% **not achieved** (78.2%).

Well Below (Number and Algebra)

Of the 7 'Well Below' students in 2021:

- 4 have now left St Thomas's School
- Of the 3 remaining students, 2 are on the SEN register and 1 is an ESOL student. All are well supported by the SEN and ESOL teams.

Below (Number and Algebra)

Of the 22 'Below' students in 2021:

- 13 have now left St Thomas's School
- The 9 remaining students are all on the SEN register, 5 are on the ESOL register and are well supported by the SEN and ESOL teams.
- There are engagement concerns for 5 of the students.

Reasons for the variance

Why did it happen?

Reading:

Across the entire 2021 cohort, reading achievement improved. Girls continue to achieve at a higher level than boys. The improvement in reading achievement, despite Covid-19 lockdowns is attributed to reading being a more easily accessible remote task for all students. Home surveys showed that reading was frequently encouraged at home to support home learning.

There was also an increase in reading achievement among our Maori and Pasifika students. It is also worth noting that a large proportion of our Maori and Pasifika students were reported as having low engagement levels with learning from home over lockdowns.

Our Teacher Aide and SEN teams were active in supporting students during learning from home via Zoom. However, our Literacy Support programmes, Rainbow Reading and Early Intervention Programme were unable to run during Covid-19 lockdowns and therefore we were unable to support many of our students who struggle with reading in the same way as we have in previous years.

Writing:

Across the entire 2021 cohort, writing achievement has improved. Writing OTJ's are heavily influenced by easTTle writing results, however, our transition to a new student management system (HERO) and development of new school-wide milestone expectations and reporting based on local curriculum and St Thomas's School Learning Progressions makes comparison difficult, but 2021 data will provide us with good baseline data from our new system which can be compared with future data.

Junior classes (Years 0-3) continued with their focus on Oral Language to support the influx of new students who do not speak English as their first language when school was operating normally under Level 1 and 2, however Oral Language was difficult to focus on during Covid-19 lockdowns and relied on family support. Zoom sessions were held in smaller groups than previously to assist with this.

Senior classes (Years 7&8) continued with a "quick writes" programme to engage boys and enhance their enjoyment of writing. Engagement in, and effort for, these tasks was mixed over Covid-19 lockdowns and typically those who struggled with the subject were less likely to engage.

Work continued this year around providing choice in writing prompts for testing and teachers will continue with this in 2022. Writing should remain a focus, in particular for boys school-wide, and for Maori and Pasifika students in 2022.

Maths:

Across the entire 2020 cohort, maths achievement has improved. Our transition to a new student management system (HERO) and development of new school-wide milestone expectations and reporting based on local curriculum and St Thomas's School Learning Progressions makes comparison difficult, as does maths OTJ's now being split into three strands. 2021 data will provide us with good baseline data from our new system which can be compared with future data.

Evaluation

Where to next?

General

Based on outcomes seen this year, Pasifika students should be a target group again in all learning areas. We have a staff member who oversees Maori and Pasifika learners and their achievement. Concepts from the Kahiko Mai programme we engaged with in 2020 will continue to be rolled out with our Pasifika students led by this member of staff.

Recent fluctuations in achievement and high numbers of Maori students receiving SEN support indicate that Maori students should also be a focus in 2022 in all learning areas.

Males in writing (school-wide) should also continue to be a target with some input from the Community of Learning (CoL) team as how to best raise achievement levels for boys. Word Chain (online Writing assistance tool) will continue to be rolled out to our senior year levels, with many boys participating in this programme.

Year 7&8 maths achievement should also be closely monitored with low achieving learners targeted for acceleration.

School-wide we will continue to embed our Learning Progressions for Reading, Writing and Maths. Much of our staff PD will involve Learning Progressions use and knowledge sharing within and across teams and between schools. Students will also engage with the Learner Agency Survey and results from this will be used to target Learner Agency in particular among those who are achieving at lower levels.

We will continue to resource and provide additional support through learning support programmes: Junior Literacy Support, EIP, Rainbow Reading, ESOL, Phonological Awareness, Spring into Maths, Steps, Word Chain.

Staff/Professional Learning

We will continue with our target setting by year level with Year Level Leaders reporting to Board about targets set (start of year) and achievement against those targets (end of year). Data will be reviewed and discussed with staff in order to set relevant targets and identify target students for this. Professional Learning will continue led by our CoL team around use of St Thomas's School Learning Progressions and Learner Agency. Data from Learner Agency surveys will be analysed and targets will be set around Learner Agency by each classroom teacher. Observations and Coaching Conversations relating to Learning Progressions and Learner Agency will continue.

Data literacy of all staff will be improved through a range of Professional Learner sessions including analysis of eAsTTle data and Learner Agency surveys.

Attendance

Attendance data has been difficult to track over the last 2 years due to time spent in lockdowns. What appears to be an improvement in attendance could be masked by the length and frequency of the Covid-19 lockdowns where all students were marked as 'present'. Additionally parents were less likely to take their children out of school for family holidays. Teacher feedback suggests that students who were lower in achievement were less likely to engage in activities provided as part of our learning from home programme during 2021. In 2022 we will continue to communicate with our parents about the importance of students being at school with a view to improving attendance, and engagement if learning from home, of our low achievers.

Planning for next year:

- Monitor and maintain Maori learners in Reading, Writing and Maths achieving 'At', 'Above' or 'Well Above' over 80%.
- Increase % of Pasifika learners achieving 'At', 'Above' or 'Well Above' expectation in Reading, Writing and Maths to over 70%.
- Monitor and maintain Male learners in Writing achieving 'At', 'Above' or 'Well Above' expectation over 80%.
- Monitor and maintain Year 7&8 learners in Maths achieving 'At', 'Above' or 'Well Above' expectation over 80%.
- Review, monitor and improve punctuality and attendance.
- Use learner agency data to target lower performing students in each of the learner agency areas (e.g. resilience, collaboration, etc)

St Thomas's School KIWISPORTS 2021

St Thomas's School Kiwisport Grant for 2021 was spent on a number of initiatives which increased participation in organised sport for our students. These included maintaining the role of Sports Co-ordinator and also bringing in external sport coaches for our students. While the year was very much Covid-19 interrupted and a lot of external competitive sport was cancelled, this 'onsite focus' enabled a range of different sports initiatives including remote/online sports challenges, modified (distanced) sport when onsite, promotion of health and wellbeing through fitness and exercise.

Participation in remote/online activities was high and students enjoyed the modified sport once back onsite post-lockdown. New sports equipment to support the modified sport was purchased. All of this was made possible by the support of Kiwisport. The amount received from the Ministry was \$10,203.29

December 2021